

Regional Conference on Community Learning Centres
31 August to 3 September 2011, Bangkok, Thailand

Myanmar Country Report

1. Establishment and expansion of CLCs in the country

1.1. National policies and strategies of CLCs

The vision on education of Myanmar is “To create an education system that can generate a learning society capable of facing the challenges of the knowledge age”. Myanmar also sets up a motto on education “Building a Modern-development nation through Education”.

Myanmar is driving its efforts to provide education opportunities for its people. In the new constitution adopted in 2008, the commitment of fulfilling the rights to access free and compulsory education for the citizens is clearly expressed. Moreover, existing laws such as 1973 Basic Education Law also affirms the right to education for all citizens in Myanmar. One of the objectives of Basic Education stated in the law is “to enable every citizens of the Union of Myanmar to become a physical or mental worker well-equipped with Basic Education, good health and moral character”. The Myanmar Child Law promulgated in 1993 also states that every child shall have opportunities of acquiring education.

Under the guidance of education policy, a 30-year Long Term Education Development Plan has been developed and implemented since 2001. One of the programmes of the plan is “Expansion of Non-Formal Education”. At one hand, a plan for the implementation of Education for All (EFA) activities has also been developed in 1996 and the Education for All National Action Plan has been developed in 2003 including Non-Formal Education as a crucial part.

The NFE programmes in Myanmar consist of Basic Literacy programme and Continuing Education programmes. To provide NFE to the people all over the country, CLCs become as the institutes.

The concept of CLC, “for them, by them, with them”, is mainly applied as the strategy of CLCs. Other strategies of CLCs are-

(a) to expand CLCs all over the country,

- (b) to provide Basic literacy through CLCs,
- (c) to provide Continuing Education through CLCs, and
- (d) to use formal school buildings as CLCs after school time.

1.2. Objectives and target groups of CLCs

In brief, the objective of CLCs is to implement NFE programmes.

Besides this objective, CLCs aim at:-

- (a) to provide learning opportunities to the people,
- (b) to provide the people informations they need,
- (c) to carry out human resource development, and
- (d) to cooperate the people with the supporting agencies.

CLCs are for all people, particular target groups are neo-literates, semi-literates and droupouts both male and female of rural communities.

1.3. Number of CLCs

Year : 2011

CLC		Learning/NFE Centre (multi learning programme)		Adult Literacy Centre (only literacy)	
Gonvrenment	NGO/others	Gonvrenment	NGO/others	Gonvrenment	NGO/others
2742					

1.4. Types of activities taking places at CLC

SR No.	Lesson, Training, Activities at CLC	Please tick
1	Literacy	✓
2	Post Literacy	✓
3	Non formal Basic Education	✓
4	Technical, Vocational, Income generation	✓
5	Early Childhood Care and Education	✓
6	Equivalency Programme (Primary)	✓
7	Equivalency Programme (Lower/junior secondary)	-
8	Equivalency Programme (Secondary)	-
9	Community dialogue and meeting	✓
10	Others	

2. Quality Assurance of programme delivery and learning achievement

2.1. Quality Assurance System for CLC programme? Literacy programme delivery, M&E system, minimum standards, accreditation)

Myanmar, CLCs are under the guidance of the Department of Myanmar Education Research Bureau(DMERB), the focal institution of NFE and local authorities. To assure CLC programmes, seminars, trainings, and follow-up workshops are conducted for all CLC Management Committee members and facilitators. Township Education Officers(TEOs) are responsible to supervise all CLC programmes.

Basic Literacy Programmes(BLPs) are implemented by the local education authorities. Basic Education teachers serve as trainers and facilitators. Teaching methods for BLP facilitators are trained by the experts from DMERB. The learners are recognized as the literates when they successfully complete in learning Basic Literacy Packages (Myanmar and Mathematics) including reading, writing and numeracy published by DMERB.

For Continuing Education Programmes, Myanmar is implementing four CE programmes: Post Literacy Programme, Income Generation Programme, Equivalency Programme(Non-Formal Primary Education) and Better Life Programme. Basic Education teachers are serving as CLC facilitators for all programmes except Income Generation programmes. Rented experts are responsible for respective Income Generation programmes. Among them, accreditation system is established only for Income Generation Programme and Equivalency Programme(Non-Formal Primary Education).

2.2. Quality Assurance/ Certification system to assess learning achievements (minimum standards/ benchmarks)

BLP courses are conducted during summer holidays. The programmes are carried out as “ Learning Circles “ and usually take place at the CLCs. They take 90 to 120 learning hours. The learners are evaluated during and after the course by oral tests, reading, copying words and sentences, dictations, answering short questions and solving Arithmetical sums used in daily life. Learners are assessed by the External examiner, the member of township basic literacy supervision committee and the achievers are recognized as the literates.

In accordance with the Supervision and technical assistance of DMERB, and CEs are implemented, monitored and evaluated by the rules and regulations laid down by DMERB.

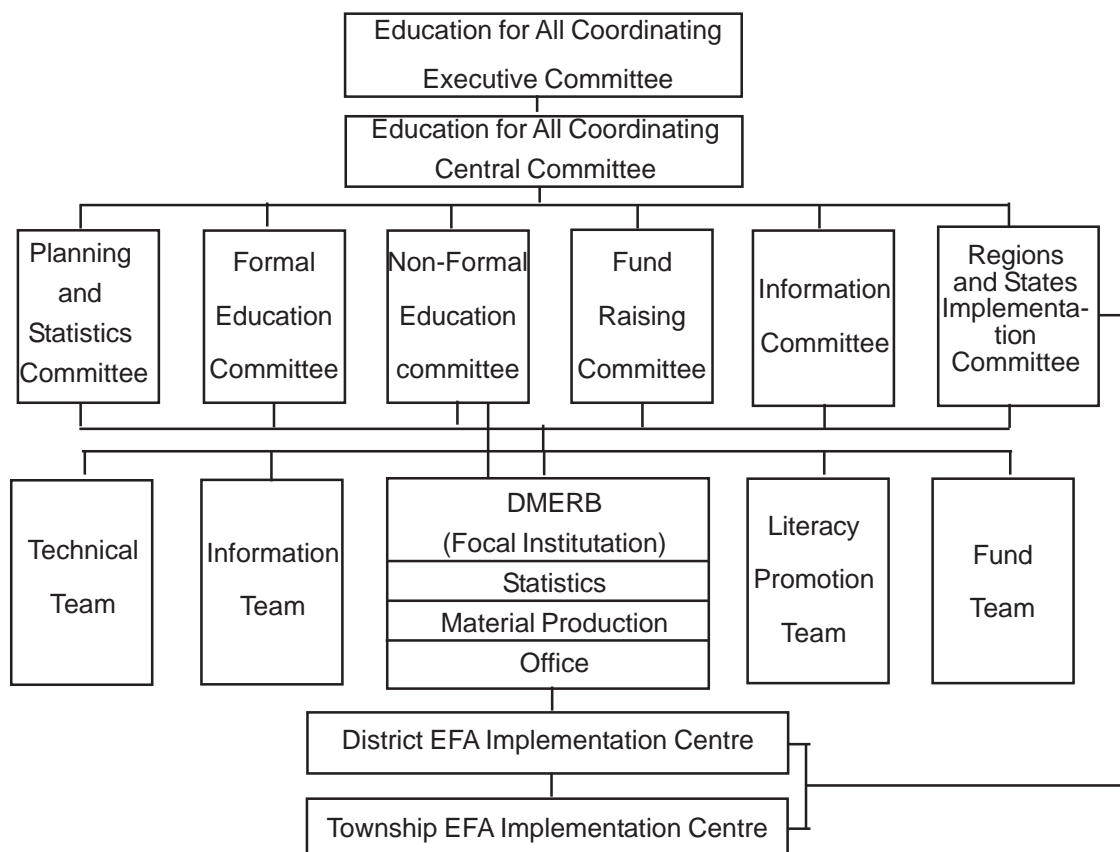
The IGPs are usually provided by the experts from the GOs and NGOs at the CLCs. The trainers usually assess the achievement of the learners and award the certificate. The minimum standard is determined by the trainer.

EP (Non-Formal Primary Education-NFPE) programme is evaluated by the Technical Team of the NFPE Central Management Committee. The duration depends on the age of the learners of out-of-school children from 10 to 14. The programme includes two levels: level(1) is equivalent to lower primary and level(2) is equivalent to upper primary.

3. Decentralization and management of CLC

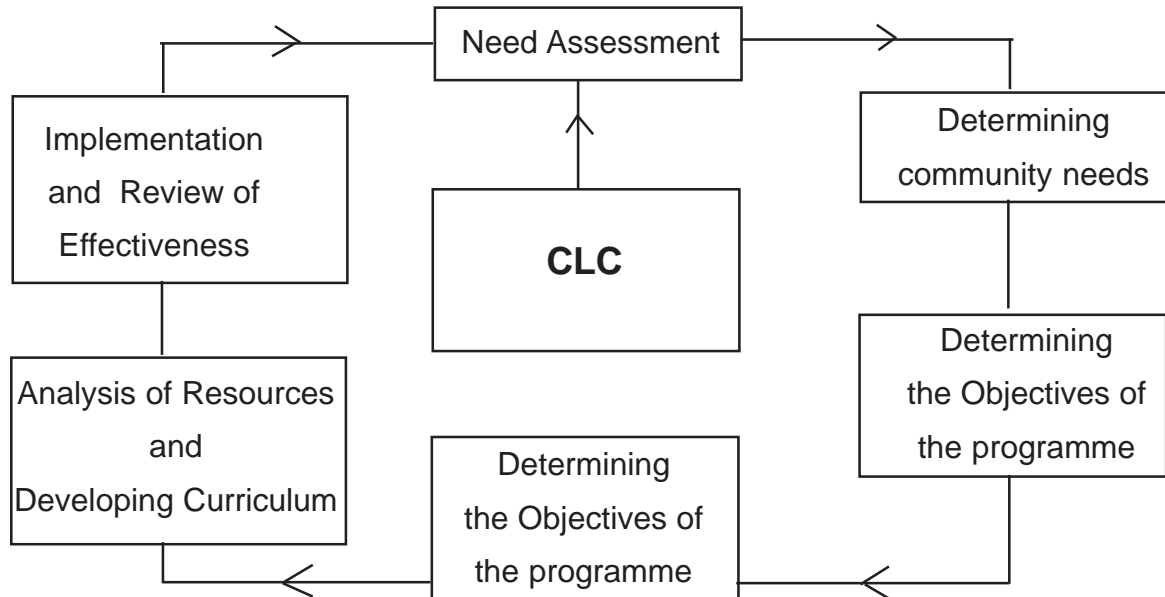
In Myanmar, CLCs are established on the basis of “ for them, by them, with them” concept. CLCs can be used as life long learning centres, IGP training centres, and centres for religious, social and cultural affairs. These CLCs are established and managed by the local residents.

3.1. Organization Chart from the Ministry/ district government to CLC



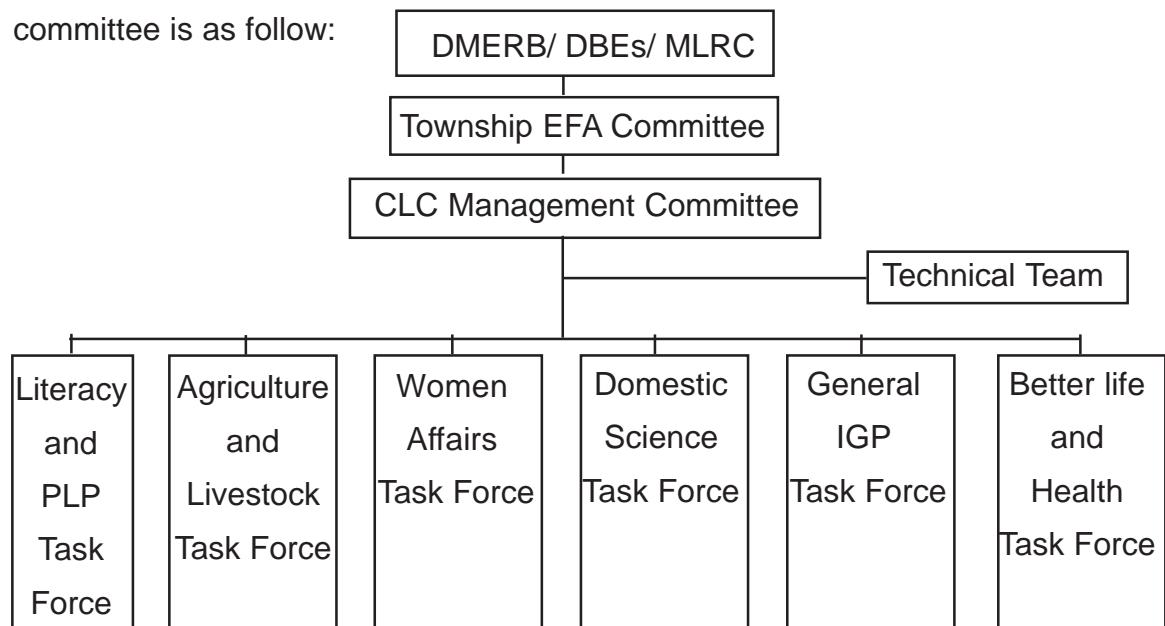
3.2. Decentralization of programme delivery and curriculum development

To deliver CE programmes except NFPE programme, CLCs have to develop their own curricula. all curricula consist of 60% of the core curriculum and 40% of local curriculum based on the community needs. The following diagram shows how to develop a local curriculum:



3.3. Management of CLCs

A CLC is managed by the CLC management committee in which the members are local residents. Among them, at least one third of the members are women and girls. The committee is responsible for planning, implementation, monitoring and evaluation of all CLC programmes. The organization of the CLC management committee is as follow:



4. ICT and NFE

4.1. Cases: Use of ICT to improve CLC management, monitoring and its delivery

ICT is widely used to improve NFE programmes. Since 2003, the capacity building training for NFE personnels has been carried out by electronic data broadcasting system. It includes 37 modules about literacy and continuing education through CLCs. Now these modules are recorded in CD and distributed to conduct follow up training workshops at township level.

4.2. Cases: Use of ICT to improve learning of learners

The Department of Myanmar Education Research Bureau produced NFE learning materials in the form of both printed and electronic media. The NFE programmes are also broadcast on MRTV and Myawady Television. Video tapes, DVD and VCD are also distributed to the CLCs. Learners can easily access both knowledge and skills from these learning materials.

5. Literacy Survey and Assessment

5.1. Literacy Survey and Assessment at regular intervals

Before 1988, literacy survey was based on national census in Myanmar. Now literacy survey was based on the annually conducted literacy courses. Yearly, before conducting literacy courses, community members are assessed whether literate or not by local education authorities using reading cards.

5.2. Literacy Survey and Assessment at ad-hoc base

It is based on only annually conducted literacy courses.

6. Issues and challenges

Inadequacy of permanent staff is one of the critical issue to run CLC activities. The teachers from Formal Education are serving as volunteer facilitators. They cannot entirely devote in NFE programmes due to their FE duties. There is no separate department for NFE, and only a section of DMERB is carrying out for NFE programmes. Lack of public awareness is another issue. Funding and physical facilities are as well.