

Regional Conference on Community Learning Centres (CLCs):

National Qualifications Frameworks for Lifelong Learning and Skills Development

19-21 June 2013, Bangkok, Thailand

Myanmar Country Report

1. Updated Information on Community Learning Centres

- 1.1** 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 set up a motto on education " Building a Modern Developed 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 right 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 that 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 stated that every child shall have opportunities of acquiring education. Under these guidance, 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.

In general, there is any clear-cut policy concerning CLCs in Myanmar. Now we are conducting a Comprehensive Education Sector Review (CESR) in collaboration with UN agencies and some other international organizations. According to the draft report of CESR stage(1), Myanmar need to develop a clear-cut education policy including Non-formal Education.

- 1.2** The objectives and groups targeted by 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 information they need,
- (c) To carry out human resource development, and
- (d) To cooperate the people with the supporting agencies

1.3 Number of CLCs

Year: 2013

CLC		Other learning or non-Formal education centres (with multiple learning Programmes)		Adult literacy Centres (only focusing on literacy)	
Government	NGO/others	Government	NGO/others	Government	NGO/others
3040					

2. National Qualifications Frameworks (NQFs)

2.1 There is not a National Qualifications Framework in our country to connect education and training programmes now.

2.2 In Myanmar, CLCs are under the guidance of the Department of Myanmar Education Research Bureau (DMERB), the focal institution for NFE and local education authorities. Because of no separate NFE Department, NFE activities are established by DMERB and Departments of Basic Education cooperatively. To assure CLC programmes, required seminars, trainings and workshops for all CLC Management Committee members and facilitators are conducted by the technicians from DMEFB. Township Education Officers (TEOs) are responsible for supervising and monitoring all CLC programmes.

Basic Literacy Courses are implemented as a mass campaign by the local education authorities. Basic education primary teachers, local volunteers and university students serve as BLP facilitators. Teaching methods for BLP facilitators are trained by the technicians 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 (CE) Programmes, Myanmar is implementing four CE programmes: Post Literacy Programme, Income Generating Programme, Better Life Programme and Equivalency Programme (Non-Formal Primary Education, NFPE). Basic education teachers are serving as voluntary CLC facilitators for all programmes except Income Generating Programmes. Rented experts are responsible for respective income generating programmes. Among these

programmes, accreditation and certification system is established only for Income Generating Programme and Equivalency Programme (NFPE).

3 Recognizing and Validating Learning through NQFs.

- 3.1 Basic Literacy Programme and Continuing Education Programmes are for lifelong learning under CLC/NFE centres but they are not legitimately recognized by the government yet. The related policy and legislation are being tried to carry out.**
- 3.2 In Myanmar, an equivalency programme (Non-Formal Primary Education,NFPE) has been initiated since 1998 as the MOE/UNESCO/UNDP project. It has been first established in 2002-2003 academic year under the Department of Basic Education No.(1) and expanded annually. It is being implemented in 73 townships in 2012-2013 academic year. Now DMERB is trying to develop a Non-Formal Middle School (Lower Secondary) Education, NFMSE programme with UNESCO support.**

4. Skills Development

- 4.1 & 4.2 As mentioned above, Myanmar is trying to develop clear-cut education policy based on CESR findings.**
- 4.3 Income Generating programmes and Better life programmes (CE programmes) are being used in CLCs to reduce poverty and build livelihood skills. However the skills for NFE personnel at all levels such as the technicians from DMERB, CLC management committee members and facilitators are needed to fulfill. Funding for CLC /CE activities are needed too.**