

observable nor measurable” should be rewritten as “the result of learning is still observable but not measurable.” The JICA Study Team would rewrite the expressions.

5 With respect to the teacher’s guide for Basic Science, DBE 1 pointed out a discrepancy between the total numbers of topics. The JICA Study Team explained that the discrepancy was due to a simple miscalculation. DBE 1 also pointed out two inappropriate words in the guide (“food habitats” on page 1 and “protests” on page 27). The JICA Study Team would correct them.

6 With respect to the teacher’s guide for Social Studies, DBE 1 suggested that the word “Appearance” in the title of “Appearance of Nationalism” should be changed to some other word such as “emergence” or “resurgence.” The JICA Study Team agreed to the suggestion.

7 DBE 1 mentioned that the key players for the future development of Myanmar education should be teacher educators, to whom motivation should be given to change their mindset and attitude.

8 The principal of Yankin Education College disagreed with the presentation that Myanmar’s current education viewed knowledge as unchangeable and permanent. He pointed out that Myanmar people believe that, for instance, the teaching of Buddha is not changing because it is universal truth.

9 A participant from DEPT mentioned that the review of educational theories as presented by the JICA Study Team could help Myanmar people clearly understand the concept of CCA. However, she was afraid that the presentation was misleading people to believe Myanmar was sticking to one ism, which was not true. She also pointed out that the teacher’s guides lack general objectives and that the three teacher’s guides should use the same format. The JICA Study Team explained that these were misunderstanding. Regarding the future key players, she agreed that the teacher educators at Education Colleges should be them.



10 A participant from DEPT mentioned that we should not criticize the current textbooks because they were the best possible work at that time. He pointed out that equipment for science experiments should be locally available.

11 UNICEF pointed out that it might not be appropriate to use the same teacher’s guides throughout the country with such cultural and geographical diversities. It suggested that the

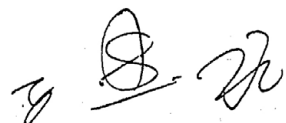
teacher's guides should be flexible enough to adapt to the varying reality. It also suggested that the term "child-centered approach" should be clearly defined because different people seemed to use the term for different meanings. UNICEF agreed with the JICA Study Team that the teacher's guides and training alone would not change the school culture in Myanmar. It emphasized that our ultimate goal should be to change Myanmar's school culture and not the dissemination of CCA itself. In this respect, UNICEF thought that the teacher's guides should be distributed throughout the country. However, in view of the DEPT's budget limitation, UNICEF was very willing to finance part of the printing and distribution of the teacher's guides. At the same time, UNICEF strongly urged JICA to provide this support. Furthermore, it pointed out that there is a strong link between the training approach in Education Colleges and the practice of teachers in the classroom. Therefore, Learner Centered Approach should be introduced to the Education Colleges. Finally, UNICEF agreed that understanding and support by school administration would be essential for teachers to practice CCA and that TEO and ATEO had an important role to play. However, TEO and ATEO have too many schools to administer and they are too busy to supervise all the schools. Therefore, it is necessary to establish a new mechanism such as "school family" or "school cluster" to support the teachers with their CCA practice.

12 IOE pointed out that since IOE and UDNR (University of Development and National Races) were also providing teacher's training besides the Education Colleges, CCA training was necessary for these institutions as well.

13 Director General of DEPT requested the JICA Study Team to provide the reference books mentioned in Progress Report 3. Referring to Japan's experience with CCA adoption, he acknowledged that one-year teacher training was not enough and that at least two-year training might be necessary to implement CCA correctly. Also, he acknowledged that the classroom should be twice as large as the typical one in order to implement CCA effectively. Regarding individual subjects, he further stated that eight periods should be allocated each week for Social Studies. To teach Social Studies, teachers should not stick to the old teaching ideas, but nonetheless respect traditional customs. With respect to Basic Science, reasons should be clarified as to why we shifted some contents from grade 3 to grade 4 and *vice versa* because the current curriculum has been developed based on the spiral method. With respect to General Studies, some traditional games of Myanmar should be added in learning activities. Since monastic education, reciting has been one of the eight traditional learning styles of Myanmar and, therefore, this method is still used, especially in language teaching/learning.

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14 On behalf of the JICA Study Team, Team Leader highly appreciated the dedication and commitment of the working group members to creating the teacher's guides. He pointed out that the "EFA National Action Plan" published by DEPT recognized CCA as a means to improve educational quality and that this was a giant step for MBESS, meaning a heavier responsibility on all of the participants. To materialize the national policy, he pointed out that the necessary steps are: (1) completing the teacher's guides, (2) translating them into the Myanmar language, and (3) printing and distributing them nationwide. In conclusion, he urged all the participants to join in this endeavor and go step by step.

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ANNEX

List of Attendants

Myanmar side

1. U Bo Win Director General, Department of Educational Planning and Training
2. U Tin Nyo Director General, Department of Basic Education No.1
3. U Myint Han Chairman, Myanmar Education Research Bureau
4. U Tun Hla Deputy Director General, Department of Educational Planning and Training
5. U C. Thang Za Tuan Deputy Director General, Department of Basic Education No.1
6. U Myint Swe Deputy Director General, Department of Basic Education No.1
7. Maj. Ko Ko Tin Director of Administration and Finance, Department of Educational Planning and Training
8. U Thaug Shwe Director of Training, Department of Educational Planning and Training
9. U Win Kyi Deputy Director of Curriculum, Department of Educational Planning and Training
10. Daw Myint Myint Than Deputy Director, Department of Educational Planning and Training
11. U Nu Deputy Director of Academic, Department of Basic Education No.3
12. Daw Mya Mya Win Assistant Director, Department of Educational Planning and Training
13. Daw Kyi Kyi Hla Assistant Director, Department of Educational Planning and Training
14. Daw Tin Tin Shu Assistant Director, Department of Educational Planning and Training
15. Daw Naw Joanna Deputy Staff Officer of Science Curriculum, Department of Educational Planning and Training
16. Daw Thin Thin Aung Deputy Staff Officer of Lifeskills Curriculum, Department of Educational Planning and Training
17. Daw Tin Mar Wai Deputy Staff Officer of History, Department of Educational Planning and Training
18. Daw Ni Ni San Education Research Officer, Myanmar Education Research Bureau
19. U Tin Than Advisor, Teacher Education, Department of Educational Planning and Training
20. Daw Khin Than New Advisor, Curriculum, Department of Educational Planning and Training
21. Daw Myint Myint Than Senior Teacher, Department of Educational Planning and Training
22. Daw Htay Htay Han Deputy Staff Officer, Department of Educational Planning and Training
23. Daw Khin Sandar Lwin Senior Teacher, Department of Educational Planning and Training