

20<sup>th</sup> Regional Workshop on the Capacity Building for Trainers of NFE Facilitators in Asia and the Pacific  
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## REPORT ON MYANMAR EDUCATION RESEARCH BUREAU

**U Myint Han**

Chairman

Myanmar Education Research Bureau (MERB)

### 1. Our Vision

To create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age

### 2. Introduction

Myanmar Education Research Bureau (MERB) is one of the TEN departments under the Ministry of Education, aiming at the improvement of the Myanmar Education System. MERB is also the focal institution for Non-formal Education.

### 3. Background

In 1955 MERB was a small section under the Directorate of Basic Education. In 1966, it became a department by itself under the name of Burma Education Research Bureau. On 1973, by the enactment of the Burma Education Research Law, it was conferred its legal status. Now its name is Myanmar Education Research Bureau (MERB).

### 4. The Objectives

To improve the Myanmar Education System by:

- conducting education research programmes and projects
- applying research findings in different areas of education at all levels
- finding out ways and means of introducing ICT into the classrooms.
- Acting as the focal institution for Non-formal Education in Myanmar.

### 5. Functions And Responsibilities

The main functions and responsibilities of the Myanmar Education Research Bureau are to:

- modernize educational processes and practices.
- conduct research and development studies on crucial problems in the education system such as curriculum reform.
- find out appropriate learning teaching methods and teaching aids for the enhancement of education.
- conduct research studies in measurement and evaluation
- carry out specific research studies in education that will benefit the state

### 6. Facilities And Capacity Staff:

There are 138 staff member with 115 regular staff and 23 attached in Research section, NFE section, Audio visual section (media education), Administration and Budget section. A school model for pre-school education centre with special emphasis on ECCE was established in 1999 and now there are 303 kids and 25 teachers. [Annex (1)]

## 7. Facilities:

- One video studio for material production and transmission to all over Myanmar.
- One audio studio for broad casting school lessons and NFE talks.
- Resource Center for distance learning
- Education Resource Centre for references
- Prototype Teaching Aids Design Workshop
- Auditorium for conducting seminars and workshops
- Computer Room (Internet access)
- Myanmar Literacy Resource Centre

In addition to these, Myanmar Literacy Resource Centre with an off-set printing press, donated by the Japanese Government and the Japanese people was successfully established in the MERB compound on 21 April 2000, aiming to promote the literacy and continuing education activities especially for girls and women in Myanmar along with the three specific objectives as

- to develop innovative literacy and CE materials
- to act as the training center for NFE personnel and
- to serve as a center for sharing information and resources on NFE through appropriate network systems internally and internationally.

(<http://www.myanmar.com/information/computer/MLRC/mlrc.htm>)

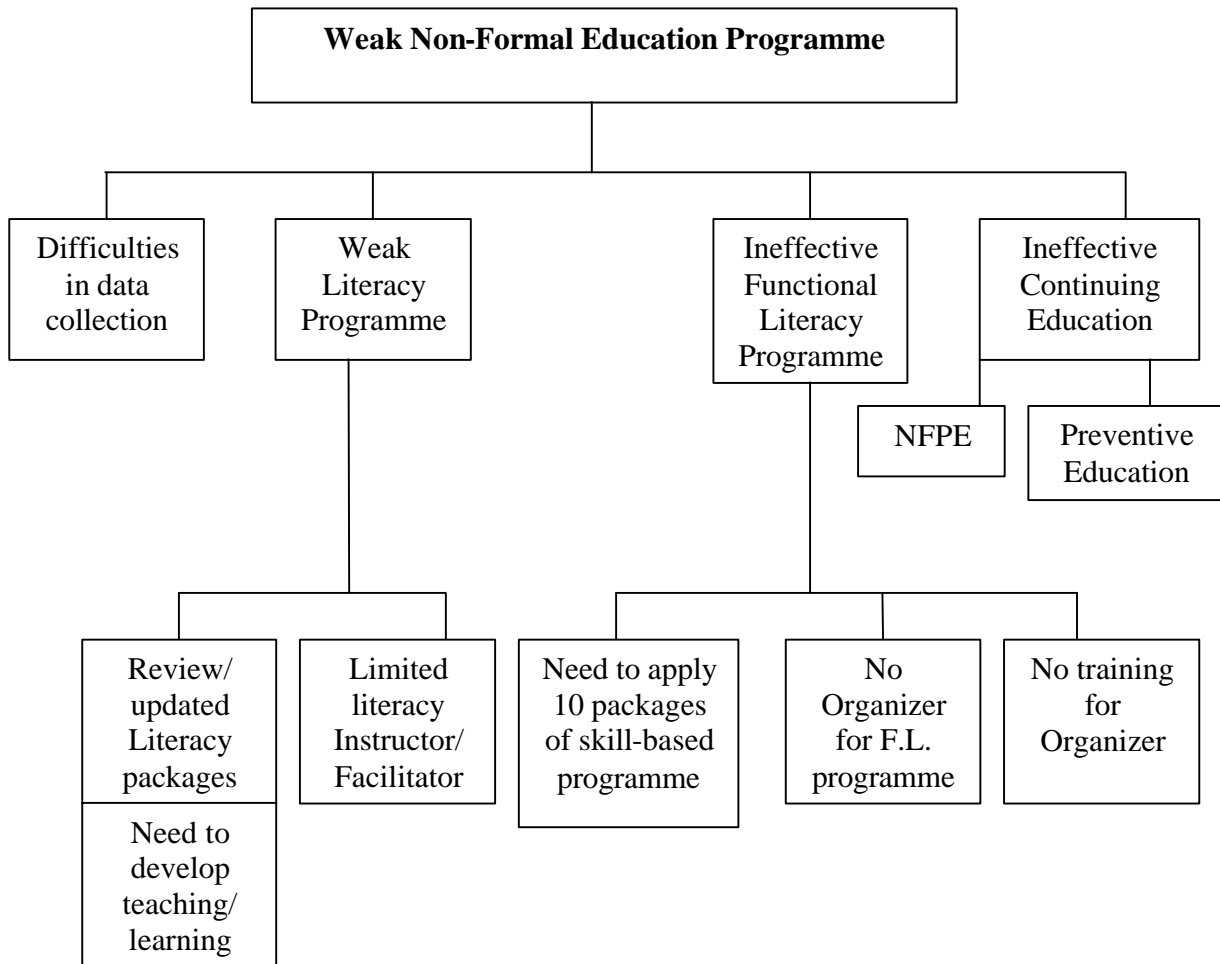
## 8. Research Activities

As the Myanmar Education Research Bureau is mainly concerned with NFE, the activities carried out in the recent years are predominantly NFE related activities. First of all, NFE: MYANMAR MODEL was developed and submitted to Myanmar Nainggan Education Committee for approval. At the same time, the three packages for Basic Literacy Programme (BLP) together with the audio tapes were developed, tested, reviewed and revised. Now, the packages become the manual for BLP all over Myanmar. After the formation of the Non-formal Education Committee under the EFA Central Coordinating Committee, NFE activities in Myanmar have been implemented according to the plan. The successes have been seen since EFA implementation. The main activities conducted by MERB are the development and production of NFE-materials, capacity building training workshops and the networking nationally and internationally. The documents for these activities are displayed in MLRC documentation room and NFE material database and NFE-GIS are also developed and used at MLRC.

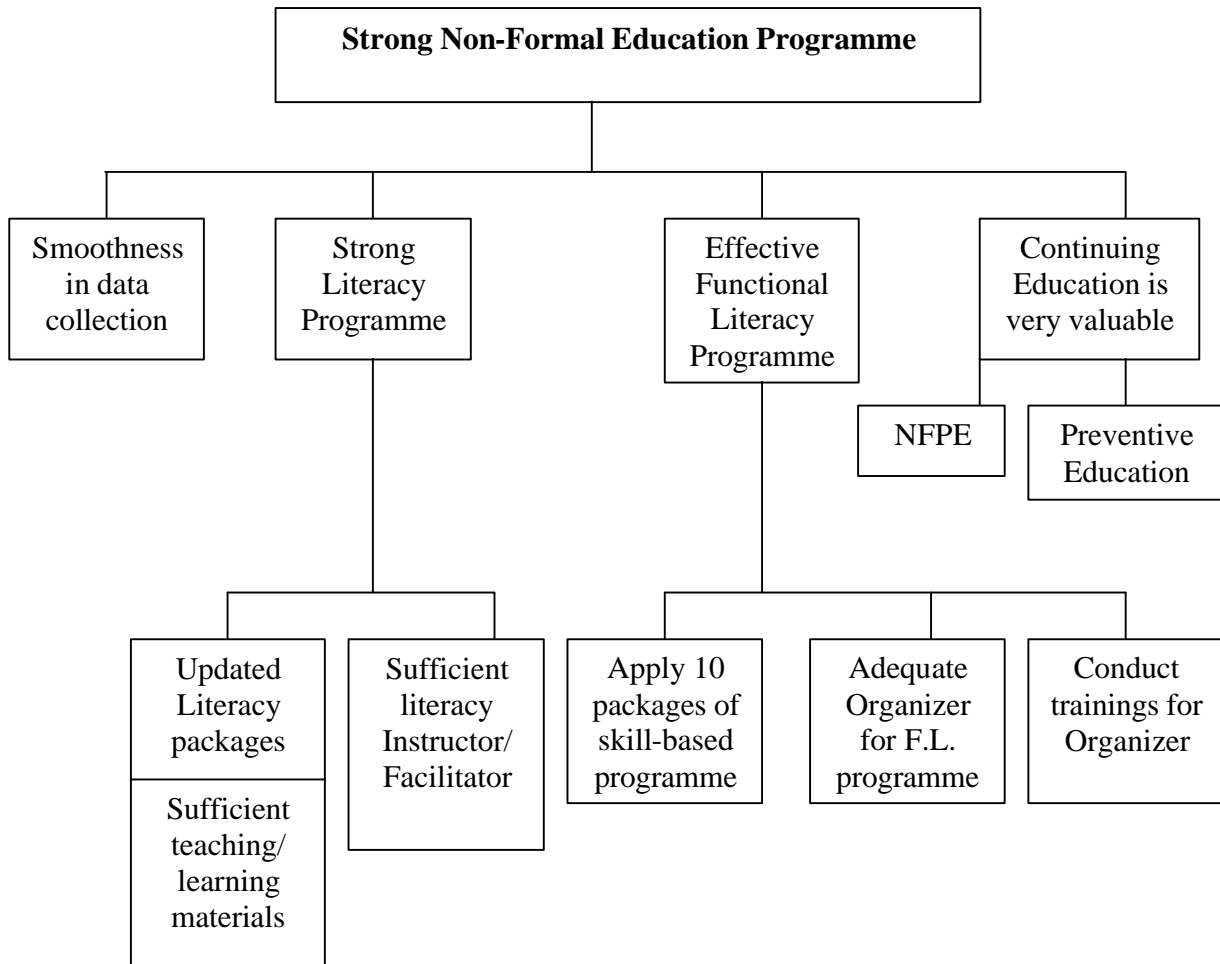
Finally, I would like to mention on the latest endeavour for EFA- NFE national plan as developed by NFE group for EFA national plan of action on the areas of

- NFE Problem Analysis
- Literacy Promotion Programme and
- Income Generating Programme as follows:

### Non-Formal Education Problem Identification



### Non-Formal Education Objective Analysis



**Literacy Promotion Program (LPP)**

<b>Issue</b>	<b>Objective</b>	<b>Activities</b>
1. Need to continue existing literacy and CE development programs	To continue the existing literacy and CE program activities	-Complete the BLP program to cover the whole country -Continue the CLC development activities
1. No regular analysis of literacy data	To collect, process and analyze literacy data regularly	-Identify, needs, design data management system
2. Lack of awareness of the literacy program by the prospective learners	To raise awareness of the learners about the literacy program	-Use existing video -Produce new video and pamphlets on LPP -Develop manual for LPP facilitators
3. No full-time staff and volunteer facilitator for Literacy Promotion Program	To develop full-time staff at the central level  To develop volunteer facilitators at the local level	-Select staff with criteria -Provide training to staff -Assign responsibility to staff  -Select volunteer facilitators with criteria -Provide training to volunteer facilitators -Assign responsibility to volunteer facilitators
4. Lack of learner-oriented literacy program	To develop learner-oriented literacy program	-Identify learners, their needs and level -Discuss with learners about time, place, facilities, and program -Develop manual for volunteer facilitators and prospective learners including the procedures of starting, continuing, assessing, and reporting
5. Need to develop testing guides for new Literacy Promotion Program	To develop testing guide for LPP	-Construct tools for testing different levels of literacy skills -Develop a manual for volunteer facilitators
6. Need to develop capacity at local level in developing functional literacy materials	To produce functional literacy materials by local groups	-Organize and conduct training workshops -Produce materials with field testing -Assign participants to produce new materials with follow-ups from LPP

**Income Generating (IG) Program**

<b>Issue</b>	<b>Objective</b>	<b>Activities</b>
1. Insufficient number of trainers at central level and organizer facilitators at local level	To develop full-time staff at the central level  To develop organizer facilitators at the local level	-Select staff with criteria -Provide training to staff -Assign responsibility to staff  -Select organizer facilitators with criteria -Provide training to organizer facilitators -Assign responsibility to organizer facilitators
2. No income generating (IG) program for learners who completed basic literacy	To develop relevant IG programs at local level for households	-Identify IG beneficiary and their needs and IG area -Develop manual for organizer facilitators to help, coordinate, support, etc.
3. Need to develop seed money for IG beneficiary	To provide seed money to prospective beneficiary	-Appraise IG activity proposal -Provide seed money with agreed procedures and requirements

**Quality of Life Improvement Program (QLIP)- Better Life Program**

<b>Issue</b>	<b>Objective</b>	<b>Activities</b>
1. Lack of awareness in practicing better life (BL) activities	To develop BL programs for families	-Produce video and pamphlets on BL program -Develop manual for facilitators
3. Need to develop full-time staff and facilitators for BL Program	To develop full-time staff at the central level  To develop facilitators at the local level	-Select staff with criteria -Provide training to staff -Assign responsibility to staff - Select facilitators with criteria -Provide training to facilitators -Assign responsibility to facilitators
3. Need area specification for BL activities for general practices	To specify BL activities for general practices	-Specify areas for BL activities at household level -Draw checklist of BL activities with participants -Monitor and assess jointly with participants -Develop manual for BL practicing -Develop measuring tools

In conclusion, I appreciate the NFE group members for EFA for their concerted efforts to materialize the conceptual frame work for quality NFE programme of Myanmar in the very near future.

Annex(1)

**THE ORGANIZATIONAL STRUCTURE OF MERB**

