



# NFPE AND ITS PARTNERSHIP



U Tin Nyo  
National EFA Coordinator,  
Vice - Chairman , MLRC

**Why NFPE?**

# The Universal Declaration of Human Rights

(10-12 -1948) Article 26

## Right to Education

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.



# The UN Convention on the Rights of the Child ;CRC

## CRC Day 20<sup>th</sup> November



### Article 28

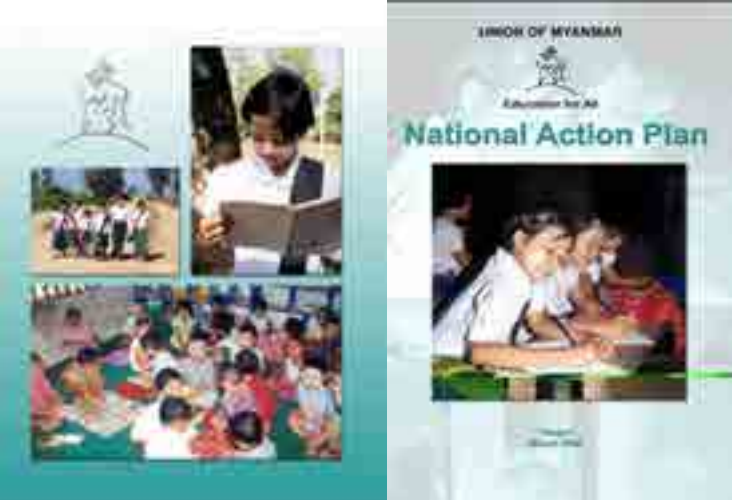
States Parties recognize the right of the child has right to education and with a view to achieving this rights progressively and on the basis of equal opportunity, they shall , in particular.....

(a) Make primary education compulsory and available free to all

(b) .....

*(Myanmar became a signatory to the CRC on 16 July 1991).*

**NFPE ; An Right-based Education**



## **Goal Area -1: Access and Quality of Education**

### **Strateg - 2: Making Basic Education More Accessible to Children**

- 3.To undertake a pilot prog. on NFPE as EP
- 4.To undertake a pilot prog. on NFMSE as EP

NFPE is regarded as an important undertaking for achieving the aims of EFA NAP.

### **Quality and equity outcomes**

- The learner-oriented method is best suited for NFPE programme where out-of-school children can learn primary-level packages at NFPE classes.

### **Policy Recommendations**

- Formulate policy for the children of mobile workers in private sector.
- Enhance the implementation of NFPE and initiate, NFMSE for out-of school children.



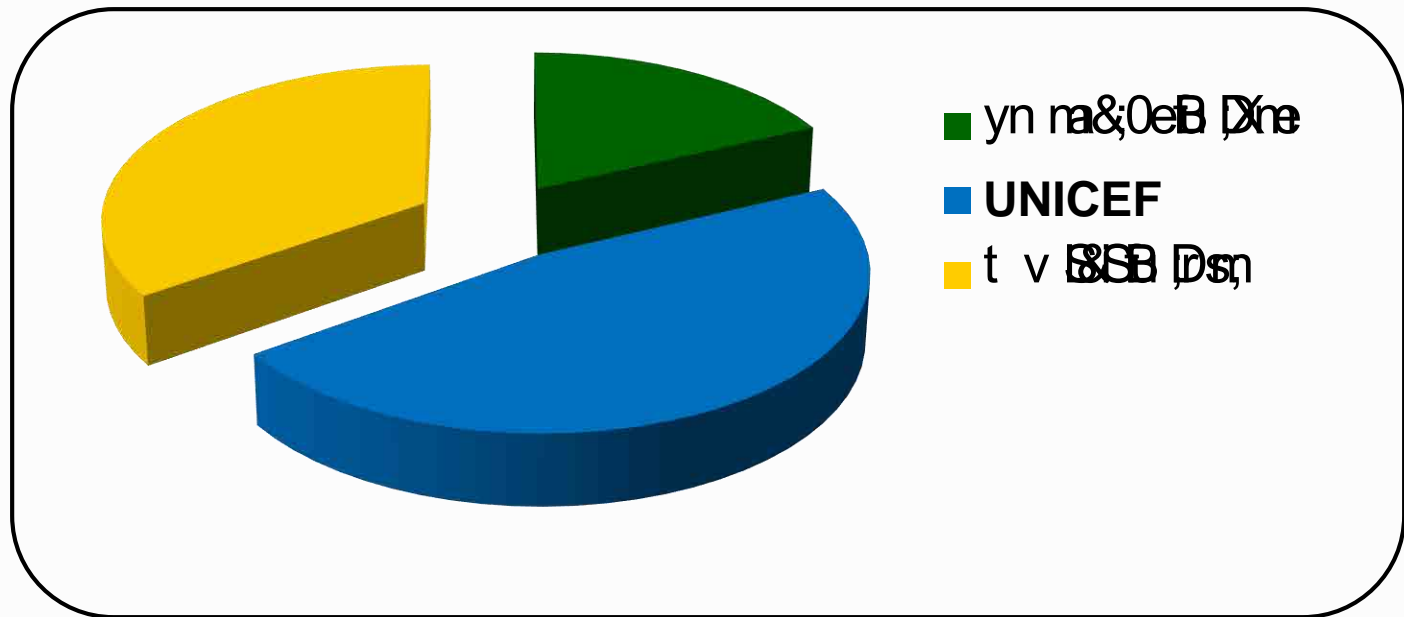


**Coverage**

## Background

- NFPE programme was formulated in NFPE workshop held in July, 1998 by MOE in collaboration with UNESCO and UNDP as UNDP project MYA/99/00
- MOE/UNICEF implemented NFPE in 5 townships in 2008-09, expanded more townships yearly.
- In 2010-11 AY 3 townships were expanded with the contribution of donors (MOE/ UNICEF/ MLRC/ Donors)
- In 2014-15 AY, NFPE programme was expanded to 98 Tps

# NFPE Townships covered by MOE, UNICEF & Donor 2014-15 AY

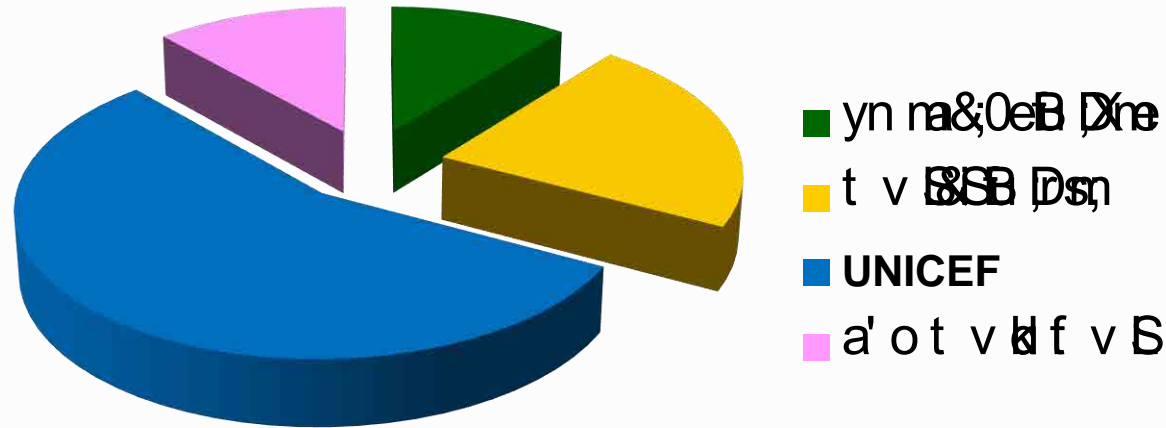


Sr No.	Stakeholder	Townships	percent
1	MOE	16	18%
2	UNICEF	42	46%
3	Donor	31	36%
	Total	89	

Townships in Total since 2005 **101**



# Contribution of MOE, UNICEF, Donor & Local Well-wishers 2014-15 AY



Stakeholder	Kyats in Million
MOE	106.3
Donor	218.5
UNICEF	551.2
Local Well-wishers	114.9
<b>Total</b>	<b>990.9</b>

## Learners 2014-15 AY

### Level 1

**4146  
enrolled**

**3252  
appeared**

**2754  
passed**

**66.43%  
completed**

**attend  
Level -2  
71 %**

### Level 2

**3408  
enrolled**

**2910  
appeared**

**2695  
passed**

**79.08%  
completed**

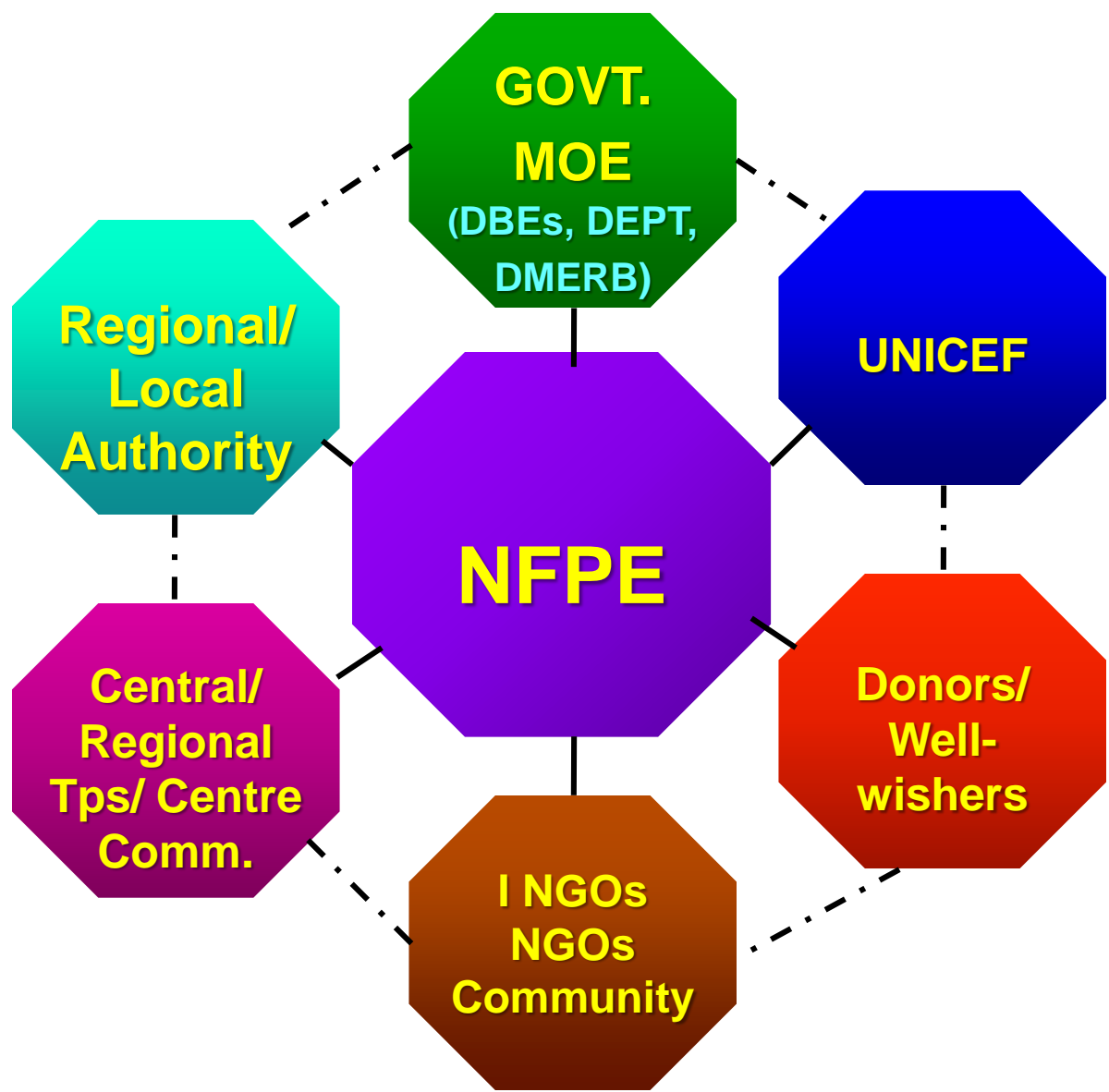
**attend  
secondary  
38.81 %**

**2011-12 AY  
Transition  
Attending Level II 23.00%**



# **Partnership with Public/Private Sector Partners**

# **NFPE Partners: Network for resource mobilization**



## **The Government:**

- The President of the Union of the Republic of Myanmar, U Thein Sein delivered the inaugural speech on the occasion of the Opening of Literacy Movement at Mandalay . on the 6<sup>th</sup> April 2014

..Non-formal Primary Education programme has been implementing for the children under age 15 who missed formal education due to various reasons.....

Those who complete NFPE are having opportunity for joining the main stream....

## The Government:

- The Vice President of the Union of the Republic of Myanmar, Dr Sai Mauk Kham delivered the opening address on the occasion of the International Literacy Day on the 8<sup>th</sup> September 2012. In his address , he mentioned the importance of NFPE as follows:

...MOE has been implementing Non-formal Primary Education programme in collaboration with UNICEF, donors and well-wishers for the children who have never yet enrolled in the formal schools and those who dropped out from the main stream ...

- MOE issued letters, signed by the Union Minister for MOE to the Chief Ministers of Region and State Governments to provide necessary assistance for the implementation of NFPE in the respective Regions and States.



Letters from Union Minister for Education

# Visit of the Union Minister for Education

ပုသိမ်မြို့နယ်၊ ပုသိမ်မြို့၊ ပုသိမ်မြို့နယ်၊  
အင်္ဂလိပ်စာအောင်ချက် (NFPE) ကလေးများအား



မျိုးမြင့်စားဝေးမြို့နယ်

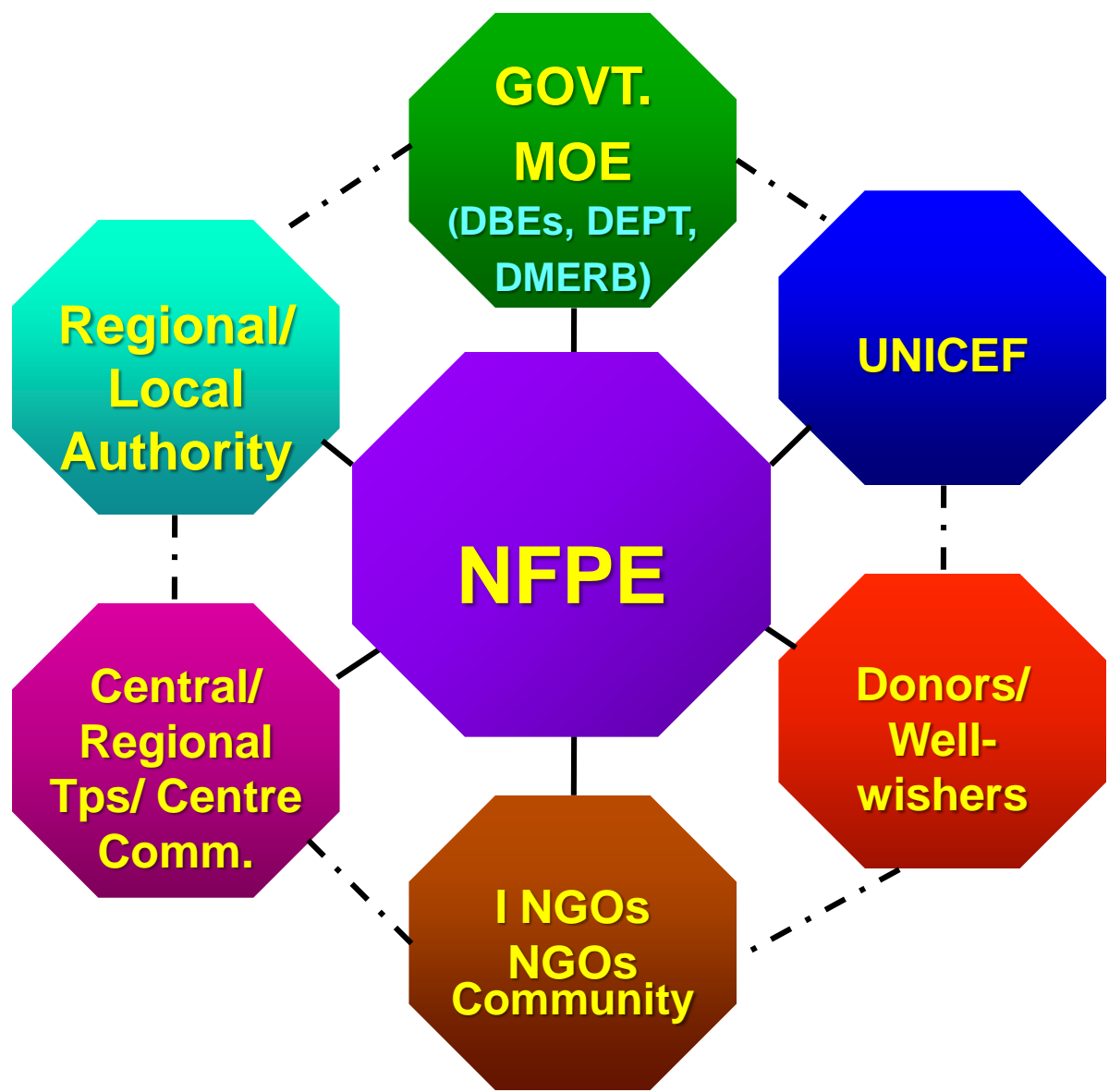


ကလေးများအား ပုသိမ်မြို့၊ အင်္ဂလိပ်စာအောင်ချက် (NFPE) ကလေးများအား





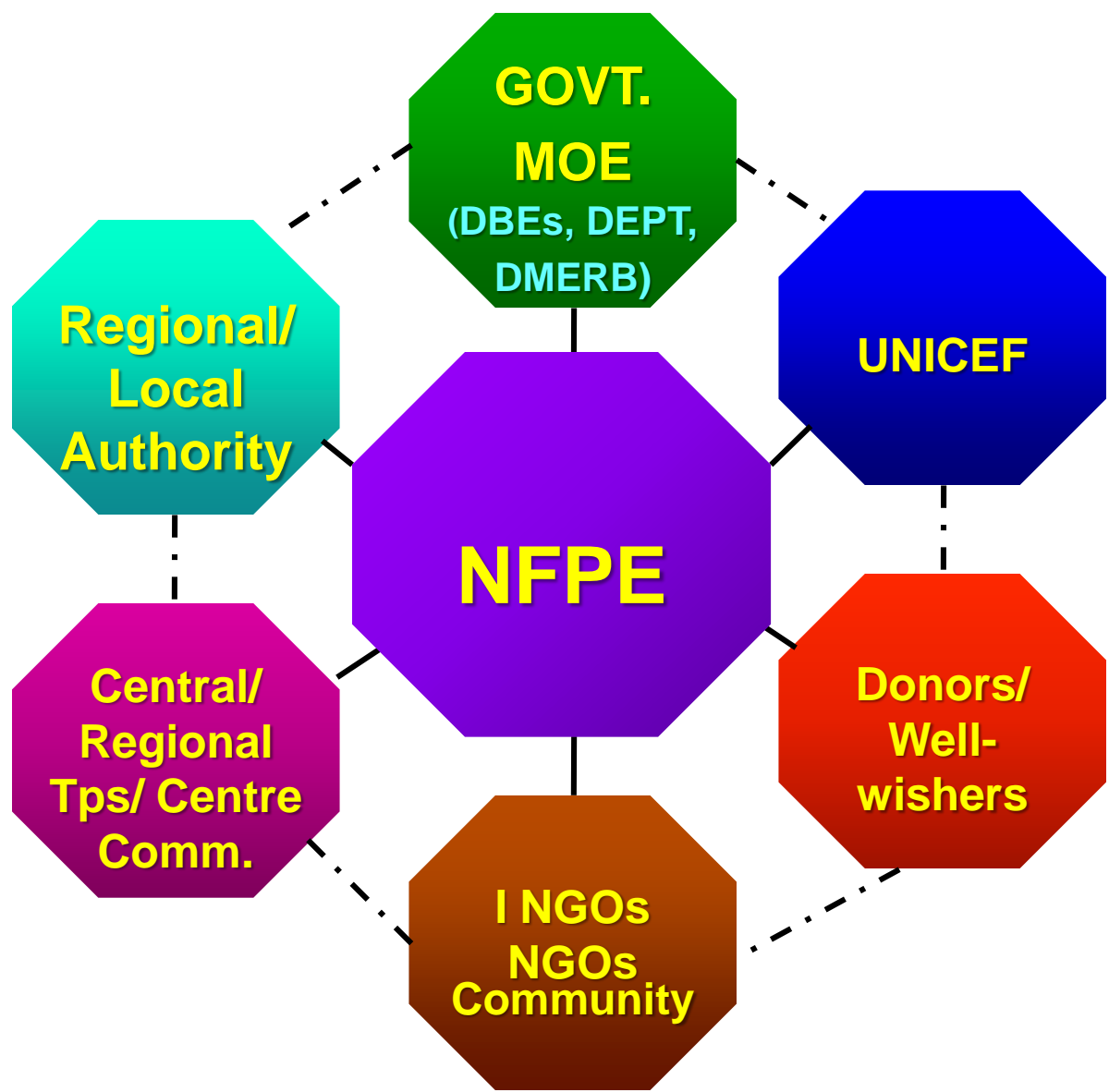
# **NFPE Partners: Network for resource mobilization**







## **Central NFPE Management Committee**

- Under the guidance of MOE, Director General of DBE(1) has been assigned as chairman of NFPE Central Management Committee composing other educators and technicians such as, chairman of Myanmar Academy of Arts and Science, educators, The Yangon Institute of Education officials from DBEs, DEPT,DMERB and National EFA Coordinator.
- NFPE, a UNICEF/Donor assisted project is being implemented by Myanmar Literacy Resource Centre, MLRC with DBE-1 as a focal institution in collaboration with related departments.
- **Regional/ Township/ Centre NFPE Management Committees**

# NFPE Partners: Network for resource mobilization



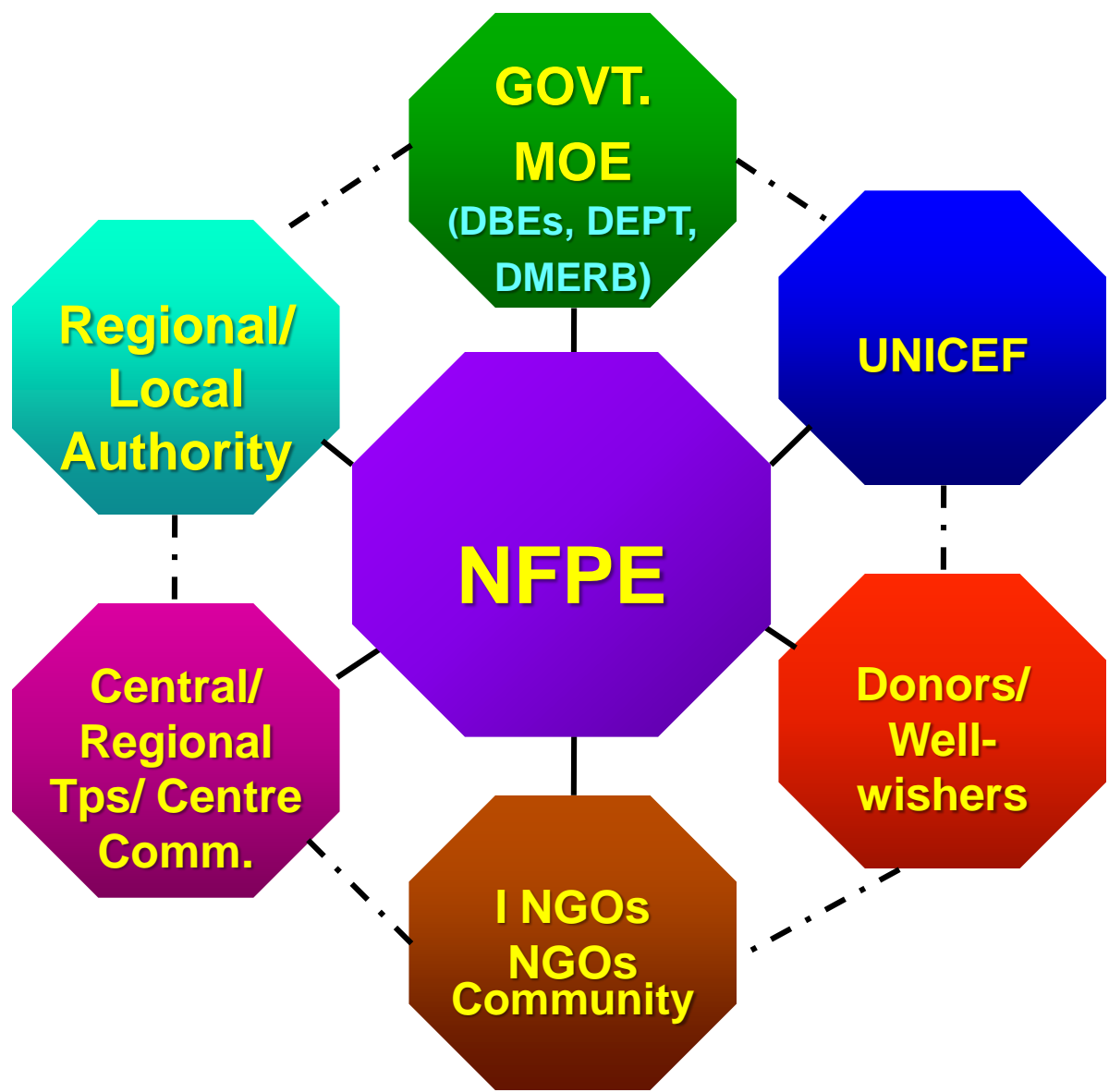
## **UNICEF: A Lead Agency and the most valued partner for NFPE providing continuous support**

-  Financial, technical and material assistance provided by UNICEF.
-  Training
-  Salary (management and teaching staff)
-  Supply: students' kits, stationeries, teaching learning materials etc.

### **Remarks from UNICEF:**

Myanmar has one of the best primary equivalency programmes in this region offering children especially the most vulnerable a second chance to complete their full primary education in two years and an opportunity to continue their education to lower secondary. A key strategy to increase access of more children to this non-formal primary education (NFPE) is to expand the current partnership so more actors can offer this great programme under the MoE leadership.

# **NFPE Partners: Network for resource mobilization**



MLRC Chairman U Than Oo together with EC members U Myint Han and U Tin Nyo visited Padaung Township for the feasibility study on the expansion of NFPE. U Tin Hlaing, retired Minister for Home Affairs, Patron of Daw Khin Hla Hla Education Foundation decided to support NFPE project in Padaung, his native town. He used to visit the NFPE Centres to meet with the children every year since 2010.



After his visits he expresses how he sees:

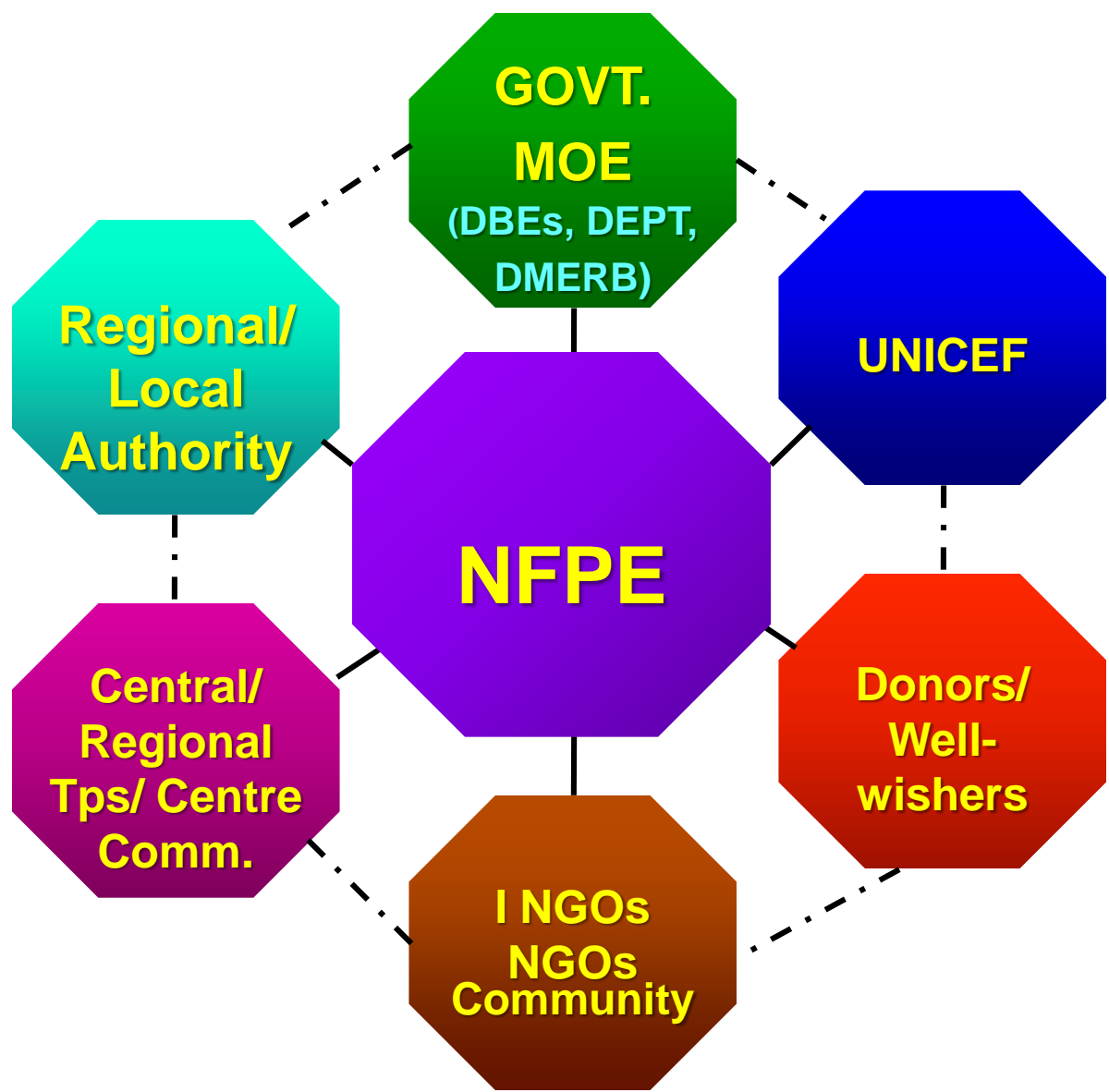
...Moreover, when I observed how diligently the children were striving to realize their goals in life my heart just doubled!...

...My joy was simply beyond measure! In deed, of the many home coming visits I had made to Padaung, this was the most joyful one....

U Tin Hlaing,

- 🌐 In the same year, 2010, the **Chairman of Yangon Transformer and Electrical Co. Ltd U Thaung**, an old pupil of U Tin Nyo, proposed to donate for his native town, Okpo. Country Director of **AFXB** agreed to become a partner.
- 🌐 In 2011, after orientation meeting with potential donors, new donors; **KBZ, Taw Win Education Foundation, Ayarwady Education Foundation, Myanmar Lighting and Supreme Group of Companies** provided their support for the expansion of NFPE. **The Deputy Minister for Education and his partners** made a contribution for 8 townships in Naypyitaw.
- 🌐 In 2012, **the Chief Minister of Yangon Region** donated for his native town, Thahton in Mon state. U Tin Nyo organized an orientation meeting at Ayerdawady Region where **the Chief Minister of Ayarwady Region and well-wishers** agreed to support for 10 more townships.
- 🌐 In 2013, **DBE-2** will provide funding for 9 townships. **DBE-1** will also be funding 5 townships for 2013-14 AY. **DBE-1** plans to provide 5000 sets of school supplies; school bags, caps, rain coats, exercise books and pencils/ball pens for donor-townships. **DBE-3** will also provide 5000 T-shirts for the children.

# **NFPE Partners: Network for resource mobilization**





# 🌐 Region/State Level NFPE Launching Ceremonies inaugurated by Chief Ministers

ကျောင်းပြင်ပမှလက်နက်မဲ့သမားတို့၏အခွင့်အရေး/ပြည်နယ် အဆင့်  
 ပွင့်ပွဲအခမ်းအနားများသို့ သတ်ဆိုင်ရာ ဝန်ကြီးချုပ်များကိုယ်တိုင်  
 ကြွရောက်ဦးမြှင့်ခဲ့သော မှတ်တမ်း



မိုးကုတ်မြို့နယ်



သုတေသနပြု



မိုးကုတ်မြို့နယ်



မိုးကုတ်မြို့နယ်

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# 🌐 Region/State/Township Level NFPE Launching Ceremony



Secretaries of Region/ State Governments delegating to the Township Administrators for the implementation of NFPE at respective townships



Officials from Regions/ States /Townships delegating to the personnel from local and NFPE Centres for the implementation of NFPE at respective townships/centres



## 🌐 Donating at NFPE Launching Ceremony



**Donation for the Implementation of NFPE**

## Celebrating Ceremony in Honour of NFPE Donors





# Celebrating Ceremony in Honour of NFPE Donors





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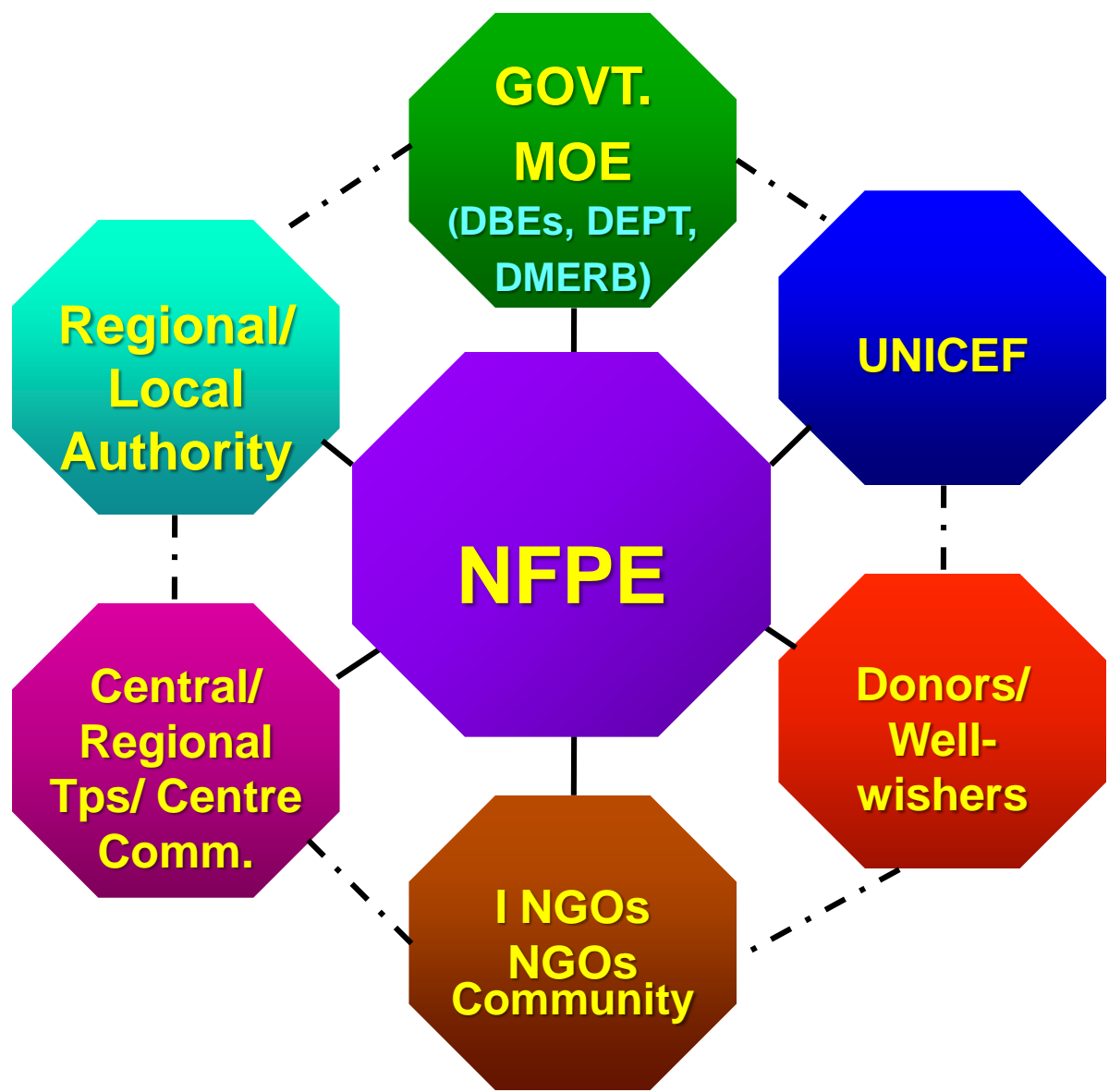


It should be proud to say that Myanmar NFPE programme has shown the evidence on high completion rate , high pass rate and high transition rate; child reenter to the formal school system in the region under the leadership of more partnership with private sector , partnership with key NGO partners; MLRC,BDA, KMSS. KBC. This model is one of the most innovative approaches In Asia and the Pacific regions. Strong partnership between TEO and NGO partners , private sectors, CEO and business association are seen.

**Dr. Cliff Meyers, Chief, Education Section, UNICEF**



# **NFPE Partners: Network for resource mobilization**



# 🌐 Observing Township NFPE Launching Ceremony



# Social mobilization at township, ward/village levels



**Meeting with community members at ward/village level**



## Social mobilization at township, ward/village levels



Donation boards with the list of donors and their contributions; such as stationery, kinds of meals etc. for the learners



Community members donate stationeries and other necessities to the children



A barber giving his free service for hair dressing for the NFPE Learners



Warmly welcomed by students from formal school

Sharing stationeries by children from formal schools



# Raising Community Awareness

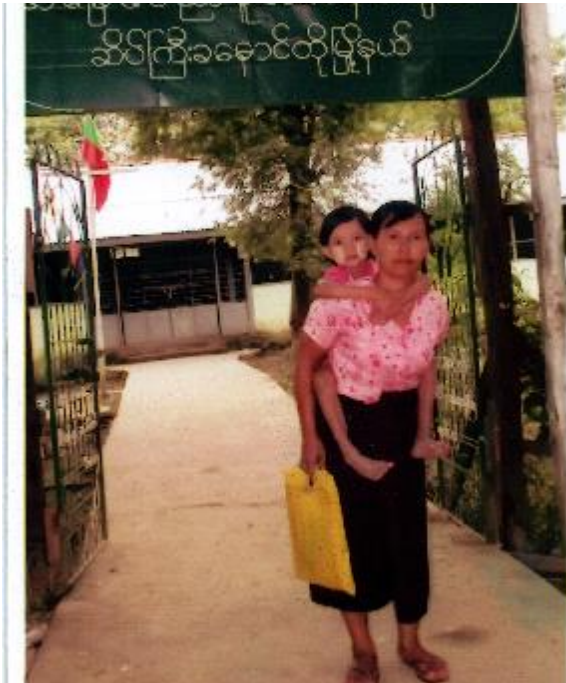


Successful completers of NFPE classes are conferred Completion Certificates at the centres in the presence of parents and community members to encourage them to build confidence with dignity. This will be one of the greatest events for them through out their lives since some of them were not dare to enter the school compound in the past.



NFPE learners performance at school festivals help increase the interest of parents and community members

# Community participation and Support



Community members provide support for the learners  
to be able to attend NFPE classes



# Disabled Learners well attended





u k o r \* ũav ; r s t f e y a l G z ũ x j o W r e f r i f o n , M D \* s i f u D s f  
j y n M D w e f r i M , f a u s n f y i f y r l w e f y n n a & v k f e f o l Q a & n i f n a y ;



Visit of Action Star Jackie Chan to Centers

u k o r \* ũav ; r s ũefyl GzŨ x lo Wrefri fo n, M D \* si fu Dsf  
jyn M D w b e f ũ, f au snfiyi fyr l wefyn na&v kf efo ũ ũa&ni f nray;





## 🌐 Community Participation and Social Mobilization





Video Clip of an NFPE Learner



**Development of Standardized Test  
(for assessment of students' achievement  
attained by NFPE Programme)**

# **Development of Standardized Tests**

## **Main Objectives**

-  To develop standardized scales of student ability (competencies) for all subjects of NFPE Programme
-  To develop standardized competency tests for all subjects of NFPE Programme

## **Methodology**

-  Phase 1: Quantitative Method (for the development of standardized scales and competency tests)
-  Phase 2: Mixed method of qualitative and quantitative (to explore the achievement level of students)

## **Time Frame**

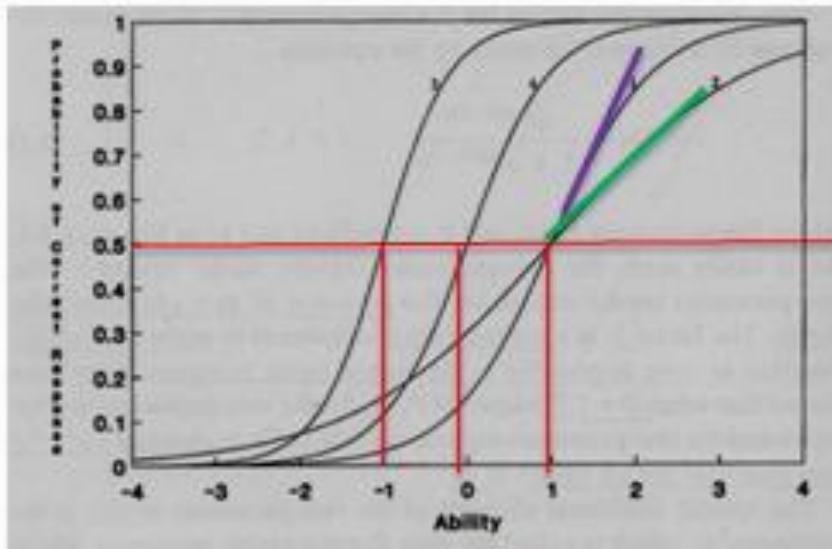
-  September 2012 to June 2013 (10 months)

## **Test Development Procedures for Preliminary Test Administration**

- Prepare two fold table of specifications of learning outcome level and competency/skill
- Develop the item pool by writing items for one and half hours test for each subject
- Reviewing and Editing items by expert judgements of content and testing specialists
- Finalize the pilot test for Preliminary Test Administration in 7 townships from 26 February to 3 March, 2013.

## ☛ Checking unidimensionality assumption and fitting to the model (two parameter logistics model)

### Two-parameter logistic model (2PLM)

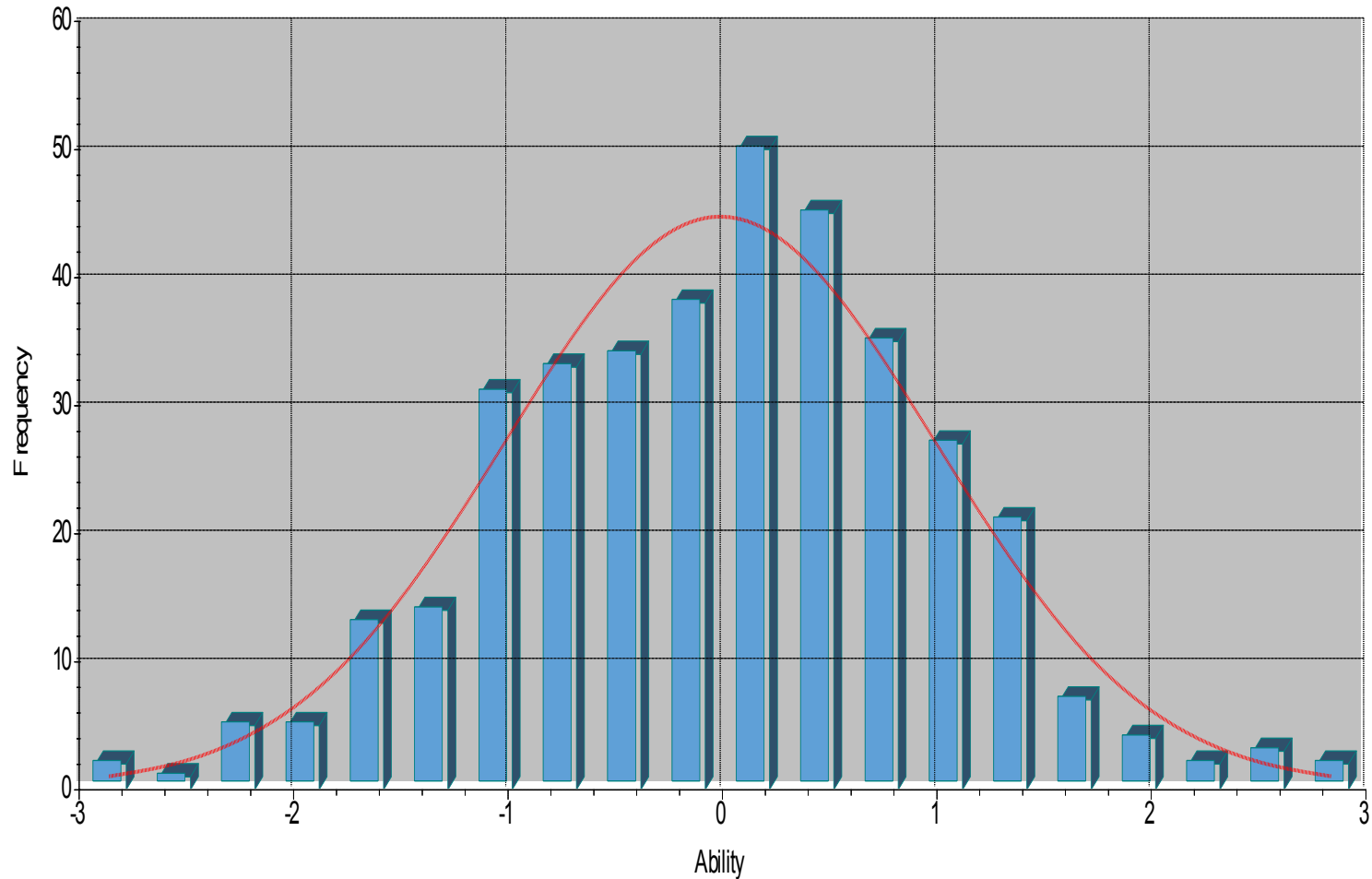


Test Item	Item Parameter	
	$b_i$	$a_i$
1	1.0	1.0
2	1.0	0.5
3	-1.0	1.5
4	0.0	1.2

$$P_i(\theta) = \frac{e^{Da_i(\theta-b_i)}}{1 + e^{Da_i(\theta-b_i)}} \quad i = 1, 2, \dots, n$$

# Gaussian Fit to Ability Scores of Group-1

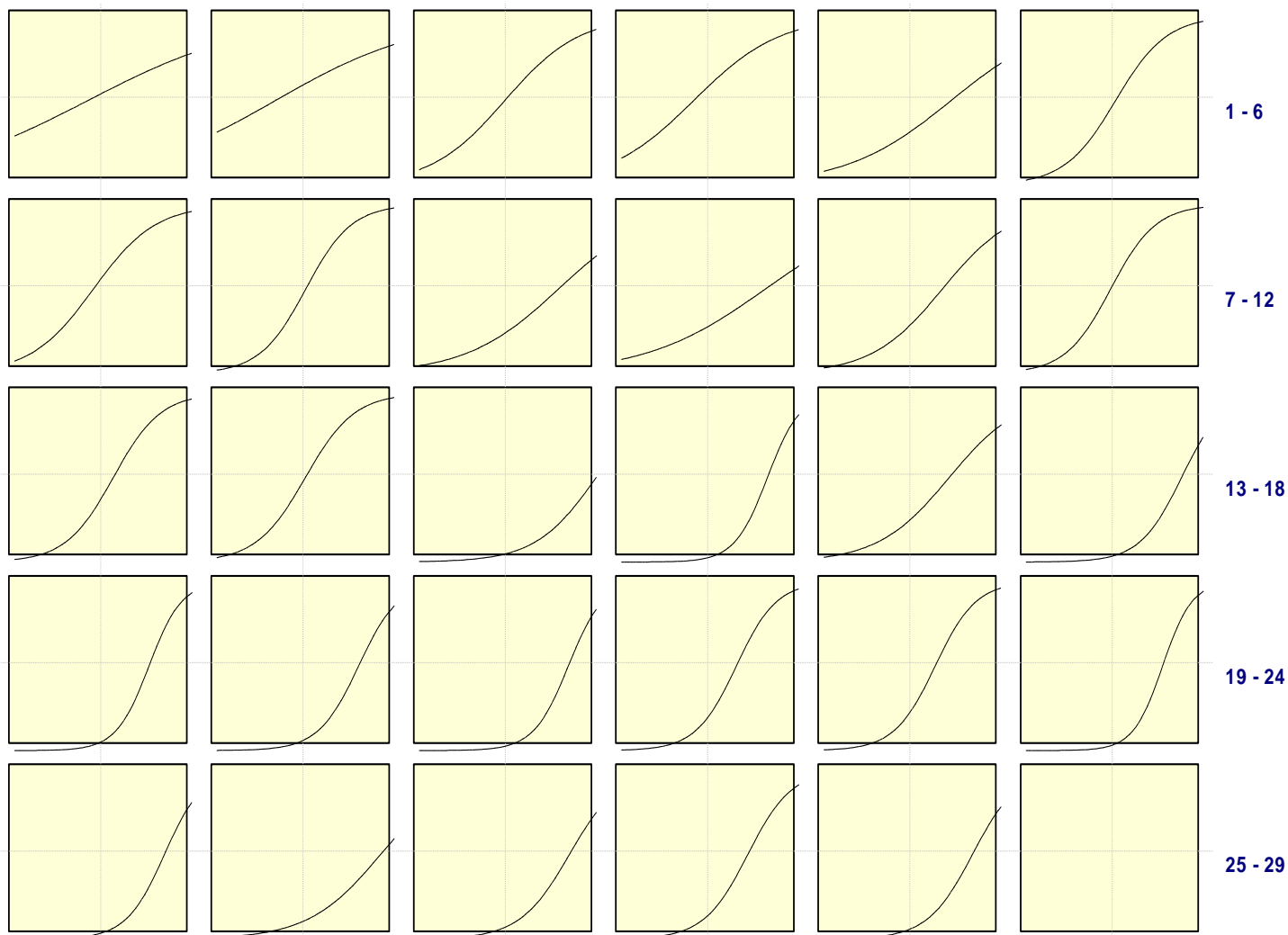
Gaussian Fit to Ability Scores for Group: 1



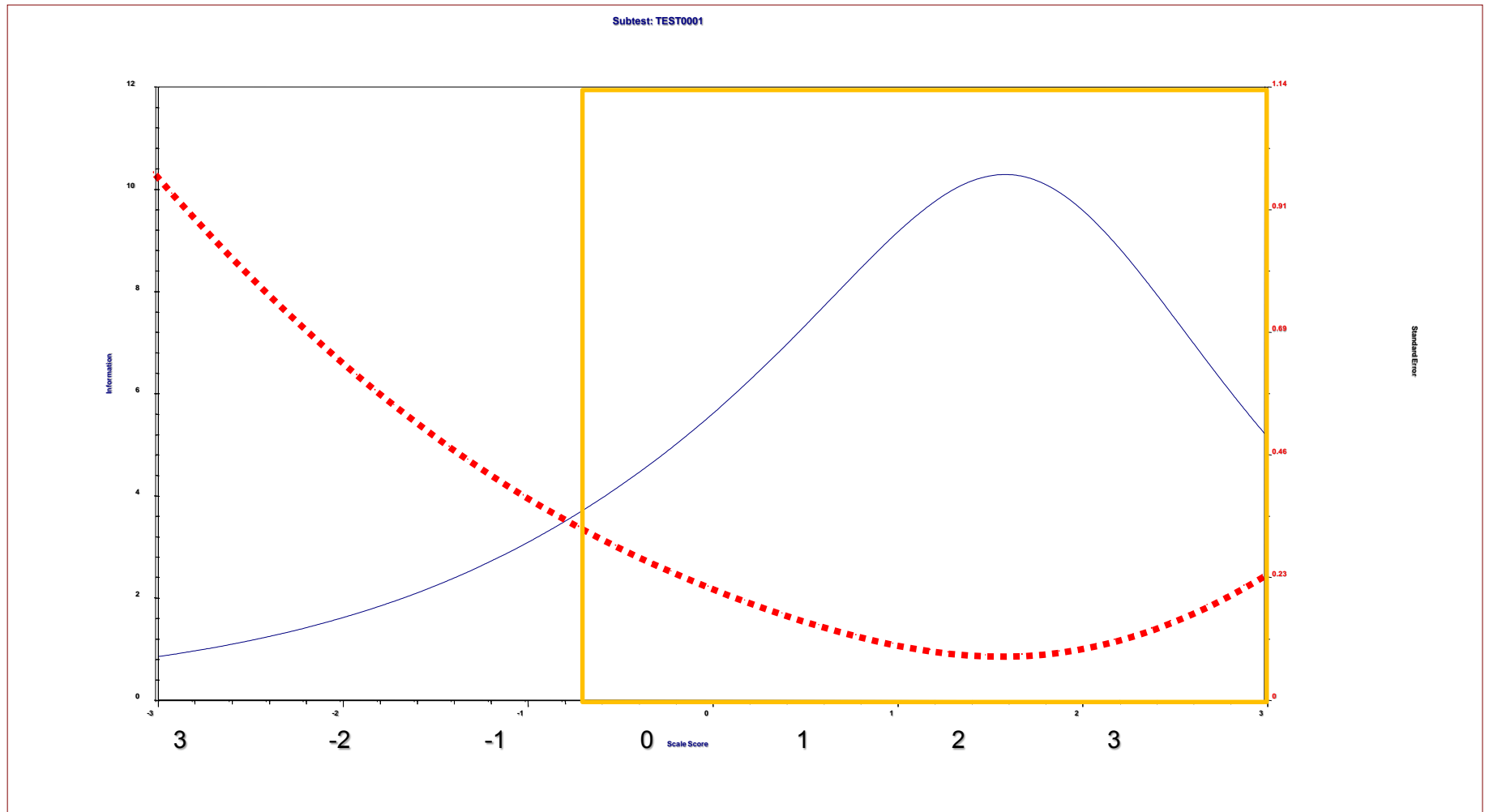


# Investigating Model- Data Fit with Item Characteristic Curves

Matrix Plot of Item Characteristic Curves



# Test Information Function for Mathematics





## Remarks of Research Team on the achievements of NFPE and FPE students

....Finally, it was therefore concluded that the achievement of NFPE students was not much different from that of formal students.....

*A research report based on 1800 students from 14 townships by Research Team; Prof. Daw Nu Nu, Prof. Dr. Aye Aye Myint and AL Dr, Nu Nu Khine*



**NFPE; A SECOND CHANCE EDUCATION**

**BUT NOT**







**A SECOND CLASS EDUCATION**








# Review

## Strengths

- ✿ Strong commitment of policy makers / decision makers from MOE
- ✿ Policy directives, enactment of law on certification/ accreditations / equivalency from MOE
- ✿ Participation with interest and strong commitment of educators/ officials from related departments
- ✿ Continued assistance from UNICEF
- ✿ Contribution of private sector donors, well-wishers and social organization

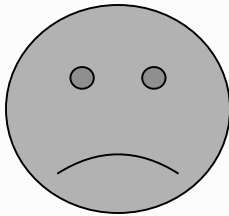
## Challenges/ Barriers

-  Expansion versus Quality Assurance
-  Coordination and cooperation among partners
-  Sustainability of facilitators and supervisors
-  Mobility of out of school children and family
-  Parents' attitude towards education for the children
-  Regular resource; financial, technical and manpower from education departments

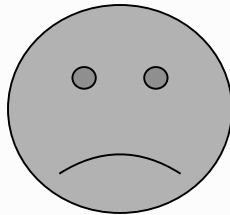
-  Plan for expansion of NFPE and Initiation of NFME
-  Organize awareness raising activities
-  Promote social mobilization for more community involvement
-  Strengthen and empower local communities through decentralization of the programme
-  Strengthen networking mechanism among related GOs, , Agencies ,NGOs, INGOs and the community
-  Institutionalize NFPE Standardized Tests
-  Explore and initiate feasible arrangements such as; mobile classes, IGPs, prevocational programmes, CLCs, supply, opportunity cost, etc.



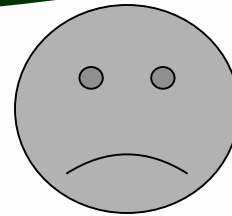
# For Whom ?



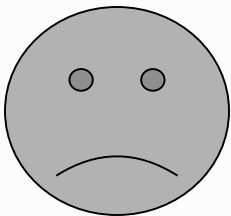
Disadvantaged



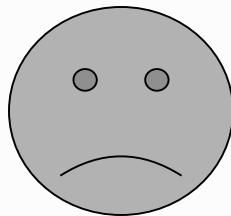
Underprivileged



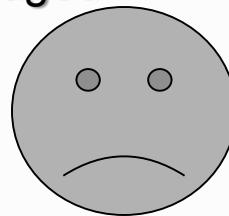
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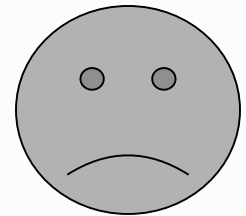
Dropped-out



Un-reached



Disadvantaged



Vulnerable

## HIS NAME IS TODAY

We are guilty of many errors and many faults  
But the **WORSE CRIME** is abandoning the children,  
Neglecting the fountain of their lives.  
Many of the things  
we need can wait,  
but the **CHILD** cannot.  
Right now is the time.  
His bones are being formed,  
His blood is being made  
And his senses are being developed.  
To him  
we cannot answer '*Tomorrow*'  
His name is '**Today**'



Gabriela Mistral a Chilean poet, educator, diplomat, and the first Latin American to win the Nobel Prize in Literature, in 1945

A group of children, mostly boys, are in a wooden boat on a river. They are wearing yellow t-shirts and green caps with 'NFPE' on them. Some are holding paddles. The background shows a river with some buildings on the far bank.

WE COUNT  
EVERY CHILD

*Thank You*