

NESP-2

Chapter 5, Basic Education Presentation

By

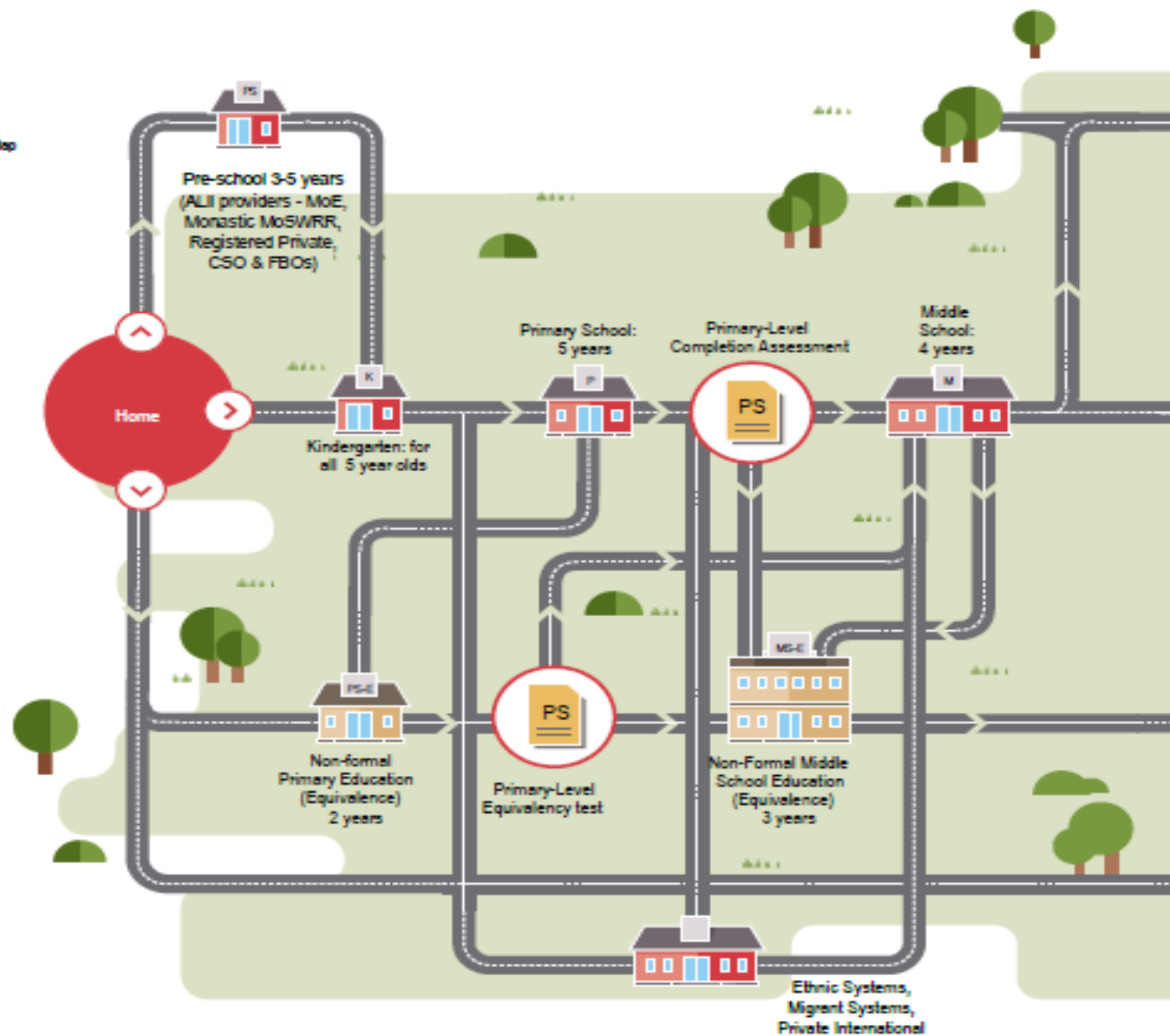
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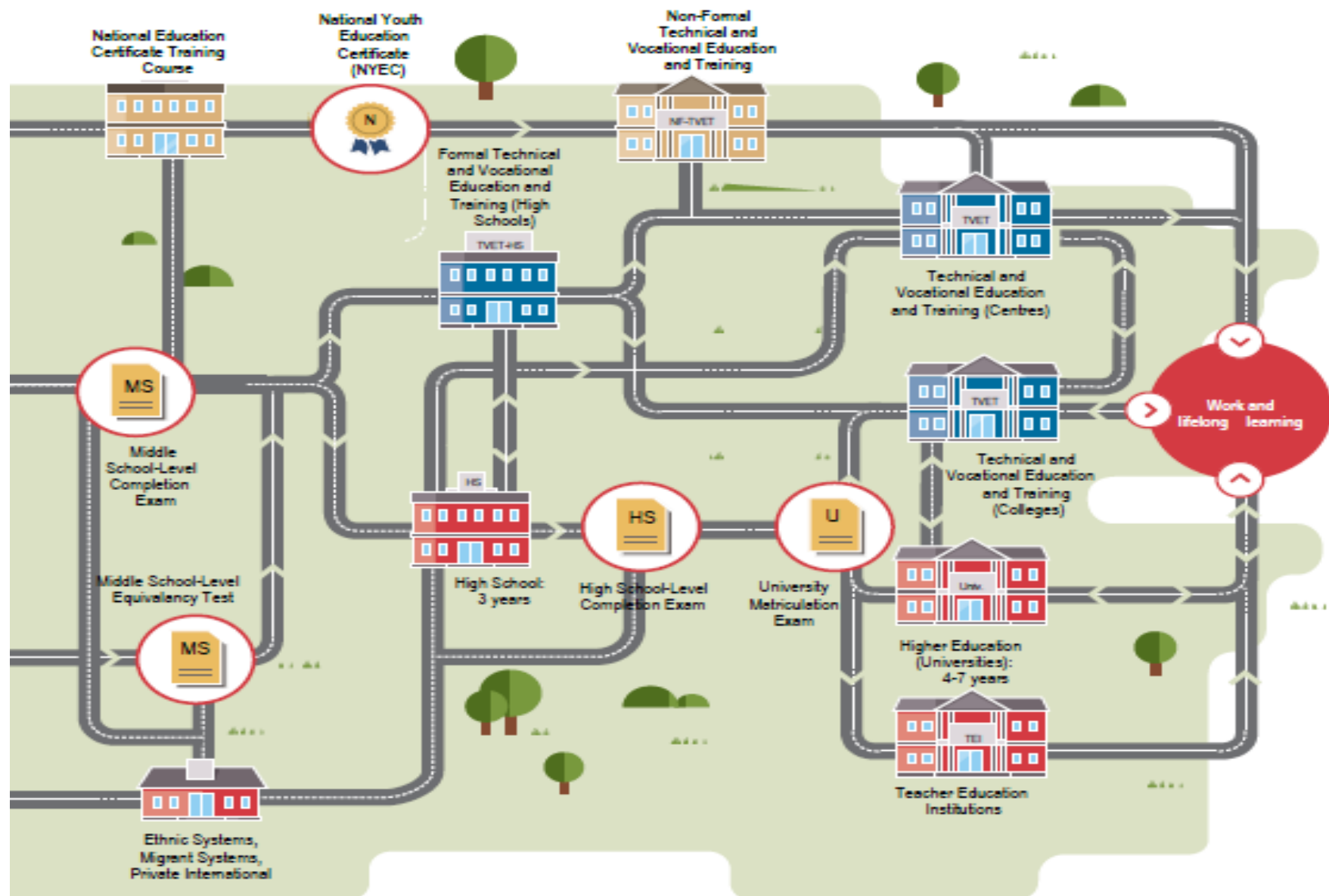
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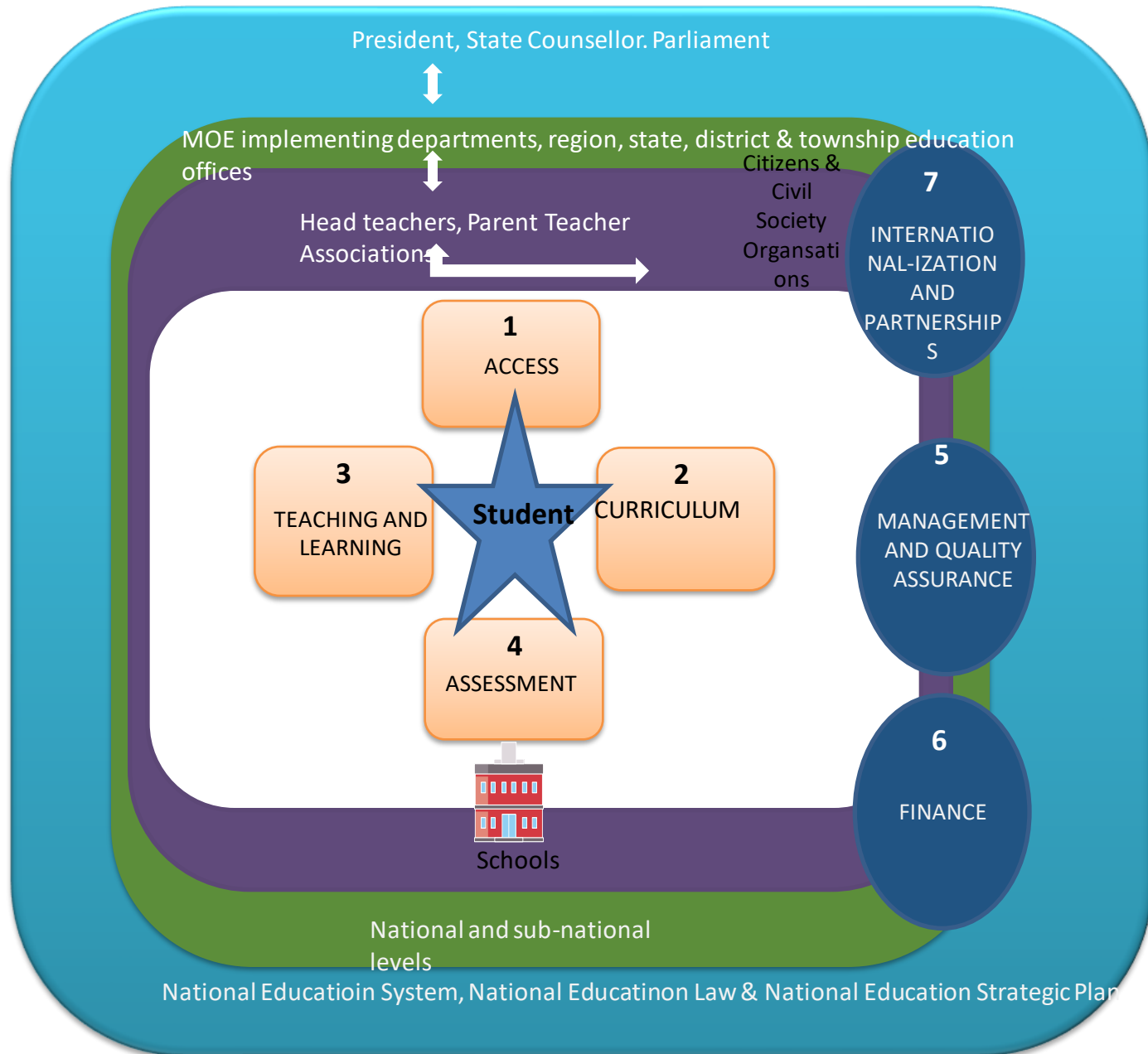
High Level Results Framework Chapter- 5, Basic Education Sector

Diagram 3:
Education
Pathways Map





BASIC EDUCATION CONCEPTUAL FRAMEWORK



Key Sub sectors/Priorities (2021-2030)

(7 High Level Results)

- 1. Early Learning – Pre School and Early learning**
- 2. Access, Inclusion and Learning Environments**
- 3. Curriculum**
- 4. Student Assessment**
- 5. Teacher Education**
- 6. Alternative Education**
- 7. Management, Capacity Development and Quality Assurance**

Pillar	High Level Priority
1. Access	<ul style="list-style-type: none"> Myanmar provides equal access to basic education to all children through multiple pathways
2. Curriculum	<ul style="list-style-type: none"> Myanmar Basic Education Curriculum is relevant to 21st century, appropriate for all groups and pedagogically sound
3. Teaching and Learning	<ul style="list-style-type: none"> Students in grades 3, at the end of primary; and at the end of lower secondary achieve at least a minimum proficiency level in reading and mathematics Teachers support, develop and apply interactive classroom teaching benefiting all students and have opportunities for effective continuous professional development
4. Assessment	<ul style="list-style-type: none"> Teachers and education managers implement a quality assessment system as per NAP
5. Management and Quality Assurance	<ul style="list-style-type: none"> Education managers at all levels apply evidence-based decision making in decentralized management and are accountable for improved teaching and learning
6. Finance	<ul style="list-style-type: none"> Education Resources are used efficiently throughout the system and are also made available for 21st century innovation and technology
7. International-	<ul style="list-style-type: none"> Education partners and key stakeholders collaborate in effective partnership to improve the sector.

	Priority 1: Access	Priority 2: Modern Curriculum
Intermediary Results (5 years)	<ul style="list-style-type: none"> • XX% of children attend pre-school • Enrolment and completion rates in Primary, Lower and Upper Secondary schools increase by 10%??? • XX% of schools which meet the School Quality Assurance Standards (SQAS) • Special needs policies enacted, budgets allocated and activities in place for special needs groups (e.g., Monastic systems, EiE and EBEPs, education for disabled). • XX # of children complete NFEP and XX # of children complete NFEMS programs annually • Reduction in the number of out of school children by XX% 	<ul style="list-style-type: none"> • KG+12 new curriculum fully implemented in all basic education schools and evaluated • Special needs curriculum revision completed for Non-Formal Education including digital versions • Primary curriculum in XX national ethnic languages finalized and implemented in targeted schools
End Outcomes (10 years)	<ul style="list-style-type: none"> • XX% of children attend pre-school • Enrolment and completion rates in Primary, Lower and Upper Secondary schools increase by 20%??? • XX% of schools meet the School Quality Assurance Standards (SQAS) • XX # of children complete NFEP and XX # of children complete NFEMS programs annually • Reduction in the number of out of school children by XX% • Disparities in access and completion between special needs groups and Myanmar national average reduced by XXX% 	<ul style="list-style-type: none"> • National Curriculum Center established. • Primary curriculum and supplementary materials in XX national ethnic languages finalized and implemented • Braille textbooks and curriculum produced and available / distributed to all target users

High-Level Priorities	Priority 3: Teaching and Learning	Priority 4: Assessment
Intermediary Results (5 years)	<ul style="list-style-type: none"> • 100% of KG teachers join Continuous Professional development and XX% trained on ECI and transition curriculum • XX% of primary and XX % of secondary teachers benefit from accredited continuous professional development opportunities annually • Teacher in-service training modules and content revised and aligned to TCF • National test scores in EGRA/EGMA improve by XX% and SEA-PLM scores improve by XX% • Teaching practices and classroom management uses more child centered and interactive learning 	<ul style="list-style-type: none"> • EGRA/EGMA and SEA-PLM Sample Based / National level assessments conducted and findings used for policy advocacy • National High School Completion exams and Grade 5 & 9 exams implemented to required standards in all high schools • Guidance and support for Matriculation Exam Reform provided to Higher Education Department • DME reform completed as per DME Development Plan
End Outcomes (10 years)	<ul style="list-style-type: none"> • XXX% of primary teachers and XXX% of secondary teachers benefit from accredited continuous professional development opportunities annually • XXX% of KG teachers trained on ECI and transition curriculum • National test scores in EGRA/EGMA improve by XX% and SEA-PLM scores improve by XX% • Teaching practices and classroom management uses more child centered and 	<ul style="list-style-type: none"> • Independent agency responsible for examinations established • EGRA/EGMA and SEA-PLM are implemented and analysed regularly

	Priority 5: Management and Quality Assurance	Priority 6: Finance and Technology
Intermediary Results (5 years)	<ul style="list-style-type: none"> Improvement in teacher recruitment and management reduce teacher vacancy by XX% Standard Operating Procedures and policies for Decentralized Management System and School based management implemented Performance Monitoring and Accountability System (PeMAS) and Education Management Information System (EMIS) used for budget planning and review. 	<ul style="list-style-type: none"> National PFM system rolled out and efficiencies realized at sub-national levels (how measured?) Basic internet connectivity provided to XX% of TEOs, XX% of secondary schools and xx% of primary schools Number of students in distance and remote models of learning offered and accreditation testing increases by XX%. * Xx number of finance managers trained on improved financial management system
	<ul style="list-style-type: none"> Improvement in teacher recruitment and management reduce teacher vacancies by XX% State/Region led targeting and budgeting for annual plans 	<ul style="list-style-type: none"> Policy frameworks and expanded services for remote models of accredited learning and certification for students, teachers and education managers in all regions and states. Basic internet connectivity provided

High-Level Priorities	Priority 7: Internationalization and Partnership	
Intermediary Results (5 years)	<ul style="list-style-type: none"> • Official national mechanism for coordination of pre-school standards, resources and policy guidelines across Ministries, civil society, private sector and providers established and resourced • Partnership mechanisms / body within MoE established and staffed to support ESWG and SSWG and ESWG meets at least twice annually • Regional/State mechanisms established and coordinate NESP robust review and planning processes. • MoE and EBEPs engage in regular dialogue and collaborate in implement education activities (e.g., teacher education, materials development in ethnic languages school improvement plans and grant provision). • Public-Private Partnerships to provide basic education to poor /disadvantaged children reach XX% more children 	
End Outcomes (10 years)	<ul style="list-style-type: none"> • Policy Frameworks and processes for recognising EBEP systems agreed and implemented • Regional/State coordination bodies manage planning/review processes and state/region targets and budgets are reflected in NESP annual plans for all states/regions 	

NESP-2, Chapter (5) Basic Education

Strategies and Components

(8-12-2020 version) (By some comments by NCs on 19-12-2020)

Pillar 1: Access

(5 Strategies, 10 Components)

- **Strategy 1 (1 Component)**
- **Strategy 2 (5 Components)**
- **Strategy 3 (1 Component)**
- **Strategy 4 (1 Component)**
- **Strategy 5 (2 Components)**

Pillar 1: Access (5 Strategies, 10 Components)

Strategy 1: Strengthening Kindergarten + Primary Education

Component 1	Providing KG infrastructure, recruitment of KG + Primary school teachers (P5/S1), and appropriate teaching and learning materials, including Teacher's Manuals and KG
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Strategy 2: Enabling Universal Access to Free, Equitable and Inclusive Basic Education

Component 1	Supporting all school-age children with equitable access to free basic education, prioritizing the ethnic areas
Component 2	Upgrading schools, providing school buildings, technology and infrastructure and promoting a culture of healthy, safe and resilience in schools to ensure learning continuity

Pillar 1: Access (5 Strategies, 10 Components)

Strategy 2: Enabling Universal Access to Free, Equitable and Inclusive Basic Education

Component 3	Developing and implementing an inclusive and equitable education policy and Programmes including Monastic Basic Education Support Programme, Alternative Education, Special Education Programme
Component 4	Revitalizing the school library system in BE in order to enhance Reading Programs, including Reading Book Boxes for schools with no library
Component 5	Promoting access to education and investment in learners through school-based programmes aiming to improve health and nutrition of school age children

Pillar 1: Access (5 Strategies, 10 Components)

Strategy 3: Strengthening Free and Compulsory Primary Education

Component 1	Improving Compulsory Primary Education
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Strategy 4: Expanding the Pre-vocational Program in Basic Education high schools for G 11, G 12 students

Component 1	Strengthening and supporting Pre-Vocational programmes in high schools for G11 and G12 students to access job opportunities (various Pathways in accordance with NQF)
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Pillar 1: Access (5 Strategies, 10 Components)

Strategy 5: Supporting Inclusive Education including Education Services for Disadvantaged Students / Vulnerable and Marginalized Areas with Special Needs

Component 1	Supporting students with special needs and who need special services, and disadvantaged students from vulnerable areas and marginalized areas, for inclusive and equitable access to quality basic education
Component 2	Promoting inclusive access and quality basic education for migrant children in Myanmar

Pillar 2: Curriculum

(4 Strategies, 12 Components)

- Strategy 1 (3 Component)
- Strategy 2 (2 Component)
- Strategy 3 (4 Component)
- Strategy 4 (3 Component)

Pillar 2: Curriculum (4 Strategies, 12 Components)

Strategy 1: Strengthening the Basic Education Curriculum Management System

Component 1	Developing and launching a systematic curriculum management system through the establishment of the National Curriculum Development Centre (NCDC).
Component 2	Strengthening the Curriculum Monitoring and Evaluation System
Component 3	Undertaking periodic assessments of curriculum quality, to align with Myanmar's socioeconomic transformation and Global Value Chains

Pillar 2: Curriculum (4 Strategies, 12 Components)

Strategy 2: Enhancing capacity building of curriculum development

Component 1	Building the professional capacity of curriculum development teams
Component 2	Supporting capacity development for evidence-based integration of cost effective ICTs and other technical support

Strategy 3: Developing and updating the Basic Education Curriculum for knowledge, skills, attitudes and values

Component 1	Completing the Basic Education Curriculum reforms during (2021-2022 AY)-(2022-2023 AY)
Component 2	Developing and producing updated and supplementary curriculum materials to meet IQ(Intelligence Quotient), EQ(Emotional Quotient) and 21st Century Skills

Pillar 2: Curriculum (4 Strategies, 12 Components)

Strategy 3: Developing and updating the Basic Education Curriculum for knowledge, skills, attitudes and values

Component 3	Updating and Integrating curriculums (Social, Myanmar language, English, Morale and Civics, Life Skills) to prevent the use of narcotic drugs, cigarettes, alcohol, road safety, healthy lifestyle, reproductive health education, game
Component 4	Supporting ethnic languages textbooks and learning materials for local curricula of Grade 1,2,3

Strategy 4: Developing curricula for inclusive education in terms of an equivalency framework (including Face to Face learning, digital learning and blended

Component 1	Reviewing and revising non-formal primary and middle school curricula and syllabi to achieve responsible citizenship, skills, attitudes and values and align with that of the formal education system
Component 2	Reviewing and revising teaching-learning process of basic literacy program
Component 3	Developing 21st century skills materials for lifelong learning

Pillar 3: Teaching and Learning (4 Strategies, 7 Components)

- Strategy 1 (2 Component)
- Strategy 2 (1 Component)
- Strategy 3 (2 Component)
- Strategy 4 (2 Component)

Pillar 3: Teaching and Learning (4 Strategies, 7 Components)

Strategy 1: Improving the Quality of Kindergarten + Primary Education

Component 1	Implementing Continuous Professional Development for KG + Primary Teachers
Component 2	Capacity building of KG teachers to ensure the smooth transition of children to basic primary education(ECI)

Strategy 2: Improving the Quality of In-service Teacher Training and Continuous Professional Development

Component 1	<p>Implementing a Continuous Professional Development Framework for teachers for sustainable human resource development</p> <ul style="list-style-type: none">• Teacher training for inclusive education and special education• Training and refresher courses
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Pillar 3: Teaching and Learning (4 Strategies, 7 Components)

Strategy 3: Basic Education Information and Communication Technology (ICT for Basic Education)

Component 1	Establishing Digital Learning Resource Centers (e-Libraries) in lower and upper secondary schools to support self-learning and access to digital content and learning tools
Component 2	<p>Providing ICT facilities and infrastructure to enable ICT-based teacher training and student learning processes</p> <ul style="list-style-type: none">• Supporting teaching and learning activities using ICT with Digital Teaching and Learning Toolkits for all BE schools• Developing websites at Basic Education Schools• Enabling Internet access for Basic Education schools• Providing free internet access to all BE schools and educational institutions

Pillar 3: Teaching and Learning (4 Strategies, 7 Components)

Strategy 4: Expanding opportunities for Basic Education students to improve IQ(Intelligence Quotient), EQ(Emotional Quotient) and 21st century skills

Component 1	Promoting Extracurricular activities in basic education schools
Component 2	Establishing the national outstanding student award scheme and (include local/regional awarding schemes for outstanding students in different learning areas as well as students festivals and mass events)

Pillar 4: Assessment

(5 Strategies, 10 Components)

- Strategy 1 (1 Component)
- Strategy 2 (1 Component)
- Strategy 3 (5Component)
- Strategy 4 (1 Component)
- Strategy 5 (2 Component)

Pillar 4: Assessment (5 Strategies, 10 Components)

Strategy 1: Strengthening Early Grade Reading Assessment and Early Grade Mathematics Assessment

Component 1	Strengthening Early Grade Reading Assessment and Early Grade Mathematics Assessment (Combine – S4 Sample based Assessment?)
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Strategy 2: Improving School Based Assessment

Component 1	Micro-assessment (Classroom Assessment) (teachers' day-to-day practices as part of instruction)
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Strategy 3: Improving National Assessments and Examinations

Component 1	Meso-assessment (School Level Assessment) (capacity building for teachers and informing parents about the nature of micro-assessment)
Component 2	Completion assessments

Pillar 4: Assessment (5 Strategies, 10 Components)

Strategy 3: Improving National Assessments and Examinations

Component 3	National Matriculation examination
Component 4	Reforming DME, including capacity building and information delivery
Component 5	Developing DME systems for reporting and keeping records of assessment of BE, TVET, HE (C4,5 are under Separate Strategy)

Strategy 4: Supporting International Assessments (South East Asia Primary Learning Metrics- SEA-PLM, IMO, PISA, etc.) (Sample-based assessment)

Component 1	National sample-based/ national level assessments
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Strategy 5: Improving assessment of Programmes for Inclusive Education in terms of an equivalency framework (including Face to Face learning, digital learning and blended leaning)

Component 1	Developing certification criteria and a certificates system for non-formal primary and middle school Programmes
Component 2	Supporting reintegration of out of school children through an accreditation system that allows linkages with formal education for graduates from non-formal education programs (Accreditation and Certification system Combined C1+C2?)

Pillar 5: Management and Quality Assurance

5 Strategies, 14 Components)

- Strategy 1 (3 Component)
- Strategy 2 (6 Component)
- Strategy 3 (2 Component)
- Strategy 4 (1 Component)
- Strategy 5 (2 component)

Pillar 5: Management and Quality Assurance (4 Strategies, 12 Components)

Strategy 1: Recruitment, Transfer, Promotion and Quality Improvement of BE Teachers

Component 1	Supporting Recruitment, Transfer, Promotion of Quality Improvement of BE Teachers, prioritizing ethnic areas
Component 2	Supporting recruitment and training of LT, TA in ethnic areas
Component 3	Supporting training for non-formal education (Pillar 3 : T and L)

Strategy 2: Strengthening Educational Quality Management, Policy, Legislation and Systems

Component 1	Strengthening a Decentralized Management System in schools and townships policy and Standard Operating Procedures (SOPs), including school-based management, township-led school quality standards assessments (extremal QA system), and equity focused education planning and budgeting based on data at township, state/region and departmental levels
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Pillar 5: Management and Quality Assurance (5 Strategies, 14 Components)

Strategy 2: Strengthening Educational Quality Management, Policy, Legislation and Systems

Strengthening Human Resource Management and a Human Resource Development Policy

- Strengthening management capacities of education officials at all levels to address the needs of schools, teachers, students and parents and to promote effective teaching and learning for all (no drop-outs, no child left behind, no discrimination and no learning loss)
- Head Teacher Competencies Framework
- Review and restructure of township, district and state/region offices and staffing to support the Decentralized Management System, policy and SOPs

Component 2

Pillar 5: Management and Quality Assurance (5 Strategies, 15Components)

Strategy 2: Strengthening Educational Quality Management, Policy, Legislation and Systems

Component 3	Developing policy guidelines and implementing a text book reusing program
Component 4	Strengthening Open School Data and Monitoring and Evaluation system in Basic Education <ul style="list-style-type: none">• Strengthening the policy for monitoring and evaluation of all public and private sector schools
Component 5	Strengthening Innovative management and implementation of education sector plans to improve quality education
Component 6	Improving Education Management Training to provide skills, upskills reskills and continuous professional development of education officers and staff from the education sector

Pillar 5: Management and Quality Assurance (4 Strategies, 12 Components)

Strategy 3: Ensuring Implementation of Quality Basic Education

Component 1	Strengthening Education Management Information System (EMIS) and Performance Monitoring and Accountability System (PeMAS)
Component 2	Planning and managing the allocation of resources based on Education Management Information System (EMIS) and Performance Monitoring and Accountability System (PeMAS)

Strategy-4: Improving the quality of schools through a School-Based Quality Assurance System under a National Quality Assurance System

Component 1	Implementing School Improvement Plans on the Basic Education School Quality Assurance Standards Framework (BE-SQASF)
Component 2	Supporting initiatives for external Quality Assurance of Basic Education Schools

Pillar 5: Management and Quality Assurance (4 Strategies, 12 Components)

Strategy 5: Strengthening the quality of Inclusive Education programmes

Component 1

Developing teacher competencies and a teacher training programme

Pillar 6: Financing

(4 Strategies, 7 Components)

- Strategy 1 (1 Component)
- Strategy 2 (1 Component)
- Strategy 3 (3 Component)
- Strategy 4 (2 Component)

Pillar 6: Financing (4 Strategies, 7 Components)

Strategy 1: Supporting Technology and Infrastructure for Basic Education Schools

Component 1	Strengthening financial support for Technology and Infrastructure for the Basic Education sector, prioritizing ethnic areas
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Strategy 2: Providing Education Financing with a Focus on Schools and Students with the highest needs **and disadvantaged and vulnerable children**

Component 1	Systematic identification and reporting on the highest needs based on the feedback of stakeholders on Open Data and Monitoring and Evaluation outcomes and provision of additional financing to address those needs
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Pillar 6: Financing (4 Strategies, 7 Components)

Strategy 3: Encouraging Effective School-Based Public Financial Management (under a National PFM System)

Component 1	Promoting financial management for implementation of basic education sector
Component 2	Supporting schools and education offices to become more efficient and effective in public financial management procedures and practices utilizing ICT equipment
Component 3	Strengthening the capacity of basic education officials in Public Financial Management (PFM) through trainings, seminars and workshops

Pillar 6: Financing (4 Strategies, 7 Components)

Strategy 4: Supporting Technology and Infrastructure for education media resources and technologies

Component 1	Supporting TV Education Channel for remote/distance learning and/or home-based learning
Component 2	Developing digital contents for MDEP, DBE Box, DAE Box, TV education channel, FM radio

Pillar 7: Internationalization & Partnerships

(5 Strategies, 9 Components)

- Strategy 1 (1 Component)
- Strategy 2 (4 Component)
- Strategy 3 (1 Component)
- Strategy 4 (2 Component)
- Strategy 5 (1 Component)

Pillar 7: Internationalization & Partnerships (5 Strategies, 9 Components)

Strategy 1: Strengthening Governance and Co-ordination of Preschool Services

Component 1	Strengthening the coordination of preschool services among all stakeholders
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Strategy 2 : Strengthening Governance and Coordination of Quality Basic Education

Component 1	Promoting Stakeholder involvement in KG + Primary Education
Component 2	Promoting capacity building for basic education teachers and staff with collaboration from development partners
Component 3	Providing teaching learning materials and resources for the basic education sector with cooperation from development partners

Pillar 7: Internationalization & Partnerships (5 Strategies, 9 Components)

Strategy 2 : Strengthening Governance and Coordination of Quality Basic Education

Component 4	Encouraging an Ethnic Basic Education Providers Programme
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Strategy 3: Strengthening International Partnership Mechanisms

Component 1	<p>Developing a partnership mechanism to support the participation of different education service providers in basic education reforms</p> <ul style="list-style-type: none">• Strengthening partnership programmes that are set out to cooperate with DPs, public-private partnerships (PPPs), partnerships with regional and local governments, and partnerships with parents and communities
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Pillar 7: Internationalization & Partnerships (5 Strategies, 9 Components)

Strategy 4: Strengthening Advocacy and Communication

Component 1	Strengthening Advocacy and Communication for basic education reforms through various communication channels
Component 2	Monitoring and evaluation of education reforms based on stakeholder perceptions and challenges

Strategy 5: Strengthening Parent-Teacher Associations for Quality Basic Education

Component 1	Promoting PTAs and the Involvement of Parents and Community Participation in Education
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NESP 2- Chapter 5: Basic Education (SUMMARY)

Pillar 1: Access (5 Strategies, 10 Components)

Pillar 2: Curriculum (4 Strategies, 12 Components)

Pillar 3: Teaching and Learning (4 Strategies, 7 Components)

Pillar 4: Assessment (5 Strategies, 10 Components)

**Pillar 5: Management and Quality Assurance
(5 Strategies, 14 Components)**

Pillar 6: Financing (4 Strategies, 7 Components)

**Pillar 7: Internationalization & Partnerships
(5 Strategies, 9 Components)**

❖ **7 Pillars, 32 Strategies, 69 Components**

THANK YOU

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