



Increasing Access to Basic Education for OOSC through Flexible Learning Programmes in Cambodia, Lao PDR, Myanmar and Viet Nam

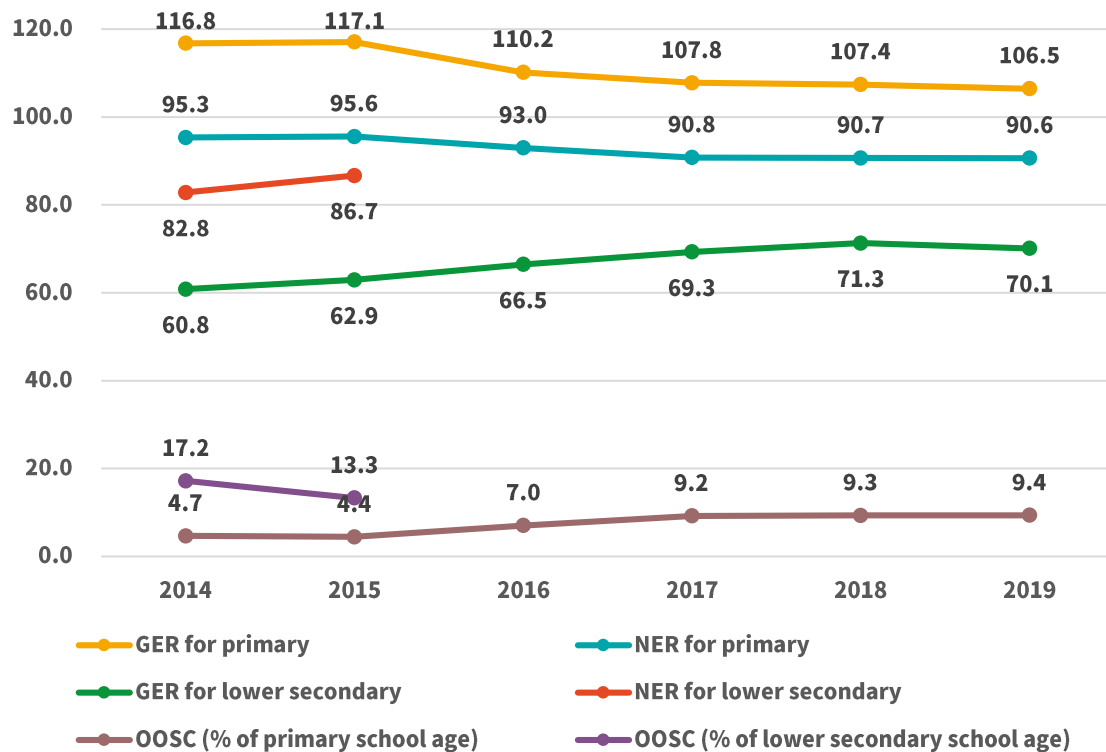
A Project Kick-off Meeting | 17 November 2020

Overview of Components 1 & 2

Component	Cambodia	Lao PDR	Myanmar	Viet Nam
Component 1	Conduct a research to understand current state and issues of NFE-LSEP, and support the DNFE in making informed decisions on it	Conduct a research to understand current state and issues of NFLSE, and support the DNFE in making informed decisions on it	Conduct a research to understand current state and issues of NFMSE, and support the DAE in making informed decisions on it	Conduct a research to understand of current status of CECs and OOSC, and support the MOET in designing evidence based policy intervention
Component 2	Suggest policy recommendations that can contribute to improvement of NFE-LSEP	Suggest policy recommendations that can contribute to improvement of NFLSE	Suggest policy recommendations that can contribute to improvement of the current AE program	Suggest policy recommendations that can contribute to improving the current policies for OOSC

Country Plan for Component 1 - Cambodia

Background



- *Achieved universal access to primary education, but access to lower secondary education children remains a challenge*
- *High drop out rate at lower secondary education*
- *A lack of data on OOSCY and their learning*

Country Plan for Component 1 - Cambodia

■ Support the DNFE in making informed decisions on NFE-LSEP

- *A case study on successful local blended learning initiatives, programs, and project in both of non-formal and formal education*
- *A research on the educational information infrastructure to operate NFE-LSEP*
- *Introduce other country cases of using distance/blended learning models or other forms to ensure continuous learning*
- *Explore how to scale up the current NFE lower secondary equivalency program (NFE-LSEP) based on the findings*

Country Plan for Component 2 - Cambodia

■ Suggest recommendations to improve the current NFE-LSEP

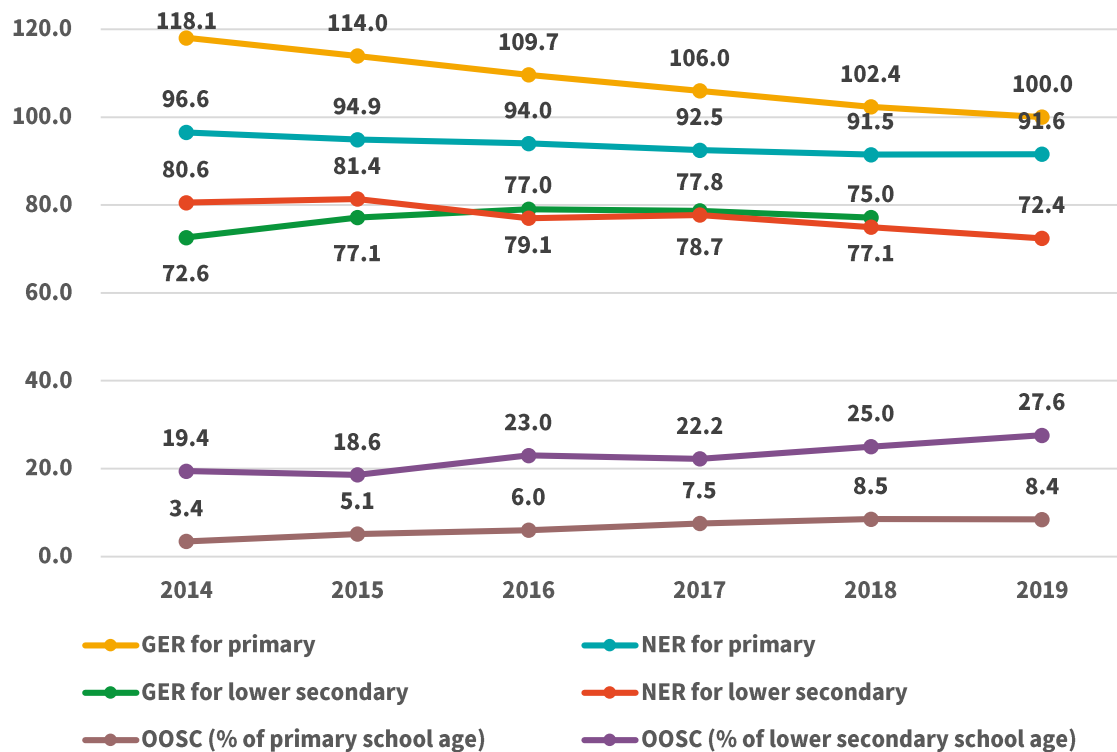
- *Review and analyze policy documents, framework and data related to NFE and EPs*
- *Develop policy recommendations on NFE-LSEPs including distance learning modalities*

■ Methodology

- *Documents analysis*
- *Focus Group Interview : Policy makers and other stakeholders*
- *Case study: Local, national, and international cases*

Country Plan for Component 1 - Lao PDR

Background



- *Achieved universal access to primary education, but access to lower secondary education children remains a challenge*
- *High proportion of OOSCY at lower secondary education, and many more in school are at risk of dropping out*
- *Difficulty in applying curriculum and method of formal education to NFLSE*

Country Plan for Component 1 – Lao PDR

■ Support the DNFE in making informed decisions on NFLSE

- *A case study on successful local distance learning initiatives, programs, and project in both of non-formal and formal education*
- *A research on the educational information infrastructure to operate NFLSE*
- *Introduce other country cases of using distance learning models or other forms to ensure continuous learning*
- *Explore how to scale up the current NFLSE based on the findings*

Country Plan for Component 2 - Lao PDR

■ Suggest recommendations to improve the current NFLSE

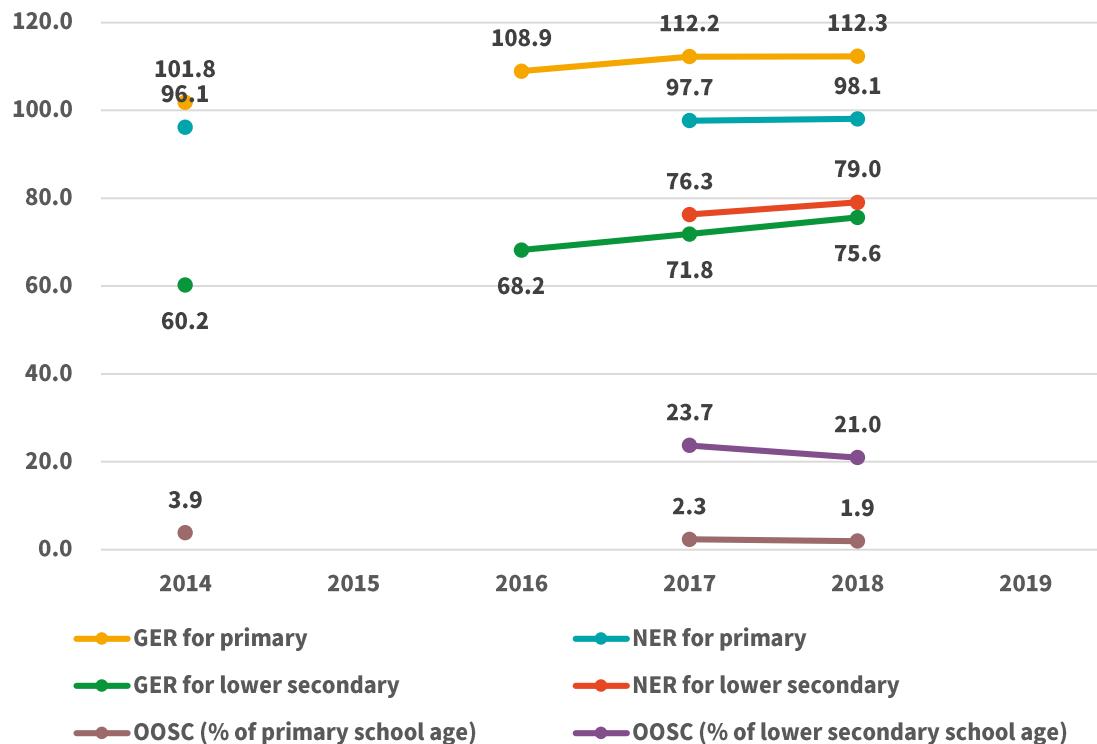
- *Review and analyze policy documents, framework and data related to NFLSE*
- *Develop policy recommendations on NFLSE including distance learning modalities*

■ Methodology

- *Documents analysis*
- *Focus Group Interview : Policy makers and other stakeholders*
- *Case study: Local, national, and international cases*

Country Plan for Component 1 - Myanmar

Background



- *Achieved universal access to primary education*
- *High proportion of OOSCY at lower secondary education, and many more in school are at risk of dropping out*
- *Low female participation to both of NFPE and NFMSE*

Country Plan for Component 1 - Myanmar

■ Support the DAE in making informed decisions on NFMSE

- *A case study on successful local distance learning initiatives, programs, and project in both of non-formal and formal education*
- *A research on the educational information infrastructure to operate NFMSE*
- *Introduce other country cases of using distance learning models or other forms to ensure continuous learning*
- *Explore how to scale up the current NFMSE based on the findings*

Country Plan for Component 2 - Myanmar

■ Suggest recommendations to utilize technology for the improvement of the current AE program

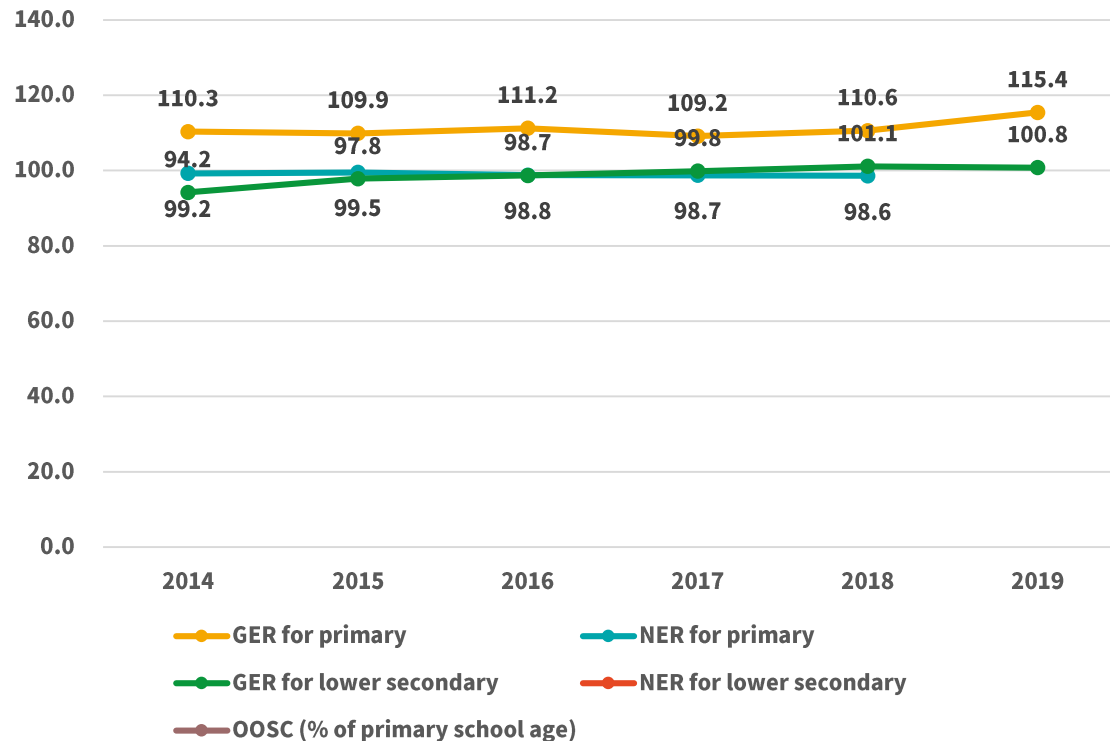
- *Review and analyze policy documents, framework and data related to NFMSE*
- *Develop policy recommendations on NFMSE including distance learning modalities*

■ Methodology

- *Documents analysis*
- *Focus Group Interview : Policy makers and other stakeholders*
- *Case study: Local, national, and international cases*

Country Plan for Component 1 - Viet Nam

Background



- *Achieved universal access to primary and lower secondary education*
- *Increasing access to basic education for vulnerable children remains a challenge*
- *A lack of data on OOSC is another challenge*

Country Plan for Component 1 - Viet Nam

■ Support the MOET in designing evidence based policy interventions

- *A basic research on the current status of the Continuing Education Centers (CECs) and their programs, focusing on EPs*
- *A case study on how CECs and other educational institutes are coping with COVID-19, focusing on distance/blended learning models*
- *An analysis of the 2019 census data on OOSC and the disadvantaged*
- *Explore how to apply these findings to the current EPs*

Country Plan for Component 2 - Viet Nam

■ Suggest recommendations to improve the current policies for OOSC

- *Review and analyze policy documents, framework and data related to EPs*
- *Develop policy recommendations on promoting access to basic education for OOSC through flexible learning*

■ Methodology

- *Documents analysis*
- *Data analysis*
- *Focus Group Interview : Policy makers and other stakeholders*
- *Case study: Local, national, and international cases*

Implementation Schedule

Activity	2020				2021
	1	2	3	4	5
	Oct	Nov	Dec	Jan	Feb
1.1 Conduct a documents analysis on local blended learning initiatives, programs, and project in both of non-formal and formal education			→		
1.2 Conduct a case study on local blended learning initiatives, programs, and project in both of non-formal and formal education			→		
1.3 Conduct a research on the educational information infrastructure to operate distance learning models			→		
1.4 Conduct a research on other country cases of using distance/blended learning models or other forms to ensure continuous learning		→			
		→			
2.1 Identify major issues on the current EP policy and frameworks (policy gaps), and analyze any relevant information				→	
2.2 Develop policy recommendations on increasing access to basic education for OOSC through flexible learning program					→

Expected Deliverables

- **Component 1: Research report**

(An analysis on the current state and issues of each country's NFEP, and share local and international experience that are relevant to these issues)

- **Component 2: Research report**

(A review of the each country's current NFEP policy and suggest policy recommendation for improvement)



Thank you!

