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RESOURCE PERSON'S PAPER

LIFELONG LEARNING FOR ALL THROUGH CLCs

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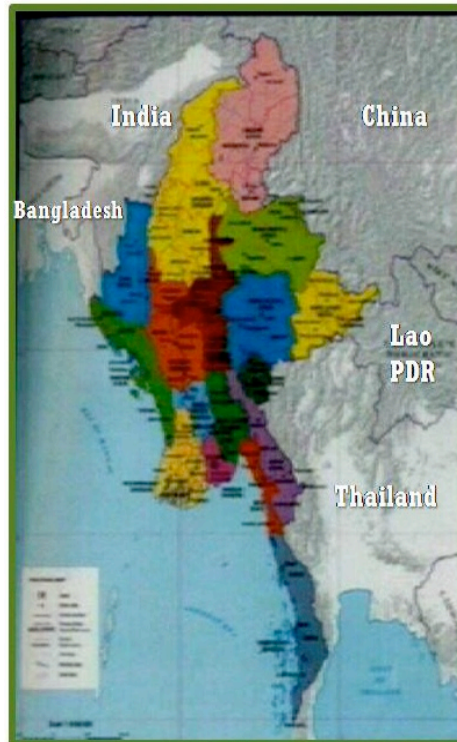
and

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1. Introduction

The Republic of the Union of Myanmar is the largest country in mainland South-east Asia. With the Bay of Bengal in the South, the country has common borders with Bangladesh, India, China, Laos and Thailand. Myanmar is a member of ASEAN.



The important facts and figures of the country are summarized as follows:-

Official Name	The Republic of the Union of Myanmar	
Location	South-east of Asia	
Land Area	677,000 sq km	
Population	60.38 million (2012 estimated)	
GDP per Capita	1596 US\$ (2009)	
Religion	Buddhism	89.4 %
	Christianity	4.9 %
	Islam	3.9 %
	Animism	1.1 %
Occupation	Agriculture	65.4 %
	Industrial	14.0 %
	Services Sector	20.6 %

2. Contents

The sequence of topics in this paper is as follows:-

- Ministry of Education (MOE)
- Non-Formal Education (NFE) in Myanmar
- Community Learning Centre (CLC) in Myanmar

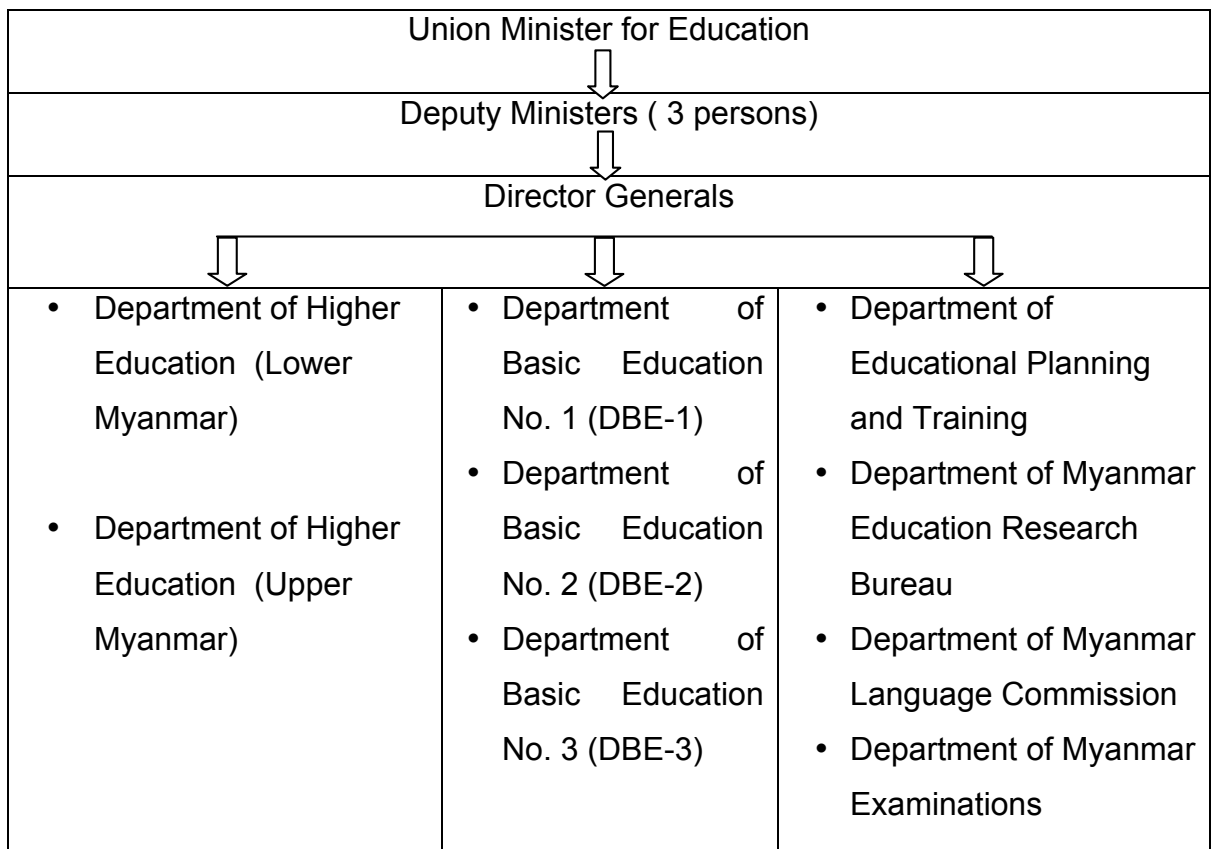
The main topics for this report are as follows:

- Efficient literacy Programmes
- New and Emerging Contents of Life-skills
- Innovative ideas to reduce poverty under lifelong learning through CLCs

3. Ministry of Education

The Ministry of Education (MOE) is responsible for all forms of education for the citizens of Myanmar. Following diagram shows the organizational structure of Ministry of Education:-

3.1. Organizational structure of MOE



3.2. Education System

The organization structure of formal Basic Education in Myanmar is 5 : 4 : 2.

Education Structure

Basic Education				Higher Education
Age	5+ to 9+	10+ to 13+	14+ to 15+	1 to 4 years (Arts and Science Universities)
Grade	1 to 5	6 to 9	10 to 11	1 to 5 or 6 years (Vocational and Institutes)
	Primary	Middle	High	

Pre-school education is optional, and it does not include in the formal education system, but it is being run by Department of Social Welfare, Department of Basic Education and NGOs.

3.3. Rates and Ratios of Myanmar Education

Adult Literacy Rate	95.08% (2012)
Net Intake Rate • Age 5+ in KG	98.47 % (2011-2012)
Net Enrollment Rate NER (2010-2011 AY) • Primary Level (Age 5+ to 9+) • Lower Secondary Level (10+ to 13+) • Upper Secondary Level (14+ to 15+)	84.61 % 47.16 % 30.01 %
Completion Rate by Level (2009-2010 AY) • Primary Level • Lower Secondary Level • Upper Secondary Level	81.20 % 71.70 % 30.83 %
Transition Rate (2009-2010 AY) • Primary to Lower Secondary • Lower Secondary to Upper Secondary • Upper Secondary to Tertiary	80.81 % 90.57 % NA

4. Non-Formal Education (NFE) in Myanmar

Non-Formal Education(NFE), in the context of Myanmar refers to any organized educational activity outside the structure and routine of the formal school system to provide selected types of learning to sub-groups in the population, especially out-of-school youths and adults.

4.1. Historical Backgrounds

Myanmar has undertaken literacy campaigns in the last three decades which were recognized by UNESCO, resulting in the award of Literacy Prizes. There has been a shift in the literacy movement which started in 1968 towards functional and skills-based literacy. In 1993, the Department of Myanmar Education Research Bureau (DMERB) has initiated a pilot projects of the Development of a Non-Formal Functional Literacy System in 6 townships, which aims at bring literacy, life and learning skills to the out-of-school population. In 1990, DMERB, with UNDP and UNESCO's assistance, launched a project on the Expansion of Skills-base Literacy Programme for Women and Girls.

Literacy Programme can be classified by three waves. The first wave lasted 1948 to 1964, the second wave lasted 1964 to 1988 and the third wave lasted 1988 to now. During the first wave, Department of Social Welfare took the responsibility for 3 R's Programme. During the second wave Burma Central Literacy Committee (BCLC) was responsible for literacy movement in the whole country. The BCLC was based on the characteristics of; mass movement with community participation, utilizing local resources on a voluntary basis in a selected area or township or State/Division through out the year, until the whole campaign area becomes literate. In the third wave DMERB take the responsibility for NFE programme. There is no separate NFE department under the Ministry of Education, but DMERB takes the role of Focal Department. In addition to that Myanmar Literacy Resource Centre (MLRC) is also implementing some NFE programmes.

A national literacy policy which will be effective as well as self-sustaining is adopted by the EFA Central Co-ordinating Committee to cover the whole union reducing adult illiteracy rate into the half of 1990's rate.

However, concrete NFE policy is now necessary because of NFE has been running on the track of the guidance of the authority concerned.

5. Community Learning Centre (CLC) in Myanmar

Community Learning Centre (CLC) has been established with the concept of "By them, With them, For them." The concept of CLC was first introduced in Myanmar in 1995. A memorandum of agreement was made between the Department of Basic Education (DBE) and UNESCO to establish 3/4 class as a pilot project in conjunction with the UNDP/UNESCO/DBE education project (MYA/93/026).

5.1. Establishment of CLCs

The selection of a CLC village was based on some essential factors such as: (1) socio-economic status of the village; (2) degree of community participation; (3) distance from the township headquarter; and (4) population size. Altogether 3040 Community Learning Centres (CLCs) have been established throughout the country for the effective implementation of NFE programme.

In 1996, 31 CLCs in 11 townships; 5 in Shan State, 3 in Dry Zone, and 3 in Delta areas were established by UNDP with DMERB technical assistance under Human Development Initiative–Extension-Education (HDI–E) project. The selection of townships was based on social-economic survey.

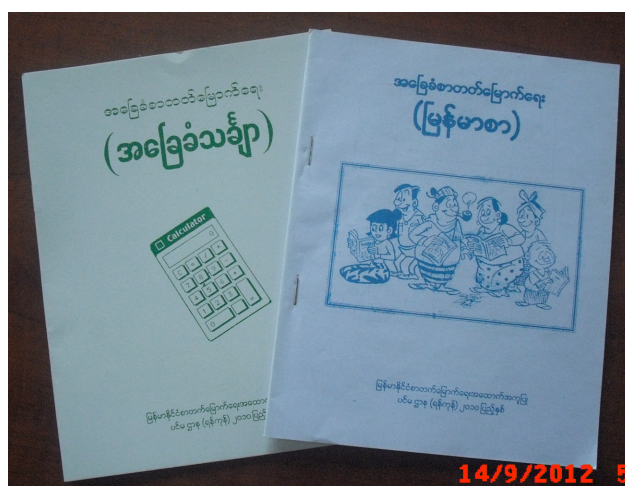
5.2. Materials and Capacity Development

Seven ACCU booklets manuals for the (1) establishment of CLCs (2) needs assessment (3) Data bank of local community information (4) Community participation (5) Integrated approach and (6) Drawing small-scale plan for the development of local community and (7) Monitoring and evaluation were translated by DMERB with coordination and collaboration of APPEAL. These manuals were developed by access in collaboration



Manuals for CLC establishment

with UNESCO, Principal Regional Office for Asia and the Pacific – APPEAL (Asia-Pacific Programme of Education for All) The DMERB has been producing and utilizing Information, Education and Communication (IEC) Materials such as Basic Literacy Packages, Functional Literacy Packages, Skills-based Literacy Packages, Learning Packages for Women with limited reading skills, Reading Cards, Income Generating Packages, CE Materials, Video Tapes and VCDs for the effective implementation of NFE Programmes in Myanmar. The DMERB also has provided technical supports for the effective management of CLCs.



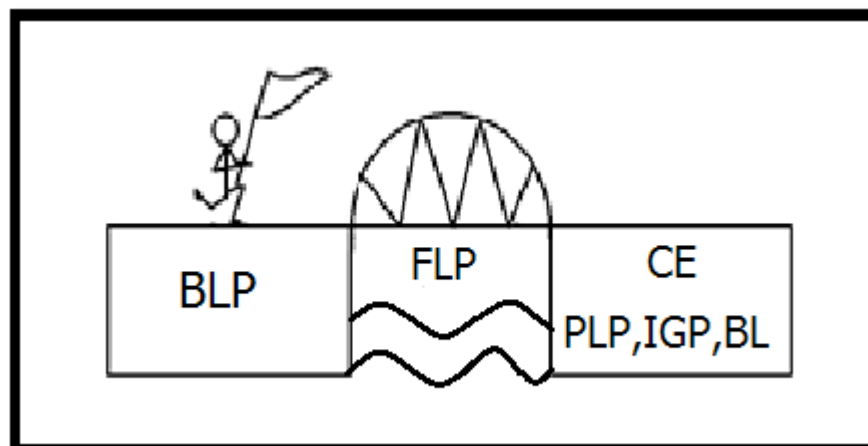
Basic Literacy Packages

Capacity building workshop such as "National Workshop on Development of Strategies for Promoting Continuing Education through Community Learning Centres in Myanmar." was held at the DMERB in Yangon, in 1999.

6. Efficient Literacy Programmes

In this 21th century, literacy means not only to read the words but also to be seeking sufficient knowledge to improve the quality of his or her life. Only the teaching of Reading, Writing and Arithmetic may not be attractive and effective. So innovative approach to literacy is now urgently required. For the literacy programmes to be efficient, they should incorporate useful knowledge and skills such as:-

Myanmar Model



BLP = Basic Literacy Programmes

FLP = Functional Literacy Programmes

CE = Continuing Education

PLP = Post Literacy Programmes

IGP = Income Generation Programmes

BL = Better Life

7. New and Emerging Contents of Life Skills

Life skills-based education is a right for all young people and an important element for quality of life. Based on the Dakar Framework, it is defined as "The acquisition of knowledge, values, attitudes and skills through the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be."

Learning needs in Myanmar include decision making, communications, income generation, technical and vocational education, health, literacy and numeracy. Life Skills and Lifelong Education will equip young people (age 10-24) and adults (ages 25+) with psychosocial competencies that will allow them to deal effectively with demands and challenges of everyday life and make informed decision about their health and well-being. Reaching a steadily increasing number of out-of-school young people is a challenge and priority in Myanmar.

NGOs in Myanmar, in cooperation and coordination with MOE and UNICEF for the personal development of these vulnerable out-of-school young people have implemented the various NFE projects. The Community-base Extended and Continuous Education and Learning (EXCEL) for Out-of-school Children project since 2003, with overall goal of increasing access and participation of out-of-school adolescent to non-formal education activity in order to develop necessary skills for their social protection and enhance reading literacy. This EXCEL project provides the following life skills to these adolescent:

- (a) personal hygiene and environment sanitation
- (b) ability to avoid the risks of narcotic days and alcohol
- (c) HIV/AIDS prevention and caring of AIDS victims
- (d) prevention of the out brake of common diseases
- (e) preventive measure against social evils
- (f) ability to avoid unhealthy environmental situation
- (g) cordial relationship with people
- (h) ability to seek assistance when necessary
- (i) self-confidence, decision making coping with emotion, empathy.

No specific national targets on Life Skills and Lifelong Education exist for the period covered by the EFA MDA. However, specific national targets by 2015 include:

- To develop Life Skills and Lifelong Education programmes through the formal education system by implementing a revised Life Skills primary curriculum nationwide by 2009 and revised Life Skills secondary curriculum nationwide by 2015

- To improve Life Skills and Lifelong Education programmes through non-formal out-of-school education by implementing community-based Extended and Continuous Education and Learning (EXCEL) for up to 50,000 out-of-school young people in 46 townships by 2015, and by expanding the pre-service Education College Peer Education Programme
- To formulate new policies, guidelines and strategies for Technical Vocational Education and Training (TEVET), not only to meet current manpower needs but also to address future human resource requirements in industry and the economy as a whole, by developing the teaching quality and effectiveness of teachers.

7.1. Improving Quality of Life Skills Curriculum

It is now required:

- to provide input of lessons learnt from the pilot School-Based Healthy Living and HIV/AIDS Prevention Education (SHAPE) project for the revision of national Life Skills curriculum:
- Update and revise the primary Life Skills core curriculum
Undertake a pilot programme on self-assessment tool for teachers and secondary students
- Conduct a secondary Life Skills baseline assessment for revision of secondary curriculum
- Update and revise the secondary co-curriculum based on identified criteria (learning needs of young people)
- Introduce Life Skills and livelihood skills contents such as vocational education and entrepreneurship ideas in the secondary school education curriculum

7.2. Increasing Partnership and Sustainability

- Increasing involvement of Life Skills-trained teachers at different levels of capacity building training
- Integrate Life Skills into all Education College and Education Institute curriculum

- Provide in-depth additional preventive education through peer education programme for pre-service teachers
- Increase provision of school health services for students

7.3. Increasing Community Participation

- Motivate and organize parent and community participation for both in-and out-of-school children to create an enabling environment for the development of safe behaviors and healthy practices
- Increase NGO partners in non-formal approach to Life Skills to reach out-of-school children through EXCEL project

In all, the age-appropriate Life Skills curriculum covers areas of personal health and hygiene; nutrition, physical growth and development; reproductive health; mental health; preventable disease such as diarrhea, malaria, iodine deficiency, tuberculosis, hepatitis, HIV/AIDS, and alcohol and substance use/abuse; and environmental health and sanitation.

Social skills such as decision making, communication skills, interpersonal relationships, empathy, critical and creative thinking, coping with emotion and stress and fostering self-esteem and self-expression have been incorporated into lessons. Contents, teaching-learning methods and hours have been carefully specified for lower primary, upper primary and secondary school curricula. Booklets, reading cards and learning materials developed by DMERB and MLRC, with the assistance of UNICEF and UNODC, have been distributed to schools.

7.4. New Content

It is now urgently needed to add a new content which is peaceful co-existence in Life Skills in order "to live together" concept.

8. Poverty Alleviation under Lifelong Learning through CLCs

CLCs have been established with the concept "By them, With them, For them." In Myanmar, 3040 CLCs have been established and the most activities at the CLCs include income generating and educative programmes and religious and social activities. In collaboration with the Ministry of Information, a library is opened as a

part of CLC activities. If we want to reduce poverty of the local residents, the following programmes should be extended in the CLC activities:-

- Small-scale Loan Programmes
- Expand the training which will provide vocational or technical skills
- Entrepreneurial skills in order to effectively utilized the knowledge skills-
 - to get more incomes
 - to be an efficient individual in community

9. Conclusion

It is hoped that the reflections of this report will produce significant improvements in the implementation of NFE programmes in the very near future.