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| 25. | U Yan Naing | Principal, Yankin Education College |
| 26. | Daw Htoo Htoo Aung | Professor, Head of Methodology Department, Institute of Education |
| 27. | Daw Tin May Win | Principal, Thingangyun Education College |
| 28. | U Hla Myint | Principal, Hlegu Education College |
| 29. | Daw Cho Cho Oo | Head of Department (Academic), Thingangyun Education College |
| 30. | Daw Aye Aye Cho | Assistant Lecturer (Educational Psychology), Yankin Education College |
| 31. | Daw Yin Yin Nwe | Headmistress, Yankin Education College Practicing School |
| 32. | Daw Win Kyi | Headmistress, Basic Education Middle School (1) Lammadaw |

International Donor Agency

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| 33. | U Win Aung | Project Officer, E/ECD, UNICEF |
| 34. | Drs. Sjoukje W. Zijlstra | Country Representative, Pestalozzi Foundation |

Japanese side

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| 35. | Mr. Hiroyuki Yakushi | Officer, Social Development Cooperation Department, JICA |
| 36. | Ms. Yoshika Hirata | Project Formulation Officer, JICA Myanmar Office |

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| 37. | Dr. Norimichi Toyomane | Leader, JICA Study Team |
| 38. | Mr. Ichiro Miyazawa | Member, JICA Study Team |
| 39. | Mr. Yoshitaka Tanaka | Member, JICA Study Team |
| 40. | Ms. Sawa Hosokawa | Member, JICA Study Team |
| 41. | Mr. Shinji Tajima | Member, JICA Study Team |
| 42. | Ms. Yoko Komatsuhara | Member, JICA Study Team |

SCCA

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| 43. | Ms. Tomoko Masuda | Member, JICA Study Team |
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ANNEX 3 Minutes of Meeting of the Eighth Workshop

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


Agreed upon between

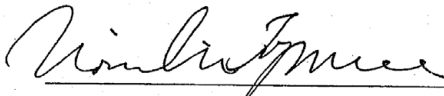
Department of Educational Planning and Training
Ministry of Education

and

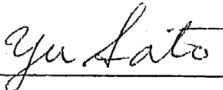
Study Team
Japan International Cooperation Agency

Yangon
9 February 2004


090204
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 Draft Final Report 2 and the Teacher's Guides for General Studies, Basic Science and Social Studies and submitted them to the Department of Educational Planning and Training, Ministry of Education (hereinafter referred to as the "DEPT") in January 2004. Subsequently the DEPT, in close cooperation with JICA, convened the eighth Workshop on 5 February 2004 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 (MERB); Institute of Education (IOE); Yankin Education College; Thingangyun Education College; Hlegu Education College; Yankin Education College Practicing School; Basic Education Middle School (1) Lammadaw; Basic Education Middle School (4) South Okkalapa; and UNICEF. The Workshop was also attended by the Japanese Embassy, Japan International Cooperation Agency (JICA) and the JICA Study Team. A list of attendants is presented as Annex. During the meeting, participants discussed the contents of Draft Final Report 2 and the Teacher's Guides as well as future actions to be taken after the Study. Main discussions are summarized as follows:

- 1 The DEPT first acknowledged the receipt of 30 copies each of Draft Final Report 2 and the Teacher's Guides as per the Scope of Work.
- 2 The DEPT expressed its deep appreciation of the CCA-based Teacher's Guides developed by the Study as being well designed and appropriate for Myanmar. It congratulated the counterpart Working Groups and the JICA Study Team on the completion of the Teacher's Guides and highly appreciated the JICA Study Team's effective technical transfer.
- 3 The DEPT particularly mentioned that the Study was first conceived by Ms. Fumie Kojima while she worked as Japanese expert dispatched by JICA, and expressed its special gratitude for her initiative that materialized the Study.
- 4 While acknowledging the large gap between the CCA concept and the reality, the DEPT stated its firm commitment to the national application of CCA. In spite of the suspension of the Strengthening Child-Centered Approach (SCCA) project, it clarified its intention to continue its efforts on its own to achieve the goal step by step.

- 5 To disseminate the CCA concept nationally, the DEPT and Myanmar participants stressed the need to change primary school teachers' attitude through refresher training at the Education Colleges and other institutions in the country. They also pointed out that, to disseminate CCA, pre-service training at the Education Colleges would become very important.
- 6 The DEPT observed that it would greatly appreciate further assistance from JICA with printing and distributing the Teacher's Guides and with the extension activities at the Education Colleges.
- 7 The Institute of Education pointed out that teacher training on CCA should be conducted both by Education Colleges and IOE. IOE expressed its willingness to take part in this initiative.
- 8 Some Myanmar participants argued that it was not correct to suggest perennialism was the only educational philosophy prevailing in Myanmar. One participant requested the JICA Study Team to give concrete suggestions to teachers on how to practice their progressivism and overcome perennialism in the classroom. The JICA Study Team agreed with the argument and accepted the request.
- 9 The DEPT declared that the next task should be to put the Teacher's Guides into nationwide utilization. Its timetable was: translation by the end of March 2003, field testing in all schools in the three SCCA pilot townships from June 2004 to March 2005, authorization in May 2005, and nationwide introduction at the beginning of school year 2006/07. It emphasized that it would go forward step by step to achieve this national goal.
- 10 The DEPT also pointed out that it was now necessary to create new textbooks for General Studies, Social Studies and Basic Science and revise the current textbooks of other subjects applying CCA. It hoped that JICA would continue assistance with this respect, too.
- 11 Appreciating their sincere eagerness to give better education to Myanmar children, JICA expressed its deep gratitude to the DEPT and other Myanmar authorities concerned for their commitment to the Study and to CCA. It acknowledged with pleasure that the Study had successfully worked a significant impact on Myanmar's