

Myanmar National Curriculum Framework (5th version)

Introduction

1. In the previous education of Myanmar that has progressed from the old monastic education to the current modern education, there has never been a curriculum framework although syllabi, textbooks, teacher's guides, including various teaching methods and assessment approaches, have been designed and used. In recent times, however, endeavouring to upgrade Myanmar education and following the direction of the National Education Law, chapter 7, section 39 (f): Having a nationwide curriculum framework and curriculum standards for every level of basic education, it is necessary to propose and develop a curriculum framework for advanced and sustainable basic education of Myanmar.

Curriculum Framework

2. In the National Education Law (draft), chapter 1, section 2 (n), the meaning of curriculum framework is defined as "**it means the systematic written programs for all fields in formal and non-formal education, which are designed to achieve educational objectives and which include learning outcomes, contents, instructional methods and evaluation**"
3. Writing and implementing a curriculum framework for basic education, in light of the above-mentioned definition, is mainly focused on achieving objectives of the basic education, mentioned in the National Education Law (draft), chapter 2, section 3.

Aims of the Basic Education Curriculum

4. The aims of the basic education curriculum are as follows:

After the completion of basic education, students will be able to:

- (a) Attend the school until the completion of basic education
- (b) Develop "union spirit" and appreciate, maintain, and disseminate languages and literatures, cultures, arts and traditional customs of all national groups,
- (c) Become good citizens with well-developed five strengths including critical thinking skills, communication skills and social skills,
- (d) Apply their civic and democratic in daily lives, and abide by laws.
- (e) Be competent for Myanmar language which is the official language of the Republic of the Union of Myanmar and develop their skills in respective ethnic language and English
- (f) Develop foundational knowledge and skills for higher learning and technical and vocational educations,
- (g) Develop sound body and sportsmanship through participation in physical education activities and school health activities, and apply health knowledge in daily lives,
- (h) Appreciate and maintain natural environment and materialize its sustainability,

- (i) Become global citizens with awareness and appreciation of human diversity and abilities to practice basic knowledge of peace in their daily lives,
- (j) Take pride in being a citizen of the Union of Myanmar,

5. In order to realize the above-mentioned aims, thirteen guiding principles as mentioned in the following need to be employed in the design and development of Basic Education Curriculum in Myanmar.

Guiding Principles for Basic Education Curriculum in Myanmar

Thirteen guiding principles to be employed in the design and development of Basic Education Curriculum in Myanmar are as follows:

(a) All-round, Balanced Development

Students must be nurtured with focus on all-round, balanced development especially in terms of intellectual, physical, social, moral, emotional and aesthetic dimensions.

(b) Good Citizenship

Students must be nurtured to become **good citizens** both at the national level and at the global level.

(c) 21st Century Skills

21st century skills must be developed in order to pave the way for the development of Myanmar society both at the national level and at the global level. Thus, these skills and themes become an integral part of the school curriculum and are to be designed for learning (i) through integrated study in all related areas and (ii) through specialized study as a separate area of learning.

(d) Notion of Completion in Itself

Students must be well developed in terms of necessary knowledge, skills and attitudes as an evidence of **completion in itself** at the end of each level of the three levels of Basic Education, i.e., Primary, Middle and High School levels

(e) Preparation for Higher Learning

Students must have necessary foundational knowledge, skills and attitudes for **higher learning** that can be pursued either in the form of **academic learning or vocational learning**.

(f) Preparation for One's life in Myanmar Society and Modern Economy

Students must have necessary learning experiences as a preparation for their lives in Myanmar Society and getting on well with the modern economy.

(g) Balance in Academic Literacy

A balance in academic literacy is to be achieved through promotion of academic development in both science and arts areas of learning.

(h) Appreciation of All Cultures, Customs and Traditions

Students must be nurtured to develop an **appreciation of all cultures, customs and traditions of all national groups** at the national level and **all other nations** at the global level.

(i) Medium of Instruction

Either of Myanmar and English languages or both can be used as the medium of instruction. If necessary in the basic education level, an ethnic language can be used as the medium of instruction together with Myanmar language. (National Education Law section 43)

(j) Languages of National Groups

According to the National Education Law, chapter 8, section 44 (In Regions or States, the teaching of ethnic languages and literature can be implemented by the Regional or State governments, starting from the primary level and step by step extending it to higher grades), textbooks for teaching ethnic language must be prepared by responsible personnel in respective States/Regions. These national language textbooks need to be approved by the Basic Education Curriculum Committee. Decisions regarding how to and when to use these national language textbooks are to be made by the respective States/Regions.

(k) Service to Family, School, Community and Society

Students must have necessary opportunities to develop the notion of **service to family, school, community and society**.

(l) Peaceful Coexistence and Living in Harmony

The notion of **Peaceful Coexistence and Living in Harmony and Conflict Resolution Skills** must be developed in students at all levels of society - community, national and global.

(m) Promoting Equality

The curriculum, textbooks and other teaching learning materials must be one that promotes students' learning equally. Despite there are any differences in gender, race, language, and economic status, equal learning environment should be provided.

The levels and grades of the Basic Education

7. In the National Education Law, chapter 5, section 16, 18 and 19, the level of basic education will be designated as follows:

Section 16 (a) Basic education is divided into the following three levels having led to 12 year of totally educational terms after the completion of kindergarten,

i. Primary education,

ii. Middle school education,

iii. High school education,

- a. Kindergarten shall be regarded as the basic level of primary education,
 - b. In order to complete one of the levels of education listed in sub-section (a), the competency of educational level shall be assessed.
18. a. Children who have attained the age of five years shall enter kindergarten.
- b. Children who have attained the age of six years shall enter the first grade of primary school.
19. English shall be taught starting from the primary level.

The Curriculum structures of Basic Education

8. The Curriculum Structures of Basic Education will be formed as follows:

- (a) Kindergarten Education Curriculum Framework
- (b) Primary Education Curriculum Framework
- (c) Middle School Education Curriculum Framework
- (d) High School Education Curriculum Framework

Kindergarten Education Curriculum Structure

9. Aims of kindergarten education are as follows:

- (a) To be self-directed, independent, have a strong sense of being,
- (b) To be happy, healthy, and well-nourished,
- (c) To be wishing to explore further reading, writing, mathematical and knowledge activities, and
- (d) To be contributing to the well-being of the group

10. Curriculum Structure: In order to implement kindergarten education, the curriculum structure is formed with the following six learning areas according to the students' age and developmental stage.

- (a) Wellbeing
- (b) Moral, Social and Emotional Development
- (c) Communication
- (d) Appreciation of the Arts and Creativity
- (e) Exploring Mathematics
- (f) Knowledge and Understanding of the World

11. Detailed learning outcomes for each learning area will be designated and a plan is made in the form of a written activity guide which helps students achieve those outcomes. There are four instructional hours per day, 20 hours per week and 32 weeks per year in kindergarten school year, and the total of instructional hours per year is 640.

12. Teaching Learning Approaches

Depending on the different levels of intelligence, various ways of learning, integrated methods and approaches that can enable children to participate actively should be used. Learning activities should be prepared in consideration of learning contents and children's needs and interests, which can promote to create better environment for learning, which is known as Child Centered Approach (CCA).

13. Assessment

There are no traditional formal written tests or examinations. Assessment is a continuous planned process of identifying, gathering and interpreting information about the development and learning of young children. Teachers must keep the records for that and use the information to enhance their development and learning through planned activities.

Primary Education Curriculum Framework

14. Aims of primary education are as follows:

- (a) To demonstrate achievement of age-appropriate, balanced, all-round development, i.e., intellectually, physically, socially, morally, socially and economically,
- (b) To demonstrate basic mastery of four skills of Myanmar language (listening, speaking, reading and writing skills) and to apply them in daily life according to the age-level,
- (c) To demonstrate basic mastery of four skills (listening, speaking, reading and writing skills) of an ethnic language designated in each State and Region and to apply them in their daily life,
- (d) To develop the foundation of four skills of English language (listening, speaking, reading and writing skills) according to the age level,
- (e) To skillfully perform basic mathematical calculations in daily life application,
- (f) To make scientific exploration about natural phenomena in one's environment and apply the acquired basic science knowledge and skills in daily-life,
- (g) To understand geographical facts, situation and historical events of Myanmar and develop desirable dispositions such as love of, and loyalty to the Republic of the Union of Myanmar,
- (h) To develop basic knowledge, skills, attitudes, aesthetic appreciation, and behavior which are assumed to be the basic characteristics of a good citizen, and
- (i) To develop a sound mind and in a sound body as a result of participation in physical activities and application of health-related knowledge and attitude in daily life situations

15. Curriculum Structure

The primary curriculum consists of 10 learning areas. They are Myanmar, English, Mathematics, Science, Social Studies, Physical Education, Life Skills, Aesthetics, Moral and Civics and Local Curriculum.

16. Primary school year consists of 36 weeks and the total of teaching hours per year is between 840 and 960. As for the lower primary level that is from grade 1 to grade 3, one period is 40 minutes, and 7 periods per day which is 4 hours 40 minutes. The total of teaching hours per year is 840 hours. As for the upper primary level that is grade 4 and grade 5, one period is 40 minutes, and 8 periods per day which is 5 hours 20 minutes. The total number of teaching hours per year is 960 hrs. The learning area and allocation of periods are shown in table 1

Learning area	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Periods per week	Total hours per week	Total hours per year	Periods per week	Total hours per week	Total hours per year	Periods per week	Total hours per week	Total hours per year	Periods per week	Total hours per week	Total hours per year	Periods per week	Total hours per week	Total hours per year
Myanmar	8	5 hrs 20 mins	192	8	5 hrs 20 mins	192	8	5 hrs 20 mins	192	7	4 hrs 40 mins	168	7	4 hrs 40 mins	168
English	3	2 hrs	72	3	2 hrs	72	3	2 hrs	72	5	3 hrs 20	120	5	3 hrs 20	120
Maths	7	4 hrs 40 mins	168	7	4 hrs 40 mins	168	7	4 hrs 40 mins	168	6	4 hrs	144	6	4 hrs	144
Science	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48	3	2 hrs	72	3	2 hrs	72
Social Studies	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48	3	2 hrs	72	3	2 hrs	72
Physical Education	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48	3	2 hrs	72	3	2 hrs	72
Life Skills	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48	3	2 hrs	72	3	2 hrs	72
Aesthetic	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48
Moral and Civics	2	1 hr 20 mins	48	2	1 hr 20 mins	48	2	1 hr 20 mins	48	3	2 hrs	72	3	2 hrs	72
Total	30	20 hrs	720	30	20 hrs	720	30	20 hrs	720	35	23 hrs 20 mins	840	35	23 hrs 20 mins	840
Local curriculum	There must not be more than 5 periods per week, 120 hrs per year.									<ul style="list-style-type: none"> • Ethnic languages • Their histories, traditions and cultures • Local business situation • Agricultural businesses • Basic computer • Above-mentioned subjects are planned to be taught in accordance with the local needs. 					
Total period	Total teaching hours for lower primary level (840)									Total teaching hours for upper primary level (960)					
Activities for practical development of education	There must not be more than 60 hours per year for 'School Council activities' performed outside school hours and 'Interest Group activities'. There must not be more than 900 hours per year for lower primary level and 1020 hours per year for upper primary level.														

Table (1) learning area and period allocation at the primary level of Basic Education

17. Local Curriculum

Local Curriculum is a period that individual states/regions, townships or schools can decide in consideration of their local educational needs. Arrangements are made to teach the local curriculum either across the subjects or within individual subjects. The main contents dealt in as local curriculum are learning ethnic languages, their own histories and traditional cultures, local business situation, agriculture businesses and basic computer. The local curriculum must choose and teach contents most suitable for the local needs. As the local curriculum is not developed by the Union Government, but by local governments in consideration of the local needs, it should be approved by individual state/regional governments.

18. In choosing and teaching local contents, it should be given not more than 5 periods per week and 120 hours per year.

19. The development of the Local Curriculum including contents, textbooks, teaching and learning materials, pedagogical approaches, evaluation and so on must be taken responsibility by states/region governments.

20. Teaching learning approaches

In utilizing effective teaching learning methods, including Child Centered Approach, children will become competent as long as the following methods can be implemented.

- (a) Create a supportive learning environment
- (b) Encourage reflective thought and action
- (c) Enhance the relevance of new learning
- (d) Facilitate shared learning
- (e) Make connections to prior learning and experience
- (f) Provide sufficient opportunities to learn
- (g) Inquire into the teaching-learning relationship

21. Assessment

The assessment on the achievements of primary students can be implemented in the following four steps.

(a) Classroom-level assessment

In the classroom-level assessment, formative assessment is applied by using written exams, giving homework, or observing activities at the end of each lesson.

(b) School-level assessment

First and second term-tests and a year-end exam are conducted for each grade as the school-level assessment. Depending on the results of these three tests as well as the classroom-level assessment, students will be promoted to the following grade.

(c) Assessment at the completion of each basic education level

Assessments at the completion of each basic education level are conducted yearly by using a written exam at local level. The exam at the completion of primary education, which assesses how much

students achieved objectives of the primary education, is conducted at district or township levels. Students who passed this exam are awarded a primary education completion certificate and allowed to progress to the secondary education. Students who failed the exam should take remedial courses for failed subjects at respective schools and should sit for the exam again.

(d) National level assessment

In the end of Grade 3 at the primary level of basic education, students' achievement over the main learning areas is assessed regularly every year or every other year as the national level assessment in order to identify the sample status of students' achievement.

22. The results of assessment should be feedbacked to students and used for giving remedial teaching in necessary areas in order to make students more competent. Moreover, they should be used for improvement of teachers' teaching approaches and strategies.
23. In response to requests by lower competent students according to results of the assessment, individual schools can arrange remedial teaching for necessary learning areas by using extra periods, time after school, or holidays.

Middle School Education Curriculum Framework

24. Aims of middle school education are as follows:

- (a) To achieve age-appropriate, balanced, all-round development of five strengths, i.e., intellectually, physically, morally, socially and economically,
- (b) To achieve mastery of four language skills and foundational knowledge of Myanmar language and apply them in daily life situations,
- (c) To appreciate languages, cultures and customs of all national groups in Myanmar,
- (d) To achieve foundational knowledge of four skills of English language (listening, speaking, reading and writing) and apply them for social relations and for further learning
- (e) To achieve mastery of necessary knowledge and skills, and development of attitudes especially in well-defined areas of learning for middle school level,
- (f) To achieve necessary foundational knowledge, skills and attitudes as a preparation for academic or vocational learning,
- (g) To develop basic knowledge, skills, attitudes, aesthetic appreciation, and behavior which are assumed to be the basic characteristics of a good citizen, and
- (h) To develop a sound mind and in a sound body as a result of participation in physical activities and application of health-related knowledge and attitude in daily life situations
- (i) To take pride in being a citizen of the Union of Myanmar,

25. Curriculum Structure

The middle school education curriculum includes eleven main learning areas. The main compulsory learning areas are Myanmar, English, Mathematics, Science, Social Studies (Geography), Social Studies (History), Lifeskills, Physical Education, Moral and Civics, Aesthetics (Music and Art), and Local Curriculum (Job O and Personal Development). The total teaching hours is 40 periods per week. Especially, 21st century skills are taught either in relevant subjects or through teaching several units across the subjects. Some 21st century skills should be considered carefully depending on local conditions. For example, basic information and communication technology, computer skills, etc., must be considered its appropriateness to the environment where children live.

26. In the middle school year there are 36 weeks and a total of 1080 instructional hours per year. One instructional hour is 45 minutes and there are eight periods in a school day which is equivalent to 6 hours in total. The learning areas and time allotment are shown in table 2.

Table 2. Learning Area and Time Allotment at the middle level of basic education

Middle school learning areas	Periods per week	Total hours per week	Total hours per year	21 st Century Skills and Vocationally Relevant Skills -showing key linkages to learning areas
Myanmar	5	3 hrs 45 mins	135 hrs	Teaching of the 21 st century skills are arranged either by integrating it in relevant subjects in the curriculum or by including some contents as separate units in relevant learning areas
English	6	4 hrs 30 mins	162 hrs	
Mathematics	6	4 hrs 30 mins	162 hrs	
Science	5	3 hrs 45 mins	135 hrs	
Social Study (Geography)	3	2 hrs 15 mins	81 hrs	
Social Study (History)	3	2 hrs 15 mins	81 hrs	
Life Skills	2	1 hr 30 mins	54 hrs	
Physical Education	2	1 hr 30 mins	54 hrs	
Moral and Civics	2	1 hr 30 mins	54 hrs	
Aesthetics (Music and Art)	2	1 hr 30 mins	54 hrs	
Total	36	27 hrs	972 hrs	
Local Curriculum (Employability and Personal Development)	Period per week (4) periods, No more than (108) hours per year			<ul style="list-style-type: none"> • Ethnic language and culture • Career skills • Basic computer skills • Basic information and communication technology • Agriculture • Home management skills <p>Teaching these skills are planned according to the local needs</p>
Total instructional hours	A total of 1080 instructional hours per year for the middle school level			
Practical Educational Development Activities	There must not be more than 60 hours per year for 'School Council activities' performed outside school hours and 'Interest Group activities'.			
There must be no more than 1140 hours per year for the middle school education.				

27. Local Curriculum

Local Curriculum is a period that individual states/divisions, townships or schools can decide in consideration of their local educational needs. In implementing local curriculum, some contents are taught across the subjects while other contents are taught in individual subject. The main contents dealt in local curriculum are ethnic languages, their histories and traditional cultures, local economic condition, agricultural businesses, basic information and communication technology, and basic computer skills. The contents most suitable for the local needs are to be chosen.

28. In deciding local contents, it should be given not more than 4 periods per week and 180 hours per year.
29. The development of the Local Curriculum including contents, textbooks, teaching and learning materials, pedagogical approaches, evaluation and so on must be taken responsibility by State or Regional governments.

30. Teaching Learning Approaches

A **competency-based** approach to teaching and learning will be introduced into middle school teaching and learning, as the new secondary curriculum is introduced grade by grade in the period. Teachers will be selective in their use of a variety of teaching methods as appropriate to each subject and lesson. Teachers should be well prepared with lesson plans that describe the intended objectives and outcomes for each lesson. Each lesson will provide continuity, building on students' prior learning.

31. Assessment

Assessment in middle school grades will include both formative and summative assessment. Formative assessment will enable teachers and students to monitor and improve their learning achievement by identifying areas of strength and weakness. Summative assessment will enable teachers and students to evaluate their achievement at the end of an instructional period. The assessment on the achievements of middle school students will be made in the following four steps.

1. Classroom-level assessment

In the classroom-level assessment, formative assessment is applied by a written exam, giving homework, or observing activities at the end of each lesson.

2. School-level assessment

First and second term-tests and a year-end exam are conducted for each grade as the school-level assessment. Depending on the results of these three tests as well as the classroom-level assessment, students will be promoted to the following grade.

3. Assessment at the completion of each basic education level

Assessments at the completion of the middle school level of basic education are conducted yearly by using a written exam at local level. The exam at the completion of middle school education, which assesses how much students achieved objectives of the middle school education, is conducted at

regional/state levels. The graduates are awarded the middle school completion certificate which allows them to progress to high school education. Students who failed the exam should take remedial courses for their failed subject at the respective schools and re-sit for that subject in the next supplementary examination cycle.

4. National level assessment

In the end of Grade 7 at the middle school level of basic education, students' achievement over the main learning areas is assessed regularly every year or every other year as the national level assessment in order to identify the sample status of students' achievement.

32. The results of assessment should be feedbacked to students and used for giving remedial teaching in necessary areas in order to make students competent. Moreover, they should be used for improvement of teachers' teaching approaches and strategies.
33. In response to requests by **lower competent students** according to results of the assessment, individual schools can arrange remedial teaching for necessary learning areas by using extra periods, time after school, or holidays.

High School Education Curriculum Framework

34. Aims of High School Education are as follows:

- (a) To achieve age-appropriate, balanced, all-round development of five strengths, i.e., intellectually, physically, morally, socially and economically,
- (b) To appreciate languages, cultures and customs of all national groups in Myanmar,
- (c) To achieve development of necessary knowledge, skills and attitudes especially in well-defined areas of learning for high school level,
- (d) To achieve necessary applicable knowledge, skills and attitudes as a preparation for higher education as well as vocational learning,
- (e) To develop basic knowledge, skills, attitudes, aesthetic appreciation, and behaviour which are assumed to be the basic characteristics of a good citizen, and which are supportive to democracy and civic practices,
- (f) To develop a sound mind and in a sound body as a result of participation in physical activities and application of health-related knowledge and attitude in daily life situations
- (g) To develop necessary knowledge, skills and attitudes as an evidence of completion in itself at the end of basic education,
- (h) To take pride in being a citizen of the Union of Myanmar,

35. Curriculum Structure

A high school year has 36 weeks and a total of 1080 instructional hours. One instructional hour is 45 minutes and there are 8 periods per day which is equivalent to 6 hours.

36. Science Stream

Among the twelve core areas of learning, eleven of the areas of learning in G10 and 11 are the same as those studied in middle school. The six common core areas of learning, i.e. Myanmar, English, Mathematics, Physics, Chemistry and Biology are allocated five periods per week in Grade 10 and Grade 11 and six periods per week in Grade 12. The remaining five learning areas are studied eight periods per week in Grade 10 and Grade 11 and except basic information and communication technology which is taught two periods per week, five learning areas are reduced in G12. One arts-based elective which can be selected from geography, history or economics, is studied for two periods per week. The social studies subjects have a country and regional focus in grade 10 and 11 broadening to a global world focus in grade 12.

37. The high school science curriculum consists of 11 areas of learning studied by all students, plus three arts-based social studies electives of which students select one. The learning areas and time allotment are shown in table 3.

Table 3. Learning Areas and Time Allotment in the High School Education (Science Stream)

High school learning areas	G10 - 11			G 12			21 st Century Skills and Vocationally Relevant Skills -showing key linkages to learning areas
	Period per week	Total hours per week	Total hours per year	Period per week	Total hours per week	Total hours per year	
Science Stream							
Myanmar	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
English	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
Mathematics	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
Physics	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
Chemistry	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
Biology	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
Life Skills	1	45 mins	27	-	-	-	Teaching of the 21 st century skills are arranged either by integrating it in relevant subjects in the curriculum or by including some contents as separate
Physical Education	1	45 mins	27	-	-	-	
Aesthetics (Music and Art)	1	45 mins	27	-	-	-	
Moral and Civics	1	45 mins	27	-	-	-	
Elective (to select one)							
Social Studies (Geography)	2	1 hr 30 mins	54				

Social Studies (People, Places and Environment)				2	1 hr 30 mins	54	units in relevant learning areas			
Social Studies (History, Myanmar and World)	2	1 hr 30 mins	54							
Social Studies (Global Development)				2	1 hr 30 mins	54				
Social Studies (Economics)	2	1 hr 30 mins	54							
Social Studies (Global Economy)				2	1 hr 30 mins	54				
Total	36	27 hrs	972	38	28 hrs 30 mins	1026				
Local Curriculum (Employability and Personal Development)	4 instructional hours per week, There must be no more than 108 instructional hours per year.			Basic Information and communication technology, 2 instructional hours per week, 54 instructional hours per year			<ul style="list-style-type: none"> • Ethnic language and culture • Career skills • Basic computer skills • Basic information and communication technology • Agriculture • Home management skills <p>Above-mentioned subjects are planned to be taught in accordance with the local needs in Grade 10 and Grade 11.</p>			
Total instructional hours	A total of 1080 instructional hours for high school level									
Practical Education Development Activities	There must not be more than 60 hours per year for 'School Council activities' performed outside school hours and 'Interest Group activities'.									
	There must be no more than 1140 hours per year for the high school education (Science Stream)									

38. Arts Stream

Among the twelve core areas of learning, eleven of the areas of learning in G10 and 11 are the same as those studied in middle school. Six common core learning areas, i.e. **Myanmar, English, Mathematics, Social Studies (Geography), Social Studies (History) and Social Studies (Economics)** are allocated five periods per week in grade 10 and 11, and six periods per week in grade 12. The other five learning areas are studied for a total of eight periods per week in grade 10 and 11, and except Information, Media and Technology which is taught two periods per week. The social studies subjects have a country and regional focus in grade 10 and 11 broadening to a global world focus in grade 12. One science-based elective which can be selected from Physical Science (Integrated Physics and Chemistry), Biological Science (Integrated Biology and Chemistry) or Optional Myanmar, is studied for two periods per week.

39. The high school arts curriculum consists of 12 common areas of learning studied by all students, plus three science-based electives of which students select one. The learning areas and time allotment are shown in table 4.

Table 4. Learning Areas and Time Allotment in the High School Education (Arts Stream)

High school learning areas	G10 - 11			G 12			21 st Century Skills and Vocationally Relevant Skills -showing key linkages to learning areas
	Period per week	Total hours per week	Total hours per year	Period per week	Total hours per week	Total hours per year	
Arts Stream							
Myanmar	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
English	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
Business Mathematics	5	3 hrs 45 mins	135	6	4 hrs 30 mins	162	
Social Studies (Geography)	5	3 hrs 45 mins	135				
Social Studies (People, Places and Environment)				6	4 hrs 30 mins	162	
Social Studies (History, Myanmar and World)	5	3 hrs 45 mins	135				
Social Studies (Global Development)				6	4 hrs 30 mins	162	
Social Studies (Economics)	5	3 hrs 45 mins	135	-	-	-	
Social Studies (Global)				6	4 hrs 30 mins	162	

Teaching of the 21st century skills are arranged either by integrating it in relevant subjects in the curriculum or by including some contents as separate units in relevant learning areas

Economy)										
Life Skills	1	45 mins	27	-	-	-				
Physical Education	1	45 mins	27	-	-	-				
Aesthetics (Music and Art)	1	45 mins	27	-	-	-				
Moral and Civics	1	45 mins	27	-	-	-				
To select one elective										
Physics (integrated Physics and Chemistry)	2	1 hr 30 mins	54	2	1 hr 30 mins	54				
Biology (integrated Biology and Chemistry)	2	1 hr 30 mins	54	2	1 hr 30 mins	54				
Optional Myanmar	2	1 hr 30 mins	54	2	1 hr 30 mins	54				
Total	36	27 hrs	972	38	27 hrs	1026				
Local Curriculum (Employability and Personal Development)	4 instructional hours per week, There must be no more than 108 instructional hours per year.			Basic Information and communication technology, 2 instructional hours per week, 54 instructional hours per year			<ul style="list-style-type: none"> • Ethnic language and culture • Career skills • Basic computer skills • Basic information and communication technology • Agriculture • Home management skills <p>Above-mentioned subjects are planned to be taught in accordance with the local needs in Grade 10 and Grade 11.</p>			
Total instructional hours	A total of 1080 instructional hours for high school level									
Practical Education Development Activities	There must not be more than 60 hours per year for 'School Council activities' performed outside school hours and 'Interest Group activities'.									
There must be no more than 1140 hours per year for the high school education (Arts Stream)										

40. Local Curriculum

Local Curriculum is a period that individual states/regions, townships or schools can decide in consideration of their local educational needs. In implementing local curriculum, some contents are taught across the subjects while other contents are taught in individual subjects. The main contents dealt in the local curriculum are ethnic languages, their histories and traditional cultures, local economic condition, agricultural businesses, basic information and communication technology, and basic computer skills. The contents most suitable for the local needs are to be chosen for teaching learning.

41. In arranging so, the local curriculum should be given not more than 4 periods per week and 180 hours per year for G10 and 11, and not more than 2 periods per week and 54 periods per year for G12.

42. The development of the Local Curriculum including contents, textbooks, teaching and learning materials, pedagogical approaches, evaluation and so on must be taken responsibility by State or Regional governments.

43. Teaching Learning Approaches

A **competency-based** approach to teaching and learning will be introduced into middle school teaching and learning, as the new secondary curriculum is introduced grade by grade in the period. Teachers will be selective in their use of a variety of teaching methods as appropriate to each subject and lesson. Teachers should be well prepared with lesson plans that describe the intended objectives and outcomes for each lesson. Each lesson will provide continuity, building on students' prior learning.

44. Assessment

Assessment in high school grades will include both formative and summative assessment. Formative assessment will enable teachers and students to monitor and improve their learning achievement by identifying areas of strength and weakness. Summative assessment will enable teachers and students to evaluate their achievement at the end of an instructional period. The assessment on the achievements of middle school students will be made in the following four steps.

(a) Classroom-level assessment

In the classroom-level assessment, formative assessment is applied by using a written exam, giving homework, or observing activities at the end of each lesson.

(b) School-level assessment

First and second term-tests and a year-end exam are conducted for each grade as the school-level assessment. Depending on the results of these three tests as well as the classroom-level assessment, students will be promoted to the following grade.

(c) Assessment at the completion of each basic education level

Assessments at the completion of the high school level of basic education are conducted yearly by using a written exam held at central level. The exam at the completion of high school education which assesses how much students achieved objectives of the high school education is conducted at the Central level (**translator's note; board of examination is omitted**). The graduates will be awarded the

high school completion certificate which can be used for entrance to university and TVET courses with additional entrance requirements to be determined by each institution and ministry. The High School Completion Certificate will also provide high school graduates with a recognized record of individual student achievement and competencies for prospective employers. Students who fail a subject may re-sit that subject in the next supplementary examination cycle.

(d) National level assessment

In the end of Grade 11 at the high school level of basic education, students' achievement over the main learning areas is assessed regularly every year or every other year at the national level assessment in order to identify the sample status of students' achievement.

45. The results of assessment should be feedbacked to students and used for giving remedial teaching in necessary areas in order to make students competent. Moreover, they should be used for improvement of teachers' teaching approaches and strategies.
46. In response to requests by **lower competent students** according to results of the assessment, individual schools can arrange remedial teaching for necessary learning areas by using extra periods, time after school, or holidays.

Conclusion

As this basic education Curriculum Framework is developed aiming for meeting the country's requirements and for acquiring international standards, it is stressed that the education standard of the basic education is high and sustained well only if the implementation is done systematically as described in the curriculum framework.