



The Republic of the Union of Myanmar

The 2014 Myanmar Population and Housing Census

THEMATIC REPORT ON EDUCATION

Census Report Volume 4-H



**Department of Population
Ministry of Labour, Immigration and Population**

With technical assistance from UNFPA



JUNE 2017



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Foreword

The 2014 Myanmar Population and Housing Census (2014 Census) was conducted with midnight of 29 March 2014 as the reference point. This is the first Census in 30 years; the last was conducted in 1983. Planning and execution of this Census was spearheaded by the former Ministry of Immigration and Population, now the Ministry of Labour, Immigration and Population, on behalf of the Government, in accordance with the Population and Housing Census Law, 2013. The main objective of the 2014 Census is to provide the Government and other stakeholders with essential information on the population, in regard to demographic, social and economic characteristics, housing conditions and household amenities. By generating such information at all administrative levels, it is also intended to provide a sound basis for evidence-based decision-making, and to evaluate the impact of social and economic policies and programmes in the country.

The results of the 2014 Census have been published so far in a number of volumes. The first was the *Provisional Results* (Census Volume 1), released in August 2014. The Census Main Results were launched in May 2015. These included *The Union Report* (Census Report Volume 2), *Highlights of the Main Results* (Census Report Volume 2-A), and the reports for each of the 15 States and Regions (Census Report Volume 3[A-O]). The reports on *Occupation and Industry* (Census Report Volume 2-B), and *Religion* (Census Report Volume 2-C) were launched in March 2016 and July 2016, respectively.

The current set of the 2014 Census publications comprises 13 thematic reports and a Census Atlas. They address issues on Fertility and Nuptiality; Mortality; Maternal Mortality; Migration and Urbanization; Population Projections; Population Dynamics; the Elderly; Children and Youth; Education; Labour Force; Disability; Gender Dimensions; and Housing Conditions and Household Amenities. Their preparation involved collaborative efforts with both local and international experts as well as various Government Ministries, Departments and research institutions. The thematic reports published to date include: Fertility and Nuptiality; Mortality; Maternal Mortality; Migration and Urbanization; Population Dynamics; Population Projections; and the Labour Force.

Data capture for the Census was undertaken using scanning technology. The processes were highly integrated, with tight controls to guarantee accuracy of results. To achieve internal consistency and minimize errors, rigorous data editing, cleaning and validation were carried out to facilitate further analysis of the results. The information presented in these reports is therefore based on more cleaned data sets, and the reader should be aware that there may be some small differences from the results published in the earlier set of volumes.

This report presents the findings on Education, through information collected from three questions in the Census on literacy, school attendance, and educational attainment. The progress of any country is heavily dependent on its education system. Education has to reach all groups within society and has to be of a high quality to be able to meet the demands of an expanding labour market. At a critical time in the development of the education system in Myanmar, the information presented in this report will assist the Government in its effort towards meeting the Sustainable Development Goal of ensuring inclusive and equitable quality education and the promotion of lifelong learning opportunities for all.

Foreword

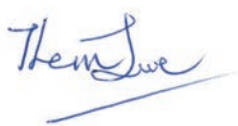
The report notes that the Census showed that the national adult literacy rate was almost 90 per cent, and although higher rates were reported for males (93 per cent) than for females (87 per cent), there has been greater improvement among females since the 1983 census. Gender differences in literacy are relatively small up to around aged 50 after which males are more literate than females, and these differences increase with age. This reflects the gender differences in school attendance in earlier years. Urban residents are more literate (95 per cent) than rural residents (87 per cent).

The Census further reported that just under half a million children aged 7-15 years had never attended school. Again, there were large differences in urban and rural patterns of non-attendance. The proportion of non-attenders in urban areas was just 2 per cent, but was three times higher (6 per cent) in rural areas. And there were even greater differentials at the State/Region level, with Shan recording the highest rate (at 22 per cent) and Nay Pyi Taw the lowest (at less than 2 per cent). The report notes several reasons for children not attending school, and though the Census was not able to enquire into these directly, other information collected provides some indication that affordability is one of them.

Educational attainment is still quite low in Myanmar. About 16 per cent of the population aged 25 years and over reported having no schooling. This proportion was higher for females (19 per cent) than for males (13 per cent) and this was the case generally in all age groups, with the proportion increasing with age such that more than half of women aged 80 and over had no schooling. A striking feature of Myanmar's educational attainment profile, however, is the high performance of women compared with men at higher educational levels.

The current school-age population was almost 11 million in 2014, having increased from 8 million in 1973 to 9.5 million in 1983. But the future school-age population will, according to recent population projections, decrease by about 12 per cent from 12.1 million in 2015 to 10.7 million in 2050. All the basic school-age groups will be affected, decreasing to levels of 4.3 million for those aged 6-10; 3.6 million for those aged 11-14; and 2.8 million for those aged 15-17 by the year 2050. This projected decline will have consequences for future education policy at both the national and local level, and particularly in rural areas.

On behalf of the Government of Myanmar, I wish to thank the teams at the Department of Population, the United Nations Population Fund (UNFPA) and the authors for their contribution towards the preparation of this thematic report. I would also like to thank our development partners, namely: Australia, Finland, Germany, Italy, Norway, Sweden, Switzerland, and the United Kingdom for their support to undertake the Census, as well as the technical support provided by the United States of America.



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Table of Contents

Foreword / II

List of Tables / VI

List of Figures / VIII

List of Tables in Appendices / IX

List of Acronyms / X

Executive summary / XI

1. The context of education in Myanmar / 1

1.1 The education system in Myanmar / 1

1.2 Education policy in Myanmar / 4

1.3 International goals on education / 6

2. Collecting education data in Myanmar / 9

2.1 United Nations and ISCED recommendations on education / 9

2.2 Data sources used in this Report / 11

2.3 Quality assessment / 14

3. Literacy / 19

3.1 Introduction / 19

3.2 Adult literacy rates / 20

3.3 Youth literacy rates / 25

3.4 Improvements in literacy / 26

3.5 Illiterate households / 29

3.6 Literacy and wealth / 29

3.7 Comparisons with international levels of adult literacy / 30

3.8 Summary / 31

4. School attendance / 32

4.1 Introduction / 32

4.2 Net attendance by sex and age / 33

4.3 School attendance rates for five year olds / 41

4.4 School attendance and school enrolment / 42

4.5 Children not in school / 43

4.6 Reasons for not attending school / 46

4.7 Summary / 49

Table of Contents

5. Educational attainment / 50

- 5.1 Introduction / 50
- 5.2 Completed level of education / 51
- 5.3 Level of education and household wealth / 57
- 5.4 Persons with no schooling / 58
- 5.5 The highly educated / 63
- 5.6 Educational attainment of household heads / 66
- 5.7 Summary / 67

6. School-age population projections / 69

- 6.1 Introduction / 69
- 6.2 Union and urban/rural area projections, 2015-2050 / 69
- 6.3 School-age projections for States/Regions, 2015-2030 / 72
- 6.4 Summary / 75

7. Conclusions and recommendations / 76

- 7.1 Conclusions / 76
- 7.2 Recommendations / 78

References / 81

Glossary of terms and definitions / 84

Appendices / 87

- Appendix 1: Tables / 88
- Appendix 2: Household Surveys /107
- Appendix 3: Wealth Index /111

List of Contributors / 112

List of Tables

- 1.1 Population of school-age children in conventional households and institutions by selected age group, 2014 Census / 2
- 1.2 Education systems in selected ASEAN countries / 2
- 3.1 Literacy rates by sex by age, 2014 Census / 21
- 3.2 Adult literacy rates by sex, States/Regions, 2014 Census / 22
- 3.3 Adult literacy rates by sex, urban and rural areas, States/Regions, 2014 Census / 24
- 3.4 The 10 Districts with the highest and lowest adult literacy rates, 2014 Census / 25
- 3.5 Youth literacy rates by sex, States/Regions, 2014 Census / 26
- 3.6 Adult literacy, 1973, 1983 and 2014 censuses / 27
- 3.7 Age-specific literacy rates by sex, 1983 and 2014 censuses / 28
- 3.8 Illiterate households, urban and rural areas, States/Regions, 2014 Census / 29
- 3.9 Distribution of adult literacy by wealth index quintiles, 2014 Census / 30
- 3.10 Adult literacy rates by sex in selected ASEAN countries / 30
- 4.1 Percentage of population by school attendance by age by sex, 2014 Census/ 33
- 4.2 Net attendance rates by age by sex, urban and rural areas, 2014 Census / 34
- 4.3 Net attendance rates by age by sex, 1983 census / 36
- 4.4 School attendance rates by age by sex, States/Regions, 2014 Census / 38
- 4.5 Net attendance rates and net enrolment rates by age group / 42
- 4.6 Children aged 7-15 by school attendance by age, 2014 Census / 44
- 4.7 Children aged 7-15 who had never attended school by sex by age, urban and rural areas, 2014 Census / 45
- 4.8 Children aged 7-15 by school attendance, States/Regions, 2014 Census / 46
- 4.9 Children aged 10-15 not attending school by activity status by sex, urban and rural areas, 2014 Census / 48
- 4.10 School attendance of those aged 5-29 by wealth index quintile, 2014 Census/ 49
- 5.1 Population aged 25 and over by highest completed level of education by sex, 2014 Census / 51

List of Tables

- 5.2 Population aged 25 and over by highest grade/education level completed by sex, 2014 Census / 53
- 5.3 Percentage of population aged 25 and over by highest completed level of education by age by sex, 2014 Census / 54
- 5.4 Percentage of population aged 25 and over by highest completed level of education by sex, States/Regions, 2014 Census/ 56
- 5.5 Educational attainment of those aged 25 and over by wealth index quintile, 2014 Census/ 58
- 5.6 Proportion of population aged 25 and over with no schooling by sex by age by whether living in conventional households or institutions, 2014 Census / 59
- 5.7 Proportion of population aged 25 and over with no schooling by sex, urban and rural areas, States/Regions, 2014 Census / 60
- 5.8 The 10 Districts with the highest and lowest proportions of the population aged 25 and over with no schooling, 2014 Census / 62
- 5.9 Proportion of population aged 25 and over recorded as highly educated by age by sex, urban and rural areas, 2014 Census/ 63
- 5.10 Proportion of population aged 25 and over recorded as highly educated by sex, urban and rural areas, States/Regions 2014 Census/ 64
- 5.11 The 10 Districts with the highest and lowest proportions of population aged 25 and over reported as highly educated, 2014 Census / 66
- 5.12 Household heads aged 26 and over by level of education by sex, 2014 Census / 67
- 6.1 School-age population by sex, 1973, 1983 and 2014 censuses / 69
- 6.2 New school-age projections (medium variant), 2015-2050/ 71
- 6.3 Projection of school-age children (medium variant) by age group, 2015, 2030 and 2050, urban and rural areas/ 72
- 6.4 Percentage of school-age children by age group (medium variant projection), 2015 and 2030, States/Regions / 74

List of Figures

- 1 Map of Myanmar by State/Region and District / 1
- 2.1 The 2014 Census questions on education / 11
- 3.1 Literacy rates by sex by age, 2014 Census / 21
- 3.2 Adult literacy rates, States/Regions, 2014 Census/ 23
- 3.3 Age-specific literacy rates by sex, 1983 and 2014 censuses a) 1983 Census / 27
b) 2014 Census / 28
- 3.4 Adult literacy rates in selected ASEAN countries/ 31
- 4.1 Net attendance rates by age by sex, 2014 Census / 35
- 4.2 Net attendance rates by age, urban and rural areas, 2014 Census / 35
- 4.3 Net attendance rates by sex by age, 1983 census / 37
- 4.4 Net attendance rates by age, 1983 and 2014 censuses / 37
- 4.5 School attendance rates for children of primary school age (5-9 years), States/Regions, 2014 Census / 39
- 4.6 School attendance rates for children of secondary school age (10-15 years), States/Regions, 2014 Census / 40
- 4.7 Timetable of the school year and the 2014 Census / 41
- 4.8 Proportion of children who had never attended school by age, 2014 Census / 44
- 5.1 Percentage of population aged 25 and over by highest completed level of education by sex, 2014 Census / 52
- 5.2 Population aged 25 and over by completed tertiary education by sex, 2014 Census / 53
- 5.3 Educational attainment of those aged 25 and over by wealth index quintile, 2014 Census / 58
- 5.4 Proportion of population aged 25 and over with no schooling by sex by age, 2014 Census / 59
- 5.5 Proportion of population aged 25 and over with no schooling, States/Regions, 2014 Census / 61
- 5.6 Proportion of population aged 25 and over recorded as highly educated, States/Regions, 2014 Census / 65
- 6.1 Projected population by new school-age groups, 2015-2050 / 70

List of Tables in Appendices

- A1.1 Adult and youth literacy rates by sex, States/Regions and Districts, 2014 Census / 88
- A1.2 School attendance rates by age group, States/Regions and Districts, 2014 Census / 90
- A1.3 Proportion of population aged 25 years and over by highest level of completed education, States/Regions and Districts, 2014 Census / 92
- A1.4 Population aged 15 and over by literacy by wealth index quintile, States/Regions, 2014 Census / 95
- A1.5 Population aged 5-29 by school attendance by wealth index quintile, States/Regions, 2014 Census / 96
- A1.6 Population aged 25 and over by highest level of educational attainment by wealth index quintile, States/Regions, 2014 Census / 98
- A1.7
 - a) School-age population projections (medium variant), urban and rural areas, (2015-2050) / 102
 - b) School-age population projections (medium variant), States/Regions, (2015-2030) / 104

List of Acronyms

ADB	Asian Development Bank
ANAR	Adjusted Net Attendance Rate
ASCF	Annual School Census Form
ASEAN¹	Association of Southeast Asian Nations
BE	Basic Education
CESR	Comprehensive Education Sector Review
CSO	Central Statistical Organization
DFID	Department for International Development (United Kingdom)
DoP	Department of Population
EMIS	Education Management Information System
ESCAP	United Nations Economic and Social Commission for Asia and the Pacific
EUROSTAT	Statistical Office of the European Union
FESR	Framework for Economic and Social Reforms
FRHS	Fertility and Reproductive Health Survey
GER	Gross Enrolment Ratio
ICPD	International Conference on Population and Development
IHLCS	Integrated Household Living Conditions Survey
ISCED	International Standard Classification of Education
LAMP	Literacy Assessment and Monitoring Programme
Lao PDR	Lao People's Democratic Republic
MDGs	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
NAR	Net Attendance Rate
NEC	National Education Committee
NER²	Net Enrolment Rate/Net Enrolment Ratio
NESP	National Education Sector Plan
NFE	Non-Formal Education
OECD	Organisation for Economic Co-operation and Development
PCFS	Population Change and Fertility Survey
SDGs	Sustainable Development Goals
Sida	Swedish International Development Cooperation Agency
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UOE	UNESCO-UIS/OECD/EUROSTAT
WB	The World Bank

¹ At the time of preparing this report, ASEAN member countries included Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Viet Nam.

² UNESCO used to call NER a rate, but has recently changed to ratio.

Executive summary

The progress of any country is heavily dependent on its education system. Education has to reach all groups within society and has to be of a high quality to cater for a demanding labour market. 'No-one left behind' is the ethical imperative of the United Nation's new development agenda, which is underpinned by the 17 Sustainable Development Goals (SDGs) that have now replaced the 8 Millennium Development Goals, which had (among other targets) specifically sought to achieve universal primary education by 2015.

SDG 4 focuses on education and aims to: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." To achieve universal access to quality education and lifelong learning opportunities, reliable data and official statistics are fundamental in monitoring progress towards this goal. At a critical time in the development of the education system in Myanmar, the purpose of this report is to analyse, interpret and present the data collected from the 2014 Census on three education-based topics - literacy, school attendance and educational attainment - and to describe major results of school-age population projections up to 2050.

Literacy

Literacy is the ability to both read and write. The 2014 Census shows that Myanmar has patterns of literacy similar to most less developed countries: younger generations are more literate than older generations; urban men have the highest literacy rates and rural women the lowest.

The adult literacy rate (for those aged 15 and over) in 2014 was 89.5 per cent. Although the Census reported higher rates among males (92.6 per cent) than females (86.9 per cent), there has been greater improvement among females since the 1983 census. Gender differences in literacy are relatively small up to around 50 years of age. Thereafter, males are more literate than females and the differences increase with age. This reflects the gender differences in school attendance in earlier years. Urban residents are more literate (95.2 per cent) than rural residents (87.0 per cent). Adult literacy rates among the States/Regions range from 96.6 per cent in Yangon to 64.6 per cent in Shan.

The number of illiterate persons has decreased from 4.5 million in 1983 to 3.6 million in 2014. The total number of illiterate households (households with no literate persons aged 15 and over) in Myanmar was about half a million (4.6 per cent of all conventional households). Illiterate households are mainly a rural phenomenon, especially in Chin (10.7 per cent), Kayin (17.1 per cent) and Shan (24.9 per cent). Illiterate households are proportionately fewer in urban areas in almost all States/Regions.

School attendance

School attendance was defined as attendance at a regular accredited educational institution, public or private, for organized learning at any level of education at the time of the 2014 Census. School attendance rates differ by age, peaking at age 9 with 85 per cent attending. The gender differences in school attendance rates are small. However, males have slightly higher school attendance rates at secondary school age, while females have higher attendance rates at primary school and university and above. This pattern is well known from previous household surveys. The overall differential between urban and rural areas was minimal (38.6

Executive Summary

per cent compared with 38.9 per cent), but this masks small differences between urban and rural areas at different ages; up to the age of 12, attendance rates in rural areas were generally slightly higher than in urban areas, thereafter they were more significantly lower.

The Census reported just less than half a million children aged 7-15 years who had never attended school. There were large differences in the proportion of non-attenders between rural areas (6.2 per cent) and urban areas (2.2 per cent), and even greater differentials at the State/Region level, with Shan recording the highest rate (21.9 per cent) and Nay Pyi Taw the lowest (1.7 per cent).

There are many reasons for children not attending school, the main reason identified from the Census data being one of affordability.

Educational attainment

The educational attainment, as measured by the highest grade/level completed at the most advanced level in the education system, is still quite low in Myanmar. About 16 per cent of the population aged 25 years of age and over reported having no schooling. The proportion was higher for females (18.8 per cent) than for males (13.3 per cent) and this was the case generally in all age groups, with the proportion increasing with age such that more than half of women aged 80 and over had received no schooling. The proportion with no schooling was higher in conventional households (16.6 per cent) than in institutions (9.1 per cent); higher in rural areas (20.2 per cent) than in urban areas (7.3 per cent); and highest in Shan State (44.9 per cent) and lowest in Yangon Region (5.9 per cent).

Only a relatively small proportion (7.3 per cent, about 2 million) of the population aged 25 and over had graduated from university or a higher level of education. A striking feature of Myanmar's educational attainment profile is the high performance of women compared with men at higher educational levels. Out of almost 1.9 million people aged 25 and over who graduated from university, 1.1 million – more than half – were women, and of the 116,000 persons with a postgraduate qualification, almost two thirds were women. Women comprised a higher proportion of the highly educated in all States/Regions except Chin. The difference in the proportion of highly educated was large between urban and rural areas: 16.8 per cent in urban areas compared to just 3.1 per cent in rural areas. Large differences were also reported between States/Regions; the highest proportion of highly educated was recorded in Yangon (15.9 per cent) and the lowest in Kayin (3.6 per cent).

Literacy, school attendance, and educational attainment by wealth index

Differences in literacy, school attendance, and educational attainment were analysed by a wealth index. Based on the Census information, an index was constructed at the household level, which was then used to divide the population into wealth quintiles, that is, equal sized groups of people each representing 20 per cent of the population. The wealth index was generated based on type of household and household assets, and is a measure of relative wealth as it gives the position of a household compared to other households. It is not based on income or expenditure, which provide direct indicators of absolute poverty, as no data on income or expenditure were collected by the 2014 Census.

Executive Summary

The most distinctive features of education illustrated by the wealth index were that: (a) of those persons who were illiterate, only 7.4 per cent belonged to the highest quintile compared to 33.5 per cent who were in the lowest quintile; (b) of those persons aged 5-29 who had never attended school, 37.7 per cent belonged to the lowest quintile compared to only 8.0 per cent in the highest quintile; and (c) of those with no schooling, 30 per cent belonged to the lowest quintile compared to only about 8 per cent in the highest quintile.

School-age population projections

The current school-age population (those children aged 5-15) was almost 11 million in 2014, an increase from 8 million in 1973 to 9.5 million in 1983. But the future school-age population (those aged 6-17) will, according to recent population projections, decrease by about 12 per cent from 12.1 million in 2015 to 10.7 million in 2050, primarily because of a decline in fertility. All the basic school-age groups will decrease between 2015 and 2050 to levels of 4.3 million for those aged 6-10, 3.6 million for those aged 11-14, and 2.8 million for those aged 15-17. The proportional loss of population is greater for younger ages: 15 per cent for those aged 6-10, 13 per cent for those aged 11-14, and 6.0 per cent for those aged 15-17.

The projections show a dramatic difference in the changes in size of the school-age population between urban and rural areas. In rural areas, the school-age population will decrease from 9.0 million to 7.4 million (representing an 18.2 per cent loss) between 2015 and 2050, while in urban areas, the number of children aged 6-17 is projected to increase from 3.1 million to 3.3 million, despite the falling fertility rate assumptions, though its share of the total population nevertheless falls from around one in five (20.3 per cent) to around one in seven (14.7 per cent).

Policy implications and recommendations

It is beyond the scope of this report to provide a detailed list of policy recommendations. To do this, an in-depth study of the current education system would be necessary. However, the final chapter sets out some general conclusions and recommendations to address the need to improve education in Myanmar, together with some specific recommendations on improving the collection of education statistics to help better inform future Government policy.

Chapter 1. The context of education in Myanmar

The progress of any country is heavily dependent on its education system. Education systems must be in line with the demands of a changing labour market to create the human capital needed for economic development. Education has to reach all groups within society and has to be of a high quality to cater for a demanding labour market. The purpose of this report is to analyse, interpret and present the data collected by the 2014 Census on literacy, school attendance and school attainment. The report presents this information within the context of the current education system in Myanmar, and the country's aim to meet international targets on educational achievement.

1.1 The education system in Myanmar

Basic education

The current basic education system at the time of the 2014 Census comprised five years of Primary School, four years of Lower Secondary (Middle school) and two years of Upper Secondary School (High school), totalling 11 years. The ages of children and school grades relating to these levels of education, together with the equivalent levels of education as classified by UNESCO's International Standard Classification of Education (ISCED) are as follows:

Pre-school	Age 4-5		ISCED level 0
Primary school	Age 5-9	Grade 1-5	ISCED level 1
Lower Secondary/Middle School	Age 10-13	Grade 6-9	ISCED level 2
Upper Secondary/High School	Age 14-15	Grade 10-11	ISCED level 3
Higher education	Over 15		ISCED levels 4, 5A, 5B and 6

Internationally, 'basic education' means primary and lower secondary school. These levels are often compulsory. However, the terminology used by the Ministry of Education (MoE) in Myanmar will be followed in this report. Thus, for the purposes of the analyses of the 2014 Census data, 'basic education' comprises primary, lower secondary (Middle school) and upper secondary (High school). The current structure of basic education is: primary level (from Grade 1 to Grade 5); lower secondary level (from Grade 6 to Grade 9); and upper secondary level (from Grade 10 to Grade 11). Thus, the basic education system may be described as a 5-4-2 system. All children aged five years have the opportunity to enrol in Grade 1 (although the Census has shown that not all do so). The Census Enumerator's code book (Department of Population, 2014a), showed a conversion table between the former and current education systems.

There were almost 11 million children of basic school age enumerated in the 2014 Myanmar Census (Table 1.1), while the Department of Education Planning and Training (2015) reported there were 8.6 million students in the country's education system, corresponding to about 78 per cent of the school-age population. The total number of schools was 41,800 (4,600 in urban³ areas and 37,200 in rural areas), employing some 311 thousand teachers (82,000 in urban areas and 224,000 in rural areas). These figures clearly show that the education system in Myanmar is large, and reflects the distribution of the population more generally between urban and rural areas.

³Schools situated in a Ward are classified as urban and schools in a Village Tract are classified as rural.

Chapter 1. The context of education in Myanmar

Table 1.1

Population of school-age children in conventional households and institutions by selected age group, 2014 Census

Age group	Total population			Population in conventional households			Population in institutions		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
5-9	4,819,077	2,438,372	2,380,705	4,724,561	2,373,338	2,351,223	94,516	65,034	29,482
10-13	4,098,188	2,088,995	2,009,193	3,907,608	1,933,812	1,973,796	190,580	155,183	35,397
14-15	1,971,863	990,993	980,870	1,850,492	901,278	949,214	121,371	89,715	31,656
Total	10,889,128	5,518,360	5,370,768	10,482,661	5,208,428	5,274,233	406,467	309,932	96,535

The 2014 Census enumerated 10.9 million children aged 5-15, of which 96.3 per cent were in conventional households and 3.7 per cent in institutions. Of those of primary school age (5-9 years) just 2.0 per cent were enumerated in institutions, while for those in lower and upper secondary school the corresponding figures were 4.7 and 6.2 per cent, respectively.

The gender difference in the enumerated school-age children was small, 49.3 per cent girls and 50.7 per cent boys. However, among the relatively small numbers of children enumerated in institutions, 76.2 per cent were boys and 23.8 per cent were girls, reflecting the larger numbers of boys in religious establishments.

Table 1.2

Education systems in selected ASEAN countries

Country	System	Years of schooling	Starting age
Cambodia	6-3-3	12	6
Indonesia	6-3-3	12	6
Lao PDR	5-4-3	12	6
Philippines	6-4-2	12	6
Thailand	6-3-3	12	6
Viet Nam	6-3-3	12	6
Myanmar	5-4-2	11	5
(Myanmar planned)	(5-4-3)	(12)	(6)

The usual education system in ASEAN countries, and also in many less developed countries, requires six years of primary school, three years of lower secondary and three years of upper secondary school. As noted above, Myanmar has a slightly different basic education system, 5-4-2; 11 years of schooling starting at age five. However, it should be noted that Myanmar is planning to change the education system in 2017 to 5-4-3, comprising 12 years of schooling starting at age six. This planned system is more in line with most other ASEAN countries. In the planned new education system, the primary school age will be 6-10 years; the middle/lower secondary school age 11-14 years; and the high/upper secondary school age 15-17 years. For this report, however, education refers to the system in operation at the time of the 2014 Census. Only in the discussion on school age projections (in Chapter 6) will the 'new' ages be used.

Chapter 1. The context of education in Myanmar

Higher education

The higher education sector in Myanmar generally refers to tertiary level education, encompassing all state-run universities, degree-colleges and other colleges. But there are many changes and reforms happening in the education sector, particularly in higher education. Currently there are, altogether, some 168 institutes managed by 13 different ministries (Comprehensive Education Sector Review, March 2013). Currently, some universities managed by the respective ministries have been returned to the Ministry of Education (MoE). For example, the universities of medicines have been transferred from the Ministry of Health (MoH) to the MoE. Furthermore, the two departments for higher education; Department of Higher Education (Upper Myanmar) and Department of Higher Education (Lower Myanmar) have recently been reformed as the Department of Higher Education. The new department takes responsibility for the administration and coordination of higher education institutions under the MoE and the National Centre for Human Resource Development, which conducts training and skills development (see Department of Higher Education <http://www.myanmar-education.edu.mm>).

The University Education Law was enacted in 1964, but was replaced by new legislation in 1973 which was further amended in 1983, 1989 and 1998. Further education reform, especially for higher education, started in 2011. The higher education development plan is part of the Thirty-Year Long-Term Education Development Plan (Department of Higher Education, 2001).

For Myanmar's education sector, the National Education Committee (NEC) is the highest decision-making body in Myanmar. For higher education, the Universities' Central Council and Council of University Academic Bodies are the main bodies supporting the NEC, particularly for higher education sector improvement. The Universities' Central Council is responsible for the framing of broad policy and co-ordination of administrative work, and the Council of University Academic Bodies is responsible for academic regulations and co-ordination of academic work.

Higher education institutes such as technical institutes, computer science universities, arts and science colleges and universities are established in respective States/Regions for higher education. In addition to the conventional universities, two 'distance learning' universities serve more than half of students who enrol in higher level education, such as those who are not able to attend conventional universities.

Currently, the state-run universities offer various diplomas, bachelor degrees, master's and doctorate degrees. Many state-run universities provide short-term courses in some areas such as management and administration, computer science, and information technology, among others. In some universities, part-time master's degree courses are jointly implemented with affiliated universities abroad. Similarly, in the private sector, there are a number of education centres, often referred to as colleges/institutes, which provide higher national diplomas and channel their students to join affiliated colleges abroad.

According to the Comprehensive Education Sector Review (CESR) (Ministry of Education, 2013), there were almost 500,000 students in higher education in 2012.

Chapter 1. The context of education in Myanmar

Non-formal education (NFE)

Non-formal education aims to fulfil the educational needs of people who are not in the regular education system by using tailor-made approaches to cover literacy, life skills, continuing education, equity education, and income generation. Unlike formal education, there are no particular NFE laws and policies in Myanmar. According to the current MoE's organization structure, NFE is implemented by a unit under the Department of Myanmar Education Research Bureau. The major activities implemented under the NFE programme are a basic literacy campaign, continuing education, community learning centres, equivalency programmes, and non-formal primary education.

The NFE programme suffers from two major problems; it has no specific budget allocation, nor is there sufficient manpower at the MoE. Consequently, activities to raise public awareness of the NFE programme and to monitor it have been limited. Moreover, the lack of any proper data collection system to provide information and statistics related to the NFE programme, and the lack of coordination between non-government organizations (NGOs) and relevant departments, have created an obstacle to assessing current activities and developing plans for the future.

1.2 Education policy in Myanmar

The preparation of this report has been undertaken during a transition period between Myanmar's previous Government and the newly elected administration. The new Government will no doubt wish to act positively in the light of the results of the Census, which will have a tangible impact on the daily economic lives of the population. This particular report brings the education sector under the spotlight. Myanmar's education journey, both at the basic and higher levels, has gone through a series of transformations mainly as a result of introducing different ways of implementing and amending the so-called new education systems since the middle of the last century.

Currently, no overarching comprehensive and inclusive education policy exists that fully elaborates the philosophy, vision, mission, objectives, components and institutional arrangements envisaged by the previous Government to ensure that education rights mandated by international standards and local law can be enjoyed by all children, youth and adults in Myanmar.

There are ongoing discussions between the MoE and stakeholders on the form that new legislation should take. In the meantime, guidance, in the form of the Thirty-Year Long-Term Education Development Plan 2001-2031 (comprising 10 programmes and 31 projects) has been developed. Currently, the education policies and guidelines for all levels are principally laid down by the Myanmar National Education Committee (MNEC), chaired by the Union Minister of the Ministry of Education. For basic education (under the MNEC), there is a committee called the Basic Education Council which is complemented by the Basic Education Curriculum, Syllabus and Textbook Committee and the Teacher Education Supervisory Committee. Under the guidance of the Committee, the Department's concerns relating to the educational activities for basic education are being addressed. As noted earlier, for

Chapter 1. The context of education in Myanmar

the higher education sector, the Universities' Central Council and The Council of University Academic Bodies are the bodies responsible for academic and administrative matters.

On 30 March 2011, the President made a landmark policy announcement which comprised a 10-point priority list for education reform. The 10 points were to:

- (1) Implement a free, compulsory primary education system.
- (2) Increase the enrolment rate in the basic education sector.
- (3) Nurture the new generations as intellectuals and intelligentsia in human resource development.
- (4) Improve the capacities of teachers in both basic and higher education sectors.
- (5) Utilize teaching aids more effectively.
- (6) Upgrade the quality and socioeconomic status of educational personnel.
- (7) Provide scholarships, stipends, and awards both locally and internationally.
- (8) Promulgate relevant laws for the participation and contribution of the private sector in education services.
- (9) Collaborate with international and local organizations including the United Nations, and national and international non-governmental organizations.
- (10) Upgrade educational standard to an international level.

(National Education Strategic Plan 2016-21).

All 10 points were expanded in the launch of the Framework for Economic and Social Reforms (FESR) in December 2012 and became government policy priorities for the period from 2012 to 2015. Regarding the education sector, the FESR made the following commitments to:

- (1) Expand the basic education system from 11 to 12 years.
- (2) Place greater emphasis on child-centred teaching methodologies.
- (3) Upgrade teacher training and undertake other curriculum reforms to enhance the quality of basic education.
- (4) Address teacher remuneration and broader issues of education financing.
- (5) Establish a rigorous system for education quality assessment and performance.
- (6) Undertake basic education management reforms, including greater involvement of parents in their child's education.
- (7) Introduce supportive measures to address high drop-out rates and the cost burdens for families.

Moreover, the MoE's priorities (presented at the First Myanmar Development Cooperation Forum in January 2013) identified key themes, priority areas and individual projects. However, these are yet to be formalized as consolidated and articulated policies, and visible strategies, with timetables for implementation and achievement.

As a result, the government-led Comprehensive Education Sector Review (CESR) was conducted in 2012 and the reports are being published in different phases. Phase I of the CESR was published in March 2013 and Phase II is currently in the pipeline. With much anticipation, the new features of education including various improvement plans in basic education are, hopefully, imminent.

Chapter 1. The context of education in Myanmar

1.3 International goals on education

'No-one left behind' is the ethical imperative of the United Nations new development agenda, which is underpinned by the 17 Sustainable Development Goals (SDGs) (United Nations General Assembly, 2015) that have now replaced the eight Millennium Development Goals, which had (among other targets) specifically sought to achieve universal primary education by 2015. In this section the Millennium Development Goals, Sustainable Development Goals, Education For All and the International Conference on Population and Development are briefly described.

Millennium Development Goals 2000-2015 (MDGs)

The Millennium Development Goals (MDGs) were eight international development goals that were adopted following the Millennium Summit of the United Nations in 2000 (United Nations General Assembly, 2000). All 189 United Nations member states at the time, and at least 23 international organizations, committed to achieving the Millennium Development Goals by 2015. The aims of the MDGs were influential in the design of the 2014 Myanmar Census. The eight goals were to:

- (1) Eradicate extreme poverty and hunger
- (2) Achieve universal primary education
- (3) Promote gender equality and empower women
- (4) Reduce child mortality
- (5) Improve maternal health
- (6) Combat HIV/AIDS, malaria, and other diseases
- (7) Ensure environmental sustainability
- (8) Develop a global partnership for development.

Goals 2 and 3 impacted on Myanmar's education policy. The target for Goal 2 was to: "Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling." The indicators used to measure this target were:

Indicator 6: Net enrolment ratio in primary education

Indicator 7: Proportion of pupils starting grade 1 who reach last grade of primary education

Indicator 8: Literacy rate of 15-24 year olds.

The target for Goal 3 was to: "Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015." One of the indicators used to measure this target was:

Indicator 9: Ratio of girls to boys in primary, secondary and tertiary education.

At the same time, achieving some of the other MDGs relating to improved health, access to clean drinking water, decreased poverty, and environmental sustainability, were critical to achieving the MDGs relating to education.

Three out of four MDG indicators on education can be calculated from the results of the 2014 Census.

Chapter 1. The context of education in Myanmar

Sustainable Development Goals 2016-2030 (SDGs)

It should be noted that though the 2014 Census was carried out at a time when the MDGs were still applicable, these goals have now been replaced by the Sustainable Development Goals (SDGs) (United Nations General Assembly, 2015). Though relevant to current education policies, the SDGs were not relevant in the context of the design, content and analysis of the 2014 Census.

Of the 17 SDG goals, SDG 4 focuses on education. The aim of SDG 4 is to:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The SDGs have 169 targets and are therefore more detailed and elaborate than the MDGs.

The indicators to measure progress of the SDGs, including education, were set in March 2016. The progress of some of the targets will be measured using household surveys/population census data, and others will use administrative school data - Education Management Information Systems (EMIS). For specific targets and indicators on SDG 4 see: <https://sustainabledevelopment.un.org/sdg4>

Education For All (EFA)

Education For All (EFA) is an international initiative, led by UNESCO, and was first launched in 1990 to bring the benefits of education to ‘every citizen in every society’. To realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank Group committed to achieving six specific education goals:

- (1) Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- (2) Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.
- (3) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- (4) Achieve a 50 per cent improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- (5) Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
- (6) Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In 2000, some 189 countries and their partners adopted the two EFA goals that align with Millennium Development Goals (MDGs) 2 and 3, which refer to universal primary education and gender parity.

Chapter 1. The context of education in Myanmar

Although there has been steady progress towards achieving many EFA goals, challenges remain, as can be seen in UNESCO (2015).

International Conference on Population and Development (ICPD)

The 1994 International Conference on Population and Development (ICPD) articulated a bold new vision about the relationships between population, development and individual well-being. At the ICPD in Cairo, 179 countries adopted a forward-looking, 20-year Programme of Action that continues to serve as a comprehensive guide to people-centred development progress. The ICPD Programme of Action was remarkable in its recognition that reproductive health and rights, as well as women's empowerment and gender equality, are cornerstones of population and development programmes.

In 2014 the United Nations published a follow-up report. This framework, sometimes referred to as the, "The ICPD Beyond 2014 Global Report" (UNFPA, 2014), is the culmination of a major global review of progress in implementing the ICPD Programme of Action, and analyzing the gaps and challenges that remain. The report gathered data from 176 countries together with inputs from civil society and academic research that pointed to significant achievements from 1994-2014. It also warned of serious and growing inequalities and the possibility of thwarted progress unless the human rights, health and aspirations of women and young people were prioritized.

The ICPD objectives related to education are to:

- (a) Achieve universal access to quality education, with particular priority being given to primary and technical education and job training, to combat illiteracy and to eliminate gender disparities in access to, retention in, and support for education.
- (b) Promote non-formal education for young people, guaranteeing equal access for women and men to literacy centres.

Other stakeholders in education

There are several international organizations, for example UNICEF, UNFPA, UNDP, WB, ADB, Sida and DFID, as well as non-governmental organizations, working in the education sector who are involved with different education projects which have different project goals.

Looking at all the goals and targets for education in this chapter, it seems that two goals stand out:

- To ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- To eliminate gender disparities in primary and secondary education and achieve gender equality in all levels of education.

Chapter 2. Collecting education data in Myanmar

2.1 United Nations and ISCED recommendations on education

United Nations census recommendations on education

The Myanmar Population and Housing Census 2014 was part of the 2010 round of censuses (encompassing the period 2005-2014), and, as far as possible, attempted to follow United Nations recommendations (United Nations Statistics Division, 2008), subject to overriding national contexts. It should be noted, however, that these recommendations have since been superseded by those published in the 3rd edition in 2015.

There were five education components in the United Nations 2008 recommendations, of which three were core topics:

- | | |
|------------------------------|----------------|
| • Literacy | Core topic |
| • School attendance | Core topic |
| • Educational attainment | Core topic |
| • Fields of education | Non-core topic |
| • Educational qualifications | Non-core topic |

As discussed in Section 2.2, the 2014 Census collected information on each of the three core topics.

Literacy

Literacy is defined in the United Nations recommendations as the ability to both read and write. The 2014 Census data allowed for the distinction between the 'literate' and 'illiterate' population. A 'literate' person was defined as a person who can read and write a short simple statement on everyday life in at least one language. An 'illiterate person' could not do this. The recommended age groupings for tabulations were 15 and over (to measure adult literacy), 15-24 (to measure youth literacy) and the five-year age bands; 15-19, 20-24, 25-29 up to 85-89 and 90 and over.

School attendance

School attendance referred to regular attendance at any regular educational institution or systematic instruction at any level of education during the 12 months prior to the Census. This included schooling at pre-primary, primary, lower secondary (middle), and upper secondary (high) school, and tertiary institutions of higher learning. The response options were: (a) Currently attending; (b) Attended previously; and (c) Never attended (see Figure 2.1). The recommended age groupings were single years of age for those aged 5-29, and five-year age groups for those aged 5 and over up to 85-89 and then 90 and over.

School attendance is complementary to, but should always be distinguished from, school enrolment which typically is obtained from administrative data, for example Education Management Information Systems (EMIS) data. A child can be enrolled in a school but not necessarily attending. On the other hand, a child may be attending school but is not enrolled if, for example, the school registration is incomplete.

Educational attainment

Educational attainment is the highest grade/level completed at the most advanced level

Chapter 2. Collecting education data in Myanmar

attended in the education system of the country where the education was received, covering both public and private institutions accredited by government. The recommended age groupings are five-year age bands for those aged 25 and over up to 85-89 and then 90 and over.

The United Nations has recommended that data on school attendance, educational attainment and literacy should be collected and tabulated separately and independently of each other, without any assumption of linkages between them.

International Standard Classification of Education (ISCED)

Globally, education systems vary widely in terms of structure and curricular content. Consequently, it can be difficult for national policymakers to compare their own education systems with those of other countries or to benchmark progress towards national and international goals.

International reporting on education is based on ISCED which is designed to serve as an instrument suitable for assembling, compiling and presenting comparable indicators and statistics of education both within individual countries and internationally.

UNESCO is the custodian for ISCED (UNESCO, 2006). UNESCO Institute for Statistics (UIS) is responsible for implementing ISCED and, if necessary, updating it. The 1997 ISCED classification was recommended for use in the 2010 round of censuses (United Nations Statistical Division, 2008).

ISCED 1997 mainly classifies educational programmes by level and field of study. The classifications of level of education are:

- 0 Pre-primary education
- 1 Primary education
- 2 Lower secondary education
- 3 Upper secondary education
- 4 Post-secondary non-tertiary education
- 5A First stage of tertiary education “theoretical”
- 5B First stage of tertiary education “occupation”
- 6 Second stage of tertiary education “advanced research qualification”.

ISCED was recently updated, and a new version is now in place, which should be used with immediate effect.

The national education system should be described in ISCED terms. This is called ISCED mapping. ISCED mapping is important for international comparisons and international reporting. However, ISCED mapping has so far not been carried out in Myanmar. It has been undertaken in many countries around the world, including most of the ASEAN countries. All those mappings can be found at the UIS website <http://uis.unesco.org/en/isced-mappings>. It is recommended that the education system in Myanmar is mapped to the new ISCED (see Chapter 7).

Chapter 2. Collecting education data in Myanmar

2.2 Data sources used in this Report

The purpose of this report is to analyse, interpret and present the 2014 Census data on literacy, school attendance and educational attainment. The extent of the data collected on education in Myanmar necessarily limits the content of this report. In this section, a short description of the main data sources used is given. Reference is also made to other sources of education data, though not necessarily used, in the analysis.

A population census is a goldmine of information. The number of possible cross-tabulations is vast. Due to time and resource constraints only a limited number of potential cross-tabulations are found in this report. However, readers should note that tabulations involving education as a cross-variable on other topics have been published in several other thematic reports (see, for example, Department of Population 2016(a) and (b), and 2017 (a)-(e)). Some of the relevant conclusions from these reports are included in this report for easy reference.

The 2014 Census

The 2014 Myanmar Population and Housing Census is the main source of data for this report on Education. Two questionnaires were used in the 2014 Census:

- A main questionnaire (for conventional households) containing 41 questions
- A questionnaire containing 11 questions for institutions.

The main questionnaire contained three questions on education asked of all persons aged five and over. These covered literacy, school attendance and highest education grade/level attained. (See Figure 2.1).

Figure 2.1

The 2014 Census questions on education

AGE 5 AND ABOVE		
EDUCATION		
19. Can (Name) read and write in any language?	20. Is (Name) currently attending, previously attended or never attended school/college?	21. What is the highest education grade/level (Name) completed?
Yes No	Currently attending Previously attended Never attended	None - 00 Grade - 01-11 College - 12 Vocational training - 13 Undergraduate diploma - 14 Graduate - 15 Postgraduate diploma - 16 Masters Degree - 17 PhD - 18 Other - 19

The institution questionnaire contained just one question on highest education grade/level attained.

Chapter 2. Collecting education data in Myanmar

Earlier population censuses in Myanmar

The population censuses in 1973 and 1983 collected some data on education. A few comparisons with these censuses are included in this report.

The first nationwide census after independence was taken in 1973. The enumeration was carried out from the 1 to 5 April 1973 on a *de-jure* basis. The Department of Immigration and Manpower administered the census under the Ministry of Home and Religious Affairs. It was successfully conducted as a national campaign in association with Central, State and Division, and Township Commissions, and Town and Village Census Committees. At that time, there were 7 States and 7 Divisions, and 314 Townships with 2,144 Wards and 13,670 Village Tracts.

The 1973 census used a single questionnaire for all conventional households. Out of 23 social, economic and demographic questions, there was only one education question - on highest grade obtained - asked of all persons aged five and over. As no computerized database is available and supporting documentation is very limited, the hard copy of the main report (Immigration and Manpower Department, 1973) is the only source of information on the education results from the 1973 census. The reported data included tabulations of:

- Percentage of population aged five and above who completed the highest grade by sex, (Table G-9), identifying the categories:
 - Illiterate
 - Literate without any grade
 - Grade 1 to 4
 - Grade 5 to 8
 - Grade 9 to 10
 - Religious Degrees
 - Undergraduate
 - Diploma
 - Graduate
 - Postgraduate
 - Certificate
 - Other.
- Table 13. Number of persons aged five and above who completed the highest grade by five-year age group identifying the same levels as above.
- Table 14. Number of persons aged five and above who completed the highest grade by sex by ethnic group.

It should be noted that without a specific question on literacy, this characteristic was primarily derived from the open-ended responses on educational attainment during data processing, as well as from responses to the enumerator's verbal enquiry about the literacy of those persons who reported that they had never attended school.

The 1983 census was carried out from 1 to 5 April 1983, also on a *de-jure* basis, under the Ministry of Home and Religious Affairs. Census committees were again formed at the Central, State, Division, Township, Ward and Village Tract levels to organize and conduct the

Chapter 2. Collecting education data in Myanmar

field operations locally. In addition, a Central Census Committee was responsible for data processing and publication of the results.

The 1983 census was the first national census to use two different questionnaires; a short form consisting of seven basic socio-demographic questions asked of 80 per cent of the population, and a long form consisting of the full set of 18 social, economic and demographic questions for the remaining 20 per cent sample. Education characteristics were only covered on the long form. Therefore, education estimates from the 1983 census were subject to sampling errors.

There were three education questions in the 1983 census covering:

- School attendance
- Highest standard passed
- Literacy.

The methods and concepts used in the 1983 census were more or less the same as those adopted in the 1973 census. The following tables on education were published in a single census report (Immigration and Manpower Department, 1983):

- Table A-8. Percentage of population aged 5-29 by school attendance by sex, by five-year age groups
- Table A-9. Percentage of population aged five and over by literacy by highest standard passed by sex
- Table 12. Population aged 5-29 by school attendance by sex by single years of age, urban/rural areas
- Table 13. Population aged 5-29 by school attendance by highest standard passed by sex by five-year age groups
- Table 14. Population aged 5 and over by literacy by highest standard passed by sex by five-year age groups up to 65 and over.

It has been judged that it is reasonable to compare the results of the 1983 census with the 2014 Census on these education topics.

Household surveys

Household surveys are important in their own right, but in the absence of a population census in Myanmar since 1983 they have assumed a greater importance. Several household surveys have been carried out in this extended intercensal period. A short summary of some of the available survey reports is given in Appendix 2, but these household surveys have only been used to provide background information in this report.

Ministry of Education administrative data

Generally, the Department of Basic Education (DBE) collect data on schools, teachers and student population, on a monthly, quarterly, bi-annual, and annual basis from State/Region Education Offices, District/Township Education Offices and schools. The data is then given to the Department of Human Resources and Educational Planning (DHREP). The DHREP usually

Chapter 2. Collecting education data in Myanmar

combines and consolidates the data on basic education levels, undertakes the necessary analyses, and prepares the statistical reports to be submitted to the Ministry of Education.

Using different sources

Using such different sources for the purposes of statistical analysis is difficult. The main problem is the comparability of, for example, definitions, methods used, and the questions asked. Nevertheless, it is valuable to try to use all available sources, even if this has to be done with care.

There are strengths and weaknesses in each of the sources.

- Population censuses (full national coverage, only every 10 years, only basic questions). One unique feature of a census is its ability to provide information down to the lowest administrative level. However, in this report no Census data below the District level are presented. If, the MoE needs more detailed data, these can be requested directly from the Department of Population.
- Household surveys (sample). Typical topics in household surveys on education include: educational attainment, school attendance, and literacy. Note, however, that sample estimates are always subject to sampling errors.
- The basic unit of enumeration in both population censuses and household surveys are households.
- Administrative data such as EMIS data on pupils, teachers, financing and school facilities do not usually enable statistical outputs to be generated. Moreover, as respondents are schools, such systems normally cannot give data on, for example, children out of school.

This report on education is not intended to be a complete picture of the education system in Myanmar. Its purpose is to analyse, interpret and present the education data primarily from the 2014 Census.

2.3 Quality assessment

When discussing quality in statistics it is useful to differentiate between 'quality control' and 'quality assessment'. This section concentrates on the assessment of the quality of the education data collected in the 2014 Census.

The following methods could be used:

- To review the methodology adopted by asking such questions as: "How was the Census undertaken?" and, "Who carried out the Census"?
- Compare the results with other sources (for example household surveys and administrative data).
- Using and analyzing the Census data (graphs can be very useful here, both to make comparisons between geographies and over time). The education data within the Census outputs should be consistent.

Evaluation surveys in the form, for example, of a Post Enumeration Survey (PES) are widely

Chapter 2. Collecting education data in Myanmar

used internationally to assess the quality and coverage of census data. A full PES is, however, very expensive, but case studies - for example by checking enrolment - can provide a possible alternative.

The 2014 Myanmar Census was carried out by the Department of Population (DoP) with strong support from the Myanmar Government. There is no reason to doubt their intent to follow international standards in the undertaking of the Census – indeed the Census Law (Parliament of Myanmar, 2014) specifically prescribed a commitment to do so. Moreover, an independently appointed International Technical Advisory Board was established by UNFPA to monitor and assess the undertaking of the Census across a wide range of activities within the framework of internationally agreed principles, concepts and definitions.

The assessment of the quality of the education data from the 2014 Myanmar Census is discussed under five headings of quality criteria:

- Relevance
- Accuracy
- Timeliness and punctuality
- Accessibility and clarity
- Coherence and Comparability.

Relevance

Statistics are only relevant if they meet users' needs. Statistics should reflect the needs and priorities expressed by the users. Cooperation with users and an understanding of their requirements is, therefore, fundamentally important to assure that the statistics are relevant.

The national relevance of the education outputs of the Census is believed to be high as there were user consultations before the Census. Users and other stakeholders had the opportunity to provide feedback on the pilot census in 2013. Moreover, the three education questions included in the 2014 Census followed the United Nations recommendations on the core education topics (UN, 2008). These recommendations have been developed through lessons learned in undertaking censuses in countries all around the world over many years. The inclusion of the core education topics in the 2014 Census thereby ensured international relevance.

Accuracy

Accuracy is defined as the closeness between the estimated value and the (unknown) true value. Note that coverage (completeness) is an elemental component of accuracy. Discussions on quality in statistics often concentrate on accuracy, but accuracy is not the only quality dimension. However, in assessing the quality of the education data reported in the 2014 Census, completeness was considered to be the most significant quality problem.

Some populations in three areas of the country were not enumerated. This included an estimate of 1,090,000 persons residing in Rakhine State, 69,800 persons living in Kayin State and 46,600 persons living in Kachin State (see Department of Population, 2015, for the reasons that these populations were not enumerated). In total, therefore, it is estimated that 1,206,400 persons were not enumerated in the Census. The estimated total population of

Chapter 2. Collecting education data in Myanmar

Myanmar on Census Night, both enumerated and non-enumerated, was 51,486,253.

The analysis in this report covers only the enumerated population. It is worth noting that in Rakhine State an estimated 34 per cent of the population were not enumerated as members of some communities were not counted because they were not allowed to self-identify using a name that was not recognized by the government. The government made the decision in the interest of security and to avoid the possibility of violence occurring due to inter-communal tension. Consequently, data for Rakhine State, as well as for several Districts and Townships within it, are incomplete, and only represent about two-thirds of the estimated population there.

Thus, the figure of 10.9 million children of school age reported in Chapter 1 is recognized as an undercount. From the population figures from the 2014 Census, which were used as the base for the recently published Census-based population projections (Department of Population, 2017f), it is estimated that some 273 thousand children aged 5-15 were not counted in the Census giving an estimate of the total number of the school-age population of around 11.2 million.

It should be stressed that though the absolute numbers based on the enumerated population may be an underestimate, the results given in terms of percentage distributions or rates are not grossly affected by the non-enumerated population, as long as the distributions among the population that was not counted are assumed to be similar to those of the population living in conventional households who were enumerated. This is the reason for the extensive use of rates and percentages in this report. It is, of course, important for the reader to be aware of whether the Census results provided are based on the population living in conventional households or institutions or both.

For the population aged five and over enumerated in conventional households, information was collected on all three education questions. However, for the equivalent population enumerated in institutions⁴ information was only collected on level of educational attainment, and not on school attendance and literacy.

An analysis based on age ratios showed that some age heaping at digits ending in 0 and 5 was present in the Census. Heaping was considerably higher in rural areas than in urban areas. It was also found that age heaping was closely related to illiteracy (see Eelens, 2015, and Department of Population 2016c). However, it was concluded that compared to the 1983 census, age heaping presented less of a problem, and that, consequently, the 2014 Census information on age provides reliable results and indicators.

Another finding of the evaluation of age reporting was that there was some undercount of persons in the age group 0-4 in the 2014 Census. This undercount was more considerable among children below the age of one. However, this will not affect the indicators on education presented in this report as these only relate to persons aged five and over.

⁴ Institution households are a unit where a group of persons are living together other than in a conventional household. Examples include: old-people's homes, orphanages, hospitals, boarding schools, hotels, hostels and guest houses, institutions for persons living with disabilities, prisons, monasteries, convents, military and police barracks and camps for workers.

Chapter 2. Collecting education data in Myanmar

Timeliness and punctuality

Most users want up-to-date figures which are published frequently on pre-established dates. Data that are 'past their sell-by date' may become less relevant. Users' constant demand for 'fresh' statistics is an indication of the value of such data. The timeliness and punctuality of publishing the initial results of the 2014 Census were good. The provisional and main results (Union Report) (including some education data) were published on time. Publishing the main results, in particular, a little more than one year after the data collection should be considered a satisfactory achievement and compares very well with international censuses. However, some delays have arisen in the publication of some of the thematic reports, including this present report, resulting from the needs to assure data quality. But it should be recognized that the decennial cycle of the census means that, inevitably, data from one census must become out of date before data from the next census are collected. Moreover, the value of comparisons between areas and the inter-relationship with other census variables is not necessarily eroded with the passage of time.

Accessibility and clarity

'Accessibility' refers to the conditions in which users can obtain data. Statistics have most value when they are easily accessible by users, are in the forms users' desire, and are adequately documented. Different users have different needs; various formats (paper, files, CD-ROM, internet) are needed. Online access via a website is now a necessary medium for the dissemination of both data and supporting metadata.

For the 2014 Census, paper publications covering the main results and highlights of the results have been sent out to users in all parts of the country, supported by local workshops to help to raise awareness, and promote the use, of the data.

'Clarity' refers to the degree to which the data are understandable, particularly to the non-expert user; this can be enhanced by ensuring that the data are accompanied by clear commentary with illustrations such as graphs and maps, and supported by the availability of appropriate metadata and quality information (including any limitations of use). Definitions of the terms and concepts used must be explained. The thematic reports, including this particular report, aim to improve the level of clarity of the results of the 2014 Census. A recently published Census Atlas (Department of Population, 2017g), including some summary education data, has also contributed to meeting this aim.

As noted above, the population census is a goldmine of information. The potential number of possible cross-tabulations is enormous. Consequently, it is not possible that the DoP, even with the assistance of national and international consultants, can empty this mine through the medium of the published reports alone. Researchers and analysts need to have access to the Census data through additional channels such as microdata.

Coherence and comparability

Statistics for a given characteristic have the greatest usefulness when they enable reliable comparisons over time, across different geographies and between different domains and data sources.

Chapter 2. Collecting education data in Myanmar

The geographical component of coherence emphasizes the comparisons of statistics in different regions of the country. Comparability between different parts of Myanmar is not considered to present a quality issue in the 2014 Census, with the possible exception of Rakhine where, as noted above, there was a significant level of non-enumeration.

Comparability also refers to comparison of data collected from the same statistical operation at different times. Comparability with the 1983 census, particularly in respect of the education topics, is believed to be valid. However, comparability with the 1973 census is more doubtful and thus, few comparisons with the 1973 census are presented in this report.

Comparability between domains refers to non-geographical units, for example, different types of households and dwellings. When originating from a single source such as the Census, statistics are normally coherent in the sense that elementary results can be combined in numerous ways to produce more complex results.

Statistics are coherent if they are based on common definitions, classifications and methodological standards. Coordination within the country is normally the responsibility of the Ministry of Education and/or the Central Statistical Organization, and between countries by international agencies such as UNESCO. ISCED, for example, is an important tool to achieve such coherence. As can be seen in Chapter 7 more work is still needed to improve coherence and comparability between household surveys and censuses in Myanmar. When originating from different sources, statistics may not be completely coherent in the sense that they may be based on different approaches, classifications and standards.

Chapter 3. Literacy

3.1 Introduction

Literacy refers, in its basic concept, to the ability of a person to read and write in any one or more languages. Internationally, a literate person is defined as someone who can, with understanding, read and write a simple statement related to their daily life.

The literacy rate is the total number of literate persons in a given age group, expressed as a percentage of the total population in that age group. Thus the 'adult literacy rate', for example, measures literacy among persons aged 15 years and over, and the 'youth literacy rate' measures literacy among persons aged 15-24 years. Alternatively, the 'illiteracy rate' can be derived by applying the same method using the number of illiterate persons or by subtracting the literacy rate from 100 per cent. All rates in this chapter are given as percentages and are based on the enumerated population living in conventional households.

The purpose of literacy rates is to show the accumulated achievement of primary education and literacy programmes in imparting basic literacy skills to the population, thereby enabling them to apply such skills in their daily lives and to continue learning and communicating using the written word. Literacy represents the potential for further intellectual growth and contribution towards the socioeconomic and cultural development of a society. A literate population is a necessary prerequisite for the development of a country. Literacy is a core topic in the United Nations census recommendations (United Nations Statistics Division, 2008). Therefore, there were strong reasons to include a question on literacy in the 2014 Myanmar Census. The measurement of high literacy rates (or low illiteracy rates) suggests the existence of an effective primary education system and/or literacy programme that has enabled a large proportion of the population to acquire the ability of using the written word in daily life and to continue learning.

It is common practice to present and analyse literacy rates together with the absolute numbers of literate and illiterate persons as improvements in literacy rates do not, because of a changing demographic structure, necessarily imply a decrease in the size of the illiterate population.

It is useful to align measurements of literacy with the standard international definition given above, and to administer literacy tests on a sample basis to verify and improve the quality of literacy statistics. UNESCO recommends the use of the Literacy Assessment and Monitoring Programme (LAMP). But it is, of course, not possible, or at least very difficult, to administer a literacy test for the total population counted in a census. However, in a sample survey (MICS 2009-2010), a small reading test was used to measure literacy for women in Myanmar (Ministry of National Planning and Economic Development, and Ministry of Health, 2011).

The 2014 Census field manual (Department of Population, 2014b) instructed enumerators to ask the question on literacy in the following way:

Q19. "Ask: Can (NAME) read and write in any language?" This is to read and write with understanding. Mark the response corresponding to the person's answer. The question itself is shown in Figure 2.1.

Chapter 3. Literacy

The field manual went on to explain to the enumerators:

It is important to note that some people may have never been to school yet they have learnt how to read and write. Others might have attended school but do not know, or might have forgotten, how to read and write over time⁵. No literacy test will be administered during the census enumeration. You are required to accept the respondent's self-assessment of reading and writing. If a person can read but not write mark "2" (No). Writing or reading only a person's name is not sufficient to be regarded as literate.

Data on literacy status, school attendance and educational attainment were collected independently of each other, and tabulated separately, without any assumption of linkages between them. It was especially important that literacy should not be inferred from the responses on school attendance.

3.2 Adult literacy rates

The Census showed that of the 33.9 million people aged 15 and over living in conventional households, 30.4 million were reported to be literate representing a literacy rate of 89.5 per cent.

In Myanmar, as in most other less developed countries, levels of literacy vary by sex and age. This is clearly shown in Table 3.1 and Figure 3.1. Literacy was generally higher for the male population. Illiterate males exceeded 10 per cent only among those aged over 70, while the corresponding threshold among females was at the age of 30. But among the younger cohorts the numbers of illiterate women are diminishing and the gap between male and female illiteracy rates is closing.

Nationally, 92.6 per cent of men aged 15 and over and 86.9 per cent of women were reported as literate. Younger generations were more literate than older generations, and gender differences were small or moderate up to around aged 50, after which age the Census reported that males were significantly more literate than females, and that this differential increased with age. This reflects the gender differences in school attendance in earlier decades. Thus, past inequalities in educational opportunities between females and males are reflected in the 2014 Census data.

⁵ According to MICS 2009-2010 a substantial proportion of women with primary education were not literate (27 per cent). However, this was not the case in the 2014 Myanmar Census (Table 3.9). This probably depends on different methods used to measure literacy.

Chapter 3. Literacy

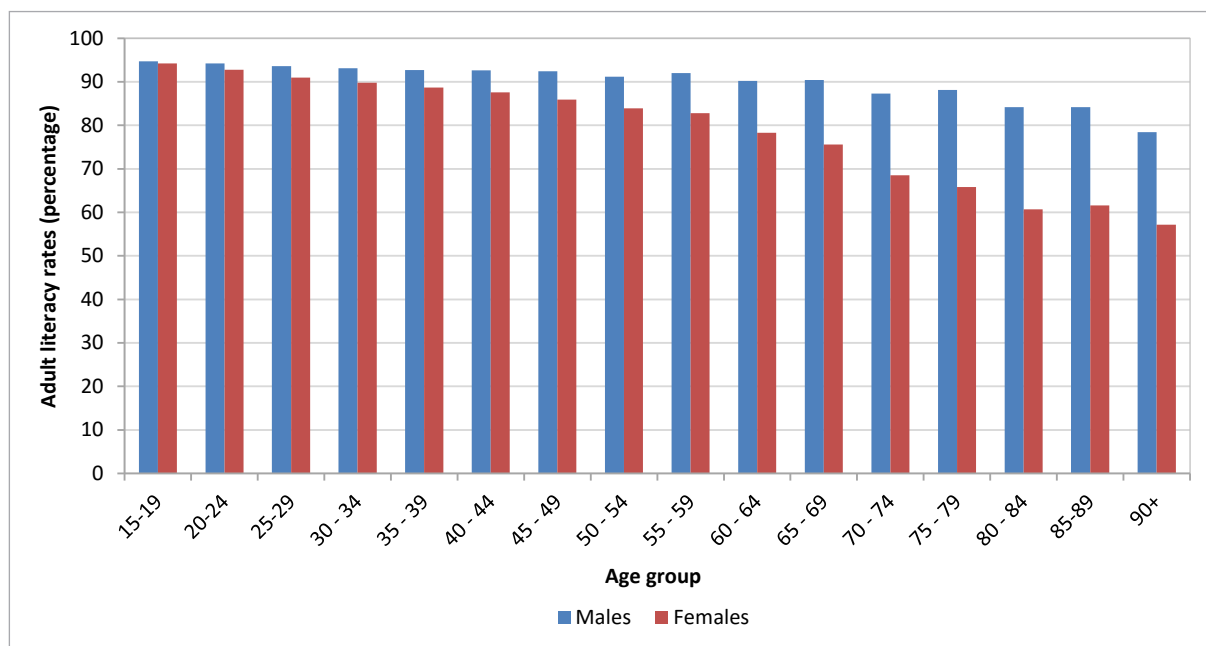
Table 3.1

Literacy rates by sex by age, 2014 Census

Age group	Both sexes	Males	Females	Both sexes	Males	Females
15-19	4,021,878	1,931,889	2,089,989	94.4	94.7	94.2
20-24	3,666,652	1,704,596	1,962,056	93.5	94.2	92.8
25-29	3,537,048	1,660,782	1,876,266	92.2	93.6	91.0
30-34	3,368,511	1,612,298	1,756,213	91.3	93.1	89.8
35-39	3,086,310	1,476,024	1,610,286	90.6	92.7	88.7
40-44	2,840,156	1,349,719	1,490,437	89.9	92.6	87.6
45-49	2,529,747	1,203,599	1,326,148	88.9	92.4	85.9
50-54	2,163,484	1,026,989	1,136,495	87.2	91.2	83.9
55-59	1,731,380	821,482	909,898	86.9	92.0	82.8
60-64	1,282,026	614,242	667,784	83.6	90.2	78.3
65-69	846,422	400,894	445,528	82.0	90.4	75.6
70-74	527,469	249,733	277,736	76.3	87.3	68.5
75-79	400,055	189,534	210,521	74.7	88.1	65.8
80-84	226,086	103,805	122,281	69.6	84.2	60.7
85-89	106,320	45,079	61,241	69.5	84.2	61.6
90+	45,275	18,247	27,028	64.2	78.5	57.2
Total (15+)	30,378,819	14,408,912	15,969,907	89.5	92.6	86.9

Figure 3.1

Literacy rates by sex by age, 2014 Census



Chapter 3. Literacy

Literacy rates by State/Region are shown in Table 3.2 and illustrated in the map at Figure 3.2. Literacy rates were highest in Yangon, Nay Pyi Taw and Bago, and lowest in Chin, Kayin and Shan, all three of which reported levels below 80 per cent, with Shan with a very low of 64.6 per cent and where four in ten females were reported as illiterate. The largest gender differences were found in Chin, Rakhine and Shan; each with a difference of over 10 percentage points. The smallest differences, below four percentage points, were reported in Yangon, Tanintharyi and Ayeyawady.

Table 3.2

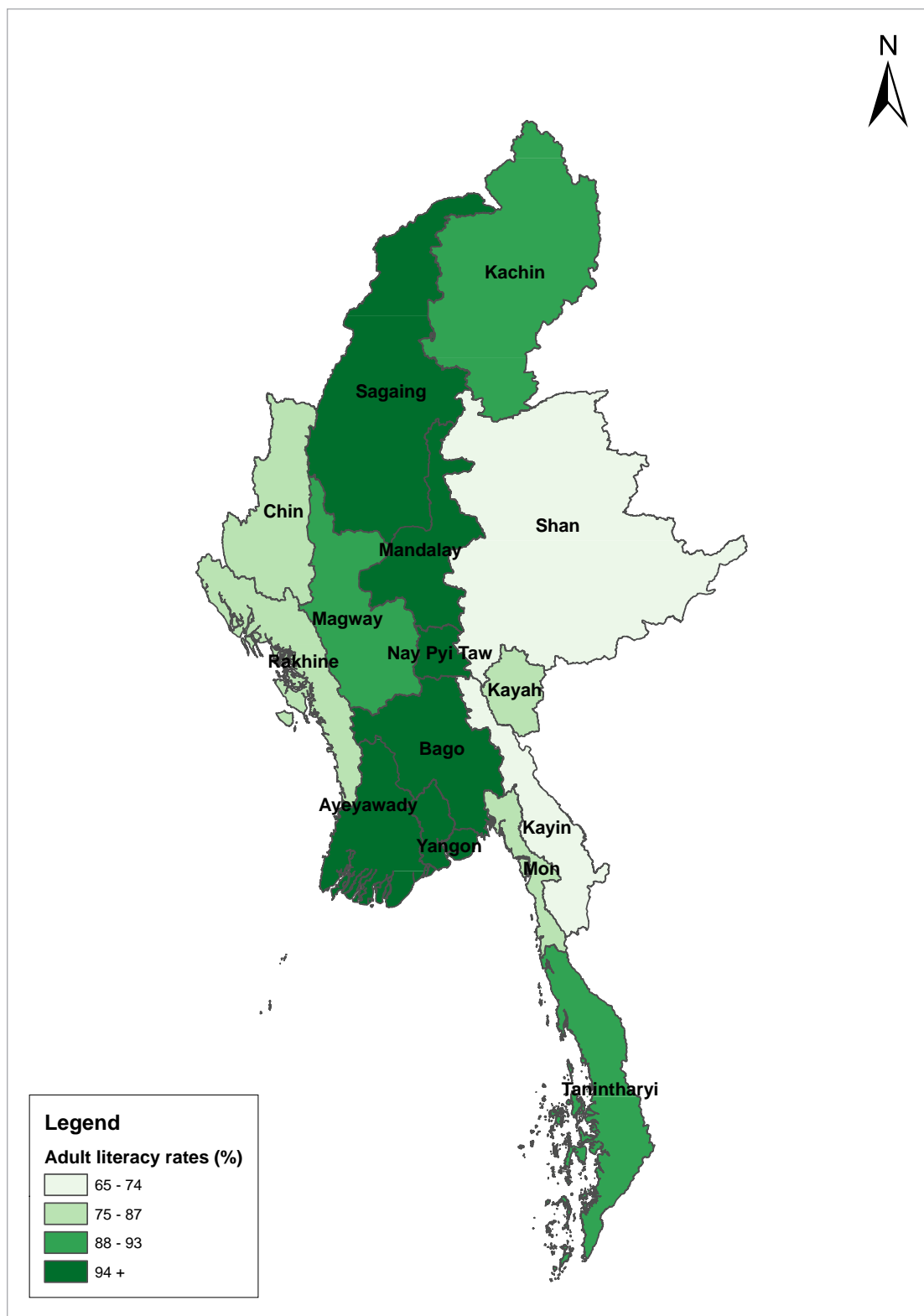
Adult literacy rates by sex, States/Regions, 2014 Census

State/Region	Adult literacy rates (percentage)			
	Both sexes	Males	Females	Gender difference*
UNION	89.5	92.6	86.9	5.7
Kachin	91.7	94.1	89.4	4.7
Kayah	82.1	87.0	77.6	9.4
Kayin	74.4	78.4	70.9	7.5
Chin	79.4	88.5	71.9	16.6
Sagaing	93.7	96.6	91.4	5.2
Tanintharyi	92.8	94.5	91.2	3.3
Bago	94.2	96.7	92.2	4.5
Magway	92.2	96.5	88.9	7.6
Mandalay	93.8	97.3	90.9	6.4
Mon	86.6	89.5	84.2	5.3
Rakhine	84.7	92.2	78.7	13.5
Yangon	96.6	98.0	95.5	2.5
Shan	64.6	70.3	59.4	10.9
Ayeyawady	93.8	95.9	92.0	3.9
Nay Pyi Taw	94.4	98.0	91.4	6.6
Total numbers (=100%)	30,378,819	14,408,912	15,969,907	

* The gender difference is the male adult literacy rate minus the female rate in percentage points.

Figure 3.2

Adult literacy rates, States/Regions, 2014 Census



Chapter 3. Literacy

Literacy rates were typically higher in urban than in rural areas (Table 3.3). About 16 per cent of females living in rural areas were reported as illiterate, while the corresponding share of illiterate males was 7 percentage points lower at about 9 per cent, but this gender difference was far less in urban areas (just over 3 percentage points). The pattern, shown in Table 3.3, of highest literacy rates among urban males and lowest rates for rural females, is typical of most less developed countries and also of countries in transition, such as in the Western Balkans, and is persistent across the country. Table 3.3 shows that adult literacy rates were lower in rural than in urban areas in all States/Regions. In Kayah, Kayin, Chin, and Mon, in particular, the difference was more than 10 percentage points, and in Shan was as high as 27 points.

Table 3.3

Adult literacy rates by sex, urban and rural areas, States/Regions, 2014 Census

State/Region	Adult literacy rate (percentage)					
	Urban			Rural		
	Both sexes	Males	Females	Both sexes	Males	Females
UNION	95.2	97.1	93.7	87.0	90.7	83.8
Kachin	94.2	96.3	92.4	90.1	92.8	87.5
Kayah	93.1	95.9	90.8	78.0	83.9	72.5
Kayin	93.2	95.3	91.3	68.6	73.2	64.7
Chin	89.6	95.1	85.2	76.5	86.6	67.9
Sagaing	96.2	98.1	94.7	93.2	96.3	90.7
Tanintharyi	96.6	97.9	95.5	91.4	93.3	89.6
Bago	95.9	97.9	94.3	93.8	96.4	91.5
Magway	96.1	98.1	94.6	91.6	96.3	87.9
Mandalay	96.4	98.3	94.9	92.3	96.8	88.8
Mon	93.8	95.7	92.2	83.6	86.9	80.8
Rakhine	90.3	94.3	87.3	83.5	91.8	76.9
Yangon	97.2	98.5	96.2	95.2	96.9	93.6
Shan	85.2	89.4	81.6	57.9	64.4	51.8
Ayeyawady	95.9	97.7	94.4	93.5	95.6	91.5
Nay Pyi Taw	97.2	98.9	95.9	93.2	97.5	89.3
Total	9,902,101	4,551,622	5,350,479	20,476,718	9,857,290	10,619,428

Adult literacy rates by District are set out in Appendix 1, Table A1.1. The geographical differences at this level were very large and ranged from 98.1 per cent in West Yangon to 24.9 per cent in Makman (Shan State). Table 3.4 shows the 10 Districts with the highest and lowest rates. The State with the lowest overall rate (Shan, 64.6 per cent) is characterized by having all of the 10 Districts with the lowest rates. It should be noted, of course, that a low rate for any one particular District does not imply that all Townships in that District have correspondingly low rates.

Chapter 3. Literacy

Table 3.4

The 10 Districts with the highest and lowest adult literacy rates, 2014 Census

Highest ranked Districts		Adult literacy rate	Lowest ranked Districts		Adult literacy rate
1	West Yangon (Yangon Region)	98.1	1	Makman (Shan State)	24.9
2	Mawlaik (Sagaing Region)	97.5	2	Hopan (Shan State)	25.2
3	East Yangon (Yangon Region)	97.1	3	Minesat (Shan State)	33.5
4	Sagaing (Sagaing Region)	96.6	4	Minephyat (Shan State)	36.7
5	Thayawady (Bago Region)	96.4	5	Kengtung (Shan State)	37.9
6	Mandalay (Mandalay Region)	96.3	6	Laukine (Shan State)	40.3
7	North Yangon (Yangon Region)	96.3	7	Kunlon (Shan State)	41.9
8	Pyay (Bago Region)	96.0	8	Loilin (Shan State)	57.6
9	Kalay (Sagaing Region)	95.9	9	Linkhe` (Shan State)	58.3
10	Gangaw (Magway Region)	95.8	10	Lashio (Shan State)	60.6

3.3 Youth literacy rates

It is important that, for any country, the youth literacy rates should be high, preferably as close to 100 per cent as possible, as literacy represents the potential for the socioeconomic and cultural development of society. The youth literacy rates in the 2014 Census were 94.5 per cent for males and 93.5 per cent for females (Table 3.5). All States and Regions had youth literacy rates well over 90 per cent, with the exception of Kayin (86.8 per cent) and Shan (76.8 per cent). This still means that 6 per cent of the youth population (those aged 15-24) living in conventional households were reported as illiterate. This amounts to more than half a million young adults, and would be even higher if those illiterate youth in institutions and among the non-enumerated population were to be added. (Literacy rates for Districts are given at Appendix 1, Table A1.1).

Chapter 3. Literacy

Table 3.5

Youth literacy rates by sex, States/Regions, 2014 Census

State/Region	Youth literacy rates (percentage)		
	Both sexes	Males	Females
UNION	94.0	94.5	93.5
Kachin	97.8	97.8	97.8
Kayah	94.5	95.2	93.7
Kayin	86.8	86.0	87.5
Chin	93.3	95.7	91.2
Sagaing	97.4	97.7	97.2
Tanintharyi	96.1	95.9	96.1
Bago	96.7	97.1	96.3
Magway	97.1	97.6	96.7
Mandalay	97.6	98.0	97.2
Mon	93.8	93.5	94.1
Rakhine	91.3	94.1	89.1
Yangon	97.9	98.1	97.7
Shan	76.8	78.4	75.3
Ayeyawady	95.9	96.3	95.5
Nay Pyi Taw	97.3	98.2	96.6
Total numbers (=100%)	7,688,530	3,636,485	4,052,045

3.4 Improvements in literacy

Improvements in literacy levels in Myanmar can be assessed by the change in literacy rates over time, comparing data from the 1973, 1983 and 2014 censuses. Table 3.6 shows that literacy rates have increased considerably, by 15.3 percentage points for females and 6.8 percentage points for males, since 1983. The increase among females over the earlier period 1973-1983 was also high, 13 percentage points. The number of illiterate persons has decreased more moderately from 4.8 million in 1973, to 4.5 million in 1983, to 3.6 million in 2014. It should be recalled, however, that, as has been noted in Chapter 2, there was only one question on education in the 1973 census. This was about educational attainment, but it was an open question and the enumerators themselves reported if the person was literate or not. Thus, literacy was measured in a very different way in 1973, and an accurate comparability with the subsequent 1983 and 2014 census data is unsound.

Chapter 3. Literacy

Table 3.6

Adult literacy, 1973, 1983 and 2014 censuses

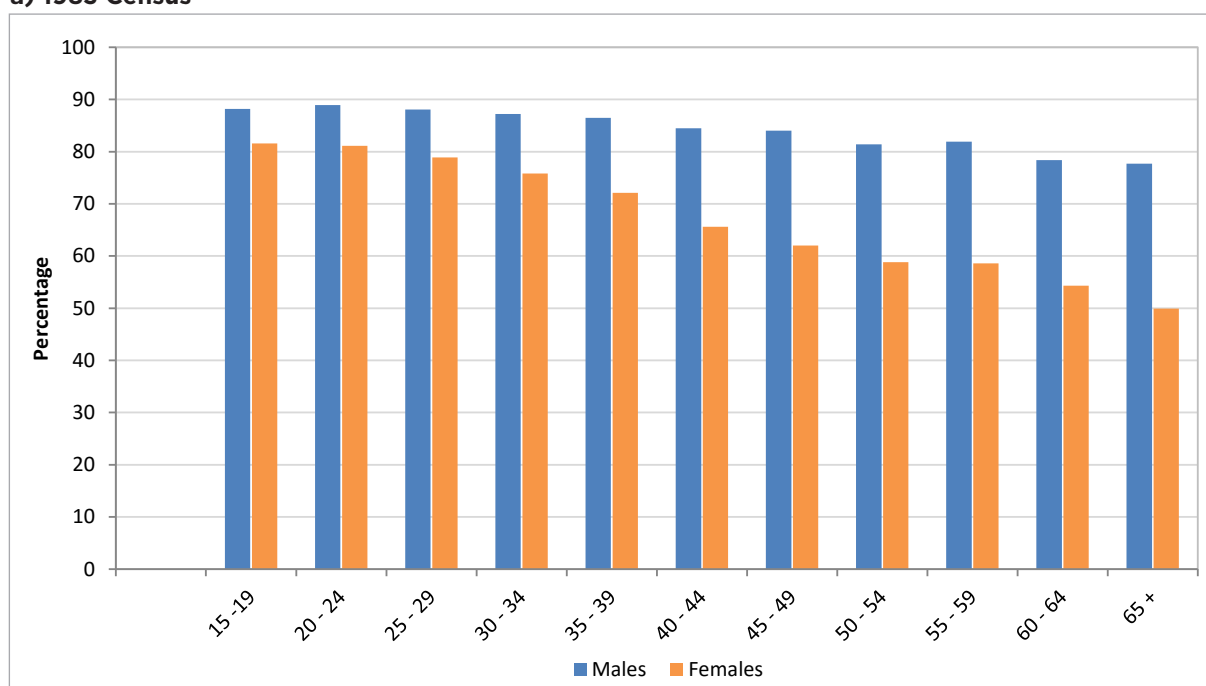
	1973	1983	2014
Illiterate persons aged 15+	4,761,785	4, 492,769	3,555,812
Males	1,286,314	1,460,457	1,144,930
Females	3,475,471	3,032,312	2,410,882
Literate persons aged 15+	11,678,888	16,472,494	30,378,819
Males	6,810,844	8,816,031	14,408,912
Females	4,868,044	7,656,463	15,969,907
Total persons aged 15+	16,440,673	20,965,263	33,934,631
Males	8,097,158	10,276,488	15,553,842
Females	8,343,515	10,688,775	18,380,789
Adult literacy rates (Per cent)			
Both sexes	71.0	78.6	89.5
Males	84.1	85.8	92.6
Females	58.3	71.6	86.9

Table 3.7 shows that compared to the 1983 census, levels of adult literacy, for both males and females, have increased for all age groups. The rates are illustrated in Figure 3.3. Though literacy, generally, among females remains lower than among males, the differences between the sexes were much smaller in 2014 than in 1983, and almost no difference was reported between boys and girls aged 15-19 with rates of 94.7 and 94.2 per cent, respectively.

Figure 3.3

Age-specific literacy rates by sex, 1983 and 2014 censuses

a) 1983 Census



Chapter 3. Literacy

b) 2014 Census

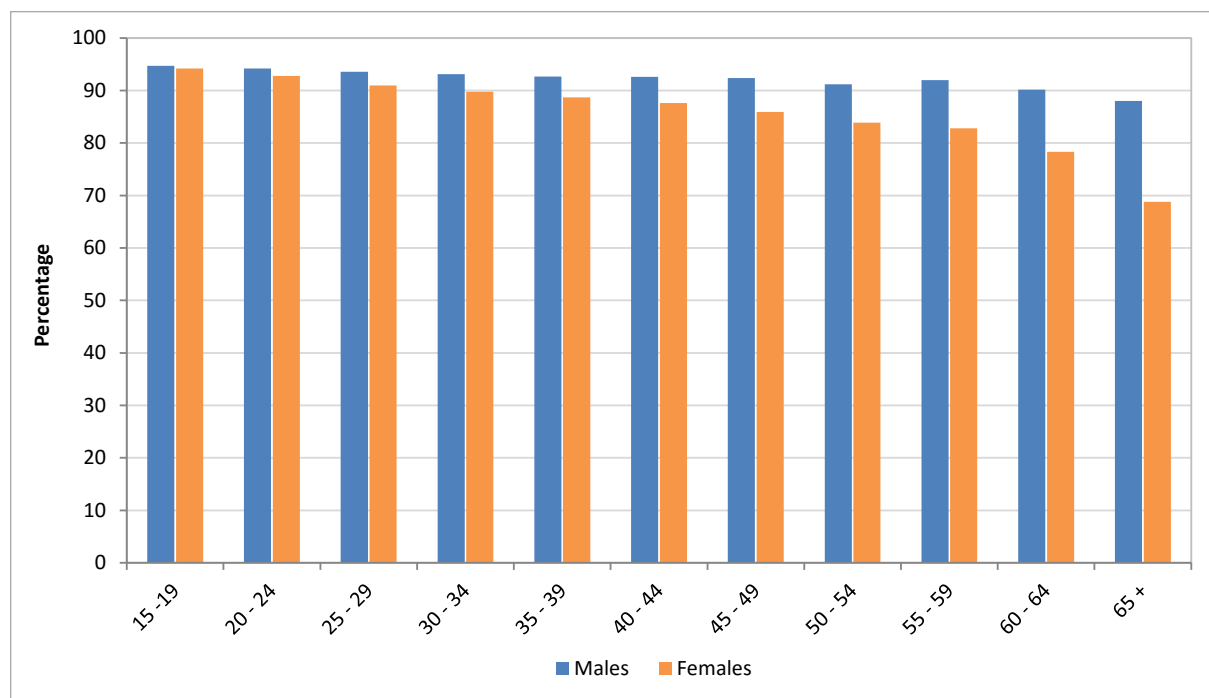


Table 3.7

Age-specific literacy rates by sex, 1983 and 2014 censuses

Age group	1983		2014	
	Males	Females	Males	Females
15 -19	88.2	81.6	94.7	94.2
20 - 24	88.9	81.1	94.2	92.8
25 - 29	88.1	78.9	93.6	91.0
30 - 34	87.2	75.8	93.1	89.8
35 - 39	86.5	72.1	92.7	88.7
40 - 44	84.5	65.6	92.6	87.6
45 - 49	84.0	62.0	92.4	85.9
50 - 54	81.4	58.8	91.2	83.9
55 - 59	81.9	58.6	92.0	82.8
60 - 64	78.4	54.3	90.2	78.3
65 +	77.7	49.9	88.0	68.8
15+	85.8	71.6	92.6	86.9

An increase in female education is generally associated with a decline in fertility, although this is not universally the case. Education influences a variety of behaviours that results in a decline in fertility. In turn, a decline in fertility levels creates opportunities for women to play a greater economic role within society. This prospect may lead to an increase in investment in female education. However, a decline in fertility does not automatically lead to an increase in female school attendance as other social, cultural and economic factors may be at play.

Chapter 3. Literacy

3.5 Illiterate households

Literacy, together with educational attainment, impacts highly on a person's employment prospects. Moreover, households that do not contain at least one literate member tend to experience poorer living conditions. It is important, therefore, to know the proportion of households with no literate adult members. Such households invariably experience lower standards of living. These are referred to as 'illiterate households' in Table 3.8.

Table 3.8

Illiterate households*, urban and rural areas, States/Regions, 2014 Census

	Total number of households			Number of Illiterate households			Percentage of illiterate households		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
UNION	10,877,832	3,049,433	7,828,399	501,394	44,679	456,715	4.6	1.5	5.8
Kachin	269,365	95,859	173,506	7,101	1,418	5,683	2.6	1.5	3.3
Kayah	57,274	14,668	42,606	4,048	290	3,758	7.1	2.0	8.8
Kayin	308,041	67,167	240,874	42,564	1,456	41,108	13.8	2.2	17.1
Chin	91,121	19,770	71,351	8,415	816	7,599	9.2	4.1	10.7
Sagaing	1,096,857	183,772	913,085	22,784	1,880	20,904	2.1	1.0	2.3
Tanintharyi	283,099	66,807	216,292	7,626	592	7,034	2.7	0.9	3.3
Bago	1,142,974	239,014	903,960	21,088	2,778	18,310	1.8	1.2	2.0
Magway	919,777	131,251	788,526	24,000	1,512	22,488	2.6	1.2	2.9
Mandalay	1,323,191	415,634	907,557	25,728	3,426	22,302	1.9	0.8	2.5
Mon	422,612	114,187	308,425	24,573	2,324	22,249	5.8	2.0	7.2
Rakhine	459,772	72,624	387,148	27,557	2,671	24,886	6.0	3.7	6.4
Yangon	1,582,944	1,069,056	513,888	13,548	6,000	7,548	0.9	0.6	1.5
Shan	1,169,569	279,918	889,651	238,081	16,706	221,375	20.4	6.0	24.9
Ayeyawady	1,488,983	200,962	1,288,021	30,147	2,309	27,838	2.0	1.1	2.2
Nay Pyi Yaw	262,253	78,744	183,509	4,134	501	3,633	1.6	0.6	2.0

* Households that do not contain at least one literate member.

The total number of illiterate households in Myanmar as reported in the 2014 Census was just over half a million (4.6 per cent of all conventional households). Illiterate households were more predominant in rural areas, especially in Shan (where a quarter of households, 24.9 per cent, were classified as illiterate), in Kayin (17.1 per cent) and Chin (10.7 per cent).

3.6 Literacy and wealth

As has been noted above, the standard of living of households is closely related to the levels of literacy of household members. However, the 2014 Census did not attempt to collect any information on personal or household income that could be used to measure this association directly. Instead, a household-based wealth index was derived, using a number of other Census characteristics, in order to measure this association indirectly. The wealth index was generated based on the type of household and information on the possession of particular household assets collected in the Census (see Appendix 3). This was then used to assign each household member into one of five wealth quintiles - equal sized groups of people each representing 20 per cent of the population. The wealth index is, therefore, fundamentally

Chapter 3. Literacy

different from information on income or consumption, which are direct indicators of absolute poverty. Instead, it provides a measure of relative poverty/wealth as it gives the position of a household compared to other households in the country.

Table 3.9 shows that, of the literate population aged 15 and over in conventional households, 16.1 per cent belonged to the lowest wealth quintile, while almost a quarter (23.7 per cent) were assigned to the highest wealth quintile. Although more literate people were likely to be in the higher wealth quintile, proportions of literate persons among the wealth quintile groups were not significantly different. The distribution of the illiterate population, however, provides a stark contrast in that more illiterate persons were likely to be in the lower wealth quintile groups with significant differences. Of illiterate persons, a third (33.5 per cent) belonged to the lowest quintile, while only 7.4 per cent belonged to the highest quintile.

The numbers of persons in each quintile by literacy for each State/Region are presented at Appendix 1, Table A1.4.

Table 3.9

Distribution of adult literacy by wealth index quintiles, 2014 Census

Wealth Index	Literate (%)	Illiterate (%)	Total Population
Lowest quintile	16.1	33.5	6,066,188
Second quintile	18.7	23.5	6,504,472
Middle quintile	20.1	20	6,828,972
Fourth quintile	21.4	15.7	7,070,575
Highest quintile	23.7	7.4	7,464,424
Total	100	100	33,934,631

3.7 Comparisons with international levels of adult literacy

Most ASEAN countries have adult literacy rates well above 90 per cent, though Cambodia and Lao PDR lag behind with rates below 80 per cent. Table 3.10 (illustrated by Figure 3.4) shows that Myanmar scores around the regional average.

Table 3.10

Adult literacy rates by sex in selected ASEAN countries

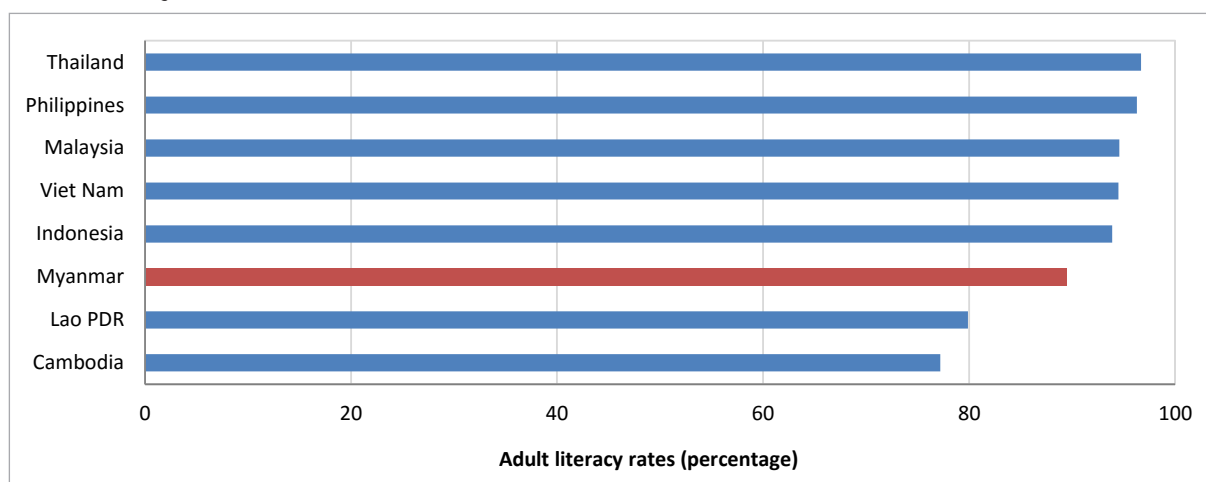
Country	Adult literacy rates (percentage)		
	Both sexes	Males	Females
Cambodia	77.2	84.5	70.5
Indonesia	93.9	96.3	91.5
Lao PDR	79.9	87.1	72.8
Malaysia	94.6	96.2	93.2
Philippines	96.3	95.8	96.8
Thailand	96.7	96.6	96.7
Viet Nam	94.5	96.3	92.8
Myanmar*	89.5	92.6	86.9

Source: ESCAP Online database 2015.

* Population and Housing Census, Myanmar 2014.

Figure 3.4

Adult literacy rates in selected ASEAN countries



3.8 Summary

Myanmar shows similar patterns of literacy to many less developed countries. Younger generations are more literate than older generations. Urban men have the highest literacy rates, while rural women have the lowest.

Adult literacy rates have increased considerably since the 1983 census, by about 15 percentage points for females and 7 percentage points for males. The number of illiterate persons has decreased from 4.5 million in 1983 to 3.6 million in 2014.

Gender differences in literacy recorded in the 2014 Census were small or moderate up to around 50 years of age. Thereafter, males were significantly more literate than females and the differences increased with age. This reflects the gender differences in school attendance in earlier years. However, the differences between the sexes has greatly reduced in the period since the 1983 census. Indeed, female education has improved noticeably over the last decades. No longer is there the same disadvantage among young females in terms of illiteracy.

The total number of illiterate households in Myanmar in 2014 was about half a million (4.6 per cent). Illiterate households were far more predominant in rural areas, especially in Chin (10.7 per cent), Kayin (17.1 per cent) and Shan (24.9 per cent).

Although more literate people are likely to be living in more wealthy households, proportions of literate persons among the wealth index quintile groups were not significantly different. The distribution of the illiterate population, however, provides a stark contrast in that more illiterate persons are likely to be in the lower wealth quintile groups with significant differences. Of illiterate persons, a third (33.5 per cent) belonged to the lowest quintile, while only 7.4 per cent belonged to the highest quintile.

Chapter 4. School attendance

4.1 Introduction

The concept of 'school attendance' generally means regular attendance at any accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the 2014 Census. For the purpose of this report such attendance refers to the 12-month period prior to the Census and covers schooling at primary, lower and upper secondary school, and tertiary institutions of higher learning. All rates given in this chapter are in percentages and are based on the enumerated population living in conventional households.

The official entry age for primary education in Myanmar is five years. Out of a population of 43.5 million persons aged five and over living in conventional households, some 8.5 million were reported as attending school at the time of the Census. Of these, 3.4 million were aged 5-9, 3.0 million were aged 10-13, and 0.9 million were aged 14-15. Very few persons were reported in the 2014 Census as attending school after the age of 30 – a good reason for choosing 29 years as the upper limit for any analysis of school attendance. However, the age group 5-24 could equally have been chosen in view of the sharp drop in attendance rates after the age of 25.

Table 4.1 shows that the percentage who reported as 'Never attended' increased, as expected, with age. The high proportion for the age group 5-9 years (20.1 per cent) reflects the timing of the Census Night in relation to the start of the school year for five year olds, as explained below.

It should be noted that the attendance rates presented generally in this report are 'net attendance rates' (NARs), defined (by UNESCO) as, 'the number of children attending any level of school education in a given age group divided by the total number of children in the same age group.' Strictly speaking this is the 'adjusted net attendance rate' (ANAR) as it is not known from the information collected in the Census which level of school children were actually attending at the time. However, the definition of NAR given above will be followed in this report.

Chapter 4. School attendance

Table 4.1

Percentage of population by school attendance by age by sex, 2014 Census

Age group	Both sexes				Males				Females			
	CA	PA	NA	%	CA	PA	NA	%	CA	PA	NA	%
	%	%	%		%	%	%		%	%	%	
5-9	71.2	8.8	20.1	100	70.7	8.7	20.5	100	71.7	8.8	19.6	100
10-14	72.4	23.2	4.4	100	72.7	22.9	4.4	100	72.2	23.5	4.4	100
15-19	29.2	64.8	6.0	100	28.1	66.0	5.9	100	30.3	63.7	6.0	100
20-24	5.6	87.1	7.3	100	5.8	87.3	6.9	100	5.4	87.0	7.6	100
25-29	1.1	90.1	8.8	100	1.2	90.9	8.0	100	1.0	89.5	9.5	100
30-34	0.5	89.5	9.9	100	0.6	90.6	8.8	100	0.5	88.6	10.9	100
35-39	0.4	88.7	11.0	100	0.4	90.0	9.6	100	0.4	87.4	12.2	100
40-44	0.3	87.6	12.1	100	0.3	89.5	10.2	100	0.3	86.0	13.7	100
45-49	0.3	85.6	14.1	100	0.3	88.2	11.5	100	0.3	83.4	16.3	100
50+	0.3	76.8	22.9	100	0.3	82.5	17.2	100	0.3	72.4	27.3	100
Total (5+)	19.5	67.7	12.8	100	20.4	68.5	11.1	100	18.6	67.0	14.4	100

Note: CA = Currently attending; PA = Previously attended; NA = Never attended.

The 2014 Census field manual (Department of Population, 2014b) provided enumerators with the following instructions in regard to the school attendance question:

Q20. “Ask is (NAME) currently attending, previously attended or has never attended school/college?”

The field manual went on to explain to the enumerator:

For the purpose of the census ‘school attendance’ is defined as regular attendance at any regular accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census or, if the census is taken during the vacation period, at the end of the school year or during the last school year. Instruction in particular skills which is not part of the recognized educational structure of the country (for example, in service training courses for employees, training computer skills in colleges) are not considered ‘educational attendance’ for census purposes. Information on school attendance in this census must be collected for all persons aged five years and older.

The question as it appeared on the household questionnaire is shown at Figure 2.1.

In this chapter, particular attention is given to: age and gender differences; school attendance compared with school enrolment; children not in school; and the reasons for non-attendance. Some comparisons with data from previous censuses are made.

4.2 Net attendance by sex and age

As can be seen in Table 4.2, the gender differences in school attendance rates are small. Figure 4.1 illustrates just how small these differences are.

Chapter 4. School attendance

The pattern found in the 2014 Census was already well known from previous household surveys, such as the 2001 and 2007 FRHS. Males reported slightly higher school attendance at secondary school age, while girls had higher attendance rates at primary and university ages. Female school attendance rates were also higher than males between the ages of 16 and 19, thereby providing the opportunity for more girls than boys to go on to university. The peak net attendance rate for both sexes was at age 9 with 84.8 per cent of children attending.

The total attendance rates for ages 5-29 were slightly higher for males (39.6 per cent) than for females (38.1 per cent). The overall differential between urban and rural rates was minimal (38.6 per cent compared with 38.9 per cent), but this masks small differences at different ages; up to age 12, rates in rural areas were generally slightly higher than in urban areas, thereafter they were significantly lower (Figure 4.2).

Table 4.2

Net attendance rates by age by sex, urban and rural areas, 2014 Census

Age	Union			Urban areas			Rural areas		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
5	29.3	28.6	30.0	26.2	25.8	26.7	30.2	29.5	30.9
6	74.8	74.2	75.4	74.9	74.3	75.5	74.7	74.1	75.3
7	82.7	82.6	82.9	82.4	82.3	82.6	82.8	82.6	83.1
8	83.4	83.3	83.6	83.0	82.9	83.2	83.5	83.4	83.7
9	84.8	84.7	85.0	83.2	83.1	83.3	85.4	85.2	85.5
10	82.3	82.3	82.3	82.0	82.1	81.8	82.4	82.3	82.5
11	81.5	81.5	81.4	80.8	80.9	80.8	81.7	81.7	81.6
12	75.1	75.4	74.8	76.6	76.4	76.8	74.6	75.1	74.1
13	67.1	67.5	66.7	71.1	70.9	71.3	65.7	66.3	65.1
14	56.5	56.7	56.3	63.2	62.5	63.9	53.9	54.3	53.4
15	44.4	43.5	45.2	54.9	53.3	56.5	40.5	39.9	41.0
16	35.9	34.5	37.2	46.2	44.3	48.0	31.6	30.3	32.7
17	28.0	26.3	29.6	38.2	36.1	40.2	23.6	22.0	25.0
18	20.1	18.7	21.3	29.3	27.5	31.0	16.0	14.8	17.1
19	16.7	15.6	17.7	25.0	23.5	26.4	12.7	11.7	13.6
20	9.7	9.6	9.8	15.8	15.8	15.7	7.1	6.8	7.3
21	7.5	7.8	7.2	11.9	12.8	11.1	5.3	5.4	5.3
22	4.5	4.9	4.2	7.2	8.1	6.5	3.3	3.4	3.2
23	2.9	3.2	2.6	4.6	5.4	4.0	2.1	2.2	1.9
24	2.0	2.3	1.8	3.1	3.6	2.7	1.5	1.6	1.4
25	1.4	1.5	1.3	2.2	2.5	1.9	1.1	1.2	1.0
26	1.2	1.3	1.1	1.8	2.0	1.6	0.9	1.0	0.9
27	1.0	1.1	0.9	1.5	1.7	1.3	0.8	0.9	0.7
28	0.9	0.9	0.8	1.3	1.4	1.2	0.7	0.7	0.7
29	0.8	0.8	0.8	1.1	1.2	1.1	0.6	0.6	0.6
Total 5-29	38.8	39.6	38.1	38.6	39.4	37.8	38.9	39.7	38.2

Chapter 4. School attendance

Figure 4.1

Net attendance rates by age by sex, 2014 Census

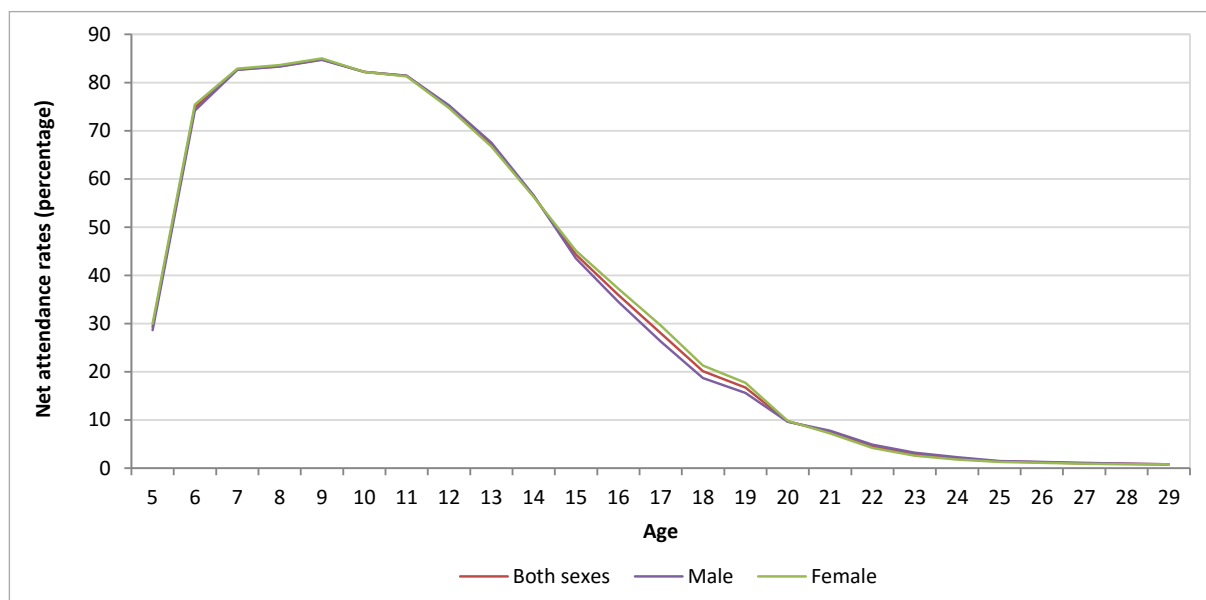


Figure 4.2

Net attendance rates by age, urban and rural areas, 2014 Census

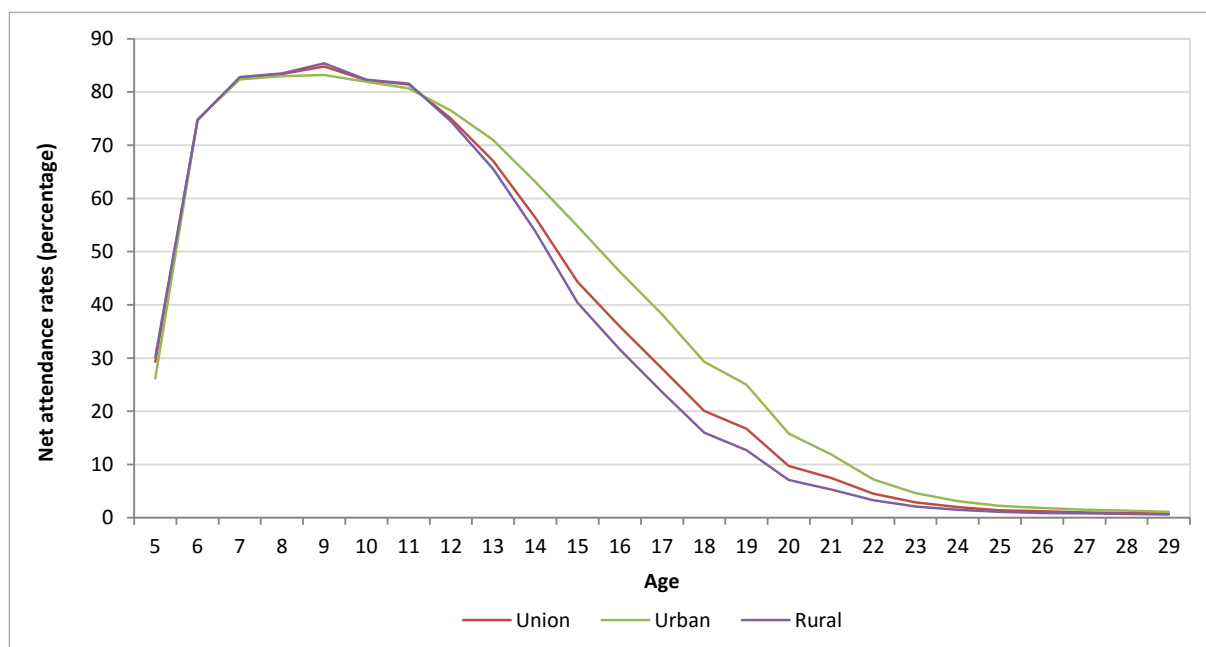


Table 4.3 and Figure 4.3 show net attendance rates for males and females as reported in the 1983 census. At that time, males had higher school attendance rates than females, though the differences were small up to the age of nine. A comparison in the pattern of school attendance between 1983 and 2014 is illustrated in Figure 4.4. Though, as noted above, attendance rates were lower in 1983 than in 2014 up to the age of 21, the broad shapes of the profiles are similar. The small spikes in the 1983 curve are probably due to age heaping, which was a greater problem in the 1983 census. Also, the particularly low rate for five year olds both in 1983 and 2014 should be noted. The explanation for this is given below.

Chapter 4. School attendance

Table 4.3

Net attendance rates by age by sex, 1983 census

Age	Net attendance rate (percentage)		
	Both sexes	Males	Females
5	30.7	30.7	30.7
6	57.3	57.6	57.0
7	70.7	71.2	70.2
8	73.9	74.8	73.1
9	79.5	80.0	79.1
10	77.0	78.1	75.7
11	78.4	80.7	76.1
12	68.0	72.3	63.5
13	59.0	65.3	52.2
14	46.2	54.0	38.2
15	27.8	31.9	23.6
16	24.4	28.8	20.2
17	20.9	24.6	17.3
18	14.9	17.5	12.5
19	13.4	15.3	11.6
20	8.1	9.3	6.9
21	8.2	8.8	7.5
22	5.5	6.0	5.0
23	4.2	4.5	3.8
24	3.0	3.3	2.7
25	1.6	1.7	1.5
26	1.4	1.6	1.2
27	1.1	1.2	1.0
28	0.7	0.8	0.6
29	0.6	0.7	0.5
Total 5-29	35.3	37.7	33.0

Chapter 4. School attendance

Figure 4.3

Net attendance rates by sex by age, 1983 census

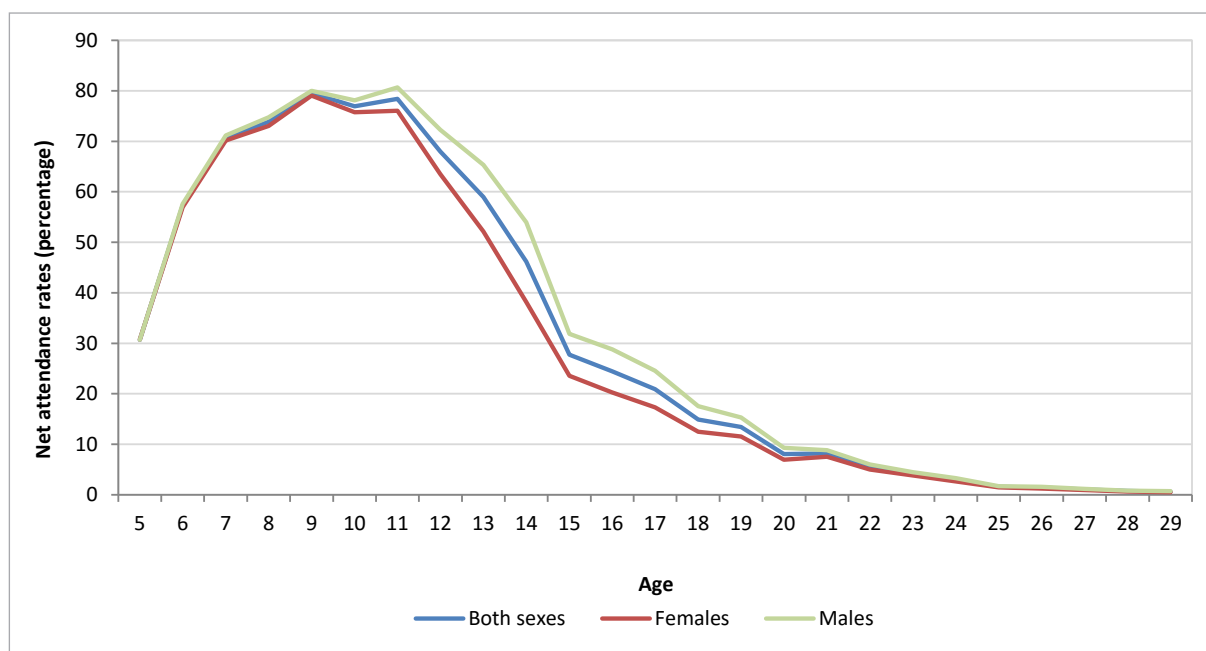
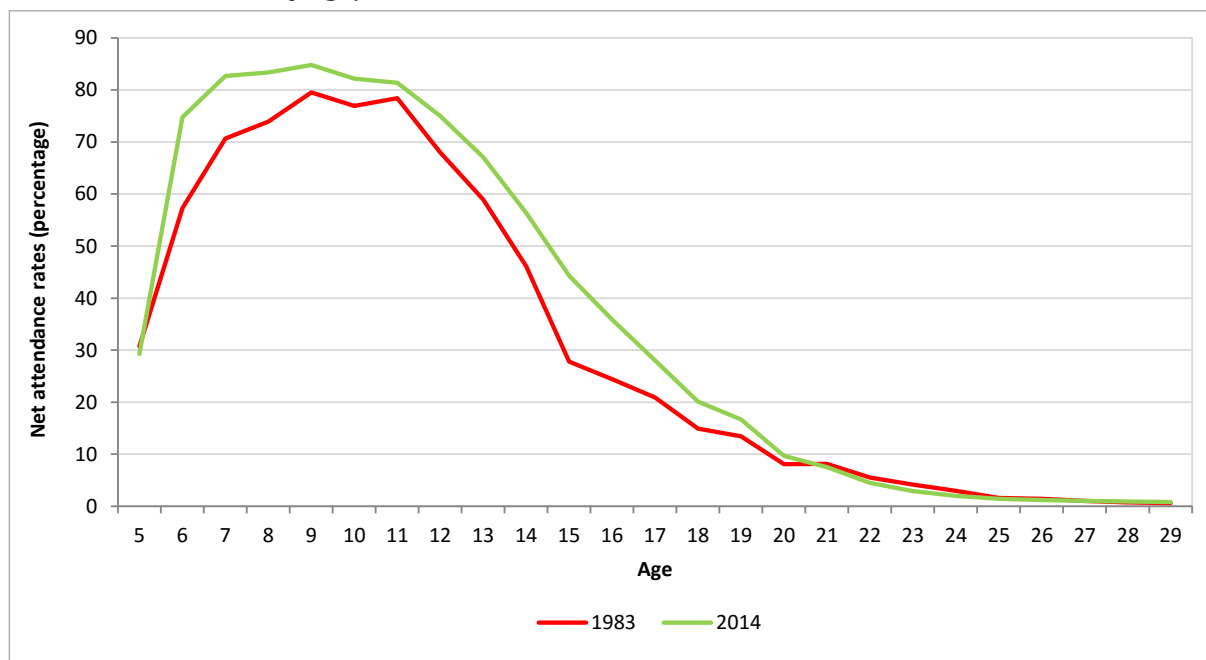


Figure 4.4

Net attendance rates by age, 1983 and 2014 censuses



Chapter 4. School attendance

At the State/Region level, Table 4.4 shows that the highest school attendance rates for children of primary age (both sexes) were reported in Kachin, Kayah, Sagaing and Nay Pyi Taw, all with rates of over 76 per cent. The lowest rates for these children were found in Kayin (65.2 per cent) and Shan (55.9 per cent). The rates at the State/Region level are mapped at Figure 4.5.

For children of secondary age, Table 4.4 shows that the highest attendance rates were reported in Chin (87.3 per cent) and Kachin (81.9 per cent). The lowest rates were found in Bago, Ayeyawady and Shan, all below 67 per cent (see Figure 4.6). Though attendance rates were much lower for children of post-secondary school age, the geographical pattern was similar. Once again Chin reported the highest rate (22.7 per cent) and Bago and Shan the lowest (both less than 8 per cent).

Rates for all Districts are presented at Appendix 1, Table A1.2.

Table 4.4

School attendance rates by age by sex, States/Regions, 2014 Census

State/ Region	Children of primary age (5-9) (%)			Children of secondary age (10-15) (%)			Post-secondary age groups (16-29) (%)			All ages (5-29) (%)		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
UNION	71.2	70.7	71.7	68.0	68.2	67.9	9.9	9.8	10.1	38.8	39.6	38.1
Kachin	77.6	77.2	78.1	81.9	80.1	83.8	17.5	15.8	19.2	49.0	47.8	50.1
Kayah	77.9	77.4	78.5	78.0	76.4	79.5	12.1	10.4	13.6	45.7	44.8	46.5
Kayin	65.2	63.8	66.6	67.0	64.0	70.0	9.7	8.7	10.5	41.8	40.8	42.8
Chin	74.6	74.5	74.7	87.3	87.8	86.8	22.7	25.1	20.7	56.4	59.0	54.0
Sagaing	76.8	76.4	77.3	71.2	71.5	70.9	10.1	10.0	10.3	41.2	42.4	40.0
Tanintharyi	71.4	70.8	72.0	73.6	71.5	75.6	10.1	8.6	11.5	43.6	42.7	44.4
Bago	74.5	74.1	75.0	66.3	66.8	65.8	7.8	7.5	8.0	38.6	39.6	37.6
Magway	75.4	74.9	75.8	71.3	72.2	70.5	10.2	10.5	10.0	40.8	42.8	39.1
Mandalay	74.7	74.2	75.2	68.4	68.6	68.1	10.4	10.4	10.3	37.8	38.8	36.9
Mon	71.1	70.5	71.7	67.0	65.4	68.5	9.8	8.7	10.8	41.7	41.8	41.6
Rakhine	72.9	72.8	73.0	70.0	72.3	67.7	9.3	10.7	8.2	42.2	45.8	39.1
Yangon	70.5	70.2	70.7	68.0	68.7	67.3	11.7	12.1	11.3	35.4	36.8	34.1
Shan	55.9	55.2	56.6	57.3	57.0	57.6	7.6	7.1	8.0	32.0	31.5	32.4
Ayeyawady	72.5	72.1	72.8	66.3	66.6	66.0	8.1	7.7	8.5	38.7	39.2	38.2
Nay Pyi Taw	76.4	76.0	76.7	75.5	76.0	75.0	10.4	10.5	10.4	41.2	42.3	40.1
Total	3,363,302	1,678,614	1,684,688	3,918,030	1,932,665	1,985,365	1,105,629	507,537	598,092	8,386,961	4,118,816	4,268,145

Figure 4.5

School attendance rates for children of primary school age (5-9 years), States/Regions, 2014 Census

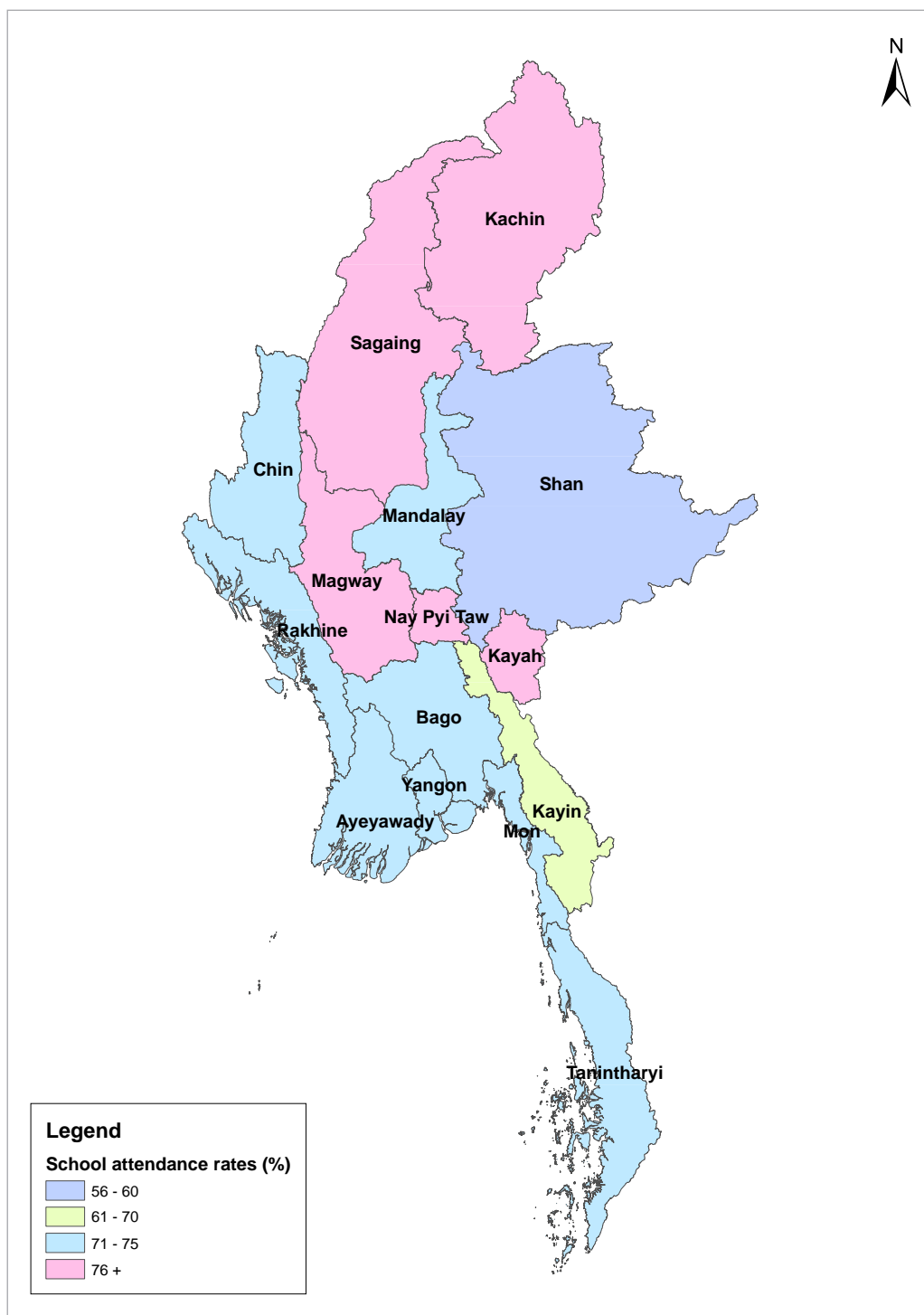
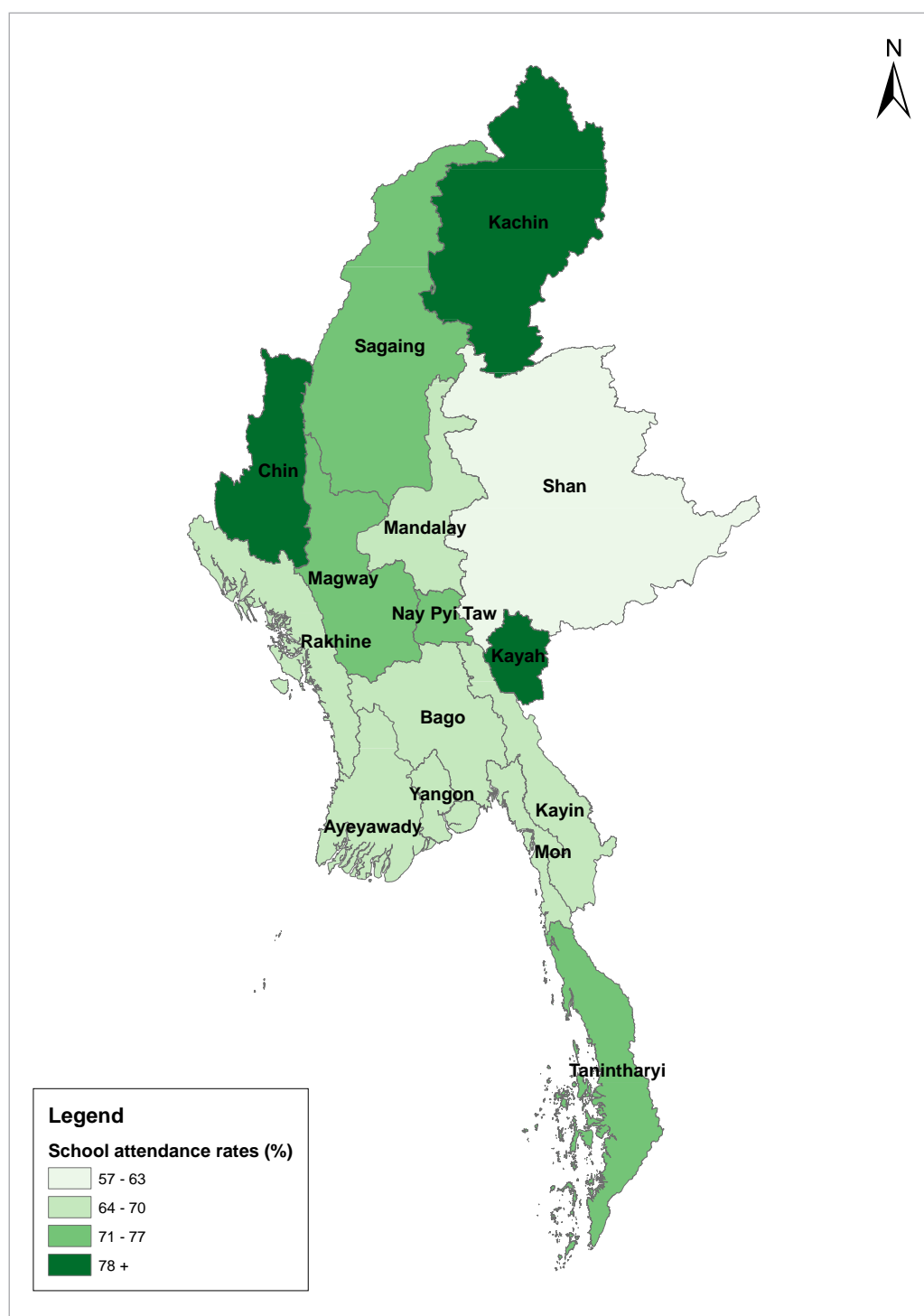


Figure 4.6

School attendance rates for children of secondary school age (10-15 years), States/Regions, 2014 Census



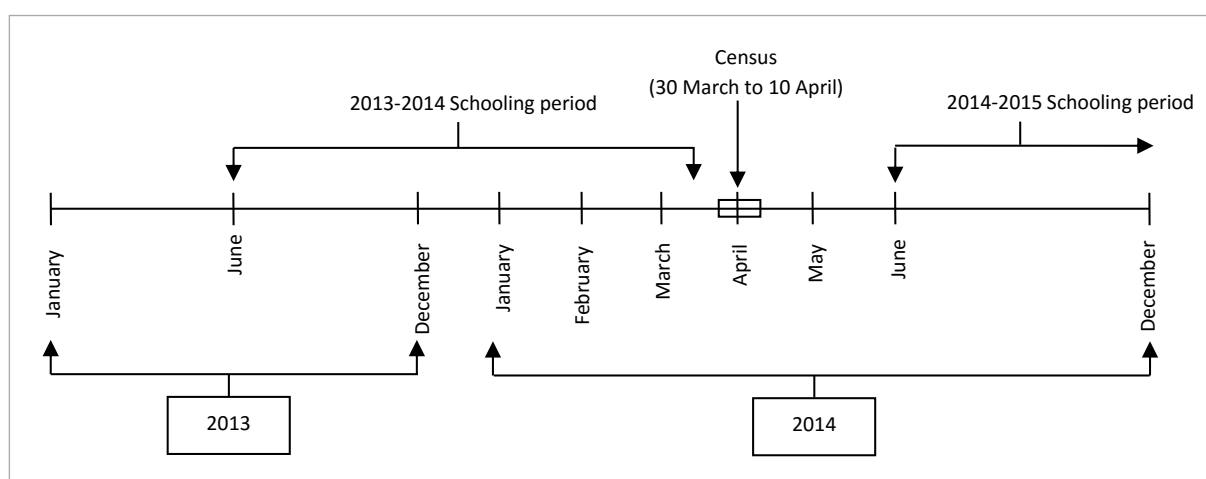
Chapter 4. School attendance

4.3 School attendance rates for five year olds

The school year in Myanmar always runs from June to the middle of the following March. The Census enumeration was conducted from 30 March 2014 to 10 April 2014 during school vacations, as shown in Figure 4.7. At that time, some children who had reached age five were not yet attending school because the previous school year (2013-2014) had finished and the next school year (2014-2015) had not yet started. Such children would be attending school for the first time in this next period.

Figure 4.7

Timetable of the school year and the 2014 Census



The low attendance rate for five year olds noted earlier has a logical explanation as it was related to the timing of the Census and the beginning of the school year. Children reaching the age of five between June 2013 and the end of March 2014 (Census Night), a period of about nine months, would have been correctly reported in the Census as five year olds not attending school. This cohort of five year olds was, at that time, almost one million children, of whom about 600,000 were recorded as 'never attended' school. A very rough estimate of the school attendance rate for five year olds, if the Census had taken place after the start of the school year in June 2014, is about 72 per cent. This is still rather low, but even though the official starting age for primary education is five years, it is well known that some children begin school later than this. The school attendance rate for six year olds might also be affected by the timing issue, but to a lesser extent.

It has been argued that as the Census was carried out during the school vacation period, some parents could have misunderstood the attendance question and responded 'not attending' on the basis that the child was, at the time of the Census, not actually at school. There are good reasons, however, to believe that this was not common:

- It is clear from the field manual and the training of the enumerators that the question referred to the last school year.
- There were no reports of problems with the attendance question, either in the pilot census or in the observation of the Census by independent international and national observers.

Chapter 4. School attendance

- Most of the enumerators were teachers who would have been well aware of the school vacation.

4.4 School attendance and school enrolment

The United Nations recommendations [United Nations Statistics Division, 2008] state that:

School attendance is complementary to but must be distinguished from 'school enrolment' which is typically obtained from administrative data. A child can be enrolled in school but not necessarily be attending.

Enrolment is not the same as attendance. A child can be attending school without being enrolled if, for example, the school registration is incomplete. The reverse situation, where a child can be enrolled without attending, is, however, probably more common. It is not unusual that enrolment figures are inflated for various reasons. If a country has a system where the government is paying the school according to its enrolment, then there may be a temptation to increase the enrolment numbers. If the person responsible for the school's reporting wants to improve the appearance of the school's performance, he/she might choose not to remove pupils from the register who are no longer attending. However, there is no evidence of any such inflation in Myanmar.

Table 4.5 compares school attendance rates with net enrolment rates (NERs) defined as the number of children enrolled in school in a given age group, divided by the total number of children in the same age group.

Table 4.5

Net attendance rates and net enrolment rates by age group

Age	School attendance rate	Net enrolment rate
Primary age 5-9	71.2	86.4
Lower secondary age 10-13	76.3	63.5
Upper secondary age 14-15	50.6	32.1
Post-secondary age 16-29	9.9	n/a

The sources of enrolment data for the numerator are the schools themselves, while the source for the denominator is usually the national population estimates from the organization responsible for population statistics in the country, in this case the Department of Population. The NER is sometimes referred to as the 'net enrolment ratio'. NERs are usually calculated for each school level, as the number of children enrolled in that level divided by the total number of children in the same age group.

Of course, NARs could be calculated in the same way if the extent of which school level children were attending was known. However, whenever the NER and NAR are compared, they always differ. As noted above the net attendance rate is the number of children attending school at any level in a given age group divided by the total number of children in the same age group. Its strength is that both the numerator and denominator come from the same source - in this case the 2014 Census. The NER is often more limited to those schools that

Chapter 4. School attendance

are included than is the NAR, for which, in principal, all schools are included. It would be expected, therefore, that, on this basis, that the NAR should yield higher figures than the NER. However, this is not always the case.

The reason for the unexpected result in Table 4.5 that the primary age attendance rate is lower than the middle (lower secondary) school age attendance rate is the low attendance rate for five year olds as explained above. It should be noted that school attendance rates in the 2014 Census were based on age not grade or level.

Comparing attendance and enrolment is similar to comparing apples and pears. However, clearly the NAR for primary age is much lower than the NER for primary age. On the contrary, the NAR for middle school is higher than the corresponding NER. The reason for this is that a considerable number of children aged 10 and 11 are still attending primary school. These children are included in the attendance rate for the 10-13 age group, but not in the middle school NER. The same is true for high schools, but to a lesser extent.

4.5 Children not in school

Knowledge of the number of children not in school (comprising both dropouts and those who have never entered basic education) is very important, as 'Education For All' or 'Universal Primary Education' has been a priority for a long time. And, indeed, one of the MDGs at the time of the 2014 Census was to reduce the number of such children. The number of out of school children (that is, those not currently attending) is therefore of special interest, and was determined by the number of children (of school age) reported in the Census as 'previously attended' or 'never attended'.

It was decided to investigate, in particular, the number of children not in school in the age group 7-15. Thus, the 5-6 year olds are excluded from the analyses in this section. Table 4.6 shows the numbers of children by whether they had previously, or never, attended school. Those children who have never attended are of particular interest.

The Census reported that there were almost half a million children aged 7-15 years living in conventional households who had never attended school (Table 4.6). This represents a little more than 5 per cent of all 7-15 year olds in such households. While the proportions of children not in school, but who had previously attended, increased with age - as would be expected - as dropping out progressively occurred, the proportions who had never attended (that is, never entered basic education) exhibited a seemingly much more irregular profile as shown in Figure 4.8. The highest rate was at age 7 (7.7 per cent) and lowest at age 11 (3.5 per cent); thereafter, never attended rates started to creep up again. It is possible, however, that some of the children aged seven started school late. Moreover, the particularly low rate for 11 year olds is likely to be due to the so-called age heaping effect in which some 11 year olds were reported in the Census as being aged 10. Although age heaping was not generally a problem in the 2014 Census, it was more pronounced among illiterate persons and those never attending school.

Chapter 4. School attendance

Table 4.6

Children aged 7-15 by school attendance by age, 2014 Census

Age	Currently attending		Previously attended		Never attended	
	Number	%	Number	%	Number	%
7	809,508	82.7	93,741	9.6	75,035	7.7
8	780,904	83.4	94,226	10.1	60,984	6.5
9	785,143	84.8	98,869	10.7	41,539	4.5
10	810,351	82.3	121,326	12.3	53,086	5.4
11	736,801	81.5	136,118	15.1	31,445	3.5
12	747,358	75.1	203,709	20.5	44,302	4.5
13	686,833	67.1	291,694	28.5	44,585	4.4
14	537,037	56.5	372,879	39.2	40,431	4.3
15	399,650	44.4	444,811	49.4	55,684	6.2
Total	6,293,585	73.2	1,857,373	21.6	447,091	5.2

Figure 4.8

Proportion of children who had never attended school by age, 2014 Census

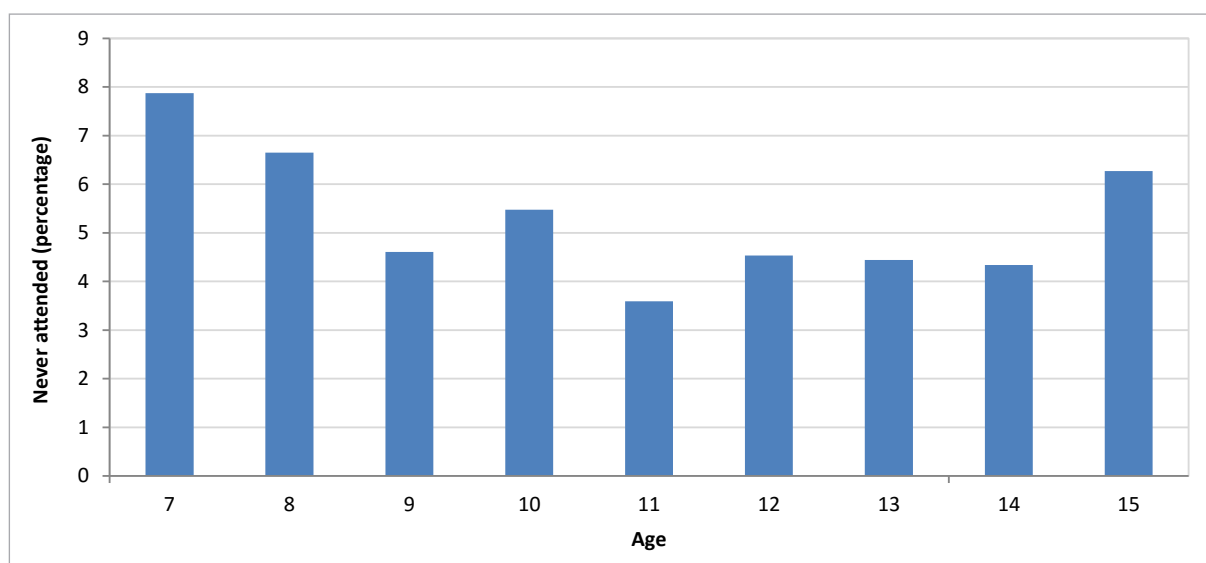


Table 4.7 notes that the gender differences were small, but that non-attendance levels were more than twice as high in rural areas (6.2 per cent) than in urban areas (2.2 per cent), and that this was the case at all ages.

Chapter 4. School attendance

Table 4.7

Children aged 7-15 who had never attended school by sex by age, urban and rural areas, 2014 Census

Urban/ Rural	Never attended school					
	Both sexes		Males		Females	
Age group	Number	%	Number	%	Number	%
Union						
7-9	177,558	6.3	90,564	6.4	86,994	6.1
10-13	173,418	4.4	86,889	4.5	86,529	4.4
14-15	96,115	5.2	46,920	5.2	49,195	5.2
Total	447,091	5.2	224,373	5.3	222,718	5.1
Urban						
7-9	19,004	2.8	9,900	2.9	9,104	2.7
10-13	19,032	1.9	9,551	1.9	9,481	1.9
14-15	10,986	2.1	5,232	2.1	5,754	2.2
Total	49,022	2.2	24,683	2.3	24,339	2.2
Rural						
7-9	158,554	7.4	80,664	7.5	77,890	7.2
10-13	154,386	5.3	77,338	5.4	77,048	5.2
14-15	85,129	6.4	41,688	6.4	43,441	6.3
Total	398,069	6.2	199,690	6.3	198,379	6.1

There were also large differences between States/Regions. Table 4.8 shows that the highest proportions of 7-15 year olds who had never attended school were reported in Shan (21.9 per cent) and Kayin (10.1 per cent); the lowest proportions were reported in Kachin, Magway, Mandalay and Nay Pyi Taw, all below 2 per cent.

Chapter 4. School attendance

Table 4.8

Children aged 7-15 by school attendance, States/Regions, 2014 Census

State/ Region	Currently attending		Previously attended		Never attended	
	Number	%	Number	%	Number	%
UNION	6,293,585	73.2	1,857,373	21.6	447,091	5.2
Kachin	236,739	84.9	37,385	13.4	4,874	1.7
Kayah	46,221	82.5	8,427	15.0	1,411	2.5
Kayin	221,696	71.3	57,924	18.6	31,254	10.1
Chin	94,967	88.4	8,680	8.1	3,768	3.5
Sagaing	696,881	76.7	193,354	21.3	18,809	2.1
Tanintharyi	224,856	78.2	52,786	18.4	9,721	3.4
Bago	618,429	73.2	204,875	24.2	21,661	2.6
Magway	487,472	76.8	136,115	21.4	11,523	1.8
Mandalay	708,435	74.0	231,463	24.2	17,101	1.8
Mon	281,361	73.0	89,947	23.3	14,316	3.7
Rakhine	312,699	74.7	82,639	19.8	23,014	5.5
Yangon	774,108	72.5	272,430	25.5	21,906	2.1
Shan	649,764	61.0	181,338	17.0	233,553	21.9
Ayeyawady	789,833	72.7	265,496	24.4	31,013	2.9
Nay Pyi Taw	150,124	79.9	34,514	18.4	3,167	1.7

4.6 Reasons for not attending school

In the 2014 Census, there was no specific question on the reason for not attending school. The United Nations does not recommend the inclusion of such an inquiry in a census, and such information is better collected in a household survey. However, the Comprehensive Education Sector Review (CESR) has analysed data from the Integrated Household Living Conditions Survey (IHLCS) and a special survey of 800 schools, and its findings (Ministry of Education, 2013) identified the following reasons for non-attendance in order of importance:

- Costs not affordable
- Lack of interest
- Personal illness
- Agricultural work
- Care for family.

It should be noted that, although 'School too far' was identified in the survey as another reason for not attending, it rated very low.

According to the MoE, not all children in Myanmar have access to a school and many children who enrol in school do not attend regularly, or drop out early partly due to difficulties in travelling to school (Ministry of Education, 2015). Dropout rates are high during the transition from primary to lower secondary school, and from lower to upper secondary school. A 'language barrier' is a significant factor in children from minority groups dropping out of school. Entry into middle (lower secondary) school appears to be difficult for disadvantaged

Chapter 4. School attendance

groups, who also may be academically weaker prepared, increasing their risk of dropping out if they do enter secondary education. Equitable access to basic education varies significantly across States/Regions.

The 2014 Census thematic report on Disability notes that children who reported having a disability were less likely to attend primary school. Indeed, as many as three quarters of all children aged 5-9 years with a severe disability had never attended school, and more than half of all children with a moderate disability had never attended primary school (Department of Population, 2017e).

The 2014 Census also collected information on the economic activity of children who were not attending school, and this sheds more light on one of the main reasons for children's non-attendance. As can be seen in Table 4.9, about 42 per cent of children aged 10-15 were declared to be working, and a further 6 per cent were classified as unemployed that is they were seeking work. The significantly higher proportions of both boys and girls active as contributing family workers and own account workers in rural areas compared with urban areas reflects the greater need for children to work in the agricultural sector than attend school. Fourteen per cent recorded household work as their main activity; 6.5 per cent of boys and 21.5 per cent of girls. Proportions here were only slightly higher in rural than in urban areas.

Table 4.9 also shows that a further 25.2 per cent of children aged 10-15 were recorded as full-time students, 42 per cent in urban areas and 20 per cent in rural areas. The apparent incidence of more than a quarter of non-attenders being classified as full-time students might seem at first to be an anomaly, but this is not necessarily the case. It should be noted that when determining the main activity of the person in the past 12 months, the activity to be considered is the one where the person was engaged in for at least six months. The person might have been a full time student for at least six months but left school towards the end of school year (drop out) and hence could not be considered as currently attending school.

Chapter 4. School attendance

Table 4.9

Children aged 10-15 not attending school by activity status by sex, urban and rural areas, 2014 Census

Main activity last 12 months	Total			Urban			Rural		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Percentages Working	41.6	45.2	38.1	28.2	31.5	24.8	45.7	49.6	42.1
Employee (government)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Employee (private org.)	17.1	19.1	15.1	21.4	24.1	18.6	15.8	17.6	14.1
Employer	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1
Own account worker	7.1	7.8	6.4	3.6	3.9	3.3	8.2	9.1	7.3
Contributing family worker	17.3	18.0	16.5	3.1	3.4	2.8	21.6	22.7	20.6
Sought work (unemployed)	6.0	7.5	4.5	4.8	6.6	3.0	6.3	7.8	4.9
Did not seek work	2.2	2.7	1.6	1.9	2.5	1.3	2.2	2.8	1.7
Full-time student	25.2	25.7	24.7	42.0	41.7	42.4	20.0	20.6	19.4
Household work	14.2	6.5	21.5	12.3	5.8	18.8	14.7	6.8	22.3
Pensioner, retired, elderly person	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ill, disabled	1.0	1.1	0.9	1.1	1.2	1.0	1.0	1.1	0.9
Other	10.0	11.2	8.7	9.7	10.6	8.8	10.0	11.4	8.7
Total	100	100	100	100	100	100	100	100	100
Number Working	765,440	407,834	357,606	122,119	68,849	53,270	643,321	338,985	304,336
Employee (government)	199	142	57	124	88	36	75	54	21
Employee (private org)	314,613	172,733	141,880	92,724	52,700	40,024	221,889	120,033	101,856
Employer	2,403	1,398	1,005	307	167	140	2,096	1,231	865
Own account worker	130,722	70,820	59,902	15,542	8,472	7,070	115,180	62,348	52,832
Contributing family worker	317,503	162,741	154,762	13,422	7,422	6,000	304,081	155,319	148,762
Sought work (unemployed)	109,726	67,636	42,090	20,855	14,513	6,342	88,871	53,123	35,748
Did not seek work	39,652	24,491	15,161	8,309	5,551	2,758	31,343	18,940	12,403
Full-time student	463,007	231,830	231,177	182,274	91,271	91,003	280,733	140,559	140,174
Household work	260,530	59,027	201,503	53,160	12,695	40,465	207,370	46,332	161,038
Pensioner, retired, elderly person	0	0	0	0	0	0	0	0	0
Ill, disabled	18,431	10,140	8,291	4,699	2,596	2,103	13,732	7,544	6,188
Other	183,284	101,467	81,817	42,085	23,234	18,851	141,199	78,233	62,966
Total	1,840,070	902,425	937,645	433,501	218,709	214,792	1,406,569	683,716	722,853

From Table 4.9 it is apparent that the main activity 'Full-time student' was much more prevalent in urban than in rural areas.

It was noted above that the CESR, in its 2013 review, identified 'costs not affordable' as a prime reason for non-attendance at school. Cross-analysis of the responses to the school attendance question with the classification of children and youth according to the wealth index of their household that was referred to in Chapter 3 (and is explained more fully in Appendix 3), has enabled further evidence of the relationship between poverty and attendance to be explored.

Chapter 4. School attendance

Among those aged 5-29, the proportions who reported that they were currently attending, or had previously attended school varied little across all quintile groups of the wealth index as presented in Table 4.10. However, for the never attended population, the pattern by wealth index is very skewed towards the lower end of the scale. Of the never attended persons, over a third (37.7 per cent) belonged to the lowest wealth quintile, while just 8 per cent belonged to the highest, thus reinforcing the relationship between affordability and attendance.

The numbers of persons aged 5-29 in each quintile by school attendance for each State/Region are presented at Appendix 1 Table A1.5.

Table 4.10

School attendance of those aged 5-29 by wealth index quintile, 2014 Census

Wealth index	School attendance (percentage)			Total Population Aged 5-29
	Currently attending	Previously attended	Never attended	
Lowest quintile	19.6	19.6	37.7	4,597,006
Second quintile	20.4	20.0	23.0	4,412,121
Middle quintile	20.5	19.9	17.8	4,301,872
Fourth quintile	20.4	20.0	13.5	4,215,332
Highest quintile	19.2	20.6	8.0	4,074,044
Total	100	100	100	21,600,375

Thus, there may be several reasons for children not attending school, all of which need to be addressed if the goal of 'Education For All' is to be achieved.

4.7 Summary

The gender differences in school attendance rates are small. This pattern is well known from household surveys. Boys have slightly higher school attendance at secondary school age, while girls have higher attendance rates at primary and university ages. The differences between urban and rural areas are small up to the age of 12, although slightly higher in rural areas. Thereafter, the school attendance rates are higher in urban areas.

There are about half a million children aged 7-15 (a little more than 5 per cent) who have never attended school. Again, the gender differences are small. However, there are large differences between rural areas (6.2 per cent) and urban areas (2.2 per cent).

There are several reasons for not attending school. Evidence for two of the main reasons identified - agricultural employment and affordability (as assessed by the application of a wealth index) - have been derived from the 2014 Census data. These and all the other causes must be addressed if the goal of 'Education for All' is to be achieved.

Chapter 5. Educational attainment

5.1 Introduction

Educational attainment as defined by the United Nations is, ‘the highest grade/level completed within the most advanced level in the education system in the country’, and is assigned a ‘core’ status in the United Nations census recommendations (United Nations Statistics Division, 2008).

A well-educated and skilled population is important for the social development and economic well-being of any country and its individuals. Education plays a key role in providing individuals with knowledge, skills and competencies to participate effectively in society. Education also contributes to an expansion of scientific and cultural knowledge. The level of educational attainment of the population is commonly used as a proxy for measuring the stock of ‘human capital’, that is the skills available in the population and the labour force.

The global community has a responsibility to ensure that all children receive an education of a high quality and that they at least complete primary school. Education is an indispensable tool for the improvement of the quality of life. The reduction of fertility, morbidity and mortality rates; the empowerment of women; the improvement in the quality of the working population; and the promotion of genuine democracy are largely assisted by progress in education.

There were, therefore, very good reasons to include a question on educational attainment in the 2014 Myanmar Census, so much so that the Census collected educational attainment data for persons living in institutions as well as for those in conventional households. Thus, in this chapter, unless otherwise stated, data relates to all persons. Rates are given as percentages, and data is usually tabulated for persons aged 25 and over, as recommended by the United Nations, since it is generally regarded that most people will have finished their education by the age of 25.

The 2014 Census field manual (Department of Population, 2014b) instructed enumerators to ask **Question 21**: “What is the highest education grade/level that (NAME) completed?” Enumerators were instructed to: “Check the code corresponding to the response given and record in the boxes.” The more detailed instructions required the enumerator to record the highest education level an individual had completed if a person had either attended, or was attending, school. For those attending school, the education level completed was not, in most cases, the grade/level they were currently enrolled in, but the previous grade/level. For example, if a child had, at the time of the Census, been enrolled in grade 6, the highest grade completed would have been grade 5, and the response should have been recorded as ‘05’ on the questionnaire. Children attending first grade and other persons who reported having no schooling (that is had never attended school or had, otherwise, completed no level of education) were recorded as ‘00’.

Vocational training (code ‘13’) was recorded if a person had completed education/training for certain professions, for example, plumbing, roofing, refrigeration, carpentry, cabinet making, hair dressing, cosmetology, tailoring etc.

Chapter 5. Educational attainment

College (code '12') meant that a person was a student at university undergraduate level; persons who had a bachelor degree (Graduate) were coded '15', while those with a master's degree were coded '17'. A doctorate degree (PhD, code '18') is an advanced research university degree.

Respondents who had been educated in Myanmar under earlier systems – such as during British colonial occupation – were coded by the enumerator using additional instructions. The question is shown at Figure 2.1.

5.2 Completed level of education

Table 5.1 and Figure 5.1 show educational attainment by sex. Despite the high proportion of women among the highly educated, it should be noted that the group with a high education comprises only a very small proportion of the population. Less than 7 per cent of the population 25 years of age and over reported 'graduate' as their highest level of education (7.6 per cent of women and 6.1 per cent of men) and only 0.6 per cent of women and 0.3 per cent of men had completed a level of education higher than graduate (postgraduate diploma, master's degree or PhD).

Table 5.1

Population* aged 25 and over by highest completed level of education by sex, 2014 Census

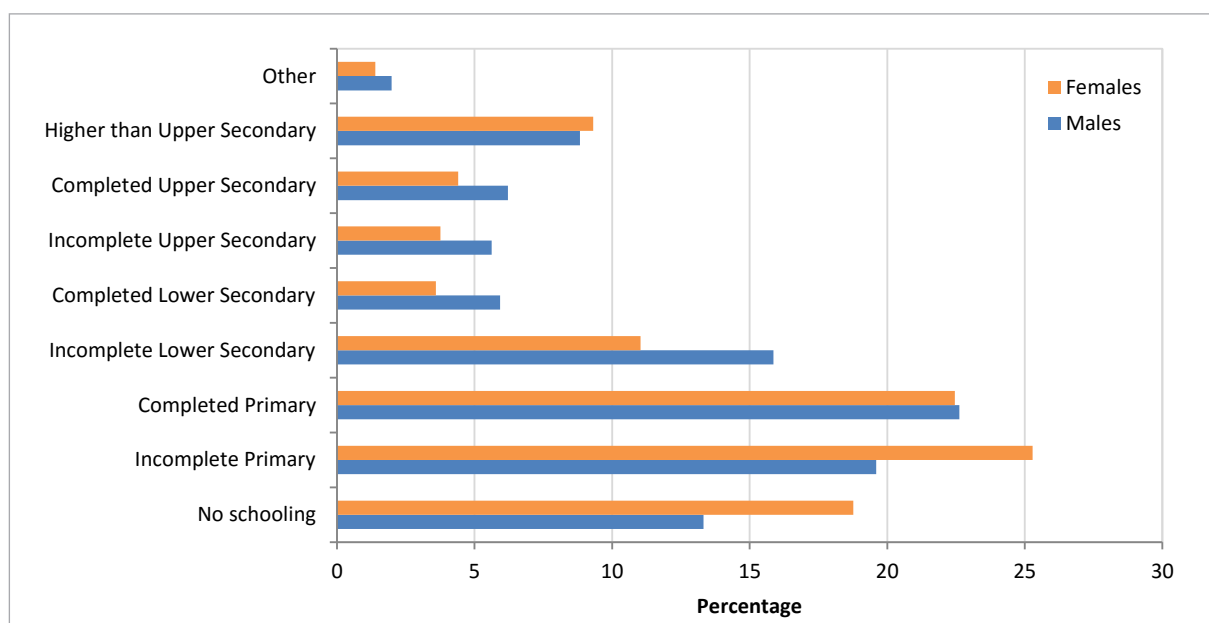
Level of education	Number			Proportion (%)		
	Both sexes	Males	Females	Both sexes	Males	Females
None	4,369,423	1,671,231	2,698,192	16.2	13.3	18.8
Incomplete Primary	6,093,024	2,459,097	3,633,927	22.6	19.6	25.3
Completed Primary	6,067,151	2,839,697	3,227,454	22.5	22.6	22.5
Incomplete Lower Secondary	3,577,926	1,991,290	1,586,636	13.3	15.9	11.0
Completed Lower Secondary	1,261,514	744,663	516,851	4.7	5.9	3.6
Incomplete Upper Secondary	1,245,632	706,013	539,619	4.6	5.6	3.8
Completed Upper Secondary	1,412,870	779,912	632,958	5.2	6.2	4.4
College	360,589	224,515	136,074	1.3	1.8	0.9
Vocational Training	35,721	25,234	10,487	0.1	0.2	0.1
Undergraduate Diploma	72,377	51,356	21,021	0.3	0.4	0.1
Graduate	1,861,755	763,762	1,097,993	6.9	6.1	7.6
Postgraduate Diploma	48,170	18,718	29,452	0.2	0.1	0.2
Master's degree	56,514	20,202	36,312	0.2	0.2	0.3
PhD	11,817	4,576	7,241	0.0	0.0	0.1
Other	448,790	249,021	199,769	1.7	2.0	1.4
Total	26,923,273	12,549,287	14,373,986	100	100	100

* Includes population in both conventional households and institutions.

Chapter 5. Educational attainment

Figure 5.1

Percentage of population aged 25 and over by highest completed level of education by sex, 2014 Census



A striking feature of current figures of Myanmar's educational attainment is the high performance of women compared to men at higher educational levels (as shown in Figure 5.2). Of the 1.9 million persons who had graduated from university, some 1.1 million (or 59 per cent) were women, as were the 63 per cent of the 116.5 thousand with a postgraduate degree.

However, more generally, the results from the 2014 Census show that educational attainment is still quite low: 61.3 per cent of the population aged 25 and over had either only finished incomplete primary or completed primary school or had no education at all. Despite their better position in the higher education categories, women also had higher proportions than men in the lowest categories: 18.8 per cent with no education (compared with 13.3 per cent for men) and 47.8 per cent with incomplete or completed primary school (42.2 per cent for men).

Conversely, men reported higher proportions than women at secondary school level with 21.8 per cent at the completed or incomplete lower secondary level (compared with 14.6 per cent for women), and 11.8 per cent at the completed or incomplete upper secondary level (compared with 8.2 per cent for women).

It should be noted that the reason for the relatively high number classified as 'Other' in the 2014 Census is that the category 'Religious school' that had been included in the 1983 census was not offered as a response option in the 2014 Census. Very few people were classified as 'Other' in 1983, so it is concluded that many who had attended a religious school were reported as 'Other' in 2014.

Chapter 5. Educational attainment

Figure 5.2

Population aged 25 and over by completed tertiary education by sex, 2014 Census

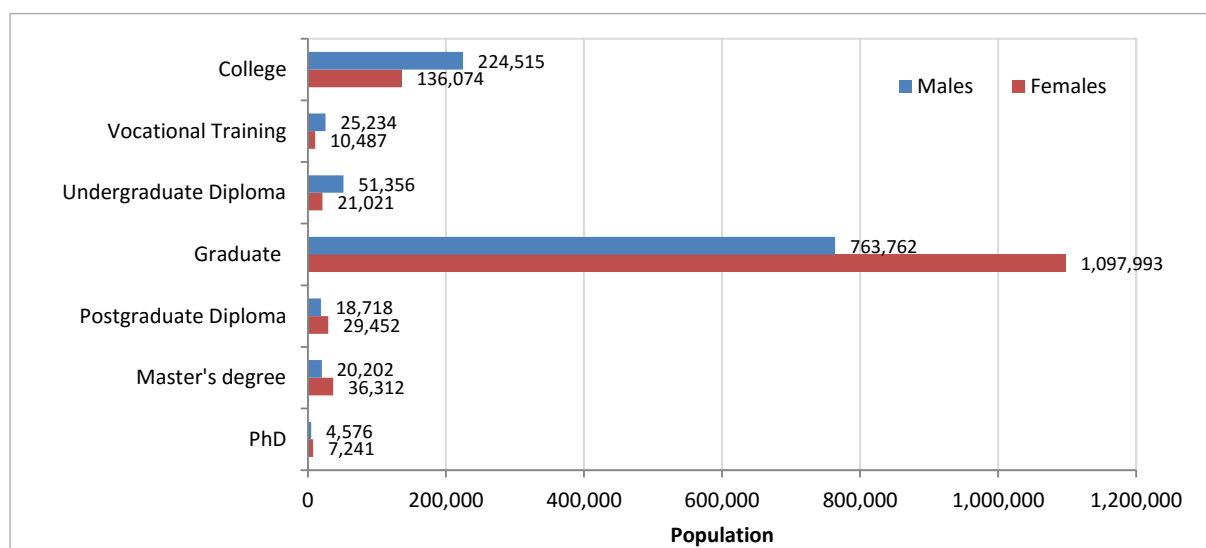


Table 5.2 presents a more detailed breakdown of figures on the completion of primary and secondary levels of education by the actual grade reported in the Census (see section 5.1). It shows increasing proportions by grade up to the completion of primary education (grade 5), at which level almost 23 per cent of those aged 25 years had completed their education. Thereafter, the level of completion declined in proportions in the range of around 4 to 5 per cent up to the completion of upper secondary education.

Table 5.2

Population aged 25 and over by highest grade/education level completed by sex, 2014 Census

Educational attainment level [and allocated code]	Sex						Sex distribution	
	Both sexes		Males		Females		Males	Females
	Number	%	Number	%	Number	%	%	%
None (00)	4,369,423	16.2	1,671,231	13.3	2,698,192	18.8	38.2	61.8
Incomplete primary (01)	339,185	1.3	130,641	1.0	208,544	1.5	38.5	61.5
Incomplete primary (02)	939,239	3.5	346,758	2.8	592,481	4.1	36.9	63.1
Incomplete primary (03)	1,811,005	6.7	699,483	5.6	1,111,522	7.7	38.6	61.4
Incomplete primary (04)	3,003,595	11.2	1,282,215	10.2	1,721,380	12.0	42.7	57.3
Completed primary (05)	6,067,151	22.5	2,839,697	22.6	3,227,454	22.5	46.8	53.2
Incomplete lower secondary (06)	1,371,794	5.1	710,651	5.7	661,143	4.6	51.8	48.2
Incomplete lower secondary (07)	1,043,187	3.9	593,265	4.7	449,922	3.1	56.9	43.1
Incomplete lower secondary (08)	1,162,945	4.3	687,374	5.5	475,571	3.3	59.1	40.9
Completed lower secondary (09)	1,261,514	4.7	744,663	5.9	516,851	3.6	59	41
Incomplete upper secondary (10)	1,245,632	4.6	706,013	5.6	539,619	3.8	56.7	43.3
Completed upper secondary (11)	1,412,870	5.2	779,912	6.2	632,958	4.4	55.2	44.8
Higher than upper secondary (12-18)	2,446,943	9.1	1,108,363	8.8	1,338,580	9.3	45.3	54.7
Other	448,790	1.7	249,021	2.0	199,769	1.4	55.5	44.5
Total	26,923,273	100	12,549,287	100	14,373,986	100	46.6	53.4

Chapter 5. Educational attainment

Table 5.2 confirms the information above about the preponderance of women over men among those who had completed only the lower levels of education. Of those who had only completed primary level, 53.2 per cent were women and 46.8 per cent were men, but of those who had completed no higher than grade 2, almost two thirds (63.1 per cent) were women and a little over a third (36.9 per cent) were men, showing that fewer women had gone on to higher levels of education. However, the Census reported that this educational imbalance was addressed at the higher levels of education, where more than half (54.7) per cent of those who had progressed to grade 12 or higher were women.

The Census has shown that the level of educational attainment drops quite significantly, and in particular, that the proportion with no completed level of education at all increases with age. It is noticeable that more than half of women aged 80 and over reported having no completed level of education. Table 5.3 shows that the difference between the proportion of males and females with education higher than upper secondary was highest in the younger age groups. Females had a higher proportion than males with higher than upper secondary education in the younger cohorts, but males had higher proportions than females in older cohorts.

Table 5.3

Percentage of population aged 25 and over by highest completed level of education by age by sex, 2014 Census

Age	Completed education (percentage)							Total
	No schooling	Incomplete primary	Completed primary	Incomplete secondary	Completed upper secondary	Higher than upper secondary	Other	
Both sexes								
25 - 29	9.0	18.8	20.4	27.7	8.1	15.5	0.5	100
30 - 34	10.4	22.0	21.5	25.6	6.5	13.3	0.6	100
35 - 39	11.6	24.8	23.3	23.9	5.3	10.3	0.8	100
40 - 44	12.9	22.9	23.9	26.3	4.7	8.3	1.0	100
45 - 49	15.3	23.7	24.8	22.8	4.6	7.2	1.5	100
50 - 54	18.1	24.3	25.1	20.6	3.9	6.0	2.0	100
55 - 59	19.9	23.5	23.9	20.1	4.5	5.5	2.6	100
60 - 64	25.3	23.4	22.7	16.0	4.5	4.8	3.3	100
65 - 69	28.3	23.2	21.9	15.0	3.5	4.3	3.9	100
70 - 74	36.0	21.5	17.7	13.8	3.2	3.2	4.7	100
75 - 79	40.0	22.3	17.0	10.1	2.4	2.3	5.8	100
80 - 84	44.9	22.1	16.2	7.6	1.5	1.9	5.8	100
85 - 89	44.2	22.3	17.0	8.2	1.2	1.6	5.5	100
90 +	47.9	20.4	15.3	8.2	1.5	1.8	4.8	100
Total (number)	4,369,423	6,093,024	6,067,151	6,085,072	1,412,870	2,446,943	448,790	26,923,273

Chapter 5. Educational attainment

Table 5.3 (continued) Percentage of population aged 25 and over by highest completed level of education by age by sex, 2014 Census

Age	Completed education (percentage)							Total
	No schooling	Incomplete primary	Completed primary	Incomplete secondary	Completed upper secondary	Higher than upper secondary	Other	
Males								
25 - 29	8.3	17.2	19.5	31.1	9.3	13.9	0.7	100
30 - 34	9.4	19.9	21.3	29.4	7.2	12.0	0.9	100
35 - 39	10.3	22.2	23.2	28.1	5.9	9.1	1.1	100
40 - 44	11.2	19.8	23.5	31.4	5.4	7.4	1.4	100
45 - 49	12.9	19.8	24.7	28.1	5.4	7.3	1.9	100
50 - 54	15.3	20.0	25.4	25.8	4.7	6.4	2.4	100
55 - 59	16.1	18.8	24.3	26.3	5.5	6.1	2.9	100
60 - 64	20.3	18.9	23.6	21.5	5.9	6.0	3.8	100
65 - 69	22.1	19.3	23.3	20.0	4.9	6.0	4.5	100
70 - 74	27.4	18.7	19.7	19.2	4.7	4.9	5.4	100
75 - 79	30.1	20.1	19.7	15.2	4.1	4.0	6.9	100
80 - 84	34.3	21.0	19.3	11.8	2.7	3.5	7.3	100
85 - 89	33.7	21.4	20.3	12.4	2.2	2.8	7.1	100
90 +	37.3	20.0	18.0	12.4	2.7	3.1	6.4	100
Total (number)	1,671,231	2,459,097	2,839,697	3,441,966	779,912	1,108,363	249,021	12,549,287
Females								
25 - 29	9.7	20.3	21.3	24.5	7.0	16.9	0.3	100
30 - 34	11.3	24.1	21.7	22.2	5.8	14.6	0.4	100
35 - 39	12.7	27.3	23.3	20.0	4.8	11.3	0.5	100
40 - 44	14.4	25.7	24.2	21.7	4.0	9.2	0.8	100
45 - 49	17.4	27.1	24.9	18.2	3.9	7.2	1.2	100
50 - 54	20.5	27.9	24.9	16.2	3.3	5.6	1.6	100
55 - 59	23.2	27.4	23.6	14.9	3.7	5.0	2.3	100
60 - 64	29.4	27.1	21.9	11.5	3.3	3.9	3.0	100
65 - 69	33.2	26.2	20.8	11.1	2.5	2.9	3.4	100
70 - 74	42.2	23.7	16.3	9.8	2.1	1.9	4.1	100
75 - 79	47.0	23.8	15.1	6.6	1.3	1.2	5.0	100
80 - 84	51.6	22.8	14.2	5.0	0.7	0.9	4.8	100
85 - 89	50.1	22.8	15.2	5.9	0.6	0.9	4.6	100
90 +	53.4	20.6	13.9	6.0	0.9	1.1	4.1	100
Total (number)	2,698,192	3,633,927	3,227,454	2,643,106	632,958	1,338,580	199,769	14,373,986

The Census revealed that there were large differences in the highest completed level of education between States/Regions. Table 5.4 shows that, as might be expected, the population in Yangon, Nay Pyi Taw and Mandalay were, generally, the best educated, while those in Shan and Kayin were the least well educated, as assessed by the proportions who, respectively, had completed higher than secondary levels of education and those who had reported having completed no level of education. Indeed, in Kayin over a third of the female population aged 25 and over (35.6 per cent) reported having completed no level of

Chapter 5. Educational attainment

education, while in Shan the situation was even worse at 49.8 per cent. Levels of educational attainment at the District level are presented at Appendix 1, Table A1.3.

The profiles of those reporting the two extremes in educational attainment - no schooling and highly educated - are examined in more detail below.

Table 5.4

Percentage of population aged 25 and over by highest completed level of education by sex, States/Regions, 2014 Census

State/Region	Completed education (percentage)							Total
	No education	Incomplete primary	Completed primary	Incomplete secondary	Completed upper secondary	Higher than upper secondary	Other	
Both Sexes								
Union	16.2	22.6	22.5	22.6	5.2	9.1	1.7	100
Kachin	12.3	19.2	19.6	31.9	7.6	8.5	0.9	100
Kayah	22.6	21.7	13.1	25.3	8.5	8.1	0.7	100
Kayin	31.8	25.4	13.1	19.4	3.9	4.5	1.8	100
Chin	25.8	18.6	17.5	23.7	7.9	6.5	0.1	100
Sagaing	11.9	21.5	33.7	19.1	4.0	7.2	2.6	100
Tanintharyi	10.3	27.9	22.7	25.2	5.9	6.8	1.2	100
Bago	10.9	30.5	23.1	23.3	3.8	7.0	1.5	100
Magway	19.3	20.4	29.6	18.9	4.0	6.7	1.2	100
Mandalay	12.5	23.4	24.8	22.5	4.9	10.7	1.2	100
Mon	17.2	28.7	17.8	22.5	5.1	7.6	1.1	100
Rakhine	20.2	30.4	20.9	18.7	4.0	5.4	0.4	100
Yangon	5.9	17.0	14.9	31.9	9.8	19.3	1.0	100
Shan	44.9	17.0	12.1	15.8	3.7	5.1	1.4	100
Ayeyawady	12.3	25.0	29.2	20.6	3.8	5.5	3.7	100
Nay Pyi Taw	8.1	21.1	22.7	24.6	6.7	14.6	2.1	100
Total (number)	4,369,423	6,093,024	6,067,151	6,085,072	1,412,870	2,446,943	448,790	26,923,273
Males								
Union	13.3	19.6	22.6	27.4	6.2	8.8	2.0	100
Kachin	9.6	17.1	19.9	36.0	8.2	8.1	1.1	100
Kayah	16.1	22.9	14.5	29.5	8.6	7.6	0.8	100
Kayin	27.6	25.1	13.3	22.6	4.4	4.4	2.5	100
Chin	14.1	17.1	20.0	30.7	9.9	8.1	0.1	100
Sagaing	8.8	17.8	34.1	23.9	5.0	7.5	2.9	100
Tanintharyi	9.1	24.3	22.5	29.6	6.5	6.3	1.7	100
Bago	8.5	26.0	23.1	29.3	4.7	6.6	1.8	100
Magway	16.7	15.7	30.1	24.3	5.1	6.7	1.4	100
Mandalay	8.8	19.5	24.9	28.4	6.1	11.0	1.4	100
Mon	14.8	26.5	17.5	26.8	5.9	6.6	1.8	100
Rakhine	12.8	26.4	24.1	24.7	5.1	6.2	0.6	100
Yangon	4.4	14.1	13.9	36.4	11.5	18.6	1.2	100
Shan	39.7	17.8	13.1	18.5	4.0	4.9	1.9	100
Ayeyawady	10.3	21.6	29.1	25.5	4.4	4.9	4.0	100
Nay Pyi Taw	3.9	16.9	23.2	30.8	8.2	14.7	2.3	100
Total (number)	1,671,231	2,459,097	2,839,697	3,441,966	779,912	1,108,363	249,021	12,549,287

Chapter 5. Educational attainment

Table 5.4 (continued) Percentage of population aged 25 and over by highest completed level of education by sex, States/Regions, 2014 Census

State/Region	Completed education (percentage)							Total
	No education	Incomplete primary	Completed primary	Incomplete secondary	Completed upper secondary	Higher than upper secondary	Other	
Females								
Union	18.8	25.3	22.5	18.4	4.4	9.3	1.4	100
Kachin	15.2	21.4	19.3	27.6	7.1	8.8	0.6	100
Kayah	28.9	20.5	11.8	21.3	8.5	8.6	0.5	100
Kayin	35.6	25.7	13.0	16.5	3.5	4.7	1.0	100
Chin	35.7	19.8	15.4	17.7	6.3	5.1	0.0	100
Sagaing	14.4	24.6	33.4	15.1	3.2	7.0	2.4	100
Tanintharyi	11.5	31.4	22.9	21.0	5.2	7.3	0.8	100
Bago	12.9	34.4	23.1	18.1	3.0	7.3	1.3	100
Magway	21.3	24.1	29.2	14.5	3.1	6.8	1.0	100
Mandalay	15.5	26.6	24.7	17.6	4.0	10.5	1.0	100
Mon	19.3	30.5	18.0	18.9	4.4	8.4	0.5	100
Rakhine	26.3	33.7	18.2	13.7	3.1	4.8	0.2	100
Yangon	7.1	19.6	15.9	28.1	8.4	20.0	0.9	100
Shan	49.8	16.3	11.0	13.3	3.4	5.4	0.8	100
Ayeyawady	14.0	28.1	29.3	16.1	3.1	6.0	3.5	100
Nay Pyi Taw	11.9	24.9	22.3	19.0	5.4	14.5	2.0	100
Total (number)	2,698,192	3,633,927	3,227,454	2,643,106	632,958	1,338,580	199,769	14,3739,86

5.3 Level of education and household wealth

As with school attendance, discussed in the previous section, the Census data have shown a clear relationship between the level of educational attainment and household wealth. Table 5.5 shows the distribution pattern of educational attainment when cross-analysed by the household wealth index (see Appendix 3). The percentage of the population aged 25 and over with no completed level of education was highest in the lowest wealth quintile (30.1 per cent) and lowest in the highest wealth quintile (7.5 per cent), while the reverse pattern was the case for those with level of completed education higher than secondary school (1.2 per cent compared with 68.6 per cent). The distribution is illustrated in Figure 5.3.

The largest proportions within each quintile in the matrix exhibit a clear gradient from no completed level/lowest quintile to higher than upper secondary/highest quintile (if the 'other' category of education attainment is ignored). However, it should be noted that compared to other levels of educational attainment, proportions of people who completed primary school are not significantly different across the wealth index quintiles, nor is the spread of the population across the education levels within the fourth quintile significant. The numbers of persons within each quintile by highest level of educational attainment for each State/Region are presented at Appendix 1, Table A1.6.

Chapter 5. Educational attainment

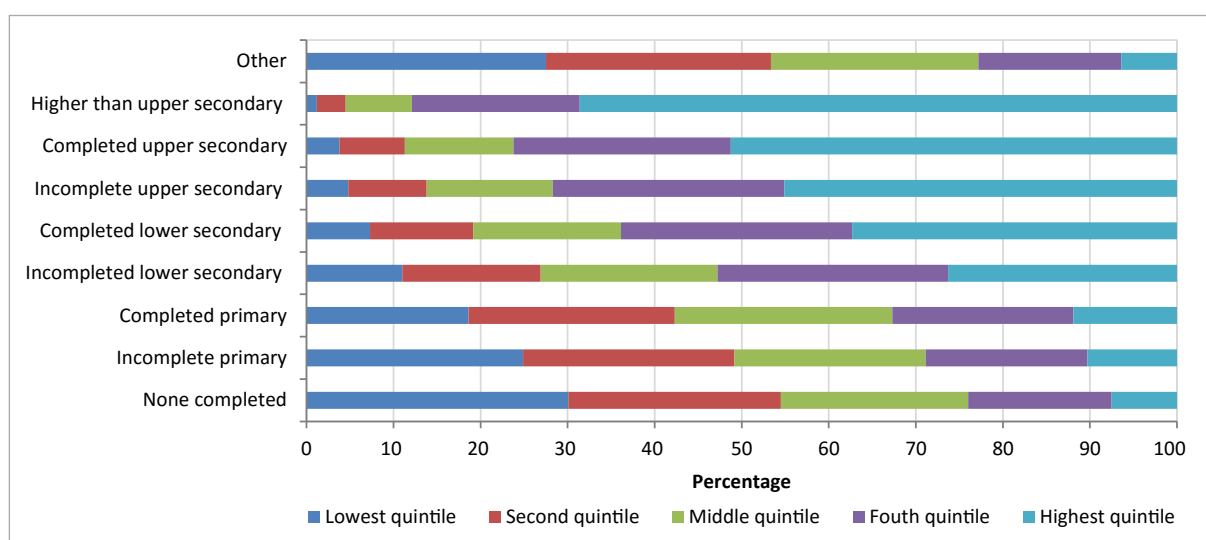
Table 5.5

Educational attainment of those aged 25 and over by wealth index quintile, 2014 Census

Level of education	Lowest quintile	Second quintile	Middle quintile	Fourth quintile	Highest quintile	Total
None completed	30.1	24.4	21.5	16.5	7.5	100
Incomplete primary	24.9	24.3	22.0	18.6	10.3	100
Completed primary	18.6	23.7	25.0	20.8	11.9	100
Incompleted lower secondary	11.0	15.9	20.3	26.5	26.3	100
Completed lower secondary	7.3	11.9	17.0	26.6	37.4	100
Incomplete upper secondary	4.8	9.0	14.5	26.6	45.1	100
Completed upper secondary	3.8	7.5	12.5	25.0	51.3	100
Higher than upper secondary	1.2	3.3	7.6	19.3	68.6	100
Other	27.5	25.8	23.8	16.4	6.4	100
Total	4,561,855	4,939,236	5,179,585	5,374,389	5,696,708	25,751,773

Figure 5.3

Educational attainment of those aged 25 and over by wealth index quintile, 2014 Census



5.4 Persons with no schooling

Persons with 'no schooling' are defined here to mean those who were coded '00' in their response to the Census question on educational attainment (see section 5.1), that is they had completed no level of school education, regardless of whether or not they had ever attended school. As noted in Table 5.1, nationally, the proportion of such persons was higher for females (18.8 per cent) than males (13.3 per cent). Table 5.6 shows that the percentage with no schooling is significantly higher in conventional households (16.6 per cent) than in institutions (9.1 per cent), and that this is the case for all age groups. Moreover, as noted earlier, the prevalence of no schooling increases with age. This is clearly illustrated in Figure 5.4.

Chapter 5. Educational attainment

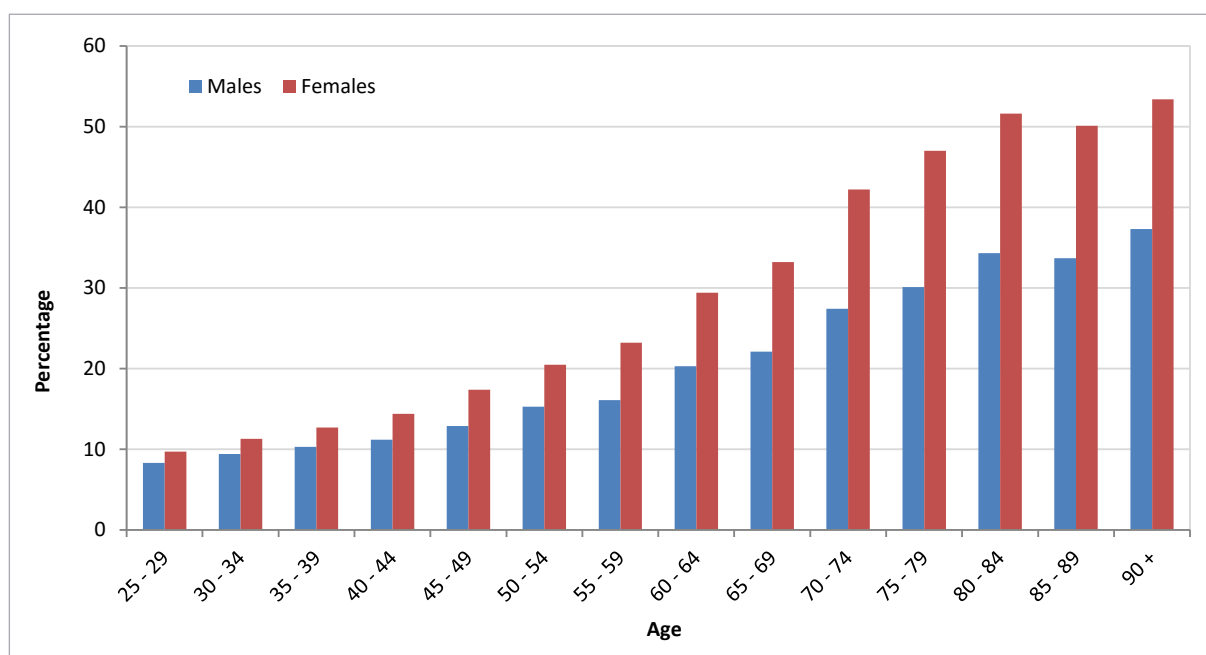
Table 5.6

Proportion of population aged 25 and over with no schooling by sex by age by whether living in conventional households or institutions, 2014 Census

Age group	Total (%)			Conventional households (%)			Institutions (%)		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
25 - 29	9.0	8.3	9.7	9.4	8.7	10.0	4.8	5.1	4.2
30 - 34	10.4	9.4	11.3	10.6	9.6	11.4	6.2	6.3	5.8
35 - 39	11.6	10.3	12.7	11.8	10.5	12.9	7.6	7.6	7.5
40 - 44	12.9	11.2	14.4	13.0	11.3	14.5	8.5	8.4	8.9
45 - 49	15.3	12.9	17.4	15.5	13.1	17.5	10.2	9.7	11.4
50 - 54	18.1	15.3	20.5	18.3	15.5	20.6	12.0	11.4	13.6
55 - 59	19.9	16.1	23.2	20.1	16.2	23.3	13.7	12.8	15.8
60 - 64	25.3	20.3	29.4	25.5	20.5	29.6	17.7	16.4	21.1
65 - 69	28.3	22.1	33.2	28.5	22.2	33.3	20.7	19.2	24.5
70 - 74	36.0	27.4	42.2	36.3	27.7	42.4	24.3	22.1	29.9
75 - 79	40.0	30.1	47.0	40.5	30.5	47.2	25.9	23.0	33.9
80 - 84	44.9	34.3	51.6	45.5	35.0	51.9	27.0	23.4	35.5
85 - 89	44.2	33.7	50.1	44.8	34.5	50.4	26.4	22.4	34.7
90 +	47.9	37.3	53.4	48.6	38.2	53.7	28.2	24.0	36.1
Total (25+)	16.2	13.3	18.8	16.6	13.6	19.0	9.1	8.9	9.8
Total (number)	4,369,423	1,671,231	2,698,192	4,262,406	1,596,255	2,666,151	107,017	74,976	32,041

Figure 5.4

Proportion of population aged 25 and over with no schooling by sex by age, 2014 Census



Chapter 5. Educational attainment

Women have a higher percentage with no schooling than men in all age groups. More than half of women aged 80 and over in conventional households reported having no schooling though the proportion among the corresponding, and proportionately much smaller, institutional population was only a little over a third.

There were large differences in the percentages with no schooling between States/Regions. Table 5.7 shows that Shan (44.9 per cent), Kayin (31.8 per cent) and Chin (25.8 per cent) had the highest proportions while Yangon (5.9 per cent) and Nay Pyi Taw (8.1 per cent) had the lowest. This is illustrated in the map at Figure 5.5.

Table 5.7 also shows that the proportion with no schooling is consistently much higher in rural than in urban areas. Indeed, in Shan State more than half the population aged 25 and over in rural areas reported having no schooling, compared with just a fifth in urban areas.

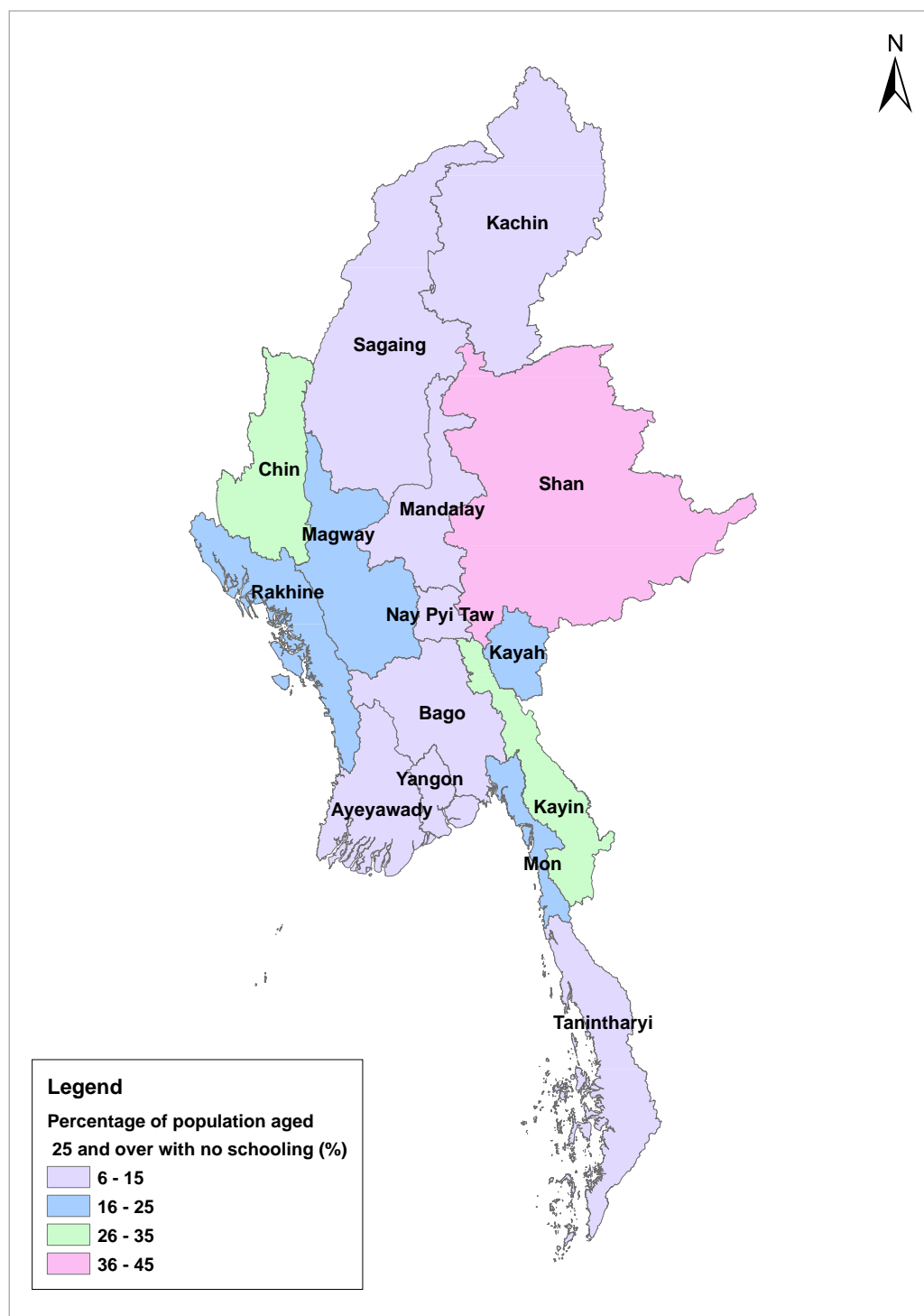
Table 5.7

Proportion of population aged 25 and over with no schooling by sex, urban and rural areas, States/Regions, 2014 Census

State/Region	Total (%)			Urban areas (%)			Rural areas (%)		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
UNION	16.2	13.3	18.8	7.3	5.2	9.1	20.2	16.9	23.2
Kachin	12.3	9.6	15.2	8.9	6.3	11.5	14.3	11.3	17.6
Kayah	22.6	16.1	28.9	9.7	6.2	12.8	27.7	19.9	35.4
Kayin	31.8	27.6	35.6	9.1	6.7	11.4	38.8	34.2	43.0
Chin	25.8	14.1	35.7	14.0	6.4	20.4	29.3	16.4	40.4
Sagaing	11.9	8.8	14.4	6.2	3.8	8.2	13.1	9.9	15.8
Tanintharyi	10.3	9.1	11.5	4.8	3.6	5.8	12.3	11.0	13.6
Bago	10.9	8.5	12.9	6.8	4.6	8.5	12.1	9.6	14.3
Magway	19.3	16.7	21.3	7.6	5.5	9.2	21.4	18.7	23.6
Mandalay	12.5	8.8	15.5	6.2	4.0	8.0	15.8	11.3	19.6
Mon	17.2	14.8	19.3	8.3	6.3	9.9	21.0	18.4	23.3
Rakhine	20.2	12.8	26.3	12.2	7.9	15.6	21.9	13.9	28.6
Yangon	5.9	4.4	7.1	4.4	2.9	5.7	9.6	8.0	11.1
Shan	44.9	39.7	49.8	20.6	16.4	24.4	53.4	47.6	59.1
Ayeyawady	12.3	10.3	14.0	7.0	4.8	8.7	13.2	11.3	15.0
Nay Pyi Taw	8.1	3.9	11.9	3.9	1.9	5.6	10.3	4.9	15.1

Figure 5.5

Proportion of population aged 25 and over with no schooling, States/Regions, 2014 Census



Chapter 5. Educational attainment

The 10 Districts with the highest proportion of persons with no schooling and the 10 with the lowest are shown in Table 5.8. The poor performance of Shan State in terms of the proportion of the population with no education – which has been previously noted – is emphasized here as all 10 Districts with the lowest scores are in this State. Indeed, they are, perhaps not surprisingly, the same 10 Districts that scored the lowest literacy rates in Table 3.4 – though not all ranked in the same order. Of the 10 Districts with the highest literacy rates listed in Table 3.4, nine have the lowest proportion with no schooling with West Yangon topping both lists.

It is noticeable that there are very large differences in proportions with no schooling at the District level ranging from 82.8 per cent in Hopan to just 2.7 per cent in West Yangon. The data for all Districts are presented in Appendix 1, Table A1.3.

Table 5.8

The 10 Districts with the highest and lowest proportions of the population aged 25 and over with no schooling, 2014 Census

Highest ranked Districts		Percentage with no schooling	Lowest ranked Districts		Percentage with no schooling
1	Hopan (Shan State)	82.8	1	West Yangon (Yangon Region)	2.7
2	Makman (Shan State)	80.7	2	East Yangon (Yangon Region)	4.6
3	Minephyat (Shan State)	75.7	3	Sagaing (Sagaing Region)	5.8
4	Minesat (Shan State)	72.5	4	North Yangon (Yangon Region)	6.3
5	Kunlon (Shan State)	68.4	5	Dekkhina (Nay Pyi Taw)	6.5
6	Kengtung (Shan State)	66.0	6	Thayawady (Bago Region)	6.6
7	Laukine (Shan State)	66.0	7	Kalay (Sagaing Region)	6.7
8	Loilin (Shan State)	62.6	8	Mawlaik (Sagaing Region)	6.8
9	Linkhe` (Shan State)	55.1	9	Mandalay (Mandalay Region)	6.9
10	Lashio (Shan State)	52.1	10	Pyay (Bago Region)	7.1

Chapter 5. Educational attainment

5.5 The highly educated

For the purposes of this report, the 'highly educated' population has been defined as those persons whose highest educational attainment was recorded in the Census as being:

- Graduate (code 15)
- Postgraduate Diploma (code 16)
- Master's Degree (code 17)
- PhD (code 18).

Table 5.9 shows, as might be expected, that the proportion of the population that is highly educated decreases with age, reflecting the fewer educational opportunities for older cohorts. Equally unsurprisingly, the proportions who were reported in the Census as highly educated were much higher in urban areas (16.8 per cent) than in rural areas (3.1 per cent). By age 64, however, the proportion of the urban highly educated had halved from the level at ages 25-29 (to 11.4 per cent from 23.8 per cent). For the rural highly educated the level had dropped to just one sixth (from 6.1 per cent to less than 1 per cent).

Table 5.9

Proportion of population aged 25 and over recorded as highly educated* by age by sex, urban and rural areas, 2014 Census

Age group	Total (%)			Urban (%)			Rural (%)		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
25 - 29	11.8	9.1	14.2	23.8	18.1	29.2	6.1	4.8	7.3
30 - 34	10.5	8.3	12.6	22	17.2	26.5	5.2	4.2	6.2
35 - 39	8.7	7.0	10.2	19.6	15.7	23.1	3.8	3.2	4.4
40 - 44	7.2	5.8	8.4	16.7	13.5	19.4	2.9	2.4	3.2
45 - 49	6.1	5.6	6.6	14.8	13.5	16	2.2	2.2	2.1
50 - 54	5.1	5.1	5.1	13.3	13.2	13.3	1.5	1.7	1.2
55 - 59	4.6	4.9	4.4	12.6	13.3	12	1.1	1.4	0.9
60 - 64	4	4.7	3.3	11.4	13.7	9.6	0.8	1.1	0.5
65 - 69	3.4	4.7	2.5	9.7	13.4	7.0	0.6	0.9	0.3
70 - 74	2.4	3.6	1.5	7.1	10.8	4.5	0.4	0.6	0.2
75 - 79	1.6	2.7	0.9	4.7	8	2.6	0.3	0.5	0.1
80 - 84	1.3	2.3	0.7	3.8	6.9	1.9	0.3	0.5	0.1
85 - 89	1.1	1.9	0.7	2.7	4.9	1.6	0.3	0.6	0.2
90 +	1.3	2.1	0.8	2.9	5.0	1.8	0.5	0.7	0.3
Total (25+)	7.3	6.4	8.1	16.8	14.8	18.4	3.1	2.8	3.4

*Highly educated are graduates, or those with a postgraduate diploma, master's degree, or PhD.

Chapter 5. Educational attainment

Proportionately, females were reported as being more highly educated (8.1 per cent) than males (6.4 per cent), though this was true only up to age 50. The differential between the proportion of highly educated women and men was greater in urban than in rural areas.

At the State/Region level, Table 5.10 shows that the highest proportions of the population who were highly educated were reported in Yangon (15.9 per cent) and Nay Pyi Taw (12.0 per cent). The map at Figure 5.6 shows this pattern graphically.

Table 5.10

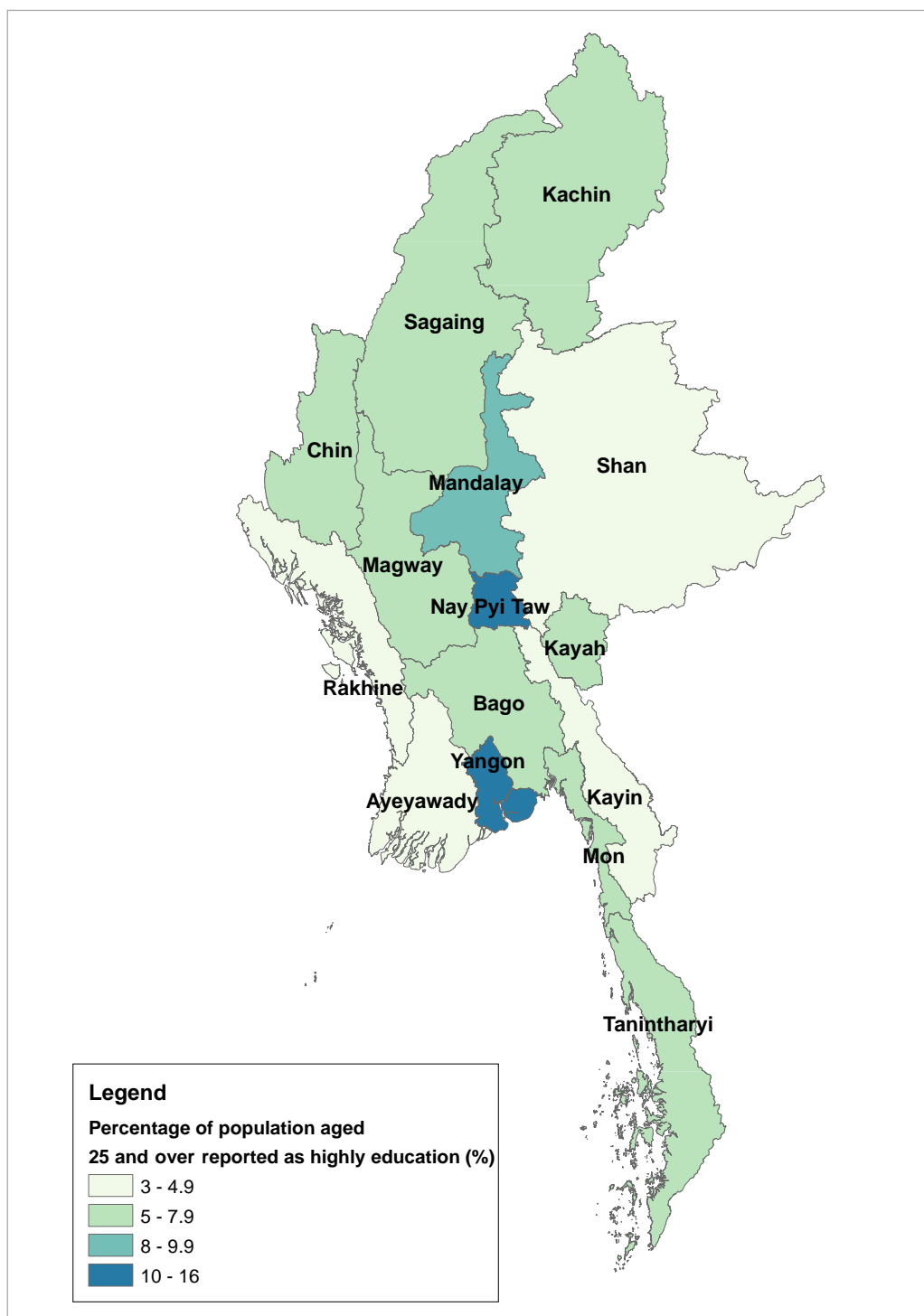
Proportion of population aged 25 and over recorded as highly educated* by sex, urban and rural areas, States/Regions 2014 Census

State/Region	Total (%)			Urban (%)			Rural (%)		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
UNION	7.3	6.4	8.1	16.8	14.8	18.4	3.1	2.8	3.4
Kachin	6.7	5.8	7.6	11.7	10.3	13.1	3.8	3.4	4.2
Kayah	6.5	5.5	7.3	15.2	13.2	17.0	3.0	2.6	3.4
Kayin	3.6	3.1	4.0	9.5	8.3	10.6	1.8	1.5	2.0
Chin	5.1	6.3	4.0	14.9	17.7	12.6	2.1	2.9	1.3
Sagaing	5.8	5.5	6.1	16.3	15.3	17.1	3.6	3.4	3.7
Tanintharyi	5.6	4.7	6.4	12.1	10.1	13.9	3.3	2.8	3.7
Bago	5.6	4.7	6.3	13.6	12.0	14.9	3.1	2.6	3.6
Magway	5.4	4.8	5.8	16.8	15.2	18.1	3.3	3.0	3.5
Mandalay	8.7	8.0	9.2	17.6	16.0	18.9	3.9	3.7	4.0
Mon	6.2	4.7	7.5	12.8	9.9	15.2	3.4	2.5	4.1
Rakhine	4.2	4.4	4.0	13.1	12.9	13.3	2.2	2.5	1.9
Yangon	15.9	13.8	17.8	20.4	17.8	22.5	4.6	4.0	5.2
Shan	4.0	3.5	4.5	11.1	9.8	12.3	1.6	1.4	1.7
Ayeyawady	4.3	3.5	5.1	14.2	12.0	16.0	2.5	2.0	3.0
Nay Pyi Taw	12.0	11.2	12.8	26.0	23.8	28.0	4.8	4.7	4.9
Total	1,978,256	807,258	1,170,998	1,404,636	567,228	837,408	573,620	240,030	333,590

*Highly educated are graduates, and those with a postgraduate diploma, master's degree, or PhD.

Figure 5.6

Proportion of population aged 25 and over recorded as highly educated, States/Regions, 2014 Census



Chapter 5. Educational attainment

There was a higher percentage of women reported as highly educated than men in all States/Regions except Chin and Rakhine. The differential between urban and rural areas across the country ranged from 7.9 percentage points in Kachin to 21.2 percentage points in Nay Pyi Taw. These profiles of the highly educated are, of course, only to be expected bearing in mind the results already referred to in the analyses of literacy and school attendance noted earlier in this report.

Such differences in educational attainment were even more pronounced at the District level, ranging from a third of the population reported as highly educated in West Yangon (33.7 per cent) to less than 1 per cent in Makman and Hopan (in Shan State). It is no surprise to see that 8 of the 10 Districts with the lowest percentages of the highly educated shown in Table 5.11, were among those with the highest proportions with no schooling reported above, and that five of the ten Districts with the highest percentages were also among those with the lowest levels of no schooling.

The District-level data from which this Table has been derived are presented in Appendix Table 1, A1.3.

Table 5.11

The 10 Districts with the highest and lowest proportions of population aged 25 and over reported as highly educated, 2014 Census

Highest ranked Districts		% highly educated	Lowest ranked Districts		% highly educated
1	West Yangon (Yangon Region)	33.7	1	Makman (Shan State)	0.5
2	East Yangon (Yangon Region)	20.3	2	Hopan (Shan State)	0.5
3	Mandalay (Mandalay Region)	16.0	3	Minephyat (Shan State)	1.6
4	Dekkhina (Nay Pyi Taw)	15.1	4	Minesat (Shan State)	1.7
5	North Yangon (Yangon Region)	9.8	5	Laukine (Shan State)	1.7
6	Myitkyina (Kachin State)	8.7	6	Kunlon (Shan State)	2.1
7	Monywa (Sagaing Region)	8.6	7	Kawkareik (Kayin State)	2.5
8	Ottara (Nay Pyi Taw)	8.4	8	Myauk U (Rakhine State)	2.5
9	Sagaing (Sagaing Region)*	7.4	9	Loilin (Shan State)	2.7
10	Pyin Oo Lwin (Mandalay Region)	7.1	10	Kengtung (Shan State)	2.9

*Appendix 1, Table A1.3 records that the percentage of highly educated in Maungtau District was 7.6 per cent. However, as only parts of the District were enumerated in the 2014 Census, this percentage should be treated with caution, and, consequently, this District has not been listed in the top 10.

5.6 Educational attainment of household heads

Table 5.12 shows that, generally, male household heads are better educated than female household heads. A quarter of female household heads reported having received no schooling (26.5 per cent) compared to just one in seven male household heads (14.9 per cent). But among household heads with higher than upper secondary level education the gender difference was small; just 0.3 percentage points (5.8 per cent for women and 6.1 per cent for men).

Chapter 5. Educational attainment

Table 5.12

Household heads aged 26 and over by level of education by sex, 2014 Census

Completed education	Household heads						Sex distribution		
	Both sexes	%	Male	%	Female	%	Male	Female	%
No Schooling	1,857,759	17.7	1,193,464	14.9	664,295	26.5	64.2	35.8	100
Incomplete primary	2,439,371	23.2	1,744,301	21.8	695,070	27.7	71.5	28.5	100
Completed primary	2,475,096	23.5	1,964,084	24.5	511,012	20.4	79.4	20.6	100
Incomplete lower secondary	1,456,208	13.8	1,233,767	15.4	222,441	8.9	84.7	15.3	100
Completed lower secondary	507,760	4.8	436,800	5.5	70,960	2.8	86.0	14.0	100
Incomplete upper secondary	437,952	4.2	369,651	4.6	68,301	2.7	84.4	15.6	100
Completed upper secondary	463,221	4.4	383,600	4.8	79,621	3.2	82.8	17.2	100
Higher than upper secondary	632,836	6.0	488,269	6.1	144,567	5.8	77.2	22.8	100
Other	246,184	2.3	191,428	2.4	54,756	2.2	77.8	22.2	100
Total	10,516,387	100	8,005,364	100	2,511,023	100	76.1	23.9	100

The ratio of male-to-female household heads was lowest among those with no schooling (at around 2:1), but was as high as around 5:1 for those household heads with education levels no higher than secondary school. Among the more highly educated, the proportion of female heads increased again (to just less than a quarter), reflecting the greater proportions of women, generally, with higher qualifications than men.

5.7 Summary

A striking feature of the current status of Myanmar's educational attainment is the high performance of women compared to men at the higher educational levels. Out of almost 1.9 million persons who had graduated from university, some 1.1 million - or 59 per cent - were women, and among the 116,000 persons with a postgraduate qualification (Postgraduate Diploma, Master's Degree or PhD) some 73,000 - or 63 per cent - were women.

However, the results from the 2014 Myanmar Census show that educational attainment overall is still quite low: almost two thirds (61.3 per cent) of the population aged 25 and over had either only progressed to primary level education (completed or incomplete) or had no education at all; and just 7.3 per cent had graduated from university or a higher level of education. The proportion with no schooling was higher among females (18.8 per cent) than among males (13.3 per cent), and increased with age, particularly for women over the age of 80, of whom more than half had received no schooling. The proportion with no education was significantly higher in conventional households than in institutions.

Almost a third of the population aged 25 and over with no completed level of education (30.1 per cent) was reported as being in the lowest wealth index quintile, while only 7.5 per cent were in the highest quintile.

The highest proportions of highly educated were found in Yangon (15.9 per cent) and in Nay Pyi Taw (12.0 per cent). Women had a higher proportion of the highly educated in all States/Regions except Chin and Rakhine States. The difference in the prevalence of the

Chapter 5. Educational attainment

highly educated between urban and rural areas was striking; 16.8 per cent in urban areas compared to 3.1 per cent in rural areas. Such differences in educational attainment were even more pronounced at the District level, ranging from a third of the population reported as highly educated in West Yangon (33.7 per cent) to less than 1 per cent in Makman and Hopan (in Shan State).

A quarter of female household heads reported no schooling (26.5 per cent) compared to just one in seven male household heads (14.9 per cent).

Chapter 6. School-age population projections

6.1 Introduction

Education is an indispensable tool for the improvement of the quality of life in any country. However, it is more difficult to meet educational needs when there is rapid population growth.

The school-age population in Myanmar has increased substantially since 1973. Table 6.1 shows the population increase for those age groups who are eligible to attend the current basic education system. This population increased from 8.0 million in 1973 to 9.5 million in 1983, and to 10.9 million in 2014. Over this whole period, 1973-2014, the percentage increases were: 23 per cent for those of primary school age (5-9 years); 46 per cent for the lower secondary population (10-13 years); 52 per cent for the upper secondary population (14-15 years); and an overall increase of 36 per cent for the age-group 5-15.

Table 6.1

School-age population by sex, 1973, 1983 and 2014 censuses

Age	1973			1983			2014		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
5-9	3,928,501	1,975,913	1,952,588	4,389,041	2,216,323	2,172,718	4,819,077	2,438,372	2,380,705
10-13	2,811,529	1,426,124	1,385,405	3,453,751	1,767,132	1,686,619	4,098,188	2,088,995	2,009,193
14-15	1,296,468	649,600	646,868	1,616,998	818,782	798,216	1,971,863	990,993	980,870
Total 5-15	8,036,498	4,051,637	3,984,861	9,459,790	4,802,237	4,657,553	10,889,128	5,518,360	5,370,768

6.2 Union and urban/rural area projections, 2015-2050

The cohort-component method was used to project the Myanmar population for future years in which the components of population change (fertility, mortality and net migration) were projected separately for each birth cohort. Three projection variants were provided for the Union population: a low population growth variant, a medium population growth variant, and a high population growth variant. These variants were based on different assumptions about the future trends in fertility, mortality, and internal and international migration. For details of the methodology and assumptions used in calculating the population projections, see the 2014 Census thematic report on Population Projections (Department of Population, 2017f). The population numbers refer to 1 October for each projected year (up to 2050), representing the beginning of the Government of Myanmar's fiscal year.

The medium variant projects a continued increase in the population of Myanmar to a total of 65.0 million by 2050. The population ages steadily over the projection period: the number of persons aged 0-14 declines by 14 per cent between 2015 and 2050, while the number of persons aged 15-64 rises by 23 per cent. The number of elderly persons aged 65 and over more than doubles over the same period.

As noted in Chapter 1, in the planned new education system in Myanmar the school-age population will cover those aged 6-17, comprising primary school age (those aged 6-10), lower secondary (11-14) and upper secondary (15-17). This chapter therefore refers to the projected numbers of children in these revised age groups.

Chapter 6. School-age population projections

The total school-age population (6-17 years) is projected to decrease by about 12 per cent from 12.1 million in 2015 to 10.7 million in 2050, primarily because of reduced fertility. As shown in Table 6.2 and Figure 6.1, the population of each of the basic school-age groups will, at the national level, decrease between 2015 and 2050, falling to levels of 4.3 million for those aged 6-10 (a decrease of 15 per cent); 3.6 million for those aged 11-14 (-13 per cent); and 2.8 million for those aged 15-17 (-6 per cent).

Figure 6.1

Projected population by new school-age groups, 2015-2050

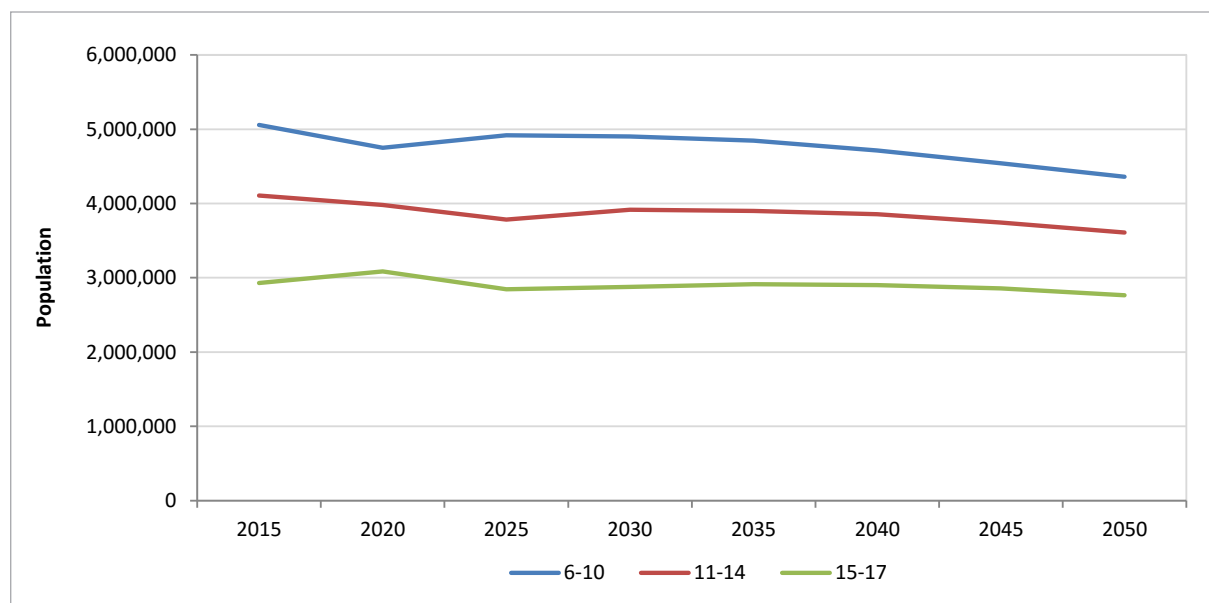


Table 6.2
New school-age projections (medium variant), 2015-2050

Age group	2015			2020			2025			2030		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
6-10	5,064,113	2,572,957	2,491,156	4,778,687	2,412,902	2,365,785	4,945,089	2,501,167	2,443,921	4,917,336	2,489,138	2,428,198
11-14	4,108,679	2,087,891	2,020,788	3,991,987	2,022,842	1,969,145	3,814,650	1,923,429	1,891,221	3,936,275	1,989,170	1,947,104
15-17	2,932,529	1,470,242	1,462,287	3,091,901	1,574,573	1,517,328	2,863,176	1,444,391	1,418,786	2,901,748	1,464,142	1,437,606
Total 6-17	12,105,321	6,131,090	5,974,231	11,862,575	6,010,317	5,852,258	11,622,915	5,868,987	5,753,928	11,755,359	5,942,450	5,812,908
Age group	2035			2040			2045			2050		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
6-10	4,852,392	2,459,937	2,392,455	4,705,576	2,388,508	2,317,068	4,520,489	2,296,009	2,224,480	4,326,932	2,198,783	2,128,149
11-14	3,914,307	1,980,107	1,934,200	3,859,497	1,955,552	1,903,945	3,737,208	1,895,923	1,841,285	3,589,892	1,822,396	1,767,496
15-17	2,930,271	1,480,052	1,450,219	2,911,634	1,472,621	1,439,012	2,857,990	1,448,055	1,409,934	2,757,781	1,398,672	1,359,109
Total 6-17	11,696,970	5,920,096	5,776,874	11,476,707	5,816,681	5,660,025	11,115,687	5,639,987	5,475,699	10,674,605	5,419,851	5,254,754

Chapter 6. School-age population projections

As the population of school age declines throughout the projection period in terms of absolute numbers, so does the proportion of the total population that is of school age – but even more so – since the population itself increases from a level of just under 52.5 million in 2015 to 65.0 million in 2050 (Department of Population, 2017f). Table 6.3 shows that the share of the population that is of school age (6-17 years) is projected to fall over the same period from 23.1 per cent to 16.4 per cent. For children in the three school age groups (primary, lower and upper secondary levels of education) their share of the total population decreases respectively: from 9.7 per cent to 6.7 per cent; from 7.8 per cent to 5.5 per cent; and from 5.6 per cent to 4.2 per cent between 2015 and 2050.

The projections show a dramatic difference in the changes in the size of the school-age population between urban and rural areas. In rural areas, the school-age population will decrease from 9.0 million to 7.4 million (representing an 18.2 per cent loss) between 2015 and 2050, while its share of the total population is projected to decrease from 24.2 per cent to 17.3 per cent. In contrast, in urban areas, the number of children aged 6-17 is projected to increase from 3.1 million to 3.3 million despite the falling fertility rate assumptions, though its share of the total population nevertheless falls from around one in five (20.3 per cent) to around one in seven (14.7 per cent).

Table 6.3

Projection of school-age children (medium variant) by age group, 2015, 2030 and 2050, urban and rural areas

Age group	Union			Urban			Rural		
	2015	2030	2050	2015	2030	2050	2015	2030	2050
Numbers (thousands)									
6-10	5,064	4,917	4,327	1,194	1,340	1,330	3,870	3,578	2,997
11-14	4,109	3,936	3,590	1,050	1,029	1,095	3,059	2,907	2,495
15-17	2,933	2,902	2,758	870	790	891	2,063	2,111	1,866
6-17	12,105	11,755	10,675	3,113	3,159	3,316	8,992	8,596	7,358
Total population	52,451	59,399	64,984	15,364	18,656	22,541	37,087	40,743	42,444
Percentage of total population									
6-10	9.7	8.3	6.7	7.8	7.2	5.9	10.4	8.8	7.1
11-14	7.8	6.6	5.5	6.8	5.5	4.9	8.2	7.1	5.9
15-17	5.6	4.9	4.2	5.7	4.2	4.0	5.6	5.2	4.4
6-17	23.1	19.8	16.4	20.3	16.9	14.7	24.2	21.1	17.3
Total population	100	100	100	100	100	100	100	100	100

Full details of the school-age population projections (by sex) for urban and rural areas of the Union are presented for the medium variant in Appendix 1, Table A1.7a.

6.3 School-age projections for States/Regions, 2015-2030

At the State/Region level there is some variation in the levels of the projected change in the size and share of the school-age population. Full details of the projected populations for the 15 States/Regions are presented (again for the medium variant) in Appendix 1, Table A1.7b, but only up to 2030. The figures are summarized in Table 6.4.

Chapter 6. School-age population projections

The school-age population (those aged 6-17) as a proportion of the total population is projected to fall over the period 2015-2030 in all States/Regions. On average this proportion reduces by 3.3 percentage points, though in Mon the differential is over 5 points while in Chin it is less than half a point. Such reduced proportions affect every age group. However, in terms of absolute numbers, the school-age population in some States/Regions is actually projected to rise, despite the falling fertility rate assumptions. In Kachin the number of 6-17 year olds rises from 428 thousand in 2015 to 474 thousand in 2030 (a growth of 10.7 per cent) despite the share of the population falling from a quarter (24.3 per cent) to a fifth (20.7 per cent). The percentage growth of school-age children in some States/Regions is even greater; in both Kayah and Yangon, for example, it is over 20 per cent, and in Chin it is over 15 per cent. But nine of the other States/Regions lose numbers of school-age population commensurate with the national decline; Bago, for example is projected to lose 16.3 per cent of its school-age children, while in Mon, though the total numbers are smaller, the proportional loss is even greater – more than a quarter.

This projected decline in the numbers of children aged 6-17 will have consequences on future education policy at both the national and local level, and particularly in rural areas. Should, for example, future resources be put into improving the quality of teaching and school curriculum rather than expanding the education infrastructure to accommodate more pupils in an attempt to meet the aims of 'Education for All'?

Chapter 6. School-age population projections

Table 6.4

Percentage of school-age children by age group (medium variant projection), 2015 and 2030, States/Regions

State/ Region	Population (thousands)					Percentage of total population			
	All ages (=100%)	6-10	11-14	15-17	6-17	6-10	11-14	15-17	6-17
2015									
Kachin	1,763	178	144	107	428	10.1	8.1	6.0	24.3
Kayah	297	34	26	18	78	11.4	8.7	6.1	26.2
Kayin	1,576	193	153	94	440	12.3	9.7	5.9	27.9
Chin	497	67	48	31	146	13.5	9.6	6.3	29.4
Sagaing	5,411	521	420	302	1,242	9.6	7.8	5.6	23.0
Tanintharyi	1,435	167	132	86	385	11.6	9.2	6.0	26.9
Bago	4,897	471	387	268	1,126	9.6	7.9	5.5	23.0
Magway	3,945	366	290	198	854	9.3	7.4	5.0	21.7
Mandalay	6,274	537	449	344	1,330	8.6	7.1	5.5	21.2
Mon	2,034	218	183	119	521	10.7	9.0	5.9	25.6
Rakhine	3,266	358	291	195	844	10.9	8.9	6.0	25.8
Yangon	7,595	568	502	417	1,487	7.5	6.6	5.5	19.6
Shan	6,001	639	505	362	1,506	10.7	8.4	6.0	25.1
Ayeyawady	6,262	632	490	331	1,453	10.1	7.8	5.3	23.2
Nay Pyi Taw	1,197	114	88	62	264	9.5	7.4	5.1	22.0
2030									
Kachin	2,293	204	156	113	474	8.9	6.8	4.9	20.7
Kayah	401	40	31	23	94	10.0	7.8	5.7	23.5
Kayin	1,713	161	134	102	397	9.4	7.8	5.9	23.2
Chin	578	71	56	40	168	12.4	9.7	7.0	29.1
Sagaing	5,943	490	396	290	1,176	8.2	6.7	4.9	19.8
Tanintharyi	1,632	155	124	91	370	9.5	7.6	5.6	22.7
Bago	4,999	389	318	236	942	7.8	6.4	4.7	18.9
Magway	3,846	295	248	185	729	7.7	6.5	4.8	18.9
Mandalay	7,123	545	436	322	1,302	7.6	6.1	4.5	18.3
Mon	1,893	156	132	101	388	8.2	7.0	5.3	20.5
Rakhine	3,495	315	251	183	749	9.0	7.2	5.2	21.4
Yangon	10,398	765	589	437	1,791	7.4	5.7	4.2	17.2
Shan	7,451	702	546	395	1,643	9.4	7.3	5.3	22.0
Ayeyawady	6,136	508	421	312	1,242	8.3	6.9	5.1	20.2
Nay Pyi Taw	1,499	121	97	19.3	19.3	19.3	19.3	19.3	19.3

Chapter 6. School-age population projections

6.4 Summary

The school-age population in Myanmar has increased substantially since 1973: from 8.0 million in 1973 to 10.9 million in 2014. In particular, for those of upper secondary school age (14-15 years) the increase has been more than 50 per cent over this period. However, the future school-age population (defined as those aged 6-17 years) is projected to decrease by about 12 per cent from 12.1 million in 2015 to 10.7 million in 2050. Such a decline will affect the number of children in all age groups and will be more severe in rural than in urban areas, where, nationally, school-age numbers will actually rise.

The school-age population as a proportion of the total population is projected to fall over the period 2015-2030 in all States/Regions, by, on average, around 3 percentage points. Such reduced proportions will affect every age group. However, in terms of absolute numbers, the school-age population in some States/Regions is projected to rise, despite the declining fertility rate assumptions.

Chapter 7. Conclusions and recommendations

7.1 Conclusions

Literacy

One of the most striking features to emerge from the 2014 Census is the large difference in levels of education in Myanmar (whether measured by literacy or educational attainment) over the past four decades – differences that are shown by age, sex and geography. Myanmar shows patterns of literacy that are similar to most less developed countries. Younger generations are more literate than their elders. Urban men have the highest literacy rates and rural women the lowest.

Adult literacy rates have increased considerably since the 1983 census by about 15 percentage points for females and 7 percentage points for males. The number of illiterate persons enumerated in conventional households decreased from 4.5 million in 1983 to 3.6 million in 2014. But if an estimate were to be made to account for the number of persons in institutions and those non-enumerated, the total is likely to amount to more than 4 million.

Gender differences in literacy are small or moderate for persons aged up to around 50. After this age, males are significantly more literate than females, and this differential increases with age. This reflects the pattern of better school attendance among males in earlier decades.

The total number of illiterate households (that is, households that do not contain at least one literate adult member) in Myanmar is about half a million (4.6 per cent of all conventional households). Illiterate households are mainly a rural phenomenon, especially in Chin (where the level of incidence is 10.7 per cent), Kayin (17.1 per cent) and Shan (24.9 per cent).

It is important that youth literacy rates are high, preferably as close to 100 per cent as possible, since literacy represents a potential for the socioeconomic and cultural development of society. The youth literacy rate at the time of the 2014 Census was 94.5 per cent for males and 93.5 per cent for females. This means that 6 per cent of the youth population living in conventional households (more than half a million young people) were reported as illiterate, and if an estimate of those illiterate young people in institutions and among the non-enumerated population were to be added this number would be even higher. It is important that this number is reduced before the next census.

Due to the nature of a population census, which cannot conduct any sort of standard literacy test, the self-reporting of respondents on literacy determines the results of the literacy rates. The literacy rate in a population census, however, normally groups people into just two categories; literate and illiterate. It does not say anything about the skills of the literate people in terms of reading, writing, understanding and numeracy. To estimate the functional literacy, therefore, a literacy survey, with a specific test, needs to be undertaken (see below).

School attendance

The gender differences in school attendance rates reported in the Census were small. This pattern is well known from household surveys, such as the 2001 and 2007 FRHS. Males had slightly higher school attendance rates at secondary school age, while females had higher attendance rates at primary and university ages.

Chapter 7. Conclusions and recommendations

The differences between urban and rural areas were small up to the age of 12 with school attendance being slightly higher in rural areas. After age 12, however, attendance rates were higher in urban areas.

There were about 450,000 children aged 7-15 years who reported in the Census that they had never attended school. This was a little more than 5 per cent nationally, but there were large differences between the rates in rural areas (6.2 per cent) and urban areas (2.2 per cent).

There are many reasons for children not attending school, the main issue being one of affordability. A cross-analysis of the responses to the Census question on school attendance with the classification of children according to the wealth index of their household has enabled further evidence of the relationship between poverty and attendance to be explored. Nevertheless, all the reasons for non-attendance must be addressed if the goal of 'Education For All' is to be achieved.

Educational attainment

A striking feature of the current figures in Myanmar's educational attainment is the high performance of women compared with men at higher educational levels. Out of almost 1.9 million people who had graduated from university 1.1 million of these – more than half – were women; and women represent almost two thirds of the 116,000 persons with a postgraduate qualification. Women had a higher percentage of highly educated in all States/Regions except Chin State. The States/Regions with the highest proportions of the population that are highly educated were Yangon (15.9 per cent) and Nay Pyi Taw (12.0 per cent). The difference in proportions between urban areas (16.8 per cent) and rural areas (3.1 per cent) is noticeable.

The results from the 2014 Myanmar Census show, however, that educational attainment generally is still quite low. Some 61.3 per cent of the population aged 25 and over had either only reached the level of incomplete primary or completed primary school or achieved no education attainment level at all. Only 7.3 per cent of the population aged 25 and over had graduated from university or a higher level of education.

The percentage of persons with no schooling was higher for females (18.8 per cent) than males (13.3 per cent), and this was the case in all age groups. The percentage with no schooling was higher among people in conventional households (16.6 per cent) than in institutions (9.1 per cent). As might be expected, the proportion increased with age.

Future school-age populations

The school-age population in Myanmar has increased substantially since 1973: from 8.0 million in 1973 to 10.9 million in 2014. In particular, for those of upper secondary school age (14-15 years) the increase has been more than 50 per cent over this period. However, the future school-age population (defined as those aged 6-17 years) is projected to decrease by about 12 per cent from 12.1 million in 2015 to 10.7 million in 2050. Such a decline will affect the number of children in all school-age groups and will be more severe in rural than in urban areas, where, nationally, numbers will actually rise.

Chapter 7. Conclusions and recommendations

This projected overall decline in the numbers of children aged 6-17 will have consequences on future education policy at both the national and local level, particularly in rural areas.

General conclusion

Though improvements have undoubtedly occurred in recent years, the education system in Myanmar is still far from equitable. This means many young people cannot and will not be able to reach their potential, which, in turn, will limit economic and social development at the national and subnational levels.

7.2 Recommendations

It is beyond the scope of this report to provide a detailed list of policy recommendations. To do this, an in-depth study of the current education systems would be necessary. The recommendations here are based on limited analyses of this report, and, therefore, should be regarded only as very general guidelines.

There is a strong need to increase literacy rates. Although improvements have been made, about half a million youth (15 to 24 years) living in conventional households were reported as illiterate. Furthermore, a similar number of children aged 7-15 living in conventional households had never attended school. Increasing youth literacy and school attendance of children are important aims, as they represent a potential for the sustainable development of Myanmar.

Educational attainment also requires improvement. About 16 per cent of the population 25 years of age and over reported having no schooling. As older generations have had fewer opportunities to raise their levels of educational attainment in the past, it is necessary to develop special training programmes and lifelong adult education to improve their literacy.

At the same time, more persons should have a chance to be highly educated to provide well-qualified human resources. Only 7.3 per cent of the population 25 years of age and over had graduated from university or a higher level of education. As women are more highly educated than men, they should have more work opportunities outside of the home. Highly educated human resources are the most important social capital for the advancement of society.

Although the mechanism is not studied here in any depth, the low wealth status of households seems to be inter-related with illiteracy, having never attended school, and no educational attainment. Thus, more affordable educational access to the relatively poor would increase the quality of education of the overall population.

Most of all, differences in literacy, school attendance, and educational attainment are salient by urban/rural areas and States/Regions. Multilateral efforts are needed to improve geographical and spatial differentials of these three indicators of education (literacy, school attendance, and educational attainment). These issues can be addressed through the cooperation of various stakeholders such as government, civil society, academia, and international organizations.

Chapter 7. Conclusions and recommendations

The policy implications of the reduced school-age population in the future are diverse and include: (a) to increase the quality of education for the productivity of the labour force; (b) to construct schools based on urban/rural and State/Region differences of school-age population; and (c) to prepare for appropriate supply and demand of students and teachers.

Some specific recommendations to help inform these issues are given below.

Another census question

The topics on education that were included in the 2014 Census in Myanmar were clearly relevant to Myanmar and in line with United Nations recommendations. However, it is suggested that the school attendance question should be elaborated in any future census by extending the information collected to cover the type of educational establishment attended, identifying:

- Pre-school
- Primary school
- Lower secondary (Middle) school
- Upper secondary (High) school
- Vocational training
- University.

This would increase the possibilities for analysis of education data collected in future censuses.

ISCED mapping

The national education system should be described in ISCED terms. This is called ISCED mapping and is important for international comparisons and international reporting. ISCED mapping has, so far, not been undertaken in Myanmar. It is recommended that the future education system in Myanmar is mapped to the new ISCED.

Education Management Information System

The MoE has initiated the creation of an Education Management Information System (EMIS) in Myanmar, but this is not yet fully in place. Efforts should be made to establish a fully operational system that should be used in future censuses and household surveys as the main source for education statistics in Myanmar.

Literacy tests

Due to the nature of population censuses, which do not include any literacy test, it is only the self-reporting of respondents on literacy that determines the results of the literacy rates. To estimate the functional literacy, therefore, a literacy sample survey with a specific test needs to be undertaken. The literacy rate in a population census normally groups people into two categories; literate and illiterate. It does not reveal anything about the skills of literate people in terms of reading, writing, understanding and numeracy. Therefore, a survey with systematic tools to measure the reading, writing, understanding, and numeracy skills, such as the Literacy Assessment and Monitoring Programme (LAMP) initiated by UNESCO, is needed. However, it should be recognized that measuring literacy by simply asking if a

Chapter 7. Conclusions and recommendations

person can read and write has the benefit that this is the standard approach that is used in surveys and censuses in many countries around the world, and thus yields data that is internationally comparable. This means there is confidence that this 'simple' method yields useful results.

Spacing and co-ordination of household surveys

More even spacing of household surveys over time is needed in order to cover the intercensal period. The timing of household surveys since the 1983 census has been uneven:

1983	Census
1990	Labour Force Survey
1991	Population Change and Fertility Survey
1997	Fertility and Reproductive Health Survey
2001	Multiple Indicators Cluster Survey
2001	Fertility and Reproductive Health Survey
2005	Integrated Household Living Conditions Survey
2007	Fertility and Reproductive Health Survey
2009/10	Multiple Indicators Cluster Survey
2009/10	Integrated Household Living Conditions Survey
2014	Census
2015	Labour Force Survey
2015	Demographic and Health Survey

Even in a decentralized statistical system it should be possible to coordinate the timing of Household Surveys. A survey calendar is recommended.

It is also recommended that the same three core census questions on education should be asked in all household surveys, adopting the same classifications, based on international (ISCED) standards, and that the results should be published in the same way. If this were to be done, a comparable time series of important education indicators would be available. And if the surveys were evenly spaced, it might even be possible to build a permanent professional field organization with experienced and well-trained interviewers. This would increase the quality of data collections.

Non-enumeration

In planning the next census, measures should be taken to reduce, if not eliminate altogether, any systematic cause of non-enumeration of particular subgroups of the population. Such under-coverage is not a phenomenon that affects education statistics in particular, but it does impact on the quality of information on population groups (such as children) for whom census information may not have previously been collected. Of course, no census ever achieves 100 per cent coverage, but it should be possible to come closer to this target than in the 2014 and earlier censuses.

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Glossary of terms and definitions

Adult literacy rate: The ability to read and write in one or more languages with reasonable understanding. Adult literacy rates are based on the total enumerated population aged 15 years and above.

Conventional household: includes one or more persons who are either related or unrelated and share living quarters (single, quarter, or compound) and meals. The household members would usually eat food prepared from the same cooking pot. In most cases, there would be one person acknowledged by the household members as the head of the household.

Educational attainment: is the highest grade/standard/diploma/degree completed within the most advanced level attended in the education system of the country where the education was received. It covers both public and private institutions accredited by government.

High school: See Secondary school age.

Highly educated: are persons whose highest level of reported educational attainment were either:

- Graduate (code 15)
- Postgraduate diploma (code 16)
- Master's degree (code 17)
- PhD (code 18).

Illiterate: An illiterate person is unable to read and write.

Illiterate household: is a household containing no literate adults (aged 15 or over).

Institutional household: is a unit where a group of persons are living together other than in a conventional household. Examples include: old-people's homes, orphanages, hospitals, boarding schools, hotels, hostels and guest houses, institutions for persons living with disabilities, prisons, monasteries, convents, military and police barracks and camps for workers.

Literacy: is the ability to read and write in one or more languages with a reasonable level of understanding.

Literacy rate: is the total number of literate persons in a given age group, expressed as a percentage of the total population in that age group.

Literate: is a person who can read and write a short simple statement on everyday life in one or more languages.

Lower secondary school: See Secondary school age.

Middle school: See Secondary school age.

Glossary of terms and definitions

Net Attendance Rate (NAR): is the number of children attending any level of school in a given age group divided by the total number of children in the same age group.

Net Enrolment Rate (NER): is the number of children enrolled in school in a given age group divided by the total number of children in the same age group.

No schooling: Persons with no schooling are those who reported no level of educational attainment, regardless of whether they attended school or not.

Out of school: Children reported as not attending school at the time of the 2014 Census.

Primary school age: Children aged five to nine years.

Quintile: See Wealth index.

Ratio/Rate: A ratio is a number (a) divided by another number (b). The number “a” is called the numerator, and the number “b” is called the denominator. All rates are ratios, but not all ratios are rates. To be a rate the number “a” must be part of the population “b”.

Rural area: is an area classified by the General Administration Department (GAD) of the Ministry of Home Affairs as a village tract. Generally, such areas have a low population density and a land use which is predominantly agricultural.

School-age population: At the time of the 2014 Census this was the age group aged 5 to 15 years. Under the new education system in Myanmar it includes children aged 6 to 17 years. Figures relating to projected numbers of school-age children refer to this latter age group.

School attendance: Attendance at any regular educational institution or systematic instruction at any level of education during the 12 months prior to the 2014 Census. This included schooling at pre-primary, primary, lower secondary/middle, upper secondary/high school, and tertiary institutions of higher learning. The corresponding response options in the 2014 Census questionnaire were: (a) Currently attending; (b) Attended previously; (c) Never attended.

Secondary school age: are children aged 10 to 15 years. Those aged 10 to 13 years are referred to as lower secondary; and those aged 14 to 15 years as upper secondary. Lower secondary is sometimes referred to as middle school. Upper secondary is sometimes referred to as high school.

Sex Ratio: is the number of males for every 100 females in a population.

Tertiary level education: is any level of education higher than upper secondary (or high school).

University level attainment: is the highest level of educational attainment, and includes all individuals who graduated with bachelor’s degrees, postgraduate diplomas, master’s degrees or PhDs.

Glossary of terms and definitions

Upper secondary school: See Secondary school age.

Urban area: is an area classified by the General Administration Department (GAD) of the Ministry of Home Affairs as a ward. Generally, such areas have an increased density of building structures, population and better infrastructural development.

Wealth index: The 2014 Census did not contain a question on personal or household income. However, information was collected from the responses to a number of questions relating to housing characteristics and household assets included in the main census questionnaire (Questions 32-39) that made it possible to construct a wealth index – as a composite measure of a household’s cumulative living standard – from the 2014 Census data, and to divide the population into wealth quintiles, that is, five equally-sized groups of people each representing 20 per cent of the population. (See Appendix 3 for more information).

Youth literacy rate: is the ability to read and write in one or more languages with reasonable understanding. Youth literacy rates are based on the total enumerated population aged 15 to 24 years.

Appendices

Appendix 1. Tables

Table A1.1

Adult and youth literacy rates by sex, States/Regions and Districts, 2014 Census

State/Region/ District	Adult literacy rates (percentage)			Youth literacy rates (percentage)		
	Both sexes	Males	Females	Both sexes	Males	Females
UNION	89.5	92.6	86.9	94.0	94.5	93.5
KACHIN	91.7	94.1	89.4	97.8	97.8	97.8
Myitkyina	89.0	92.0	86.4	96.6	96.6	96.5
Mohnyin	94.6	96.5	92.8	98.8	98.7	98.9
Bhamo	92.3	94.5	90.3	98.2	98.0	98.4
Putao	86.7	90.7	83.0	98.0	98.1	97.9
KAYAH	82.1	87.0	77.6	94.5	95.2	93.7
Loikaw	81.0	86.4	76.2	94.2	95.2	93.4
Bawlakhe	88.6	90.5	86.6	95.8	95.5	96.1
KAYIN	74.4	78.4	70.9	86.8	86.0	87.5
Hpa-An	73.3	77.3	69.9	87.2	86.3	88.1
Pharpon	84.3	88.1	80.9	92.2	92.3	92.1
Myawady	83.6	86.3	81.1	89.5	89.7	89.3
Kawkaik	71.3	75.9	67.4	84.5	83.3	85.5
CHIN	79.4	88.5	71.9	93.3	95.7	91.2
Haka	86.3	90.2	83.0	96.3	95.6	96.8
Falam	87.4	93.7	81.9	96.9	97.4	96.4
Mindat	69.6	83.1	58.9	88.7	94.1	84.5
SAGAING	93.7	96.6	91.4	97.4	97.7	97.2
Sagaing	96.6	98.4	95.2	98.5	98.6	98.4
Shwebo	95.1	98.0	92.8	98.4	98.5	98.3
Monywa	93.8	97.2	91.2	97.7	98.0	97.6
Katha	95.5	98.4	93.1	98.8	99.0	98.7
Kalay	95.9	97.7	94.4	98.6	98.6	98.6
Tamu	94.4	97.0	92.0	98.4	98.4	98.4
Mawlaik	97.5	98.9	96.3	99.2	99.1	99.2
Hkamti	73.4	78.4	68.9	85.4	87.2	83.8
Yinmarpin	92.6	96.7	89.3	97.5	97.9	97.2
TANINTHARYI	92.8	94.5	91.2	96.1	95.9	96.1
Dawei	91.2	93.8	89.1	96.1	96.0	96.2
Myeik	93.7	94.7	92.7	96.3	96.1	96.5
Kawthoung	93.5	95.3	91.6	95.2	95.5	95.0
BAGO	94.2	96.7	92.2	96.7	97.1	96.3
Bago	93.2	96.2	90.7	96.3	97.0	95.8
Toungoo	92.0	95.4	89.3	96.3	96.7	96.0
Pyay	96.0	97.8	94.5	97.5	97.7	97.3
Thayawady	96.4	97.7	95.2	97.0	97.3	96.8
MAGWAY	92.2	96.5	88.9	97.1	97.6	96.7
Magway	91.2	96.6	87.0	96.8	97.7	96.1
Minbu	94.1	97.2	91.5	97.1	97.5	96.7
Thayet	93.4	96.8	90.5	97.0	97.5	96.6
Pakokku	90.6	95.4	87.1	97.2	97.5	97.0
Gangaw	95.8	97.6	94.2	98.6	98.6	98.7

Appendix 1. Tables

Table A1.1 (continued) Adult and youth literacy rates by sex, States/Regions and Districts, 2014 Census

State/Region/ District	Adult literacy rates (percentage)			Youth literacy rates (percentage)		
	Both sexes	Males	Females	Both sexes	Males	Females
MANDALAY	93.8	97.3	90.9	97.6	98.0	97.2
Mandalay	96.3	98.2	94.6	97.8	98.2	97.5
Pyin Oo Lwin	93.9	96.5	91.6	97.4	97.7	97.1
Kyaukse	95.5	97.9	93.5	97.8	98.1	97.6
Myingyan	93.0	97.1	90.0	97.6	97.9	97.4
Nyaung U	90.1	95.6	86.0	97.1	97.4	96.9
Yame` Thin	89.1	96.6	83.3	96.8	98.1	95.8
Meiktila	91.9	97.0	88.0	97.4	98.0	97.0
MON	86.6	89.5	84.2	93.8	93.5	94.1
Mawlamyine	86.6	89.3	84.4	94.6	94.2	95.0
Thaton	86.5	89.7	83.8	92.6	92.5	92.7
RAKHINE	84.7	92.2	78.7	91.3	94.1	89.1
Sittway	85.8	93.8	79.7	91.5	94.4	89.3
Myauk U	82.9	91.8	76.1	91.0	94.1	88.7
Maungtaw	67.6	74.8	61.6	75.1	80.5	70.7
Kyaukpyu	82.5	91.4	75.5	91.7	94.7	89.2
Thandwe	92.6	95.7	89.9	96.0	96.5	95.5
YANGON	96.6	98.0	95.5	97.9	98.1	97.7
Yangon (N)	96.3	97.9	94.9	97.7	97.9	97.6
Yangon (E)	97.1	98.4	96.0	98.1	98.3	97.8
Yangon (S)	95.5	97.0	94.1	97.4	97.6	97.2
Yangon (W)	98.1	99.0	97.5	98.4	98.9	98.1
SHAN	64.6	70.3	59.4	76.8	78.4	75.3
Taunggyi	85.2	91.7	79.3	95.2	96.2	94.3
Loilin	57.6	66.6	49.9	72.5	75.7	69.8
Linkhe`	58.3	66.4	50.8	73.0	76.4	69.9
Lashio	60.6	65.6	56.1	73.0	74.8	71.3
Muse	70.5	75.1	66.3	85.7	86.2	85.2
Kyaukme	77.8	83.0	73.2	89.1	89.5	88.7
Kunlon	41.9	48.3	35.1	59.5	62.2	56.5
Laukine	40.3	47.7	32.3	64.8	69.7	59.4
Hopan	25.2	28.9	21.3	40.2	43.9	36.6
Makman	24.9	30.1	19.7	36.9	41.6	32.5
Kengtung	37.9	43.4	32.5	49.5	51.1	48.0
Minesat	33.5	38.3	28.4	45.3	47.6	43.1
Tachileik	63.2	68.2	58.4	79.3	79.3	79.2
Minephyat	36.7	49.0	23.9	50.7	58.4	43.0
AYEYAWADY	93.8	95.9	92.0	95.9	96.3	95.5
Pathein	93.8	95.6	92.1	95.8	95.9	95.6
Phyapon	94.2	96.4	92.2	96.5	97.1	96.0
Maubin	94.4	96.4	92.7	96.0	96.4	95.7
Myaungmya	90.8	93.0	88.8	94.3	94.4	94.2
Labutta	92.6	95.6	89.7	94.9	95.9	93.9
Hinthada	95.7	97.6	94.1	97.1	97.5	96.8
NAY PYI TAW	94.4	98.0	91.4	97.3	98.2	96.6
Ottara (North)	93.4	97.7	89.6	97.1	98.1	96.3
Dekkhina (South)	95.3	98.2	92.9	97.5	98.2	96.9

Appendix 1. Tables

Table A1.2

School attendance rates by age group, States/Regions and Districts, 2014 Census

State/Region/ District	Both sexes (percentage)				Males (percentage)				Females (percentage)			
	5-9	10-13	14-15	16-29	5-9	10-13	14-15	16-29	5-9	10-13	14-15	16-29
UNION	71.2	76.3	50.6	9.9	70.7	76.5	50.3	9.8	71.7	76.1	50.9	10.1
KACHIN	77.6	87.9	69.0	17.5	77.2	87.0	64.7	15.8	78.1	88.8	73.2	19.2
Myitkyina	74.9	86.2	72.3	21.0	74.5	85.5	68.8	19.7	75.3	87.0	75.8	22.3
Mohnyin	78.8	88.8	67.7	16.0	78.2	87.8	62.0	13.6	79.5	89.9	73.1	18.3
Bhamo	79.4	86.8	61.0	13.0	79.1	85.8	56.9	11.5	79.6	87.8	65.0	14.4
Putao	79.6	94.6	85.0	22.7	79.4	94.3	82.9	21.9	79.9	94.9	87.1	23.4
KAYAH	77.9	85.1	61.7	12.1	77.4	84.5	57.8	10.4	78.5	85.6	65.6	13.6
Loikaw	78.5	85.3	62.0	12.7	78.1	84.9	58.2	11.0	78.8	85.6	65.8	14.2
Bawlakehe	74.5	83.7	59.4	8.6	72.7	82.0	54.8	7.2	76.5	85.3	63.7	10.1
KAYIN	65.2	74.8	49.3	9.7	63.8	72.1	45.1	8.7	66.6	77.4	53.2	10.5
Hpa-An	66.5	75.6	50.5	10.9	65.1	72.8	46.1	9.8	68.0	78.3	54.7	11.9
Pharpon	65.3	78.7	57.8	15.7	62.9	76.8	55.7	15.2	67.8	80.7	60.0	16.2
Myawady	65.4	72.5	47.0	7.8	64.4	71.2	44.8	7.5	66.4	73.8	49.2	8.1
Kawkareik	62.9	74.0	47.4	8.2	61.4	70.9	42.7	7.2	64.4	76.9	51.8	9.1
CHIN	74.6	91.2	78.4	22.7	74.5	91.8	78.6	25.1	74.7	90.7	78.2	20.7
Haka	77.6	92.9	80.1	23.4	76.8	92.4	76.8	25.5	78.4	93.5	83.3	21.7
Falam	78.2	90.0	74.3	19.0	78.1	90.0	73.0	18.9	78.3	89.9	75.5	19.0
Mindat	70.5	91.5	80.9	25.5	70.7	92.9	83.9	30.9	70.2	90.1	78.0	21.6
SAGAING	76.8	80.3	51.6	10.1	76.4	80.5	51.5	10.0	77.3	80.1	51.7	10.3
Sagaing	73.2	73.0	47.1	10.0	72.2	73.0	46.8	9.8	74.2	73.0	47.3	10.1
Shwebo	77.4	79.8	48.8	9.0	76.8	80.3	50.0	9.4	77.9	79.3	47.7	8.8
Monywa	75.0	77.3	50.7	10.3	74.3	77.0	50.5	10.2	75.8	77.6	50.8	10.4
Katha	79.8	80.0	45.0	8.1	79.6	79.9	43.4	7.1	80.1	80.1	46.5	9.0
Kalay	78.1	84.8	59.7	13.2	77.7	84.6	58.1	13.1	78.5	85.0	61.2	13.3
Tamu	78.6	87.9	66.2	12.5	77.9	87.1	62.9	11.9	79.2	88.8	69.5	13.1
Mawlaik	80.1	83.9	51.4	8.6	79.5	83.8	50.3	7.4	80.6	84.0	52.5	9.5
Hkamti	68.5	81.2	57.6	12.6	68.7	82.2	57.7	12.0	68.2	80.2	57.5	13.2
Yinmarpin	80.3	83.2	58.6	11.5	80.0	83.9	60.3	11.9	80.5	82.5	57.1	11.1
TANINTHARYI	71.4	82.1	54.7	10.1	70.8	80.9	50.2	8.6	72.0	83.3	59.0	11.5
Dawei	73.3	82.8	57.2	11.8	72.7	81.9	54.3	10.2	74.0	83.7	59.8	13.1
Myeik	72.0	83.4	55.1	10.1	71.4	82.0	49.6	8.5	72.5	84.7	60.4	11.5
Kawthoung	65.5	76.2	47.9	7.2	64.6	74.7	43.8	6.1	66.4	77.7	52.1	8.3
BAGO	74.5	76.0	45.9	7.8	74.1	76.6	45.9	7.5	75.0	75.4	45.9	8.0
Bago	75.2	79.1	48.4	8.3	74.8	80.0	49.3	8.2	75.7	78.1	47.6	8.4
Toungoo	73.8	77.0	47.1	8.6	73.3	77.1	46.5	8.3	74.3	76.9	47.7	8.8
Pyay	73.6	71.5	44.3	8.0	73.3	71.5	42.6	7.4	73.9	71.5	46.0	8.5
Thayawady	74.8	71.9	40.7	5.8	74.3	72.8	41.1	5.4	75.2	71.0	40.4	6.1
MAGWAY	75.4	79.3	54.1	10.2	74.9	79.9	55.1	10.5	75.8	78.7	53.1	10.0
Magway	75.6	80.6	54.8	10.9	75.0	81.6	57.6	11.9	76.1	79.6	52.3	10.2
Minbu	74.6	76.9	50.4	8.9	74.1	77.5	51.8	9.3	75.2	76.4	49.0	8.6
Thayet	72.9	72.7	42.1	6.5	72.5	73.0	41.7	6.3	73.2	72.3	42.6	6.7
Pakokku	77.0	83.0	62.5	13.0	76.6	83.6	63.6	13.4	77.4	82.5	61.6	12.8
Gangaw	76.1	80.1	59.0	10.9	76.2	79.5	55.9	10.3	76.0	80.6	62.0	11.4

Appendix 1. Tables

Table A1.2 (continued) School attendance rates by age group, States/Regions and Districts, 2014 Census

State/Region/ District	Both sexes (percentage)				Males (percentage)				Females (percentage)			
	5-9	10-13	14-15	16-29	5-9	10-13	14-15	16-29	5-9	10-13	14-15	16-29
MANDALAY	74.7	77.0	50.8	10.4	74.2	77.3	50.9	10.4	75.2	76.8	50.8	10.3
Mandalay	69.4	71.9	49.3	11.6	69.1	71.0	47.0	11.2	69.7	72.9	51.7	12.0
Pyin Oo Lwin	74.4	76.9	49.3	10.2	73.9	77.2	48.4	10.5	75.0	76.5	50.1	9.9
Kyaukse	75.6	74.6	42.7	7.2	74.8	74.5	42.4	6.8	76.4	74.7	43.0	7.4
Myingyan	77.3	79.5	55.1	11.1	76.8	80.1	56.9	11.5	77.7	78.9	53.6	10.8
Nyaung U	77.5	82.9	61.4	12.5	77.1	84.4	63.9	13.5	78.0	81.5	59.2	11.8
Yame`Thin	77.9	81.4	51.4	8.2	77.3	83.9	56.2	8.8	78.6	79.1	47.2	7.7
Meiktila	77.0	80.6	53.7	10.6	76.4	81.4	55.2	11.0	77.6	79.8	52.4	10.4
MON	71.1	75.8	47.8	9.8	70.5	74.8	44.6	8.7	71.7	76.8	50.9	10.8
Mawlamyine	71.7	76.9	49.5	10.0	71.1	75.9	46.0	9.0	72.3	78.0	52.8	10.9
Thaton	70.3	74.4	45.5	9.5	69.6	73.4	42.7	8.4	71.0	75.3	48.2	10.5
RAKHINE	72.9	78.2	51.2	9.3	72.8	79.6	55.1	10.7	73.0	76.9	47.6	8.2
Sittway	71.7	75.7	47.1	9.5	71.6	77.3	52.5	11.7	71.8	74.0	42.1	7.9
Myauk U	74.2	78.6	48.1	7.4	74.1	80.2	53.5	9.2	74.3	77.1	43.2	6.0
Maungtaw	58.3	67.0	51.9	12.5	59.4	70.7	59.0	15.1	57.1	63.1	45.0	10.5
Kyaukpyu	75.4	82.4	60.2	10.8	75.2	83.5	62.2	11.8	75.6	81.4	58.3	10.1
Thandwe	73.7	80.6	55.7	10.3	73.0	80.6	54.5	9.9	74.4	80.6	57.0	10.7
YANGON	70.5	75.2	54.5	11.7	70.2	75.8	55.1	12.1	70.7	74.5	54.0	11.3
North Yangon	70.3	75.2	52.3	9.4	70.1	75.7	53.1	9.8	70.4	74.6	51.5	9.1
East Yangon	69.3	75.5	59.1	14.0	68.9	75.9	58.7	14.3	69.7	75.1	59.5	13.7
South Yangon	73.3	76.2	50.3	8.7	73.0	77.2	51.3	8.7	73.6	75.2	49.3	8.6
West Yangon	67.6	71.9	57.1	16.2	67.4	72.8	58.6	17.8	67.8	71.1	55.7	14.9
SHAN	55.9	64.7	41.4	7.6	55.2	64.6	40.6	7.1	56.6	64.8	42.0	8.0
Taunggyi	75.4	77.6	46.9	8.2	74.4	78.1	45.8	7.3	76.2	77.2	47.8	9.0
Loilin	48.7	56.5	32.5	5.4	47.4	56.3	31.8	4.8	50.0	56.6	33.0	5.8
Linkhe`	49.3	54.4	31.9	5.1	47.7	54.0	31.0	4.5	50.9	54.7	32.6	5.7
Lashio	49.1	59.6	41.1	9.0	48.4	59.4	40.3	8.3	49.9	59.8	41.7	9.5
Muse	63.5	74.7	54.5	10.0	63.6	74.3	52.5	9.5	63.4	75.2	56.4	10.6
Kyaukme	64.7	72.9	44.7	7.1	63.4	71.8	42.2	6.1	66.0	73.9	46.8	8.0
Kunlon	37.2	51.2	36.7	6.0	36.5	50.2	33.8	5.5	38.0	52.3	39.7	6.6
Laukine	43.0	71.3	48.2	5.7	43.7	73.2	53.1	6.4	42.4	69.3	42.8	5.0
Hopan	33.4	44.7	33.2	9.3	34.1	45.4	34.2	10.6	32.7	43.9	32.2	8.2
Makman	26.3	35.8	24.3	6.4	26.7	38.5	25.9	7.6	25.9	33.0	22.6	5.4
Kengtung	37.2	49.4	35.1	7.2	36.4	48.7	33.2	6.7	38.1	50.1	36.9	7.7
Minesat	34.5	48.0	29.7	5.3	33.9	47.7	30.3	5.3	35.1	48.4	29.0	5.3
Tachileik	60.1	66.5	43.0	6.9	59.7	66.2	40.9	6.3	60.5	66.7	44.8	7.5
Minephyat	46.1	61.9	41.7	5.2	44.8	63.3	45.3	5.6	47.4	60.6	38.6	4.8
AYEYAWADY	72.5	75.5	46.6	8.1	72.1	76.0	46.3	7.7	72.8	74.9	47.0	8.5
Pathein	72.3	74.9	47.8	8.7	71.8	75.3	47.2	8.1	72.9	74.6	48.4	9.2
Phyapon	72.3	78.0	48.8	8.0	72.2	78.5	48.5	7.7	72.5	77.4	49.2	8.3
Maubin	73.1	74.4	44.1	7.8	72.7	75.2	44.1	7.5	73.4	73.6	44.2	8.1
Myaungmya	71.3	75.1	45.5	8.1	71.0	75.1	44.9	7.6	71.5	75.0	46.1	8.5
Labutta	69.6	76.0	46.1	7.2	69.4	76.9	46.1	7.0	69.9	75.1	46.0	7.3
Hinthada	75.0	74.6	46.3	8.2	74.9	75.3	46.0	8.0	75.2	73.9	46.5	8.4
NAY PYI TAW	76.4	82.6	60.4	10.4	76.0	83.0	61.1	10.5	76.7	82.3	59.7	10.4
Ottara (North)	78.0	85.1	62.5	10.6	77.7	85.6	63.8	10.9	78.4	84.6	61.2	10.4
Dekkhina (South)	74.9	80.5	58.6	10.3	74.5	80.8	58.8	10.2	75.3	80.2	58.4	10.4

Table A1.3

Proportion of population aged 25 years and over by highest level of completed education, States/Regions and Districts, 2014 Census

State/Region/ District	Highest completed education (percentage)									
	No schooling	Incomplete primary	Completed primary	Incomplete lower secondary	Completed lower secondary	Incomplete upper secondary School	Completed upper secondary School	College/Vocational Training/ Undergraduate Diploma	Graduate/Postgraduate diploma/Master's/PhD	Other
UNION	16.2	22.6	22.5	13.3	4.7	4.6	5.2	1.7	7.3	1.7
KACHIN	12.3	19.2	19.6	19.2	6.9	5.8	7.6	1.8	6.7	0.9
Myitkyina	16.0	17.5	14.0	18.4	7.3	6.8	8.5	2.0	8.7	0.7
Mohnyin	9.3	17.8	22.1	21.3	7.4	5.9	7.6	1.8	6.1	0.7
Bhamo	11.2	24.4	23.8	16.3	5.3	4.2	6.3	1.4	5.6	1.5
Putao	19.8	19.2	15.2	19.2	7.4	5.6	8.6	1.1	3.8	0.1
KAYAH	22.6	21.7	13.1	15.0	5.6	4.7	8.5	1.7	6.5	0.7
Loikaw	23.7	21.2	12.6	14.7	5.6	4.6	8.9	1.7	6.9	0.2
Bawlaakhe	16.5	24.2	16.2	16.7	6.2	4.8	6.8	1.5	4.1	3.2
KAYIN	31.8	25.4	13.1	12.2	3.8	3.5	3.9	1.0	3.6	1.8
Hpa-An	34.0	23.6	13.8	11.7	3.8	2.9	4.5	0.9	3.9	1.0
Pharpon	21.5	29.7	12.6	16.1	4.6	6.3	3.6	1.2	4.1	0.2
Myawady	19.8	28.7	12.0	16.7	4.8	7.3	3.7	1.7	4.5	0.9
Kawkaareik	34.4	26.6	12.6	10.7	3.3	2.5	3.2	0.7	2.5	3.5
CHIN	25.8	18.6	17.5	13.0	5.5	5.1	7.9	1.4	5.1	0.1
Haka	18.0	22.1	15.3	15.7	6.5	7.3	6.5	1.5	6.9	0.1
Falam	16.4	20.4	19.2	15.0	6.4	4.9	10.5	1.7	5.6	0.1
Mindat	36.8	15.4	17.3	10.2	4.3	4.3	6.7	1.2	3.8	0.0
SAGAING	11.9	21.5	33.7	11.9	3.8	3.4	4.0	1.4	5.8	2.6
Sagaing	5.8	22.7	35.6	11.2	3.8	3.7	4.6	1.8	7.4	3.1
Shwebo	9.8	23.4	35.4	11.8	3.3	2.9	3.3	1.2	5.1	3.7
Monywa	13.3	19.3	32.0	11.4	3.7	3.9	4.5	1.3	8.6	2.0
Katha	11.2	21.4	38.2	11.6	3.5	3.2	3.6	1.3	4.4	1.6
Kalay	6.7	21.0	30.9	14.7	5.1	4.9	5.2	1.7	6.6	3.4
Tamu	8.7	15.1	26.4	18.3	7.7	4.0	10.1	2.0	6.0	1.8
Mawlaik	6.8	24.1	39.3	11.7	3.4	3.5	2.4	1.2	3.7	3.9
Hkamti	29.1	15.7	21.4	13.8	5.0	3.0	5.1	1.4	3.4	2.1
Yinmarpin	18.1	23.2	33.3	9.3	2.8	3.1	2.6	1.4	5.1	1.2
TANINTHARYI	10.3	27.9	22.7	15.8	5.3	4.1	5.9	1.2	5.6	1.2
Dawei	12.4	29.3	24.5	13.0	4.4	3.1	5.4	1.0	6.1	0.8
Myeik	8.8	27.0	22.1	17.0	5.6	5.0	6.0	1.3	5.6	1.7
Kawthoung	9.9	27.3	20.4	18.9	6.1	4.2	6.6	1.6	4.3	0.8

Appendix 1. Tables

Table A1.3 (continued) Proportion of population aged 25 years and over by highest level of completed education, States/Regions and Districts, 2014 Census

State/Region/ District	Highest completed education (percentage)									
	No schooling	Incomplete primary	Completed primary	Incomplete lower secondary	Completed lower secondary	Incomplete upper secondary School	Completed upper secondary School	College/Vocational Training/ Undergraduate Diploma	Graduate/Postgraduate diploma/Master's/PhD	Other
BAGO	10.9	30.5	23.1	14.0	4.4	4.9	3.8	1.4	5.6	1.5
Bago	13.4	25.1	24.2	13.8	4.4	3.6	5.5	1.5	5.8	2.7
Toungoo	15.1	25.5	21.9	14.7	4.5	4.5	5.5	1.7	5.8	0.9
Pyay	7.1	33.9	24.7	13.1	4.4	6.6	1.7	1.3	6.4	0.8
Thayawady	6.6	40.0	21.3	14.5	4.1	5.5	1.5	1.1	4.2	1.1
MAGWAY	19.3	20.4	29.6	11.3	3.8	3.8	4.0	1.4	5.4	1.2
Magway	19.5	20.2	25.7	12.8	4.6	4.4	4.2	1.5	6.1	1.0
Minbu	20.2	18.1	31.1	11.3	3.9	3.7	4.3	1.4	5.1	0.9
Thayet	12.2	22.6	36.9	10.1	3.6	3.1	3.7	1.5	4.2	2.0
Pakokku	26.2	21.3	25.1	9.5	3.0	3.1	3.9	1.1	5.6	1.1
Gangaw	10.6	17.2	38.5	14.3	3.8	5.1	3.6	1.5	5.3	0.0
MANDALAY	12.5	23.4	24.8	13.2	4.5	4.8	4.9	2.0	8.7	1.2
Mandalay	6.9	17.1	20.4	15.4	6.0	6.0	8.4	3.1	16.0	0.9
Pyin Oo Lwin	12.3	20.3	27.8	14.7	5.1	4.2	6.0	1.9	7.1	0.7
Kyaukse	10.6	34.6	21.3	12.1	3.4	5.0	1.8	1.5	6.1	3.6
Myingyan	16.6	26.1	28.0	10.8	3.4	3.6	3.2	1.6	5.4	1.3
Nyaung U	18.9	32.8	16.9	11.6	3.3	5.9	1.6	1.4	6.3	1.4
Yame`Thin	16.6	27.9	28.9	11.9	3.2	4.5	1.6	1.3	3.7	0.4
Meiktila	15.5	20.5	29.2	12.6	4.6	4.2	4.8	1.8	6.3	0.5
MON	17.2	28.7	17.8	14.2	4.4	3.9	5.1	1.4	6.2	1.1
Mawlamyine	17.1	26.8	17.2	15.4	4.7	4.1	5.3	1.3	7.0	1.1
Thaton	17.4	31.6	18.7	12.3	3.9	3.7	4.8	1.5	4.9	1.2
RAKHINE	20.2	30.4	20.9	12.4	3.9	2.4	4.0	1.3	4.2	0.4
Sittway	18.6	33.7	19.9	11.0	3.5	2.4	3.6	1.2	5.7	0.5
Myauk U	23.3	32.5	21.3	11.5	3.3	1.6	2.7	0.9	2.5	0.4
Maungdaw	34.8	16.5	13.5	11.3	5.0	3.2	5.6	2.0	7.6	0.5
Kyaukpyu	23.0	31.3	19.3	11.5	3.6	2.2	3.8	1.5	3.5	0.3
Thandwe	10.8	25.0	24.7	16.8	5.6	3.8	6.4	1.6	4.8	0.5

Appendix 1. Tables

Table A1.3 (continued) Proportion of population aged 25 years and over by highest level of completed education, States/Regions and Districts, 2014 Census

State/Region/ District	Highest completed education (percentage)									
	No schooling	Incomplete primary	Completed primary	Incomplete lower secondary	Completed lower secondary	Incomplete upper secondary School	Completed upper secondary School	College/Vocational Training/ Undergraduate Diploma	Graduate/Postgraduate diploma/Master's/PhD	Other
YANGON	5.9	17.0	14.9	16.3	7.3	8.3	9.8	3.4	15.9	1.0
North Yangon	6.3	17.8	18.4	18.6	7.8	7.7	9.3	2.7	9.8	1.6
East Yangon	4.6	10.4	11.7	16.8	8.7	9.1	13.9	4.2	20.3	0.3
South Yangon	9.8	34.4	19.6	13.9	4.4	6.5	2.0	1.8	5.7	1.8
West Yangon	2.7	7.8	8.1	12.9	6.9	10.4	11.9	5.1	33.7	0.4
SHAN	44.9	17.0	12.1	9.6	3.4	2.8	3.7	1.1	4.0	1.4
Taunggyi	22.3	23.1	19.4	12.1	4.2	3.8	5.1	1.4	6.3	2.3
Lolien	62.6	12.5	7.5	6.6	2.5	2.2	2.5	0.7	2.7	0.4
Linkhe`	55.1	17.1	7.5	7.7	2.5	2.8	2.1	0.9	3.3	0.9
Lashio	52.1	15.1	7.8	8.5	3.2	2.6	4.2	1.2	4.6	0.7
Muse	37.7	19.3	10.6	13.3	4.5	3.4	5.3	1.3	4.2	0.4
Kyaukme	30.7	23.4	19.4	10.7	3.5	2.5	4.0	1.0	3.6	1.2
Kunlon	68.4	13.3	4.3	6.0	1.6	2.4	0.7	0.7	2.1	0.4
Laukine	66.0	11.2	4.6	9.9	2.8	1.9	0.8	1.0	1.7	0.0
Hopan	82.8	7.5	2.3	3.8	1.0	0.7	0.6	0.3	0.5	0.5
Makman	80.7	6.4	2.5	4.1	2.3	1.0	0.9	0.7	0.5	0.8
Kengtung	66.0	7.8	3.9	7.4	3.6	2.0	2.5	1.1	2.9	2.8
Minesat	72.5	9.2	4.0	5.9	1.8	2.5	0.8	0.6	1.7	1.0
Tachileik	46.6	10.5	8.7	11.4	4.6	4.4	5.4	1.6	4.5	2.4
Minephyat	75.7	5.9	3.2	5.7	2.5	1.8	1.7	0.8	1.6	1.2
AYEYAWADY	12.3	25.0	29.2	12.8	3.9	3.8	3.8	1.2	4.3	3.7
Pathein	8.8	27.2	27.9	13.9	4.3	4.6	3.9	1.4	5.5	2.5
Phyapon	18.9	24.3	25.7	12.5	3.3	4.0	2.1	1.0	3.5	4.6
Maubin	10.4	25.6	32.8	12.5	4.0	3.4	4.3	1.1	3.8	2.2
Myaungmya	15.0	28.2	27.4	11.7	3.9	3.1	4.4	0.9	3.9	1.5
Labutta	15.8	23.4	27.2	12.2	3.6	3.0	3.2	0.9	3.1	7.6
Hinthada	9.7	20.8	33.0	12.8	4.1	3.7	4.4	1.3	4.7	5.5
NAY PYI TAW	8.1	21.1	22.7	14.5	5.4	4.7	6.7	2.6	12.0	2.1
Ottara (North)	10.0	22.9	24.6	13.6	5.0	4.2	5.8	2.3	8.4	3.2
Dekkhina (South)	6.5	19.6	21.2	15.2	5.8	5.2	7.5	2.8	15.1	1.2

Appendix 1. Tables

Table A1.4

Population aged 15 and over by literacy by wealth index quintile, States/Regions, 2014 Census

State/Region Literacy		Wealth index quintile					Total
		Lowest	Second	Middle	Fourth	Highest	
KACHIN	Literate	75,186	125,740	193,378	284,897	163,401	842,602
	Illiterate	16,866	17,297	18,381	17,674	6,426	76,644
	Total	92,052	143,037	211,759	302,571	169,827	919,246
KAYAH	Literate	8,197	15,544	31,303	45,757	43,284	144,085
	Illiterate	5,506	6,533	9,286	7,911	2,249	31,485
	Total	13,703	22,077	40,589	53,668	45,533	175,570
KAYIN	Literate	90,333	99,650	149,711	189,754	158,423	687,871
	Illiterate	89,194	49,758	52,336	35,828	9,459	236,575
	Total	179,527	149,408	202,047	225,582	167,882	924,446
CHIN	Literate	30,479	24,510	62,160	80,522	24,187	221,858
	Illiterate	19,533	9,515	16,121	10,949	1,271	57,389
	Total	50,012	34,025	78,281	91,471	25,458	279,247
SAGAING	Literate	367,559	790,031	982,414	865,590	367,261	3,372,855
	Illiterate	77,886	63,125	50,458	28,307	6,338	226,114
	Total	445,445	853,156	1,032,872	893,897	373,599	3,598,969
TANINTHARYI	Literate	134,662	170,032	193,470	204,042	115,616	817,822
	Illiterate	26,398	16,696	11,010	7,164	2,540	63,808
	Total	161,060	186,728	204,480	211,206	118,156	881,630
BAGO	Literate	578,685	710,065	738,029	745,413	412,796	3,184,988
	Illiterate	82,028	50,281	32,306	22,214	7,622	194,451
	Total	660,713	760,346	770,335	767,627	420,418	3,379,439
MAGWAY	Literate	498,264	701,570	647,527	438,977	253,786	2,540,124
	Illiterate	80,434	68,511	41,731	18,034	4,695	213,405
	Total	578,698	770,081	689,258	457,011	258,481	2,753,529
MANDALAY	Literate	310,832	734,470	896,963	968,302	1,120,341	4,030,908
	Illiterate	50,667	80,881	66,348	46,639	23,807	268,342
	Total	361,499	815,351	963,311	1,014,941	1,144,148	4,299,250
MON	Literate	141,564	173,673	219,249	340,332	275,100	1,149,918
	Illiterate	53,838	36,662	37,827	38,585	11,372	178,284
	Total	195,402	210,335	257,076	378,917	286,472	1,328,202
RAKHINE	Literate	626,836	241,741	131,608	102,397	75,713	1,178,295
	Illiterate	166,662	27,942	10,426	5,277	2,709	213,016
	Total	793,498	269,683	142,034	107,674	78,422	1,391,311
YANGON	Literate	333,946	404,869	460,866	934,906	2,960,726	5,095,313
	Illiterate	35,658	28,785	24,225	36,627	51,338	176,633
	Total	369,604	433,654	485,091	971,533	3,012,064	5,271,946
SHAN	Literate	175,210	355,222	476,711	616,467	777,373	2,400,983
	Illiterate	313,052	309,034	301,058	263,741	127,685	1,314,570
	Total	488,262	664,256	777,769	880,208	905,058	3,715,553
AYEYAWADY	Literate	1,428,078	998,489	787,419	545,949	235,195	3,995,130
	Illiterate	159,667	59,259	28,556	12,035	3,252	262,769
	Total	1,587,745	1,057,748	815,975	557,984	238,447	4,257,899
NAY PYI TAW	Literate	76,801	122,706	148,825	150,737	216,998	716,067
	Illiterate	12,167	11,881	9,270	5,548	3,461	42,327
	Total	88,968	134,587	158,095	156,285	220,459	758,394
UNION	Literate	4,876,632	5,668,312	6,119,633	6,514,042	7,200,200	30,378,819
	Illiterate	1,189,556	836,160	709,339	556,533	264,224	3,555,812
	Total	6,066,188	6,504,472	6,828,972	7,070,575	7,464,424	33,934,631

Appendix 1. Tables

Table A1.5

Population aged 5-29 by school attendance by wealth index quintile, States/Regions, 2014 Census

State/Region School attendance		Wealth index quintile					Total
		Lowest	Second	Middle	Fourth	Highest	
KACHIN	Currently attending	38,639	57,423	78,079	100,590	53,270	328,001
	Previously attended	29,651	50,199	73,311	99,841	52,934	305,936
	Never attended	6,890	8,353	8,583	8,551	3,727	36,104
	Total	75,180	115,975	159,973	208,982	109,931	670,041
KAYAH	Currently attending	4,362	8,436	15,668	19,328	14,152	61,946
	Previously attended	4,921	8,467	15,772	19,756	14,116	63,032
	Never attended	2,282	2,411	2,891	2,103	1,007	10,694
	Total	11,565	19,314	34,331	41,187	29,275	135,672
KAYIN	Currently attending	51,061	49,738	65,483	69,012	46,700	281,994
	Previously attended	48,740	46,797	61,236	69,035	53,674	279,482
	Never attended	55,702	21,678	17,410	12,654	5,702	113,146
	Total	155,503	118,213	144,129	150,701	106,076	674,622
CHIN	Currently attending	22,440	16,860	39,021	43,090	9,762	131,173
	Previously attended	12,599	8,874	22,470	26,317	6,888	77,148
	Never attended	9,601	3,498	6,059	4,479	725	24,362
	Total	44,640	29,232	67,550	73,886	17,375	232,683
SAGAING	Currently attending	132,925	239,770	268,544	209,523	79,347	930,109
	Previously attended	164,074	310,723	352,220	278,019	105,991	1,211,027
	Never attended	43,368	30,764	23,664	15,643	5,217	118,656
	Total	340,367	581,257	644,428	503,185	190,555	2,259,792
TANINTHARYI	Currently attending	57,749	65,482	66,497	62,929	32,978	285,635
	Previously attended	62,664	70,375	73,490	70,696	37,451	314,676
	Never attended	20,564	13,409	9,878	7,593	3,411	54,855
	Total	140,977	149,266	149,865	141,218	73,840	655,166
BAGO	Currently attending	169,052	194,630	178,444	168,689	91,800	802,615
	Previously attended	271,108	281,883	251,460	225,824	110,293	1,140,568
	Never attended	62,555	33,432	20,337	15,035	7,247	138,606
	Total	502,715	509,945	450,241	409,548	209,340	2,081,789
MAGWAY	Currently attending	149,566	190,433	154,269	100,195	56,237	650,700
	Previously attended	205,752	241,715	202,791	126,133	64,128	840,519
	Never attended	43,264	28,757	17,134	9,169	4,291	102,615
	Total	398,582	460,905	374,194	235,497	124,656	1,593,834
MANDALAY	Currently attending	93,467	196,794	218,409	222,457	241,196	972,323
	Previously attended	138,542	287,881	331,475	345,589	362,495	1,465,982
	Never attended	27,957	36,548	28,666	22,955	17,594	133,720
	Total	259,966	521,223	578,550	591,001	621,285	2,572,025
MON	Currently attending	57,762	62,624	71,544	99,635	70,321	361,886
	Previously attended	72,858	75,526	84,297	112,557	80,000	425,238
	Never attended	30,725	15,986	13,295	13,329	6,518	79,853
	Total	161,345	154,136	169,136	225,521	156,839	866,977

Appendix 1. Tables

Table A1.5 (continued) Population aged 5-29 by school attendance by wealth index quintile, States/Regions, 2014 Census

State/Region School attendance		Wealth index quintile					Total
		Lowest	Second	Middle	Fourth	Highest	
RAKHINE	Currently attending	248,198	74,869	36,440	25,397	18,300	403,204
	Previously attended	272,475	81,307	40,262	30,633	22,739	447,416
	Never attended	82,096	11,513	5,202	3,211	2,027	104,049
	Total	602,769	167,689	81,904	59,241	43,066	954,669
YANGON	Currently attending	93,684	106,756	115,611	215,108	567,251	1,098,410
	Previously attended	156,991	175,673	186,394	362,972	978,830	1,860,860
	Never attended	28,714	23,039	19,168	27,579	46,654	145,154
	Total	279,389	305,468	321,173	605,659	1,592,735	3,104,424
SHAN	Currently attending	72,958	140,611	180,256	216,458	232,640	842,923
	Previously attended	90,027	181,759	223,727	258,964	281,477	1,035,954
	Never attended	223,254	193,094	168,478	120,371	50,558	755,755
	Total	386,239	515,464	572,461	595,793	564,675	2,634,632
AYEYAWADY	Currently attending	422,768	263,067	184,900	115,979	46,230	1,032,944
	Previously attended	618,605	364,117	246,866	150,869	61,748	1,442,205
	Never attended	124,436	40,130	18,169	9,029	3,627	195,391
	Total	1,165,809	667,314	449,935	275,877	111,605	2,670,540
NAY PYI TAW	Currently attending	26,389	39,791	45,203	41,420	50,295	203,098
	Previously attended	37,960	50,941	54,100	52,639	68,234	263,874
	Never attended	7,611	5,988	4,699	3,977	4,262	26,537
	Total	71,960	96,720	104,002	98,036	122,791	493,509
UNION	Currently attending	1,641,020	1,707,284	1,718,368	1,709,810	1,610,479	8,386,961
	Previously attended	2,186,967	2,236,237	2,219,871	2,229,844	2,300,998	11,173,917
	Never attended	769,019	468,600	363,633	275,678	162,567	2,039,497
	Total	4,597,006	4,412,121	4,301,872	4,215,332	4,074,044	21,600,375

Appendix 1. Tables

Table A1.6

Population aged 25 and over by highest level of educational attainment by wealth index quintile, States/Regions, 2014 Census

State/Region	Level of educational attainment	Wealth index quintile					Total
		Lowest	Second	Middle	Fourth	Highest	
KACHIN	No schooling	17,858	19,303	22,687	22,550	7,689	90,087
	Incomplete primary	18,331	27,440	35,957	38,750	12,953	133,431
	Completed primary	12,633	23,608	35,095	43,623	14,543	129,502
	Incomplete lower secondary	10,900	17,903	28,333	44,719	21,236	123,091
	Completed lower secondary	3,212	5,256	8,829	16,325	10,378	44,000
	Incomplete upper secondary	2,198	3,816	6,953	13,983	10,045	36,995
	Completed upper secondary	2,193	4,146	7,907	19,153	16,507	49,906
	Higher than upper secondary	530	1,690	5,168	18,610	28,564	54,562
	Other	394	1,011	1,884	1,999	704	5,992
	Total	68,249	104,173	152,813	219,712	122,619	667,566
KAYAH	No schooling	4,925	5,824	8,573	7,740	2,411	29,473
	Incomplete primary	2,524	4,730	7,963	8,331	3,991	27,539
	Completed primary	962	2,010	3,893	5,360	4,062	16,287
	Incomplete lower secondary	803	1,915	4,083	6,511	5,372	18,684
	Completed lower secondary	228	511	1,221	2,336	2,722	7,018
	Incomplete upper secondary	108	334	885	1,913	2,519	5,759
	Completed upper secondary	136	489	1,363	3,378	5,380	10,746
	Higher than upper secondary	28	99	405	1,823	6,966	9,321
	Other	146	154	193	234	91	818
	Total	9,860	16,066	28,579	37,626	33,514	125,645
KAYIN	No schooling	77,102	47,464	53,853	38,234	10,090	226,743
	Incomplete primary	29,808	31,184	44,985	48,762	25,278	180,017
	Completed primary	11,543	14,304	22,023	26,887	16,682	91,439
	Incomplete lower secondary	7,001	9,539	16,427	26,273	23,886	83,126
	Completed lower secondary	1,751	2,530	4,512	8,015	8,746	25,554
	Incomplete upper secondary	964	1,618	3,067	6,703	11,183	23,535
	Completed upper secondary	1,008	1,956	3,963	8,223	11,355	26,505
	Higher than upper secondary	293	738	2,148	7,010	19,201	29,390
	Other	3,735	2,288	2,668	2,490	933	12,114
	Total	133,205	111,621	153,646	172,597	127,354	698,423
CHIN	No schooling	16,787	8,680	15,074	10,642	1,373	52,556
	Incomplete primary	6,638	4,798	12,285	11,797	1,904	37,422
	Completed primary	6,081	4,624	10,986	11,618	1,825	35,134
	Incomplete lower secondary	2,981	2,808	7,840	10,061	2,261	25,951
	Completed lower secondary	988	1,040	3,011	4,513	1,413	10,965
	Incomplete upper secondary	838	1,000	2,542	4,230	1,583	10,193
	Completed upper secondary	1,253	1,375	3,196	6,912	3,099	15,835
	Higher than upper secondary	320	474	1,457	4,884	5,014	12,149
	Other	12	4	26	60	42	144
	Total	35,898	24,803	56,417	64,717	18,514	200,349

Appendix 1. Tables

Table A1.6 (continued) Population aged 25 and over by highest level of educational attainment by wealth index quintile, States/Regions, 2014 Census

State/Region	Level of educational attainment	Wealth index quintile					Total
		Lowest	Second	Middle	Fourth	Highest	
SAGAING	No schooling	84,590	94,829	89,885	53,644	10,176	333,124
	Incomplete primary	98,466	175,404	176,506	123,191	30,480	604,047
	Completed primary	104,632	248,517	301,582	227,208	54,310	936,249
	Incomplete lower secondary	23,187	62,531	95,268	101,819	41,194	323,999
	Completed lower secondary	5,366	15,418	26,457	33,753	18,236	99,230
	Incomplete upper secondary	3,555	11,133	21,603	32,656	22,670	91,617
	Completed upper secondary	3,550	11,235	22,608	37,845	28,347	103,585
	Higher than upper secondary	2,179	9,993	28,261	64,044	82,221	186,698
	Other	11,558	20,922	23,060	15,053	3,257	73,850
	Total	337,083	649,982	785,230	689,213	290,891	2,752,399
TANINTHARYI	No schooling	25,310	18,033	13,187	9,042	2,751	68,323
	Incomplete primary	46,416	47,794	43,565	35,656	12,820	186,251
	Completed primary	25,187	35,489	39,688	35,877	13,490	149,731
	Incomplete lower secondary	11,696	18,579	25,411	29,619	16,414	101,719
	Completed lower secondary	2,805	5,080	7,765	10,563	7,083	33,296
	Incomplete upper secondary	1,581	3,115	5,519	8,685	7,154	26,054
	Completed upper secondary	1,722	4,001	7,648	12,935	10,418	36,724
	Higher than upper secondary	609	1,985	5,771	13,835	18,466	40,666
	Other	2,292	2,291	1,618	1,049	259	7,509
	Total	117,618	136,367	150,172	157,261	88,855	650,273
BAGO	No schooling	96,510	76,955	57,288	40,186	11,485	282,424
	Incomplete primary	211,288	220,775	193,477	141,466	39,317	806,323
	Completed primary	114,199	156,025	164,509	131,313	37,329	603,375
	Incomplete lower secondary	40,178	69,765	90,115	112,453	54,090	366,601
	Completed lower secondary	8,203	15,881	23,442	37,526	26,497	111,549
	Incomplete upper secondary	5,741	13,102	23,492	44,496	38,933	125,764
	Completed upper secondary	4,311	9,694	15,836	32,568	31,904	94,313
	Higher than upper secondary	1,985	6,637	17,846	54,676	93,602	174,746
	Other	12,341	11,369	9,577	5,494	1,112	39,893
	Total	494,756	580,203	595,582	600,178	334,269	2,604,988
MAGWAY	No schooling	128,306	141,724	98,563	45,312	10,186	424,091
	Incomplete primary	127,081	144,048	105,701	55,712	16,668	449,210
	Completed primary	138,865	202,896	184,950	94,265	26,182	647,158
	Incomplete lower secondary	29,920	59,848	69,040	57,544	27,940	244,292
	Completed lower secondary	7,480	16,271	20,643	20,930	15,369	80,693
	Incomplete upper secondary	4,667	12,092	18,391	23,029	20,577	78,756
	Completed upper secondary	4,191	11,045	17,398	24,418	24,908	81,960
	Higher than upper secondary	2,419	9,998	21,760	39,204	64,923	138,304
	Other	6,787	8,272	6,835	2,590	591	25,075
	Total	449,716	606,194	543,281	363,004	207,344	2,169,539

Appendix 1. Tables

Table A1.6 (continued) Population aged 25 and over by highest level of educational attainment by wealth index quintile, States/Regions, 2014 Census

State/Region	Level of educational attainment	Wealth index quintile					Total
		Lowest	Second	Middle	Fourth	Highest	
MANDALAY	No schooling	67,515	123,266	111,009	78,351	35,503	415,644
	Incomplete primary	94,084	202,684	206,115	178,771	103,347	785,001
	Completed primary	75,221	185,054	227,769	203,893	132,596	824,533
	Incomplete lower secondary	21,258	61,058	91,298	125,159	135,321	434,094
	Completed lower secondary	4,611	14,932	25,043	39,732	60,999	145,317
	Incomplete upper secondary	3,658	12,434	22,734	42,380	73,376	154,582
	Completed upper secondary	2,406	8,406	16,920	36,985	89,116	153,833
	Higher than upper secondary	1,634	8,526	22,257	57,734	233,173	323,324
	Other	4,520	10,520	10,008	8,267	4,316	37,631
	Total	274,907	626,880	733,153	771,272	867,747	3,273,959
MON	No schooling	49,130	36,754	39,620	41,580	12,750	179,834
	Incomplete primary	54,137	58,068	65,773	84,566	36,539	299,083
	Completed primary	22,906	31,094	40,038	56,095	31,431	181,564
	Incomplete lower secondary	10,996	17,853	27,000	49,720	39,842	145,411
	Completed lower secondary	2,553	4,248	6,586	14,344	15,969	43,700
	Incomplete upper secondary	1,516	2,920	4,945	12,431	17,382	39,194
	Completed upper secondary	1,669	3,425	6,188	15,887	23,267	50,436
	Higher than upper secondary	607	1,951	5,155	18,739	47,008	73,460
	Other	2,538	2,374	2,472	2,912	854	11,150
	Total	146,052	158,687	197,777	296,274	225,042	1,023,832
RAKHINE	No schooling	164,152	31,132	11,525	5,892	2,789	215,490
	Incomplete primary	217,562	63,525	25,720	13,212	6,287	326,306
	Completed primary	124,487	52,486	25,050	13,632	6,390	222,045
	Incomplete lower secondary	53,595	31,829	20,365	15,484	8,807	130,080
	Completed lower secondary	11,905	9,227	7,076	6,904	4,842	39,954
	Incomplete upper secondary	5,165	4,755	4,507	5,483	4,397	24,307
	Completed upper secondary	7,295	7,946	7,642	9,155	8,287	40,325
	Higher than upper secondary	4,228	6,243	8,223	14,033	18,973	51,700
	Other	2,805	766	385	179	95	4,230
	Total	591,194	207,909	110,493	83,974	60,867	1,054,437
YANGON	No schooling	44,473	39,298	34,646	47,643	65,413	231,473
	Incomplete primary	115,536	116,339	109,657	149,054	195,593	686,179
	Completed primary	63,496	76,688	83,814	136,623	234,179	594,800
	Incomplete lower secondary	26,779	44,344	61,749	153,115	361,478	647,465
	Completed lower secondary	6,409	11,697	18,507	57,729	194,576	288,918
	Incomplete upper secondary	5,468	10,589	17,144	56,601	237,636	327,438
	Completed upper secondary	2,606	6,578	12,136	54,668	309,559	385,547
	Higher than upper secondary	2,124	5,316	11,461	51,453	677,405	747,759
	Other	7,600	8,734	7,396	7,403	8,427	39,560
	Total	274,491	319,583	356,510	714,289	2,284,266	3,949,139

Appendix 1. Tables

Table A1.6 (continued) Population aged 25 and over by highest level of educational attainment by wealth index quintile, States/Regions, 2014 Census

State/Region	Level of educational attainment	Wealth index quintile					Total
		Lowest	Second	Middle	Fourth	Highest	
SHAN	No schooling	270,955	287,044	295,267	269,708	137,240	1,260,214
	Incomplete primary	46,951	92,151	110,151	123,966	94,535	467,754
	Completed primary	23,728	55,960	74,510	91,920	78,326	324,444
	Incomplete lower secondary	9,116	23,280	39,590	70,485	107,518	249,989
	Completed lower secondary	2,266	6,102	10,753	21,592	45,713	86,426
	Incomplete upper secondary	1,309	3,586	7,460	17,564	42,893	72,812
	Completed upper secondary	1,075	3,303	7,859	20,434	63,227	95,898
	Higher than upper secondary	556	1,947	5,424	17,994	99,274	125,195
	Other	4,837	7,372	8,961	10,918	4,731	36,819
	Total	360,793	480,745	559,975	644,581	673,457	2,719,551
AYEYAWADY	No schooling	224,079	95,311	54,628	25,190	5,234	404,442
	Incomplete primary	388,290	223,622	137,827	64,982	15,209	829,930
	Completed primary	349,642	270,510	212,855	111,947	21,913	966,867
	Incomplete lower secondary	117,635	105,412	95,660	76,803	26,195	421,705
	Completed lower secondary	25,917	28,231	30,077	29,775	13,629	127,629
	Incomplete upper secondary	18,170	22,793	26,672	33,718	21,954	123,307
	Completed upper secondary	14,692	21,568	27,584	34,735	21,215	119,794
	Higher than upper secondary	8,321	16,473	28,600	54,394	62,936	170,724
	Other	56,714	31,384	23,405	10,122	1,642	123,267
	Total	1,203,460	815,304	637,308	441,666	189,927	3,287,665
NAY PYI TAW	No schooling	11,723	13,486	11,955	7,065	4,259	48,488
	Incomplete primary	22,902	31,803	32,872	24,878	14,544	126,999
	Completed primary	17,679	30,096	35,881	29,761	21,046	134,463
	Incomplete lower secondary	6,524	12,793	17,939	22,421	24,000	83,677
	Completed lower secondary	1,474	3,270	5,191	7,849	12,771	30,555
	Incomplete upper secondary	754	1,944	3,499	6,893	13,487	26,577
	Completed upper secondary	901	2,392	4,234	8,465	21,153	37,145
	Higher than upper secondary	282	1,088	2,927	8,819	60,120	73,236
	Other	2,334	3,847	4,151	1,874	662	12,868
	Total	64,573	100,719	118,649	118,025	172,042	574,008
UNION	No schooling	1,283,415	1,039,103	917,760	702,779	319,349	4,262,406
	Incomplete primary	1,480,014	1,444,365	1,308,554	1,103,094	609,465	5,945,492
	Completed primary	1,091,261	1,389,361	1,462,643	1,220,022	694,304	5,857,591
	Incomplete lower secondary	372,569	539,457	690,118	902,186	895,554	3,399,884
	Completed lower secondary	85,168	139,694	199,113	311,886	438,943	1,174,804
	Incomplete upper secondary	55,692	105,231	169,413	310,765	525,789	1,166,890
	Completed upper secondary	49,008	97,559	162,482	325,761	667,742	1,302,552
	Higher than upper secondary	26,115	73,158	166,863	427,252	1,517,846	2,211,234
	Other	118,613	111,308	102,639	70,644	27,716	430,920
	Total	4,561,855	4,939,236	5,179,585	5,374,389	5,696,708	25,751,773

Table A1.7 a) School-age population projections (medium variant), urban and rural areas, (2015-2050)

Union

Age group	2015				2020				2025				2030			
	Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females	
6-10	5,064,113	2,572,957	2,491,156		4,778,687	2,412,902	2,365,785		4,945,089	2,501,167	2,443,921		4,917,336	2,489,138	2,428,198	
11-14	4,108,679	2,087,891	2,020,788		3,991,987	2,022,842	1,969,145		3,814,650	1,923,429	1,891,221		3,936,275	1,989,170	1,947,104	
15-17	2,932,529	1,470,242	1,462,287		3,091,901	1,574,573	1,517,328		2,863,176	1,444,391	1,418,786		2,901,748	1,464,142	1,437,606	
6-17	12,105,321	6,131,090	5,974,231		11,862,575	6,010,317	5,852,258		11,622,915	5,868,987	5,753,928		11,755,359	5,942,450	5,812,908	
Age group	2035				2040				2045				2050			
	Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females	
6-10	4,852,392	2,459,937	2,392,455		4,705,576	2,388,508	2,317,068		4,520,489	2,296,009	2,224,480		4,326,932	2,198,783	2,128,149	
11-14	3,914,307	1,980,107	1,934,200		3,859,497	1,955,552	1,903,945		3,737,208	1,895,923	1,841,285		3,589,892	1,822,396	1,767,496	
15-17	2,930,271	1,480,052	1,450,219		2,911,634	1,472,621	1,439,012		2,857,990	1,448,055	1,409,934		2,757,781	1,398,672	1,359,109	
6-17	11,696,970	5,920,096	5,776,874		11,476,707	5,816,681	5,660,025		11,115,687	5,639,987	5,475,699		10,674,605	5,419,851	5,254,754	

Urban areas

Age group	2015				2020				2025				2030			
	Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females	
6-10	1,193,860	611,796	582,064		1,171,057	593,013	578,044		1,251,917	634,101	617,816		1,339,626	678,852	660,774	
11-14	1,049,642	541,502	508,140		965,861	493,263	472,598		960,024	485,244	474,780		1,029,264	520,839	508,425	
15-17	869,830	444,580	425,250		828,280	426,185	402,095		763,839	386,734	377,105		790,274	398,719	391,555	
6-17	3,113,332	1,597,878	1,515,454		2,965,198	1,512,461	1,452,737		2,975,780	1,506,079	1,469,701		3,159,164	1,598,410	1,560,754	
Age group	2035				2040				2045				2050			
	Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females		Both sexes	Males	Females	
6-10	1,383,197	701,590	681,607		1,376,402	698,697	677,705		1,347,075	684,076	662,999		1,330,220	675,730	654,490	
11-14	1,097,930	555,955	541,975		1,128,722	572,152	556,570		1,119,468	567,922	551,546		1,094,983	555,743	539,240	
15-17	847,687	427,926	419,761		893,218	451,365	441,853		906,024	458,415	447,609		891,296	451,285	440,011	
6-17	3,328,814	1,685,471	1,643,343		3,398,342	1,722,214	1,676,128		3,372,567	1,710,413	1,662,154		3,316,499	1,682,758	1,633,741	

Appendix 1. Tables

Table A1.7 a) (continued) School-age population projections (medium variant), urban and rural areas, (2015-2050)

Rural areas												
Age group	2015			2020			2025			2030		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
6-10	3,870,253	1,961,161	1,909,092	3,607,629	1,819,889	1,787,740	3,693,171	1,867,065	1,826,106	3,577,709	1,810,285	1,767,424
11-14	3,059,038	1,546,390	1,512,648	3,026,125	1,529,580	1,496,545	2,854,626	1,438,186	1,416,440	2,907,010	1,468,332	1,438,678
15-17	2,062,700	1,025,662	1,037,038	2,263,623	1,148,389	1,115,234	2,099,337	1,057,656	1,041,681	2,111,474	1,065,423	1,046,051
6-17	8,991,991	4,533,213	4,458,778	8,897,377	4,497,858	4,399,519	8,647,134	4,362,907	4,284,227	8,596,193	4,344,040	4,252,153
Age group	2035			2040			2045			2050		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
6-10	3,469,194	1,758,348	1,710,846	3,329,173	1,689,811	1,639,362	3,173,416	1,611,933	1,561,483	2,996,712	1,523,053	1,473,659
11-14	2,816,377	1,424,152	1,392,225	2,730,773	1,383,399	1,347,374	2,617,739	1,328,001	1,289,738	2,494,907	1,266,654	1,228,253
15-17	2,082,585	1,052,125	1,030,460	2,018,417	1,021,255	997,162	1,951,965	989,640	962,325	1,866,487	947,388	919,099
6-17	8,368,156	4,234,625	4,133,531	8,078,363	4,094,465	3,983,898	7,743,120	3,929,574	3,813,546	7,358,106	3,737,095	3,621,011

Table A1.7 b) School-age population projections (medium variant), States/Regions, (2015-2030)

Age group	2015			2020			2025			2030		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
Kachin												
6-10	178,024	89,584	88,440	179,197	90,795	88,402	194,096	98,336	95,760	204,424	103,617	100,807
11-14	143,556	73,367	70,189	142,055	71,322	70,733	144,619	73,231	71,388	156,475	79,269	77,206
15-17	106,502	55,231	51,271	110,001	56,223	53,778	106,500	53,848	52,652	113,274	57,669	55,605
6-17	428,082	218,182	209,900	431,253	218,340	212,913	445,215	225,415	219,800	474,173	240,555	233,618
Kayah												
6-10	33,929	17,078	16,851	35,575	18,000	17,575	38,731	19,624	19,107	40,286	20,422	19,864
11-14	25,855	13,133	12,722	27,409	13,775	13,634	28,957	14,654	14,303	31,345	15,893	15,452
15-17	18,011	9,166	8,845	20,237	10,319	9,918	20,827	10,520	10,307	22,763	11,586	11,177
6-17	77,795	39,377	38,418	83,221	42,094	41,127	88,515	44,798	43,717	94,394	47,901	46,493
Kayin												
6-10	193,143	98,211	94,932	168,890	85,408	83,482	167,855	84,853	83,002	161,053	81,479	79,574
11-14	153,342	78,434	74,908	153,290	77,740	75,550	135,513	68,437	67,076	133,826	67,601	66,225
15-17	93,615	47,491	46,124	118,250	60,628	57,622	105,791	53,670	52,121	101,813	51,575	50,238
6-17	440,100	224,136	215,964	440,430	223,776	216,654	409,159	206,960	202,199	396,692	200,655	196,037
Chin												
6-10	66,929	33,835	33,094	70,611	35,816	34,795	72,663	36,920	35,743	71,484	36,332	35,152
11-14	47,903	24,118	23,785	52,103	26,287	25,816	55,006	27,865	27,141	56,055	28,453	27,602
15-17	31,337	15,518	15,819	35,730	18,003	17,727	37,978	19,158	18,820	40,396	20,478	19,918
6-17	146,169	73,471	72,698	158,444	80,106	78,338	165,647	83,943	81,704	167,935	85,263	82,672
Sagaing												
6-10	520,777	263,474	257,303	491,098	248,068	243,030	501,627	253,713	247,914	490,086	248,013	242,073
11-14	419,964	211,497	208,467	408,217	205,853	202,364	388,838	195,955	192,883	395,617	199,733	195,884
15-17	301,612	148,507	153,105	311,270	157,162	154,108	289,826	145,571	144,255	290,494	146,230	144,264
6-17	1,242,353	623,478	618,875	1,210,585	611,083	599,502	1,180,291	595,239	585,052	1,176,197	593,976	582,221
Tanintharyi												
6-10	167,112	84,813	82,299	150,912	76,366	74,546	156,560	79,299	77,261	154,540	78,322	76,218
11-14	132,259	67,183	65,076	131,507	66,551	64,956	120,503	60,879	59,624	124,336	62,908	61,428
15-17	86,003	43,179	42,824	100,729	51,319	49,410	91,378	46,183	45,195	91,433	46,288	45,145
6-17	385,374	195,175	190,199	383,148	194,236	188,912	368,441	186,361	182,080	370,309	187,518	182,791

Table A1.7 b) (continued) School-age population projections (medium variant), States/Regions, (2015-2030)

Age group	2015			2020			2025			2030		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
Bago												
6-10	471,218	239,319	231,899	410,960	206,802	204,158	407,824	205,633	202,191	388,640	196,155	192,485
11-14	386,826	196,342	190,484	363,780	184,246	179,534	321,085	161,394	159,691	317,584	160,059	157,525
15-17	268,207	133,366	134,841	285,203	145,313	139,890	248,272	124,980	123,292	236,092	118,792	117,300
6-17	1,126,251	569,027	557,224	1,059,943	536,361	523,582	977,181	492,007	485,174	942,316	475,006	467,310
Magway												
6-10	366,204	184,423	181,781	331,353	166,362	164,991	322,803	162,593	160,210	295,355	148,960	146,395
11-14	290,467	145,374	145,093	281,566	141,225	140,341	257,206	128,823	128,383	248,417	124,802	123,615
15-17	197,666	96,292	101,374	212,147	106,360	105,787	191,648	95,489	96,159	185,039	92,543	92,496
6-17	854,337	426,089	428,248	825,066	413,947	411,119	771,657	386,905	384,752	728,811	366,305	362,506
Mandalay												
6-10	537,445	273,372	264,073	520,503	263,039	257,464	543,021	274,919	268,102	544,542	275,866	268,676
11-14	448,532	229,231	219,301	427,185	216,465	210,720	418,608	211,098	207,510	435,761	220,268	215,493
15-17	343,844	173,906	169,938	335,950	171,233	164,717	313,838	157,925	155,913	321,904	162,090	159,814
6-17	1,329,821	676,509	653,312	1,283,638	650,737	632,901	1,275,467	643,942	631,525	1,302,207	658,224	643,983
Mon												
6-10	218,362	111,600	106,762	175,727	89,332	86,395	169,077	85,979	83,098	155,533	79,123	76,410
11-14	183,150	93,753	89,397	168,430	85,915	82,515	137,614	69,904	67,710	131,940	67,088	64,852
15-17	119,187	59,893	59,294	135,271	69,216	66,055	110,921	56,351	54,570	100,921	51,248	49,673
6-17	520,699	265,246	255,453	479,428	244,463	234,965	417,612	212,234	205,378	388,394	197,459	190,935
Rakhine												
6-10	357,573	183,961	173,612	310,880	157,303	153,577	319,989	162,406	157,583	315,224	160,076	155,148
11-14	291,330	150,164	141,166	276,866	141,955	134,911	244,441	123,501	120,940	251,246	127,477	123,769
15-17	195,347	98,225	97,122	217,694	112,984	104,710	188,320	95,933	92,387	182,732	92,783	89,949
6-17	844,250	432,350	411,900	805,440	412,242	393,198	752,750	381,840	370,910	749,202	380,336	368,866
Yangon												
6-10	568,094	292,672	275,422	604,128	305,099	299,029	690,565	349,146	341,419	765,490	387,308	378,182
11-14	502,243	255,444	246,799	480,458	246,238	234,220	517,312	260,091	257,221	588,996	296,906	292,090
15-17	416,962	209,164	207,798	403,181	205,153	198,028	391,476	197,478	193,998	436,754	218,534	218,220
6-17	1,487,299	757,280	730,019	1,487,767	756,490	731,277	1,599,353	806,715	792,638	1,791,240	902,748	888,492

Table A1.7 b) (continued) School-age population projections (medium variant), States/Regions, (2015-2030)

Age group	2015			2020			2025			2030		
	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females	Both sexes	Males	Females
Shan												
6-10	639,130	323,735	315,395	637,264	322,790	314,474	682,639	346,187	336,452	701,706	356,025	345,681
11-14	505,212	256,751	248,461	507,610	256,737	250,873	511,532	259,023	252,509	546,426	277,083	269,343
15-17	362,095	182,320	179,775	383,552	195,531	188,021	373,745	189,262	184,483	394,636	200,407	194,229
6-17	1,506,437	762,806	743,631	1,528,426	775,058	753,368	1,567,916	794,472	773,444	1,642,768	833,515	809,253
Ayeeyawady												
6-10	632,428	319,204	313,224	578,108	290,579	287,529	557,858	281,201	276,657	508,432	256,634	251,798
11-14	489,683	248,158	241,525	479,864	242,169	237,695	441,221	222,204	219,017	421,397	212,856	208,541
15-17	330,589	166,907	163,682	353,441	179,963	173,478	324,269	163,636	160,633	311,754	157,892	153,862
6-17	1,452,700	734,269	718,431	1,411,413	712,711	698,702	1,323,348	667,041	656,307	1,241,583	627,382	614,201
Nay Pyi Taw												
6-10	113,743	57,671	56,072	113,482	57,143	56,339	119,780	60,358	59,422	120,543	60,806	59,737
11-14	88,356	44,941	43,415	91,649	46,360	45,289	92,200	46,373	45,827	96,857	48,773	48,084
15-17	61,548	31,077	30,471	69,247	35,169	34,078	68,387	34,386	34,001	71,742	36,024	35,718
6-17	263,647	133,689	129,958	274,378	138,672	135,706	280,367	141,117	139,250	289,142	145,603	143,539

Appendix 2. Household surveys

As noted in Chapter 2 household surveys are important in their own right, but in the absence of population censuses in Myanmar since 1983 they have become even more important. Several household surveys were carried out in this extended intercensal period. A short summary of some of the available survey reports are briefly described here. However, it should be noted that the data from these surveys have only been used as background information in this report.

Population Changes and Fertility Survey (PCFS) 1991

The PCFS for 1991 was based on a national sample of about 193,000 persons living in conventional households. The household questionnaire contained 21 census-type questions of which one was on the educational attainment (in terms of the highest grade passed) of persons aged five and over.

The report of the Survey (Immigration and Manpower Department, 1995) contained one education table showing levels of educational attainment by sex by five-year age groups up to 75 years and over. Higher levels of educational attainment were reported for males than for females, but the magnitude of the difference varied considerably by level of education. The smallest differences were found at the extremes of educational attainment. Only 3.5 per cent of the population aged 15 years and over had entered university, 3.7 per cent of males and 3.4 per cent of females.

Fertility and Reproductive Health Survey (FRHS) 1997

A total of 21,742 households and 16,042 ever-married women aged 15-49 were interviewed. There were two questions on education on the household questionnaire covering school attendance and the highest grade passed asked of persons aged five and over, and the resulting report (Department of Population/UNFPA, 1999) included three tables showing the percentages of total, urban, and rural household populations aged five and over by education level (Tables 2.5-2.7).

The Survey reported that the prevalence of lack of schooling was not very different between males (28.0 per cent) and females (30.8 per cent). Urban-rural differences existed both for females and males. There was also a positive correlation between age and the extent of lack of schooling among both men and women.

An analysis of ever-married women by their level of education and that of their husbands was also presented in Tables 2.8, 2.9, and 2.10. When husbands had at least some schooling, the survey reported that their wives were mostly either of the same education level or lower.

Appendix 2. Household surveys

Fertility and Reproductive Health Survey (FRHS) 2001

The 2001 FRHS was the third in a series of demographic surveys taken periodically (and at, approximately, five-year intervals) from 1991 by the Department of Population to measure trends in demographic and other indicators. A total of 36,808 households and 8,288 ever-married women aged 15-49 years and 4,648 never married women aged 15-34 were interviewed. There were three questions on education in the household questionnaire for persons five years and above. These were:

- Are you attending school?
- What is his/her highest standard passed?
- Literacy.

There were seven tables published in the report (Department of Population/UNFPA, 2003), six on educational attainment and one on literacy showing:

- Percentages of total, urban and rural household population aged five years and over by education level by sex by age (Tables 2.5 to 2.7)
- Educational attainment of ever-married women (Table 2.8)
- Percentage of ever-married women by age by husband's level of education in urban/rural areas (Table 2.9)
- Educational attainment of ever-married women by husband's level of education (Table 2.10)
- Percentage of the population aged five years and over by literacy (Table 2.11).

The Survey reported a gender gap at some levels of education; females aged five and over had a higher proportion completing primary and university education than males, while the reverse was the case among those completing middle and high school education. As expected, the literacy rate was higher in urban than in rural areas. The male literacy rate was about 8 percentage points higher than the female literacy rate.

Fertility and Reproductive Health Survey (FRHS) 2007

A total of 32,416 households and 8,352 ever-married women aged 15-49 years and 6,106 never married women aged 15-34 were interviewed in the subsequent 2007 FRHS. The same three questions on school attendance, attainment and literacy were asked of persons aged five and over.

There were six tables published, all on educational attainment. These were:

- Percentages of total, urban and rural household populations aged five and over by education level by sex by age (Tables 2.5 to 2.7)
- Ever-married women by educational attainment (Table 2.8)
- Percentage of ever-married women by husband's education level by age for urban/rural areas (Table 2.9)
- Education level of ever-married women by husband's education level (Table 2.10).

The Survey reported that the proportions of females who had lower and upper secondary education attainment were lower than that of males. However, females had greater proportions at primary and university education levels (Department of Population, 2009).

Appendix 2. Household surveys

While there were some differences in educational attainment between females and males at older age groups, the gender gap in educational attainment was negligible for younger cohorts. Women in general were married to men with the same education level.

Multiple Indicator Cluster Survey (MICS) 2009-2010

The sample for this survey consisted of 29,250 households, and the resulting report (Ministry of National Planning and Economic Development, and Ministry of Health, 2011) contained nine tables based on eight education-related questions asked on the household questionnaire. These covered:

- Early childhood education (Table ED.1)
- Primary school entry (Table ED.2)
- Primary school net attendance ratio (Table ED.3)
- Secondary school net attendance ratio (Table ED.4)
- Secondary school age children attending primary school (Table ED.4A)
- Grade promotion rate from Grade 1 to Grade 5 (Table ED.5)
- Primary school completion and transition to secondary education (Table ED.6)
- Education gender parity Table (ED.7)
- Young female literacy Table (ED.8).

Literacy was assessed on the ability of women to read a short simple statement. However, women with secondary or higher education were assumed to be literate and were not asked to do the reading test. On the basis of this, the literacy rate for young women (those aged 15-24 years) was 88 per cent. It is interesting to note that only 73 per cent of young women with primary education were literate. Socioeconomic differences were also visible. Among young women in the poorest households, 69 per cent were literate, while among the richest the literacy rate was as high as 97 per cent.

Overall 30 per cent of Myanmar children aged three to four years were attending early childhood education. There was no difference between girls and boys. Urban/rural differences were visible with 39 per cent of children in urban areas attending early childhood education compared to less than half this level (16 per cent) in rural areas.

Integrated Household Living Conditions Survey in Myanmar (IHLCS) 2009-2010

The Ministry of National Planning and Economic Development was responsible for carrying out this survey with support from UNICEF, UNDP and Sida. The sample comprised 18,660 households of which half had been retained from the earlier IHLCS 2004-2005. The household questionnaire contained nine modules covering different aspects of household living conditions, one of which was on education.

There were, in all, five reports from the IHLSC. Three reported on the results covering: Poverty Profile, MDG Data and a Poverty Dynamics Report containing comparisons with the results from the IHLCS 2004-2005. There were also two supplementary reports, a Technical Report (Survey Design and Implementation) and a Quality Report.

Appendix 2. Household surveys

The Report on Poverty Profile (Ministry of National Planning and Economic Development (2011a)) contained six tables on education covering:

- Literacy rates for those aged 15 and over (Table 49)
- Net enrolment rates in primary and secondary schools (Tables 50 and 51)
- Access to primary and secondary schools (Tables 52 and 53)
- Education level of the household head (Table 54).

The MDG Data Report (Ministry of National Planning and Economic Development (2011b)) reviewed the progress on achieving the MDG goals and targets between 2005 and 2010, including Goals 2 and 3 on education (see Section 2.1). Net enrolment rates had, as expected, increased and there were no differences in net enrolment rates between the sexes. Literacy rates had also increased. The ratio of girls to boys, (referred to as the Gender Parity Index), had declined both in primary and secondary schools. However, the decline was not statistically significant.

Labour Force Survey (LFS) 2015

The sample for this 2015 survey (the full title of which is the Myanmar Labour Force, Child Labour and School to Work Transition Survey 2015), which was the first such survey for 25 years, consisted of 23,425 conventional households containing 101,278 persons. Information on literacy and level of education was collected for those persons aged five and over. Information on training received outside the general education system was collected for persons aged 12 and over.

Literacy, together with educational attainment, impacts highly on a person's employment prospects. Moreover, households that do not contain at least one literate member tend to experience poorer living conditions.

In the 2015 report (Ministry of Labour, Employment and Social Security and Central Statistical Organization, 2015) literacy rates are given for persons aged five and over. These rates are, reassuringly, very close to the rates found in the 2014 Census.

The proportion of males attaining higher levels of education is reported to be slightly higher than that of females, while at levels above high school the reverse is the case (see Table 5.1). In addition there are large differences in the levels of educational attainment between urban and rural areas.

The survey also reported on the percentage of persons in the working-age population with a level of education above high school by field of study.

Appendix 3. Wealth Index

A wealth index is a composite measure of a household's cumulative living standard. It is generally calculated using easy-to-collect data on a household's ownership of selected assets, such as televisions and bicycles; materials used for housing construction; and types of water access and sanitation facilities. The 2014 Census did not contain a question on personal or household income. However, information was collected from the responses to a number of questions relating to housing characteristics and the household's assets included in the main Census questionnaire (questions 32-39) that made it possible to construct a wealth index – as a composite measure of a household's cumulative living standard – from the 2014 Census data, and to divide the population into wealth quintiles, that is, five equally-sized groups of people each representing 20 per cent of the population. The first quintile represents the lowest fifth of the population in terms of their wealth status, the second quintile represents the second fifth, and so on. It should be clear that the wealth index is fundamentally different from information on income or consumption, which are direct indicators of absolute poverty. Instead, it is a measure of relative poverty/wealth as it gives the position of a household compared to other households in the country.

The relevant indicator variables derived from the Census were:

- The number of *de facto* household members
- The presence of a live-in domestic worker
- Ownership of household assets (such as a radio, television, mobile phone, access to internet, car etc.)
- Access to basic household amenity services (such as improved sources of drinking water, improved sanitation, electricity supply, and main building construction materials).

The wealth index and quintiles were calculated at the household level. However, for the purposes of the analysis in this report, the wealth index/quintiles of individuals were assigned on the basis of the wealth index score of the household in which they were enumerated.

For further information see Ergo (2016).

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**Thematic Report on Education
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www.dop.gov.mm

or

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