
ANNEX 4: IMPACTS OF MBESS ACTIVITIES ON THE QUALITY OF TEACHING

The JICA Study Team formed working groups with the aim of developing Teacher's Guides for General Studies, Basic Science and Social Studies, and to create a new textbook for Education Colleges. This was accomplished through intensive discussions of the CCA concept and pilot lessons. As mentioned in the prior chapters, the working groups consisted of 44 members from DEPT, Education Colleges, YECPS and other local primary schools. The working group members held meetings at least twice a week where they shared their opinions and ideas. At these meetings, the members were able to obtain a large amount of knowledge about CCA as well as skills on how to create and implement lessons.

The members became highly capable of implementing CCA lessons by the end of MBESS. This was shown in several workshops held in Phase 3. The working group members were fully responsible for holding these workshops and planning each program from the opening ceremony to the closing ceremony. The abilities and skills of the working group members significantly improved. The impact of MBESS activities on the improvement of the quality of teaching of working group members was measured in the following manner.

1. Methodology

The purpose of impact analysis is to observe the changes in the quality of teaching quality of the working group members before and after MBESS activities and to review the effectiveness of JICA Study Team's activities. The quality of teaching is of the highest concern because the implementation of CCA is directly related to this issue.

1.1 Instruments

The instrument of **Table 1** was used to observe the changes in the quality of teaching of working group members. This instrument gauges the teacher's attitudes and the quality of teaching by observing what is happening in the real classroom. The instrument is divided into the following four categories:

- Category 1: Lesson Planning and Preparation;
- Category 2: Teaching/Learning Process;
- Category 3: Teaching/Learning Materials; and
- Category 4: Evaluation.

Each category consists of several indicators. **Category 1: Lesson Planning and Preparation** includes indicators to check how teachers prepare their lessons. In **Category 2: Teaching/Learning Process**, there are indicators to check students participation in the classroom. **Category 3: Teaching/Learning Materials** includes indicators that check what kinds of teaching/learning materials are utilized by teachers. **Category 4: Evaluation** includes

indicators that are related to student assessment and evaluation of lessons. The degree of each indicator is determined by choosing one answer from the following choices: Never; Seldom; Sometimes; Often; or Always. A score of 0, 1, 2, 3, or 4 will be given to each respective answer. The higher the score is, the higher the quality of teaching is.

1.2 Conducting a Survey

Ideally, the instruments should be utilized by teachers in order to self-evaluate their own progress. It can also be used by a third party to observe teachers objectively before and after activities. However, this analysis was based only on the opinions of the JICA Study Team at the end of the activities. This is because during Phase 1 and Phase 2, the JICA Study Team and the working group members jointly developed the concept of CCA within the Myanmar context gradually formulating an ideal teaching style. As a result of the process, these indicators were developed. Therefore, the instrument was not utilized for self-evaluation at the beginning of MBESS activities. Since both sides have currently agreed on the quality of teaching for CCA implementation, this instrument can be utilized more systematically during the next phase.

The evaluation by the JICA Study Team was made based on the observation of lessons conducted by the working group members. The team observed many lessons including original lessons and pilot lessons that were developed among the working group members with the JICA Study Team’s suggestions. Without exception, the original lessons were traditional lecture-style lessons focusing mainly on the memorization of textbooks. On the other hand, the pilot lessons were based on the concept of CCA and carefully created by the working groups through intensive discussions.

2. Results of the Impact Analysis

Table 1 below shows the results of the evaluation made by the JICA Study Team.

Table 1: Results of Impact Analysis

No.	Indicators	Before MBESS					After MBESS				
		Never	Seldom	Some-times	Often	Always	Never	Seldom	Some-times	Often	Always
1	Lesson Planning and Preparation										
1-1	Teachers understand the focal points of the topics.			★						★	
1-2	Teachers prepare detailed lesson plans before class.		★							★	
1-3	Teachers take into account students backgrounds and development stages in designing lessons.		★							★	
1-4	Teachers prepare teaching aids, such as handouts, models, and charts.		★							★	
1-5	Teachers design lessons that include students' activities or experiments.		★							★	
1-6	Teachers design lessons in the structured manner: introduction, core, and conclusion.	★									★
1-7	Teachers design assessment as a part of lesson plans.	★							★		
1-8	Teachers check textbook questions for their suitability.	★							★		
1-9	Teachers use outside resources, such as parents, experts, librarians in planning lessons.	★						★			
1-10	Teachers try out experiments or any other practical work and obtain sample results before going to class to teach.	★								★	

Cont.

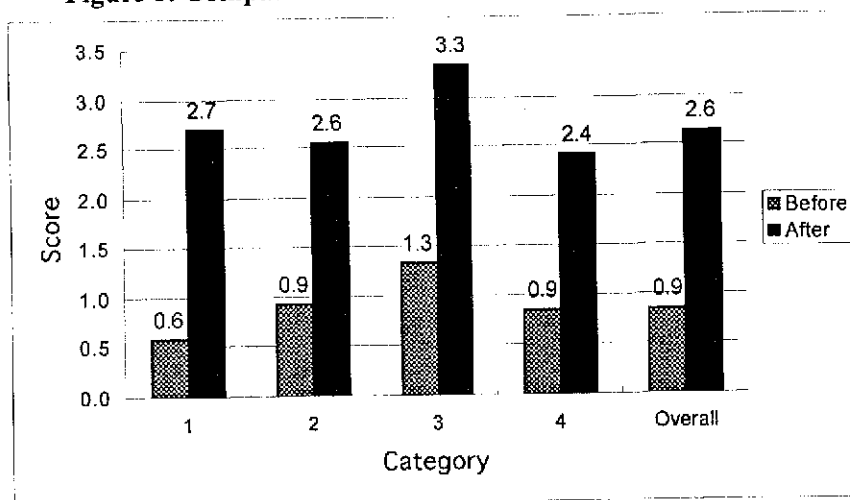
No.	Indicators	Before MBESS					After MBESS				
		Never	Seldom	Sometimes	Often	Always	Never	Seldom	Sometimes	Often	Always
2	Teaching/Learning Process										
2-1	Introduction incorporates prior knowledge and experiment of students.		★							★	
2-2	Introduction is stimulating enough to arouse the interest and curiosity of the students.		★						★		
2-3	Students engage in group activities during the class.	★								★	
2-4	Students conduct individual activities such as individual projects and research.		★						★		
2-5	Students engage in observation during the class.		★						★		
2-6	Students engage in experiments during the class.	★							★		
2-7	Students engage in presentation during the class.			★						★	
2-8	Students raise questions.	★							★		
2-9	Students are encouraged to express their own opinions.	★							★		
2-10	Students are encouraged to make their own predictions.	★								★	
2-11	Students are encouraged to draw conclusions by themselves.		★						★		
2-12	Students are encouraged to participate actively.			★						★	
2-13	Students have an interest in lessons.			★						★	
2-14	Students understand lessons well.			★						★	
2-15	Teachers' explanation is clear.			★						★	
2-16	Teachers give enough time for students to think.	★								★	
3	Teaching/Learning Materials										
3-1	Teachers use blackboards or whiteboards to teach.				★						★
3-2	Teachers use photos/picture cards to teach.		★							★	
3-3	Teachers use creative teaching/learning materials.	★								★	
4	Evaluation										
4-1	Individual attention is paid to students during classes.		★						★		
4-2	Teachers evaluate oral presentations by students to assess student achievement.		★							★	
4-3	Teachers check the degree of students' understanding at the end of lessons.				★					★	
4-4	Results of classroom assessment are used to improve Teaching-Learning process.	★								★	
4-5	Teachers set positive and realistic goals for the class.	★							★		
4-6	Students are given appropriate feedback from teachers.		★						★		
4-7	From time-to-time, fellow teachers are asked to sit through a lesson to give feedback.	★							★		

These results were converted by category to numerical scores as shown in **Figure 1**. **Figure 1** indicates that at the beginning of MBESS, the quality of teaching in all categories was quite low. **Category 1: Lesson Planning and Preparation** scores are especially low. This means:

Previously teachers did not prepare lessons very carefully. They did not incorporate students' prior knowledge or background when designing lessons. They used textbooks and a teachers' manual without critically reviewing

The indicators of other categories show similar low score before MBESS activities,

Figure 1: Comparison of Scores Before and After MBESS



After MBESS the scores of most indicators show a remarkable improvement. Category 1 shows the biggest improvement among all categories, indicating that teachers have realized the importance of carefully developing a lesson plan and thus spend more time on lessons preparation. Category 3: Teaching/Learning Process shows the highest score, indicating that teachers understand the concept of CCA and have attempted to implement it.

These results show an impressive improvement of in the quality of teaching in a limited period of time. This indicates that the working group members worked diligently and participated actively. It also points out that the approach was appropriate as the working group members and the JICA Study Team were able to jointly develop a concept of CCA that is feasible for Myanmar. As a result, the working group members have fully understand the importance of changing their attitudes and behavior.

These scores, however, are not yet ideal. Continuous efforts need to be made to improve the quality of teaching.

ANNEX 5: MINUTES OF MEETING

The following pages are the copies of the minutes of meeting agreed between DEPT and the JICA Study Team during the Study. The following minutes are included:

1. Scope of Work;
2. Minutes of Meeting on Scope of Work;
3. Minutes of Meeting of the First Workshop;
4. Minutes of Meeting of Progress Report I Presentation Workshop;
5. Minutes of Meeting of the Third Workshop;
6. Minutes of Meeting of the Fourth Workshop; and
7. Minutes of Meeting of the Fifth Workshop.

1. Scope of Work

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

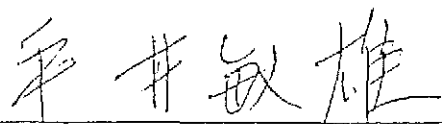
AGREED UPON BETWEEN
MINISTRY OF EDUCATION OF THE UNION OF MYANMAR
AND
JAPAN INTERNATIONAL COOPERATION AGENCY

YANGON, November 30th, 2000



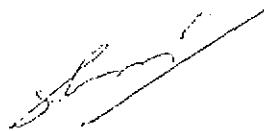
30/11/00

U Bo Win
Director General
Department of Educational Planning
and Training
Ministry of Education
The Union of Myanmar

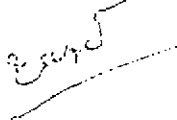


Mr. Toshio HIRAI
Leader
Preparatory Study Team
Japan International Cooperation Agency

Witnessed by



U Tin Nyo
Director General
Department of Basic Education No.1
Ministry of Education
The Union of Myanmar



Lt. Col. Win Htein
Director General
Department of Basic Education No.2
Ministry of Education
The Union of Myanmar



U Tin Win
Acting Director General
Department of Basic Education No.3
Ministry of Education
The Union of Myanmar

I. INTRODUCTION

In response to the request of the Government of the Union of Myanmar (hereinafter referred to as "GOM"), the Government of Japan has decided to conduct the Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar (hereinafter referred to as "the Study") in accordance with the relevant laws and regulations in force in Japan.

Accordingly, the Japan International Cooperation Agency (hereinafter referred to as "JICA"), the official agency responsible for the implementation of the technical cooperation programs of the Government of Japan, will undertake the Study in close cooperation with the GOM authorities concerned.

II. OBJECTIVES OF THE STUDY

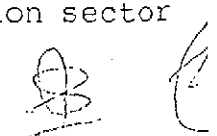
The objectives of the Study are to:

1. develop teacher's guides, which aim to promote a transformation of teaching strategy into the "student's activity oriented education", particularly regarding newly introduced "Basic Science", "Social Studies" and "General Studies" in the primary curriculum,
2. formulate a plan for upgrading and strengthening functions of the Education Colleges, which aim to improve teacher's skills for the "student's activity oriented education" and effective use of educational technology in teaching-learning situation,
3. formulate an improvement plan for primary school buildings, which aim to expand physical access to basic education, and
4. help to strengthen the planning and management capability of Myanmar counterpart personnel through the implementation of the Study.

III. SCOPE OF THE STUDY

In order to achieve the objectives mentioned above, the Study shall cover the following items:

1. Review of overall current situation of basic education sector



to clarify major issues and constraints of quality and access of basic education with special reference to:

- (1) Internal efficiency
 - (2) External efficiency
 - (3) Access and Equity
 - (4) Administration and Supervision
 - (5) Costs and Financing
2. Development of teacher's guides for "Basic Science", "Social Studies" and "General Studies" in the primary curriculum:
- (1) Review of textbook, teaching materials and teaching methods
 - (2) Development of General objectives of the subjects
 - (3) Development of Grade-wise learning objectives of the subjects
 - (4) Development of Topic-wise learning objectives of the subjects
 - (5) Appointment of a sample school including primary level for trial classes in Yangon Division
 - (6) Development of sample lesson plans in a few selected topics, including methodology and evaluation, in cooperation with teachers of the appointed primary school and trainers concerned in the Education Colleges
 - (7) Implementation of trial classes at the appointed primary school based upon the developed Sample lesson plans
 - (8) Verification of trial classes and improvement of the Sample lesson plans
3. Formulation of a plan for upgrading and strengthening functions of the Education Colleges
- (1) Review of ongoing program and curriculum for teacher training
 - (2) Demand-forecast of teachers in primary schools
 - (3) Review of overall situation of facilities and equipment in the Education Colleges
 - (4) Formulation of training curriculum and methodology for the practice of "Basic Science", "Social Studies" and "General Studies" in comparison with the existing ones
 - (5) Implementation of trial courses at Yankin Education College
 - (6) Verification of trial courses and preparation of appropriate training curriculum and methodology for the practice of "Basic Science", "Social Studies" and "General Studies"
 - (7) Recommendation for improvement of human resources, facilities and equipment in the Education Colleges, which will be facilitated for the practice of "student's activity oriented education"

4. Formulation of an improvement plan for primary school buildings in one selected township from each region of Cool & Hilly Areas, Dry Areas, Delta Areas and Coastal Areas
 - (1) Overall analysis of distribution and physical situation of primary schools in the selected townships
 - (2) Assessment of maintenance system for school buildings
 - (3) Preparation of optional designs of school buildings suitable for each regional constraints
 - (4) Identification of appropriate priority based upon objective reasons, for construction / renovation of school buildings
 - (5) Preparation of preliminary cost estimate and economic analysis
 - (6) Preparation of implementation program for construction / renovation of school buildings in a phased manner
 - (7) Recommendation for institutional arrangements and funding sources for the program

IV. STUDY SCHEDULE

The Study will be carried out in accordance with the attached tentative study schedule (see APPENDIX).

V. REPORTS

JICA shall prepare and submit the following reports in English to the GOM in accordance with the attached tentative work schedule.

(1) Inception Report

Twenty (20) copies at the commencement of the Study

(2) Progress Report 1

Twenty (20) copies within five (5) months after the commencement of the Study

(3) Interim Report

Twenty (20) copies within seven (7) months after the commencement of the Study

(4) Progress Report 2

Twenty (20) copies within twelve (12) months after the commencement of the Study

(5) Draft Final Report



Thirty (30) copies within seventeen (17) months after the commencement of the Study.

The written comments on the Draft Final Report from the GOM shall be submitted to JICA within one (1) month after submission of the report.

(6) Final Report

Fifty (50) copies together with one (1) set of CD-R, within one (1) month after the receipt of the comments on the Draft Final Report

VI. UNDERTAKINGS OF THE GOM

1. To facilitate smooth and effective execution of the Study, the GOM shall take necessary measures:

(1) to secure the safety of the Japanese Study Team (hereinafter referred to as "the Study Team");

(2) to permit the members of the Study Team to enter, leave and sojourn in the Union of Myanmar for the duration of their assignment therein, and exempt them from alien registration requirements and consular fees;

(3) to exempt the members of the Study Team from taxes, duties and other charges on equipment, machinery and other materials brought into and out of the Union of Myanmar for the conduct of the Study;

(4) to exempt the members of the Study Team from income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to the members of the Study Team for their services in connection with the implementation of the Study;

(5) to provide the necessary facilities to the Study Team for remittance as well as utilization of the funds introduced into the Union of Myanmar from Japan in connection with the implementation of the Study;

(6) to secure permission for the Study Team to enter into private properties or restricted areas for the implementation of the Study;

(7) to secure permission for the Study Team to take all data and documents including maps, photographs, related to the Study



out of the Union of Myanmar to Japan; and

(8) to provide medical services as needed. Its expenses will be chargeable on members of the Study Team.

2. The GOM shall bear claims, if any arises, against the members of the Study Team resulting from, occurring in the course of, or otherwise connected with the discharge of their duties in the implementation of the Study, except when such claims arise from gross negligence or willful misconduct on the part of the members of the Study Team,
3. The Ministry of Education of the GOM shall act as counterpart agency to the Study Team and also as a coordinating body in relation with other governmental and non-governmental organizations concerned for the smooth implementation of the Study.
4. The Ministry of Education of the GOM shall, at its own expense, provide the Study Team with the following, in cooperation with other organizations concerned:
 - (1) available data and information related to the Study, including aerial photographs and maps;
 - (2) counterpart personnel;
 - (3) suitable office space with necessary office equipment in Yangon; and
 - (4) credentials or identification cards


VII. UNDERTAKING OF JICA

For the implementation of the Study, JICA shall take the following measures:

1. to dispatch, at its own expense, the Study Team to the Union of Myanmar, and
2. to pursue technology transfer to the Myanmar counterpart personnel in the course of the Study.

VIII. CONSULTATION

JICA and MOE of the GOM shall consult with each other in respect of any matter that may arise from or in connection with the Study.



APPENDIX

TENTATIVE SCHEDULE OF THE STUDY

month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Work in Myanmar	[REDACTED]				[REDACTED]				[REDACTED]				[REDACTED]					
Work in Japan	[]				[]							[]						[]
Report	△ IC/R				△ P/R1		△ IT/R					△ P/R 2					△ DF/R	△ F/R

ABBREVIATION IC /R : Inception Report
 P/R1 : Progress Report 1
 IT /R : Interim Report
 P/R2 : Progress Report 2
 DF/R : Draft Final Report
 F / R : Final Report

2. Minutes of Meeting on Scope of Work


MINUTES OF MEETING
ON
SCOPE OF WORK
FOR
DEVELOPMENT STUDY FOR THE IMPROVEMENT
OF QUALITY AND ACCESS OF BASIC EDUCATION
IN
THE UNION OF MYANMAR
AGREED UPON BETWEEN
MINISTRY OF EDUCATION OF THE UNION OF MYANMAR
AND
JAPAN INTERNATIONAL COOPERATION AGENCY

YANGON, November 30th, 2000



U Bo Win

Director General
Department of Educational Planning
and Training
Ministry of Education
The Union of Myanmar



Mr. Toshio HIRAI
Leader
Preparatory Study Team
Japan International Cooperation Agency

The Japanese Preparatory Study Team (hereinafter referred to as "the Preparatory Team"), organized by Japan International Cooperation Agency (JICA) and headed by Mr. Toshio Hirai, visited the Union of Myanmar from 20th to 30th of November, 2000 to discuss the Scope of Work for "Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar (hereinafter referred to as "the Study").

During its stay in Myanmar, a series of meetings on the Study were held between the Preparatory Team and the officials from the Government of the Union of Myanmar (hereinafter referred to as "the GOM") and other organizations concerned. Through these meetings, both sides agreed and signed the Scope of Work for the Study. The attendants of the meetings are listed in Appendix.

The following points are confirmed by both sides:

1. Steering Committee on the study

For the smooth implementation of the Study, both sides agreed that the Department of Educational Planning and Training would establish a Steering Committee, consisting of the following members:

- (1) Director General of Department of Educational Planning and Training, as Chairman;
- (2) Director General of Department of Basic Education No.1, as Vice Chairman;
- (3) Director General of Department of Basic Education No.2, as Member;
- (4) Director General of Department of Basic Education No.3, as Member;
- (5) Principal of Yankin Education College, as Member;
- (6) Deputy Director General of Department of Educational Planning and Training, as Secretary;
- (7) Director of Department of Educational Planning and Training, as Joint Secretary

In addition, international organizations and international donor agencies such as UNICEF, UNDP and so on, might be invited to the meeting of the Steering Committee as observers, if needed.

2. Undertakings of the GOM in the Scope of Work

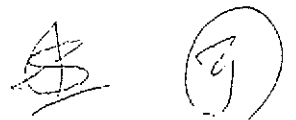
(1) Both sides agreed that the permission for the Japanese Study Team to enter into private properties or restricted areas may be issued with the approval of GOM.

(2) Department of Educational Planning and Training will appoint counterpart personnel in accordance with the formation of the Japanese Study Team. The members of counterpart personnel includes at least three persons on full-time basis who are respectively in charge of the areas of teacher's guides, Education Colleges and primary school building, as well as several persons on part-time basis, such as teachers and teacher educators for trial classes and courses.

(3) Department of Educational Planning and Training agreed to provide suitable office space in Yankin Education College with necessary equipment (desks, chairs, filing cabinets and other appropriate office equipment), electricity and telephones. Department of Educational Planning and Training also expressed that due to budgetary and administrative constraints, it would be difficult to provide facsimile machines and appropriate number of vehicles with drivers for the Japanese Study Team.

3. Disclosure of the Final Report

Both sides agreed that the Final Report of the Study shall be open to the public with the approval of GOM.

Handwritten signature and a circular stamp containing a stylized symbol.

List of Attendants

Myanmar Side

1. Ministry of Education

Mr. Bo Win	Director General, Department of Educational Planning and Training
Mr. Tun Hla	Deputy Director General, Department of Educational Planning and Training
Mr. Thaug Shwe	Director, Department of Educational Planning and Training
Mr. Aye Myint	Director, Department of Educational Planning and Training
Ms. Khin Khin Lay	Assistant Director, Department of Educational Planning and Training
Ms. Khin Than Nwe	Assistant Director, Department of Educational Planning and Training
Ms. Lwin Lwin Oo	Curriculum Section, Department of Educational Planning and Training
Mr. C. Thang Za Tuan	Deputy Director General, Department of Basic Education No.1
Mr. Aye Kyu	Deputy Director General, Department of Basic Education No.2
Mr. Khaing Soe	Director, Department of Basic Education No.3
Mr. Yan Naing	Principal of Yankin Education College
Mr. Tin Than	Vice Principal of Yankin Education College
Ms. Yin Mya	Assistant Lecturer, Eng. Department, Yankin Education College

Japanese Side

1. JICA Preparatory Study Team

Mr. Toshio Hirai	Leader of Team
Professor Yu Sato	Member of Team
Ms. Fumie Kojima	Member of Team
Mr. Toshio Murata	Member of Team
Mr. Takayuki Oyama	Member of Team

2. JICA Myanmar Office

Mr. Toshimichi Aoki	Resident Representative
Mr. Eiji Kozuka	Assistant Resident Representative
Ms. Kumiko Kaitani	Project Formulation Advisor
Mr. Kyaw Lwin Oo	Programme Assistant

3. Minutes of Meeting of the First Workshop

Minutes of Meeting
of
The First Workshop
on
The Development Study for the Improvement of Quality and Access
of Basic Education in the Union of Myanmar

Agreed upon between

Department of Educational Planning and Training
Ministry of Education

and

Study Team
Japan International Cooperation Agency

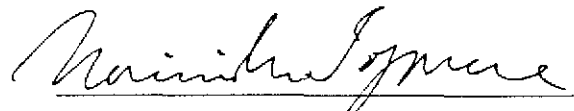
Yangon

26 April 2001



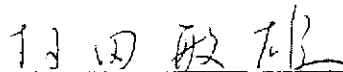
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U Bo Win
Director General
Department of Educational
Planning and Training
Ministry of Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

Witnessed by



Mr. Toshio Murata
JICA Advisory Committee for the Study

The JICA Study Team for the Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar (hereinafter referred to as the "Study") prepared the Inception Report and submitted it to the Department of Educational Planning and Training, Ministry of Education (hereinafter referred to as the "DEPT") in April 2001. Subsequently the DEPT, in close cooperation with JICA, convened the first Workshop on April 25, 2001 in Yangon. The DEPT invited the following Myanmar authorities and international donor agencies to the Workshop: Department of Educational Planning and Training; Department of Basic Education No.1; Department of Basic Education No. 2; Department of Basic Education No. 3; Institute of Education; Myanmar Education Research Bureau; Yankin Education College, Thingangyun Education College; Hlegu Education College; UNICEF; UNESCO and UNDP. The Workshop was also attended by the Embassy of Japan, Japan International Cooperation Agency (JICA), JICA's Advisory Committee for the Study, and the JICA Study Team. The list of attendants is presented as Annex I. During the meeting, participants discussed the contents of the Inception Report, the implementation of the Study, the time schedule, and expected outputs. Main discussions are summarized as follows:

- 1 The DEPT first expressed its appreciation of JICA's efforts to support and implement this Study. It also appreciated the Study's three component structure and the four approaches to the Study.
- 2 In regard to Component A (Teacher's Guides), some participants questioned the difference between Teacher's Manual and Teacher's Guide. The JICA Study Team explained that the DEPT and the JICA Study Team had agreed earlier on that subject as follows: Teacher's Guide would expand and improve existing Teacher's Manual eventually to replace it in the future. The JICA Study Team also clarified that the improvement would particularly emphasize a better application of the "activity-oriented" teaching methods.
- 3 As to Component B (Education Colleges), one participant pointed out that the mentality change of trainers and trainees at the Education Colleges should be one output of the Study. The JICA Study Team appreciated the suggestion and replied that it would pursue that change as part of the academic upgrading of the Education Colleges.
- 4 In connection with Component C (Primary School Buildings), some participants suggested to adopt a different approach to the selection of the four Townships; that is, to select large-size Townships and further identify about 200 sample primary schools from the total. While appreciating the approach, the JICA Study Team considered the original approach as specified in the Scope of Work more practical and appropriate in view of the tight time

schedule. The DEPT agreed with the JICA Study Team's view.

- 5 In this connection, one participant questioned that the criteria for the Township selection as listed on Page 12 of the Inception Report were still valid. The JICA Study Team answered that the criteria were only general ones and that in actuality the condition of the total number of the primary schools (about 200) was the most severely limiting criterion whereas two other criteria of "accessibility" and "duplication with other projects" would also be applicable. The DEPT accepted this clarification.
- 6 The Myanmar side iterated that this Study should not be "self-contained" and be followed up with some appropriate measures. The Japanese side understood the necessity and expressed its intention to pursue the possibility.
- 7 Myanmar participants pointed out some inappropriate expressions and outdated or misleading statistics in the Inception Report. The JICA Study Team agreed to correct them in the final version of the Inception Report.

Annex I

LIST OF ATTENDANTS

Myanmar Side

U Bo Win	Director General, Department of Educational Planning and Training, Ministry of Education
U Tin Nyo	Director General, Department of Basic Education No. (1), Ministry of Education
U Tun Hla	Deputy Director General, Department of Educational Planning and Training, Ministry of Education
U C. Thang Za Tuan	Deputy Director General, Department of Basic Education No. (1), Ministry of Education
U Aye Myint	Director (Planning), Department of Educational Planning and Training, Ministry of Education
U Win Kyi	Deputy Director (Curriculum), Department of Educational Planning and Training, Ministry of Education
Daw Su Su Hlaing	Deputy Director (In-Country Training), Department of Educational Planning and Training, Ministry of Education
Daw Myint Myint Than	Deputy Director (Planning), Department of Educational Planning and Training, Ministry of Education
Daw Khin Mar Htwe	Deputy Director, Department of Educational Planning and Training, Ministry of Education
Daw Aye Aye Khine	Assistant Director, Department of Educational Planning and Training, Ministry of Education
Daw Khin Than Nwe	Assistant Director, Department of Educational Planning and Training, Ministry of Education
Daw Kyi Kyi Hla	Staff Officer, Department of Educational Planning and Training, Ministry of Education
Daw Mya Mya	Staff Officer, Department of Educational Planning and Training, Ministry of Education
U Aye Kyaing	Staff Officer, Department of Basic Education No. (1), Ministry of Education
Daw Khin Saw Lin	Staff Officer, Department of Basic Education No. (1), Ministry of Education

U Khine Soe	Director (Academic), Department of Basic Education No. (3), Ministry of Education
U Nu	Deputy Director (Academic), Department of Basic Education No. (3), Ministry of Education
Daw Myint Si	Assistant Director, Department of Basic Education No. (3), Ministry of Education
U Myat Naing	Senior Education Officer, Myanmar Education Research Bureau
U Yan Naing	Principal, Yankin Education College
U Than Win	Vice Principal, Yankin Education College
U Tin Than	Advisor, Teacher Education, DEPT
Daw Yin Mya	Assistant Lecturer (English), Yankin Education College
Daw Han Han Thi	Assistant Lecturer (Education Theory), Yankin Education College
Daw Tin May Win	Principal, Thingangyun Education College
Daw Angelene Gyi	School Program Development Specialist, UNESCO
U Aung Htun	School Program Development Specialist, UNESCO

Japanese Side

Mr. Toshio Murata	Member, JICA Advisory Committee for the Study
Mr. Masahiko Teruya	Second Secretary, Embassy of Japan
Mr. Toshiya Sato	Assistant Resident Representative, JICA Myanmar Office
Ms. Kumiko Kaitani	Project Formulation Officer, JICA Myanmar Office
Dr. Norimichi Toyomane	Team Leader, JICA Study Team
Mr. Noriyoshi Nagamatsu	Deputy Team Leader, JICA Study Team
Ms. Mutsumi Tsubouchi	Member, JICA Study Team
Mr. Shinji Tajima	Member, JICA Study Team
Ms. Tomoko Masuda	Member, JICA Study Team
Mr. Fumitomi Fujita	Member, JICA Study Team
Mr. Yasuhiro Matsumoto	Member, JICA Study Team

4. Minutes of Meeting of Progress Report I Presentation Workshop

Minutes of Meeting
of
Progress Report I Presentation Workshop
on
The Development Study for the Improvement of Quality and Access
of Basic Education in the Union of Myanmar

Agreed upon between

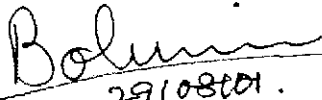
Department of Educational Planning and Training
Ministry of Education

and

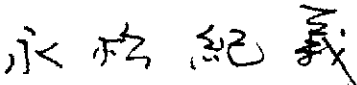
Study Team
Japan International Cooperation Agency

Yangon

29 August 2001


29/08/01.

U Bo Win
Director General
Department of Educational
Planning and Training
Ministry of Education



Mr. Noriyoshi Nagamatsu
Deputy Team Leader
JICA Study Team

The JICA Study Team for the Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar (hereinafter referred to as the "MBESS") prepared the Progress Report I and submitted it to the Department of Educational Planning and Training, Ministry of Education (hereinafter referred to as the "DEPT") in August 2001. Subsequently the DEPT, in close cooperation with JICA, convened the Report Presentation Workshop on August 28, 2001 in Yangon. The DEPT invited the following Myanmar authorities and international agencies to the Workshop: Department of Educational Planning and Training; Department of Basic Education No.1; Department of Basic Education No.2; Department of Basic Education No.3; Myanmar Education Research Bureau; Yankin Education College, Thingangyun Education College; Hlegu Education College, UNICEF, and UNESCO. The Workshop was also attended by Japan International Cooperation Agency (JICA) Myanmar Office and the JICA Study Team. The list of attendants is presented as Annex I.

During the course of discussion at the Workshop, several remarks were made by participants on the contents of the Report. Main points are summarized as follows:

1. The Myanmar side expressed appreciation of the completion of report, commenting that the report includes up-to-date and detailed information on the current situation of Myanmar basic education.
2. The Myanmar side participants pointed out that the way of presenting the decrease in student enrolment (Chapter 1) needs to be revised. They expressed that the real enrolment rate have not decreased due to the following reasons: 1) The population census has not been conducted after 1983 and the only estimated figure is available; 2) Pre-school children who were under-aged were included in the 1995 statistics, but not in 2000, and 3) The number of repeaters were included in the 1995 statistics, but due to the change in assessment system, the repetition rate of the year 2000 was dropped, which resulted in the decrease of the total enrolment.
3. The Myanmar side mentioned that the language problem (mother tongue is different from the medium of instruction) might not be the valid one as a reason of dropout for Bago and Ayeyarwady divisions, for most of the population in these areas are Myanmar speaking population.
4. The Myanmar side clarified that in Monastic education, there are two types of education, one is classified as non-formal education that provide only Buddhist

13. In regard to school construction implementation, the Myanmar side suggested to include Implementation System D as an option. It further commented that the government is now planning to improve school infrastructure nationwide with the continuous community participation, and that it is preferable that the costs for school infrastructure improvement other than those borne by community participation of the four townships surveyed in this Study will be borne by external agencies.
14. The Japanese side clarified that the direction of the Phase II will be aligned with those set as Terms of Reference by the DEPT and JICA.
15. The Myanmar side commented that the integration of Component A, B and C is very important.

Annex I

LIST OF ATTENDANTS

Myanmar Side

U Bo Win	Director General, Department of Educational Planning and Training
U Tin Nyo	Director General, Department of Basic Education No. (1)
U Tun Hla	Deputy Director General, Department of Educational Planning and Training
U C. Thang Za Tuan	Deputy Director General, Department of Basic Education No. (1)
U Aye Kyu	Deputy Director General, Department of Basic Education No. (2)
U Thuang Shwe	Director of Training, Department of Educational Planning and Training
U Aye Myint	Director of Planning, Department of Educational Planning and Training
Maj. Ko Ko Tin	Director of Planning and Finance, Department of Educational Planning and Training
U Khine Soe	Director of Academic, Department of Basic Education No. (3)
U Win Kyi	Deputy Director of Curriculum, Department of Educational Planning and Training,
Daw Su Su Hlaing	Deputy Director of In-Country Training, Department of Educational Planning and Training
U Nu	Deputy Director of Academic, Department of Basic Education No. (3)
Daw Khin Than Nwe	Assistant Director, Department of Educational Planning and Training
Daw Kyi Kyi Hla	Staff Officer, Department of Educational Planning and Training
U Than Myint	Advisor
U Myat Naing	Senior Education Officer, Myanmar Education Research Bureau
U Yan Naing	Principal, Yankin Education College
U Than Win	Vice Principal, Yankin Education College
U Tin Than	Advisor, Teacher Education, DEPT
Daw Yin Mya	Assistant Lecturer (English), Yankin Education College
Daw Han Han Thi	Assistant Lecturer (Education Theory), Yankin Education College
Daw Tin May Win	Principal, Thingangyun Education College
U Hla Myint	Principal, Hlegu Education College
Daw Yin Yin Nwe	Principal, YEC Practicing School
Daw Tin Tin Htet	Principal, Thingangyun Practicing School

Japanese Side

Ms. Kumiko Kaitani	Project Formulation Officer, JICA Myanmar Office
Mr. Noriyoshi Nagamatsu	Deputy Team Leader, JICA Study Team
Ms. Mutsumi Tsubouchi	Member, JICA Study Team
Mr. Shinji Tajima	Member, JICA Study Team

Mr. Yoshitaka Tanaka	Member, JICA Study Team
Ms. Tomoko Masuda	Member, JICA Study Team
Dr. Mary Thormann	Member, JICA Study Team
Mr. Fumitomi Fujita	Member, JICA Study Team
Mr. Yasuhiro Matsumoto	Member, JICA Study Team
Saw Htwe Zaw	Consultant, Component C MBESS, JICA



5. Minutes of Meeting of the Third Workshop

Minutes of Meeting
of
The Third Workshop
on
The Development Study for the Improvement of Quality and Access
of Basic Education in the Union of Myanmar

Agreed upon between

Department of Educational Planning and Training
Ministry of Education

and

Study Team
Japan International Cooperation Agency

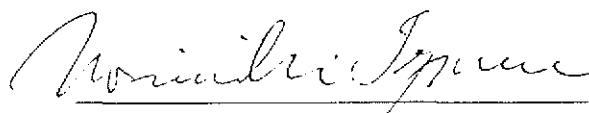
Yangon

23 November 2001



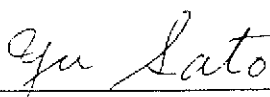
2311101

U Bo Win
Director General
Department of Educational
Planning and Training
Ministry of Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

Witnessed by



Professor Yu Sato
JICA Advisory Committee for the Study



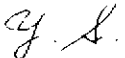
The JICA Study Team for the Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar (hereinafter referred to as the "Study") prepared the Interim Report and submitted it to the Department of Educational Planning and Training, Ministry of Education (hereafter referred to as the "DEPT") in November 2001. Subsequently the DEPT, in close cooperation with JICA, convened the third Workshop on November 22, 2001 in Yangon. The DEPT invited the following Myanmar authorities to the Workshop: Department of Educational Planning and Training; Department of Basic Education No.1; Department of Basic Education No. 2; Department of Basic Education No. 3; Myanmar Education Research Bureau; Yankin Education College, Thingangyun Education College; Hlegu Education College; Yankin Education College Practicing School, Thingangyun Education College Practicing School, Hlegu Education College Practicing School, and two State Middle and Primary Schools. The Workshop was also attended by the Japan International Cooperation Agency (JICA), JICA's Advisory Committee for the Study, and the JICA Study Team. The list of attendants is presented as Annex 1. During the meeting, participants discussed the contents of the Interim Report, the implementation of the Phase 2 Study, and expected outputs. Main discussions are summarized as follows:

- 1 The DEPT first acknowledged the receipt of the Interim Report. It congratulated on the successful completion of Phase 1, appreciated the new Study Team member in charge of "scientific laboratory work," and welcomed the plan to hold two additional workshops on child-centered learning in local cities. It also indicated that it had instructed all officials and teachers concerned to give a full and energetic cooperation to the Study.
- 2 A Myanmar participant commented that the Study was quite relevant to the country's real needs and expressed his expectation that the Study's suggestions would be realized once Phase 3 was over. He was particularly grateful to Ms. Kojima, member of the Advisory Committee, for her achievements as JICA expert on which this Study was based.
- 3 The same participant pointed out how to convince parents and community members as well as school principals about the importance of the child-centered learning would also be the key to promote the concept. He suggested to form a mobile team to disseminate the approach effectively to people concerned nationwide. He also suggested to involve in the Study other officials than engineers at DBE 1, 2 and 3 to better utilize the human resources available at the Ministry of Education.
- 4 A Myanmar participant advised the JICA Study Team to refer to the UNICEF-assisted

- "Child-Friendly School Project" and a material package developed for the Education Colleges for their similar approach to the child-centered learning. He also asked the JICA Study Team to suggest ways to utilize the EMIS (Educational Management Information System) in prioritizing Townships with respect to the needs for physical renovation.
- 5 Another Myanmar participant commented on the need to develop and install "child-friendly latrines" as part of Component C to create the school environment conducive to the child-centered approach. The JICA Study Team agreed that this was an important issue and appreciated her shedding light on this particular aspect.
 - 6 Another Myanmar participant pointed out the effectiveness of visual aids and information to disseminate child-centered learning and strongly suggested to develop demonstration videotapes to complement the Teacher's Guides. The JICA Study Team welcomed the suggestion and agreed to create such videotapes as well as collect existing videotapes for that purpose.
 - 7 A Myanmar participant pointed out that the Study would be particularly effective in Myanmar because it covered and integrated three separate aspects related to child-centered learning. He emphasized the relevance of Component C in particular because many Myanmar primary schools had only one classroom, a very difficult condition to conduct child-centered lessons.
 - 8 In the separate session on Component A, Myanmar participants requested the JICA Study Team to include in the Teacher's Guides some practical guidelines for evaluation of children's achievement. They also suggested the JICA Study Team to respect the existing format for lesson planning. The JICA Study Team noted the requests and would consider appropriate solutions.
 - 9 In the separate session on Component C, both Myanmar and Japanese participants agreed that community participation was essential to school building construction and renovation. However, both sides also agreed that community contribution could be in kind and its portion could vary according to local conditions.
 - 10 The JICA Study Team very much appreciated the comments and suggestions as constructive and relevant. It stated that it would incorporate them into the Phase 2

activities.

- 11 In his concluding remarks, Professor Sato emphasized that Myanmar's effort to promote child-centered learning was in line with the worldwide trend. JICA expressed its genuine concern with the promotion of child-centered learning in Myanmar as well as its hope for this Study to succeed and contribute to the national effort to that end.
- 12 The Myanmar side once again appreciated the output of Phase 1, its focus on child-centered learning in particular, and expressed its strong intention to fully cooperate with the JICA Study Team to lead the Phase 2 Study to a successful conclusion.

Annex I

LIST OF ATTENDANTS



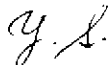
Myanmar Side

U Bo Win	Director General, Department of Educational Planning and Training, Ministry of Education
U Tun Hla	Deputy Director General, Department of Educational Planning and Training, Ministry of Education
U C. Thang Za Tuan	Deputy Director General, Department of Basic Education No. (1), Ministry of Education
U Thaug Shwe	Director (Training), Department of Educational Planning and Training, Ministry of Education
U Aye Myint	Director (Planning), Department of Educational Planning and Training, Ministry of Education
Maj. Ko Ko Tin	Director (Planning and Finance), Department of Educational Planning and Training, Ministry of Education
U Khine Soe	Director (Academic), Department of Basic Education No. (3), Ministry of Education
U Win Kyi	Deputy Director (Curriculum), Department of Educational Planning and Training, Ministry of Education
Daw Su Su Hlaing	Deputy Director (In-Country Training), Department of Educational Planning and Training, Ministry of Education
U Nu	Deputy Director (Academic), Department of Basic Education No. (3), Ministry of Education
Daw Khin Than Nwe	Assistant Director, Department of Educational Planning and Training, Ministry of Education
Daw Khin Khin Lay	Assistant Director, Department of Educational Planning and Training, Ministry of Education
U Tin Than	Advisor, Teacher Education, Department of Educational Planning and Training, Ministry of Education
Daw Kyi Kyi Hla	Staff Officer, Department of Educational Planning and Training, Ministry of Education
Daw Tin Tin Shu	Planning Officer, Department of Educational Planning and Training, Ministry of Education

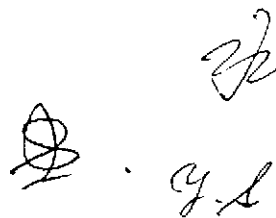
Daw Naw Joanna	Staff Officer (Science Curriculum), Department of Educational Planning and Training, Ministry of Education
U Myat Naing	Senior Education Officer, Myanmar Education Research Bureau
U Yan Naing	Principal, Yankin Education College
Daw Tin May Win	Principal, Thingangyun Education College
U Hla Myint	Principal, Hlegu Education College
Daw Yin Mya	Assistant Lecturer (English), Yankin Education College
Daw Han Han Thi	Assistant Lecturer (Education Theory), Yankin Education College
Daw Yin Yin Nwe	Principal, Yankin Education College Practicing School
Daw Tin Tin Htet	Principal, Thingangyun Education College Practicing School
Daw Khin Mar Cho	Headmistress, State Middle School (1) Lammadaw
Daw Nyunt Nyunt Win	Headmistress, State Primary School (4) Hlaingtheyar

Japanese Side

Professor Yu Sato	Chairman, JICA Advisory Committee for the Study
Ms. Fumie Kojima	Member, JICA Advisory Committee for the Study
Mr. Satoshi Umenaga	Deputy Director, Department of Social Development Study, JICA
Mr. Shunsuke Mabuchi	Department of Social Development Study, JICA
Mr. Eiji Kozuka	Assistant Resident Representative, JICA Myanmar Office
Ms. Kumiko Kaitani	Project Formulation Officer, JICA Myanmar Office
Dr. Norimichi Toyomane	Team Leader, JICA Study Team
Ms. Mutsumi Tsubouchi	Member, JICA Study Team
Mr. Shinji Tajima	Member, JICA Study Team
Mr. Yoshitaka Tanaka	Member, JICA Study Team

Mr. Toyokatsu Sato	Member, JICA Study Team
Ms. Tomoko Masuda	Member, JICA Study Team
Dr. Mary Thormann	Member, JICA Study Team
Mr. Fumitomi Fujita	Member, JICA Study Team
Mr. Yasuhiro Matsumoto	Member, JICA Study Team
Ms. Yuka Kimura	Member, JICA Study Team
U Saw Htwe Zaw	Consultant for Component C, JICA Study Team
U Thant Sin	Consultant for Component C, JICA Study Team

Handwritten signatures and initials in the bottom right corner of the page. There are three distinct marks: a stylized signature, a set of initials that appear to be 'Y.L.', and another signature.

6. Minutes of Meeting of the Fourth Workshop

Minutes of Meeting
of
The Fourth Workshop
on
The Development Study for the Improvement of Quality and Access
of Basic Education in the Union of Myanmar

Agreed upon between

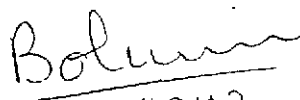
Department of Educational Planning and Training
Ministry of Education

and

Study Team
Japan International Cooperation Agency

Yangon

25 March 2002


25103102

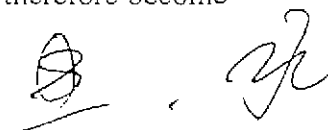
U Bo Win
Director General
Department of Educational
Planning and Training
Ministry of Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

The JICA Study Team for the Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar (hereinafter referred to as the "Study") prepared Progress Report 2 and submitted it to the Department of Educational Planning and Training, Ministry of Education (hereinafter referred to as the "DEPT") in March 2002. Subsequently the DEPT, in close cooperation with JICA, convened the fourth Workshop on March 22, 2002, in Yangon. The DEPT invited the following Myanmar authorities and international donor agencies to the Workshop: Department of Basic Education No.1; Department of Basic Education No. 2; Department of Basic Education No. 3; Myanmar Education Research Bureau; Institute of Education; Yankin Education College, Thingangyun Education College; Hlegu Education College; Yankin Education College Practicing School, Thingangyun Education College Practicing School, UNICEF, UNESCO and UNDP. The Workshop was also attended by the Japan International Cooperation Agency (JICA) and the JICA Study Team. The list of attendants is presented as Annex I. During the meeting, participants discussed the contents of Progress Report 2, outcomes of Phase 2, and expected outputs in Phase 3. Main discussions are summarized as follows:

- 1 The DEPT first acknowledged the receipt of Progress Report 2. It congratulated on the successful completion of Phase 2 and highly appreciated the progress of Components A, B and C during Phase 2 as well as the JICA Study Team's efforts. It indicated its commitment to the adoption of the Child-Centered Approach (CCA) in Myanmar's primary education.
- 2 With respect to the Basic Science Teacher's Guide, it requested the JICA Study Team to make the guide consistent with the Basic Learning Competency framework developed by UNICEF. The JICA Study Team agreed to develop the guide within the framework.
- 3 With respect to Component A, the DEPT strongly hoped that JICA would continue its assistance to complete the three Teacher's Guides. Particularly, it clarified its intension that if JICA continued assisting with the Basic Science Teacher's Guide, it would request UNICEF to cover other subjects under its program.
- 4 With respect to Component A, the DEPT also expressed its hope that JICA would cooperate with the nationwide extension of CCA to support its commitment to CCA.
- 5 With respect to Component B, the DEPT indicated that it had recently decided to upgrade and strengthen the teacher education system and that Component B had therefore become



highly relevant and valuable to that national endeavor. It also pointed out the necessity of completely revising the subject textbooks for Basic Science, Social Studies and General Studies used at the Education Colleges, in accordance with the CCA concept. It therefore hoped JICA to assist with their revision as well.

- 6 With respect to Component C, the DEPT announced that it was currently undertaking a school survey of four townships by its own team, using the manual developed by the Study. The DEPT expressed its gratitude to the Japanese government for awarding a grassroots grant for the renovation of eight schools in Dala township. The DEPT expressed its sincere hope that the Japanese government would further assist with a project to reconstruct the primary schools identified in the Study and in the DEPT's survey.
- 7 Several Myanmar participants pointed out that the Study's next target should be the teacher educators at the Education Colleges throughout Myanmar. They suggested that the JICA Study Team should combine Component B and Component A to devise an effective method to familiarize the teacher educators with the concept of CCA. The JICA Study Team clarified that extension to the teacher educators was not included in the scope of work but nonetheless agreed to carry out the suggested approach in Phase 3 to find out a workable way for extension.
- 8 In conclusion, the DEPT once again appreciated the output of Phase 2 and expressed its deep gratitude to JICA for its very appropriate and effective assistance. The DEPT reiterated its commitment to CCA and expressed its strong hope that JICA would continue to assist the DEPT with its efforts to improve the basic education of Myanmar.

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Annex I

LIST OF ATTENDANTS

Myanmar Side

U Bo Win	Director General, Department of Educational Planning and Training, Ministry of Education
U Tun Hla	Deputy Director General, Department of Educational Planning and Training, Ministry of Education
U C. Thang Za Tuan	Deputy Director General, Department of Basic Education No. (1), Ministry of Education
U Aye Myint	Deputy Director General, Department of Basic Education No. (3), Ministry of Education
U Tin Than	Advisor, Teacher Education, Department of Education Planning and Training, Ministry of Education
Maj. Ko Ko Tin	Director (Administration and Finance), Department of Educational Planning and Training, Ministry of Education
U Yan Naing	Principal, Yankin Education College
Daw Tin May Win	Principal, Thingangyun Education College
U Hla Myint	Principal, Hlegu Education College
U Win Kyi	Deputy Director (Curriculum), Department of Educational Planning and Training, Ministry of Education
Daw Myint Myint Than	Deputy Director (Planning), Department of Educational Planning and Training, Ministry of Education
U Nu	Deputy Director (Academic), Department of Basic Education No. (3), Ministry of Education
Daw Kyi Kyi Hla	Staff Officer, Department of Educational Planning and Training, Ministry of Education
Daw Tin Tin Shu	Planning Officer, Department of Educational Planning and Training, Ministry of Education
Daw Ni Ni San	Assistant Education Research Officer, Myanmar Education Research Bureau
Daw Yin Mya	Assistant Lecturer (English), Yankin Education College



Daw Han Han Thi	Assistant Lecturer (Education Theory), Yankin Education College
Daw Yin Yin Nwe	Headmistress, Practicing School Yankin Education College
Daw Tin Tin Htet	Headmistress, Practicing School Thingangyun Education College

International Donor Agencies

Daw Su Su Lwin	Project Officer, E/ECD, UNICEF
U Win Aung	Project Officer, E/ECD, UNICEF

Japanese Side

Ms. Kumiko Kaitani	Project Formulation Officer, JICA Myanmar Office
Dr. Norimichi Toyomane	Team Leader, JICA Study Team
Ms. Mutsumi Tsubouchi	Member, JICA Study Team
Mr. Shinji Tajima	Member, JICA Study Team
Mr. Yoshitaka Tanaka	Member, JICA Study Team
Dr. Mary Thormann	Member, JICA Study Team



7. Minutes of Meeting of the Fifth Workshop

Minutes of Meeting
of
The Fifth Workshop
on
The Development Study for the Improvement of Quality and Access
of Basic Education in the Union of Myanmar

Agreed upon between


Department of Educational Planning and Training
Ministry of Education

and

Study Team
Japan International Cooperation Agency

Yangon

2 August 2002



U Bo Win
Director General
Department of Educational
Planning and Training
Ministry of Education



Dr. Norimichi Toyomane
Team Leader
JICA Study Team

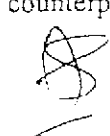

Witnessed by



Professor Yu Sato
JICA Advisory Committee for the Study

The JICA Study Team for the Development Study for the Improvement of Quality and Access of Basic Education in the Union of Myanmar (hereinafter referred to as the "Study") prepared the Draft Final Report and submitted it to the Department of Educational Planning and Training, Ministry of Education (hereinafter referred to as the "DEPT") in July 2002. Subsequently the DEPT, in close cooperation with JICA, convened the fifth Workshop on August 1, 2002, in Yangon. The DEPT invited the following Myanmar authorities and international donor agency to the Workshop: Department of Basic Education No.1; Department of Basic Education No. 2; Department of Basic Education No. 3; Myanmar Education Research Bureau; Institute of Education; Yankin Education College, Thingangyun Education College; Hlegu Education College; Yankin Education College Practicing School, Thingangyun Education College Practicing School, State Middle School (1) Lammadaw, State Primary School (4) Hlaing-tha-yar and UNICEF. The Workshop was also attended by the Japan International Cooperation Agency (JICA) and the JICA Study Team. The list of attendants is presented as Annex I. During the meeting, participants discussed the contents of the Draft Final Report and steps to be taken after the Study. Main discussions are summarized as follows:

- 1 The DEPT first acknowledged the receipt of 30 copies of the Draft Final Report as per the Scope of Work. It congratulated the JICA Study Team on the successful completion of the Study and highly appreciated the Team's accomplishment of the Study's objectives.
- 2 The DEPT also thanked JICA for its decision to extend the Study to complete the teacher's guides for Basic Science, Social Studies and General Studies.
- 3 The DEPT expressed its sincere hope that the Japanese government would assist the Myanmar government to renovate primary school buildings with grant projects.
- 4 UNICEF commented that the Study should involve more stakeholders of CCA to share the same understanding and take concerted actions. The JICA Study Team replied that it would communicate with more stakeholders in the next-phase Study.
- 5 UNICEF also commented that CCA application should adapt to the real conditions of Myanmar schools. While agreeing with the argument, the JICA Study Team clarified that it had made a particular effort to understand the reality and create such teacher's guides that they would be usable in real classes in Myanmar.
- 6 UNICEF pointed out that UNICEF and JICA were now competing for DEPT counterpart

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ays.

personnel and requested DEPT to secure adequate staff both in terms of number and capability. The DEPT indicated its intension to form special task forces that would work with UNICEF and JICA respectively to promote CCA. It further observed that the DEPT, UNICEF and JICA should strengthen their collaboration.

- 7 One Myanmar participant congratulated all the people concerned with the Study on their excellent achievement. He acknowledged that the recommendations made by the JICA Study Team were exhaustive and agreeable. He also highly appreciated the Team's proposals, particularly the idea of the Basic Education Resource Development Center, as indicative and feasible. He urged the DEPT not to miss this opportunity and to distribute the teacher's guides and demonstration videos to primary schools as soon as possible. He expressed his sincere hope that JICA would continue its cooperation until whole the effort of CCA promotion would bear fruit in Myanmar.
- 8 While fully appreciating the Report and other outputs, another Myanmar participant nonetheless commented that the JICA Study Team should take into account the reality of Myanmar schools, whose conditions were very different from Japanese schools'. He raised multi-grade teaching as an example.
- 9 The Institute of Education emphasized that some other institutions, including IOE itself, also dealt with teacher education in Myanmar. It expressed its strong desire to collaborate for the Study particularly in revising the school curriculum.
- 10 JICA reminded the participants that the Study had started because of the firm and serious commitment of the DEPT to the introduction of child-centered, activity-oriented teaching. It highly appreciated the Study's achievement as an excellent model of technical cooperation. With regard to the Basic Education Resource Development Center, JICA-emphasized that the initiative for the project should come from the Myanmar side.
- 11 In conclusion, the DEPT once again appreciated the output of the Study and expressed its deep gratitude to JICA for its very appropriate and effective assistance. The DEPT pointed out that the Study's phase 2 would become even more important in view of the tasks involved. It stressed the necessity of stronger collaboration with a number of authorities and organizations, UNICEF in particular, which shared responsibility for the promotion of CCA in Myanmar.

Annex I

LIST OF ATTENDANTS

Myanmar Side

U Bo Win	Director General, Department of Educational Planning and Training, Ministry of Education
U Myint Han	Chairman, Myanmar Education Research Bureau
U Tun Hla	Deputy Director General, Department of Educational Planning and Training, Ministry of Education
U C. Thang Za Tuan	Deputy Director General, Department of Basic Education No. (1), Ministry of Education
U Myint Swe	Deputy Director General, Department of Basic Education No. (1), Ministry of Education
U Aye Kyu	Deputy Director General, Department of Basic Education No. (2), Ministry of Education
U Aye Myint	Deputy Director General, Department of Basic Education No. (3), Ministry of Education
U Thaug Shwe	Director (Training), Department of Educational Planning and Training, Ministry of Education
U Win Kyi	Deputy Director (Curriculum), Department of Educational Planning and Training, Ministry of Education
Daw Tin Ngwe	Deputy Director (In-Country Training), Department of Educational Planning and Training, Ministry of Education
Daw Myint Myint Than	Deputy Director (Planning), Department of Educational Planning and Training, Ministry of Education
U Nu	Deputy Director (Academic), Department of Basic Education No. (3), Ministry of Education
Daw Khin Khin Lay	Assistant Director, Department of Educational Planning and Training, Ministry of Education
Daw Khin Swe Tint	Assistant Director, Department of Educational Planning and Training, Ministry of Education
Daw Khin Than Nwe	Assistant Director, Department of Educational Planning and Training, Ministry of Education

Daw Kyi Kyi Hla	Staff Officer, Department of Educational Planning and Training, Ministry of Education
Daw Tin Tin Shu	Planning Officer, Department of Educational Planning and Training, Ministry of Education
Daw Naw Joanna	Planning Officer, Department of Educational Planning and Training, Ministry of Education
U Myat Naing	Senior Education Research Officer, Myanmar Education Research Bureau
Daw Ni Ni San	Education Research Officer, Myanmar Education Research Bureau
U Than Myint	Advisor, Ministry of Education
U Tin Than	Advisor, Teacher Education, Department of Educational Planning and Training, Ministry of Education
U Kyaw Hoe	Advisor, Department of Basic Education No. (3), Ministry of Education
U Yan Naing	Principal, Yankin Education College
Daw Tin May Win	Principal, Thingangyun Education College
U Hla Myint	Principal, Hlegu Education College
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