

ANNEX 1 Minutes of Meeting of the Sixth Workshop

Minutes of Meeting
of
The Sixth Workshop
on

The Development Study for the Improvement of Quality and Access
of Basic Education in the Union of Myanmar

Agreed upon between

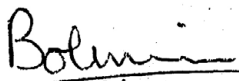
Department of Education Planning and Training
Ministry of Education

and

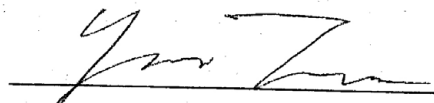
Study Team
Japan International Cooperation Agency

Yangon

5 December 2002

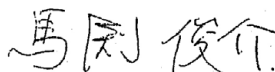

06/12/02

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



Mr. Yoshitaka Tanaka
Member
JICA Study Team

Witnessed by



Mr. Shunsuke Mabuchi
Officer of JICA Headquarters

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 2 (for the extended study) and submitted it to the Department of Educational Planning and Training, Ministry of Education (hereinafter referred to as the "DEPT") in December 2002. Subsequently the DEPT, in close cooperation with JICA, convened the Inception Report 2 Workshop on December 5, 2002 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.3; Institute of Education; Myanmar Education Research Bureau; Yankin Education College; Thingangyun Education College; Mawlamyine Education College; Yankin Education College Practicing School; and Basic Education Primary School (41) Hlaing-the-yar. The Workshop was also attended by the Japan International Cooperation Agency (JICA) and the JICA Study Team. The list of attendants is prepared in Annex I. During the meeting, participants discussed the contents of the Inception Report 2, the implementation of the extended Study and the time schedule. Main discussions are summarized as follows:

1. The Japanese side explained that two activities of the extended study of MBESS, to establish an institutional framework for dissemination of CCA (Activity 2) and to build the capacity of the Myanmar counterparts (Activity 3), would be handed over to the new project, the Basic Education Resource Development Center (BERDC). In addition, the Japanese side suggested that two issues should be discussed in this workshop: to provide the MBESS with enough number of full-time staff; and to create an effective system for utilization of the teacher's guides including translation, authorization, printing and distribution.

The DEPT answered that five full-time staff members including one staff each in the three subjects were authorized by the Ministry of Education and additional full-time staff for the each subject would be considered to provide the MBESS. The DEPT also answered that they would authorize the teacher's guides as soon as possible after the completion of them and distribute these guides across the country under the responsibility of DEPT. In addition, the DEPT asked the JICA Study Team that the teacher's guide for Basic Science should be in line with the framework of the "Learning Competency for Basic Science" created with UNICEF because the DEPT authorized this learning competency.

2. The Japanese side commented that the Myanmar government should fully utilize the results of the MBESS and recognize the BERDC as a part of the national action plan of EFA. In the year 2003, the BERDC will start and be along with the MBESS. The activities in the MBESS, establishing an institutional framework and evaluating the effectiveness of CCA, will be elaborated in the BERDC.
3. The DBE 1 suggested two points to the MBESS: In the extended study of MBESS, capacity building of the counterparts will be taken into more consideration and these capable counterparts will manage the BERDC; and staff from DBE 1 should be considered to participate in the work of the MBESS. The JICA Study Team noted these requests. In addition, the DBE 1 suggested to rewrite a sentence of (6) in the section 4

(".....to enter into private properties or restricted areas for the implementation of the Study." Page 17, Inception Report 2) with more appropriate words. The JICA Study Team agreed it and would rewrite as ".....to enter into any necessary places and institutions for the implemented of the Study."

4. The MERB pointed that the questionnaire for measuring learning attitude of students would be difficult for children at lower primary levels. The Japanese side noted this and would find a better way to measure learning attitude of students at lower primary levels.
5. The DBE 3 commented that DBE 3 would be willing to fully participate in the extended study of MBESS and to give full supports to the MBESS. The JICA Study Team appreciated it and promised to make a tighter relationship with DBE 3.
6. The DEPT suggested three points: CCA workshops are necessary to hold in the northern and eastern Shan State; it is necessary to evaluate attitude of (school) supervisors as a part of evaluation of the effectiveness of CCA; and the words, a "class using new teacher's guides" and a "class without using new teacher's guides," should be used instead of a "class with CCA" and a "class without CCA." The JICA Study Team noted these points and would consider appropriate solutions. Regarding the second point, a participant commented that evaluation of supervisor's attitude seems to be difficult in terms of identifying clear changes or impacts of their attitudes because the MBESS does not intend to take a direct action on supervisors. Therefore, assessment of supervisors can be used for identifying their current attitude and way of thinking.
7. The MERB suggested that the JICA Study Team would select one class with CCA from the pilot school (YECPS) and another class without CCA from other schools. The JICA Study Team noted this and would find a better solution.
8. In the separate discussion with Director General of DEPT, he promised to provide the MBESS with eight full-time staff: two staff for the each subjects and another two staff for teacher education. The Japanese side appreciated it and at the same time requested to select the full-time staff among the working group members.
9. In the separate discussion with Director General of DEPT, he suggested that the eight groups of the Education Colleges would be divided into two main areas: the central and subordinate areas. The central area includes the groups of Yangon and Mandalay, and the subordinate area includes the other six groups. He also proposed to include other three higher educational institutions, the Yangon Institute of Education, the Sagaing Institute of Education and the University for the Development of National Races, into the institutional framework. The JICA Study Team noted this request and would find an appropriate way.
10. In the separate discussion with Director General of DEPT, he admitted that the JICA Study Team would develop lesson plans for "Life Skills" and "Moral and Civics" flexibly through discussions with the working group members, referring to the current

teacher's manuals.

11. In the separate discussion with Director General of DEPT, he admitted that the JICA Study Team would develop lesson plans for "Social Studies" with integration of geography and history parts though the name of "Social Studies" were not used and geography and history were taught separately at the recent primary education.
12. In the separate discussion with Director General of DEPT, he admitted that the JICA Study Team would integrate some topics into one lesson and divide a topic into several lessons in order to create more effective teacher's guides. He also suggested that the JICA Study Team should consider the sequence of the contents in each subjects. The JICA Study Team agreed it.