

7th National EFA Coordinators Meeting
Bangkok, Thailand, 24-29 Oct. 2005



EFA Implementation in Myanmar

Education
For All



A Commitment and an opportunity

Education
for All

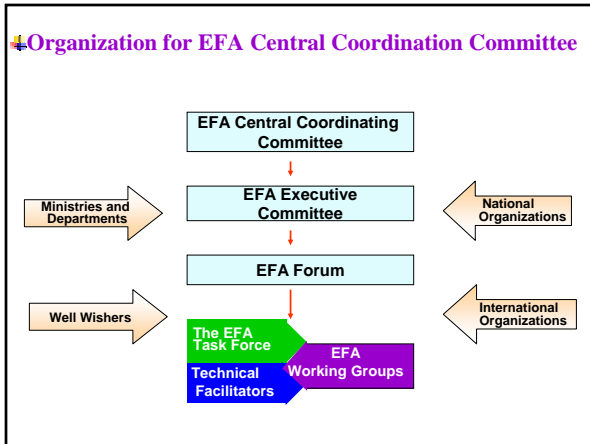


Myanmar EFA National Plan of Action 2003-2015



Myanmar has completed EFA NAP in 2003

Articulation of Myanmar EFA Goals with 30-Year Long Term Basic Education Plan and the Dakar Framework



The Four Goal Areas and Six Strategies

Issues	ACCESS	QUALITY & RELEVANCE	MANAGEMENT
EFA Goal Areas			
I. Access and Quality	1. Developing and expanding effective schools for children		
	2. Making quality education more accessible to children		
(BASIC EDUCATION)	3. Increasing retention and completion rates in schools		
II. Early Childhood Care & Edu. (ECCE)	4. Assisting (0-5) children to develop to their fullest potential		
III. Non-Formal and Continuing Edu. (NFE & CE)	5. Enhancing Literacy and Continuation Education through NFE		
IV. Education Management and EMIS	6. Modernizing education management and information systems		
	↑ ↑ ↑ Cross-cutting Issues (Ethnic, Gender, Disadvantaged, HIV/AIDS, etc.)		

✦ Budget for EFA

- EFA Budget (Special Four-Year Plan)
- Four Out of Ten Programmes directly related to The Long-Term Basic Education Development Plan
 - ☐ Emergence of an Education System for modernization and development
 - ☐ Completion of basic education levels for all citizens
 - ☐ Improvement of the quality of basic education
 - ☐ Expansion of Non-formal Education
- Community Participation
- International Cooperation

Education
for All



Decentralization in
Implementation of EFA

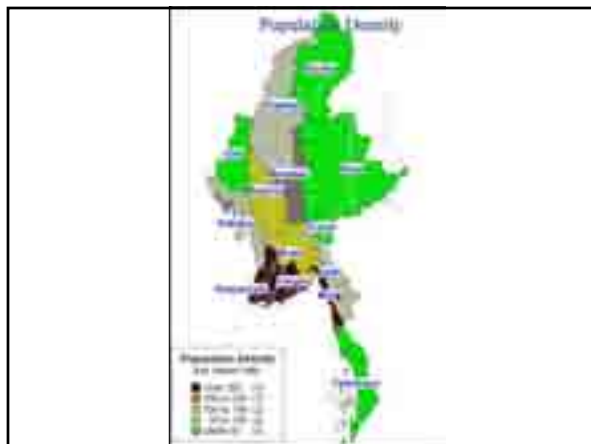
✦ Decentralization; Strategies

- Each level plans and manages its own educational activities
- Central, state/division, and township levels provide effective support of resources
- Utilize techniques in experience sharing, participatory planning, and joint reviews

❖ Decentralization

- ☐ Workshops on EFA Township implementation Plan
- ☐ Discussion on EFA Township Implementation Plan at national seminars (Yangon and Mandalay)
- ☐ Data collection at Townships
- ☐ Orientation at district and township levels
- ☐ Orientation at township/school & community levels
- ☐ EFA NAP at Pilot districts and townships
- ☐ Implementation of EFA NAP at townships

**Ownership and Commitment !!!
for Sustainability**



✦ Maps Showing Sector Boundary and KG Enrollment of Hinthada Township



✦ Maps Showing Township Boundary and KG Enrollment of Hinthada District



✦ Revising the National EFA Plan

- ❑ Reports on EFA Township Implementation Plan at national education seminars (Yangon and Mandalay), (every May)
- ❑ Try-outs of the EFA Evaluation System in conjunction with the improvement of Inspection System (every January)
- ❑ Suggestions on improvements and changes in EFA NAP and at the end of financial year (every March)



Flagship Project

Promoting Child Friendly Schools
in Myanmar

✦ Child Friendly Schools (CFS) Project (UNICEF)

❖ Project areas and coverage

Area Focus Townships (AFTs), totaling 74 started in 2001-02 AY in 19 Area Focus Townships (AFTs) as phase 1, in 2002-03 AY in 21 AFTs as phase 2, in 2003-04 AY in 21 AFTs as phase 3 and this year in 13 townships as phase 4. The project covers over 8000 basic education schools.

❖ Sub-projects

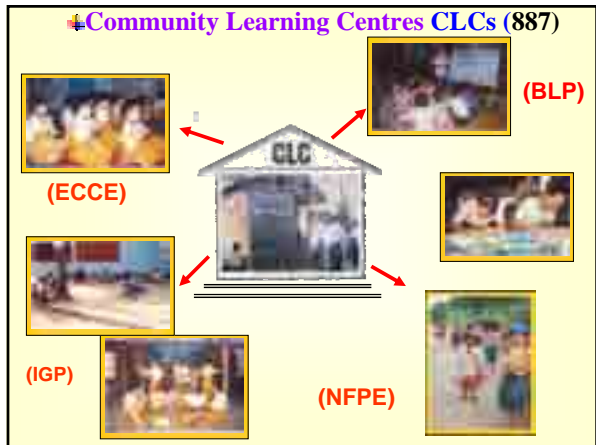
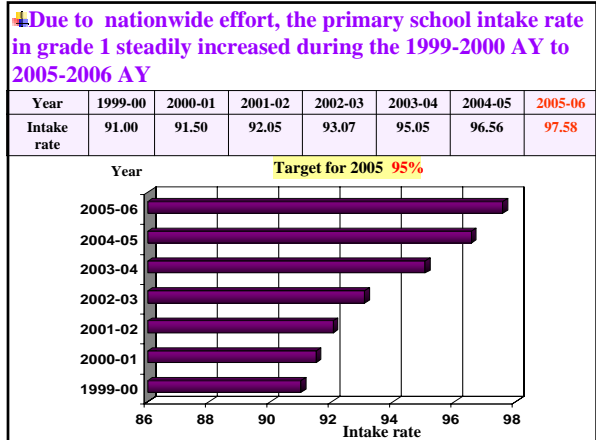
- Sub-project 1: Improving the Quality of Primary Education;
- Sub-project 2: Specialized Teaching and learning Needs;
- Sub-project 3: School-based Healthy Living and HIV/AIDS Prevention Education (SHAPE).



Child Friendly Schools (CFS)



Non-formal Education



Border Area Special 3 Rs Programme (1996 - 2005)

Regions	19
Facilitators	6402
Learners	51072

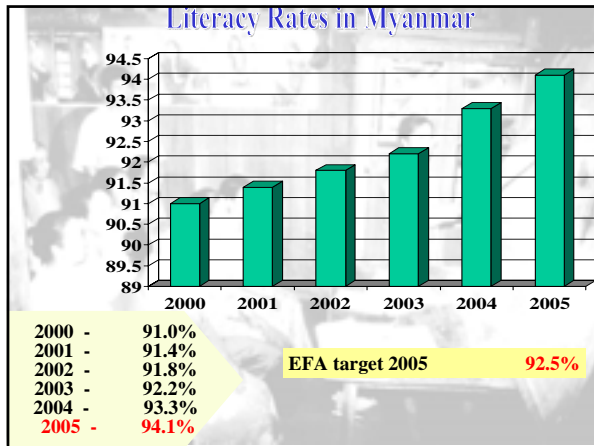


NFE Programmes in Myanmar

- ❖ Basic Literacy Programme
- ❖ Post Literacy Programme
- ❖ Income Generating Programme
- ❖ Quality of Life Improvement Programme
(Towards Autonomous Learning Society)

Year	Adult Literacy Rate(15-45)
2000	91.0%
2001	91.4%
2002	91.8%
2003	92.2%
2004	93.3%
2005	94.1%

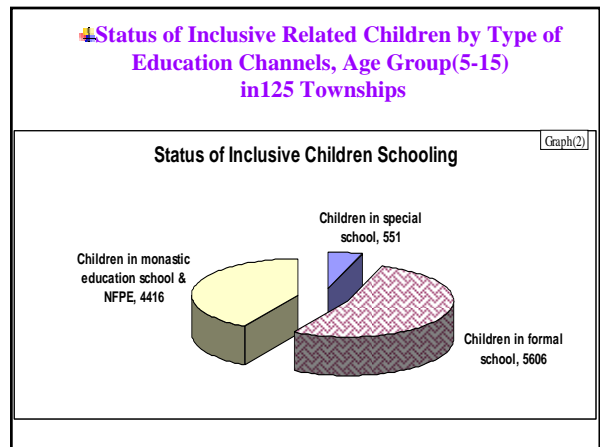
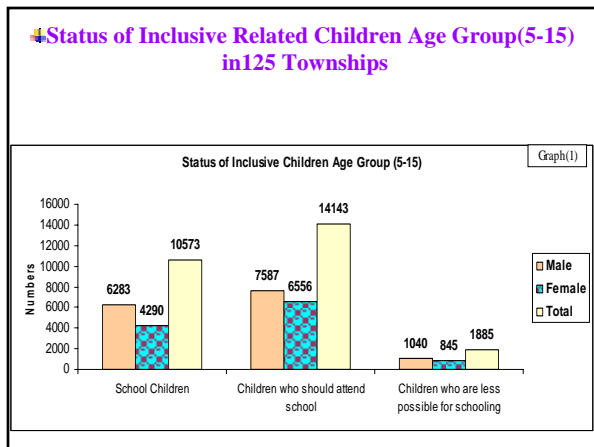
Department of Myanmar Education Research Bureau
(Focal Institution for NFE)



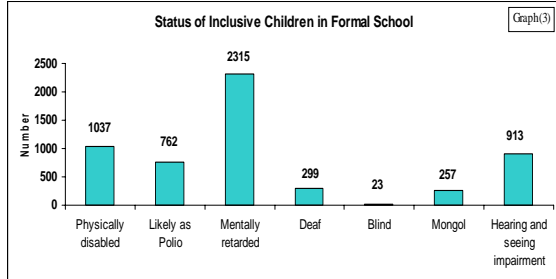
Rights-Based Approaches to Education

- Introduction of Human Rights Education in School Curriculum
 - Human Rights Education was first introduced in school curriculum, Grades 6 to 10 (2004-05 AY)
 - Online training for teachers using Electronic Data Broadcasting System (EDBS) followed by central and district level trainings.

Opening Session of Online Training on Human Rights Education



Status of Inclusive Related Children in Formal Schools, Age Group(5-15) in 125 Townships

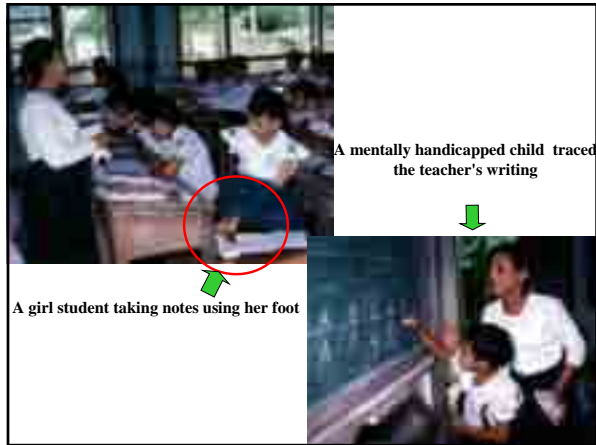


Student of the Decade

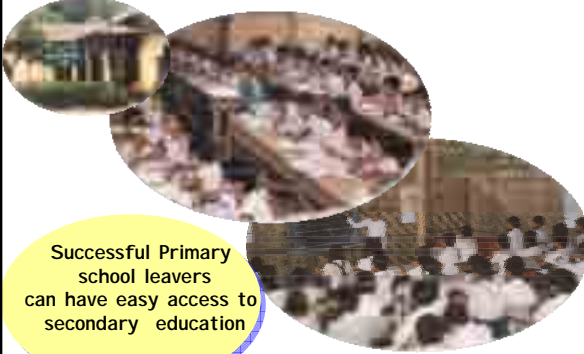
❖ Ma Su Pon Chit
BEHS Nyaungdon



Awarded by Minister
for Education



Introduction of Post-primary Schools,
(5545 in 2005-06)



Successful Primary school leavers can have easy access to secondary education

Mobile School Programme

Pilot Schools
27 (2005-2006)



I am very pleased to learn. When I told my friends that I am studying a b c, my friends asked me who taught me. I proudly answered ' My teachers'. I will try to learn like them to be able to recite, write and read. Thanks to our teachers.

Maung Nyi Nyi, Long-lon Township 10-6-200



School for them ?

- Planning to open a centre for I E to enable children to meet, learn and enjoy the special facilities provided for them.
- Cooperating with the line ministries and NGOs focusing on providing opportunities for IE.
- Providing opportunities for inclusive related children already enjoying their study in formal schools.
- Opening *Mobile Schools* with mobile teachers for these children whose parents are moving from place to place for their earning.
- Providing *Non-formal primary Education* for the children who can't attend normal schools during the school hours

- Ensuring these children from socially outcast families receive education in school with the necessary facilities
- Producing T/L materials for the blind and the deaf students
- Translating the Toolkit and distributing for trainers and trainees in Education Colleges and for schools in project Townships and NGOs and GOs.
- Publishing and distributing Inclusive Education related materials for awareness raising
- Collecting data to cover the whole union
- Introducing in Education College Curriculum and providing training for the trainees

Education for All



International Cooperation for Myanmar EFA

International Cooperation for Myanmar EFA

The following four could benefit largely from international cooperation:

- Development and expansion program
- Capacity development program
- Support program
- Studies and Surveys program

This is a story about four people:

Everybody, Somebody, Anybody and Nobody

There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realised that Everybody wouldn't do it. It ended up that Everybody blamed Somebody. When actually Nobody asked Anybody.



Let's make the story different.

Education for All is a vital task for every country.

To achieve Education for All targets

All must be for Education!!!

Nobody could make excuse from the job.
Somebody works hard to achieve the task.
Anybody could participate all of the time.
Everybody contributes and gets benefit from it

We say



Thank You
for
Your kind attention

7th National Coordinators' Meeting and
Mid-Decade Assessment Planning Meeting
24-29 October 2005, Bangkok, Thailand



A Tentative Follow-up Work Plan for Mid-Decade EFA Assessment Union of Myanmar

Myanmar Team
29-October, 2005

A Tentative Follow-up Work Plan for Mid-Decade EFA Assessment

No.	Goal Area	Activities proposed for assessment	Who will assess	How will	What (indicators)	When
1.	ECCE Access	(1) Collection of existing ECCE data from all service providers MOE, DSW, MMCWA, MWF, private organizations, NGOs, INGOs, etc.	EFA/ECCE WGs	Questionnaire	Participation Rate (GER) By age, sex, Locality, urban/rural,	December 2005
		(2) Baseline survey for ECCE under CFS Project (with UNICEF)	Survey Team (MOE/ UNICEF/ Technician Group)	Household Survey	Readiness for Schooling	Nov 2005- Mar. 2006
		(3) Collection data on number Grade One children with ECCE experiences	EFA- ECCE WGs	Questionnaire	Percentage of new Grade One entrance with ECCE attendance	June 2006

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
1.	Quality	(1) Transition Study (Performance of ECCE experienced children in primary education)	EFA- ECCE WG & INGO	Survey	Outcome Indicator	2006
		(2) Follow-up study on Impact of ECCE training programme	DEPT & UNICEF	Questionnaire	Training Assessment indicators	2006

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
2.	UPE Access & Quality	(1) Review of data gap for mid-decade assessment & collect the required data	DEPT & DBEs	Desk review Data Collection Through School Census	Indicators for access and quality of UPE	2005/2006
		(2) Conducting Achievement Survey (EALAS)	DEPT/ UNICEF/	Study	Achievement indicators	2005/2006
		(3) Collection of IE data	DBEs	Questionnaires (School/ community)	IE access indicators	2005
		(4) Study on the current multi-grade teaching situation	DEPT/ DBEs/ UNICEF	Survey	Process Indicator	2005/2006

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
2.	UPE Access & Quality	(5) Utilization of monitoring tools developed by UNESCO assistance	DEPT & DBEs	Process indicators for national and sub-national EFA Assessment	Mid-decade assessment Indicators	2005/2006
		(6) Development of School-self assessment tools	DEPT/ UNICEF	Participatory Method (students, parents, teachers, community)	CFS criteria	2005/2006
		(7) Assessing the application of CCA	DEPT/JICA	Questionnaires	Process indicators	2005-2007
		(8) Development of Inspection Manual with focus on teaching learning process, providing training and implementation	DEPT/DBEs	Observation	Inspection Manual (Monitoring the academic achievement)	2005

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
3.	Life Skills	(1) Revision of Primary Life Skills Curriculum	DEPT/ UNICEF	FGD, Interview, Observation	Revised Primary Life Skills Curriculum	2004-2006
		(2) Development of monitoring tools for Life Skills Curriculum for out-of-school youth	DEPT/ UNICEF	NFE mode	Output indicator	2006
		(3) Implementation of DISKATTE Project (Dissemination of Knowledge on HIV/AIDS through Teacher Education)	DEPT/ UNAID	Learner-Centered Approach	Output indicators	2005-2006

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
4.	Gender	(1) Application of gender parity index (FE/NFE)	DEPT & DBEs	Processing & Analyzing	GPI at different Levels	2005/2006
		(2) Collection of Data for gender responsive indicator	DEPT & DBEs	Questionnaire	Input indicator	2006

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
5.	NFE (Literacy & CE)	(1) Compilation of the data on literacy & CE	DMERB/DBEs	Questionnaires in collaboration with line Ministries/NGOs/INGOs	Literacy indicators	2005-2006

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
6.	Mid Decade Assessment	(1) Training on application of DevInfo/EFA Info for ECCE-MIS	UNICEF/ UNESCO	Training	Capacity Building	2005/2006
		(2) Expansion of DevInfo application (ECCE, Life Skills, IE, etc.) & application	UNICEF	Training	Assessment tools	2005-2006

No.	Goal Area	Activities proposed for assessment	Who will assess	How	What (indicators)	When
7.	Preparation of Mid-Decade Assessment Report	(1) 0 draft (2) Draft (3) Getting Approval	MOE/ UNESCO/ UNICEF	Consultation & Process Assessment indicators	Report	2005-2006

Timeframe for the Development of EFA Assessment Plan				
Sr.no	Activities	Nov.2005	Dec.2005	Remarks
1	EFA Task Force meeting with related GOs,NGOs,INGOs	—		
2	Report to EFA Forum for review & comments	—		Forum headed by Dy.M
3	Working Group meeting to modify assessment plan		—	
4	EFA Task Force meeting with related GOs,NGOs,INGOs to finalize the plan		—	
5	Getting approval from EFA Forum		—	
6	Sending assessment plan to UNESCO		—	

