



Joint Evaluation of Myanmar Non-Formal Middle School Education-Equivalency Pilot Programme

Final Evaluation Report - Annexes

Undertaken on behalf of UNICEF by EPRD and Synergia



Contract no.: 43266904

*Submitted on: 12 September 2019 to Ministry of Education, Government of Myanmar, and
UNICEF Myanmar*

Title:	Joint Evaluation of Myanmar Non-Formal Middle School Education-Equivalency Pilot Programme
Geographic regions of the evaluation:	Myanmar National and Townships of Dala, Hlaing Thar Yar, Kyaikhto, Sittwe, Loikaw, Myitkyina, Hninthada and Mae Sot District
Timeline of the evaluation:	February 2019 to June 2019
Date of the report:	12th Sep 2019
Country:	Myanmar
Evaluators:	James Shoobridge and Ngwe Htay
Organization commissioning the evaluation:	UNICEF Cambodia

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Annex 1. TOR for the Evaluation

(please find TOR in a separate attachment)

Annex 2. Bibliography

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Annex 3. Persons and Organisations Consulted

Table 1. Validation Workshop Participants

Sr	Name	Position	Department
1	Dr.Zaw Win	Director General	DAE
2	U Zaw Win	Dy Director General	MoE
3	Dr. Zaw Latt Tun	Dy Director General	DERPT
4	Dr.Tin Maung Win	Dy Director General	DBE
5	Dr.Nay Myo Tun	Dy Director General	DTVET
6	Dr. Tin Yu Yu Aye	Director	DBE
7	Dr.Pyae Kyaw Thu	Director	DTVET
8	U Si Thu Myint	Deputy Director	DTVET
9	U Soe Kyaw Thu	Deputy Director	DERPT
10	U Tin Htay	Director(Curriculum)	DAE
11	Dr. Win Pe	Director(Policy)	DAE
12	Dr. To Toe	Director(DM&ER)	DAE
13	Dr.Lily Myint	Director	DAE
14	Dr.Win Win Kyaing	Director	DAE
15	Dr.Hnin Yu Lwin	Deputy Director	DAE
16	Daw Aye Aye Thwe	Assistant Director	DAE
17	Daw Phyu Phyu Aung	Staff Officer	DAE
18	U Kyaw Thura	Staff Officer	DAE
19	Daw Ei Phyo Mon	Staff Officer	DAE
20	U Lay Aung	Staff Officer	DAE
21	Daw Ni Lar Win	Staff Officer	DAE
22	Daw Nan Yin Yin Thu	BC	DAE
23	U Tin Thein	Deputy Staff Officer	DAE
24	Daw The Mon Soe	AL- 4	DAE
25	Daw Theint Theint Myo		DAE
26	Daw Theingi Wai Lin		DAE
27	U Win Thant	Broadcasting -2	DAE
28	U Htint Lin Hteik	Broadcasting -4	DAE
29	Dr. U Tin Nyo	Vice-Chair, MLRC	MLRC

Sr	Name	Position	Department
30	Dr.Aye Aye Myint	Rector	YUOE
31	Daw Aye Aye Khaing	Project Manager, NFME	MLRC
32	U Tun Kyi	Project Manager	MLRC
33	U Min Naing	Coordinator, NFME	MLRC
34	Daw Nyunt Nyunt Ye	Education Specialist, NFPE	MLRC
35	Hyunjeong Lee	Project Officer	UNESCO, Bangkok
36	Fawzia Hoodbhoy	Chief, PME	Unicef
37	Manager Mhangami	Education Specialist	Unicef
38	Dr.Khin Mon Nyein	Education Specialist	Unicef
39	Jim Shoobridge	Team Leader	EPRD& Synergia
40	U Ngwe Htay	National Consultant	EPRD& Synergia
41	Su Wai Phyo	Translator	Synergia

Table 2. List of Persons Interviewed for this Report

Name of Interviewee	Position	Agency	Township	Centre	Date
Dr. Khn Mon Nyein	Education Specialist	Unicef	Yangon		27 Mar2019
Dr. Win Pe	Director(Policy)	DAE	Naypyitaw (HQ)		28 Mar2019
U Wai Aung Byin	Staff Officer	DERPT			
Daw Aye Aye Khine	Project Manager	MLRC	Yangon		1 Apr 2019
Daw Khin New Yi	Staff Officer	DBE	Yangon		1 Apr 2019
Daw Myint Myint Win	Staff Officer	DBE			
Daw ThuZar Swe		DBE			
Manager Mhangami Khin Mon Nyein Marie Djeni	Programme Officers	UNICEF		Myanmar	May
Thomas Poulsen	Senior Economist	World Bank		Myanmar	May
Mitsue Uemura	Chief Education	UNICEF		Myanmar	May

Name of Interviewee	Position	Agency	Township	Centre	Date
Eva-Maria Munck	Programme officer	Help Without Frontiers		Mae Sot	May
Lee, Hyunjeong Miyazawa, Ichiro	Programme officers	UNESCO		Bangkok	May
Da-la Township					
1. Daw Lwin Mar Cho 2. Daw Win Zar Chi 3. Daw Aye Aye Myint 4. Daw May Myat Thu 5. Daw Kyi Kyi Thein 6. Daw Thu Zar Thein	NFME Facilitator	DAE	Dala	BEPS 3,Dala BEPS 3,Dala BEPS 3,Dala <i>BEPS17,Dala</i> <i>BEPS17,Dala</i> <i>BEPS17,Dala</i>	2 Apr 2019
Daw Ohn Than	TM	DAE	Dala		2 Apr 2019
1. U Soe Oo 2. Daw San San Lwin 3. Daw Khin Mar Aye 4. Daw Myint Myint Kyi	parents/ guardian		Dala		2 Apr 2019
1. U Zaw Min 2. U Tin Aye 3. U Than Htut 4. U Khin Zaw 5. Daw Htay Htay Win	-Ward Administrator -Volunteer Fireman -RCV -School Committee Township Maternal & Child Welfare	As community member	Dala		2 Apr 2019
U Thet Paing Soe U Hla Min Thu Paing	Acting TEO ATEO	DBE	Dala		2 Apr 2019
Hlaing-thar-yar Township					

Name of Interviewee	Position	Agency	Township	Centre	Date
U Myo Thu Ko	ATEO	DBE	Hlaing-thar -yar		3 Apr 2019
1. Daw Cherry Khine 2. Daw Thida 3. Daw Soe Myat Aung 4. U Lin Kyi	NFME Facilitator	MLRC/ UNESCO	Hlaing-thar -yar	BEPS 12, Hlaing-thar -yar	4 Apr 2019
U Aung MyinT Tun	Ward Administrator	GAD	Hlaing-thar -yar	BEPS 7, (Pa-dan Village)	4 Apr 2019
1. Daw San Maw 2. Daw Myint Myint Htay 3. U Myint Than	Parents/ guardians		Hlaing-thar -yar		4 Apr 2019
Daw Marlar Shwe	Head, BEMS 12	DBE	Hlaing-thar -yar		4 Apr 2019
Sittwe Township					
Daw Khin Khin Oo	Head, BEPS 11	DBE	Sittwe	BEPS 11, (Mingan)	22 Apr 2019
U Maung Ther Swe	Head, BEPPS, Satyoekya	DBE	Sittwe	BEPPS, Satyoekya	
1. Daw Khine Than Soe, 2. Daw Aye Aye Aung, 3. Daw Moe, Thidar	NFME Facilitator	MLRC/ Unicef	Sittwe	BEHS 9(Min-gan), NFME Centre	22 Apr 2019
4. U Aye Than Tun 5. Daw Zar Zar Win	NFME Facilitator	MLRC/ Unicef	Sittwe	Set-yo-kya NFME Centre	22 Apr 2019
U Than Kyaw	TEO	DBE	Sittwe		23 Apr 2019
1. Daw Win Thein	Parents/ guardians		Sittwe	BEPS 11, (Mingan)	23 Apr 2019

Name of Interviewee	Position	Agency	Township	Centre	Date
2. Daw Aye Aye Than 3. Daw Aye					
U Kyar Hla Tun	TM	MLRC/ Unicef	Sittwe		23 Apr 2019
Loikaw Township					
1. U Aung Win 2. U Moe	Deputy TEO Deputy TEO	DBE	Loikaw		24 Apr 2019
U Thaug Htay	TM	MLRC/ Unicef	Loikaw		24 Apr 2019
1. Daw Aye Aye Tun, 2. Daw Nandar Aye Lwin	NFME Facilitator	MLRC/ Unicef	Loikaw	BEPS, Narnat-taw Ward	24 Apr 2019
1. Daw Nyae 2. Daw Ka Li 3. Daw Marier 4. U Kar Lo 5. U Ka Lot 6. U Htet 7. U Taw 8. U Maung Shwe 9. Daw Ba Be	Parents/ guardians		Loikaw	BEHS, Lwel-lin-lay	25 Apr 2019
1. U Thein Tun Soe, 2. Daw Aye Sanda Aung, 3. Daw Hnin Chit May,	NFME Facilitator	MLRC/ Unicef	Loikaw	BEHS, Lwel-lin-lay	25 Apr 2019
Daw Mu Be Zet	Head, BEPS	DBE	Loikaw	BEPS, Narnat-taw Ward	25 Apr 2019
Myitkyinar Township					
Daw Dolly Soe	TM	MLRC/ Unicef	Myitkyinar		29 Apr 2019
Daw Myat Ye Mon	Head, BEPS.13	DBE	Myitkyinar	BEPS.13, Myitkyinar	29 Apr 2019
U Zaw Win Oo	Acting Head, ME School	ME School	Myitkyinar	Aungdawmu ME School	29 Apr 2019

Name of Interviewee	Position	Agency	Township	Centre	Date
1. Daw Lin Su Su New 2. Daw May Zin Pyone 3. Daw Ei Phyo Mon	NFME Facilitator	MLRC/ Unicef	Myitkyinar	Aung Taw Mu ME School	29 Apr 2019
U San Htay U Nyein Aye	TEO ATEO	DBE	Myitkyinar		29 Apr 2019
1. Daw Hmwe Kyi 2. Daw Yin Yin Hla 3. Daw Khin Mar Lwin 4. Daw Win Mar	Parents		Myitkyinar		30 Apr 2019
1. Daw Hnin Hnin Hlaing 2. Daw Nyein Phyo Phyo Aung 3. Daw Htet Htet Khaing Aung	NFME Facilitator	MLRC/ Unicef	Myitkyinar	Wi-thu-tar Yone ME School	30 Apr 2019
Hinthada Township					
1. U Soe Min Tun 2. Daw Win Kyi	-Ward Administrator -NFME Committee	GAD	Hinthada	Thiri Aung Myay ME School	2 May 2019
Daw Aye Than	TM		Hinthada		2 May 2019
U Myint Sein	Head, BEPS 32, Myawade Ward	DBE	Hinthada	Thiri Aung Myay ME School	2 May 2019
1. U Awa Ba tha 2. Daw Nyana Theingi 3. U Naing Lin Thn 4. U Ahkar Kyaw	Head of Monks Head of Nuns Parents Guardian	Community	Hinthada	ThiriAungMyay ME School	2 May 2019
1. Daw Bar Nar Dat	NFE Facilitator	MLRC		ThiriAung Myay	

Name of Interviewee	Position	Agency	Township	Centre	Date
2. Daw Myin Myint Than				ME School	
U Tin Hla	TEO	DBE	Hinthada		3 May 2019
Myawade-Maesot					
U Naing Win Aung	TEO	DBE	Myawade		6 May 2019
1. Daw Chaw Chaw Mu 2. U Soe Kyaw Kyaw 3. Daw Mi Hanther	NFME Facilitator	MLRC/ HWF		Su Khar HanTher, Learning Centre	6 May 2019
U Thet Naing	Field Officer	Unicef	Hpa-an	Maesot	7 May 2019
1. Daw Hla Win 2. Daw Thet Htar Wai 3. Daw Zin Mar Win 4. Daw Win Sandar Oo 5. Daw Hla Hla Win	Parents		Maesot	Thu Kha Han Ther Maesot	7 May 2019
U Kyaw San	Center In-charge	MLRC/ HWF	Maesot	Su Khar HanTher, Learning Centre	
Daw Soe Soe Mar	TM	MLRC/ HWF	Maesot		7 May 2019
Kyeik-hto Township					
Daw Khin Myint Wai U Aung Myint Tun	TEO ATEO	DBE DBE	Kyeikhto		2 May 2019
Daw Thidda Thein	Head, BEPS	DBE	Kyeikhto	BEPS, Kinmonchaung	2 May 2019
Daw Than Than Wai	TM	MLRC/ DAE	Kyeikhto		2 May 2019
1. Daw Than Dar Win	NFME Facilitator	MLRC/	Kyeikhto	Kinmonchaung	2 May 2019

Name of Interviewee	Position	Agency	Township	Centre	Date
2. Daw Ei Phyu Kyaw 3. Dw Aye Thidda Hlaing		DAE			
1. Daw Htay Htay 2. Daw Mi Thit 3. Daw Sein Tin 4. DawShwe Hteik	Parents				2 May 2019
1. Daw Thin Thin Soe 2. Daw Ei Ei Phyu 3. Daw Pa Pa Win	NFME Facilitator	MLRC/ DAE	Kyeikhto	Theinzayat	3 May 2019
1. U Myint Naing 2. U Khin Maung Soe 3. Lwin'U Tin Than 4. U Khin Maung Lwin	Ward 2 Administrator Ward 6 Administrator Ward5 Administrator Center In-charge	GAD Veterinary Association	Kyeikhto	Theinzayat	3 May 2019
1. Daw Yi Htay 2. Daw San San Myint 3. U Tun Ye	Parents		Kyeikhto	Theinzayat	3 May 2019
U Thein Than Tun	Field Officer	Unicef	Taungyi	Coverd Loikaw	13 May 2019
Daw Mra Thuzar	Field Officer	Unicef	Myitkyinar		14 May 2019

Table 3. Children participating in Focal Discussion Groups in Townships

Township	Number of Different Aged(Year)							Number of children		
	12 Yr	13	14	15	16	17	18<	Boys	Girls	Total
Dala	2	-	1	2	-	2		6	1	7
Hlainttharyar		-	2	4	1	-		7		7
Sittwe		3	3	5	4	-	-	8	7	15
Loikaw		-	1	-	2	1	2	3	3	6
Myitkyinar	2	9	3	-	1	-	1	7	10	17
Hinthada		2	6	2	5	-		12	3	15
Maesot		-	7	8	5	1	-	12	9	21
Kyeikhto								5	2	7

Table 4. MLRC NFME Reference Group Members attending Discussions

	Name	Position	Department
1	U Tin Nyo	Vice-Chairman (Former Director General,DBE)	MLRC(Myanmar Literacy Resource Center)
2	U Myat Naing	Joint Secretary	MLRC
3	U Tun Kyi	Project Manager	MLRC
4	U Aung Soe	Assistant Admin (CM)	MLRC
5	Daw Khin Cho Cho	Deputy Staff Officer	DERPT
6	U Hla Min Thu Paing	Assistant Township Education Officer	NFME, Da-hla Township
7	Daw Ohn Than	Township Monitor	NFME, Da-hla Tsp
8	U Kyi Win	Township Monitor	NFME, Hlaingthayar Township
9	U Tin Maung Win	Project Manager	MLRC
10	U Mg Mg Ther	IT Specialist	MLRC
11	Daw Theint Theint Oo	IT Instructor	MLRC
12	Dr. Naing Naing Thein	Associated Professor	Yangon University of Education
13	Daw Nyunt Nyunt Ye	NFPE Specialist	MLRC
14	Daw Hla Hla Win	Central Monitor, NFME	MLRC
15	U Lin Myint	Member	MLRC
16	Daw Aye Myint Oo	Former Deputy Staff Officer	DERPT

17	U Aung Than Ngwe	Central Monitor	MLRC
18	U Min Naing	Coordinator	MLRC
19	U Win Pe	Central Coordinator	MLRC
20			
21			
22	DR.Khin Mon Nyein		
23	Jim	Team Leader	EPRD & Synergia
24	U Ngwe Htay	Local Consultant	EPRD & Synergia

Table 5. DAE NFME Reference Group Members Attending Discussion

Sr	Name	Position	Department
1	Dr.Zaw Win	Director General	Department of Alternative Education(DAE)
2	U Thant Zin Tun	Deputy Director General	DAE
3	U Tin Htay	Director(Curriculum)	DAE
4	Dr. Win Pe	Director(Policy)	DAE
5	U Wai Aung Byin	Staff Officer	DERPT
6	Dr.Hnin Yu Lwin	Deputy Director	DAE
7	Dr. To Toe	Director(DM&ER)	DAE
8	U Soe Kyaw Thu	Deputy Director	DERPT
9	Daw Thiri Sandar Lwin	Staff Officer	DAE
10	Daw Yin Yin Mya	Staff Officer	DAE
11	Manager Mhangami	Education Specialist	Unicef
12	Dr.Khin Mon Nyein	Education Specialist	Unicef
13	Jim Shoobridge	Team Leader	EPRD& Synergia
14	U Ngwe Htay	Nationalal Consultant	EPRD& Synergia

Annex 4. NFMSE-EP Monitoring Framework

The table below provides an overview of results achieved during the reporting period and cumulatively since the onset of the programme to end 2017¹.

Figure 1. Reporting on results achieved

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
Progr. Outcome	# of out of school children reached	210 (174+36)	151 learners (71.9per cent)	151 learners (71.9per cent)	Met	Out of school children data was collected by Township Monitors

¹ Submitted by the NFMSE Technical Team April 2019.

² Cells can be color coded as follows:

On track
Constrained
No progress
Met

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
Increased number and proportion of children accessing and completing quality basic education in targeted townships		(2016-17 & 2017-18 AY)				<p>with the collaboration of local TEOs and Authorities.</p> <p>Estimation of learners before opening NFME centres were 210.</p> <p>NFME learners at some centres were highly dropped out</p> <p>The central group tried to make follow up action to TMs and Township Management Committees (TMC) to get learners back to the centres and meet and made discussions with the parents & committee members, finding out the reasons of their absences and support them by giving incentives such as uniforms, stationeries, some food/ lunch also arranging for transportation, giving</p>

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
						security to come & get back from centre by parents or management committee members, TMs and facilitators give special classes to attend remedial classes for their absent days to have for good results in teaching learning process. But it is still in challenge because of their seasonal work and migration of parents.
	per cent of reached out of school children completing 2 semester courses	80per cent completion rate	First Semester Both 1 st and 2 nd batch combined First batch – 195 Second batch – 45 (2 tsp) Enrolled - 240 Appeared – 191	First Semester Both 1 st and 2 nd batch combined First batch – 195 Second batch – 45 (2 tsp) Enrolled - 240 Appeared – 191		

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
			Passed 186 Completion rate – 186/240 = 77.5per cent Second semester Both 1 st and 2 nd batch combined Enrolled -180 Appeared – 157 Passed – 156 Completion rate- 156/180 = 86.66per cent / 86.667per cent / 86.67per cent Third semester	Passed 186 Completion rate – 186/240 = 77.5per cent Second semester Both 1 st and 2 nd batch combined Enrolled -180 Appeared – 157 Passed – 156 Completion rate- 156/180 = 86.66per cent / 86.667per cent / 86.67per cent Third semester		

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
			Only 1 st batch Enrolled – 109 (if include 2 nd batch 154) Enroll-110 Appeared – 105 Passed – 105 Completion rate – $105/110 = 96.33\text{per cent}$ $105/110 = 95.45\text{per cent}$	Only 1 st batch Enrolled – 109 (if include 2 nd batch 154) Enroll-110 Appeared – 105 Passed – 105 Completion rate – $105/110 = 96.33\text{per cent}$ $105/110 = 95.45\text{per cent}$		
Programme Output 1 Resource persons, facilitators monitors and head teachers have equipped with academic training to provide equivalency middle school	# of Township Monitors & Facilitators received NFME training # of head teachers received credit transfer training to	44 (Male-10, Female-34)	49 (84per cent were female)	49 (84per cent were female)	Met	

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
education to out of school children	administer semester end test	12* ³	12	12		Total 12 teachers received training
Progr. Output 2 210 out of school children aged 13+ are enrolled and learning middle school level curriculum in 5 supported NFME	# of NFME centres established	5 (2016-17 AY) & 7 (2017-18 -AY)	6 NFME centres in May 2017 established.	6 NFME centres in May 2017 established.	Met	Depending on the enrolment of learners, there was a slight change in the number of centres. The number of previously established centres for 1 st batch decreased from 5 to 4 due to dropping out of learners. 2 new centres were established for newly enrolled 2 nd batch learners. 6 NFME centres were established. The number of centres (5) established under MLRC is less than the target number (7). The number of centres decreased

*³ NFME centers have been supervised by 2 or more head teachers within the cluster system as it has to focus many academic subjects.

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
						<p>because of late opening centres with many barriers / constraints.</p> <p>Middle school level curriculum was offered in 4 centres for 1st batch NFME learners. It was offered in 2 centres for 2nd batch NFME learners.</p> <p>One centre in Loikaw township was closed because children go with their parents for seasonal work.</p>
	# of learners enrolled	210	151 (M-80,F-71)			
Progr. Output 3 The development of the National Accreditation Quality Assurance Guidelines	# Available of ToR of Township Accreditation body with list of members and action plan of	ToR and action plan available	ToR of Township Accreditation Body developed. Total (24) policy makers and MoE officials were	ToR of Township Accreditation Body attached as Annex	Met	Township Accreditation Committee was formed. Accreditation body (TEO / ATEO/ Centre Head from 6 townships) received 3 days credit system

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
and Alternative Education Policy Framework informed by the lessons & experience from this programme	credit transferring system		informed and advocate for procedures and lessons learnt on Accreditation and credit system.			<p>workshop and start to use credit system in NFME centres.</p> <ul style="list-style-type: none"> - An advocacy meeting was conducted in April 2017. - Information sharing for township level for the credit system, accreditation and credit transfer. (6 Resources and 36 participants) are included. <p>1 Orientation Workshop on Credit system was held for 3 days from 2.4.17 to 4.4.17 in Yangon. This workshop was attended by 6 (F) TEOs/ DTEOs/ ATEOs 13 (M- 5, F- 8) centre heads and 1(F) DAE official.</p> <p>16 persons, 8 TEOs (M-7, F-1) and 8 (M-3, F-5) computer operators participated in the workshop. It was held in 23.6.2017.</p>

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
	# Availability of list of lessons and experiences shared at the advocacy meeting	Lists of lessons available	Lists of lessons developed	Lists of lessons developed		Credit system is very new for Basic Education level not only in NFME but also in FE. - It is an introducing equivalency programme (EP) for NFME learners' assessment and for quality education in NFME programme.
	# of policy makers informed on development of National Accreditation Quality Assurance guidelines	10	Total (24) policy makers and MoE officials were informed and advocate for procedures and lessons learnt on Accreditation and credit system.	Total (24) policy makers and MoE officials were informed and advocate for procedures and lessons learnt on Accreditation and credit system.		Experience sharing and advocacy meeting with Policy makers, MoE officials, District Education Officers, and TEOs from implementing townships was conducted on 20.9.2017. 3 NEPC members, 1 each from Curriculum & National Accreditation Quality Assurance Committee members, National

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
						<p>Consultant of DAE, Yangon Regions and Townships Education Officials, education officials from YIOE, DEPR, DAE and MLRC members participated.</p> <p>Township Management Committee and centre head are working at their respective townships by applying the credit system and developed the accreditation QA guidelines & AE policy framework.</p> <p>U Saw Aung from NEPC member discussed that to document the procedures and steps of Township level Accreditation system. These lessons would value for developing Alternative Education Policy</p>
Challenges / bottlenecks faced in the reporting period	<p>Challenges</p> <p>(1) NFME curriculum and all the teaching learning approaches are newly developed and need to strengthen in all areas.</p> <p>(2) Need to have essential teaching aids completely for basic vocation elective subjects.</p>					

Programme Outputs/ Outcome	Performance indicator*	Targets*	Achievement in reporting period**	Cumulative progress to date**	Overall Status ² (select)	Narrative assessment/ summary of progress**
						<ul style="list-style-type: none"> (3) Need to have competent basic vocation subject teachers. (4) High drop-out rate of NFME learners at some centres. (5) Less interest of facilitators in work place due to irregularity of salary. (6) Need to have facility for keeping records of learners' performances and important documents as regards credit system. (7) To ensure regular attendance of learners in centres. (8) Need mobilization and motivation among parents, communities, focal persons, having more awareness in NFME programme.
Proposed way forward						<ul style="list-style-type: none"> (1) Required essential teaching aids and facility should be provided at NFME centres. (2) NFME learners should be provided with some incentives for promoting regular attendance. (3) Payment of salary for facilitators should be regular Appropriate honorarium should be provided for the computer operators of TEO's office for effective recording of documents regarding credit system. (4) To motivate facilitators to keep continue working as facilitators. (5) Coordination and collaboration need to be strengthened among with DAE partners. (6) National Education Certificate Frame work and Accreditation policy should be developed.

* Information directly extracted from Section 2.4 of the signed Programme document.

** Information to be updated upon submission of the report.

Annex 5. NFMSE-EP Evaluation Matrix

Table 6. MFMSE-EP Evaluation Matrix

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
1.0	Relevance of the NFMSE-EP against the educational goals, priorities and policies of the MoE and the needs of out-of-school children in Myanmar	How Relevant is the NFMSE-EP to priorities and policies at the national level and to the needs of children and how does it contribute to the educational goals spelt out in the NESP?	Literature review Key informant interviews Focus Group Discussions (FGDs).	NFMSE-EP Documentation (objectives, design) NESP (esp. Ch. 10) MoE officials MLRC Facilitators

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
1.01	Relevance	Are the activities and outputs of the NFMSE-EP consistent with the overall goal of NESP and the attainment of its objectives?	Desk review Literature review KIIs FGDs MLRC and external consultants involved in the design. Facilitators, Students, Parents, Township Monitors Qualitative data from KIIs and FGDs	Consistency of design with intended impacts & Effects NFMSE-EP documentation (objectives, design)
1.02	Relevance	How important is the NFMSE-EP in the fulfilment of national educational priorities and policies?	Literature review I3s	Alignment of NFMSE-EP with DAE policies and priorities NFMSE-EP documentation (objectives, design) NESP (esp. Ch. 10) DAE officials

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
1.03	Relevance	What are the theoretical linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training, and how do they integrate?	NFME and NFPE Curriculum review I3s Quantitative analysis	Attendance/Promotion rates of NFME students Comparative performance of Promotion and dropout with NFE students (if available) and of Formal Middle school students Alignment of NFME curriculum with Formal middle school curriculum and with the requirements of entry into vocational training
1.04	Relevance	Are the activities and outputs of the NFMSE-EP consistent with the intended impacts and effects?	Desk review I3 & FGD	Consistency of design with intended impacts & effects NFMSE-EP

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
1.05	Relevance	Is the NFMSE-EP curriculum contextualized and relevant to the benefitting children, particularly the most vulnerable?	Desk review I3s FGDs Quantitative analysis NFMSE-EP curriculum review Curriculum Review Classroom Observations	Disaggregated enrolment data (gender, ethnicity, religion, age etc.) Disaggregated performance data Disaggregated promotion and dropout rates
1.06	Relevance	Has the NFMSE-EP been adopted to meet the needs of boys and girls?	Desk review I3s FGDs Quantitative analysis NFMSE-EP curriculum review Curriculum Review Classroom Observations	Disaggregated enrolment data (gender, ethnicity, religion, age etc.) Disaggregated performance data Disaggregated promotion and dropout rates

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
2.0	Effectiveness of the NFMSE-EP, measuring its achievements and implementation against its objectives.	How effective is the NFMSE-EP in meeting the learning needs of children, and what are the major influencing factors?	Quantitative analysis I3s FGDs	Completion/accreditation Data collection Disaggregated completion/accreditation rates Disaggregated transition rates
2.01	Effectiveness	To what extent have the objectives of the NFMSE-EP in providing alternative education been achieved or likely to be achieved	Desk review I3s FGDs Situational mapping of NFME Centres	Comparison of stated enrolment goals to current total enrolment figures Barrier analysis for any bottlenecks
2.02	Effectiveness	Has the NFMSE-EP increased access to education for vulnerable children?	I3s FGDs Literature review Qualitative analysis	Disaggregated enrolment rates Disaggregated promotion rates and dropout rates Review of the inclusive aspects of the programme and how well they have been implemented

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
2.03	Effectiveness	How many children are reached as a result of the NFMSE-EP.?	I3s FGDs Literature review Qualitative analysis	Disaggregated enrolment rates Disaggregated promotion rates and dropout rates Review of the inclusive aspects of the programme and how well they have been implemented
2.04	Effectiveness	What potential is there to reach more children?	Quantitative analysis I3s students & parents FGDs	Number of out-of-school children; available budget; cost per student Interest of out-of-school Communities
2.05	Effectiveness	Have the materials designed and used in the NFME contributed to effective delivery?	Facilitators, Students, I3s Review of training materials Classroom observation Interviews Quantitative analysis	Review of teaching materials Curriculum review Disaggregated promotion and dropout rates

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
2.06	Effectiveness	What is the level of teaching quality, especially compared to formal middle school?	Facilitators, Students, I3s Review of training materials Classroom observation Interviews Quantitative analysis	Review of teaching materials Curriculum review Disaggregated promotion and dropout rates
2.07	Effectiveness	How effective has been the implementation of the credit system?	Facilitators, Students, I3s Review of training materials Classroom observation Interviews Quantitative analysis	Disaggregated promotion and dropout rates

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
2.08	Effectiveness	How active are the township management and the centres management committees in the NFMSE-EP?	I3s and FGDs of Facilitators Township Monitors Management Committees Teachers and parents interviews	Attendance rate/frequency of meetings Monitoring reports Minutes of meetings
2.09	Effectiveness	What have been the major factors influencing the achievement or non-achievement of the objectives of NFME?	FGDs and I3s with all relevant stakeholders Review of monitoring Forms Situational mapping and analysis of townships where NFME centres are presents	Qualitative analysis of interviews Barrier analysis for any bottlenecks Qualitative analysis of promotion and dropout rates. Regression analysis looking at factors impacting achievement and implementation of the NFME activities

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
2.10	Effectiveness	How has the monitoring of the NFMSE-EP influenced the achievement of activities?	FGDs and I3s with all relevant stakeholders Review of monitoring Forms Situational mapping and analysis of townships where NFME centres are presents	Qualitative analysis of interviews Review of monitoring reports Qualitative analysis of data
2.11	Effectiveness	What have been the main challenges faced during the implementation of the NFMSE-EP?	FGDs and I3s with all relevant stakeholders Review of monitoring Forms Situational mapping and analysis of townships where NFME centres are presents	Qualitative analysis of interviews Review of monitoring reports Qualitative analysis of data

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
2.12	Effectiveness	During implementation, have there been systematic and appropriate efforts to include various groups of children particularly the most vulnerable (eg: gender/region/children with Disability (CWD))?	Desk review I3s Interviews with all stakeholders	Disaggregated NFME enrolment rates (gender/age/township/religion etc.) Disaggregated government school data (gender/age/township/religion etc.) Disaggregated NFME performance data, promotion and dropout data (gender/age/township/religion etc.)

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
2.13	Effectiveness	Is NFME improving gender equity within the educational system and more widely?	Desk review I3s Interviews with all stakeholders	Qualitative analysis of interviews Disaggregated NFME enrolment rates (gender/age/township/religion etc.) Disaggregated government school data (gender/age/township/religion etc.) Disaggregated NFME performance data, promotion and dropout data (gender/age/township/religion etc.)

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
3.0	Efficiency of the NFMSE-EP outputs, given the human and financial resources available, as well as MoE, UNICEF and UNESCO contributions towards increasing access to alternative education.	<p>How efficiently has the NFMSE-EP been coordinated and managed, given the human and financial resources available?</p> <p>Have the NFMSE-EP objectives being achieved economically?</p>	<p>Quantitative analysis</p> <p>Breakdown of Development Partner's financial and technical support to each NFMSE-EP</p> <p>NFMSE-EP budgets, implementation plans and any relevant documents from DAE and MLRC</p>	<p>Analysis of NFMSE-EP budgets (administrative cost) from UNICEF, UNESCO and DAE, Finance and Admin Staff</p> <p>Analysis of the evolution of NFE and NFMSE-EP strategies guidelines and practices, and systems including UNICEF's role in leveraging resources and partnerships</p> <p>Comparison of stated enrolment goals to planned total enrolment figures</p>

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
3.01	Efficiency	How big is the efficiency or utilization ratio of the resources used, both in terms of human and financial resources and compared to other alternative education approaches?	Comparative analysis of NFME to other alternative education approach	Budget data Programme documents DAE data Other country data
3.02	Efficiency	Is the NFMSE-EP a flexible delivery mechanism as intended?	I3 FGD's Stakeholder interviews	Capacity analysis of implementing partners implementation functions Comparison of stated enrolment goals to current total enrolment figures Analysis of promotion and dropout rates
3.03	Efficiency	How cost-effective is the NFMSE-EP?	Budgets from all national partners and NGO implementing partners, including that of NFME specific activities	Cost benefit analysis based on deployment costs, NFME enrolment metric and achievement

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
4.0	Impact (positive and negative changes, intended or unintended) resulting from the NFMSE-EP on children, NFE facilitators, as well as parents.	What is the impact of the NFMSE-EP in relation to the overall situation of out-of-school children in Myanmar?	Triangulated data of I3/FGD FGDs and I3s with all relevant stakeholders	Data collection from: Students parents Communities Management Committees Township monitors TEOs
4.01	Impact	Has the NFMSE-EP enabled students to successfully make the transition to formal education?	Qualitative analysis Triangulated I3/FGD	Review of curriculum with that of Formal Middle School. Comparison of learning outcome assessments.
4.02	Impact	To what extent is NFME resulting in learning gains beyond academic achievement (i.e., vocational training, other skills)?	FGDs and I3s with all relevant stakeholders (incl. Student & parent perceptions) Triangulated I1 and I2/FGD	Data of achievements of NFME students (I1 and I2) Review of NFME curriculum in comparison to formal middle school.

SN	Evaluation Question Themes	Evaluation Sub-Questions	Methods and Sources of Information Collection	Comments
5.0	Sustainability of NFME with regards to the implementation modalities, and in terms of the demand for quality education and the institutional capacity to deliver it?	<p>What is the likelihood of the NFMSE-EP to be sustained beyond the duration of the pilot?</p> <p>How is the sustainability or permanence of the NFMSE-EP (incl. costa) and its effects to be assessed?</p>	FGDs and I3s with all relevant stakeholders	<p>Capacity analysis of NFME implementation</p> <p>Analysis of monitoring forms</p> <p>Analysis of policy, guidelines and, outputs strategies</p>
5.01	Sustainability	To what extent are the positive effects or impacts of NFME sustainable?	FGDs and I3s with all stakeholders involved in NFME.	<p>Desk review of disaggregated enrolment and achievement data</p> <p>Analysis of the impact of NFME on AED and MoE policy and, strategies</p> <p>Regression analysis looking at factors impacting sustainability</p>

Annex 6. NFMSE Data on Students and Facilitators

The data presented in the following tables was derived from MLRC for all townships. Dropout rates were not calculated for Hinthada owing to uncertainty in the data in relation to batches and intakes in later semesters.

Table 7. NFME Numbers of students enrolled and passed Semester 1 and 2 (Source: MLRC 2019)

Sr.	Township	Centre	Batch	Semester-1									Semester-2								
				(Semester) Enrolled			Appeared			Passed			(Semester) Enrolled			Appeared			Passed		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Sittwe	2	1st	12	12	24	12	12	24	9	11	20	9	11	20	9	11	20	9	11	20
			2nd	12	12	24	12	12	24	12	12	24	12	12	24	12	12	24	12	12	24
2	Myitkyinar	2	1st	16	14	30	14	14	28	14	14	28	13	13	26	7	10	17	7	10	17
			2nd	14	7	21	14	7	21	14	7	21	14	7	21	13	7	20	13	7	20
3	Loikaw	2	1st	30	16	46	14	11	25	14	11	25	12	10	22	11	10	21	11	10	21
UNICEF Total		6		84	84	61	145	66	56	122	63	55	118	60	53	113	52	50	102	52	50
4	Hlaingthayar	2	1st	17	7	24	13	2	15	12	2	14	12	2	14	9	2	11	8	2	10
5	Kyeikhto	2	1st	20	17	37	21	15	36	21	15	36	21	15	36	15	12	27	15	12	27
UNESCO Total		4		37	37	24	61	34	17	51	33	17	50	33	17	50	24	14	38	23	14
6	DALA	2	1st	21	13	34	12	6	18	12	6	18	11	6	17	11	6	17	11	6	17
MOE		2		21	21	13	34	12	6	18	12	6	18	11	6	17	11	6	17	11	6
	Hinthada			17	7	24	18	5	23	18	5	23	18	4	22	18	4	22	18	4	22
PRIVATE DONOR Total				17	17	7	24	18	5	23	18	5	23	18	4	22	18	4	22	18	4
	Mae Sot			11	11	22	11	10	21	11	10	21	11	10	21	11	9	20	11	9	20
HELP WITHOUT FRONTIERS DONOR				11	11	11	22	11	10	21	11	10	21	11	10	21	11	9	20	11	9
G - Total		12		170	116	286	141	94	235	137	93	230	133	90	223	116	83	199	115	83	198

Table 8. NFME Numbers of students enrolled and passed Semester 3 and 4 (Source: MLRC 2019)

Sr.	Township	Centre	Batch	Semester-3									Semester-4								
				(Semester) Enrolled			Appeared			Passed			(Semester) Enrolled			Appear			Passed		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Sittwe	2	1st	9	11	20	9	11	20	9	11	20	9	11	20	9	11	20	9	11	20
			2nd	12	12	24	12	12	24	12	12	24	12	12	24	12	12	24	12	12	24
2	Myitkyinar	2	1st	7	10	17	7	10	17	7	10	17	7	10	17	7	10	17	7	10	17
			2nd	13	7	20	13	7	20	13	7	20	13	7	20	12	7	19	12	7	19
3	Loikaw	2	1st	9	10	19	9	10	19	9	10	19	9	10	19	9	10	19	9	10	19
UNICEF Total		6		50	50	100	50	50	100	50	50	100	50	50	100	49	50	99	49	50	99
4	Hlaingthayar	2	1st	8	2	10	8	1	9	7	1	8	7	1	8	7	1	8	7	1	8
5	Kyeikhto	2	1st	15	12	27	14	10	24	14	10	24	14	10	24	14	10	24	14	10	24
UNESCO Total		4		23	14	37	22	11	33	21	11	32	21	11	32	21	11	32	21	11	32
6	DALA	2	1st	11	6	17	11	6	17	11	6	17	11	6	17	11	6	17	11	6	17
MOE		2		11	6	17	11	6	17	11	6	17	11	6	17	11	6	17	11	6	17
	Hinhada			18	4	22	18	4	22	18	4	22	18	4	22	18	4	22	18	4	22
PRIVATE DONOR Total				18	4	22	18	4	22	18	4	22	18	4	22	18	4	22	18	4	22
	Mae Sot			11	9	20	11	9	20	11	9	20	11	9	20	11	9	20	11	9	20
HELP WITHOUT FRONTIERS DONOR				11	9	20	11	9	20	11	9	20	11	9	20	11	9	20	11	9	20
G - Total		12		113	83	196	112	80	192	111	80	191	111	80	191	110	80	190	110	80	190

Figure 2. NFME Numbers of students enrolled and passed Semester 5 and 6 (Source: MLRC 2019)

Sr.	Township	Centre	Batch	Semester-5									Semester-6								
				(Semester) Enrolled			Appear			Passed			(Semester) Enrolled			Appear			Passed		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Sittwe	2	1st	9	11	20	9	11	20	9	11	20	9	11	20	9	11	20	9	11	20
			2nd	12	12	24	12	12	24	12	12	24	12	12	24	12	12	24	12	12	24
2	Myitkyinar	2	1st	7	10	17	7	10	17	7	10	17	7	10	17	7	10	17	7	10	17
			2nd	12	7	19	12	7	19	12	7	19	12	7	19	12	7	19	12	7	19
3	Loikaw	2	1st	9	10	19	8	8	16	8	8	16	8	8	16	8	8	16	8	8	16
UNICEF Total		6		49	50	99	48	48	96	48	48	96	48	48	96	48	48	96	48	48	96
4	Hlaingthayar	2	1st	7	1	8	7	1	8	7	1	8	7	0	7	7	0	7	7	0	7
5	Kyeikhto	2	1st	13	9	22	13	9	22	13	9	22	13	8	21	12	7	19	12	7	19
UNESCO Total		4		20	10	30	20	10	30	20	10	30	20	8	28	19	7	26	19	7	26
6	DALA	2	1st	11	6	17	11	5	16	11	5	16	11	5	16	10	5	15	10	5	15
MOE		2		11	6	17	11	5	16	11	5	16	11	5	16	10	5	15	10	5	15
	Hinthada			18	4	22	16	4	20	16	4	20	16	4	20	15	4	19	15	4	19
PRIVATE DONOR Total				18	4	22	16	4	20	16	4	20	16	4	20	15	4	19	15	4	19
	Mae Sot			11	9	20	11	9	20	11	9	20	11	9	20	11	9	20	11	9	20
HELP WITHOUT FRONTIERS DONOR				11	9	20	11	9	20	11	9	20	11	9	20	11	9	20	11	9	20
G - Total		12		109	79	188	106	76	182	106	76	182	106	74	180	103	73	176	103	73	176

Table 9. NFME Completion Rate, Retention Rate, Transition Rate S1-S5 (Source: MLRC 2019)

Sr.	Township	Centre	Batch	Completion Rate by Semester					Retention Rate S1-S4					Transition Rate				
				S-1	S-2	S-3	S-4	S-5	S-1	S-2	S-3	S-4	S-5	S-1to2	S-2to3	S-3to4	S-4to5	S-5-to 6
				%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1	Sittwe	2	1st	83.33	100	100	100	100	100	83.33	83.33	83.33	83.33	83.33	83.33	100	100	100
			2nd	100	100	100	100	100	100	100	100	100	100	100	100.00	100	100	100
2	Myitkyinar	2	1st	93.33	65.38	100	100	100	100	93.33	56.67	56.67	56.67	56.67	56.67	92.86	100	100
			2nd	100	95.24	100	95.00	100	100	100	95.24	95.24	90.48	90.48	90.48	100	100	100
3	Loikaw	2	1st	54.35	95.45	100	100	84.21	100	54.35	45.65	41.30	41.30	34.78	34.78	88.00	90.48	100
UNICEF Total		6		81.38	81.38	90.27	100	99.00	96.97	100	81.38	70.34	68.97	68.28	66.21	66.21	95.76	98.04
4	Hlaingthayar	2	1st	58.33	71.43	80.00	100	100	100	58.33	41.67	33.33	33.33	33.33	29.17	100	100	100
5	Kyeikhto	2	1st	97.30	75.00	88.89	100	100	90	97.30	72.97	64.86	64.86	59.46	51.35	100	100	100
UNESCO Total		4		81.97	81.97	74.00	86.49	100	100	93	81.97	60.66	52.46	52.46	49.18	42.62	100	100
6	DALA	2	1st	52.94	100	100	100	94.12	94	52.94	50.00	50.00	50.00	47.06	44.12	94.44	100	100
MOE		2		52.94	52.94	100	100	100	94.12	94	52.94	50.00	50.00	50.00	47.06	44.12	94.44	100
	Hinthada			95.83	100	100	100	90.91	95	95.83	91.67	91.67	91.67	83.33	79.17	95.65	100	100
PRIVATE DONOR Total				95.83	100	100	100	90.91	95	95.83	91.67	91.67	91.67	83.33	79.17	95.65	100	100
	Mae Sot			95.45	95.24	100	100	100	100	95.45	90.91	90.91	90.91	90.91	90.91	100	100	100
HELP WITHOUT FRONTIERS DONOR				95.45	95.24	100	100	100	100	95.45	90.91	90.91	90.91	90.91	90.91	100	100	100
G - Total		12		80.42	88.79	97.45	99.48	96.81	98	80.42	69.23	66.78	66.43	63.64	61.54	96.96	98.99	100

Table 10. NFME Calculated % Dropout by year and over the cycle (Source: MLRC 2019)

Sr.	Township	Centre	Batch	% Dropout					
				S1 to S6	S1 to S2	S2 to S3	S3 to S4	S4 to S5	S5 to S6
1	Sittwe	2	1st	16,67	16,67	0	0	0	0
			2nd	0,00	0,00	0,00	0,00	0,00	0,00
2	Myitkyinar	2	1st	43,33	13,33	34,62	0,00	0,00	0,00
			2nd	9,52	0,00	4,76	0,00	5,00	0,00
3	Loikaw	2	1st	65,22	52,17	13,64	0,00	0,00	15,79
UNICEF Total		6		33,79	22,07	11,50	0,00	1,00	3,03
4	Hlaingthayar	2	1st	70,83	41,67	28,57	20,00	0,00	12,50
5	Kyeikhto	2	1st	43,24	2,70	25,00	11,11	8,33	4,55
UNESCO Total		4		54,10	18,03	26,00	13,51	6,25	6,67
6	DALA	2	1st	52,94	50,00	0,00	0,00	0,00	5,88
MOE		2		52,94	50,00	0,00	0,00	0,00	5,88
	Hinthada			NA	8,33	NA	0,00	0,00	0,00
PRIVATE DONOR Total				NA	8,33	NA	0,00	0,00	0,00
	Mae Sot			9,09	4,55	4,76	0,00	0,00	0,00
HELP WITHOUT FRONTIERS DONOR				9,09	4,55	4,76	0,00	0,00	0,00
G - Total		12		38,93	23,28	13,43	2,87	1,78	3,61

Table 11. Data on Township Monitors and Facilitators (source: MLRC 2019)⁴

Sr.	Township	Centre	Township Monitors			Facilitators		
			M	F	T	M	F	T
1	Dala	2		1	1		6	6
2	Hlaingthayar	2	1		1	1	3	4
3	Kyaikhto	2		1	1		6	6
4	Myitkyinar	2		1	1		6	6
5	Loikaw	2	1		1	2	4	6
6	Sittwe	2	1		1	1	5	6
7	Hinthada	1		1	1		3	3
8	Myawaddy	1		1	1	1	2	3
	Total	14	3	5	8	5	35	40

⁴ Note that these numbers do not align with the latest update of the monitoring framework in Annex 2.

Table 12. Data on Facilitators (Source: MLRC)

Sr	Township	Centre	Facilitator			Graduate			Non-Graduate			Teaching Semeser						Remarks	
			M	F	T	M	F	T	M	F	T	6	5	4	3	2	1	Teaching experience	Non-Graduate
1	Kyaikhto	SMS(B)Q(6)	2	6	8	2	6	8						2	1	2	3	D Su Myat Mon (BA.Eco) 4 times D Ei Ei Phyu (BA. His) 4 times	
		SHS Kinmonchaung		9	9		8	8		1	1		1			5	3	D Thandar Win (LLB) 5 times	D Ohnmar Htwe
2	HlaingThayar	SHS(B)SMS_7	2	8	10	2	8	10								6	4		
		SHS(B)SMS_12	1	5	6	1	5	6				1			1	1	3	D Cherry Khine (BSc.Zoo) 6 times	
UNESCO TOTAL			5	28	33	5	27	32		1	1	1	1	2	2	14	3		
3	Sittwe	SHS(9) Mangan	1	3	4	1	3	4				2	1				1	D Aye Aye Aung (BSc.B) 6 times D Khine Than Soe (LLB) 6 times D Moe Thida (BA.Geo) 5 times	
		Sattoekya	1	5	6	1	5	6					2		2	1	1	D Zar Zar Win (BSc. Maths) 5times U Aye Than Tun(BSc. Zoo)5times	
4	Myitkyina	Withutaryone	4	9	13	4	9	13								4	9		
		AungTawMu		11	11		11	11					1			2	8	D Khin Khin Lay (BSc. Maths) 4 times	

5	Loikaw	Nanattaw	5	5	10	4	3	7	1	3	4	1				3	6	D Aye Aye Tun(HSF) 6 times	D Aye Aye Tun(HSF) Daw Mya Kyi U Aung Lin D Kamallar
		Loilinlay	1	7	8	1	5	6		2	2	1		1	1		5	U Thein Tun Soe (D. Ed) 6 times D Pyone Pyone Yi (BA.Myan) 4 times	D Aye Sandar Aung D Hnin Chit May
UNICEF TOTAL			12	40	52	11	36	47	1	5	6	4	3	2	3	10	30		
6	DaLa	SPS(3)		5	5		5	5				1	1	1		1	1	D Lwin Mar Cho (BA.Myan) 6 times D Aye Aye Myint (BSc.Zoo) 5 times D Zin Mar Min (BSc.Phy) 4 times	
		SPS(17)	1	10	11		10	10	1		1				2	3	6		U Win Maung
DAE TOTAL			1	15	16		15	15	1		1	1	1	1	2	4	7		
7	Hinthada	Thiri Aungmyae	2	7	9	1	7	8	1		1			1	2	2	4	Daw Kyi Kyi Sein (BA.Myan) 4 times	U Kyaw Win Htut
8	Myawaddy	Thukha Hanthar	1	4	5	1	4	5				1	1		1	1	1	D Chaw Chaw Mu (BSc.Phy,AGTI) 6 times D Yin Min Htwe (BA. Myan) 5 times	

	DONOR TOTAL		3	11	14	2	1 1	13	1		1	1	1	1	3	3	5			
	GRAND TOTAL		21	94	11 5	1 8	8 9	10 7	3	6	9	7	6	6	1 0	3 1	5 5	19		9
		%	18. 3	81. 7				93			8									

Annex 7. Potential Stakeholders Interested in NFME⁵

The Joint Evaluation of the Non-formal Middle School Education (NFME) Equivalency Programme involves analysing a complex network of stakeholders. This table analyses stakeholders' interests in the programme, the impact of the evaluation on the stakeholders, potential strategies for gaining support from the stakeholders (or reducing obstacles) and relevant information available about the stakeholder available on OneDrive. Considering that the NFME Programme is guided by a results framework including partnerships with nongovernmental organizations, the Department of Alternative Education of the Ministry of Education and other relevant ministries, institutions and individuals involved in NFME Programme; stakeholders will be categorized into one of these categories including: **Primary and Secondary Actors (Individuals); Union Level Partners; Subnational Level Partners; and Donors/Development Partners.**

⁵ Produced by the NFME Technical team

Table 13. Potential Stakeholders Interested in NFMSE

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Primary and Secondary Actors (Individuals)				
Out-of-School-Children	These children form part of the primary target group of NFMSE and are not yet part of the NFMSE	Engagement with these children may be difficult and sensitive (hard to reach, less willing or able to engage etc), however understanding why they have dropped out of NFMSE may help inform the evaluation. Child Protection may need to advise on how best to engage with OOSC in line with UNICEF requirements.	Coordination with DAE and key partners (MLRC, UNESCO) to help identify out-of-school children.	UNICEF, NFMSE Folder

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
<p>Children who are receiving NFMSE</p> <p>(NFPE graduates who attend NFMSE classes)</p>	<p>The primary actors who have received the NFMSE</p>	<p>Improvements made upon the programme based on the evaluation will hopefully improve the possibility of the continuation of this pilot project, as well as improving the quality of services they receive and their overall educational environment</p> <p>Also: this allows assessment of student experience of NFMSE, including quality indicators (i.e. experience of corporal punishment in schools by NFMSE facilitators etc)</p>	<p>In order collect data on students, authorization from proper channels must be granted. Informed consent from parents and children must be granted. To promote and equitable evaluation, children’s voices should be heard.</p> <p>Children may not be available for interviews or surveys during summer holidays.</p>	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
NFMSE facilitators	Duty bearers of primary actors who directly implement the NFMSE	<p>Improvements made upon the programme based on the evaluation will hopefully improve the quality of services they provide to children.</p> <p>Allows better understanding of teachers' experiences and capacities, their identified challenges, opportunities etc. Also, insight to how NFMSE teaching benefits not just the c, but provides employment opportunities for communities. What community changes have teachers seen as a result of NFMSE?</p>	<p>As the direct duty-bearers of NFMSE, centres faculty must feel involved in the evaluation process, and be informed in the evaluation dissemination plan.</p> <p>Scheduling must not conflict with work schedules</p>	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Parents of children receiving NFMSE	Primary actors, enabling children to attend NFMSE schools	<p>Improvements made upon the programme based on the evaluation will hopefully encourage more parents to enrol their children in NFMSE schools, and to continue to enrol their children when they have aged out of formal middle school</p> <p>Perhaps instead: Parents may help reveal any barriers or bottlenecks to school attendance, any underlying and potentially unknown tensions or issues between communities and NFMSE service provides e.g. student fees/teacher status etc, as well as existing community attitudes to NFMSE and education generally</p>	Parents should remain informed of evaluation activities throughout the process, and provide consent if children are to be interviewed. Scheduling must not conflict with work schedules.	
Parents of children/youth not enrolled in NFMSE activities	The children of these parents are part of the primary target group of NFMSE. Parents can provide key information on why these children are not benefiting from NFMSE	These parents may help the evaluation to identify the key gaps in NFMSE implementation to date, including community attitudes to NFMSE, school costs, cultural norms and practices etc.	Support from development and implementing partner to help identify relevant families and support in interviews, given linguistic and cultural divides.	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Union Government Implementing Partners	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive Folder
UNICEF Myanmar	Provides leadership and direct funding for the implementation of NFMSE to the Myanmar MoE (DAE)	UNICEF is the primary sponsor of this evaluation and is charge of its management, reporting and dissemination	Evaluation activities must be conducted according to UNEG standards. Evaluation must respect the concepts of equity and human rights.	UNICEF, NFMSE Folder
Ministry of Education (DAE, DBE) DAE is the lead and provide facilitator training with technical assistant of MLRC	Since 2016, in charge of NFPE. DAE will oversee development of next NFMSE from 2016 onwards, working closely with relevant departments below. DAE is also overseeing finalisation of the NFMSE, to help monitor quality learning in NFMSE schools.	As a new department, DAE requires support to build capacity of its staff. Historical understanding of NFMSE may also be limited, hence, their contribution to the evaluation may be limited, but the outcome of the evaluation will be of most relevance to this department; DAE will be likely charged with taking forward most recommendations	Access to MoE departments including DAE is not difficult. DAE is expecting to engage in this evaluation from the outset.	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
UNESCO	Provide technical and financial support for implementation of NFMSE	As a donor and implementer, UNESCO's future decision-making should be guided by recommendations and findings from evaluation	UNESCO should be informed of all evaluation proceedings. Previous data and reports from evaluations of UNESCO's preliminary NFMSE programmes should be used in the initial desk review	
MLRC (facilitator training)	Provide technical and financial support for implementation of NFMSE. MLRC has played a key role in development of NFPE – as a longstanding partner with UNICEF - and has conducted much research into NFMSE and education in the AE more generally	As a donor and implementer, MLRC's future decision-making should be guided by recommendations and findings from evaluation MLRC's significant institutional memory in NFMSE will greatly inform the evaluation. MLRC may also be able to assist the evaluators in identifying relevant persons/communities for interview	MLRC should be informed of all evaluation proceedings. Previous data and reports from evaluations of MLRC's preliminary NFMSE programmes should be used in the initial desk review	
Subnational Level Implementing Partner	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive Folder

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Township Education Offices/Officers (TEO)	Provide facilitator training to NFMSE pre-service and in-service facilitators	Evaluation findings and recommendations should be used to further develop NFMSE curriculum/training, etc.	Scheduling must not conflict with work schedules	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Township Monitors	Monitor NFMSE pre-service and in-service facilitators	<p>Improvements made upon the programme based on the evaluation will hopefully encourage more parents to enrol their children in NFMSE centres, and to continue to enrol their children when they have aged out of formal middle school</p> <p>Perhaps instead: Parents- teachers associations may help reveal any barriers or bottlenecks to school attendance, any underlying and potentially unknown tensions or issues between communities and NFMSE service provides e.g. student fees/teacher status etc, as well as existing community attitudes to NFMSE and education generally.</p> <p>Evaluation findings and recommendations should be used to further develop NFMSE curriculum/training, etc.</p>	Scheduling must not conflict with work schedules	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Non-Formal Education Facilitators	Primary actors who receive capacity building activities and/or training from partners with support from UNICEF	<p>Improvements made upon the programme based on the evaluation will hopefully lead capacity building to improve the quality of services they provide</p> <p>Facilitators are expected to play a key role; interviews will help expose the degree to which Facilitators are involved in NFMSE schools and gaps/challenges/opportunities to strengthen their support to NFMSE</p>	<p>Support Committees should be informed of all evaluation activities and should be consulted for potentially valuable information</p> <p>Scheduling activities should align with normal committee meeting times</p> <p>A diversity of Facilitators could be engaged, since the degree of commitment and quality engagement varies significantly from committee to committee</p>	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
NFMSE Centres Management Committees	Logistic arrangement and supervision	<p>Improvements made upon the programme based on the evaluation will hopefully encourage more parents to enrol their children in NFMSE centres, and to continue to enrol their children when they have aged out of formal middle school</p> <p>Perhaps instead: Parents- teachers associations may help reveal any barriers or bottlenecks to school attendance, any underlying and potentially unknown tensions or issues between communities and NFMSE service provides e.g. student fees/teacher status etc, as well as existing community attitudes to NFMSE and education generally.</p> <p>Evaluation findings and recommendations should be used to further develop NFMSE curriculum/training, etc.</p>	Scheduling must not conflict with work schedules	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Township Management Committee (Township accreditation body)	Overall administration management	<p>Improvements made upon the programme based on the evaluation will hopefully encourage more parents to enrol their children in NFMSE centres, and to continue to enrol their children when they have aged out of formal middle school</p> <p>Perhaps instead: Parents- teachers associations may help reveal any barriers or bottlenecks to school attendance, any underlying and potentially unknown tensions or issues between communities and NFMSE service provides e.g. student fees/teacher status etc, as well as existing community attitudes to NFMSE and education generally.</p> <p>Evaluation findings and recommendations should be used to further develop NFMSE curriculum/training, etc.</p>	should be informed of all evaluation proceedings. Previous data and reports from evaluations of UNESCO's preliminary NFMSE programmes should be used in the initial desk review	

Stakeholder	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership on OneDrive
Donors/Development Partners	Stakeholder interests in the programme	Assessment of potential impact of evaluation on stakeholder and stakeholder on evaluation	Potential strategies for obtaining support or reducing obstacles	Key Information on Partnership in OneDrive Folder
UNESCO	Developed resources on NFMSE and support the implementation of NFMSE programmes in 2 townships	NFMSE evaluation findings and recommendations will inform the future NFMSE-related centres and resources	Requests for UNESCO data and publications on NFMSE should be made. All relevant evaluation publications should be shared with UNESCO partners to inform their research	UNICEF, NFMSE Folder
UNICEF EAPRO	Cooperating partner in the exchange of experience and provision of budgets	NFMSE evaluation findings and recommendations will inform the production of future NFMSE-related resources		
Help without Frontiers Well-wishers of Hinthada Township	Cooperating partner in the exchange of experience and provision of budgets	NFMSE evaluation findings and recommendations will inform the production of future NFMSE-related resources		

Annex 8. NFME Evaluation Rubric

An evaluation rubric is presented below to enable scaled comparisons for each evaluation question and theme. The terminology used in the rubric to reflect the specific conditions (latent, emerging, established, advanced) will be made more precise upon conclusion of the evaluation.

Table 14. NFME Evaluation Rubric

SN	Theme	Evaluation Questions	Sub-	Latent	Emerging	Established	Advanced
1.0	Relevance	How Relevant is the NFMSE-EP to priorities and policies at the national level and to the needs of children and how does it contribute to the educational goals spelt out in the NESP?		The NFMSE-EP is not relevant to national policies and priorities and does not meet the needs of OOSC.	The NFMSE-EP is relevant to some of the national policies and priorities and does meet some of the needs of OOSC.	The NFMSE-EP is relevant to the main national policies and priorities and does many of the needs of OOSC.	The NFMSE-EP is well aligned with the main national policies and priorities and meets almost all needs of OOSC.
1..01	Relevance	Are the activities and outputs of the NFMSE-EP consistent with the overall goal of NESP and the attainment of its objectives?		The activities and outputs of the NFMSE-EP are not at all consistent with the overall goal of NESP and the attainment of its objectives.	The activities and outputs of the NFMSE-EP are partially consistent with the overall goal of NESP and the attainment of its objectives.	The activities and outputs of the NFMSE-EP are very consistent with the overall goal of NESP and the attainment of its objectives.	The activities and outputs of the NFMSE-EP are fully consistent with the overall goal of NESP and the attainment of its objectives.

SN	Theme	Evaluation Questions	Sub- Latent	Emerging	Established	Advanced
1.02	Relevance	How important is the NFMSE-EP in the fulfilment of national educational priorities and policies?	The NFMSE-EP has no importance in fulfilment of national educational priorities and policies.	The NFMSE-EP has some importance in fulfilment of national educational priorities and policies.	The NFMSE-EP has many points of alignment towards in fulfilment of national educational priorities and policies.	The NFMSE-EP is very important towards in fulfilment of national educational priorities and policies.
1.03	Relevance	What are the linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training, and how do they integrate?	There are no linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training, and they do not integrate.	There are some linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training, and they integrate to a small extent.	There are many linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training, and they integrate to a large extent.	There are strong linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training, and they fully integrate.
1.04	Relevance	Are the activities and outputs of the NFMSE-EP consistent with the intended impacts and effects?	Activities and outputs of the NFMSE-EP are not at all consistent with the intended impacts and effects.	Some activities and outputs of the NFMSE-EP are consistent with the intended impacts and effects but many are not.	Most activities and outputs of the NFMSE-EP are consistent with the intended impacts and effects but some are not.	All activities and outputs of the NFMSE-EP are consistent with the intended impacts and effects.

SN	Theme	Evaluation Questions	Sub-	Latent	Emerging	Established	Advanced
1.05	Relevance	Is the NFMSE-EP curriculum contextualized and relevant to the benefitting children, particularly the most vulnerable?		The NFMSE-EP curriculum is not contextualized and relevant to the benefitting children and the most vulnerable.	The NFMSE-EP curriculum is somewhat contextualized and relevant to the benefitting children but not the most vulnerable.	The NFMSE-EP curriculum is fully contextualized and relevant to the benefitting children but not the most vulnerable. CWD are not well facilitated.	The NFMSE-EP curriculum is fully contextualized and relevant to the benefitting children and is relevant to benefiting the most vulnerable.
1.06	Relevance	Has the NFMSE-EP been adopted to meet the needs of boys and girls?		The NFMSE-EP has not been adopted to meet the needs of boys and girls.	The NFMSE-EP has been partially adopted to meet the needs of boys and girls.	The NFMSE-EP has been well adopted to meet the needs of boys and girls but not in all locations or for particular types of children such as those with disabilities.	The NFMSE-EP has been fully adopted to meet the needs of boys and girls including at all locations or for particular types of children such as those with disabilities.
2.0	Effectiveness	How effective is the NFMSE-EP in meeting the learning needs of children, and what are the major influencing factors?		The NFMSE-EP does not meet the learning needs of children.	The NFMSE-EP meets the learning needs of some children but many did not have their needs met.	The NFMSE-EP meets the learning needs of most children but some did not have their needs met.	The NFMSE-EP meets the learning needs of all children.

SN	Theme	Evaluation Questions	Sub-	Latent	Emerging	Established	Advanced
2.01	Effectiveness	To what extent have the objectives of the NFMSE-EP in proving alternative education been achieved or likely to be achieved		The objectives of the NFMSE-EP have not proven alternative education will be achieved or likely to be achieved	The objectives of the NFMSE-EP give some lessons for how alternative education will be achieved or likely to be achieved but there are many unanswered questions.	The objectives of the NFMSE-EP give many lessons for how alternative education will be achieved or likely to be achieved but knowledge gaps remain.	The objectives of the NFMSE-EP indicate fully how alternative education will be achieved or likely to be achieved.
2.02	Effectiveness	Has the NFMSE-EP increased access to education for vulnerable children?		The NFMSE-EP has not increased access to education for vulnerable children.	The NFMSE-EP has slightly increased access to education for vulnerable children but many issues remained outstanding.	The NFMSE-EP has mostly increased access to education for vulnerable children but some issues remain outstanding.	The NFMSE-EP has increased access to education for vulnerable children and encourages vulnerable children to participate in education.
2.03		How many children are reached as a result of the NFMSE-EP.?		Very few children were reached as a result of the NFMSE-EP.	Many few children were reached as a result of the NFMSE-EP but many were also excluded.	NFMSE-EP has demonstrated significant capacity to engage children but there are still exclusion issues.	NFMSE-EP has demonstrated full capacity to reach and engage children of all types in education.

SN	Theme	Evaluation Questions	Sub- Latent	Emerging	Established	Advanced
2.04	Effectiveness	What potential is there to reach more children?	Under NFMSE-EP current modalities there is little chance to reach more children.	Under NFMSE-EP current modalities more children can be reached but there are significant barriers such as cost or capacity.	NFMSE-EP has demonstrated capacity to reach more children but some barriers remain such as cost or capacity.	NFMSE-EP has demonstrated capacity to reach more children with few if any barriers to achieving this.
2.05	Effectiveness	Have the materials designed and used in the NFME contributed to effective delivery?	Materials designed and used in the NFME did not contribute to effective delivery.	Materials designed and used in the NFME played a small part in effective delivery.	Materials designed and used in the NFME played a large part in effective delivery.	Materials designed and used in the NFME contributed largely towards effective delivery.
2.06	Effectiveness	What is the level of teaching quality, especially compared to formal middle school?	The level of teaching quality is very poor compared to formal middle school.	The level of teaching quality is below formal middle school but still effective.	The level of teaching quality is equivalent to middle school and effective.	The level of teaching quality is superior to middle school and very effective.
2.07	Effectiveness	How effective has been the implementation of the credit system?	The implementation of the credit system has not been effective and may have contributed lowering participation or acting as a barrier.	The implementation of the credit system has been effective to a small extent and may have increased participation.	The implementation of the credit system has been effective to a moderate extent and has encouraged participation.	The implementation of the credit system has been effective to a large extent and has increased participation and the success of the programme.

SN	Theme	Evaluation Questions	Sub-	Latent	Emerging	Established	Advanced
2.08	Effectiveness	How active are the township management and the centres management committees in the NFMSE-EP?		The township management and the centres management committees are not active in the NFMSE-EP.	The township management and the centres management committees are active to a small degree in the NFMSE-EP but ineffective.	The township management and the centres management committees are partially active in the NFMSE-EP and proved effective.	The township management and the centres management committees are fully active in the NFMSE-EP and highly effective.
2.09	Effectiveness	What have been the major factors influencing the achievement or non-achievement of the objectives of NFME?		There are many factors influencing the non-achievement of the objectives of NFME and few positive factors.	There are more factors influencing the non-achievement than the achievement of the objectives of NFME.	There are more factors influencing the achievement than the non-achievement of the objectives of NFME.	There are many factors influencing the achievement of the objectives of NFME and few negative factors.
2.10	Effectiveness	How has the monitoring of the NFMSE-EP influenced the achievement of activities?		The monitoring of the NFMSE-EP has been ineffective and not influenced the achievement of activities.	The monitoring of the NFMSE-EP has been partially implemented and influenced the achievement of activities to a small extent.	The monitoring of the NFMSE-EP has been fully implemented and influenced the achievement of activities to a moderate extent.	The monitoring of the NFMSE-EP has been fully implemented and influenced the achievement of activities to great extent.

SN	Theme	Evaluation Questions	Sub-	Latent	Emerging	Established	Advanced
2.11	Effectiveness	What have been the main challenges faced during the implementation of the NFMSE-EP?		There were many challenges which negatively affected the implementation of the NFMSE-EP many of which remained unresolved.	There were some challenges which affected the implementation of the NFMSE-EP, some of which were not resolved.	There were few challenges which affected the implementation of the NFMSE-EP and they were largely resolved.	There were almost no challenges which affected the implementation of the NFMSE-EP and they were all resolved in a timely manner.
2.12	Effectiveness	During implementation, have there been systematic and appropriate efforts to include various groups of children particularly the most vulnerable?		During implementation, there were no systematic efforts to include various groups of children particularly the most vulnerable.	During implementation, there were systematic efforts to include various groups of children particularly the most vulnerable but they were mostly unsuccessful.	During implementation, there were systematic efforts to include various groups of children particularly the most vulnerable which were mostly successful.	During implementation, there were significant systematic efforts to include various groups of children particularly the most vulnerable which were very successful.
2.13	Effectiveness	Is NFME improving gender equity within the educational system and more widely?		The NFME does not improve gender equity within the educational system and more widely.	The NFME contributes to a small extent towards improving gender equity within the educational system and more widely.	The NFME contributes to a large extent towards improving gender equity within the educational system and more widely.	The NFME has piloted new and successful methods of improving gender equity within the educational system and more widely.

SN	Theme	Evaluation Questions	Sub-	Latent	Emerging	Established	Advanced
3.00	Efficiency	How efficiently has the NFMSE-EP been coordinated and managed, given the human and financial resources available? Have the NFMSE-EP objectives being achieved economically?		The NFMSE-EP has not been implemented efficiently with poor coordination and management. The NFMSE-EP objectives have not being achieved economically and are expensive.	The NFMSE-EP has been implemented with some efficiency but there are significant issues pertaining to coordination and management. Many NFMSE-EP objectives are not achieved economically but some are.	The NFMSE-EP has been implemented with efficiency but there are some issues pertaining to coordination and management. Many NFMSE-EP objectives have been achieved economically but some are not.	The NFMSE-EP has been implemented with good efficiency, coordination and management. NFMSE-EP objectives have all been achieved economically.
3.01	Efficiency	How big is the efficiency or utilization ratio of the resources used, both in terms of human and financial resources and compared to other alternative education approaches?		Unit costs in terms of resource utaliation, human and financial resources are very high and not effective for large scale programme deployment or expansion.	Unit costs in terms of resource utaliation, human and financial resources are high but changes may result in capacity for large scale programme deployment or expansion.	Unit costs in terms of resource utaliation, human and financial resources are moderate but some changes may be required for large scale programme deployment or expansion.	Unit costs in terms of resource utaliation, human and financial resources are very low and the programme services as a model for large scale deployment or expansion.

SN	Theme	Evaluation Questions	Sub-	Latent	Emerging	Established	Advanced
3.02	Efficiency	Is the NFMSE-EP a flexible delivery mechanism as intended?		The NFMSE-EP is not a flexible delivery mechanism as intended.	The NFMSE-EP is partially a flexible delivery mechanism but many aspects require change to ensure it is adaptable in varying environments and scales.	The NFMSE-EP is mostly a flexible delivery mechanism but some aspects require change to ensure it is adaptable in varying environments and scales.	The NFMSE-EP is a very flexible delivery mechanism and is likely very adaptable towards varying environments and scales.
3.03	Efficiency	How cost-effective is the NFMSE-EP?		The NFMSE-EP is not at all cost-effective and is prohibitively expensive.	The NFMSE-EP is expensive but changes can result in it being cost-effective.	The NFMSE-EP is mostly cost effective but some changes can result in improved cost-effectiveness.	The NFMSE-EP is very cost effective with little scope to reduce costs.
4.0	Impact	What is the impact of the NFMSE-EP in relation to the overall situation of out-of-school children in Myanmar?		NFMSE-EP has no impact in relation to the overall situation of out-of-school children in Myanmar.	NFMSE-EP may have a small impact in relation to the overall situation of out-of-school children in Myanmar but results in many barriers to participation.	NFMSE-EP may have a large impact in relation to the overall situation of out-of-school children in Myanmar but some barriers to participation must be resolved.	NFMSE-EP is likely to have a large impact in relation to the overall situation of out-of-school children in Myanmar.

SN	Theme	Evaluation Questions	Sub- Latent	Emerging	Established	Advanced
4.01	Impact	Has the NFMSE-EP enabled students to successfully make the transition to formal education?	The NFMSE-EP has not enabled students to successfully make the transition to formal education.	The NFMSE-EP has enabled some students to successfully make the transition to formal education, but many have not (identify specific types).	The NFMSE-EP has enabled many students to successfully make the transition to formal education, but some have not such as CWD or those working or older.	The NFMSE-EP has been very successful in enabling all types of students to successfully make the transition to formal education.
4.02	Impact	To what extent is NFME resulting in learning gains beyond academic achievement (i.e., vocational training, other skills)?	NFME has not resulted in learning gains beyond academic achievement (i.e., vocational training, other skills).	NFME has resulted in learning gains beyond academic achievement (i.e., vocational training, other skills) for some students but many have not benefited.	NFME has resulted in learning gains beyond academic achievement (i.e., vocational training, other skills) for many students but some have not benefited.	NFME has resulted in learning gains beyond academic achievement (i.e., vocational training, other skills) for all students with few exceptions.
5.0	Sustainability	What is the likelihood of the NFMSE-EP to be sustained beyond the duration of the pilot? How is the sustainability or permanence of the NFMSE-EP (incl. costa) and its effects to be assessed?	NFMSE-EP is not likely sustainable beyond the pilot and is unlikely to be funded adequately.	NFMSE-EP may be sustainable beyond the pilot but there are many issues to sustainability which must be overcome.	NFMSE-EP is likely to be sustainable beyond the pilot but there are some issues to sustainability which must be overcome.	NFMSE-EP is very likely to be sustainable beyond the pilot and funding has already been accommodated.

SN	Theme	Evaluation Questions	Sub- Latent	Emerging	Established	Advanced
5.01	Sustainability	To what extent are the positive effects or impacts of NFME sustainable?	The positive effects or impacts of NFME are unlikely to be sustainable and many issues to sustainability are apparent.	The positive effects or impacts of NFME may be sustainable. Issues to sustainability are apparent but could be overcome.	The positive effects or impacts of NFME are likely to be sustainable. However some issues to sustainability are apparent and must be overcome.	The positive effects or impacts of NFME are very likely to be sustainable and there are few barriers to sustainability apparent and no significant barriers.

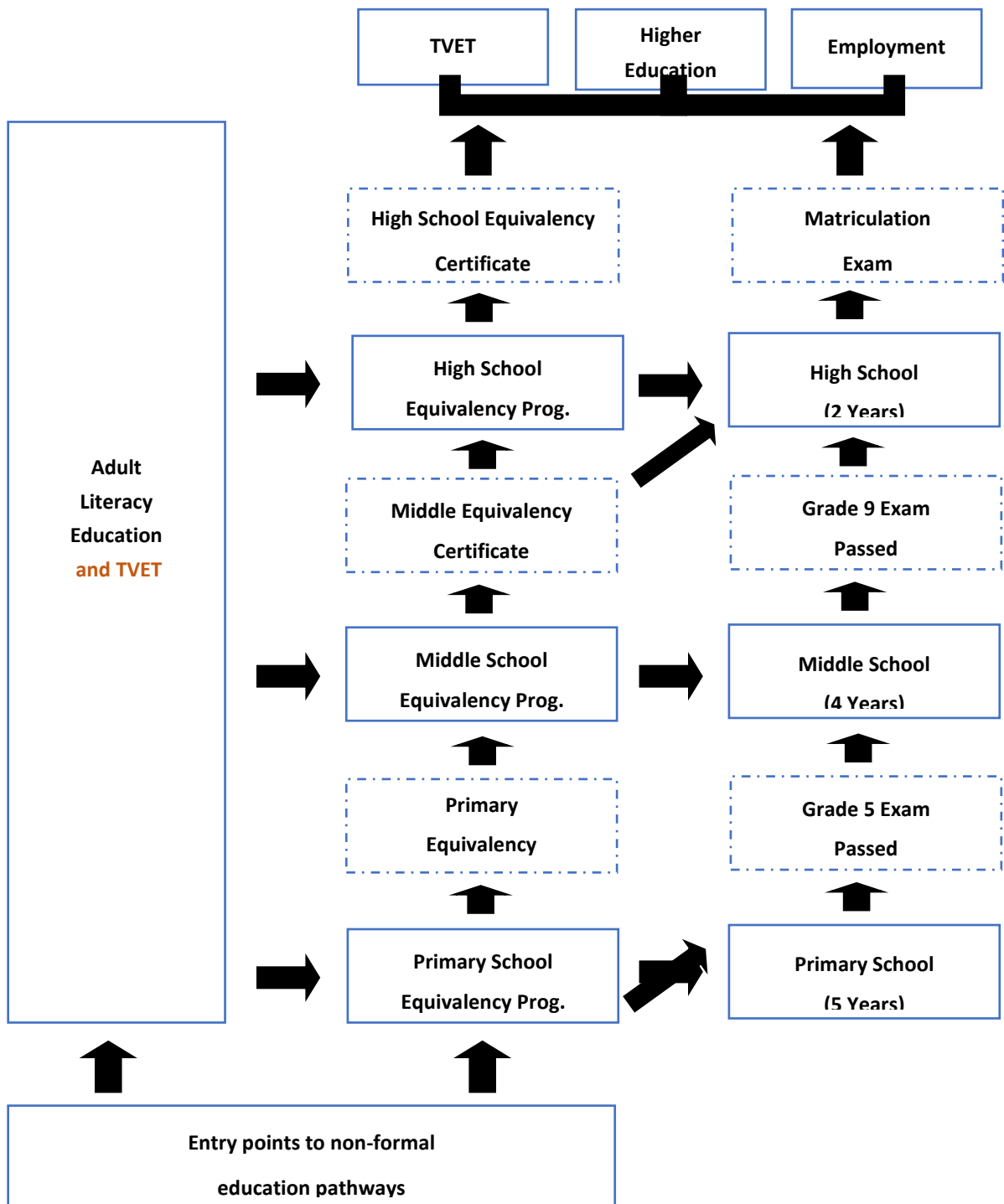
Annex 9. Education Pathways Myanmar

For basic education from primary to upper secondary, the academic year begins in June and ends in March. Until 2015, Myanmar had a “5:4:2” formal education structure, where primary school lasted for five grades. This broke down into lower primary (grades 1 to 3) and upper primary (grades 4 to 5). The first grade was also referred to as “reception year” or “kindergarten” (KG). Secondary school was divided into two “cycles”: lower secondary consisted of grades 6 through 9 and upper secondary consisted of grades 10 through 11. Lower secondary was also referred to as “middle school” and upper secondary as “high school.” Students sat for an exam at the end of Grade 5 and at the end of Grade 9, as well as the Basic Education High School Exam at the end of upper secondary.

For the 2016-2017 academic year, MOE introduced a new education system that changed the structure from 5:4:2 to K-12, which is effectively K:5:4:3. The following figure shows how the K-12 structure will be introduced for all grades. The changes will be adapted gradually in 2019 to 2022⁶.

⁶ OOSC, *Myanmar Report on Out of School Children Initiative*

Figure 3. Non-Formal and Form (Source: NESP 2016)



Annex 10. NFMSE-EP Organisational Structure

The organisational structure for NFMSE-EP is shown below. The entities in the organisational chart and roles and responsibilities of each entity are described in the table below the figure. Not all entities in the structure were active during the programme. The entities shown in grey color were not active during the operation of NFMSE-EP.

Figure 4. NFME Organisational Hierarchy (source: Adapted from NFMSE-EP Guidebook, Chapter 1)

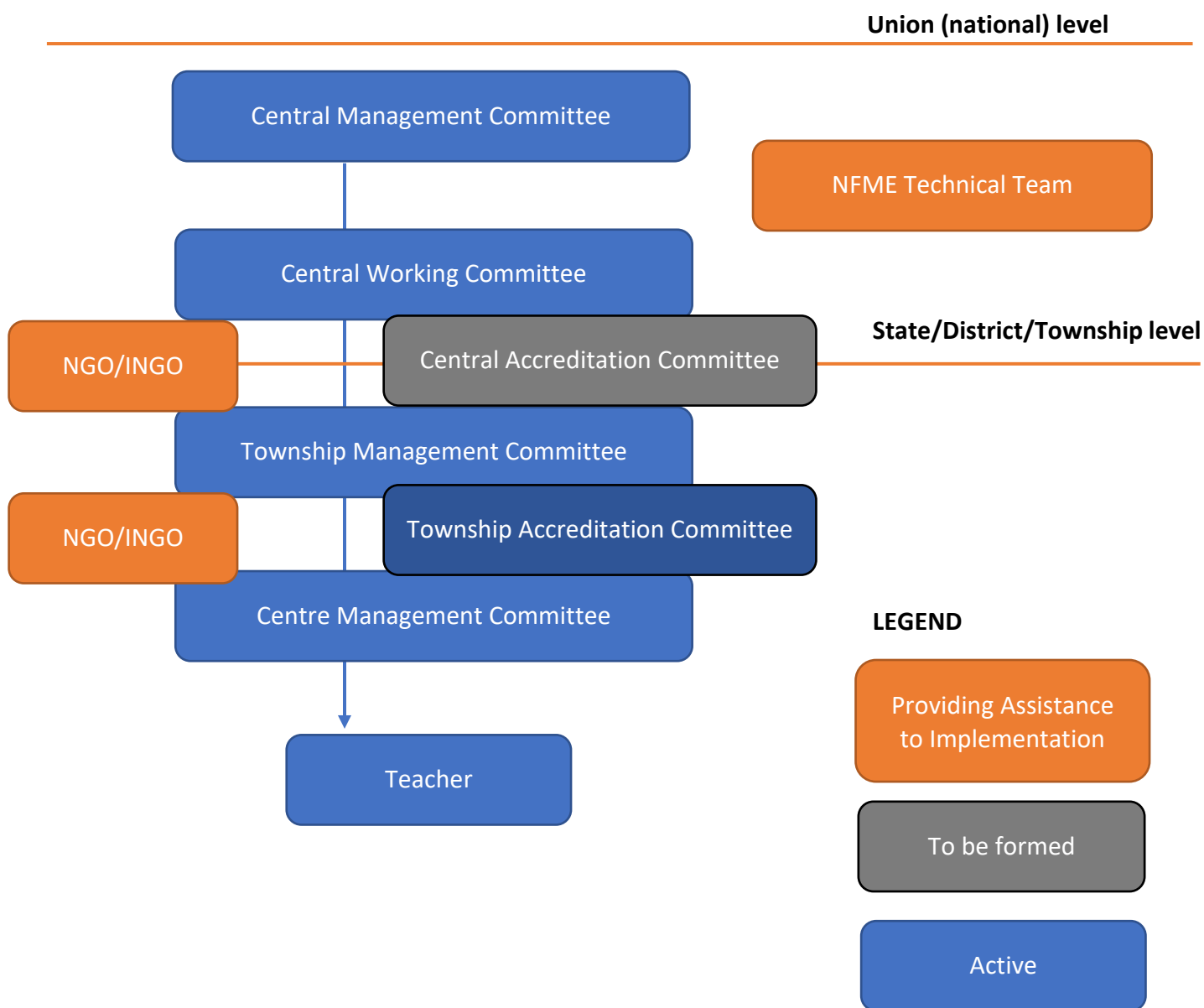


Table 15. Description of Entities in the Organisational Hierarchy

SN	Entity	Members	Role / Responsibility
1	Central Management Committee	<ul style="list-style-type: none"> • Director General of DA (Chairman) • Officials/Educators of various Department including: DBE; DERPT- curriculum and subjets; YUOE; Education Colleges; DME. • Technicians/Academician including from Yangon University of Education including: YUOE, Department of Vocational School and Training (DTVET) • NFME Team of MLRC (Technician, Proj. Manager, C. Coordinator, C. Monitor & Central NFME staff. • Responsible Director (DAE)/ Central Coordinator(MLRC) (Secretary) • Responsible Dy. Director (DAE) (Joint Secretary) 	Overall management and monitoring of NFME
2	NFME Technical Team	<ul style="list-style-type: none"> • Experienced Expert (Chairperson) • Subject Experts including from DBE, DERPT, YUOE, Colleges, DTVET. • Consultants • DAE Focal Person • Director (Curriculum) (Secretary) • Deputy Director (Curriculum) (Joint Secretary) 	The Implementation committee responsible for overall implementation of the NFME pilot.
3	Central Working Committee	<ul style="list-style-type: none"> • Technical Team Leader(DAE/ MLRC) (Chairperson) • Representative of various Department including (Department of Basic Education (DBE)) (DERPT- curr., subj. writer, YUOE, Education Colleges, DME, Vocational School & Training) • NFME Team of MLRC including (Technician, Proj. Manager, C. Coordinator, C. Monitor & Central NFME staff) • Responsible Director (DAE) (Secretary) • Responsible Dy. Director (DAE) (Joint Secretary) 	Monitoring of NFME

SN	Entity	Members	Role / Responsibility
4	NGO (and INGOs)	Non-government organisations who are partners in the implementation of NFME. This presently includes Help without Frontiers and Private Donors. International Non-Government Organisations include UNICEF and UNESCO.	Provide funding and logistical support to NFME
5	Township and Central Management Committee	<ul style="list-style-type: none"> • Administrator of Township/Centre- Village tract Chairman (Township/Centre- V. tract, General Administration Department) • Township/Centre- ward/village tract Officer (GAD) Representative of NGOs (Woman Affairs Association, Mother & Child Care Committee, Community who are interested in Education) • Representative of Heads from SHS, SMS, SPS, (TVET) • Township Monitor (TM) of NFME • Township Education Officer (TEO)/Head (Secretary) • Deputy/Assist; Township Education Officer (Joint Secretary) 	Monitor NFME
6	Central Accreditation Committee	<ul style="list-style-type: none"> • Dy. Director General of DME • Dy. Director General of DTVET • Technical Team Leader • MLRC Vice Chairman & Members • Educators/ Technician of YUOE & DTVET • NFME Representative Team of DAE • Responsible Director (MLRC-NFME) (Secretary) • Responsible Director/ DD (DAE) (Joint Secretary) 	To be formed
7	Township Accreditation Committee	<ul style="list-style-type: none"> • Township Education Officer (Chairperson) • High School Head • Middle School Head 	Manages all aspects of accreditation and credit transfer for centres under its jurisdiction. This committee is responsible for

SN	Entity	Members	Role / Responsibility
		<ul style="list-style-type: none"> • Primary School Head • Member of NFME representative • Member of NFME township • Member management committee (TM) • DTEO/ATEO (Secretary) 	determining the credit that accumulated by each learners.
8	Township Monitor	<ul style="list-style-type: none"> • Township Monitor MLRC (NFMSE) 	<ol style="list-style-type: none"> 1. Undertaking the tasks as a representative of the respective township NFMSE management committee. 2. Working in collaboration with centre management and giving suggestions. 3. Submitting monthly reports and sixty day reports to township management committee, central working committee and working committee. 4. Working in collaboration with respective persons for the retention of learners 5. Progress of the project activities in accordance with the monitoring plan.
9	Teacher	The Facilitator in the centre delivering NFME accreditation	<ol style="list-style-type: none"> 1. To implement the NFMSE curriculum by creating an inclusive learning friendly classroom environment. 2. To establish a proper relationship with community for mobilizing and utilizing local resources.

SN	Entity	Members	Role / Responsibility
			<ol style="list-style-type: none">3. To work for the benefit of the centre and learners in collaboration with monitors and management committees.4. To promote self- learning and improvement by using appropriate resources.5. To keep systematically various records such as attendance registers, records on teaching, learning and assessment, etc.

Annex 11. Evaluators biodata and/or justification of team composition

4.1 Organizational Roles and Responsibilities

4.1.1 Evaluation Management Team (UNICEF/MoE)

The Evaluation Management Team has overseen the conduct of the formative evaluation and has:

- Provided institutional support to the independent Evaluation Team, including an orientation on the subject of the formative evaluation;
- Facilitated the independent Evaluation Team's access to key informants, as well as to specific information needed to carry out the evaluation via OneDrive;
- Ensured that a Reference Group is formed and provides technical support through planned meetings;
- Monitored and assessed the quality of the evaluation deliverables to ensure they meet United Nations Evaluation Group (UNEG) and UNICEF Norms and Standards and Ethical Guidelines; with additional quality assurance to be provided by the Regional Evaluation Adviser;
- Ensured that all stakeholders, particularly the primary stakeholders internal to the Government of Myanmar and UNICEF, are kept informed throughout the formative evaluation;
- Recommended approval of the evaluation deliverables; with the final report to be approved by the Deputy Representative at UNICEF Myanmar;
- Helped organize and facilitate virtual and in-person meetings to gather input and feedback from members of the Reference Group (e.g., draft evaluation deliverables) and other stakeholders; and
- Solicited the inputs needed to compile a management response to the evaluation and disseminate the evaluation products and the final report.

The Evaluation Management Team has also provided logistical support to the independent Evaluation Team to the extent possible, assisted in gathering background information, established relevant appointments – particularly during the inception phase – and assisted with coordinating the field work. Within the Evaluation Management Team, the Evaluation Manager has supervised the Evaluation Team, while ensuring organizational independence of the evaluation within UNICEF (as per UNICEF Evaluation Policy, 2018).

4.1.2 The Evaluation Team (EPRD)

The independent Evaluation Team has been responsible for the delivery of the evaluation. The evaluators have been required to meet UNICEF's expectations in terms of quality of evaluation processes and deliverables as set out in the UNEG and UNICEF Norms and Standards and Ethical Guidelines.

The evaluation team has:

- Ensured the quality of data collected and integrity of analysis reflected in the evaluation deliverables;
- Ensured that the data collection processes adhere to UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis;
- Ensured that the qualitative and quantitative evidence gathered is comprehensive and robust enough to make an informed assessment in line with the evaluation's objectives, and in support of the conclusion and recommendations put forward by the evaluation;
- Ensured proper consultation between UNICEF and the Union Government for necessary approvals required by the evaluation team

- Managed all data collection (e.g., literature search, desk review of documentary sources relating to the subject of the evaluation, interview processes, focus group discussions, survey, and workshops), analysis, reporting, and communication; and
- Finalized travel arrangements, accommodation and equipment to be used during the evaluation (subject to discussion with the Evaluation Manager).

The independent Evaluation Team has retained the final authorship of the deliverables submitted to UNICEF.

4.1.3 Evaluation Reference Group

An Evaluation Reference Group was established, bringing together the Ministry of Education's Department of Alternative Education, Department of Educational Research, Planning and Training, Department of Basic Education, Department of Monitoring and Evaluation; UNESCO; UNICEF; implementing partners such as MLRC, donors (Help without Frontiers, Hinthada Township); and UNICEF Regional Office for East Asia and the Pacific. Reference Group members were identified based on their institutional role in the promotion of the rights of women and children in Myanmar. They were asked to represent their respective offices or institutions.

Members of the Reference Group had:

- Provided suggestions to ensure that adequate support is provided in each phase of the evaluation;
- Reviewed and provided feedback on the formative evaluation outputs/deliverables; and
- Participated in meetings/consultations (e.g., presentation of initial findings and final presentation), and provide feedback and necessary technical input as needed.

All correspondence concerning the evaluation was directed to the Evaluation Manager, who in coordination with the Evaluation Management Committee liaised with the independent Evaluation Team and coordinated the comments and the review process.

4.1.4 Evaluation Team

Team Leader – Mr. James Shoobridge holds a Master's degree and over 20 years of professional experience in the Education Sector. He possesses more than 20 years' experience in education sector policy reforms, advising on education policy development combined with education planning and financing, on top of 5 years of working experience in Public Financial Management. James Shoobridge has designed Non Formal and Formal Education Monitoring Systems in many countries including Myanmar. He is highly experienced in leading a multicultural team in various donor-funded policy reform projects, e.g. in Vietnam (SREM) 2008 -2010, PNG (PABER) 2014 - 2015, Pakistan (EMIS Review) 1997 – 2003. He has more than 5 years of working experience in South East Asian (ASEAN) countries: Laos, Myanmar, Vietnam, Cambodia, Thailand, Indonesia, Philippines. Mr. Shoobridge has over 20 years as external advisor working for ministries and public entities in the education sector.

National Team Member / Technical Expert 1 - Mr. Ngwe Htay is an experienced Burmese consultant, with 25 years of working experience in the country for national and international clients. He has great track of monitoring and evaluation assignments in projects involving rights-based approaches, counting on a profound knowledge and experience in quantitative and qualitative data collection and data analysis. His advanced interpersonal skills allow him to proficiently conduct tasks involving stakeholders coordination (national and international), capacity building and advocacy for disadvantaged and minority groups. During his career he has been involved in several education interventions, including alternative and non-formal

education programmes, with Save the Children and EU Myanmar. His experience in the area of alternative education includes consultancies in Myanmar commissioned by Save the Children (Safer School Construction & DPRE Unit, Education Programme) and the European Union (Project Identification of New EU Support to Education in Myanmar).

National Team Member / Technical Expert 2 – Ms. Khine Khine Tun

Ms. Khine Khine Tun is a young interpreter from Myanmar. She has obtained a Bachelor Degree in English Studies and Master in Political Science at Dagon University and Yangon University. Ms. Tun during her career has performed different interpretation jobs for field missions and high-level ceremonies and events, showing excellent adaptation and linguistic skills in different context. Ms. Tun has also already took part in the first phase of the field missions for the Evaluation of the UNICEF project on Non Formal Middle School Education- Equivalency Pilot programme, and her role will be to keep supporting the local consultant in the second phase of the field missions, counting on her translation and interpretation skills and her acquired knowledge of the evaluation tools.

National Team Member / Technical Expert 3 – Ms. Dim Hau Vung

Dim Hau Vung is a Myanmar consultant, with 10 years of experience in Education and Education Development roles. She has obtained a Post Graduate Diploma in English Language Teaching Methodology at the Yangon University of Education. Ms. Vung is highly experienced in Public policy analysis and policy dialogue support and Project coordination and management. She has a comprehensive knowledge of Myanmar education sector and sub -sectors in general and experiences of full engagement in the sector development process, i.e. Comprehensive Education Sector Review Process, National Education Strategic Plan (NESP) 2016 -21 drafting. She has been engaged at national level with government senior officials, INGOs and CSOs in Myanmar Social Sector, particularly in the Education Sector.

Annex 12. Township Data

Table 16. Township data as reported by Township Education Officers (TEO) during field work

Township	Dala	Hinthada	Hlaintthayar	Kyeikhto	Loikaw	Myawade- Maesot	Myitkyinar	Sittwe
Population of township(census)			416462		125998	140449		234905
per cent of which are school aged (aged 5-17)	29536 (number)	97.52%	98.28	80.13	31555	43926 (number)		80
Number of primary schools	59	307	31	139	90	68	125	87
GER in formal primary school	100	99	96.11	91.37	99	92.05	100	98.
Number of middle schools	6	27	19	8	14	15	39	13
GER in formal middle school	100	77	97.35	89.50	99	99.97	100	90
GER in formal high school	100	77	84.74	74.90	99	50.60	100	45
Estimated number of OOSC (aged 13-17)	29	23%	15.26%	139	297	4.00 (percent)	1 (percent)	200

Annex 13. Curriculum Structure NFME

The curriculum structure to NFME is shown below⁷.

	Strand	Subject	Core		Elective		Total	
			Time (Hour)	Credit	Time (Hour)	Credit	Time (Hour)	Credit
1.	Academic and Communication Skills		880	22	80	2	960	24
		1.1 Myanmar	160	4	-	-	160	4
		1.2 English	200	5	-	-	200	5
		1.3 Mathematics	200	5	-	-	200	5
		1.4 Specialized Mathematics	-	-	80	2*	80	2
		1.5 Applied Mathematics	-	-	80	2*	80	2
		1.6 General Science	160	4	-	-	160	4
		1.7 Social Studies (Geo:)	80	2	-	-	80	2
		1.8 Social Studies (Hist:)	80	2	-	-	80	2

⁷ Source: *Development and implementation strategy of Non-formal Middle School Education programme in Myanmar* (NFME Technical Team, 2017)

2.	Basic Vocation		80	2	480	12	560	14
		2.1 Fundamentals of basic Occupation	80	2	-	-	80	2
		2.2 Domestic Industry	-	-	120	3*	120	3
		2.3 Handicraft	-	-	120	3*	120	3
		2.4 Domestic Science	-	-	120	3*	120	3
		2.5 Agriculture	-	-	120	3*	120	3
		2.6 ICT	-	-	120	3*	120	3
		2.7 Art	-	-	120	3*	120	3
3.	Quality of Life Improvement		200	5	40	1	240	6
		3.1 Life Skills	160	4	-	-	160	4
		3.2 Moral and Civics	40	1	-	-	40	1
		3.3 Moral and Civics (1)	-	-	40	1*	40	1
		3.4 Moral and Civics (2)	-	-	40	1*	40	1
4.	Social and Community Development		80	2	80	2	160	4
		4.1 Skills in social development	40	1	-	-	40	1
		4.2 Skills in community development	-	-	40	1*	40	1
		4.3 Community development and	-	-	40	1*	40	1

	learning centres						
	4.4 Disaster preparedness	40	1	-	-	40	1
	4.5 Environmental Conservation	-	-	40	1*	40	1
	4.6 Community Health and Sanitation	-	-	40	1*	40	1
	Total	1240	31	680	17	1920	48

*A student can choose any elective subject to meet the total credit units.

There are four learning strands in NFMSE curriculum. The four learning strands are:

- (1) Academic and Communication Skills
- (2) Basic Vocation
- (3) Quality of Life Improvement
- (4) Social and Community Development

(1) Academic and Communication Skills

Academic and Communication Skills Strand consists of 8 subjects with 24 credits as follows:

- Myanmar (core course) 4 credits
- English (core course) 5 credits
- Mathematics (core course) 5 credits
- Specialized Mathematics 2 credits
- Applied Mathematics 2 credits
- General Science (core course) 4 credits
- Social Studies (Geography)(core) 2 credits
- Social Studies (History) (core) 2 credits

(2) Basic Vocation

Basic Vocation strand consists of one core subject with 2 credits and four elective subjects with 12 credits as follows:

- | | |
|------------------------------------|-------------------------|
| ▪ Fundamentals of basic occupation | 2 credits (core course) |
| ▪ Domestic Industry (elective) | 3 credits |
| ▪ Domestic Science (elective) | 3 credits |
| ▪ Handicraft (elective) | 3 credits |
| ▪ Agriculture (elective) | 3 credits |
| ▪ ICT (elective) | 3 credits |
| ▪ Art (elective) | 3 credits |

(3) Quality of Life Improvement

Quality of life improvement strand consists of two core subjects with 5 credits and one elective subject with 1 credit as follows:

- | | |
|----------------------------------|-----------|
| ▪ Life Skills (core course) | 4 credits |
| ▪ Moral and Civics (core course) | 1 credit |
| ▪ Moral and Civics (elective 1) | 1 credit |
| ▪ Moral and Civics (elective 2) | 1 credit |

(4) Social and Community Development

Social and community development strand consists of two core subjects with 2 credits and two elective subjects with 2 credits as follows:

- | | |
|---|----------|
| ▪ Skills in Social Development (core course) | 1 credit |
| ▪ Sills in Community Development (elective) | 1 credit |
| ▪ Community Development and Learning 1 credit Centre (elective) | |
| ▪ Disaster preparedness (core) | 1 credit |
| ▪ Environment Conservation (elective) | 1 credit |
| ▪ Community Health and Sanitation (elective) | 1 credit |

Annex 14. NFMSE Budget and Unit Cost Estimates

Cost Estimate 1 Using UNICEF Data Only

Estimated unit cost of three townships which included 6 NFMSE centres, 18 facilitators and 150 students including training for facilitators, recurrent materials and textbooks and operational costs

- Estimated total Cost for three Townships = \$64,288
- Unit cost (per child) = \$428.59

Table 17. Cost estimate 3 townships (source: NFMSE Technical Team⁸)

Training	Person	Unit cost USD	Time (2 semesters per year)/month	Total USD
Facilitators training (including ToT of resource persons) 2 times per year	44	163	2	14.344
Honorium fees for facilitators	18	60	12	12.960
Honorium fees for township monitor	1	60	12	720
sub-total for training				28.024
Planning, examination, advocacy monitoring and supplies cost				
Baseline data collection, Orientation workshop, planning and review meeting, monitoring cost and supplies including photocopies of text books, lessons plan and tablets	37	162	4	23.976
sub-total for implementation cost				23.976
NGO partner administrative related cost				

⁸ Calculation based on actual budget expenditure of NFMSE Program Document 2018, partnership with MLRC.

Operational cost (salary for Program Manager, Project coordinator, central monitor, finance and computer assistance and communication office cost etc.)	4	256	12	12.288
sub-total for operational cost				12.288
Total cost (USD) for three UNICEF supported township for one year				64.288

Cost Estimate 2 Using Full Partner Data

Table 18. Cost Estimates all Partner Data

Sr .	Implementing Partners	2017 (11Months) Feb to Dec		2018-19 (18 Months) 2018 Jan to 2019 July		2018, 2019 ICT Support	Other Support by Community	Total MMK	Contribu tion %	Remarks
		US\$	MMK	US\$	MMK					
1	UNICEF (3-tsps)	56,951	76,883,870	71,645	101,377,480	19,941,600	3,395,600	201,598,550	52.70	24 tablets
2	UNESCO(2-tsps)	18,051	24,639,983	26,582	37,043,593	2,690,000	1,750,000	66,123,576	17.29	10 tablets
3	DAE (1- tsp)		7,680,000		10,880,000	1,750,000	1,465,800	21,775,800	5.69	7 tablets
4	Help Without Frontiers (1-tsp)		5,720,000		11,440,000	400,000	15,346,250	32,906,250	8.60	10 Computers
5	Well-wishers (Hinthada) (1-tsp)		5,195,476		9,730,952	1,500,000	8,301,193	24,727,621	6.46	6 tablets
6	CSO (MLRC)		12,500,000		12,960,000	3,250,000	6,700,000	35,410,000	9.26	13 tablets
	Grand Total	75,002	132,619,329	98,227	183,432,025	29,531,600	36,958,843	382,541,797		

For the whole programme, based on an average of 195 students per year and a total of 176 graduates the estimated unit costs are as follows:

Exchange Rate	MMK	USD
Total cost 3 years	382,541,797	252,478
Cost per student 3 years	1,966,796	1,298
Cost per graduate 3 years	2,173,533	1,435
Cost per student per year	655,599	433
Cost per graduate per year	724,511	478

Caveats include:

1. Difficulties in confirming costs because 4 different partners provided non- standard support to their respective NFMSE centres and reported using different financial formats.
2. Different modes of implementation were undertaken in each township. For example DAE was implementing directly and UNICEF was implementing through a formal partnership agreement with MLRC.
3. ICT tablets were of different types/models and costs and the adequacy in terms of capacity and supply were questioned in some townships.
4. Different rates of exchange of MMK to USD were used by different partners from 2016-2019.

Annex 15. Groups and Individuals to be interviewed and reference to Interview Tools

S N	Persons / Group to Interview	Relationship To	No Participants	Level	Tools	Mode of Engagement	Anticipated number of Interviews /FGD
1	<ol style="list-style-type: none"> 1. Director General DAE 2. DAE focal person 3. Department for Basic Education Focal Person 4. MLRC focal person 5. YUOE focal person 6. NFME Technical Team Leader 7. NFME Team (responsible for implementation of NFMSE-EP) 8. Department of TVET Focal Person 	<ol style="list-style-type: none"> 1. Relationship to: 2. Central Management Committee 3. NFME Technical Team 4. Central Working Committee 	Between 1 and 6 persons	Union	Tool 1: Implementation Staff Union Level	Key Informant Interview	Up to 8

S N	Persons / Group to Interview	Relationship To	No Participants	Level	Tools	Mode of Engagement	Anticipated number of Interviews /FGD
2	NGO and INGO 1. UNICEF 2. UNESCO 3. Help without Frontiers	NGO and INGO who have provided support to NFMSE-EP in focal townships and nationally.	1 person	Township where available.	Tool 2: NGO and INGO		Up to 4
3	NFPE Facilitators - Dala - Sittwe - Hlaing Thar Yar - Hninthada - Mae Sot NFME Facilitator – Employed through the agency	Facilitators for AE classes	1 or 2 persons	Township where available.	Tool 3: NFPE and NFME Facilitators	Interview	8
4	Chair of the Township NFME management committee	On Township central management committee	1 to 3 persons if other members of the committee are available	Township	Tool 4: NFME Township Monitor and Chair of the Township NFME management committee	Interview	

S N	Persons / Group to Interview	Relationship To	No Participants	Level	Tools	Mode of Engagement	Anticipated number of Interviews /FGD
5	NFME Township Monitor:	Monitoring NFME and Township central management committee	1 person	Township	Tool 4: NFME Township Monitor and Chair of the Township NFME management committee	Interview	8
6	Township Education Officer (TEO)	Township Accreditation Committee	1 person	Township	Tool 5: Township Education Officer (TEO):	Interview	8
7	Community level (Parents of children enrolled) - Programme runs late afternoon to evening.		2 to 4 persons	Township	Tool 6: Community level	FGD	8
8	Children having Dropped out from NFME		2 to 4 persons (gender mixed)	Township	Tool 7: Dropouts	FGD	8

S N	Persons / Group to Interview	Relationship To	No Participants	Level	Tools	Mode of Engagement	Anticipated number of Interviews /FGD
9	Children enrolled in NFME		2 to 4 persons (gender mixed)	Township	Tool 8: Enrolled NFME	FDG	8
10	Children who are OOSC and appropriately aged in those communities		2 to 4 persons (gender mixed)	Township	Tool 9: Children who are OOSC	FDG	
11	Head Teacher in the Centre		1 Person	Township	Tool 10: Head Teacher in the centre	Interview	
12	Classroom Observation - Monitoring Form		NA	Township	Tool: Classroom Observation report	Classroom Observation	8

Annex 16. Data Collection Tools

A.1.1 Focal Discussion Group Guidelines

Introduction

I would like to thank you all for coming, My name is
from EPRD Office for Economic Policy and Regional Development Ltd. and Synergia; we are here today to discuss the benefits and effects of the Non Formal Middle School Equivalency Programme you have participated in or have knowledge of. Your input will help us in evaluating and determining recommendations for future changes and expansions to the programme which could benefit many children throughout Myanmar.

You are kindly requested to provide answers about the topic based on your current experience and personal opinion of this programme. Do not worry about giving your opinion with full transparency; all names will be kept anonymous. There are no right or wrong answers, and you are free to ask for clarification at any time if you do not understand the question. Also, please be assured that the answers you give today will not have any implications for continuing to benefit from the programme. Our discussion will take about 60 to 90 minutes at the most. We want this to be a group discussion, so feel free to participate without waiting to be called on. However, we would appreciate it if only one person speaks at a time. Be assured that all of you will have equal opportunity to express your opinions and please be respectful to opposing attitudes/statements expressed by another participant. There is a lot we want to discuss, so at times I may move the discussion along a bit.

The discussion taking place will be kept confidential, and your names will be kept anonymous. You can withdraw from the discussion at any time.

1. Ask all participants to turn their phones on silent – indicating that they are allowed to leave temporarily if there is an urgent call.
2. If audio recorded please inform the participants.
3. Ask participants to introduce themselves before you start Questions The moderator will use four types of questions as needed; open-ended, follow-up, probing and prompted questions. In some cases, the moderator will follow a sequence that consists typically of four parts.
 1. Starting with the main question and listening for its answer.
 2. Then s/he will follow up and inquire about the answer.
 3. And probe to clarify.
 4. If necessary, they prompt (cue or aide) the probing questions.

Additional Guiding notes for Moderator(s)

- Notice body language and expressions as relevant.

- Make sure to listen to participants, non-judgmentally and intervene if others are judging them, reminding them of the respect for other opinions.
- Encourage that only one person talks at a time, and remind people and the interpreter not to go too long in between translation, as you will lose a lot of the detail.
- It can be helpful sometimes, especially in one on one interviews, to put a question in the form of a role play. For example, you might say something like, “imagine I’m the head of a school, what would you say to me?”
- Use neutral comments and encourage the quieter people to contribute – “Anything else?”, “does anyone else have something to add?”, “How about this side of the group?”
- Explain to interpreters the importance of translating sentence-by-sentence and not summarizing what people say. Interviewers should help interpreters by asking only one short question at a time and by reminding them about confidentiality of the discussions.

A.1.2 Consent Form

Consent Form for Interviews

Thank you for participating in this interview/focal group discussion concerning the evaluation of the Non Formal Middle School Equivalency Programme (NFMSE-EP). If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

***Please Initial
box:***

I confirm that I have listened to the introduction and understood the purpose and conduct of the interview/focal group discussion and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the evaluation materials, and will not be identified or identifiable in the report or reports that result from the research. I understand that my responses will in no way impact or influence my status within the NFME programme or in any way inhibit my application to future programmes.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis for the evaluation. I understand that no other use will be made of the recording without my written permission, and that no one outside the evaluation team will be allowed access to the original recording.

I agree that my anonymised data will be kept for future evaluation purposes such as publications related to this study after the completion of the study but only to be referenced in anonymous form.

I agree to take part in this interview/focal group discussion.

Name of participant Date Signature

Principal Evaluator Date Signature

To be counter-signed and dated in the presence of the participant for face to face interviews

Copies: *Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, and introduction statement. A copy of the signed and dated consent form should be placed in the main evaluation file which must be kept in a secure location.*

A.1.3 Township and Centre Profile Sample Format

The example below uses sample data only.

Table 19. Township Profile Sample Format⁹

Township	Example
Population of township(census)	
per cent of which are school aged (aged 5-17)	
Number of primary schools	
GER in formal primary school	
Number of middle schools	
GER in formal middle school	
GER in formal high school	
Estimated number of OOSC (aged 13-17)	
Region Indicators: (census data)	
% Rural Community	
% Living in Poverty	
% access to electricity	
% access to clean (safe) water	

⁹ Sample data only

Tool 1: Implementation Staff Union Level

Staff Name::

Department:

Office:

Start Time:

Finish Time:

Date:

To Obtain:

- Relevant departmental plans and budgets influenced by NFMSE-EP.
- Other relevant documents as identified during the interview

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
1	Relevance	Describe your role in Implementation of NFMSE-EP and that of your department? - Probe concerning responses and level of engagement	
2	1.02	Describe your understanding of the impact NFMSE-EP has had on the drafting of the AE policy? - What are the main areas where it has influenced AE Policy Framework	
3	1.03	Describe the relationships between NFPE and NFME and between NFME and formal middle school as well as vocational training. - What are the linkages	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
4	1.05	Can you describe how the NFMSE-EP curriculum is contextualized and relevant? Is it relevant to benefitting children, particularly the most vulnerable? How?	
5	1.06 2.12	Does NFMSE-EP strive for equity? Including inclusion of vulnerable children, those from ethnic groups, children of poor families. How?	
8	2.04 2.02	What are the strengths and weaknesses of the NFMSE-EP approach in reaching more children, particularly poor children?	
9	2.04	Describe the role and effectiveness of the central management committee?	
10	2.13	Does the NFME improve gender equity within the educational system and more widely?	
11	2.05	Do you believe the curriculum is appropriate? Describe the strengths and weaknesses.	
12	2.06	In your opinion, is the level of teaching quality, especially compared to formal middle school? - If not why not?	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
13	2.07	<p>What do you believe are the strengths and weaknesses of the accreditation and credit transfer system?</p> <p>Has it been effective towards retention and promotion of children?</p>	
14	2.10	<p>Has the monitoring of the NFMSE-EP influenced the way you undertake activities for NFMSE-EP?</p> <ul style="list-style-type: none"> - How has it influenced activities? - How is information disseminated and used? 	
15	2.11	<p>In your opinion, what have been the main challenges faced during the implementation of the NFMSE-EP?</p>	
16	3.03	<p>Do you believe the NFMSE-EP is cost-effective?</p> <ul style="list-style-type: none"> - Identify the cost effective and cost expensive aspects and how they can be improved. 	
17	3.02	<p>Do you believe the NFMSE-EP is scalable and flexible enough to be implemented elsewhere?</p> <ul style="list-style-type: none"> - Identity strengths and weaknesses. 	
18	4.01	<p>Do you believe there is any evidence that students who complete NFMSE-EP will transition to formal education?</p> <ul style="list-style-type: none"> - Discuss evidence. 	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
19	4.02	Do you believe there are learning gains for students. engaged in the programme beyond academic achievement? Describe.	
20	5.01	Do you believe the NFMSE-EP initiatives will be sustained beyond the programme lifespan? Will you continue working with the initiative? - Discuss strengths and weaknesses.	

Tool 2: NGO and INGO

Staff Name::

NGO/INGO Name:

Office:

Start Time:

Finish Time:

Date:

To Obtain:

- Relevant organisation plans, monitoring reports and budgets influenced by NFMSE-EP.
- Other relevant documents as identified during the interview

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
1	Relevance	Describe your organisations role in supporting the Implementation of NFMSE-EP? - Probe concerning responses and level and modality of support.	
2	1.02	Describe your understanding of the impact NFMSE-EP has had on the drafting of the AE policy? - What are the main areas where it has influenced AE Policy Framework	
3	1.03	Describe the linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training. - What are the linkages	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
4	1.06 2.12	Does the NFMSE-EP strive for equity including inclusion of vulnerable children, those from ethnic groups, children of poor families. How?	
5	2.04 2.02	What are the strengths and weaknesses of the NFMSE-EP approach in reaching more children, particularly poor children?	
9	2.07	What do you believe are the strengths and weaknesses of the accreditation and credit transfer system? Has it been effective towards retention and promotion of children in the regions in which your organisation is supporting?	
1010	2.10	Has the monitoring of the NFMSE-EP influenced the way your organisation engages in NFMSE-EP? - How has it influenced programming? - How is information disseminated and used? - What more can be done?	
11	2.11	In your opinion, what have been the main challenges faced during the implementation of the NFMSE-EP in your focal townships?	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
12	3.03	<p>Do you believe the NFMSE-EP is cost-effective?</p> <ul style="list-style-type: none"> - Identify the cost effective and cost expensive aspects and how they can be improved. 	
13	3.02	<p>Do you believe the NFMSE-EP is scalable and flexible enough to be implemented elsewhere?</p> <ul style="list-style-type: none"> - Identity strengths and weaknesses. 	
14	4.02	<p>Do you believe there are learning gains for students engaged in the programme beyond academic achievement?</p> <p>Describe.</p>	
15	5.01	<p>Do you believe the NFMSE-EP initiatives will be sustained beyond the programme lifespan? Will you continue working with the initiative?</p> <ul style="list-style-type: none"> - Discuss strengths and weaknesses - Discuss future programming for the organisation. 	

Tool 3: NFPE and NFME Facilitators

Number of NFPE facilitators:

Gender of NFPE Facilitator(s): M.../F.....

Number of NFME facilitators:

Gender of NFME Facilitator(s): M.../F.....

Start Time:

Finish Time:

Township:

Date:

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response NFPE	Response NFME
1	Background	Name of facilitator		
2	Background	Gender		
3	Background	Years Teaching Experience		
4a	1.03	Why did you join NFME?		

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response NFPE	Response NFME
4b	1.03	In your opinion does the NFME provide an opportunity for students who have undertaken NFPE or primary education programme but missed out on middle school?		
5	1.03	Do you think that NFME is equivalent to formal middle school? - What advantages and disadvantages do you think exist?		
6	1.03	Do you think NFME prepares children for vocational education? - Describe the ways in which it prepares children		
7	1.05	Do you think NFME curriculum and method of delivery supports vulnerable children such as those with disability or from ethnic or poor backgrounds?		

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response NFPE	Response NFME
8	2.12 2.02	As a facilitator have you made efforts to ensure inclusion of the most vulnerable children such as those with disabilities or from poor families or excluded ethnic groups? - Describe in detail.		
9	1.06	Does NFME curriculum and delivery encourage equality between boys and girls? - Describe in which ways?		
10	2.04	Have children dropped out of your class? - If so are you aware of why? - What measures have you taken to reduce dropout		
11	2.05	Do you believe the curriculum is appropriate? Describe the strengths and weaknesses.		

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response NFPE	Response NFME
12	2.06	Describe the training you have received under NFME? <ul style="list-style-type: none"> - Strengths and weaknesses - Has the training been sufficient? 		
13	2.06	Are there areas of teaching NFME that you find challenging? Why? <ul style="list-style-type: none"> - Do you require further training to be able to teach in these areas? 		
14	2.10	Do you receive information from the Township Monitoring Officer concerning the progress of NFME in your centre and township? <ul style="list-style-type: none"> - If so how do you receive and use the information? 		
15	2.11	What have been the main challenges you have faced while being a facilitator of NFME?		
16	2.11	Opinion on the accreditation and credit transfer process		

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response NFPE	Response NFME
17	3.03	Do you believe you are adequately paid for teaching NFME? - If not discuss.		
18	4.01	Do you believe there is any evidence that students who complete NFME will transition to formal or vocational education? - Discuss evidence.		
19	4.02	Do you think the children learn things beyond academic achievement through the programme? - Discuss - Give examples		

Tool 4: NFME Township Monitor, Chair of the NFME management committee, Head Teacher in the centre, Central Management Committee

Obtain: Individual child data by year with average academic outcome score per child.

Township:

Name of NFME Centre (if relevant to one):

Total no. of facilitators in centre:

Position of person being interviewed:

Date:

Start Time:

Finish Time:

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
1	Relevance	Describe your role in Implementation of NFMSE-EP? - Probe concerning responses and level of engagement How many times does the township management committee meet each semester?	
2	1.03	Describe the relationship between NFPE and NFME and between NFME and formal middle school as well as vocational training. - What are the linkages	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
3	1.05	Do you think the NFMSE-EP curriculum is contextualized and relevant to the benefitting children, particularly the most vulnerable? How?	
4	1.06	In what ways does NFMSE-EP strive for equity?	
5	2.12 2.02	In your role, have you made efforts to ensure inclusion of the most vulnerable children such as those with disabilities or from poor families or excluded ethnic groups? - Describe in detail.	
6	2.04	What are the strengths and weaknesses of the NFMSE-EP approach in reaching more children? - Discuss themes such as management, cost and resources	
7	2.04	How is attendance measured and are there compromises made to ensure children stay in the programme and are promoted?	
8	2.04	Describe the role and effectiveness of the learning centre management committee?	
9	2.13	Do you think the NFME improves gender equity within the educational system and more widely? How?	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
10	2.05	Do you believe the curriculum is appropriate? Describe the strengths and weaknesses.	
11	2.06	In your opinion, is the level of teaching quality, especially compared to formal middle school? - If not why not?	
12	2.07	What do you believe are the strengths and weaknesses of the accreditation and credit transfer system? Has it been effective towards retention and promotion of children?	
13	2.10	For Monitors only As a monitor of NFMSE-EP do you believe you have influenced the retention of children and the success of the programme? - How has it influenced activities? - How is information disseminated and used?	
14	2.11	In your opinion, what have been the main challenges faced during the implementation of the NFMSE-EP?	
15	4.01	Do you believe there is any evidence that students who complete NFMSE-EP will transition to formal education? - Discuss evidence.	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
16	4.02	Do you believe there are learning gains for students engaged in the programme beyond academic achievement? Describe?	
17	5.01	Do you believe the NFMSE-EP initiatives will be sustained beyond the programme lifespan? Will you continue working with the initiative? - Discuss strengths and weaknesses	

Tool 5: Township Education Officer (TEO)**Ensure:** Completion of Township summary form (Annex 8)**Obtain:**

- Grade 6, 7, 8, 9 Dropout data.
- OOSC data for age 13-20

Informant Data

Township:

Name of NFME Centre (if relevant to one):

Total no. of facilitators in centre:

Position of person being interviewed:

Date:

Start Time:

Finish Time:

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
1	Relevance	Describe your role in Implementation of NFMSE-EP? - Probe concerning responses and level of engagement	
2	1.03	Describe the linkages between NFPE and NFME and between NFME and formal middle school as well as vocational training. - What are the linkages	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
3	1.03	Does NFME align with other education programmes in the township? How?	
4	2.12 2.02	In your opinion, how does NFME manage inclusion of the most vulnerable children such as those with disabilities or from poor families or excluded ethnic groups?	
5	2.04	What are the strengths and weaknesses of the NFMSE-EP approach in reaching more children? - Cost, Resources, Management	
6	2.04	Describe the role and effectiveness of the township management committee?	
7	2.05	Do you believe the curriculum is appropriate? Describe the strengths and weaknesses.	
8	2.06	In your opinion, is the level of teaching quality, especially compared to formal middle school? - If not why not?	
9	2.07	What do you believe are the strengths and weaknesses of the accreditation and credit transfer system? Has it been effective towards retention and promotion of children?	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
10	2.10	<p>Has the information you have received on NFMSE been sufficient?</p> <ul style="list-style-type: none"> - How has it influenced activities? - How is information disseminated and used? 	
11	2.11	<p>In your opinion, what have been the main challenges faced during the implementation of the NFMSE-EP?</p>	
12	4.01	<p>Do you believe NFME has been good for the community?</p> <ul style="list-style-type: none"> - Discuss. 	
13	4.02	<p>Do you believe there are learning gains for students engaged in the programme beyond academic achievement?</p>	
14	5.01	<p>Do you believe the NFMSE-EP initiatives will be sustained beyond the programme lifespan? Will you continue working with the initiative?</p> <ul style="list-style-type: none"> - Discuss strengths and weaknesses - Do you believe the township would like to expand the programme? 	

Tool 6: Community level (FDG)

Township:

Name of NFME Centre (if relevant to one):

Total no. of facilitators in centre:

Date:

Start Time:

Finish Time:

Number of Parents Invited: M..... / F.....

Number of Parents attending: M..... / F.....

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Responses
1	1.03	<p>Has your child participated in previous education such as NFPE or vocational?</p> <ul style="list-style-type: none"> - If yes – was prior credit allocated for your child's study? - Did the prior study help the child to with the NFME? - Why did they discontinue? 	
2	1.06	<p>Are you aware of any ways in which the programme has encouraged the participation of girls and boys equally?</p> <ul style="list-style-type: none"> - Describe 	
3	2.12	<p>Has the programme encouraged your child to participate?</p> <ul style="list-style-type: none"> - How? Why? 	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Responses
4	2.04	Do you think the NFMSE-EP is important for the community? - How / In what ways?	
5	2.05	Do you believe your child benefits from the programme? - How?	
6	2.05	Are there learning gains for students engaged in the programme beyond academic achievement?	
7	2.06	Are you happy with the level of teaching quality? - Discuss	
8	2.10	Do you regularly receive information concerning your child's study? - If yes does the information help you assist your child in study?	
9	3.03	Has sending your child to NFME been expensive? - Describe the ways in which it has impacted your family economically	
10	4.01	When your child completes NFME what do you think they will do? Employment, further study?	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Responses
11	4.02	Do you think the Community benefits from the programme?	

Tool 7: NFMSE Dropouts

Out of School Children who dropped out of the programme;

Township:

Name of NFME Centre (if relevant to one):

Total no. of facilitators in centre:

Date:

Start Time:

Finish Time:

No. of children attending:

No of children invited:

SN	Relevance to Evaluation Question	Question	
1		Age/Gender of each child	
3	2.12 2.02	Disadvantaged Status (Ethnicity/Disability)	
4	Context	Are you currently employed or studying? - Describe	
5	Context	Which year did you stop attending NFME?	
6	3.03	Why did you stop attending the NFME? - Discuss	
7	2.04	Would you like to be attending the NFME?	
8	2.04	Do you believe NFME would help you in your life? If so how? If not why not?	

SN	Relevance to Evaluation Question	Question	
9	2.04	What would need to change for you to be able to go to school?	
10	2.05	What did you learn when you came to NFME lessons?	
11	2.06	What was your teacher like?	
12	4.02	Can you use what you learned in class in your job or current education?	

Tool 8: Enrolled NFME

Children enrolled in the programme;

Township:

Name of NFME Centre (if relevant to one):

Total no. of facilitators in centre:

Date:

Start Time:

Finish Time:

No. of children attending:

No of children invited:

SN	Relevance to Evaluation Question	Question	
1		Age/ Gender of each child	
3	2.12 2.02	Disadvantaged Status (Ethnicity/Disability)	
4	Context	What were you doing before you studied NFME?	
5	2.04	Why did you not attend secondary school before NFME?	
6	2.04	What encouraged you to apply for NFME?	
7	2.05	What did you learn when you came to NFME lessons?	
8	3.03	Describe your experience in terms of learning?	

SN	Relevance to Evaluation Question	Question	
		<ul style="list-style-type: none"> - What have been the challenges of returning to school and how has the programme assisted you? 	
9	2.06	How would you describe your teacher?	
10	2.04	In what ways has the programme assisted you to stay in study?	
11	2.04	Have you ever thought of leaving the programme? <ul style="list-style-type: none"> - If so why? 	
12	2.04	Have you found attending school difficult? <ul style="list-style-type: none"> - Discuss 	
13	4.02	What have you learnt through the programme to assist you with other aspects of your life?	
14	4.01	What will you do once you complete the programme? <ul style="list-style-type: none"> - Has the programme encouraged you to study further? 	

SN	Relevance to Evaluation Question	Question	
		- How do you think the programme has prepared you for future study?	

Tool 9: Children who are OOSC

Out of School Children;

Township:

Name of NFME Centre (if relevant to one):

Total no. of facilitators in centre:

Date:

Start Time:

Finish Time:

No. of children attending:

No of children invited:

SN	Relevance to Evaluation Question	Question	
1		Age/Gender of each child	
3	2.12 2.02	Disadvantaged Status (Ethnicity/Disability)	
4	Context	Are you currently employed or studying? - Describe	
5	Context	Which year did you stop attending school?	
6	3.03	Why did you stop attending the school? - Discuss	
7	2.04	Have you heard of the NFME? If so how?	
8	2.04	Would you like to be attending the NFME?	

SN	Relevance to Evaluation Question	Question	
9	2.04	What would need to change for you to be able to go to school?	
10	2.04	Do you believe NFME would help you in your life? If so how? If not why not?	

Tool 10: Head Teacher in the centre

Head teacher name:

Gender of head teacher:

Number of year's experience as head teacher:

Number of year's experience teaching:

Township:

Name of NFME Centre (if relevant to one):

Start Time:

Finish Time:

Date:

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
1	1.03	In your opinion does the NFME provide an opportunity for students who have undertaken NFPE programme?	
2	1.03	Do you think that NFME is equivalent to formal middle school? - What advantages and disadvantages do you think exist?	
3	1.03	Do you think NFME prepares children for vocational education? - Describe the ways in which it prepares children	
4	1.05	Do you think NFME curriculum supports vulnerable children such as those with disability or from ethnic or poor backgrounds?	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
5	2.12 2.02	As a head teacher, have you made efforts to ensure inclusion of the most vulnerable children such as those with disabilities or from poor families or excluded ethnic groups? - Describe in detail.	
6	1.06	Does NFME curriculum encourage equality between boys and girls? - Describe in which ways?	
7	2.04	Have children dropped out of your class? - If so are you aware of why?	
8	2.05	Do you believe the curriculum is appropriate? Describe the strengths and weaknesses.	
9	2.06	Describe the training you have received under NFME? - Strengths and weaknesses	
10	2.06	Are there areas of teaching NFME that are challenging? if so Why? - Is further training required to be able to teach in these areas?	
11	2.10	Do you receive information from the Township Monitoring Officer concerning the progress of NFME in your centre and township? - If so how do you receive and use the information?	

SN	Relevance to Evaluation Question	Evaluation Sub-Questions	Response
12	2.11	What have been the main challenges you have faced while being a head teacher of an NFME Centre?	
13	3.03	Do you believe facilitators are adequately paid for teaching NFME? - If not discuss.	
14	4.01	Do you believe there is any evidence that students who complete NFME will transition to formal education? - Discuss evidence.	
15	4.02	Do you think children learn through NFME beyond academic achievement? - Discuss	
16	4.02	Do you believe the programme is realistic given the resources required and management? - Discuss	

A.1.4 Classroom Observation Form

The following classroom observation form is recommended as it allows for nuanced narrative descriptions along key aspects of facilitator (teacher) and classroom assessment criteria¹⁰.

Course: I3 NFME

Facilitator: _____

Subject taught: _____

Learning Centre: _____

Peer/Observer: _____

Date and Time _____

Number of students M____, F_____

Disabled learners Number _____

Description of disability if appropriate _____

1. Teaching Learning

(Mark: A=Good, B=Fair, C=Not good)

Theme	Good	Fair	Not Good
Uses teaching aids effectively			
Use active participation in teaching learning process			
Teaching subjects in time allocation			
Regular assessment			
Remedial teaching			
Systematically recording learner attendance			
Regular outcome record			

¹⁰ Adapted from: <https://www.isu.edu/media/libraries/college-of-technology/pdfs/faculty-staff-docs/ClassroomObservationForm.doc>

Use criteria that apply to format of subject observed.

SN	Aspect of Evaluation	Description/Comments
1	SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2	ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
3	RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
4	TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
5	PEDAGOGICAL MATERIALS (All students and the instructor have appropriate and up to date curriculum materials, students use their own curriculum materials and do not share, curriculum materials are complete and up to date, adequate textbooks and writing materials and other lesson materials are available).	
6	PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	

SN	Aspect of Evaluation	Description/Comments
7	MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	
8	SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	
9	ASSISTANCE TO STUDENTS (assists students with academic problems and children with other disabilities)	
10	PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	
11	PHYSICAL ASPECTS OF CLASSROOM (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness and Classroom Observation:

Annex 17. Review of AE Policy

Table 20. NESP objectives under 10.2 AE Transformational Shifts in relation to the NFMSE activities and outputs

Relevant NESP Objectives	Relevant NFMSE Activities and Outputs	Issues
10.3.1 Strategy 1: Strengthen co-ordination and management		
National AE Co-ordination Committee (AECC)	NFMSE has piloted a management and coordination structure involving coordination committees at the central level (Central management committee), Township level (Township management committee) and centre level (Centre management committee).	The AE Coordination Committee has not yet been formed at National level. The newly established DAE is building its human resource capacity in the new era of Alternative Education. Though AECC was mentioned at a strategy 1 in Chapter 10 Alternative Education as per policy guidance of DACU, AE Sub-Sector Working Group (AECC) is currently function at National level. It focuses networking and coordination among all stakeholders.
Develop an AE Subsector Policy Framework	<p>According to the NEL amendment 2015, National Education Policy Commission (NEPC) is solely responsible to develop education related policies.</p> <p>MoE is responsible for the development of educational guidelines, framework and instructions for implementing relevant policies.</p> <p>Under the leadership of DAE, working groups (NFE key stakeholders) have developed "An Alternative Education Sub-Sector Framework". This framework provides strategic guidance towards the implementation of quality AE programs for needy children and adults.</p>	<p>It is not clear as to what extent aspects of the NFMSE have informed the AE Subsector Policy Framework.</p> <ul style="list-style-type: none"> a) The credit transfer system is not included in the AE Subsector Policy Framework. b) NFMSE accreditation is not yet recognised for transfer to formal or vocational education. <p>All strategies mentioned in chapter 10 of NESP are not be accomplished yet.</p>
Develop Department of Alternative Education (DAE) capacity	DAE has been involved in the piloting NFMSE in one township and is in principal leading the central management committee.	MLRC have largely been functioning in the management and operational role during implementation of NFMSE.
10.3.2 Strategy 2: Expand access through multiple AE pathways		
Component 2: Pilot-test and	280 pupils were initially enrolled in a 3 year pilot of NFMSE in 8 townships each	None

Relevant NESP Objectives	Relevant NFMSE Activities and Outputs	Issues
expand the Non-formal Middle School Education Programme (NFMS EP)	containing 2 focal centres. The outputs are targeted to demonstrate successful partnerships with Non-governmental organisations (AE providers) in the provision of middle school education to OOSC.	
10.3.3 Strategy 3: Strengthen the quality of AE programme		
Component 1: Development of a national AE Quality Standards Assessment Framework	NFMSE has developed assessment tools for the NFMSE centres.	it is not clear whether these will be adopted into a national Quality Standards Assessment Framework.
Component 2: Development of national certificates system	NFMSE has piloted implementation of the equivalency curriculum developed and piloted between 2013 and 2016 for 21 subjects. A credit transfer system has been developed.	The credit transfer system is not referenced in the AE Subsector Policy Framework document and the MoE is yet to issue a statement confirming the validity of the NFMSE qualification.
Component 3: Development of teacher competencies and a teacher training programme	40 Facilitators have been trained in 8 townships once each semester for 9 days in delivery of the courses. Classroom and teacher assessment forms have been developed and implemented in pilot townships as part of the quality standards.	There are competency and retention issues pertaining to facilitators.

Table 21. Areas in which NFMSE complies with the standards include:

Area	NFMSE Compliance
The mission statement (para9-a, b) and objectives (para 10, a,b) makes reference to enhancing education access to middle and high school education for OOSC youth and adults through “collaboration with development partners (DP)”	Included in the NFMSE.
The Principles (para11 a-b) note the inclusion of vocational education and education having advantages to the social environment for all AE programmes.	The inclusion amongst the 21 NFMSE subjects of subjects concerning life skills and vocational education has been piloted in NFMSE and so aligns with the principals of the framework.

Area	NFMSE Compliance
Principal b) specifies equal access for disadvantaged children. The NFMSE programme has no apparent bias to access with the exceptions of age and location. Principal c) specifies the involvement of girls/women, persons with disability and disadvantaged persons in AE programmes.	The curriculum supports to all children and there is no apparent discrimination based on subject. Whilst NFMSE has no bias for gender, there is presently poor capacity to facilitate CWD.
Principal d) specifies the collection of data on NFE and sharing with related organisations.	NFMSE provides a partial template for this however there is scope to improve monitoring at the vertical level.
<p>Strategies 3; Activity -1 (Pare 65): Develop standard curriculum, Quality Standards Assessment Framework (QSAF) and completion assessment framework, and Completion Certificates with the different levels of education under AE, by the Leadership of National AE Coordination Committee.</p> <p>Para 68:(Strategies 3;Activity 4) Implementing services of quality control supervision and assessment by respective DAE and organizations in that each region</p> <p>Para 79: Develop and enact AE Quality Standard Assessment Framework(AE QSAF) and take supervision and assessment in accordance with this AE QSAF.</p>	NFMSE has developed standards by which centres, teachers and learners can be assessed. NFMSE has developed a completion assessment framework and a credit transfer system which are all in line with this strategic objective.
Principal e) specifies programmes to cooperate and support parents/guardians for the learning access of children.	The NFMSE has piloted formal methods of support including stipends, provision of meals, learning materials and uniforms. Informal methods were piloted including financial and other support to children from the community and facilitators/centre heads.
Principal d) specifies the organisation of the community participation and accountability for the achievement and sustainable of AE.	The NFMSE has utilised Township Management Committees to help mobilise townships to monitor and contribute to NFMSE.
<p>Strategies 1 (Strengthen co-ordination and management on NFE and CE) includes Activity -5 (Para 53) which specifies that in addition to the MOE allocated budget, establish a fund with the cooperation of local and International Organizations, businessmen and other relevant stakeholders.</p>	This has not been piloted under NFMSE however the contribution of development partners has operated as a proxy to establishing a fund.
As Strategies 2 (Expand leaning access to NFE and CE), Activity-1 (Para 56) to implement equivalency programmes between formal	This has been piloted through NFMSE for middle school.

Area	NFMSE Compliance
education and NFE, or basic education and vocational education in the prioritized region where are lack of opportunity by collaboration of government, private sector and CBOs.	
Strategy 2, Activity – 4 (Para 59) is to create the different types of learning environment and learning opportunity for children, who are working and children and youth on the street, by collaboration of DAE and DPs.	This has been piloted under NFMSE which facilitates children who work to support their families.
Strategy 2, Activity – 6 (Para 61) is to trust and collaborate on AE programme, DAE and CBOs by organizing education awareness.	This has not been piloted strongly under NFMSE.
Strategy 2 Activity – 7 (Para 62) is to Recognize the Schools for migrant children in border areas as Community based NFE Center and coordinate with Department of Basic Education (DBE) to accept children from those schools to government schools under the Myanmar Education System.	Whilst there are migrant children enrolled in NFMSE, there has been limited coordination with DBE concerning these children. However, at township level there is strong evidence of coordination with the TEO in some townships.
Strategy 3 concerning Upgrading quality Assurance on NFE and CE contains Activity -1 (Pare 65) concerning the development of standard curriculum, Quality Standards Assessment Framework (QSAF) and completion assessment framework, and Completion Certificates with the different levels of education under AE, by the Leadership of National AE Coordination Committee.	NFE has piloted <i>standard</i> curriculum, (draft) Quality Standards Assessment Framework (QSAF) and completion assessment framework. The Credit system is especially suitable for those children who cannot attend the class regularly. It has been effective towards retention and promotion of children.
Strategy 3, Activity -3: (Pare 67) concerning the provision of Training for the teachers who will facilitate with various learning styles and learning environment by professional Groups/Organization, by the Leadership of National AE Coordination Committee.	The NFMSE programme has piloted teacher training for 9 days each semester. Teachers from Maesot received from some teacher trainings conducted by Teacher Organizations from Thailand.

Annex 18. Annex 18 Secondary Recommendations derived from the Evaluation

Table 22. Secondary Recommendations derived from the Evaluation

SN	Recommendation	Relevance to Question	Responsibility	Priority	Timeframe
	Strengthening the policy and information environment				
9	Clearly identify the target populations for out-of-school children: NFMSE must distinguish itself from formal middle school in terms of the unique assistance it can give to vulnerable children. Further analysis and discussion should take place concerning the criteria that enables children who may be younger than the target age to enter NFMSE rather the formal middle school. Robust filtering criteria should be designed to qualify candidates for study through NFMSE to ensure that NFMSE does not become an optional alternative to formal middle school education.	1.03	DAE, UNICEF, UNESCO	High	2019
10	Simplify the credit system and create a central repository of information: Revise the credit system to simplify it where possible. A significant limitation of the credit system is that the record of achievement and student portfolios are stored at the township level. The credit transfer system should be enabled nationally with a database of individual students and their achievement levels accessible to all townships. The Myanmar national Education Management Information System (EMIS) ¹¹ is developing a non-formal module which can be used to track individual students. This can be used for both recording	2.02	DAE, MLRC	Medium	2020

¹¹ The Myanmar EMIS is a national EMIS system which is fully integrated between education sub-sectors and capable of tracking children between the formal and non-formal education sub-sectors as well as into vocational and higher education. The EMIS is presently in development and is being gradually rolled out across Myanmar.

SN	Recommendation	Relevance to Question	Responsibility	Priority	Timeframe
	of student progress nationally and for facilitating tracer studies.				
11	<p>Improve tracking of out-of-school children nationally and target demand for out-of-school children: Identifying where vulnerable children are located and understanding their movements between townships will help target NFMSE interventions. There is scope to improve the national tracking of out-of-school children and vulnerable children in general. The Myanmar EMIS can be used to track children in and out of the non-formal and formal sector. Expanding access to NFMSE in townships where mobile communities are prevalent will ensure that students who are forced to relocate for work can continue to advance their NFMSE towards completion. The demand for the programme should be properly assessed in each pilot township with consideration to expanding the programme where feasible. The expansion would also enable a greater range of facilitators with subject specialisation to be engaged in each township which could positively impact teaching quality. Greater understanding of target populations can also facilitate towards children from mobile families to participate. The world bank is considering partnering with DAE in the provision of mobile schools. These could potentially also be applied to NFMSE if the migration patterns of mobile families can be understood.</p>	2.03	DERPT, DAE	High	2020
	Strengthening the Quality of NFMSE curriculum and delivery				
12	<p>Increase the options for facilitator training: Training costs for facilitators are high and the duration insufficient. Training should be restructured to separate orientation training from subject training. Subject training should be longer initially and reduced as facilitators gain experience in teaching NFMSE. Facility to request specialised training such as in the credit system should be made available.</p>	2.05	MLRC	Medium	2020

SN	Recommendation	Relevance to Question	Responsibility	Priority	Timeframe
	Consideration should be given to a greater emphasis on practical over theoretical training in the vocational subjects however this must be balanced against cost and capacity to provide equipment and safety.				
	Strengthening Coordination and Partnerships and Expanding NFMSE				
13	Enhance communication and advocacy at the community level: Participation of students in NFMSE is contingent on awareness. Continuation is contingent on local funding and awareness. There is a need for enhanced promotion of NFMSE at the local level should to the broader community and to local government agencies. DAE should develop a communication and promotion strategy as part of the AE Partnership Coordination strategy being developed.	2.04	DAE, MLRC	Medium	2020
14	Strengthen funding streams from development partners: Development partners rely on approval to fund NFMSE. To help generate support for funding, partners should continue to promote the Programme at forums and events throughout Asia and in Myanmar using the clear messages delivered in this evaluation. Promotion should take place to local and international NGO.	5.01	UNICEF, UNESCO, World Bank etc.	High	2019 onwards
	Assess NFMSE Outcomes				