

Terms of Reference for
Myanmar Comprehensive Education
Sector Review (CESR)

4 July 2012

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Acronyms and Abbreviations

ADB	Asian Development Bank
ASEAN	Association of South East Asian Nations
AusAID	Australian Agency for International Development
CBO	Community Based Organisation
CESR	Comprehensive Education Sector Review
CESR-SC	Comprehensive Education Sector Review Steering Committee
CESR-TF	Comprehensive Education Sector Review Task Force
CLC	Community Learning Centre
CSO	Civil Society Organisation
CPD	Continuing Professional Development
CTA	Chief Technical Adviser
DBE (1,2,3)	Departments of Basic Education
DEPT	Department of Education Planning and Training
DFID	Department for International Development (UK)
DP	Development Partner (All agencies and bodies that support educational development in Myanmar, including UN agencies, bilateral agencies, multilateral agencies, INGOs, national/ local NGOs, CSOs, FBOs etc.)
ECD	Early Childhood Development
EMIS	Education Management Information System
ETWG	Education Thematic Working Group
FBO	Faith Based Organisation
GoM	Government of the Union of Myanmar
HEI	Higher Education Institution
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
HRD	Human Resource Development
ICT	Information and Communications Technology
INGO	International Non Government Organisation
JESWG	Joint Education Sector Working Group
JICA	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
MDEF	Multi Donor Education Fund (Currently MDEF members are UNICEF, AusAID, EU, DFID, Denmark and Norway).
MICS	Multiple Indicator Cluster Survey
MoAI	Ministry of Agriculture and Irrigation
MoBA	Ministry of Border Affairs
MoC	Ministry of Cooperatives

MoD	Ministry of Defence
MoE	Ministry of Education
MoH	Ministry of Health
MoL	Ministry of Labour
MoRA	Ministry of Religious Affairs
MoST	Ministry of Science and Technology
MoSWRR	Ministry of Social Welfare, Relief and Resettlement
NFE	Non Formal Education
NFPE	Non Formal Primary Education
NGO	Non Governmental Organisation
PEFA	Public Expenditure Financial Accountability
PER	Public Expenditure Review
PTA	Parent Teacher Association
QBEP	Quality Basic Education Programme
SMC	School Management Committee
TEMIS	Township Education Management Information System
ToR	Terms of Reference
TVET	Technical Vocational Education and Training
TWG	Technical Working Group
UAGO	Union Attorney General's Office
UBE	Universal Basic Education
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USE	Universal Secondary Education

0. Background, Phases and Management of the Myanmar Comprehensive Education Sector Review (CESR)

0.1 Background, Objectives and Phases of the CESR

0.1.1 Background

In February 2012, the Ministry of Education (MoE) agreed to undertake a Comprehensive Education Sector Review (CESR). This decision comes amidst a move toward a reform agenda aimed at raising the overall level of social and economic development in the country, with a focus on human development. Consistent with sectoral priorities, the review will be charged with the task of ensuring that Myanmar's education system promotes a *'learning society capable of facing the challenges of the Knowledge Age'* and that it helps to build *'a modern developed nation through education'* (MoE vision and motto). To achieve these goals, a critical priority will be that every child has the opportunity to complete a full cycle of basic education of good quality.

Myanmar is committed to the MDGs and EFA goals. The 30 Year Long Term Basic Education Development Plan 2001-2031 sets out a range of strategies under ten broad Goal Programmes to achieve UBE by 2016 and USE by 2031. Progress in education has been achieved in recent years. Access is expanding and enrolments have increased at the primary and secondary levels. Funding for education has recently been increased including provision for free text books and exercise books for all children. Education is traditionally highly valued and many parents and communities have demonstrated strong support to education locally.

There remain, however, a number of critical challenges and constraints to achieving the education vision and goals. Legislation and policy frameworks for education have become outdated and no longer provide a comprehensive basis for moving forward. Resources remain constrained at all levels and public expenditure on education remains low by international standards. There is wide disparity in access to, and duration of, quality education opportunities for different children and population groups. A range of factors, including gaps in teacher education and management, limited resources, weak school management and incomplete policy/strategy regarding ECD, NFE, language in education and inclusive education; have constrained progress in quality development. There are challenges in capacity for management, supervision and monitoring from the school/community to the national levels. In particular, township education offices are understaffed and under-capacitated in relation to their pivotal roles. There has been limited exposure to approaches taken in other countries. Institutional structures are not conducive to participation or collaborative working across levels, departments or sectors.

Reform priorities already provisionally identified by the MoE include:

- Legislation review and promulgation of new law;
- Reorganisation of departments in accordance with decentralisation;
- Restructuring the Basic Education Sector and reviewing the basic education curriculum accordingly;
- Improving the quality of teacher education and strengthening the capacity of education personnel; and
- Reform of learner assessment quality assurance systems.

The CESR is required in order to ensure that there is a full and comprehensive understanding of the current status of education in Myanmar, regarding access and quality across the sub-sectors; as well as current strengths and gaps in policy, capacity, management systems, financing and partnership. This will support the implementation of priority reforms and the assessment of realistic policy options to form the basis of a costed, strategic education sector plan. These, in turn, have the potential to address the challenges and greatly accelerate progress towards realisation of Myanmar's education and socio-economic goals.

Myanmar has a wide range of Development Partners (DPs), including multilateral and bi-lateral agencies, UN agencies, INGOs, NGOs and CSOs. The DPs fully support the CESR, sharing with the Government of Myanmar a commitment to the achievement of quality education for all and to broader socio-economic development. The development of a comprehensive policy framework and a costed education sector plan, supported by the establishment of partnership mechanisms, will enable more effective and efficient mobilisation and use of resources for education. It is moreover envisaged that the process of undertaking the CESR will support the development of a clearer, and more widely shared, vision for the Education Sector in Myanmar and the establishment of mechanisms for sustained stakeholder participation in the education sector at all levels.

0.1.2 Objectives

The overarching objectives of the CESR are:

- a. Develop a knowledge-base on the strengths and challenges in the Myanmar education system and identify areas for reform;*
- b. Support and contribute to the development of evidence-based policies, legislation and education sector improvements; and*
- c. Develop costed education sector plans (based on the findings of the review).*

0.1.3 Phases of the CESR

The CESR will be conducted through a coherent three phase process, which aims to strike a balance between completeness, quality and timeliness, as follows:

Phase 1: Rapid Assessment: The first stage is a rapid assessment of the education system from a sector-wide perspective (Volume 1 – to be completed by early 2013). This will support the identification of urgent priorities and reform issues to be addressed. At the same time it will provide information on the knowledge gaps to fill in during the second stage.

Phase 2: In-depth Analysis: This will consist of an in-depth sector analysis which is large scale, participatory in its approach and will incorporate more focused investigations and capacity building. (Volume 2 – to be completed by December 2013).

Phase 3: Development of Education Sector Plan: Based on the comprehensive review, costed education sector plans will be developed (Volume 3 -due by mid 2014). Indicatively, an initial two year plan will run from 2014-2016 and a five year plan will be designed to run from 2016-2021, to synchronise with the five year planning cycles of the Government of the Union of Myanmar.

0.2 CESR Principles and Stakeholders

0.2.1 Ownership and Participation

The CESR will aim to be an inclusive, participatory process that is led by government but involves a wide range of education stakeholders. Implementation of the CESR will directly involve a range of different ministries and departments that have an involvement in education, including Ministry of Education (MoE), Ministry of Social Welfare, Relief and Resettlement (MoSWRR), Ministry of Religious Affairs (MoRA), Ministry of Science and Technology (MoST), Ministry of Labour (MoL), Ministry of Border Affairs (MoBA), Ministry of Defence (MoD), Ministry of Health (MoH), Ministry of Agriculture and Irrigation (MoAI), Ministry of Cooperatives (MoC), Ministry of Finance and Revenue (MoFR), Union Attorney General's Office (UAGO). To enable government leadership of the process, a complementary programme of capacity development for government leads and participants in the CESR will run alongside CESR implementation.

It is recognised that all education stakeholders in Myanmar, including parents, students, communities, representatives of different ethnic groups, teachers, headteachers, education offices at the State/Regional and township levels, monastic education stakeholders, CBOs, academics and others; have a vital role to play in the review. The Rapid Assessment will include a Stakeholder Analysis that will support a deeper understanding of the perceptions and priorities of these different constituencies. This will provide a solid foundation for an Education Sector Plan that has broad support and ownership, as well as a starting point for establishing . and their and the identification of mechanisms for nationwide consultation on. ,

A wide range of Development Partners (UN, multilateral, bilateral, non-governmental and civil society organisations) will support financial, technical and coordination aspects of implementation. DP mapping as a part of the Rapid Assessment, alongside an analysis of current DP coordination mechanisms in Myanmar and in comparable contexts, will support the identification of effective mechanisms that should be put in place to ensure that DPs are in the position to give effective, efficient and aligned support the education sector plan.

0.2.2 Synergy With Other Processes

Over the time period of the CESR, it is anticipated that there will be many other inter-related processes taking place. These will include, for example, initial restructuring and decentralisation processes and, indicatively, a Public Expenditure Review (PER) and Public Expenditure Financial Accountability (PEFA) assessment. The CESR will synergise with and tap into these wider processes as far as possible.

There will also be ongoing implementation of existing DP-supported programmes in education. One of these is the Quality Basic Education programme (QBEP) of the Multi Donor Education Fund (MDEF), which will undertake research, generate M&E evidence for policy-making and pilot new approaches to addressing critical challenges. Many UN agencies and NGOs are also supporting education, in particular generating valuable learning regarding reaching hard- to reach populations and tailoring approaches to reach disadvantaged children. The learning, studies and quantitative evidence of these existing programmes will form an important source of additional information for the CESR to feed into the planning phase.

0.3 Management of the CESR

0.3.1 Management Structure and Processes

The key structures/bodies for managing and overseeing the CESR are the *CESR Steering Committee*, the *CESR Task Force*, the *CESR Task Managers*, the *CESR Technical Teams* and the *Joint Education Sector Working Group (JESWG)*. Their key roles and responsibilities are outlined below and a diagram to show structures and inter-relationships shown in Figure 1.

CESR Steering Committee: The CESR Steering Committee will be chaired by the Union Minister of Education and consist of senior representatives from different parts of the MoE. As the overall coordinating body, it will provide overall strategic steerage to the CESR in liaison with other relevant ministries and authorities. It will oversee the CESR Task Force, nominate persons to the Task Force, receive reports from the Task Force, make appropriate decisions and seek approval as required from the higher authorities.

CESR Task Force: The CESR Task Force will be responsible for the management of the CESR. It will be chaired by the Union Deputy Minister for Education and include members for different parts of the MoE, as well as a representative from UNICEF and the MDEF rotating co-chair. Roles will include identification of government technical team leads and focal points, overseeing and supporting the Task Managers and Chief Technical Adviser (CTA), setting up the CESR office, identifying resource requirements, providing quality assurance, organising meetings and workshops, receiving progress reports and reporting to the Steering Committee.

CESR Task Managers and Chief Technical Adviser: Two senior MoE members of the CESR Task Force will be designated as CESR Task Manager and Assistant Task Manager. The task managers will directly coordinate the technical teams that will implement the CESR. The CESR Task Managers will be assisted by the CESR Chief Technical Adviser (CTA). The CTA will support coordination of the undertaking and reporting of the Rapid Assessment (Volume 1) and In-depth Analysis (Volume 2), as well as undertake identified parts of the studies according to his/her expertise.

Technical Teams and Sub-Teams: The different parts of the CESR will be implemented by Technical Teams and Sub-Teams. For the Rapid Assessment there will be a single team divided into six sub-teams (see Figure 1). The In-depth Analysis will consist of five overall teams covering five components (see Figure 1), which in some cases will be divided into specialist sub-teams to cover specific studies.

Each sub-team will consist of:

- One or more **MoE or government leads and focal points**, as relevant to the task. The government representatives on the technical teams will coordinate and support the tasks.
- One or more **national consultants**. Some national consultants will be experts that are able to take a lead in the implementation of identified studies or parts of the review process. Others will be identified as counterparts to work with international consultants.
- Where required, sub-teams will include one or more **international consultants/experts**, able to provide relevant and high quality expertise in the specified area. The international consultants will be required to work cooperatively and to take a 'mentoring' approach that will maximise capacity development of the national team members and support their exposure to pertinent international learning in the relevant area.

The **CESR Office** will be the base location of the Task Managers, CTA and Technical Teams. It will be equipped to support the work of the teams. Administrative and logistical staff will support the work of the technical teams as well as CESR meetings and events.

0.3.2 Mechanisms for Development Partner Collaboration

The two year period of the CESR provides opportunity to establish and develop effective mechanisms for coordinating development partner (DP) support to the education sector. There is currently a high level of interest in supporting education, on the part of a wide range and a large number agencies. Achieving a basic level of coordination early on will ensure that demands on government are kept manageable and that current support is as effective and efficient as possible. Focal Area E of the Rapid Assessment will include mapping out a process towards increased harmonisation and alignment of development partner support behind the Education Sector Plan from 2014.

As a first step towards coordination, the MoE will form the **Joint Education Sector Working Group (JESWG)**. This will be the high level mechanism for policy dialogue and coordination for implementation of the CESR, between development partners and the CESR Task Force. The group will be chaired by the Director General, DEPT, MoE and co-chaired by a representative of the development partners. It will include representatives of MoE and other parts of government and representatives of development partners, including UN agencies, multilateral and bilateral agencies and NGOs. Critical tasks of the group will include inputting into the finalisation of the CESR ToR, ensuring coordination of DP support to the CESR, development of the detailed implementation strategy for the Rapid Assessment and maintaining an ongoing dialogue to help ensure that critical policy issues are addressed. In the longer term, it is envisaged that this group might evolve into a more institutionalised mechanism for alignment and harmonisation of support to the education sector.

The JESWG DP members will be elected by a wider DP coordination group. The wider group will agree common priorities and positions in order to ensure that the JESWG meetings are focused and productive, and might also support coordination of technical input and feedback at critical points in the CESR, including on drafts of the Rapid Assessment and for finalisation of the ToR for Phase 2.

0.3.3 Communication Strategy

To be effective, the CESR will require the active participation and support of a wide range of education and other government officers from a range of agencies and departments, at all levels. It will therefore be essential to ensure effective communication at each stage, including the preparation of updates on the CESR process, in the Myanmar language, which can be disseminated widely. It may be necessary to prepare these for two different levels of government officials: for those at central level who are somewhat involved and aware of CESR processes, and for those working at decentralised levels who may not have direct contact. Regardless of the detailed dynamics of such a communication strategy to inform government staff, it is important that CESR team and Task managers are able to summarise the outcomes of the process as a means of ensuring that all concerned staff remain informed of the outcomes of various stages of the CESR process, of the findings of relevant studies and reviews and of the changes made to policies and implementation practices as a result of the CESR.

There is also a need for communication activities to be designed to inform the wider stakeholder community, including NGOs, CSOs and other education partners, who can provide informed support to the education sector if they are reached with accurate and up-to-date information on the outcomes of various CESR processes. In addition, the general public should be kept abreast of the CESR, including

the potential impacts of the process on policies and practices and the findings of various studies and reviews. This can be done through regular briefings to the media, and through the communication of key messages. Such a communication strategy will need to be coordinated and informed by designated officials placed within the CESR team, guided by the JESWG and Task Force.

0.3.4 Timing and Key Events

The Timeline in Figure 2 (overleaf) shows the Phases of the CESR. At critical stages in the CESR process there will be joint consultation, technical inputs and planning, through the JESWG and ETWG mechanisms. Some key events will include:

- **June 2012:** Consultation meeting in Nay Pyi Taw for finalisation of ToR
- **August 2012:** Launch of CESR
- **December 2012/Jan 2013:** Consultation on review of draft of Volume 1 and finalisation of scope of work for Phase 2.
- **September 2013:** Mid phase stock-taking on CESR progress, review of available reports and planning for Phase 3.
- **December 2013:** Finalisation of Volume 2 and of plans for Phase 3.
- **Mid 2014:** Finalisation and launch of the Education Sector Plan.

Figure 1: CESR Management Structures and Processes

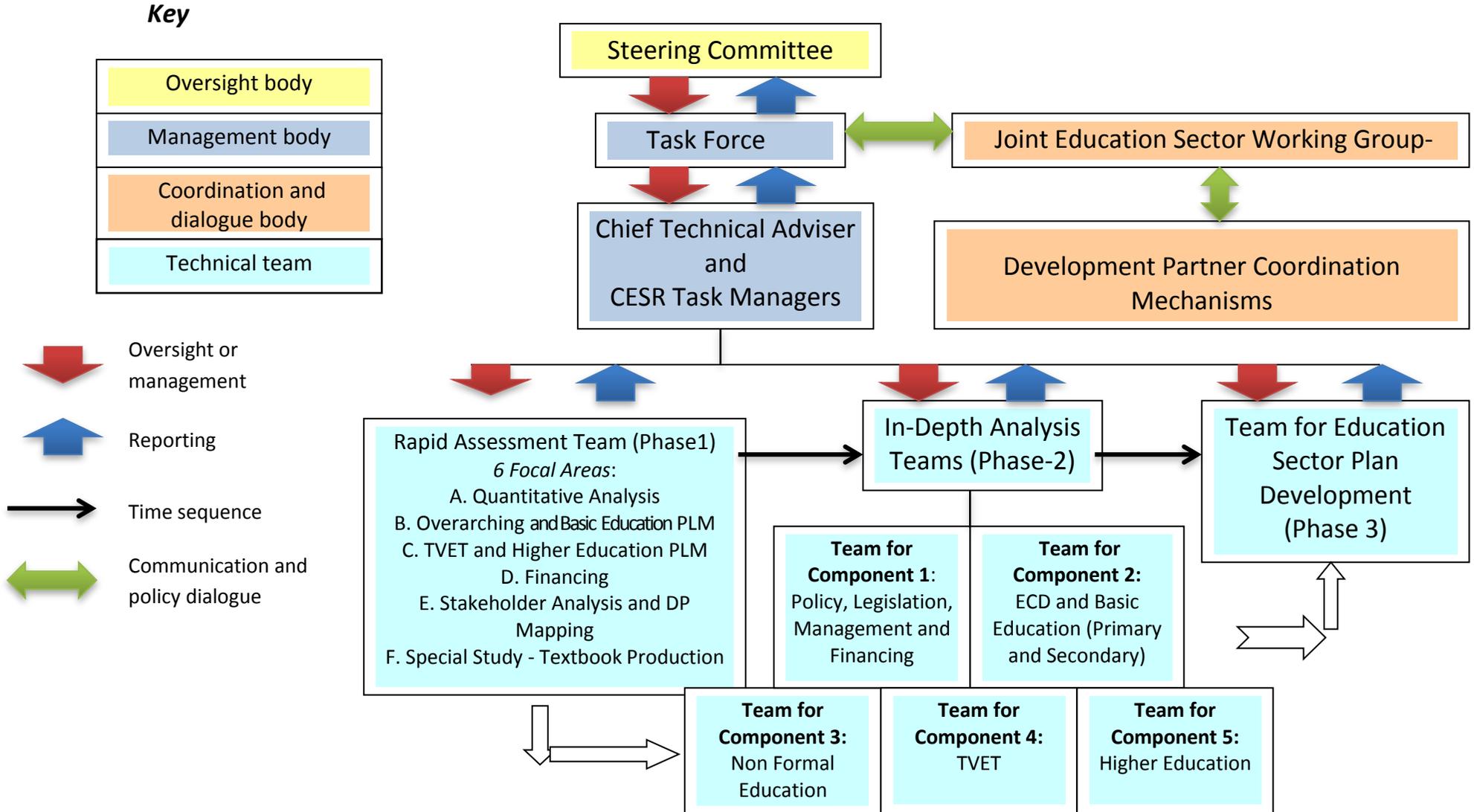


Figure 2: Time Line for the CESR

Phases 1,2 and 3 of the CESR

	July 12	Aug 12	Sept 12	Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	June 13	July 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	June 14	
Preparatory Activities	█																								
Rapid Assessment (All Areas)	█ Phase One																								
PLMF component							█																		
Basic Education component					█		█																		
NFE component					█		█ Phase Two																		
TVET component					█		█																		
Higher Education component					█		█																		
Preparation of Sector Plan																	█ Phase Three								

Actions complementary to the CESR

Team Capacity Development *	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Legislation Reform**					█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Urgent Actions ***					█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

* Capacity development programme to support MoE managers, experts and participants for the CESR.

** Following the Rapid Assessment, it is likely that processes of legislation reform will get underway.

*** Depending on what priorities are identified in the Rapid Assessment, 'urgent actions' might include actions by government, or actions that are taken forward within existing education programmes and interventions.

1. Phase 1: Rapid Assessment

1.1. Objectives of the Rapid Assessment

The Rapid Assessment (Volume 1) will focus specifically on education policy, planning, management, legislation, financing and capacity issues, across all sub-sectors. It will aim to identify overarching policy strengths, gaps and priorities from a sector-wide perspective. It will respond to the immediate concern of policy makers to address system-wide policy issues for the reform of the education sector and to develop/ update the legal and institutional frameworks aiming to define the contours of future education reform. It will also help to support a coherent approach to the overall CESR process and provide a foundational analysis for the second phase.

The Objectives of the Rapid Assessment are to:

- 1) Assess options and recommend on priorities for development or revision of education legislation and development of an education policy reform framework.
- 2) Achieve a synopsis of key quantitative indicators that will inform the various parts of the CESR as well as highlight what additional information should be collected to ensure an adequate baseline for the Education Sector Plan.
- 3) Achieve an overview of critical policy, management, financing, institutional and partnership issues and, from these, identify:
 - a) feasible interim strategies to address urgent critical systemic constraints and bottlenecks options
 - b) priority areas for an immediate programme of capacity development, especially at the decentralised levels
 - c) areas that require more in-depth exploration during Phase Two.

The Output (product) of the Rapid Assessment is a single, high quality report that will constitute Volume One of the CESR.

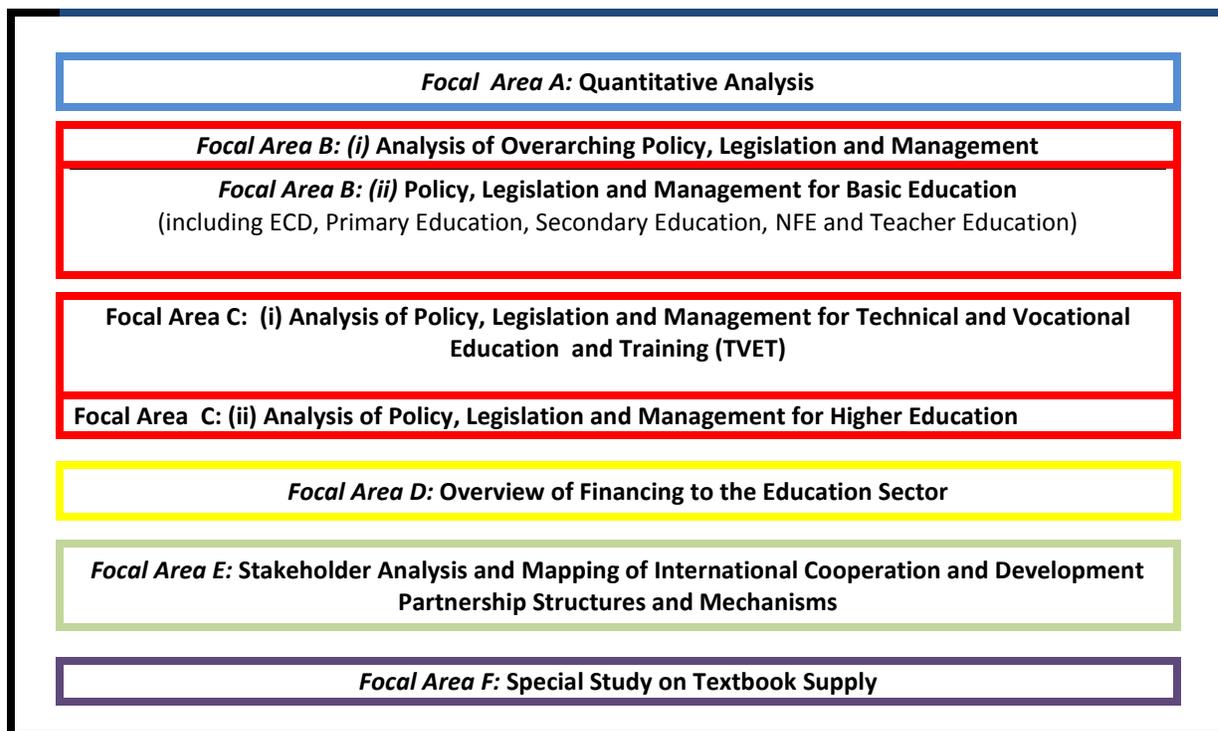
The report will include:

- 1) Executive Summary focused on key findings and recommendations
- 2) Main body of report that consists of a synthesis of critical findings for each of the Focal Areas
- 3) Presentation of critical issues and conclusions
- 4) Provide detailed recommendations on urgent actions for 2013-2014 (including capacity development strategies) and on finalisation of ToR for Phase Two.

1.2 Scope of Work of the Rapid Assessment

The Rapid Assessment will involve six key linked Focal Areas, which are summarised in the diagram below:

Figure 3: Six Focal Areas of the Rapid Assessment



Focal Areas A, B (i) D and E will be sector-wide. Focal Areas B and C, concerned with Policy, Legislation and Management/ Institutional issues, are separate for Overarching Issues, Basic Education, TVET and Higher Education. Focal Area F is a Special Study that is more in-depth than the other areas but is urgently required. The scope of work for each Focal Area are summarised in the sections below.

1.2.1. Focal Area A: *Quantitative Analysis*

This will constitute a quantitative analysis of sector performance with regards to access, equity, quality, efficiency and effectiveness (trends, patterns and disparities in enrolment, participation, completion and learning achievement across all sub-sectors), based on available data and from comparative perspective (especially ASEAN countries). The analysis will support identification as to where additional data should be collected during the course of Phase Two to help provide a baseline for Education Sector Plan development.

Scope of Work

1) Collate, present and analyse relevant quantitative data (trends, patterns, disparities, correlations).

This could indicatively include:

- National and sub-national enrolment, entry, survival, completion, repetition, transition between sub-sectors and dropout rates at all levels and school types, disaggregated by

gender and other variables (as available- e.g. socio-economic status, language/ ethnicity, rural-urban location, school type).

- Data on the numbers, locations and characteristics of out of school children (never enrolled or dropped out).
- Patterns of enrolment and participation of children with disability and children from most disadvantaged communities (e.g. migrants, border areas, remote mountainous areas, children in difficult family circumstances).
- Indicators of learning achievement at critical stages, across different population groups, wealth strata and by gender.
- Data on teacher numbers and distribution.
- Numbers of schools and education institutions of different types, with geographic breakdown (including ECE and NFE as far as available).
- Teacher: pupil ratios and pupil: classroom ratios.
- Data on school infrastructure and availability of instructional materials.
- Indicators of overall system efficiency.
- Data regarding critical child poverty, health and nutrition indicators that impact upon education/learning.
- Data on Myanmar children and schools/learning programmes outside of Myanmar.

2) From the analysis of available data, identify areas in which there is demonstrated progress or high performance and areas of critical concern, as well as Identify any further analytical work required in Phase Two to achieve greater understanding of causes of the patterns and trends found.

3) Identify what additional data should be collected, in order to ensure sufficient baseline data for Education Sector planning and progress monitoring.

- This could include identification of indicators that are not yet being measured, further information to achieve a more detailed or disaggregated picture or further analysis to identify the causes of the patterns and trends found.

1.2.2 Focal Area B (i): *Assessment of Overarching Legislation, Policy and Management Issues*

This will constitute an assessment of overarching legislation, key policies and strategies, planning, management and monitoring systems, institutional structures and capacity.

Scope of Work

1) Taking account of the MoE priorities to ‘undertake legislation review, promulgation of new law and reorganisation of departments in accordance with decentralisation’; assess key existing legislation, policies and overarching frameworks for education and identify critical gaps and weaknesses. This should take account of stakeholder feedback and learning from other countries in the region.

The following areas should be prioritised:

- a) Identify and appraise existing education-related Rights and Entitlements:** Myanmar’s international rights and education commitments, entitlements to education provision for

different age groups, entitlements to equal opportunity in education (e.g. for males and females, for disabled learners, for different ethnic groups etc.).

b) **Identify and appraise current education plans**, to include consideration of:

- areas covered, targets and goals;
- consistency with national development policies and plans.
- Degree to which plans are realistic, prioritised, sequenced and internally coherent;

2) Identify and appraise legislation, regulations and policies regarding education service delivery, to include:

- policies regarding registration, regulation and recognition of non-public education service providers (e.g., public, private, monastic, NGOs, and community).
- policies and practices on public-private partnership

3) On the basis of the assessments, make recommendations for legislation and policy development and revision and on critical areas to be addressed (including capacity development needs) to support overarching education reform, including options for interim strategies

4) On the basis of the assessments, recommend any revision of ToR and priorities to be addressed in Phase Two

1.2.3 Focal Area B (ii): Assessment of Legislation, Policy and Management Issues for Basic Education (ECD, Primary Education, Secondary Education and NFE)

This will constitute an assessment of legislation, key policies and strategies, planning, management and monitoring systems, institutional structures and capacity, across the sub-sectors of basic education.

Scope of Work

1) Assess Critical Policies for Access, Equity and Quality Across the Basic Education Sub-sectors (ECD, Primary, Secondary and NFE)

The following areas should be prioritised:

a) **Identify and appraise legislation and policy regarding levels and categories of schools, education entities and responsibilities of different ministries and departments and linkages across the sub-sectors, to include:**

- policy and focal institutions/ management arrangements for ECD, taking account of the proposed priority to *'expand pre-school education coverage through inclusion of preschool education system in the education system'*;
- policy for different types of primary and secondary school, including policy on multigrade schools, regulations on monastic education;
- policy for post-primary schools and lower secondary expansion and primary-lower secondary transition
- policy and focal institutions/ management arrangements for NFE, including frameworks for equivalency and transfer of NFPE completers into school or TVET and rationale for proposal of development of non-formal middle school education;

- b) Taking account of proposals to restructure the basic education system, assess the effectiveness of current policies/ structure of the education cycle (ages, stages and duration), in the light of international evidence.** This should include:
- assessment of the current 5-4-2 system with regards to the comparatively young age (5 years) in which children currently embark on a formal academic curriculum and the relatively short duration (5 years) of primary education.
 - the advantages and disadvantages of the options currently being proposed of a 6-3-3 structure, or a 5-4-3 structure.
 - initial assessment of broader issues within-as well as linkages between-curricula for primary, lower secondary and upper secondary levels, identifying potential priorities for curriculum reform (for more rigorous assessment under Phase 2)
- c) Undertake a basic mapping of schools, ECD and NFE programmes of each sub-sector** (numbers, types and geographic distribution), with a particular focus on gap areas in community-based ECD, monastic education, private providers, secondary education and NFE.
- d) Asses legislation, policy and current range of practices regarding language in education including:**
- Use of mother tongue-based education in ECD and primary schools, approaches in multi-lingual ethnic minority communities, approaches to support learning of Myanmar as an additional language.
 - Teaching of English as subject in the primary grades and use of English as a medium of instruction in grades 10 and 11, taking account of the proposed reform priority to ‘change from English medium to bilingual Myanmar- English medium for maths and sciences in the upper secondary grades (to ensure conceptual understanding)’.
- e) Taking account of the proposed reform priority to ‘develop teacher education colleges to international standards’ and of areas raised but not fully addressed in the Teacher Education Review, assess current approaches and curricula for teacher education, including:**
- Primary teacher education pre-service curriculum, in-service training packages and continuing professional development systems, including modes of delivery provided by different agencies;
 - Secondary teacher education pre-service curriculum, in-service training packages and continuing professional development systems, in particular identifying how to rectify the paucity of well developed systems for this sub-sector.
 - ECD caregiver training packages; including modes of delivery provided by different agencies (with a view to development of a standardised quality core training).
- f) Taking account of the proposed reform priority to ‘change the assessment and evaluation system and develop a National Qualification Framework and a National Accreditation Body’, appraise current arrangements for learner assessment at different ages and stages.** These should include:
- Mechanisms for student assessment by teachers at different grades and levels.
 - Policy and mechanisms for external student assessment through standardised tests and examinations, including review of current matriculation examination.
- 2) Undertake a rapid assessment of management capacity, institutional structures and HRD policies for basic education, including teacher management; identifying critical capacity gaps.** *Taking*

account of the proposed priorities to 'reorganise basic education departments and upgrade state/ regional education offices as state/ region directorates'; 'establish district education offices and sub-township education offices and strengthen existing township education offices'; and 'establish a training institute for upgrading management capacity of education staff'; the following areas should be prioritised:

- Responsibilities for education across ministries and government bodies (including MoSWRR, MoRA etc).
- Respective roles, responsibilities and functions of central ministry and agencies, states/ regions, districts, townships and schools/ communities (including how these might change).
- Overall policy on, and actual, staffing levels across key departments and at state/regional, district and township levels.
- Assessment of central level capacity for fulfilling existing and anticipated future roles for example related to legislation, policy making, sector-wide planning and monitoring, EMIS, quality assurance, coordination of development assistance.
- Assessment of state/regional capacity for decentralised policy making, state/regional level planning and monitoring, EMIS, quality assurance and supervision.
- Assessment of district and township capacity for fulfilling existing and anticipated future roles, related to planning and monitoring, TEMIS, school supervision and monitoring.
- Assessment of headteacher/School Management Committee (SMC)/Parent-Teacher Association (PTA) capacity for fulfilling existing and anticipated future roles, related to school management, school development planning and supporting community participation.
- Assessment of structures and mechanisms for vertical, horizontal, cross-departmental and cross- sectoral communication and collaboration.
- Analysis of existing policies, directive and guidelines governing recruitment, deployment, accreditation, payment and promotion; for teachers and for education managers/ officers at each level. This should take account of the proposed reform priority to '*develop a salary scale according to teachers' skills/ competencies (instead of promoting teachers out of primary into lower secondary, or from lower to upper secondary)*'.

3) On the basis of the assessments, make recommendations for basic education legislation and policy development and revision; and on critical areas to be addressed (including capacity development) to support education reform, including options for interim strategies

4) On the basis of the assessments, recommend any revision of ToR and priorities to be addressed in Phase Two

1.2.4 Focal Area C (i): *Assessment of Legislation, Policy and Management Issues for Technical Vocational Education (TVET)*

This Focal Area will provide a comprehensive overview of TVET under the Ministry of Science and Technology (MoST) It will include policy, legislation, access, quality and financing issues specific to TVET including exploration of curriculum linkages and transitions from secondary education. It will include providing an update on how TVET compares with others in ASEAN region or other countries at a similar stage of development.

Scope of Work

1) Identify and assess existing Legislation and Policy regarding access, equity, quality and management issues in TVET. This will include:

- Appraisal of current policies, legislation, and regulations and identification of any gaps.
 - Analysis of governance arrangements: mandates, management and administration (under different Ministries) .
 - Mapping of public and private TVET providers (agencies, institutions), levels of investment and trends in regional/international public-private partnerships.
 - Assessment of current policies and frameworks for standards, quality assurance, qualification and accreditation.
 - Assess current processes for information management and exchange.
 - Collect and analyse relevant data and policy statements on current and future projected enrolments, estimates of the current retraining demand for current workers (youth and adults), delivery modalities and programmes, facilities/equipment, and teachers/instructors (numbers, distribution and qualifications).
- 2) Undertake a Capacity Gap Assessment for TVET, identifying preliminary areas for capacity building.** This would indicatively cover:
- Responsibilities for education across ministries and government bodies
 - Respective roles, responsibilities and functions of central ministry and agencies, states/ regions, districts, townships and communities (including how these might change, and with reference to schools as relevant).
 - Overall policy on, and actual, staffing levels across key departments and at state/regional, district and township levels (as relevant).
 - Assessment of central level capacity for fulfilling existing and anticipated future roles for example related to legislation, policy making, sector-wide planning and monitoring, EMIS, quality assurance, coordination of development assistance.
 - Assessment of state/regional capacity for decentralised policy making, state/regional level planning and monitoring, EMIS, quality assurance and supervision.
 - Assessment of institutional managers' capacity to fulfill their roles and responsibilities, including with respect to regulation, human resource management, financial management, and quality assurance.
 - Assessment of structures and mechanisms for vertical, horizontal, cross-departmental and cross- sectoral communication and collaboration.
 - Analysis of existing policies, directive and guidelines governing recruitment, deployment, accreditation, payment and promotion; for instructors and for education managers/officers at each level.
- 3) Undertake an assessment of the implications for TVET of current Labour Market dynamics, including the possible impacts of ASEAN labour market integration.** This area is integrated into Focal Area C (ii), see 1.2.5 below.
- 4) On the basis of the assessments, make recommendations for legislation and policy development and revision and on critical areas to be addressed (including capacity development) to support reform in the TVET sub-sector, including options for interim strategies**
- 5) On the basis of the assessments, recommend any revision of ToR and priorities to be addressed in Phase Two (TVET component).**

1.2.5 Focal Area C (ii) *Assessment of Legislation, Policy and Management Issues for Higher Education*

This Focal Area will provide a comprehensive overview of higher education under the Ministry of Education (MOE), Ministry of Science and Technology (MoST) and other ministries providing higher and tertiary level education, although with a focus on academic programmes. It will include policy, legislation, access, quality, relevance and financing issues specific to the sub-sector including exploration of curriculum linkages and transitions from secondary education. It will include providing an update on how the sub-system compare with others in ASEAN region or other countries at a similar stage of development.

Scope of Work

1) Identify and assess existing Legislation and Policy regarding access, equity, quality and management issues in Higher Education. This will include:

- Appraisal of current policies, legislation, and regulations pertaining to Higher Education, and identification of any gaps.
- Analysis of governance arrangements: mandates, management and administration (under different Ministries).
- Mapping of geographic distribution of Higher Education provision and of different types of provision (e.g., distance, regular, joint programme, HRD support, research etc.).
- Assessment of university entrance (admission) system and of targeted support for students (e.g. Scholarships).
- Assessment of curricula/syllabus/textbooks.
- Assessment of current policies and frameworks for quality assurance and accreditation.
- Assessment of teacher/lecturer qualifications.
- Basic assessment of campus facilities and equipment.
- Assess current research capacity and processes for university networking and exchange.

2) Undertake a Capacity Gap Assessment for Higher Education and research, identifying preliminary areas for capacity building. This would indicatively cover:

- Responsibilities for education across ministries and government bodies
- Respective roles, responsibilities and functions of central ministry and agencies, states/regions, districts, townships and communities (including how these might change, and with reference to schools and TVET institutions as relevant).
- Overall policy on, and actual, staffing levels across key departments and at state/regional, district and township levels (as relevant).
- Assessment of central level capacity for fulfilling existing and anticipated future roles for example related to legislation, policy making, sector-wide planning and monitoring, EMIS, quality assurance, coordination of development assistance.
- Assessment of state/regional capacity for decentralised policy making, state/regional level planning and monitoring, EMIS, quality assurance and supervision.
- Assessment of institutional managers' capacity to fulfill their roles and responsibilities, including with respect to regulation, human resource management, financial management, and quality assurance.
- Assessment of structures and mechanisms for vertical, horizontal, cross-departmental and cross-sectoral communication and collaboration.
- Analysis of existing policies, directive and guidelines governing recruitment, deployment, accreditation, payment and promotion; for lecturers/professors and for education managers/officers at each level.

- 3) **Undertake an assessment of current Labour Market dynamics and the implications for Higher Education.** This will be an integrated study to include TVET (see 1.2.4 above) and will include:
 - Labour market dynamics.
 - Economic development plans, investment plans.
 - Current and projected future enrollments, forecast on school leavers, demographic trends.
 - Estimation on retraining demand for current workers, youth and adults.
 - Data on graduate employment.
 - Public/private partnerships.
 - Growth potential for economic sectors.
 - Employment characteristics (sectors, qualification, formal, non-formal).
 - Analysis of mobility and migration and possible implications of ASEAN labour market integration.
- 4) **On the basis of the assessments, make recommendations for legislation and policy development and revision and on critical areas to be addressed (including capacity development) to support reform in Higher Education, including options for interim strategies.**
- 5) **On the basis of the assessments, recommend any revision of ToR and priorities to be addressed in Phase Two (Higher Education component).**

1.2.6 Focal Area D: *Overview of Financing to the Education Sector*

This Focal Area will constitute an assessment of financing to the education sector (covering all subsectors), including national budgeting system, government and non-government expenditure; public/private/community contributions, international development assistance, capital and recurrent expenditure.

Scope of Work

- 1) **Provide an account of the national budgeting system; size, composition and sources of funding; government financial allocation and funding formulas (including the structure and nature of funding of different levels and types of education).** This should include consideration of:
 - Implications of current system for ensuring equitable access to quality learning across levels of education (including ECD and NFE programmes of different modalities)
 - linkage of budgeting with policy prioritisation
- 2) **Analyse private and non government funding of education at different levels, including the contribution of monastic schools, household expenditure etc.**
- 3) **Assess the adequacy of existing financial resources for education, taking account of international norms and levels of comparison with other countries in the region.**
- 4) **Undertake an initial analysis of the cost drivers of the education sector and unit costs at different levels.**
- 5) **Assess the efficiency and effectiveness of financial management and mechanisms.** This should include:
 - financial allocation, transfer and accountability mechanisms across levels in the system from the centre through to schools

- school fees and levies and contribution of non-state expenditure
- 6) **Make recommendations on measures and options for immediate consideration to improve the financial management and funding formulas, as well as in-depth research, analytical and capacity development work that needs to be conducted during Phase 2**

1.2.7 Focal Area E. *Stakeholder Analysis and Mapping of Coordination Mechanisms and Development Partnerships*

This area will constitute a stakeholder analysis to identify the different education stakeholders in education in Myanmar and the dynamics between them and, on a basis of these a mapping of current and forthcoming Development Partner (DP) support to the sector and of development partnership mechanisms.

Scope of Work

1) Undertake an Education Stakeholder Analysis

Analysis of stakeholder groups, which could include:

- primary stakeholders (communities, children, students, learners);
 - teachers, headteachers;
 - community leaders;
 - government stakeholders (range of ministries at central, State/ Region and Township levels)
 - national and international non-government organisations (NGOs), Community Based Organisations (CBOs);
 - monastic education networks, other faith-based organisations (FBOs);
 - agencies supporting education of Myanmar displaced persons in Thailand;
 - associations/ networks of private providers;
 - teacher educators, freelance experts, education professionals.
- 2) **Undertake a mapping of agencies that support education in Myanmar; externally-supported programmes, projects and interventions in the education sector (current and planned/ anticipated) and of key agency policies regarding education and aid modalities.**
- 3) **Assess current GoM-DP-NGO partnership, coordination and communication mechanisms in the education sector. This should include existing coordination and review mechanisms of the MoE (e.g. National Education Committee). It should also include existing DP coordination mechanisms, comparing these with other approaches in the region or comparable contexts.**
- 4) **Recommend on options and steps for developing mechanisms for ongoing, multi-levelled, stakeholder consultation and participation in education, as well as on any areas for further investigation in Phase Two**
- 5) **Recommend on options and steps for strengthening development partnerships, coordination mechanisms, collaboration and aid harmonisation and alignment, in preparation for effective support to the Education Sector Plan**

1.2.8 Focal Area F: *Special Study on Textbook Printing and Distribution*

This study is required as a part of the Rapid Assessment in order to urgently improve systems for supply of text books to primary and secondary schools and thus implement GoM's policy of free text books as soon as possible.

Scope of Work

- 1) **Review relevant policy directives and the roles of government agencies involved in textbook printing and distribution.**
- 2) **Assess the current balance between quality/ durability and unit cost of books in terms of cost-effectiveness.**
- 3) **Undertake a supply chain analysis and assessment of availability of books in schools (in different school types, States/ Regions, rural/urban etc.), to support a clearer understanding of mechanisms and in the current printing and distribution system.**
- 4) **Explore the feasibility of decentralisation and/or privatisation of textbook printing and distribution.**
- 5) **Identify options for reform of text book supply to achieve a more efficient, equitable and cost effective system, capable of meeting current and likely future needs of all schools and children.**

1.3 Methodology and Approach for Rapid Assessment

1.3.1 Team Composition

The Rapid Assessment will be managed as a coherent process. Under the Task Managers, supported by the CTA, a Technical Team will be identified, divided into sub-teams to cover the Focal Areas, plus the Special Study on textbooks. Each sub-team will have an MoE lead and other MoE focal points and one or more national consultants. Teams will also be supported by international consultants or other experts (e.g. in-house advisers from DP agencies) as required.

1.3.2 Approach and Stages

The detailed approaches and stages will vary by Focal Areas. However, under the guidance of the Task Managers and CTA, it will be sought to achieve maximum synergy across each Focal Area, all of which will involve the following will general stages:

1. Preparation of detailed ToR and workplans for each team (1 month): The CTA will support the Task Managers in finalising ToR for each sub-team, based on the overall ToR contained in this document. The detailed ToR will elaborate the scope of work, tasks and methodology, specify the respective roles of team members, specify reporting requirements and list relevant documents and sources.

2. Initial collation of relevant documents, contacts and information by national teams (1 month): The CTA and Task Managers will support the national teams (MoE and consultants) to gather data and documents and prepare for the inputs of the respective international consultants and orientate teams for participating in the review. This might include preparing summaries in English of relevant documents that are available in Myanmar language only. (It is noted that the time frame for this stage might differ for different sub-teams). Where relevant, international consultants will at the same time undertake preparatory work, including reading of background material and collation of tools and international examples relevant to their Focal Area.

3. Data gathering and initial analysis with whole teams (1-3 months): The sub-teams, supported by their respective international consultants (if applicable), will undertake gathering of data and

information and undertake initial analysis. In some cases, tasks will be agreed for the national teams to take forward with distance support from the international counterparts. (It is noted that the time frame for this stage might differ for different sub-teams, though it will be attempted to enable some overlap in-country of all international consultants if possible).

The investigations will include the following methodologies (depending on the Focal Area):

- **Document review:** a wide range of source documents and data bases will be utilised. In addition to drawing on national and official data and information sources, the analysis will be informed by a range of smaller-scale studies providing supplementary, illustrative data regarding specific geographic areas or population groups. *Annex 1* gives an initial list of documents and references.
- **Visits to identify additional sources of information:** visits to a range of ministries and agencies, including State/Regional level agencies to agencies supporting education in border areas of Thailand, to collect data on different indicators and additional documents.
- **Internet searches:** for Myanmar information and international examples.
- **Compilation, synthesis and analysis of secondary data.**
- **Basic statistical analysis** (especially Focal Area A).
- **Qualitative research:** structured interviews, focus group discussions, participatory appraisal exercises and quick surveys with stakeholders from the Central, State/ Region, Township and School/Community Levels, as applicable, as well as potentially with stakeholders of education programmes in camps in border areas of Thailand.
- **Structured Observation:** e.g. of school facilities, community conditions, classroom practice
- **Comparative analysis:** reference to international examples of 'good practice' and successful strategies in comparative contexts.

4. Further investigations, analysis and synthesis of information (1-2 months): A period of further investigation based on the initial analyses, in some cases with the international consultants working at a distance, to produce first drafts of main text for reports of the specific Focal Areas.

5. Drawing of conclusions and recommendations and report drafting: For some teams this might involve a second visit from the international consultant, to support the drawing of conclusions and identification of recommendations/ options. This stage should result in draft reports for each Focal Area for submission to the Task Force before circulation for comment through the CESR- JWG.

6. Report finalisation and synthesis into Volume 1: In this stage, the CTA and task managers will work with the different sub-teams to finalise the Focal Area reports and develop a the synthesis report that will include critical findings and all recommendations.

2. Phase Two: In-depth Analysis

2.1 Introduction

This section gives the indicative objectives, approach and scope of work for Phase Two of the CESR, namely the In-depth Analysis. It is noted that the detailed tasks, deliverables, related activities and resources will be specified in detail based on the findings of the Rapid Assessment.

2.2 Objectives and Approach

2.2.1 Objectives

The Objectives of the In-depth Analysis are:

- 1) Develop a detailed and up-to-date body of knowledge on the education sector, including overarching policy, management and financing issues and access, quality and management issues across the sub-sectors.
- 2) Collect data and undertake further analysis to develop a comprehensive baseline for planning and for monitoring trends and sector progress over time.
- 3) Identify strengths, weaknesses and lessons learned.
- 4) Develop understanding of the range of views, perceptions and motivations/ incentives of different education stakeholders.
- 5) From the above, develop a range of costed options for the Education Sector Plan.

The Output (product) of the In-depth Analysis is a series of linked reports that will together constitute Volume Two of the CESR.

2.2.2 Approach

To ensure overall coherence, the in depth analysis will be addressed under five coordinated components, namely overarching/ cross cutting Policy, Legislation, Management and Financing (PLMF), Basic Education (including Early Childhood Education-ECD, Primary and Secondary Education), Non Formal Education, Technical Vocational Education and Training (TVET) and Higher Education.

All sub-sectoral areas will cover the basic themes of:

- Access;
- Quality and relevance;
- Management, planning and M&E; and
- Detailed financing issues, specifically relevant to that sub-sector.

Additionally, all areas will be required to address cross-cutting equity issues, disaggregating data as far as possible and analysing how policies, programmes, practices, organisational processes and institutional structures impact on different groups and individuals. Particular dimensions to be considered as far as possible include:

- Gender
- Ethnicity/ language background
- Economic status/ poverty
- Geographic location (e.g. urban, rural, remote), by State/ Region/ Township

- Disability
- Other vulnerabilities, for example post conflict communities, migrants, impact of HIV/AIDS etc.

2.3 Policy, Legislation, Management and Financing Component

The Policy, Legislation, Management and Financing Component in Phase 2 aims to help define the legal, institutional and financing frameworks for education policy and management, while providing an overarching umbrella for policy development in sub-sectors and constructing a coherent, efficient and effective development of the entire education sector. The indicative scope of work includes the following:

- 1) Build a more solid understanding of trends and disparities in education through collation and analysis of data in critical areas identified in the Rapid Assessment.
- 2) Create a baseline of data and information for education sector planning and progress monitoring.
- 3) Explore and recommend feasible policy and institutional options in the following areas (taking account of existing strengths, opportunities, gaps, constraints, the socio-cultural context and emergent plans for decentralisation:
 - a) Development of new legal and institutional frameworks for education;
 - b) Critical overarching and cross-cutting policies, including gender and equity
 - c) Strategies for strengthening systems of planning, management and monitoring and evaluation systems (including EMIS), in line with decentralisation;
 - d) Options for education financing to improve resource mobilisation, efficiency, accountability, financial management and potential for improved alignment of DP support.
 - e) A proposed framework for ongoing institutional, organisational and human resource capacity development, including teacher management, in line with decentralisation;
 - f) Strategies for strengthening stakeholder (including community) participation in education governance and accountability;
- 4) Development of mechanisms and structures to support progressive DP alignment and harmonisation in support of the Education Sector Plan.
- 5) Ensure that proposed options are affordable and cost effective through financial feasibility assessment (development of education financial simulation model)

2.4 Early Childhood Development and Basic Education Component

This component is a large component embracing ECD, primary and secondary education; as well as teacher education, quality assurance and learner assessment. Indicatively, it will consist a number of sub-components, which will address the access/ equity, quality/relevance and management/ capacity dimensions, following on from the findings of the Rapid Assessment and synergising with ongoing work in the basic education sector. The list of proposed sub-components and indicative scope of work for each of these is as follows:

- 1) **BE Sub-component 1-Access and Equity:** A range of linked investigations to include multi-dimensional equity/disparity analysis, synthesis of surveys of non-enrolled children and dropout at different grades, assessment of access to different types of ECD support (focusing on poorest

communities, remote areas and disabled children), survey of equity dynamics of transition from primary to lower secondary and a special study on children with disabilities; leading to identification of policies and actions to enhance equity and inclusion in educational access, retention and completion at all levels.

- 2) **BE Sub-component 2-Primary School Quality and Management**: Synthesis and possible extension of large scale school/ community survey being undertaken under QBEP, leading to identification of options for addressing all aspects of primary school management, school quality development and classroom practices (including school-based ECD).
- 3) **BE Sub-component 3-Secondary School Quality and Management**: Multi-faceted secondary school survey, leading to identification of options for improving teaching-learning and all aspects of school management in secondary education.
- 4) **BE Sub-component 4-Responding to Language Diversity**: Development of options for addressing language use and language teaching in ECD and basic education in diverse language contexts, through analysis of existing studies and programme learning, supplementary fieldwork and use of comparative regional examples.
- 5) **BE Sub-component 5-English Language**: Development of a strategy for feasible and appropriate teaching of English language as a subject at different levels and its use as a medium of instruction at the upper secondary level.
- 6) **BE Sub-component 6- Curriculum, Textbooks and Learner Assessment Processes and Baseline**: Review of the Curriculum, textbooks and learner assessment/ examination frameworks for Grades 1-11 and recommendations for curriculum and assessment reform in line with what is by then agreed regarding the new structure of basic education and MoE commitment to a child-centred approach. Development of a baseline and system for monitoring of learning outcomes (e.g. 'school readiness' on school entry, learning outcomes in Myanmar language and mathematics and science at key primary grades, learning outcomes in specified subjects at key secondary grades, could be considered).
- 7) **BE Sub-component 7-Supervision, Inspection and Quality Assurance**: Development of recommendations for strengthening tools, mechanisms and systemic capacity for ECD, NFE and school supervision, school inspection and Quality Assurance.
- 8) **BE Sub-component 8-Primary and Secondary Teacher Education and Continuing Professional Development**: Development of evidence-based recommendations for strengthening of pre-service teacher education, in-service teacher education and teacher Continuing Professional Development (CPD).

2.5 Non Formal Education Component

A single study will be conducted that will comprehensively address access, equity, quality and management issues in non formal education, in particular focusing on how the non formal system can compliment the formal system in the achievement of quality basic education for all, and in particular that all children can at the very least complete a full cycle of quality primary level education.

- 1) Identify options for NFE expansion to meet current and likely future demands and needs. This includes increasing access to appropriate NFE provision for males and females of different ages,

regions of the country, ethnic/language backgrounds, economic status etc. and should prioritise that all children and youth are able to achieve their right to complete at least an equivalent cycle of primary level education.

- 2) Identify strategies to improve the quality of NFE, including curriculum, readers, learning resources and IT, skills development, minimum quality standards for courses and programmes, facilitator training and standards.
- 3) Recommend on the development of an equivalency framework and other measures to improve linkage between non formal primary education (NFPE) and the formal education system, support transfer of children back into the formal system and to ensure that planning for non formal primary education is in tandem with, and responds to, development in the formal primary sub-sector.
- 4) Recommend options for human resource and institutional development for NFE in Myanmar, including facilitator training, strengthening functionality of Community Learning Centres (or suggested alternative modalities) and accreditation of programmes of non-government providers.

2.6 Technical and Vocational Education and Training Component

This study will develop from the foundational analysis undertaken through the Rapid Assessment, exploring in more depth issues of relevance to TVET in order to identify key element of a policy framework and priorities to address in the Education Sector Plan. Some parts may be integrated with the Higher Education Component (below).

- 1) Assess options for system expansion and for increasing access and equity, including facilities, equipment, support for disadvantaged children, and skills upgrading programmes.
- 2) Explore options for enhancing the quality of TVET programmes and their relevance to needs, aspirations and the labour market, including through enterprise and public-private partnerships, internships, multi-skill approaches, a curriculum review, competency-based standards, qualifications frameworks, quality assurance systems, and enhanced information management (both within TVET and in relation to labour market linkages).
- 3) Explore and develop options for enhancing management of the TVET sub-sector, including overarching regulatory frameworks, strategic planning capacity, public-private partnerships, HRD (including with regard to salary structures, incentive mechanisms, recruitment, promotion, and training) and capacity building.
- 4) By completion, this component of work is indicatively expected to have developed an overarching TVET policy framework, together with recommendations to strengthen governance arrangements, coordination and communication in the sub-sector.

2.7 Higher Education Component

This study will develop from the foundational analysis undertaken through the Rapid Assessment, exploring in more depth issues of relevance to Higher Education in order to identify key element of a policy framework and priorities to address in the Education Sector Plan. Some parts may be integrated with the TVET Component (above).

- 1) Assess options for increasing physical access, and equity in access/opportunity to higher education, with particular regard to the socioeconomic profile of higher education students, including an analysis of demographic trends and the student population (enrollment patterns disaggregated by types of HEIs, gender, ethnic groups, and geographic coverage), administrative jurisdictions of HEIs, access to dormitories and other services, demographic trends and support to disadvantaged students (including financial and remedial).
- 2) Recommend options for improving quality and relevance of Higher Education and assess options to improve quality, relevance and efficiency of Higher Education with a view to student aspirations, national needs and the labour market (potentially through small-scale surveys); including internal efficiency, external efficiency, credit systems, facilities and equipment, qualifications of staff (both instructional and administrative), international cooperation, the university entrance system, quality assurance and accreditation, research capacity and networking/exchange, graduate employment, curriculum and materials (content and distribution), and the extent, effectiveness, and cost implications/sustainability of the use of Information and Communication Technology (ICT) within the subsector, including ICT use for delivery of instruction and existing and potential options for distance education, open universities, and virtual universities.
- 3) Explore options to improve the management and financing of Higher Education (under different ministries), including public-private partnerships, institutional capacity (including strategic planning capacity), governance structures (including in relation to university council functions, appointment procedures, and academic decision making e.g., study programs, curriculum content, student assessment, scope and mechanisms for international cooperation, etc., and regulatory framework for private HEIs), financing arrangements at the sub-sectoral level, including breakdown by capital and recurrent costs, foreign assistance, tuition fees and cost recovery, equity concerns, human resource management and development.
- 4) Explore and recommend options for improving partnerships in Higher Education, including public-private partnerships and potential international cooperation for training, exchange, ICT, scholarships, accreditation and knowledge-sharing. Special studies may be conducted including graduate tracer studies and relevance to labour market.

3. ToR For Phase Three: Development of an Education Sector Plan

This component will contribute to providing strategic directions and priorities for system reform and development, leading to the design of a sector-wide costed education plan (with medium-term priority programmes from a long-term development perspective). Indicatively, the plan will take a '2+5' format, with one plan for 2014-2016 and a five year plan from 2016-2021 to fit with Government five year planning cycles.

The specific tasks, activities and resources will be specified later, taking into account the findings and achievements of earlier phases.

Meanwhile, a specific focus is anticipated on developing a financial simulation model, looking at possible future policy options. In light of the findings of the education sector review, a finance simulation modelling exercise will be carried out, aiming to support strategic educational planning. Financial simulation is commonly used in education systems to address some key policy questions, including the following:

- How to ensure trade-offs between and across the sectors in order to reach the stated goal in a manner that is fiscally realistic and that accommodates the claims of other sub-sectors of the education system on public resources;
- What could workable policy options and strategies be to ensure that student learning continues to improve in a context of rapid expansion;
- How to measure the challenges and actions required to address inequality in relation to enrolment, retention, completion and learning outcomes.

To serve as a tool for exploring the education development options in a dynamic, interdependent and evolving context, a set of scenarios will be designed to test the realism, coherence and credibility of different development options and policies using a computer-operated model. After the initial conditions to assess the education sector in the base year will have been reasonably established, the simulation model will be used to simulate a 'status quo' and a few other alternative scenarios, with varying targets for service delivery and educational outcomes, and showing the corresponding cost and financing implications. Various scenarios will be designed on the basis of the current situation and of Government's orientations for different education levels.

Different policy scenarios will be used to inform the policy debates with a view to reaching a consensus on the policy targets and options. Once the different options will have been carefully weighed, an optimum scenario resulting from a combination of several targets of different scenarios will be developed to constitute reference for a strategic education planning.