**EFA Implementation in Myanmar**

*Education For All*

*"A commitment and an opportunity"*

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**Myanmar EFA National Plan of Action 2003-2015**

*Education For All*

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**Articulation of Myanmar EFA Goals**

with 30-Year Long Term Basic Education Plan and the Dakar Framework

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**Organization for EFA Central Coordination Committee**

- EFA Central Coordinating Committee
- EFA Executive Committee
- EFA Forum
- Technical Facilitators
- Working Groups
- National Organizations
- International Organizations
- Well Wishers
- Ministries and Departments

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**The Four Goal Areas and Six Strategies**

<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Access and Quality (Basic Education)</td>
<td>1. Developing and expanding effective schools for children</td>
</tr>
<tr>
<td>II. Early Childhood Care &amp; Edu. (ECCE)</td>
<td>2. Making quality education more accessible to children</td>
</tr>
<tr>
<td>III. Non-Formal and Continuing Edu. (NFE &amp; CE)</td>
<td>3. Increasing retention and completion rates in schools</td>
</tr>
<tr>
<td>IV. Education Management and EMIS</td>
<td>4. Assisting (0-5) children to develop to their fullest potential</td>
</tr>
<tr>
<td>V. Enhancing Literacy and Continuation Education through NFE</td>
<td>5. Modernizing education management and information systems</td>
</tr>
</tbody>
</table>

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**Myanmar has completed EFA NAP in 2003**
**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

**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**
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)

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).
Due to nationwide effort, the primary school intake rate in grade 1 steadily increased during the 1999-2000 AY to 2005-2006 AY.

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<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake rate</td>
<td>91.00</td>
<td>91.50</td>
<td>92.05</td>
<td>92.07</td>
<td>93.05</td>
<td>96.56</td>
<td>97.58</td>
</tr>
</tbody>
</table>

Intake rate Target for 2005 95%

Community Learning Centres CLCs (887)

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)

Adult Literacy Rate(15-45)

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>91.0%</td>
<td>91.4%</td>
<td>91.8%</td>
<td>92.2%</td>
<td>93.3%</td>
<td>94.1%</td>
</tr>
</tbody>
</table>

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.

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

Status of Inclusive Related Children by Type of Education Channels, Age Group (5-15) in 125 Townships

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

- Status of Inclusive Children in Formal School

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically disabled</td>
<td>1877</td>
</tr>
<tr>
<td>Likely as Polio</td>
<td>782</td>
</tr>
<tr>
<td>Mentally retarded</td>
<td>2315</td>
</tr>
<tr>
<td>Deaf</td>
<td>299</td>
</tr>
<tr>
<td>Blind</td>
<td>23</td>
</tr>
<tr>
<td>Mongol</td>
<td>257</td>
</tr>
<tr>
<td>Hearing and seeing impairment</td>
<td>913</td>
</tr>
</tbody>
</table>

Street/Working Children

- Non-formal Primary Education Programme for those who can’t attend schools at school hours

- Special arrangement for over-aged and out-of-school children

- Special programme for over-aged children in formal education institutions

Ma Su Pon Chit
BEHS Nyaungdon

Awarded by Minister for Education

Student of the Decade

Ma Yu Thandar Naing, an over-aged student from Dayebo BEPS
Hlegu Township

A mentally handicapped child traced the teacher’s writing

A girl student taking notes using her foot

Physically disabled children in formal schools
Introduction of Post-primary Schools, (5545 in 2005-06)

Successful Primary school leavers can have easy access to secondary education

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

Planning to open a centre for IE 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

International Cooperation for Myanmar EFA

Education for All
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

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

Myanmar Team
19-October, 2009

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal Area</th>
<th>Activities proposed for assessment</th>
<th>Who will assess</th>
<th>How</th>
<th>What (indicators)</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Quality</td>
<td></td>
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<tr>
<td></td>
<td>(1)</td>
<td>Transition Study</td>
<td>EFA-ECCE WGs &amp; UNICEF</td>
<td>Survey</td>
<td>Outcome Indicator</td>
<td>2005</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td>(2)</td>
<td>Follow-up study on impact of ECCE training programmes</td>
<td>DEPT &amp; UNICEF</td>
<td>Questionnaire</td>
<td>Training Assessment Indicators</td>
<td>2006</td>
</tr>
</tbody>
</table>

2. UPE Access 

3. Life Skills 

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

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</tr>
<tr>
<td></td>
<td>(1)</td>
<td>Collection of existing ECCE data from all service providers: MoE, DSW, MMCWA, MWF, private organizations, NGOs, INGOs, etc.</td>
<td>EFA-ECCE WGs</td>
<td>Questionnaire</td>
<td>Participation Rate (GER)</td>
<td>December 2005</td>
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<td></td>
<td>(3)</td>
<td>Collection data on number of Grade One children with ECCE experiences</td>
<td>EFA-ECCE WGs</td>
<td>Questionnaire</td>
<td>Percentage of new Grade One entrance with ECCE experiences</td>
<td>June 2006</td>
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<tr>
<td></td>
<td>(1)</td>
<td>Review of data gap for mid-decade assessment &amp; collect the required data</td>
<td>DEPT &amp; DBEs</td>
<td>Desk review Data Collection Through School Census Study</td>
<td>Achievement indicators</td>
<td>2005/2006</td>
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<td></td>
<td>(2)</td>
<td>Conducting Achievement Survey (EALAS)</td>
<td>DEPT/ UNICEF</td>
<td>Questionnaires (school community)</td>
<td>IE access indicators</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td>Collection of IE data</td>
<td>DBEs</td>
<td>Questionnaires (school community)</td>
<td>IE access indicators</td>
<td>2005</td>
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<td></td>
<td>(1)</td>
<td>Revision of Primary Life Skills Curriculum</td>
<td>DEPT/ UNICEF</td>
<td>TUG, interviews, Observation</td>
<td>Revised Primary Life Skills Curriculum</td>
<td>2004-2006</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>(2)</td>
<td>Development of monitoring tools for Life Skills Curriculum for out-of-school youth</td>
<td>DEPT/ UNICEF</td>
<td>NWE mode</td>
<td>Output Indicator</td>
<td>2006</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td>Implementation of DISKATTE Project (Dissemination of Knowledge on HIV/AIDS through Teacher Education)</td>
<td>DEPT/ UNAID</td>
<td>Learner-Centered Approach</td>
<td>Output Indicators</td>
<td>2005-2006</td>
</tr>
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</table>

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<td></td>
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<tr>
<td></td>
<td>(1)</td>
<td>Utilization of monitoring tools developed by UNESCO assistance</td>
<td>DEPT &amp; DBEs</td>
<td>Process indicators for national and sub-national Assessment</td>
<td>Mid-decade assessment indicators</td>
<td>2005/2006</td>
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<tr>
<td></td>
<td>(4)</td>
<td>Development of inspection Manual will focus on monitoring process, providing guidance and implementation</td>
<td>DEPT/DBEs</td>
<td>Observation</td>
<td>Inspection Manual Monitoring the academic achievement</td>
<td>2005</td>
</tr>
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</table>
### Gender

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal Area</th>
<th>Activities proposed for assessment</th>
<th>Who will assess</th>
<th>How</th>
<th>What (Indicators)</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>DEPT &amp; DBEs</td>
<td>Questionnaire</td>
<td>Input indicator</td>
<td>2006</td>
</tr>
</tbody>
</table>

#### Activities proposed for assessment:

1. Application of gender parity index (FE/NFE)
2. Collection of Data for gender responsive indicator

#### Goal Area:

- Literacy indicators
- Questionnaires

#### Areas:

- DEPT & DBEs

#### How:

- Input indicator

#### What (Indicators):

- DEPT & DBEs

#### When:

- 2005/2006

### Capacity Building Assessment Tools

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal Area</th>
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<th>Who will assess</th>
<th>How</th>
<th>What (Indicators)</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>UNICEF</td>
<td>Training</td>
<td>Assessment tools</td>
<td>2006-2006</td>
</tr>
</tbody>
</table>

#### Activities proposed for assessment:

1. Training on application of DevInfo/EFA Info for ECCE-MIS
2. Expansion of DevInfo application (ECCE, Life Skills, IE, etc.)

#### Goal Area:

- Training

#### Areas:

- Training

#### How:

- Training

#### What (Indicators):

- UNICEF

#### When:

- 2005-2006

### Report Consultation & Process Assessment Indicators

<table>
<thead>
<tr>
<th>No.</th>
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<th>How</th>
<th>What (Indicators)</th>
<th>When</th>
</tr>
</thead>
</table>

#### Activities proposed for assessment:

1. Compilation of the data on literacy & CE
2. Expansion of DevInfo application (ECCE, Life Skills, IE, etc.)

#### Goal Area:

- Report Consultation & Process Assessment Indicators

#### Areas:

- UNESCO/UNICEF

#### How:

- Questionnaires in collaboration with key Ministries/ NGOs/INGOs

#### What (Indicators):

- Literacy indicators

#### When:

- 2005-2006

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**Timeframe for the Development of EFA Assessment Plan**

<table>
<thead>
<tr>
<th>Sr.no</th>
<th>Activities</th>
<th>Nov.2005</th>
<th>Dec.2005</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EFA Task Force meeting with related GOs, NGOs, INGOs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Report to EFA Forum for review &amp; comments</td>
<td></td>
<td></td>
<td>Forum headed by Dy.M</td>
</tr>
<tr>
<td>3</td>
<td>Working Group meeting to modify assessment plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>EFA Task Force meeting with related GOs, NGOs, INGOs to finalize the plan</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Getting approval from EFA Forum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sending assessment plan to UNESCO</td>
<td></td>
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</tr>
</tbody>
</table>

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**Thank You for Your kind attention**