


Department of
Educational Planning and Training
(DEPT)
Ministry of Education
The Union of Myanmar

Japan International
Cooperation Agency
(JICA)

**DEVELOPMENT STUDY
FOR THE IMPROVEMENT OF QUALITY AND ACCESS OF
BASIC EDUCATION IN THE UNION OF MYANMAR
(MBESS)**

**FINAL REPORT I
- Executive Summary -**

JICA LIBRARY

J1170768(4)

December 2002

International Development Center of Japan
(IDCJ)

S S F
J R
02- 152

Department of
Educational Planning and Training
(DEPT)
Ministry of Education
The Union of Myanmar

Japan International
Cooperation Agency
(JICA)

**DEVELOPMENT STUDY
FOR THE IMPROVEMENT OF QUALITY AND ACCESS OF
BASIC EDUCATION IN THE UNION OF MYANMAR
(MBESS)**

**FINAL REPORT I
- Executive Summary -**

December 2002

International Development Center of Japan
(IDCJ)



1170768【4】

PREFACE

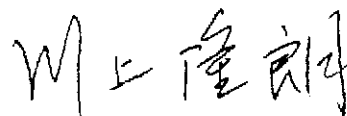
In response to a request from the Government of the Union of Myanmar, the Government of Japan decided to conduct a “Study for the Improvement of Quality and Access of Basic Education” and entrusted the study to the Japan International Cooperation Agency (JICA).

JICA selected and dispatched a study team headed by Dr. Norimichi Toyomane of the International Development Center of Japan to the Union of Myanmar from March 2001 to August 2002. In addition, JICA set up an advisory committee headed by Mr. Yu Sato, Professor of Hokkaido University of Education at Iwamizawa Campus during the period of the Study, which examined the study from specialist and technical points of view.

The team held discussions with the officials concerned of the Government of the Union of Myanmar and other stakeholders in the education sector, and conducted field surveys and pilot activities in the study area. Upon returning to Japan, the team conducted further studies and prepared this final report. I hope that this report will contribute to the further development of basic education of the Union of Myanmar.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of the Union of Myanmar for their close cooperation extended to the study.

December 2002



Takao Kawakami

President

Japan International Cooperation Agency

**DEVELOPMENT STUDY
FOR THE IMPROVEMENT OF QUALITY AND ACCESS OF
BASIC EDUCATION IN THE UNION OF MYANMAR**

**FINAL REPORT I
- Executive Summary -
TABLE OF CONTENTS**

1. OUTLINE OF THE STUDY	1
1.1 MBESS	1
1.2 Objectives	1
1.3 Components	1
1.4 Coverage	2
1.5 Outputs	3
1.6 Phasing	3
2. COMPONENT A.....	5
2.1 Procedure of Component A.....	5
2.2 Issues to be Considered in Myanmar Basic Education.....	5
2.3 Selected Topics for Pilot Lessons and Major Points to be Improved.....	7
2.4 Improving Primary Education for Implementing CCA	9
3. COMPONENT B.....	5
3.1 Phase 1: Situation Analysis of Teacher Education	11
3.2 Phase 2 and 3: Pilot Activities	12
3.3 Phase 3: Suggestions for Systemic Changes in Teacher Education	16
4. COMPONENT C.....	20
4.1 Overview of Component C Study	20
4.2 Phase 1: IPPSB in Four Model Townships.....	21
4.3 Phase 2: Transfer of the IPPSB Methods to the Government of Myanmar	24
4.4 Phase 3: Interim Review of the 8 Schools Renovation project in Dala Township	25
5. STEPS AFTER MBESS.....	27
5.1 Summary of Problem Areas	27
5.2 Steps after MBESS.....	28

Table 1-1: Selected Townships for Component C	2
Table 4-1: Numbers of Primary Schools by Implementation Priority	23
Table 4-2: IPPSB Implementation Options.....	24
Table 5-1: CCA-Related Problem Areas and Tasks.....	27
Figure 3-1: Research Procedures	16
Figure 4-1: Overall Flow of Component C Study	20
Figure 4-2: Flow Chart of the IPPSB Study for Four Model Townships	21
Figure 4-3: Proposed Classroom Building Plan Shapes.....	22
Figure 4-4: Prioritization Criteria for Improvement Needs of School Facilities	23
Figure 4-5: Entire Organisation for Implementing the Project	25

1. OUTLINE OF THE STUDY

1.1 MBESS

"The Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar" has been conducted as a technical cooperation project between the Department of Educational Planning and Training (DEPT), Ministry of Education, the Union of Myanmar, and the Japan International Cooperation Agency (JICA). The abbreviated title of the Study is "Myanmar Basic Education Sector Study (MBESS)." The duration of the project was originally from April 2001 to October 2002, however, later on it was determined that Component A will be extended until March 2004.

1.2 Objectives

The Study has four objectives:

- 1) To develop *Model Teacher's Guides* for "General Studies," "Basic Science" and "Social Studies" at the primary level, introducing the "activity-oriented" teaching methods;
- 2) To formulate a plan to upgrade the Education Colleges physically and academically, enabling them to effectively familiarize teachers with the "activity-oriented" teaching methods;
- 3) To develop a model plan to improve primary school buildings; and
- 4) To strengthen the planning and management capabilities of the Myanmar counterpart personnel.

1.3 Components

The Study consists of three separate but closely interrelated components. They are:

- Component A Teacher's Guides
- Component B Education Colleges
- Component C Primary School Buildings

Component A develops the teacher's guides for three subjects (General Studies, Basic Science and Social Studies) to be taught at the primary level. More specifically, the target levels are as follows:

- General Studies Kindergarten, Grades 1 and 2
- Basic Science Grades 3 and 4
- Social Studies Grades 3 and 4

The guides were developed in cooperation with staff from the Department of Education Planning and Training (DEPT), Ministry of Education, teachers from Yankin Education College

Practicing School (YECPS) and Basic Education Schools, and teacher educators from the Yankin Education College (YEC) and the Thingungyun Education College (TEC).

Due to time constraints, only a few selected topics from each subject were dealt with during the original study period. Later on the study period was extended to complete teacher's guides that include all topics. This is because the efficient completion of teacher's guides is considered very important in disseminating CCA concept, and therefore, the quality of the guides need to be assured by the cooperation work between the Myanmar side and the Japanese side.

Component B made review on teacher training at education colleges from the various aspects such as textbooks, curriculum, lesson plans, and teaching/learning materials and then, drew main obstacles to be tackled and the possible solutions. This component also looked into the situation of facilities and equipment at the Education Colleges to make recommendations for their physical improvement. It dealt with all the 19 Education Colleges, however, the development of an appropriate training curriculum and the implementation of model lessons were carried out at the Yankin Education College.

Component C covered four model townships, each representing one of the four climatic zones in the country. They are 1) delta zone, 2) coastal zone, 3) cool and hilly zone and 4) dry zone. All primary schools located in the four townships are studied to assess the physical conditions of the school buildings.

1.4 Coverage

Component A conceptually covers all primary schools in Myanmar. However, one primary school is selected from the Yangon area as the pilot school where the Teacher's Guides developed by the Study are tested in real classrooms by teachers. The selected school is the Yankin Education College Practicing School.

Component B deals with assessing the existing conditions of all of the 19 Education Colleges throughout the country. The development of curriculum was carried out jointly with the teacher educators at the Yankin Education College. Model classes were also held with participation of college students.

Component C has selected the four townships below as the model townships. All primary schools in the model townships have been studied.

Table 1-1: Selected Townships for Component C

Zone	Model Township	State/Division	No. of Primary Schools
Delta Zone	Dala	Yangon	24
Coastal Zone	Gwa	Rakhine	108
Cool and Hilly Zone	Theinni	Shan	42
Dry Zone	Myinmu	Sagaing	89
Total	--	--	263

Source: JICA Study Team

1.5 Outputs

The Study Team compiled the procedures and the results of the study into *Final Report I*. In addition to that, the following reports were produced.

Component A produced the following outputs:

- Model "Teacher's Guide for General Studies" (KG, Grades 1 and 2)
- Model "Teacher's Guide for Basic Science" (Grades 3 and 4)
- Model "Teacher's Guide for Social Studies" (Grades 3 and 4)
- Manual for Science Experiments (Grades 3 and 4)
- CCA demonstration video for General Studies
- CCA demonstration video for Basic Science
- CCA demonstration video for Social Studies

Component B's produced the following outputs:

- CCA handbook for Education Colleges ("*Understanding Child-Centered Approach –for Teachers in New Era-*")
- Reports on model lessons for Education Colleges ("*Improving Lessons for Active Learning in Education Colleges -Some Ideas on Learner-Centered Approach*")
- Reports on block teaching ("*Action Research on Block Teaching -Review of Current Practice and Some Suggestions*")

Component C produced the following outputs:

- "Improvement Plan for Primary School Building for Four Townships"*
- "Manual for Improvement Planning for Primary School Buildings"*
- "Interim Review of 8 Primary Schools Renovation Project in Dala Township under Japan's Grassroots Grant Assistance"*

1.6 Phasing

MBESS has been implemented in three phases. The phases have the following main objectives:

Phase 1	April-August 2001
<i>Component A</i>	Situation analysis
<i>Component B</i>	Situation analysis
<i>Component C</i>	School survey, prioritization, zone-specific standard design, cost estimation
Phase 2	October 2001-March 2002
<i>Component A</i>	Pilot lessons for selected topics Child-Centered Approach Workshops
<i>Component B</i>	Training sessions, model lessons
<i>Component C</i>	Manual for improvement planning for primary school buildings

Phase 3	May-September 2002
<i>Component A</i>	Development of model teacher's guides
<i>Component B</i>	Development of resource materials for education colleges
<i>Component C</i>	Monitoring report on the Dala township grassroots grant project

2. COMPONENT A

2.1 Procedure of Component A

2.1.1 Situation Analysis (Phase 1)

The JICA Study Team visited various educational institutions during Phase 1 in order to learn about the current situation of Myanmar's basic educational sector. During this period, the number of primary schools visited by the Team was approximately 100.

2.1.2 Pilot Lessons (Phase 2)

Based on the information of Myanmar's current educational situation, the JICA Study Team started pilot lessons at Yankin Education College Practicing School (YECPS), the designated pilot school. The pilot lessons had the following aims:

- (1) To introduce the child-centered approach (CCA) through various methods and activities and to enable teachers to grasp a concrete image of CCA;
- (2) To examine if lesson plans are feasible under Myanmar's situation and to take the first step to create appropriate lesson plans; and
- (3) To produce resource teachers who are responsible for the development of CCA and to spread CCA throughout the country.

The JICA Study Team first created working groups for General Studies, Basic Science, and Social Studies. These groups consisted of staff from the Department of Educational Planning and Training (DEPT) in the Ministry of Education (MOE), teacher educators from Education Colleges, and primary teachers from YECPS and local primary schools. The working groups were responsible for the preparation, implementation and evaluation of pilot lessons.

2.1.3 Teacher's Guides (Phase 3)

Based on the results of the pilot lessons, the JICA Study Team in cooperation with the members of the working groups created teacher's guides for General Studies, Basic Science and Social Studies.

2.1.4 Extension of CCA (Phase 3)

To introduce and spread CCA, the JICA Study Team held workshops in the following Education Colleges: Yangon, Mandalay, Taungoo, Pyay, Meikhila, Pathein, Taunggyi, Mawlamyine, Magway and Pakokku. Total number of participants in the workshops was approximately 6,000.

2.2 Issues to be Considered in Myanmar Basic Education

2.2.1 Common Issues

(1) Issues of Education Curriculum

From the CCA point of view, the current curricula in General Studies, Basic Science and Social Studies have the following problems: unclear introductions of CCA, too much contents to teach, inappropriate contents in textbooks and teacher's manuals, and ineffective evaluation methods.

(2) Issues of Physical Infrastructure

The current buildings and facilities in Myanmar's primary schools have to be improved in order to provide children with comfortable studying conditions. The following issues were raised: school buildings in poor condition such as no electricity and no running water, shortage of classrooms, inflexibility of classroom arrangement, unappealing design and binding of textbooks, and lack of teaching/learning materials.

(3) Issues of Classroom Activities

Lesson activities are at the heart of CCA lessons. The current primary education in Myanmar has the following problems: improper classroom arrangements for doing activities, little variety of teaching methods, teacher's monotonous expressions and gestures, and lack of multi-grade teaching approach.

(4) Issues of Allocation and Working Conditions of Teachers

Lack of proper educational administration also prevents Myanmar's basic education from improving. The problems in the educational administration include low economic status of primary teachers and unequal allocations of teachers.

(5) Issues of Ethnic Minorities' Education

There are a number of ethnic minorities in Myanmar. They maintain their own languages, customs and traditions. Therefore, the minority children, especially at lower primary levels, cannot understand lessons that are usually conducted in the Myanmar language. This is a common cause for children dropping out of school.

2.2.2 Issues of General Studies

Besides the common problems mentioned above, there are also specific problems dealing with General Studies. The following eight issues are the main problems in this subject: (1) There are no textbooks for Moral and Civics, and Life-skills; (2) The current way of teaching does not interest children; (3) Teachers are not fully capable of developing children's talents; (4) Field-studies during lessons are not held; (5) Difficult words are used in the current textbooks; (6) Some topics in the current textbooks do not indicate learning concepts clearly; (7) There is little relationship between the school and the community; and (8) There is a lack of essential teaching/learning materials in schools.

2.2.3 Issues of Basic Science

Basic Science also has the following specific problems: (1) Learning frames are not clear

enough in the current curriculum; (2) There are many difficult scientific terminology in the textbooks; and (3) There is a severe shortage of teaching/learning materials and equipment.

2.2.4 Issues of Science Experiment

Although important issues to be considered in Basic Science are discussed above, there are different problems in the area of Science Experiments. Three important issues raised are as follows: (1) There is a severe shortage of capable teachers of science experiments; (2) There are few instructions for science experiments in the textbook; and (3) Most primary schools cannot afford to purchase materials for science experiments.

2.2.5 Issues of Social Studies

Social Studies has different problems from General Studies and Basic Science. The main problems to be considered are as follows: (1) Some topics overlap with similar contents. For example, the topic of "A Study of Weather Conditions" is also seen in the textbook of Basic Science and the contents are almost the same; (2) Historically important figures and events in the textbook are not arranged in historical order. This makes children confused; and (3) Integration of geography and history is not completely successful.

In addition, Social Studies has the same problem as General Studies that there are no textbooks for Moral and Civics, and Life-skills.

2.3 Selected Topics for Pilot Lessons and Major Points to be Improved

2.3.1 General Studies

Taking into account the characteristics of CCA, 11 topics were chosen for the pilot lessons:

- "Brightness and Darkness" (KG),
- "Size" (KG),
- "Differentiate Sweet Sound and Noisy Sound" (KG),
- "Admonition" (KG),
- "Differentiate Hot and Cold Materials" (KG),
- "Washing Hands" (G1),
- "Magnet" (G1),
- "Observing Plants" (G1),
- "Cleaning Teeth" (G2),
- "Utilization of Leaves" (G2), and
- "Air" (G2).

In a model Teacher's Guide for General Studies, seven topics amongst the eleven were further developed in consideration with the evaluation results of the pilot lessons: "Size," "Listening to Sounds," "Admonition," "Washing Hands," "Observing Plants," "Cleaning Teeth," and "Utilization of Leaves." In addition to the seven topics, one topic, "Discipline" (KG), was newly developed for the Teacher's Guide.

During the period of the pilot lessons, the JICA Study Team was concerned with the following issues: (1) To give children concrete experiences to develop their receptivity and imagination;

(2) To prepare effective educational materials which are attractive and simple; (3) To promote using children's five senses of seeing, hearing, touching, tasting and smelling; (4) To create activity-oriented lessons; (5) To motivate children; and (6) To prepare simple and flexible lesson plans which can be adapted different conditions in various areas.

2.3.2 Basic Science

In Basic Science, nine topics were chosen and developed for pilot lessons:

- “Magnetism and Electricity” (G3),
- “Sound” (G3),
- “Solubility” (G3),
- “Animal Reproduction” (G3),
- “Force” (G3),
- “The Earth, the Moon and the Sun” (G4),
- “Different Types of Living Things” (G4),
- “Plants” (G4), and
- “Soil Erosion” (G4).

A model Teacher's Guide for Basic Science deals with four of the nine topics. The lesson plans for the selected four topics were fully completed though the remaining topics still need some revisions. The four topics are “Solubility,” “Sound,” “The Earth, the Moon and the Sun” and “Plants.”

To create new lesson plans for trial of the CCA lessons, many issues had to be reviewed due to the underdevelopment and weakness of science education in Myanmar. Main issues to be improved in the new lesson plans are: (1) To select key concepts in topics and indicate them clearly; (2) To select prioritized contents and reduce the number of topics to teach; (3) To choose the most effective activities and methodology for teaching topics; (4) To promote science experiments during lessons; (5) To enhance children's communication skills; (6) To develop children's scientific way of thinking; and (7) To use scientific terms correctly and carefully.

2.3.3 Social Studies

Nine topics were chosen and developed for the pilot lessons while considering the balance between geography and history, and between 3rd grade and 4th grade levels:

- “Our Family” (G3),
- “Clothes We Wear” (G3),
- “Our Village” (G3),
- “Our Country Myanmar” (G4),
- “Eight Directions” (G4),
- “General Aung San” (G4),
- “Union Day” (G4) and
- “Independence Day” (G4).

The latter three topics, “General Aung San,” “Union Day” and “Independence Day,” were combined together and developed as one topic. A model Teacher’s Guide for Social Studies also contains all the topics dealt in the pilot lessons.

During the pilot lessons, the improvement of many issues were focused on, including teaching methods, teaching content, teaching/learning materials and teacher’s capabilities. Main points to be improved through the pilot lessons were as follows: (1) To indicate a clear direction of teaching; (2) To use familiar issues in children’s daily lives; (3) To innovate creative ideas; (4) To encourage children to participate in lessons actively; (5) To use teaching/learning materials effectively; (6) To create the most appropriate classroom arrangement for lessons; (7) To integrate different *fields of study* into one lesson; (8) To create attractive and effective teaching/learning materials by using locally available materials; and (9) To improve teacher’s behavior and attitude.

2.4 Improving Primary Education for Implementing CCA

Based on the finding and results of the Study, the JICA Study Team has several proposals dealing with CCA, which should be implemented for the improvement and upgrading of Myanmar’s basic education. The proposals consist of three different areas: (1) Teacher’s training, (2) Development of curriculum, and (3) Improvement of teacher’s remuneration.

2.4.1 Teacher Training

Teachers play an important role in children’s education and growth. At the primary education level, teachers are usually role models for children. Therefore, teachers should be highly capable. In the current situation, however, many teachers are not concerned seriously with children and often force them to study without consideration of their interests and feelings. This is completely against the concept of CCA. To implement CCA in Myanmar’s primary schools, the teachers must change their attitudes and way of thinking. The JICA Study Team recommends the following five areas of training: (1) Training in understanding CCA (including understanding the concept of CCA, the practice of CCA, the design of CCA lessons and the application of CCA lessons); (2) Training in teaching methodology (especially focusing on effects and results coming from different methods); (3) Training in developing teaching/learning materials (including how to make low-cost materials and how to use them effectively); (4) Training in class management (including the multi-grade teaching); and (5) Training in assessment/evaluation.

2.4.2 Development of Curriculum

Curriculum is at the heart of education. The current curricula of the primary education do not seem to be created based on CCA but on the basis of the traditional approach to teaching. To extend CCA nationwide, the curricula should be changed on the following points: (1) To set grade-wise objectives; (2) To review the contents in the current textbooks and to select important topics; and (3) To allow the curricula to be used in different ways in different local situations.

2.4.3 Improvement of Teacher's Remuneration

Teachers in Myanmar are respected and have a high social status but their economic situation is very difficult. Teacher's monthly remuneration is too small to take care of her/his family. Most teachers engage in several side jobs to add to their income. The CCA lessons require a large amount of time for preparation. In the current situation, however, the teachers cannot devote themselves to the preparation of lessons or to the teaching of children at school. To promote the implementation and expansion of CCA in every school, it is necessary for the teachers to receive an appropriate remuneration and to secure the teachers stable economic status.

3. COMPONENT B

3.1 Phase 1: Situation Analysis of Teacher Education

3.1.1 Teacher Education System and the Recent Initiatives

Initiatives to strengthen teacher education in Myanmar have been conducted over the past decade, most often with the assistance of international organizations, especially UNDP and UNESCO. The following shows these initiatives:

- Strengthening Teacher Training Schools and Colleges Project (UNDP/UNESCO)
- Education Sector Study Project (UNDP/UNESCO)
- Education for All, National Programme of Action
- Education Promotion Programs and Teacher Education: AY 1998-2004

The last one, Education Promotion Programs have had great impacts on teacher education system in Myanmar. One of the major changes is the re-introduction of pre-service teacher education for the first time after AY 1971-1972. Accordingly, Teacher Training Colleges and Schools were upgraded to Education Colleges, which is considered as the same level of a university. At the same time, Education Promotion Programs set a goal to provide all in-service teachers with appropriate training and certificate within four years.

Currently there are two Institutes of Education (providing high school teacher certificate), 5 level 1 education colleges (providing primary and junior high school teacher certificate), 15 level 2 colleges (providing primary school certificate), and one University for the Development of National Races, specializing in teacher education for ethnic minorities.

3.1.2 Issues in Teacher Education

Myanmar's teacher education system is centrally planned and administered. This situation has direct implications for the degree to which changes can be introduced and implemented. Within the context of teacher education, the allocation of resources, including human resources, to meet the objectives of the Education Promotion Programs, has not been sufficient to support their full implementation. During the situation analysis of MBESS, the following issues were identified that require systemic reform.

(1) Systemic Issues

- Compressed schedule of teacher training courses
- Inappropriate sequencing of pre-service course of study (i.e., methodology, block teaching, academic courses)
- Insufficient instructional time for in-service correspondence course
- Insufficient supervision of block teaching practice
- Overloaded teacher education with too many trainees (particularly in-service correspondence course)
- Lack of teacher educators particularly in academic subjects (serious gap between

“sanctioned” and “appointed” teaching staff)

- Low salaries and incentives for teachers particularly of primary schools, and for those in remote areas, leading to attrition and lack of professionalism

(2) Pedagogical Issues

- Insufficient learning of concepts
- Trainees to be divided into science stream and art stream at an early stage
- Less emphasis on subject understanding
- Teaching style limited to lecture and demonstration (absence of learner-oriented approach)
- Lack of classrooms, facilities, and teaching/learning materials to support experiments, and project-type study.
- Inflexible daily schedule, which does not take into account principles of adult learning
- Lack of resources (reference books, science laboratory)

(3) Gap between Theory and Practice

- Little reflection of the realities of primary schools (such as limited classroom space and furniture, few teacher schools, multi-grade teaching, teaching children whose mother tongue is not Myanmar, etc.) in the curriculum of teacher education.
- Lack of linkage between education colleges and attached practicing schools

(4) Lack of Professional Development of Teacher Educators

- Limited opportunities for professional development
- No time or incentives to conduct teachers’ research
- Lack of resources (reference books)

3.2 Phase 2 and 3: Pilot Activities

3.2.1 Designing Pilot Activities

Based on the problem analysis and with the overall goal of introducing the concept of CCA in education colleges, the Myanmar counterpart team and the JICA study team decided to tackle the following issues.

1) Teachers are expected to implement CCA in the classrooms of primary schools, but the trainees of education colleges have little experience in learning with CCA in their previous schooling. Teacher educators of education colleges are not providing a model in the classroom. Lessons at education colleges are generally conducted in a lecture style and force rote learning, which can hardly be a model of CCA. Without the benefit of having had those approaches “modeled”, it is unrealistic to expect trainees to implement CCA in basic education schools.

⇒ **Issue 1: How to teach trainees in education colleges by using Lerner-Centered Approach (LCA)**

2) The concept and the techniques of CCA are not systematically taught in education colleges. Currently, teaching of the “child-centered approach” in education colleges is merely translated into the use of teaching-learning materials or development of low-cost/no-cost teaching-learning materials.

⇒ **Issue 2: What to teach about CCA**

3) Currently, what is happening in block teaching is not known to teacher educators of education colleges, because it is conducted without the supervision of education colleges. This makes it difficult to ensure the implementation of CCA in the real classroom. It also makes it difficult for teacher educators to reflect the real situation into their training of education colleges.

⇒ **Issue 3: How to supervise trainees in teaching practice**

Based on the understanding of the above pressing issues, the following activities were determined to be undertaken.

Issue 1 -> Activity 1: Implementation of selected learner-centered approaches in Education Colleges

Objective: To strengthen teacher educators' knowledge and utilization of learner-centered methodology and to improve the lessons of Education Colleges.

Issue 2 -> Activity 2: Documentation of selected child-centered methodologies for use by trainees

Objective: To develop an easy-to use guidebook on CCA for the use of education college trainees

Issue 3 ->Activity 3: Utilization of applied research strategies to improve block teaching

Objective: To develop suggestion to improve block teaching in order to link the classroom and education colleges through action research. It is also expected to enable teacher educators to acquire research skills.

3.2.2 Activity 1: LCA Approach in Education Colleges

The following steps were taken to implement this activity.

(1) Forming the Working Group

A working group was organized that consisted of teacher educators of YEC and TEC, and representatives of DEPT and Myanmar Educational Research Bureau (MERB), who were appointed on a voluntary basis.

(2) Introduction of Selected Strategies (Session on problem-solving and critical thinking)

A session on problem-solving and critical thinking was held for six days from November 29 to December 7, 2001, where selected strategies to improve lessons were introduced.

(3) Development of Model Lessons

Each working group member, developed a lesson plan using some of the techniques of learner-centered approach. Those lesson plans were discussed among the working group members and necessary revisions were made. Materials were then developed or prepared according to the lesson plans. The model lessons were conducted for 6th batch students of YEC for the first semester course. Each lesson was videotaped and observed by working group members. Everyday after the lessons were conducted, the working group members held an evaluation session.

(4) Evaluation and Extension

Based on the results of the evaluation, explanation on the needs for LCA, some techniques of LCA, and the revised lessons plans that utilize LCA techniques were compiled as the LCA Handbook¹. This handbook was developed as a training material as well as reference for teacher educators so that particular attention is paid to the simplicity and ease of reading in developing the document. The handbook was actually utilized during one-day teacher educators' session of the CCA workshop conducted in nine education colleges during Phase 3. The working group members played a role as a facilitator and conducted activity-based workshop using the material. Based on the feedback from the workshop and group discussion among the working group meeting, the handbook was revised to include more information, though was kept simple as possible. After the completion of English version, the Myanmar counterpart team developed Myanmar version of the handbook, which can be distributed to education colleges with the supplemental workshop to ensure their application in the classroom of education colleges.

3.2.3 Activity 2: CCA Handbook for Education Colleges

The following steps were taken to implement this activity.

(1) Form Working Group

A working group was organized that consisted of teacher educators of YEC and TEC, and representatives of DEPT and MERB, who were appointed on a voluntary basis.

(2) Needs Assessment

The analysis was made on the situation of rural schools, necessary knowledge and skills of teachers, level of understanding of teacher educators on CCA, and level of understanding of trainees on CCA. Certainly teachers need to be more proficient in the usage of various teaching techniques for active learning, however, it was found that to deepen their understanding of basic CCA concepts and to motivate them for behavioral changes is more urgent task.

¹ This was developed by the working group member in a separate report, *Improving Lessons for Active Learning in Education Colleges, - Some ideas on Learner-Centered Approach (LCA)*.

As noted earlier, the teaching style of education colleges is mostly limited to lecture style and all teacher educators are not capable of conducting activity-based lessons. There may be a risk, therefore, that if “a manual” is handed over, teacher educators may use it for rote learning purpose only. Rather workshop-type activities would be more effective where teacher educators play a role of facilitator rather than lecturer.

(3) Developing Documents²

Originally, the working members planned to develop a concise manual for CCA concepts and techniques, but due to the reason stated above, decided to develop training materials with which trainees can deepen understanding and gain knowledge of CCA, based on a self-study approach. The training materials were developed in the use of trainees through mini-workshops or some periods of a teaching methodology course in the first semester. It is hoped that the training material is first tested and then, utilized in the pre-service teacher-training course until the concept of CCA is diffused in education colleges and each teacher educator teaches his/her subject from the CCA’s point of view.

3.2.4 Activity 3: Applied research to improve block teaching³

The following steps were undertaken.

(1) Forming the Working Group

A working group was organized that consisted of teacher educators of YEC and TEC, and representatives of DEPT and MERB, who were appointed on a voluntary basis.

(2) Orientation Session for Action Research

A half-day was spent in one session for this activity. During the session, the group analyzed problems associated with the current block teaching practices and discussed the areas to be focused in action research. Basic techniques of data collection such as questionnaires, interviews, journals and classroom observation were discussed.

(3) Conducting research

This activity aims at not only finding solutions to improve block teaching quality but also providing teacher educators with an opportunities to practice research. Therefore, the emphasis was placed on formulating clear research questions, designing research strategies, and using various data collection techniques. The following chart (**Figure 3-1**) shows the research procedures.

² For the details, please refer “*Understanding Child-Centered Approach, for Teachers in New Era*”.

³ For more detail results, please refer the separate document “*Action Research on Block Teaching – Review of Current Practice and Some Suggestions*”.

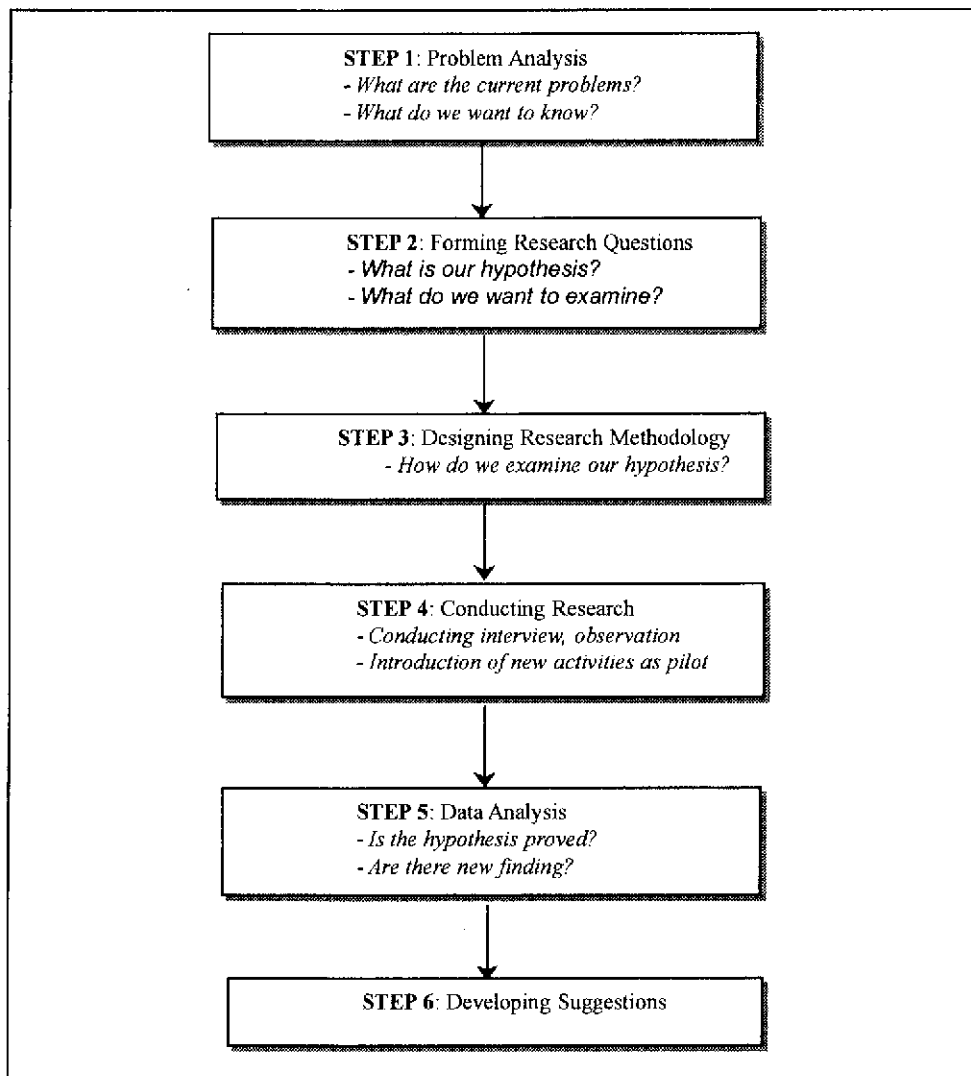


Figure 3-1: Research Procedures

(4) Reporting

Through the review of the whole process of block teaching, strategies and policy implications to improve the quality of block teaching were discussed. Each working member was responsible for different parts of the research and the results were compiled in a separate report, “Action Research on Block Teaching”. The report contains the current practices of block teaching, the results of the experimental activities, procedures of the research, and suggestions for the improvement of block teaching practices. The main findings and suggestions were reported to DEPT in July 2002.

3. Phase 3: Suggestions for Systemic Changes in Teacher Education

Based on the situation analysis and pilot activities, factors affecting the quality of teacher education particularly in promoting CCA were identified.

3.3.1 Systemic Changes in Teacher Education Programs

(1) Program Sequence

The situation in the education colleges requires the trainee to teach before he or she has had opportunity to learn the content of the respective subjects. The sequence of subject matter course and teaching methodology course need to be reversed or at least they should be taught in parallel:

(2) Program Length

At minimum, and for the short-term, the training to become a primary level teacher should be increased to two years, the same as that required for middle school teachers. In the longer term, the system should be redesigned so that primary, middle, and secondary levels are on an equal basis, both in terms of training provided and in terms of salary base.

(3) Medium of Instruction for the Academic Courses

The academic courses are taught in English, though facility with the English language is limited, both for the trainees and for the teacher educators. Thus, knowledge of the specific subject areas is negatively affected. Moreover, it is very difficult to implement learner-centered education in the education colleges for those who must struggle with teaching in English, and tend to follow the textbook without deviation. It would be advantageous to allow education colleges to choose which medium they preferred to use for their academic courses, at the very least and in the short-term.

(4) Selective Subjects

In the current system, students are able to select subjects from 8th standards. The cumulative effect of this change is that some trainees may not have taken a science course in high school, and may choose not to take a science course at the education college. Subject matter knowledge required to teach basic science, especially in light of implementing CCA, is not assured. Unless this situation is addressed, and coursework in science is added as a requirement at the teacher education colleges, the quality of primary education, including CCA, will suffer.

(5) Trainees' Schedule

It is recommended that flexibility is introduced into the trainee's schedule to allow time and opportunity for independent study or research, and other projects specifically related to the promotion of CCA. This may include field-based experiences, including observation of students in classes, working one-to-one with a student or a small group of students, observing other educational institutions, visiting resource centers such as museums or libraries.

(6) Monitoring and Supervision of Block Teaching

It is critical that TEOs, headmasters/headmistresses, and cooperating teachers be provided with training in CCA, and in monitoring and supervision skills. The situation needs to change so

that education colleges have a role to play in monitoring and supervision of their trainees, in the selection of the sites, and, ideally, in selecting the cooperating teacher. Without their involvement and cooperation, it is hard to see how change can occur to any significant degree.

Other suggestions include the following;

- School selection criterion of “schools with insufficient teachers” should be revised and schools with better conditions should be selected;
- Feedback/assessment system for trained should be established; and
- Number of required teaching period should be reduced.

(7) Curriculum Revision with the View of CCA

CCA is a broad concept that provides a platform for all other teaching theory and methodology courses. It includes the aspects of children’s psychology, teachers’ attitudes, usage of teaching /learning materials, teaching techniques, subject matter knowledge, and communication with other stakeholders. Thus, ideally, the whole teacher-training curriculum needs to be reviewed and reformulated from the CCA’s point of view in the near future, but it will take some time to revise the curriculum completely. Meantime, CCA needs to be taught regularly to pre-service trainees, focusing on the basic concept of CCA.

(8) Introduction of LCA concept in Education Colleges

The premise is that if trainees are taught using a "learner-centered approach," they will be more likely to implement the child-centered approach when they themselves become primary teachers. In this context, the teacher educators should be the "role models" for CCA. Using the materials developed by the Study, activities to improve lessons of education colleges should be continued.

(9) Physical Improvement of the Education Colleges

Currently, the limitation of physical conditions of the education colleges inhibits teacher educators from implementing more learner-centered lessons, along with other factors such as the rigid trainees’ daily schedule and an overloaded curriculum. Necessary improvement includes the provision of sufficient classrooms, facilities such as a library and science laboratory, and instructional materials.

3.3.2 Systemic Changes in Quality of Teachers

(1) External Efficiency of Pre-service Teacher Education

According to the statistics, less than 10% of the graduates of the first-year training course work as primary school teachers since education colleges opened. This figure indicates that the government’s efforts to quickly produce a sufficient number of teachers to meet the goal of “Education for All” have not borne fruit. There are cogent reasons why a trainee may choose to continue his or her education to become a middle school or high school teacher in Myanmar. One of those reasons is related to the differential pay scale. Primary teachers are paid the least, yet, have the most responsibility in terms of the future of Myanmar's children and their quality of life and for the future of Myanmar in the development of its human resources.

Improving the status of primary teaching requires structural change in the system so that remuneration is not based on level of teaching (that is, primary, middle, or secondary), but on a) years of experience and b) educational level. This change would position Myanmar to be on a par with international practices with respect to this issue. Further, it is posited that enhancing the professionalism of primary level teaching would have the effect of increasing motivation and improving teacher attitude, both critical to implementing child-centered education.

(2) Ongoing Professional Development for Teacher Educators

The MOE has given some refresher courses or short-term training on the new education reform programs. However, there is no system in place for ongoing professional development for teacher educators. The need for such a system is predicated on the fact that opportunity for what is referred to in other countries as "continuing education" are extremely limited, and, with few exceptions, not existent in Myanmar.

(3) Training in CCA and LCA

The teacher educators themselves should be role models for the student-centered, activity-based approaches that are being promoted. The change from rote learning, which tends to characterize Myanmar teaching-learning processes, to more interactive approaches that promote critical thinking and problem solving, requires specific interventions and support for the teacher educators themselves. In the short-term, professional development of teacher educators, including the newly appointed instructors who do not have teaching experience, and other key actors such as headmasters/headmistresses and township level officials is critical. The desire for training and willingness of many teacher educators to work toward improving teaching and learning practices in the education colleges provides a strong foundation for future initiatives.

4. COMPONENT C

4.1 Overview of Component C Study

The objectives of the MBESS Component C are to:

- 1) formulate an improvement plan for primary school buildings (hereinafter referred to as IPPSB) that aims to develop an organisational, financial, and administrative framework, as well as optional designs for the construction/renovation of school buildings, in order to expand physical access to basic education in the Townships selected, one each in the four different geographically areas, namely Delta zone, Coastal zone, Dry zone, and Cool & Hilly zone, and
- 2) help to strengthen the planning and management capability of Myanmar counterpart personnel so that the Government of Myanmar will be capable of independently preparing a master plan for improving primary schools throughout the country.

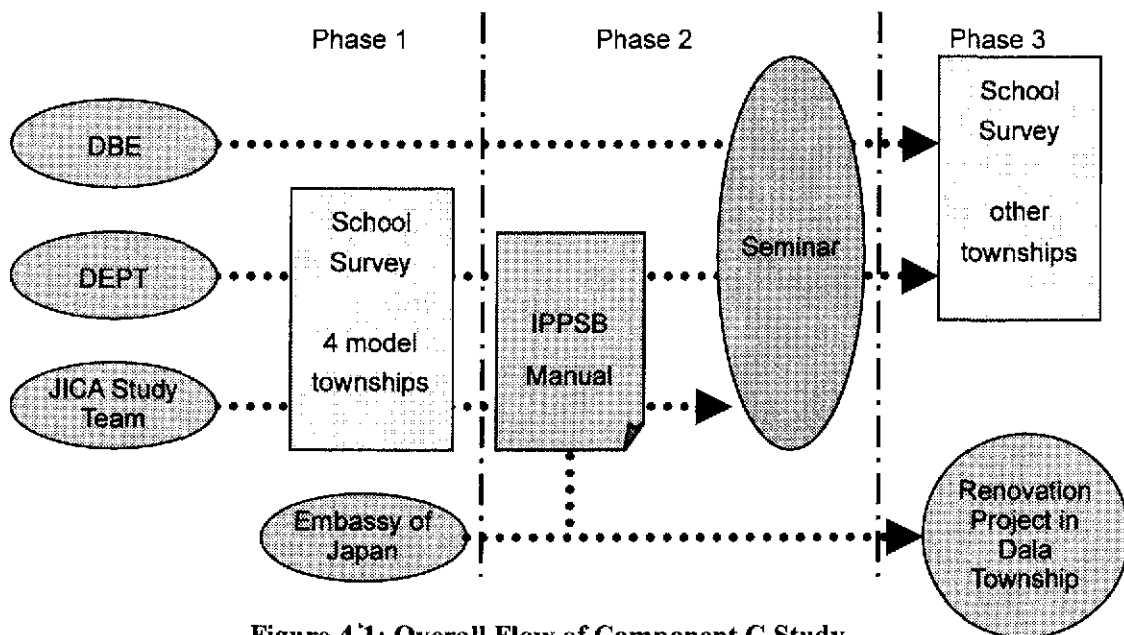


Figure 4-1: Overall Flow of Component C Study

As shown in **Figure 4-1**, the study has been carried out in three phases. In the first phase, four model townships were chosen to represent the four different geographically regions in Myanmar. The study team surveyed the physical facilities of all of the primary schools in the townships, analysed the data obtained to identify the needs and the priorities for construction, prepared some prototype designs, and calculated project costs. From the results of the study, a draft IPPSB was prepared as a part of the MBESS Progress Report, which was presented at the workshop on 27 August 2001. Based on comments made at the workshop, the IPPSB was revised to form a part of MBESS Interim Report.

In the second phase, the know-how obtained through the work in the first phase was transferred

to the Government of Myanmar. The study team prepared a manual for formulating IPPSB. The manual was presented at workshops held on 7, 8, and 9 of December 2001. The latter half of the workshop was devoted to on-site training for the engineering staff members of the Ministry of Education at three primary schools in Yangon, during which they showed their capability of doing the survey. Then, the government of Myanmar organised special teams and carried out the physical survey in four additional townships of the delta zone, covering 642 primary schools in total. Furthermore, it is planned to survey six more townships within this year, although the dates have yet to be decided.

Then, in the third phase, based on the results of the IPPSB, a renovation project for eight schools in Dala Township was executed under Japan's Grassroots Grant Assistance from March 2002, and is to be completed by the end of September 2002. The study team technically supported the project and reviewed project execution including detailed designs, costs, procurement system, work program, and project management system, in order to obtain useful supplemental information to the IPPSB report.

The results of each of the studies in the phases above have been presented in the separate volumes attached to the MBESS Final Report as listed below:

- 1) Report on IPPSB for Four Model Townships in Myanmar
- 2) Manual for IPPSB
- 3) Report on Eight Primary School Renovation Project in Dala Township

4.2 Phase 1: IPPSB in Four Model Townships

The Study was carried out in the following steps:

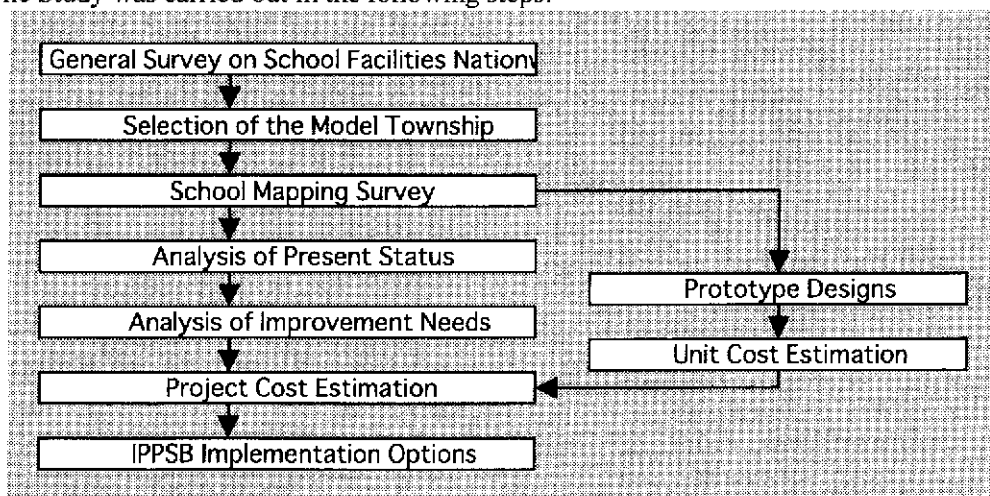


Figure 4-2: Flow Chart of the IPPSB Study for Four Model Townships

1) General Study on School Facilities Nation-wide

JICA Study Team surveyed the general information such as the number of primary schools and students in each of the township.

2) Selection of the Model Township

The townships are Dala for Delta Zone, Gwa for Coastal Zone, Myinmu for Dry Zone, and Theinni for Cool & Hilly Zone.

3) School Mapping Survey

The Team visited all the primary schools in the selected model townships and surveyed the present situation of each schools about key educational data as well as the condition of physical facilities, which were judged in 6 levels, 1: Good, 2: Acceptable, 3: Need Minor Repair, 3B: Need Major Repair, 4A: Need Replacement, 4B: Need Urgent Replacement.

4) Analysis of Present Status

The number of students in three townships other than in Dala tends to be smaller than assumed for the present DBE Standard Designs. In Gwa, the structure of the classroom building is timber and the floor is raised high above about 8 feet to avoid flood, while in other townships brick nogging is the most popular structure. In all four townships, the condition of the building is poor and most of them need to be repaired or reconstructed.

5) Prototype Designs

JICA Study Team made a proposal for new designs of the classroom building and other facilities of the primary school in each geographical region to fit to their characteristics. The Team planned the design for small schools which could often be seen in all four townships. The structure of the plan varies in each township so that the local construction materials will be used at a maximum and communities can maintain the building easily. The Team proposed 12 square feet as the standard floor area per student instead of 10 sqft, the existing DBE Standard, as the CCA teaching method will effectively be carried under spacious room. The list of proposed design types are shown in **Figure 4-3**:







seat	40	80	120	160	40x	40x 2F
plan shape						
size	36' x 22'	40' x 32'	60' x 40'	72' x 50'	30' x 20(X+1)'	2 x 30' x 20(X+1)'

Figure 4-3: Proposed Classroom Building Plan Shapes

6) Analysis of Improvement Needs

All the schools surveyed in four townships were prioritized by the urgency of construction/ renovation needs of the physical facilities, based on the criteria shown in **Figure 4-4**:

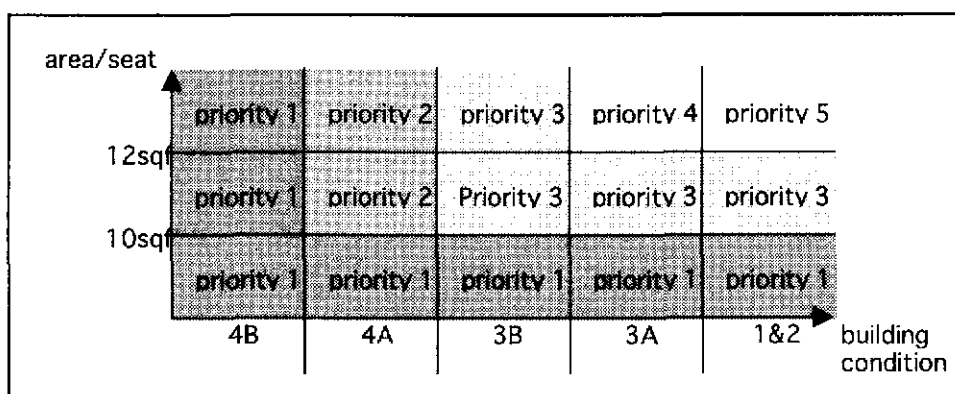


Figure 4-4: Prioritization Criteria for Improvement Needs of School Facilities

The result of the prioritization is shown in the table below:

Table 4-1: Numbers of Primary Schools by Implementation Priority

Name of Township	Dala	Gwa	Myinmu	Theinni	Total
Total Number of Primary Schools	24	108	89	42	263
Number of schools for Priority 1	12	30	16	8	66
Number of schools for Priority 2	2	17	8	3	30
Number of schools for Priority 3	8	32	22	13	75
Number of schools for Priority 4	2	26	35	11	74
Number of schools for Priority 5	0	3	8	7	18

7) Unit Cost Estimation

The unit cost of proposed prototype designs and other facilities were calculated on the basis of:

- The quantities of works calculated by applying the "Analysis of rates " issued by Public Works in the Government of Myanmar,
- Base net unit costs for the buildings in Yangon calculated by multiplying the quantities and the unit prices applied by Yangon City Development Committee (2000-2001). Then, in July 2002, after the interim review of the School Renovation Project in Dala Township, the unit prices were revised on the basis of the experience,
- The unit net costs of the buildings in each of the model townships obtained by applying the relevant regional factors to the unit net costs in Yangon,.

8) Project Cost Estimation

The project costs were calculated by multiplying the result of 6) and 7), and by adding the overheads, etc. depending on the project implementation systems.

9) IPPSB Implementation Options

Because of the urgent need for primary school physical improvements, as well as the limited funding sources of the Government of Myanmar, some additional funding support may be sought from foreign aid. Therefore, various systems by funding source, as well as by the agent in charge of design, procurement of materials, construction work and/or supervision

have been analysed, and the consultant has prepared two implementation options in **Table 4-2**.

Table 4-2: IPPSB Implementation Options

	Option-1	Option-2
Common Concepts	1) Foreign Donor covers construction of classroom and toilet, furniture provision for Priorities schools 1 and 2. 2) Communities cover renovation of classrooms of 3A blocks, water supply, and boundary fence on their own. 3) The Government of Myanmar supports the communities by covering all other project components.	
Major Differences	Construction of Classrooms by a foreign donor(s) on turnkey basis (System-C)	Provision of materials by a foreign donor(s) for Construction by Communities under the project management of Government of Myanmar (System-E)
Total Cost (Kyat)	3,775,080,000	2,604,010,000
Cost borne by Communities	703,970,000	818,110,000
Cost borne by Government	394,680,000	709,050,000
Cost borne by Foreign Donor(s)	2,676,430,000	1,076,850,000
Time Schedule	Immediate Implementation/ 29 months in total	Implementation after preparation for several months/ 36 months or more in total
Organisation	Easy modifications of existing engineering section in MOE, if any.	New engineering sections in MOE to be established
Others	RC constructions to be applied where it is beneficial to obtain safer and durable buildings	Conventional School structures are to be applied so that construction is by communities with minimum guidance

4.3 Phase 2: Transfer of the IPPSB Methods to the Government of Myanmar

There might have been better study methods when preparing a master IPPSB for more than 300 townships in Myanmar than what JICA Study Team had done in only four model townships. From this point of view, Chapter 1 of the manual overviews the entire IPPSB to cover all of the townships in the country and Chapter 2 proposes what preparations would be necessary for the Government of Myanmar to independently develop the master IPPSB. Chapters 3 to 6 explain the processes actually taken by the JICA Study Team in the relevant study stages when preparing the IPPSB in the four model townships. However, some modifications have been made to make the manual suitable for general application. Most of the back data and the software frameworks used in the study were presented in the Appendix. The entire contents were compiled in a package of software files and presented in a CD-ROM, so that planners/surveyors can easily use or modify them when carrying out similar studies.

This manual is for a broad range of audiences: high-ranking officials of the Government of Myanmar, educational facility planners and other technical staff members both in the central government and local authorities, potential stakeholders like community leaders, officials from the donor agencies working in the Basic Education Sector, etc. Policymakers with very limited

time may read only Chapters 1 and 2. Given a reasonable time, most of the audience would find the contents of the main body of the manual easy to understand. However, the actual handling of data analysis, design drawings, cost calculations, improvement plan preparation, etc. are for an audience with a technical background in construction engineering and with some basic knowledge of personal computer operation. The software packages used are MS Word, MS Excel, and Auto CAD Architectural Desktop 3.3.

4.4 Phase 3: Interim Review of the 8 Schools Renovation Project in Dala Township

(1) Implementing Organisation

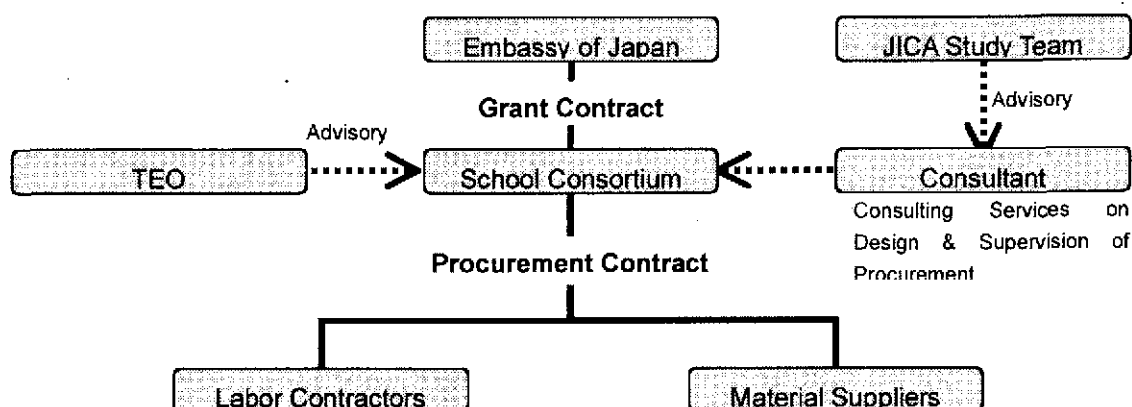


Figure 4-5: Entire Organisation for Implementing the Project

(2) Project Cost

Requested cost to be financed by the grant:	50,600,000 Kyat
Estimated cost to be financed by community:	1,500,000 Kyat
Total estimated cost of the entire project:	52,100,000 Kyat

(3) Scope of Works

Items to be covered by the grant: General Renovation of School Buildings, Upgrading of Water Supply and Toilet Facilities, School Furniture, Consulting and Engineering Services

Items to be covered by the consortium: Renovation of Other Items, Project Management and Support

(4) Program of Works

Starting Date of the Project:	1st April 2002
Proposed Completing Date of the Project:	30th September 2002
Expected Duration of the Project:	6 months

(5) Progress of the Project to Date

Work completion rate: 37% to 67% (59% in average of all the schools)

(6) Review of the Project

The IPPSB report has been found to be very useful for selecting an appropriate group of targets, even for small projects such as the renovation project in Dala Township. Executing this kind of project is not an easy task for the newly established consortium. It needs to obtain the professional services of a consultant(s) as well as managerial support from the TEO. Community participation in school construction projects will help not only achieve more physical outputs within the same input of external funds, but also give the community the initiative in implementing the project, as well as in running the facilities thereafter.

During the implementation period, the project has faced sharp price escalation of materials and labour. The consultant has managed to lead the project on the right track without serious decline of quality by altering specifications of the materials and reusing the existing materials; thus aiming to complete the project in time and in the budget.

5. STEPS AFTER MBESS

5.1 Summary of Problem Areas

Through MBESS, the JICA Study Team identified some problems and issues to be improved. The following Table shows the main problem areas described for Components A, B and C. Note that those problem areas were only identified with respect to the CCA concept and its extension; problems not related to CCA were not touched on.

Table 5-1: CCA-Related Problem Areas and Tasks

Component	Problem Area	Task	Suggested Action	Suggested Responsibility	Possible External Assistance
A	Teacher's In-Service Training	1 Training in CCA understanding	CCA workshop	EDC	✓
		2 Training on teaching methodology (including science experiments)	CCA workshop	EDC	✓
		3 Training on developing teaching/learning materials	CCA workshop	EDC	✓
		4 Training on class management	In-service training	EDC	✓
		5 Training on assessment/evaluation	In-service training	EDC	✓
	Curriculum and Textbook	1 Setting grade-wise objectives	Curriculum revision	DEPT	✓
		2 Reviewing contents of the textbooks	Curriculum revision/ Textbook revision	DEPT	✓
		3 Flexible teaching practice	Curriculum revision/ Textbook revision	DEPT	
	Teachers' Remuneration		Restructuring remuneration system	MOE	
	B	Program Quality	1 Program sequence, length and medium of instruction	Program reform	DEPT
2 Trainee's schedule			Program reform	DEPT	
3 Monitoring and supervision of block teaching			Program reform	DEPT	
4 External efficiency of pre-service teacher education			Research/ Program reform	DEPT	
Teacher Quality		1 Low status of primary level teaching and the pay scale	Restructuring remuneration system	MOE	
		2 Lack of science education	Program reform	DEPT	
		3 Professional development of teacher educators	Study abroad	DEPT	✓
		4 Training in learner-centered approaches (LCA) for teacher educators	LCA workshop	EDC	✓
Physical Facilities and Equipment		1 Buildings and classrooms	Teacher demand projection/ Additional Education Colleges and classrooms	DEPT	✓
		2 Facility and equipment	Science laboratory Library	DEPT	✓
	3 Instructional materials	Provision and utilization	DEPT	✓	
C	School Survey	1 Continuation of the school survey to cover remaining townships		DEPT DBE 1 DBE 2	

		2	Identification of high priority schools for renovation		DBE 3 DEPT DBE 1 DBE 2 DBE 3	
	Rehabilitation/Renovation	1	National master-planning for rehabilitation/renovation		DEPT DBE 1 DBE 2 DBE 3	
		2	Securing financial sources		DEPT	✓
		3	Community counterpart fund	Pilot trial	DEPT DBE 1 DBE 2 DBE 3	

Note: 1) DBE: Department of Basic Education
 DEPT: Department of Educational Planning and Training
 EDC: Education Development Center (see text for details)
 MOE: Ministry of Education
 2) Shaded areas indicate tasks that MBESS has dealt with.

5.2 Steps after MBESS

MBESS experiences suggest that a few considerations are due in defining the appropriate steps after MBESS.

(1) Integration of Components A and B

When CCA is concerned, there are three main target groups: primary school teachers, teacher educators at Education Colleges and Education College students (future teachers). However, since they are under different administrative authority, it is very likely that separate authority and programs will deal with them. To be effective, the CCA extension programs for the three groups should be closely integrated to ensure their mutual consistency.

(2) Integration of Development and Extension

According to the original terms of reference for the JICA Study Team, its main responsibility was defined as the development of CCA-based teacher's guides and textbooks for Education College trainees. CCA extension was not explicitly mentioned. However, development and extension should go hand in hand like two wheels if this alien concept is ever to take root. In the future actions, development and extension should be tightly interwoven to achieve the objective.

(3) DEPT as the Responsible Authority

The best way to fulfill the two requirements above is for a single authority to develop appropriate materials for each of the three target users and administer the CCA extension programs respectively for them. Naturally, DEPT of the Ministry of Education is the most suitable authority for these tasks. If DEPT is to take the responsibility, an integrated system for CCA development and extension can be established.

(4) A Permanent Body under DEPT

While the CCA workshops are proving highly appropriate and effective in the Myanmar context, one limitation has also become evident: there is not permanent body in the Myanmar

administrative system in general and under DEPT in particular that is capable of taking over the work done so far by the ad hoc working groups. Since extension is a long-term undertaking, ad hoc organizations are not up to the task. Under the present administrative system, DEPT of the Ministry of Education is the primary body responsible for the above aspects. However, its staff are fully engaged with routine duties and not capable of field extension work. Therefore, it needs a permanent body or unit specifically set up for the task.

(5) Need to Seek for Various Financial Sources

With regard to Component C, there is no doubt that rehabilitation and renovation of primary school buildings is an urgent issue especially in rural areas. However, to address this issue requires a massive investment. Given the limited budget size of national government, external assistance is essential to cope with this situation.