

## Summary of Terminal Evaluation

### 1. Outline of the Project

|   |   |
|---|---|
| Name of country                             | : The Union of the Republic of Myanmar                  |
| Issue/Sector                                | : Basic Education                                       |
| Division in charge                          | : JICA Myanmar office                                   |
| Period of Cooperation                       | : (R/D) 25.11.2004<br>13.12.2004 – 12.12.2007(4 years)  |
| Project Title                               | : The Project for Strengthening Child Centered Approach |
| Cooperation scheme                          | : Technical Cooperation Project                         |
| Total Cost                                  | : (4.9.2007 at present) 391,635 (thousand Yen)          |
| Partner country's Implementing Organization | : Ministry of Education (MOE)                           |
| Supporting Organization in Japan            | : JICA  |
| Cooperation of another Organization         | :   |

#### 1.1 The background of the Project

The primary education of Myanmar, although the side on schooling rate : net rate 93% (beginning school entrance rate, 2002/ 2003 annual announcement by government) is a high standard, but for primary education (Grade 5) the completion rate is approximately estimated at 40% and so centralizing on the side of quality, the primary education reform is demanded.

The government of Japan has focused the primary education field of Myanmar continuously from 1997 to present. From 1997 to 1999, the expert of basic education curriculum reform was dispatched to the Ministry of Education (MOE) : (1) restoration of science, (2) consolidation of history and other reason to social studies, and (3) new introduction of synthetic learning are suggested. From March 2001 to March 2004, development planning" Myanmar Basic Education Sector Study" (MBESS) was implemented: (1) Child Centered Approach (CCA) introduced and spread the development for the teachers' guide books (science, social studies, synthetic learning), (2) Education College (EC): proposal for its device reinforcement, and (3) the plan for primary school preparation are supported. Those supports provided impact on the education reform of Myanmar obtained the high evaluation from MOE inside and outside Myanmar. MOE notified the child centered approach is a standard teaching and learning method

in primary schools to the whole country. Basic Education Resource Development Centre (BERDC) is started up as the central organization for the dissemination.

The Myanmar Government requested the support from the Japan Government for aiming at the spread of child centered approach to the whole country. Receiving this request, JICA, from Dec 2004, carried out the project of Strengthen Child Centered Approach (SCCA) training to improve BERDC staff and present post teachers, reviewing the curriculum concerned with the child centered approach in Education Colleges (EC) and the evaluation method in line with “Child Centered Approach”.

Having a necessity of confirmation on the degree of attainment and activity result putting the project completion in Dec 2007, Terminal evaluation was performed. According to the request of the Myanmar Government for supporting the project phase2 and the necessary information was collected for the cooperation policy plan based on the attainment of this project.

## **1.2 Cooperation content**

### **(1) Overall goal**

CCA is implemented in primary schools in the neighboring townships of the designated areas of the Project through BERDC and Education Colleges.

### **(2) Project purpose**

CCA is implemented in primary schools of the designated areas through BERDC and Education Colleges.

### **(3) Outputs**

- (i) BERDC functions as the central training and supporting center for CCA extension.
- (ii) Teacher educators in all Education Colleges gain enough knowledge and skills on CCA.
- (iii) Cluster trainers and supervisors (TEO/ATEO/principal) gain enough knowledge and skills on CCA.
- (iv) Teachers in primary schools gain enough knowlegde and skills on CCA.

### **(4) Input 4.9.2007 at present**

## **Japanese side**

|                    |                                     |
|--------------------|-------------------------------------|
| Long term experts  | ; Nil                               |
| Short term experts | ; 6 fields ( 60.23 persons monthly) |
| Trainees received  | ; 41 people (21.20 persons monthly) |
| Equipment          | ; Total 36,159 thousand Yen         |
| Local cost         | ; Total 24,444 thousand Yen         |

## **Myanmar side**

Counterparts ; 16 people (full time 7 and part time 9)

Local cost ; 47,009,800 Kyats(planned)

Facilities

## **2. Evaluation Team**

### **Members of evaluation team**

Team leader Umezaki Michiko : Chief Representative, JICA Myanmar Office

Teacher Education Masuda Tomoko : Senior advisor, human development department, JICA

Evaluation plan 1 Sugawara Minako : Representative, JICA Myanmar Office

Evaluation plan 2 Honda Yoshiko : Project formulation advisor, JICA Myanmar

Cooperation planning Higuchi Hajime : Basic Education Division 1, Human Development Department, JICA

Evaluation analysis Sekiya Takeshi : President, Crystal Intelligence Co. Ltd.

Period from 19.8.2007 to 4.9.2007 (Consultant member was from 7<sup>th</sup> August to 4<sup>th</sup> September.

Kinds of survey: Terminal evaluation.

## **3. Outline of evaluation result**

### **3.1 Confirmation of Achievement**

The activity of project, although CCA assessment was rather delayed, was operated as planned. To guarantee the result expected, the necessary activities such as follow up training, complementary training to EC teacher, CCA assessment guide book and monitoring activity are taken in flexibly.

Result 1: BERDC functions as the central training and supporting center for CCA extension.

The capacity of counterpart has been developed by OJT, they can operate trainings in concerning with CCA plan, preparation and implementation. However, it cannot say having adequate knowledge, monitoring and evaluation connected with the text book content. It is necessary to transfer knowledge and skills to conduct all operations by BERDC itself.

Result 2: Teacher educators in all the Education Colleges gain enough knowledge and skills on CCA.

According to the knowledge test for EC teachers in the central training, the expected result was almost obtained. It can say the effect of regional CCA trainings is obtained that EC

teachers have enough knowledge, skills and learning ability from the questions to the primary teachers attended. It is reported that there is wide gap in instructional abilities in EC teachers by the result of CCA practical monitoring.

Result 3: Cluster trainers and supervisors (TEO/ATEO/principal) gain enough knowledge and skills on CCA.

Because of problems in the measuring method in some of indexes, there is no appropriate evaluation. In the monitoring of the project, the Education Administrator acquires the least necessity of knowledge and skills to support CCA practice. It is confirmed that support can be done to present schools through regular cluster training workshops.

Result 4: Teachers in primary schools gain enough knowledge and skills on CCA.

According to the test of intelligibility, primary school teachers attained the level expected. The sufficient result of monitoring is also obtained. Teachers notice the necessity to change the class, and can understand CCA concept of technique. From now on, it needs to think about the practical method of class for further improvement.

### **Achievement degree of project purpose: CCA is implemented in primary schools of the designated areas**

From the monitoring result of the project, the level expected has been generally achieved. CCA practice in lesson has reached the level for introduction and from now on the strength of basic course technique and way of activity complying in aim shall be desired. Concerning the change of attitude of the children teachers observed that they had become well activated in class, interested in learning, and parents reported that the children had talked about school with family and had made many questions “ Why? ” .

## **3.2 Outline of evaluation result**

(1) The reasonable condition: very high

SCCA project is in consonance with the education development plan of MOE. Japanese Government, from 1997 to present has been continuously operating to support the primary education field, and that fundamental attitude has not changed.

(2) The effective condition: very high

The aim of the project standing on the achievement of the results, it is accomplished in some extent, as a system. As the activity of the project, follow up training and cluster training are flexibly intake, then CCA introduction system into present schools might be considered to be constructed. There was the effective approach that making combination of cascade system for covering extensive object, and the cluster training system for keeping quality.

(3) Efficiency condition : high

(4)

In the project, 7 people full-time c/p and 9 people part-time c/p of BERDC, 483 people of EC teachers, 134 people of education administrators received training for becoming the lecturer of CCA introduction. Then, up to the point of time 20.7.2007, 20,644 primary teachers attended the lecture of CCA introduction training. This is considered to be 11.8% of the teachers of Myanmar and 11.7% of schools. The children as indirect beneficiaries are 636,373 and considerable as 12.6% of the country. The cost of project was 5% increased as to the supplement of monitoring and follow up activity but it was within expected amount from beginning. Because the effective training in casket system was carried out, the minimum input and activities could reach expected result.

(4) Impact : high

The continuity of country policy and establishment of CCA spread system is confirmed. The overall goal of the project shall be achieved either CCA practice will be taken in the present teachers education system or Ministry allocates the enough budget.

(5) Independent development condition : middle extent

In regardless of EC exit or not, cluster training shall continuously be carried out, that is why, it can be expected that CCA course shall be continued in the objected township of this present project. Moreover, for spreading CCA techniques to the whole country, the following points should be taken into account.

1) Policy system aspect

To understand the deep CCA concept EC teachers and lecture attendant the curriculum of universities complied with CCA concept is important, and the approval of university module a new and developed in project is quickly needed.

2) Organization and finance aspect

BERDC is the central organization for CCA spread. Although there is ad hoc situation on this present point it is needed, in the future to establish the division under the Department of Educational Planning and Training(DEPT) with holding definite mission, own budget and full-time staff. Furthermore, it is necessary that either the combination of the present teachers education system, or counting the enough budget for saving the spread activity to keep development for promulgation of the CCA.

3) Technical aspect

BERDC members have the clear spirit on the ownership and responsibility as the central human resources of CCA. Their capacities progress in some extent, therefore, even without the external support, they are needed to lead CCA, supply the suitable information and technique to the present schools. EC teachers and lecturers are also important that they are continuously requested to have capacities progressed. Reform shall be hopeful when the way of basic course technique of the primary school teachers is improved, they need to obtain the appropriate advice from EC teachers as well as BERDC staff.

### **3.3 Factors contributed in present effect**

(1) Concerned with plan content

To guarantee the results expected, follow up training, complementary training to EC teachers, CCA assessment guide book preparation, monitoring activity and so on, the activity considerable as necessary is advanced while having flexibly intake.

(2) Concerned with the implement process

DEPT, as the superior and supporting organization, has strong authority, and its introduction and reform plan possessing effectiveness, smooth joint information of c/p side project manager and department leader, as proclaimed of project. In connection with DEPT, Japanese side dispatched individual expert and conducted development survey. In this point, it is considerable as the factor to enhance the understanding and commitment of the Japanese side.

### **3.4 Factors which causes problem points and obstacles**

(1) Connected with the plan content

Connecting with the development of the education evaluation method, implementation training and the improvement content of CCA assessment carried out parallel at the same time, content connected with assessment in training became different based on the progress of every year. Accordingly headmasters and cluster heads and representative are gathered to amend the training by the content renewal in the last year. This brought about the disorder among the participants and was the factor which had a harmful influence on the efficiency and confused simultaneously.

### **3.5 Conclusion**

The project attained the goal and brought the significant impact on the teaching study method and the consciousness of the teachers practising. The effective training model and cluster training system introduced in the project were carried out in all townships objected and the effort for class performance implying with the teachers' guide was verified in all townships. To maintain the present condition and expand CCA in other townships, all persons connected need to improve their technical capacities and consolidate the CCA to the existent system.

### **3.6 Suggestion**

Four tasks to be carried out in project period were pointed out as follows.

- (1) The spread plan is necessary to prevalence CCA in all of Myanmar by using experiences of this project with supporting DEPT to settle on the plan.
- (2) In the project part of the curriculum of EC is revised into the form implying with CCA. It needs the approval of not only DEPT but also curriculum committee for practical use. Before the termination of this project, it needs to perform enough explanation and agreement form to the persons connected.
- (3) Because they will have arrangement to deliver CCA assessment guide book after finishing all training, paying attention is needed to be able to use enough materials in present place at monitoring time.
- (4) It is suggested to open the experience joint seminar before the termination of project. It is preferable that and the persons connecting with the project such as township education officer (TEO) and EC share the experience and announce their activity, calling for other donators and participants wide.

After the termination of the project, the following four items are indicated as the issues must be continuously taken in.

- (5) From now on, the central point in CCA is BERDC which was organized before the start of this project. At the present it is not recognized as the official organization, in the future it is important to become BERDC or some organization which has the same function and position in definite is accompanied with own budget and staffs under DEPT.
- (6) In this project, it made EC teachers as trainers in township in where there is education college and the high qualified teachers such as cluster head as trainers in other townships. In future, on the occasion of thinking to spread to all of Myanmar, analysis is needed how teachers of 20 education colleges shall be involved in spreading CCA due to the efficiency. In addition, analysis is also needed into how CCA training keeps on position in the present teacher education system (pre-service and in-service training).
- (7) This project is a step of beginning CCA dissemination. The count of the school objected is exceeded ten per cent of the whole country, but thinking on the whole country of CCA, more and more continuous effort is needed to spread. For this fulfilment, the development of ability of the staffs of BERDC and teachers of EC is necessary. The quality of present class is not exactly enough in CCA practice of present field too. To be able to support the progress of quality continuously, more improvement of core level is requested.
- (8) The relation of CCA practice in school with not only DEPT which is the present c/p but also the understanding and participation of department of basic education DBE is essential. For this the extensive involvement of the persons connected of DBE state district education officers including township level and the share of appropriate information to those from BERDC are requested.

### **3.7 Instruction**

- (1) The course of the teachers carried out by one way of explanation and memorize centrally is widely changed through the introduction of “Child Centered Approach” CCA. The comment of the teachers is that “In the past I didn’t confirmed the understanding degree of the child and thought teaching course was easy”. It was confirmed the introduction of CCA gave the large impact to the quality progress of education.
- (2) Receiving the one training on individual teacher is difficult to practise but it is clear that the meeting and cluster training for all teachers of schools introduced by the project made teachers read teacher’s guide deeply, make a class plan in cooperation with others.
- (3) The practice of CCA and making basic teaching technique, the method of writing on blackboard and the way of conclusion etc, can improve the class. CCA spread training didn’t take up this point but intensification is needed.

- (4) JICA office together with project team carried out the project flexibly and carefully, added activities and reviewed trainings of every year for guaranteeing the result. Those contributed to success of the project.
- (5) This project planned in premise to disseminate the guide book developed in former project development investigation but it needs to revise the guide book, teaching materials and improve the training materials again. Then it is confirmed that project should keep enough time for development and dissemination.
- (6) Supporting to the education field of Myanmar began from the dispatch of individual experts after that development planning and technical cooperation was conducted continuously in the same direction. To introduce a new system such as CCA, the novel approach is necessary to build relationship in long term and transfer techniques with deep understanding of Myanmar officials.
- (7) As the indication of the result of project goal, the attitude change of teachers and children is cited but in the comparison between end line and base line survey it stopped at little positive change. On the other hand, it says the change of teaching quality has enough positive change compare with the case of other countries. It can be thinkable that indication setting itself was something unreasonable. In future careful decision is necessary when setting up the indication of the quality.