

World Vision Myanmar's Non Formal Education Programme

- Initiated since 1997 with Street and Working Children project
- Has MoU with the Department of Social Welfare
- Implemented in (17) townships and Street and Working Children projects in Yangon and Mandalay

NFE programme



Target Group

All Vulnerable Children including Out of School Children and Street and Working Children

- 8-18 years old
- Illiterate Children
- Semi-literate children

Time & Place

- 2 hours per day and 5 days a week
- Community Based Centres or any suitable place which are convenience to the children

Management

- Each NFE centre programme is managed by NFE Management Committee selected by the community people
- (2) NFE facilitators from the community facilitate each NFE class
- NFE Management Committee manages the Income Generation Activities for long term sustainable programme

Non Formal Education

- Basic Myanmar Literacy
- Basic Numeracy
- Life Skills
- Pre-vocational Training (13 -18 years old children)

Non Formal Education



Non Formal Education

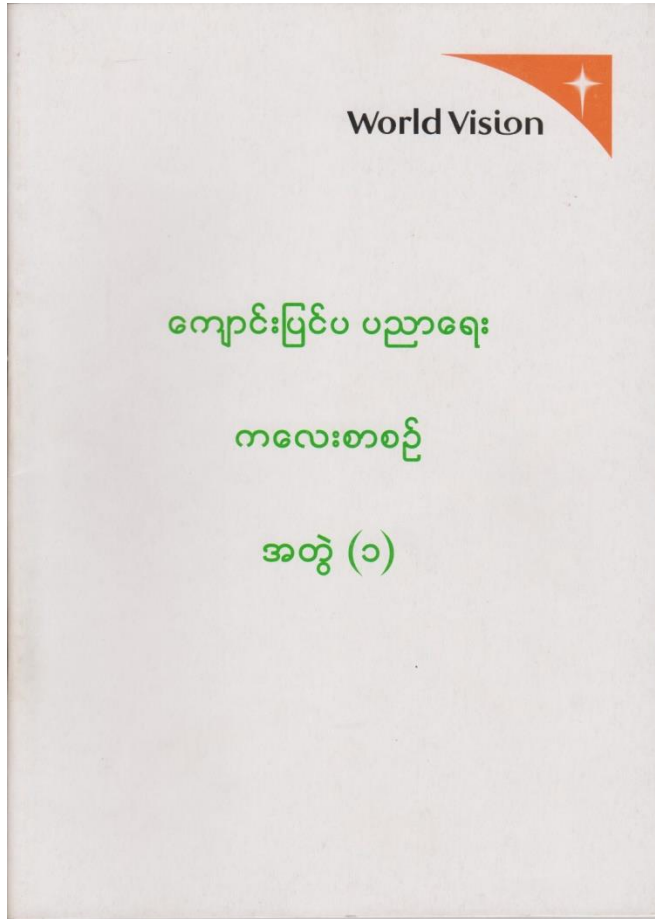


Non Formal Education

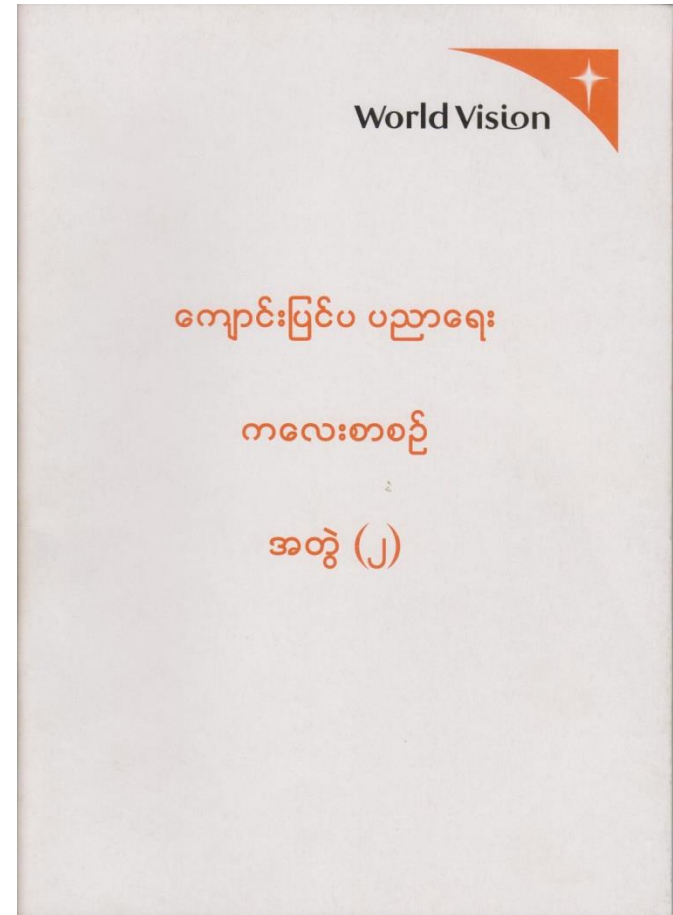


Non Formal Education

Child NFE curriculum book 1

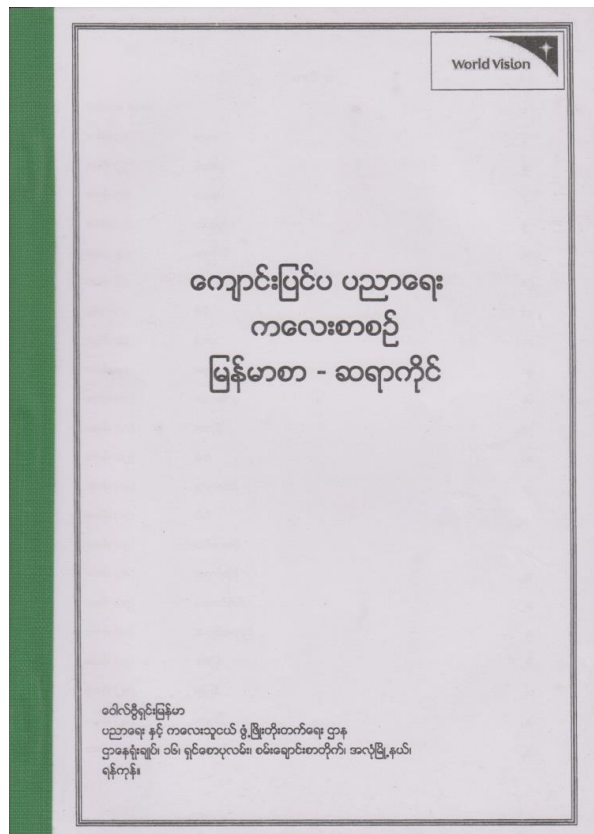


Child NFE curriculum book 2

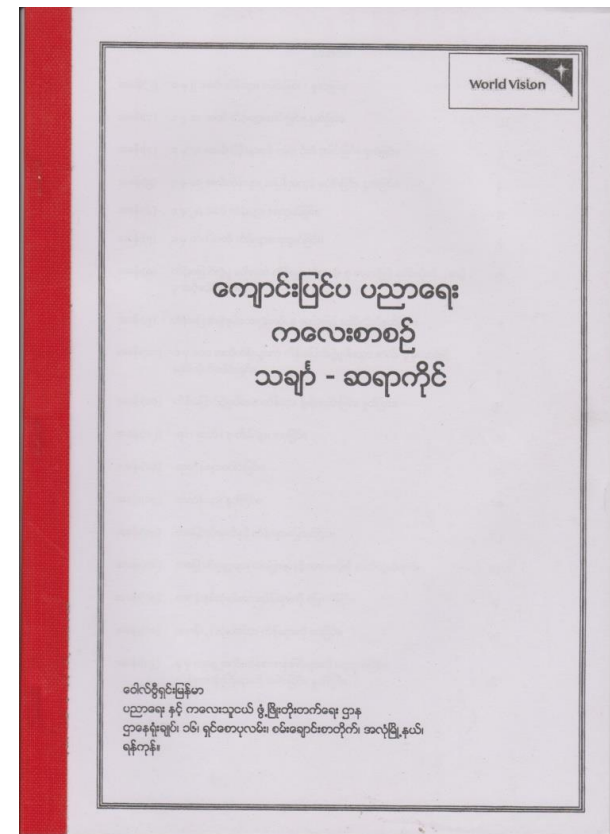


Non Formal Education

Teacher's Manual (Myanmar)

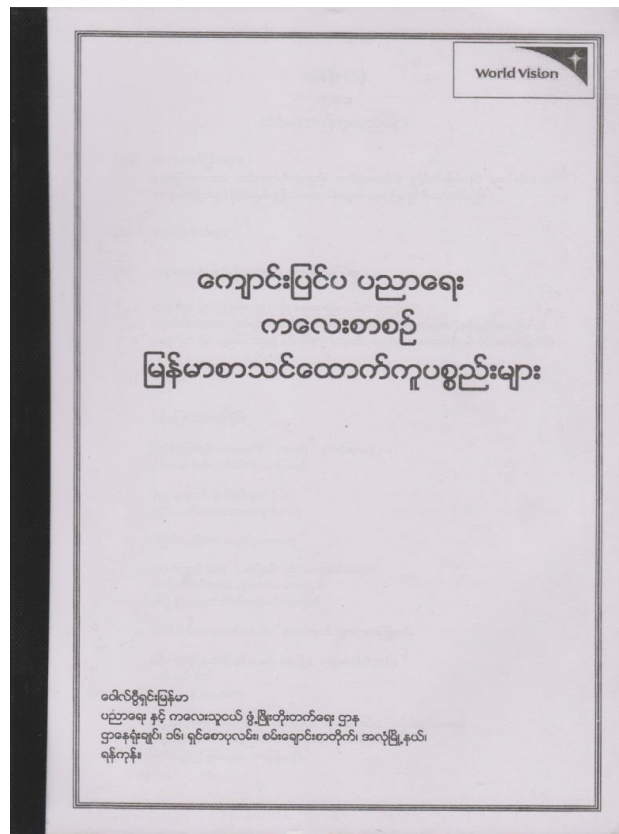


Teacher's Manual (Mathematics)



Non Formal Education

Teaching Aids Booklet



Life Skills

Life skills trainer's manual



Life skills children's booklet



Sessions Involved in Life skills Curriculum

Session 1: Welcome and Better life Tree

Session 2: Knowing Our Emotions

Session 3: What to Do When You Feel Difficult Emotion

Session 4: Avoiding Violence

Session 5: Thinking about Our Future

Session 6: Thinking About Our Strengths

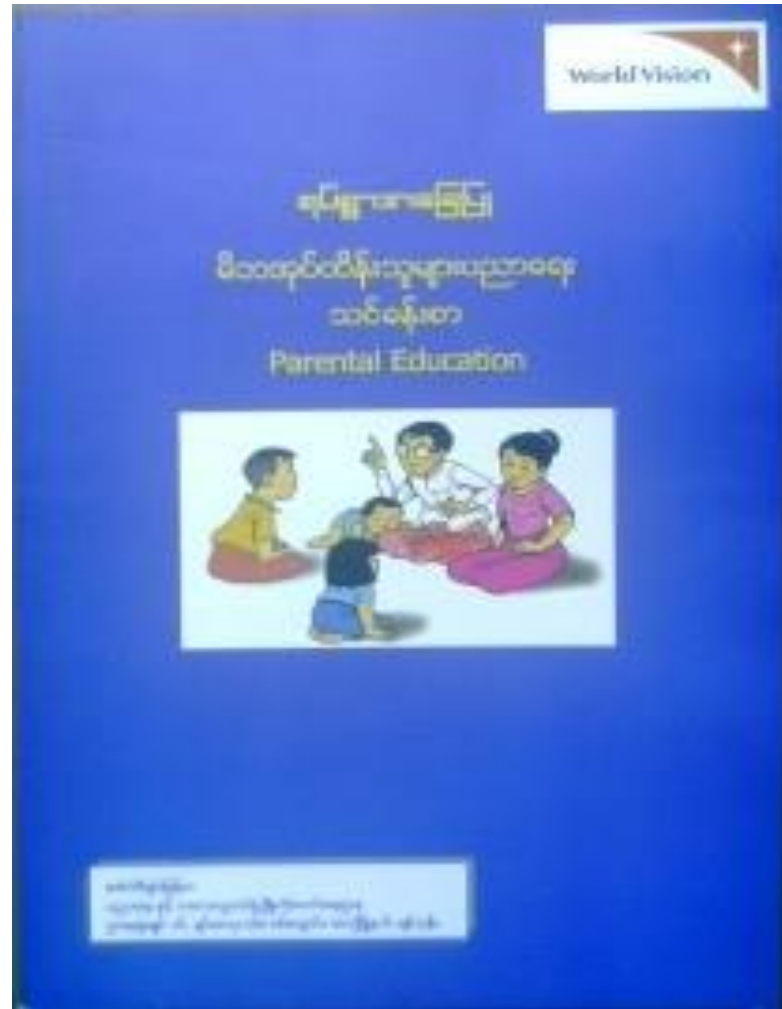
Session 7: Being a Good Friend

Session 8: Thinking About Our Lives

Session 9: Assertive Communication

Session 10: Dealing with Problems

Parental Education Manual



5 Key Areas of the Manual

- (1) Education and Child Rights
- (2) Child Care
- (3) Economics
- (4) Sociality
- (5) Morality

Tools

- Minimum Quality Standards (MQS) Tool for the programme
- Functional Literacy Assessment Tool (FLAT) for individual child

FLAT Levels

- 0 = Nothing (both Myanmar and Maths)
- 1 = Can read only **letters** and digits 1 to 10 (4 out of 5 each)
- 2 = Can read **words** and calculate maths in NFE level 1 book (4 out of 5 each)
- 3 = Can read **short paragraph** (a paragraph with 4 short sentences) and calculate 4 out of 5 maths in NFE level 2 book (up to lesson 18)
- 4 = Can read a short, **simple story** and 2 out of 3 questions must be answered correctly and calculate 4 out of 5 maths which equivalent to NFE level 2 book (up to lesson 28)
- 5 = Can read and comprehend **authentic local material** needed to function in everyday life (3 questions; two fact based questions and one question requiring inference from the text must be answered correctly) and able to calculate basic mathematics (4 out of 5)

*** Level 4 & level 5 = Children who can read with comprehension**

FLAT Test



Minimum Quality Standards

- A. Learning Environment
- B. NFE Lesson Observation
- C. NFE Facilitators and Children
- D. Parents/Community Participation

Achievement

- Has (95) NFE centers at (17) townships and Street and Working Children projects in Yangon and Mandalay
- Has nearly 2,000 NFE children
- FLAT and MQS Assessments were conducted in September & October 2014
 - FLAT test conducted to 1,513 NFE children
 - Result: children participate in NFE class more than (1) year can read with comprehension— 49 %
 - (49) centres achieved MQS (52%), 37% rated as good, 8% needs to improve, 3% as poor

Challenges

- Some NFE committees are non-functional
- NFE facilitators turnover is high and its effect on education quality
- NFE parents do not value on education
- Difficulty for learning outcomes because NFE children come irregularly because they must work
- Parental participation is difficult due to the fact that parents need to work and do not have much free time.

Opportunities

- Incorporate Income-Generating Activities (IGA) into the NFE program to support long-term sustainability and student attendance
- Increase parental awareness and understanding of the concept and community support for NFE through parental outreach activities.
- Vocational training is needed for NFE children and IGA for both NFE children and parents.