

Guidelines for Developing the Country Action Plan

This document will guide your country team through the country action planning discussion, step by step.

Case A

If your country already has a national/sector programme, the Country Action Plan will not be a plan developed in parallel to the programme. The country team is encouraged to find the areas addressing out-of-school children (OOSC) in the national/sector programme and to find strategies to embed flexible learning strategies (FLS) in the programme effectively.

This case includes countries where NGOs implement FLS without a national equivalency policy.

Case B

If FLS are already in operation or being piloted in the country, the country team will look into current issues and develop a plan to improve its quality and expand the programme according to the country's needs.

Case C

If there is no national/sector programme in place, the country team will be encouraged to design a plan to implement FLS for OOSC at a pilot scale.

For each case, the country team will go through the three steps below:

- Step 1. Look into the current situation of OOSC and the existing education policies and programmes**
- Step 2. Set objectives, expected results/outputs, and concrete activities to be implemented**
- Step 3. Develop an operational plan/workplan with financial estimates**

The Country Action Plan for each country will be a living document. It is not expected that at the end of the workshop the country will have a true action plan, as a real plan needs to be crafted in a more participatory way, in-country, after the workshop.

In any case, the country team is encouraged to keep the six discussed themes in mind in developing the Country Action Plan. The six themes are shown below.

Theme 1. Access and Participation

Theme 2. Delivery Mechanisms

Theme 3. Quality

Theme 4. Financing

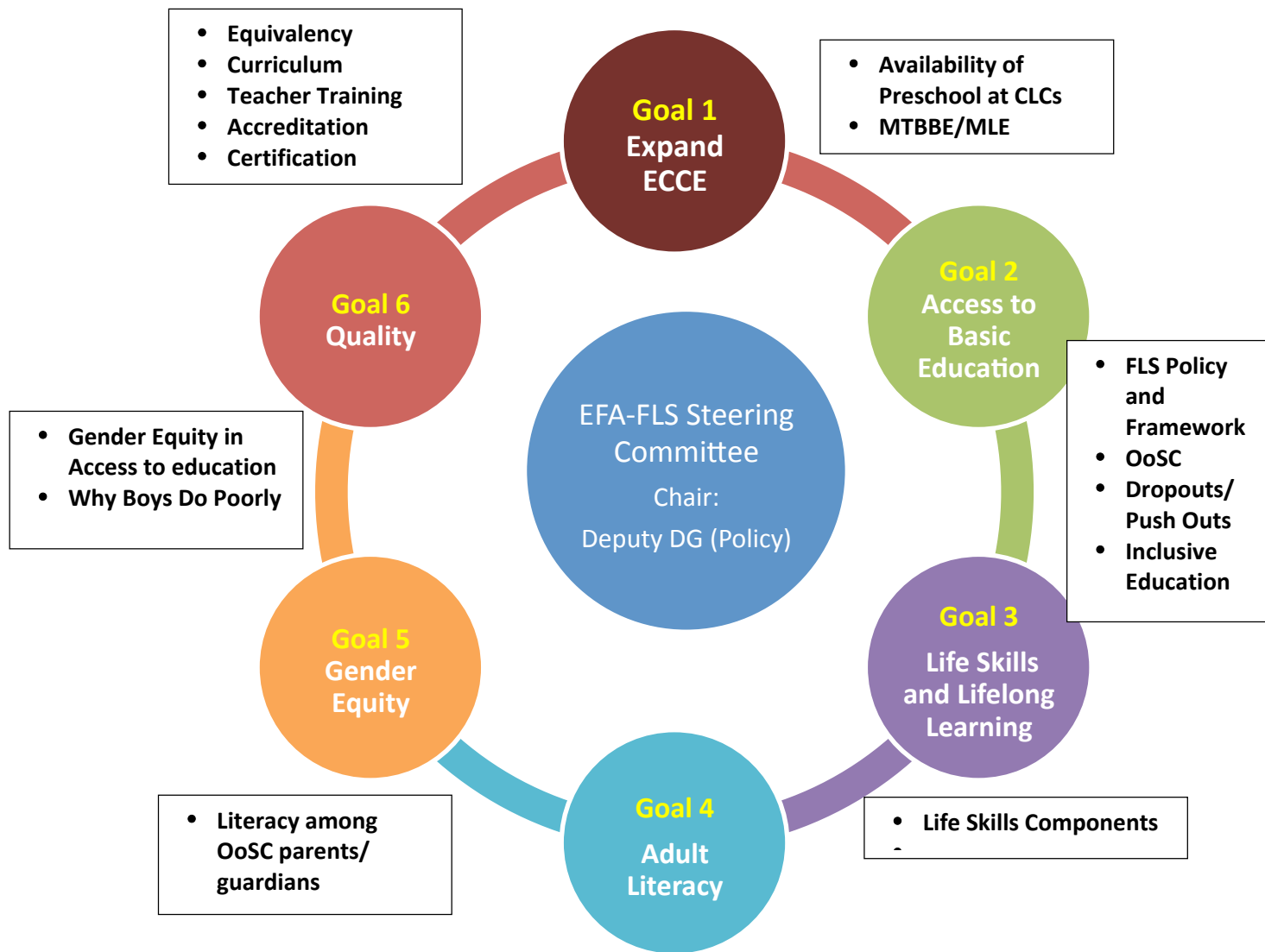
Theme 5. Policy Advocacy

Theme 6. Monitoring and Evaluation

It is not necessary to cover all themes in developing the plan. It will depend largely on the situation of the country and the stage of FLS implementation.

Theme 1 : Policy and Framework

- Challenges:**
- FLS Policy*
- Stakeholders Buy-in*
- Curriculum Framework*
- Teacher Training*
- Quality and Equivalency*
- Certification*
- Cost*
- Sustainability*



STEP 1 Situation Analysis

Out of School Children	<i>Estimated number of Out of School Children</i>	150,000-200,000
	<i>Who are they?</i>	<ul style="list-style-type: none"> • 120,000 Malaysian citizens, which includes children living in poverty, children living in very rural/remote areas, street children, children from high-risk background, children with special needs. Children who dropped out from the school system, especially among Orang Asli and indigenous communities. There are also children who in school but not learning, and are at-risk of dropping out. • 80,000 – non-Malaysian citizen, which includes refugees, immigrants, undocumented, stateless and children in plantations,
	<i>Where they are?</i>	<ul style="list-style-type: none"> • Refugees - Selangor, Penang, Sabah, Johore • Indigenous groups - Orang Asli in Perak, Pahang, Kelantan, Selangor, Johore; indigenous communities in Sabah and Sarawak • Children in plantations in Sabah • Street Children - Urban areas, especially in Kuala Lumpur, Penang, Johor Bahru, Kota Kinabalu • Immigrants – Urban areas and in plantations • Children with special needs - Throughout Malaysia, especially those who are severely disabled
	<i>Other specific information about out of school children</i>	<ul style="list-style-type: none"> • Children without proper documentation and refugees do not have access to national schools. • Children of legal immigrants have access to national schools, subject to a fee.

STEP 1 Situation Analysis

<p>Education National Policies</p>	<p><i>Relevant national policies addressing out of school children or excluded.</i></p>	<p>Access: Every child in Malaysia deserves equal access to an education that will enable that child to achieve his or her potential. The Ministry thus aspires to ensure universal access and full enrolment of all children from preschool through to upper secondary school level (Form 5) by 2020 (Malaysian Education Blueprint 2013-2025)</p> <p>The Ministry of Education has approved an Alternative Education Policy on 22 June 2010 which enables OoSC children who do not have access to national schools to be able to receive non-formal education.</p>
<p>Education National/Sector Programme</p>	<p><i>Current interventions and activities to accommodate out of school children into the formal school?</i></p> <p><i>If yes, please brief the programme, current status, coverage, budget, outcomes, issues and challenges</i></p>	<p>Please see Appendix A (as presented on the first day)</p>

STEP 1 Situation Analysis

	<p><i>FLS or Similar flexible learning programme already implemented under the national/sector programme?</i></p> <p><i>If yes, please brief the programme, current status, coverage, budget, outcomes, issues and challenges</i></p>	<p>The Education Center in Kampung Numbak, Kota Kinabalu, Sabah was a first initiative by UNICEF in collaboration with MoE, the Sabah Special Task Force and the Teacher Foundation, to provide access to basic education for out-of-school children. The center which began its operations on 3 January 2011 has provided to date basic education for 300 refugee and undocumented children.</p> <p>The education center follows the National Curriculum with emphasis on reading, writing, arithmetic, Islamic Studies and development of life skills i.e. sewing, carpentry etc. The MoE has agreed on an alternative education policy, and is in the process of formulating guidelines. Once gazetted, the alternative education policy will govern all schools and education centers providing education opportunities for out-of-school children including dropouts, refugee, undocumented children and those children living in plantations. The policy will be further developed to ensure that all children who do not have access to government schools will have an equal opportunity to develop and grow to their fullest potential.</p> <p>A literacy and numeracy test conducted for all students in January 2011 discovered that less than 10% of the students were able to read and write. After six months of instruction, a similar test conducted in July 2011 showed positive results as 43% of the students are now literate.</p> <p>The funding for this project since 2010 has amounted to USD170,000. The funding includes construction, maintenance, teacher salary, teacher training, utilities, teaching & learning materials, furniture etc. UNICEF funding is expected to end by December 2012, thus sustainability of the project is a concern.</p>
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Let's think of Strength, Weakness, Opportunity, and Threat in FLS when FLS are introduced/implemented in your country

STEP 1 Situation Analysis (SWOT Analysis)	
<p>Strength</p> <ul style="list-style-type: none"> • Government flexibility for NGOs and private individuals to set-up learning centers for OoSC • Shift in MoE policies regarding education for non-Malaysian citizen • Resources and expertise in policy, curriculum design, assessment and accreditation, teacher training, T&L materials, etc • Timing – Review of Education Blueprint 2013-2025 	<p>Opportunity (external factor)</p> <ul style="list-style-type: none"> • Strong economy • Collaboration with the private sector, NGOs, refugee/immigrant communities and international agencies (diplomatic communities, UN agencies, donors)
<p>Weakness</p> <ul style="list-style-type: none"> • Weak/Limited political will in support of FLS • Inter-Ministry bureaucracy, especially pertaining to policies that effects non-Malaysian citizens • Sub-standard quality of education in CLCs. No proper assessment and certification • Lack of data – OOSC, dropouts, indigenous children, refugees, undocumented, stateless, at-risk children, children in plantations 	<p>Threat (external factor)</p> <ul style="list-style-type: none"> • Public sensitivities towards immigrants and refugee children • Sustainability of community learning centers • Demands from refugees/immigrants country of origin • National security

STEP 2 Developing a Plan (A Simple Logframe)

Objective	<i>Indicator</i>	<i>Means of Verification</i>	<i>Important Assumption</i>
<p>To understand the multiple barriers that OOSC face in order to inform policy decisions</p>	<ul style="list-style-type: none"> <i>Draft of FLS Policy Statement and Framework</i> 	<ul style="list-style-type: none"> <i>FLS Policy Statement and Framework approved by relevant authorities</i> 	<ul style="list-style-type: none"> There is a need to develop quality FLS policy and framework to cater for the changing composition of the Malaysian population, especially with the arrival of refugees and immigrant workers. There is also the need to address the issue of Malaysian children dropping out from the national schools, and children who are in schools but not learning. There is still a gap of 4% in the enrolment of children at primary level that needs to be bridged in line with achieving EFA and MDG Goals 2015.

STEP 2 Developing a Plan (A Simple Logframe)

Expected Results

1. Reducing OOSC and identification of OOSC

Stakeholders

- a. **Ministry of Education (MOE) Malaysia**
 - **Minister, Deputy Ministers, DG and Deputy DGs, Secretary General and Deputies**
 - **Director Educational Planning and Research Division, Curriculum Development Division, Private Education Division**
 - **EFA Committee**
- b. **Prime Minister's Dept**
 - **Economic Planning Unit, National Security Council**
 - **Islamic Religious Department**
- c. **Ministry of Women, Family and Community Development**
- d. **Ministry of Higher Education**
 - **Community Colleges**
- e. **Department of Orang Asli**
- f. **Ministry of Finance**
- g. **Ministry of Rural Development**
- h. **Home Ministry**
- i. **State Governments**
 - **Sabah, Sarawak, Selangor, Johor, Pahang, Kelantan, Perak**
- j. **Refugee, Indigenous Communities**
- k. **Embassies**
- l. **UN Agencies**
- m. **NGOs**
- n. **Parents and Community leaders**
- o. **Academics**
- p.

MOE, in collaboration with other agencies, as focal point for FLS in Malaysia

- Attendance and participation at FLS Steering Committee meetings

- There is a need to develop and raise the awareness on FLS among stakeholders and the Malaysian public.

STEP 2 Developing a Plan (A Simple Logframe)

Activities	<i>Inputs (identify whose)</i>	
<p>1-1. Form FLS Steering Committee</p>	<ul style="list-style-type: none"> • Orientation of key Ministry officials and other agencies on the expected outcomes of OOSC study • Ensure official commitments are in place with relevant partners • Preparation for the study forming steering committee and technical task force • Conduct a detailed data inventory of existing data relevant to OOSC and assess data quality and select data sources • Periodic meetings organized by the FLS Secretariat, headed by Deputy DG (Policy) • FLS Policy and Framework • Teacher/Facilitator Training • FLS Curriculum and Assessment • Certification • Accreditation • Finance 	
<p>1-2. Cabinet Paper on FLS</p>	<ul style="list-style-type: none"> • Situation Analysis on OOSC <ul style="list-style-type: none"> ○ Data on OOSC ○ Meta-analysis of existing research papers ○ Gaps and bottleneck analysis ○ Recommendations 	
<p>1-3. Develop advocacy materials</p>	<ul style="list-style-type: none"> • Communication channels 	

STEP 2 Developing a Plan (A Simple Logframe)

1-4. Obtain public views/support for FLS

1-5. National FLS Conference/Seminar/Workshop among stakeholders including the government, NGOs, alternative education/CLC providers, academics

- **Recommendations**
 - ✓ **Policies and interventions in relation to key constraints affecting the needs of OOSC**
 - ✓ **How to address issues linked to OOSC (Subnational Level)**
 - ✓ **Action plan to identify strategies and policies to address the needs of OOSC**

- ✓ **Public dialogues**
- ✓ **Round-table meetings with academia, community members, parents, NGOs, alternative education providers,**

- ✓ **National seminar**
- ✓ **Round-table discussion**
- ✓ **Recommendations and Way Forward**
 - ✓ **Monitoring the impact of interventions**
 - ✓ **Adjust action plan and strategies based on evidence**
 - ✓ **Impact study to evaluate the effectiveness of the strategies for OOSC**

STEP 2 Developing a Plan (A Simple Logframe)

STEP 3 Workplan / Plan of Operations

Activities	Amount (\$USD)	Fund Source	Implementer	Timeframe											
				1	2	3	4	5	6	7	8	9	10	11	12

STEP 2 Developing a Plan (A Simple Logframe)

<p>1-1. Form EFA-FLS Steering Committee</p> <ul style="list-style-type: none"> • Orientation of key Ministry officials and other agencies on the expected outcomes of OOSC study • Ensure official commitments are in place with relevant partners • Preparation for the study forming steering committee and technical task force • Conduct a detailed data inventory of existing data relevant to OOSC and assess data quality and select data sources <ul style="list-style-type: none"> • Periodic meetings organized by the EFA-FLS Secretariat, headed by Deputy DG (Policy) • FLS Policy and Framework • Teacher/Facilitator Training • FLS Curriculum and Assessment • Certification • Accreditation • Finance 	20,000	MOE	MOE	x	x	x	x	x	x	x	x	x	x	x
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STEP 2 Developing a Plan (A Simple Logframe)

<p>1-2. Cabinet Paper on FLS</p> <ul style="list-style-type: none"> • Situation Analysis on OoSC <ul style="list-style-type: none"> ○ ToR ○ Data on OoSC ○ Meta-analysis of existing research papers ○ Gaps and bottleneck analysis ○ Recommendations 	35,000	UNICEF MALAYSIA	MOE UNICEF MALAYSIA CO				x	x	x	x	x	x			
<p>1-3. Develop advocacy materials</p> <ul style="list-style-type: none"> • Communication channels <ul style="list-style-type: none"> ○ National FLS Website ○ Media ○ Brochures/Flyers ○ Digital platforms ○ FLS Champions 	10,000	UNICEF MALAYSIA	MOE UNICEF Malaysia CO			x	x	x	x	x	x				
<p>1-4. Obtain public views/ support for FLS</p> <ul style="list-style-type: none"> ✓ Public dialogues ✓ Round-table meetings with academics, community members, parents, NGOs, alternative education providers 	15,000	UNESCO	MOE	x	x	x	x	x	x						

STEP 2 Developing a Plan (A Simple Logframe)

<p>1-5. National FLS Conference/ Seminar/Workshop/Capacity building among stakeholders including the government, NGOs, alternative education/CLC providers, academics.</p> <p>✓ Recommendations and Way Forward</p> <ul style="list-style-type: none"> ✓ Monitoring the impact of interventions ✓ Adjust action plan and strategies based on evidence ✓ Impact study to evaluate the effectiveness of the strategies for OOSC 	45,000	UNESCO	MOE									x	x		
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