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FOR ACTION

RECOMMENDATIONS FOR SUPPLEMENTARY FUNDING FOR PROGRAMMES IN  
THE ASIA REGION WITHOUT RECOMMENDATIONS FOR FUNDING FROM  
GENERAL RESOURCES\*

## SUMMARY

The present document contains recommendations for supplementary funding for countries in the Asia region for which no recommendations for funding from general resources are requested at the 1994 Executive Board session. The programme proposals submitted here are aimed at expanding or complementing ongoing programmes in the countries concerned. The Executive Director recommends that the Executive Board approve supplementary funding in the following amounts for the programmes listed below, subject to the availability of specific-purpose contributions.

<u>Country/programme</u>	<u>Amount</u> (United States dollars)	<u>Duration</u>
Bangladesh	25 000 000	1994-1995
Myanmar	1 568 500	1994-1995

Summaries of individual recommendations follow. A table setting out the planned annual phasing of expenditure for each supplementary funding proposal is given at the end of the document.

\* In order to meet documentation deadlines, the present document was prepared before aggregate financial data were finalized. Final adjustments, taking into account unspent balances of programme cooperation at the end of 1993, will be contained in the "Summary of 1994 recommendations for general resources and supplementary funding programmes" (E/ICEF/1994/P/L.3 and Add.1).

## I. BANGLADESH

Basic data (1992 unless otherwise stated)

Child population (millions, 0-15 years)	51.5
U5MR (per 1,000 live births)	127
IMR (per 1,000 live births)	97
Underweight (% moderate and severe) (1990)	66
Maternal mortality rate (per 100,000 live births) (1985)	600
Literacy (% male/female) (1990)	47/22
Primary school enrolment (% net, male/female) (1990)	69/61
Percentage of grade 1 reaching grade 4 (1988)	46
Access to safe water (%) (1991)	84
Access to health services (1991)	45
GNP per capita (1991)	\$220

## One-year-olds fully immunized against:

tuberculosis:	89 per cent
diphtheria/pertussis/tetanus:	63 per cent
measles:	59 per cent
poliomyelitis:	63 per cent

## Pregnant women immunized against:

tetanus:	80 per cent
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1. In 1993, the Executive Board approved an amount of \$52,800,000 from general resources and an amount of \$56,821,000 from supplementary funds for the current country programme of cooperation for the period 1993-1995 (E/ICEF/1993/P/L.13). Based on a continuing analysis of the situation of children and women in Bangladesh and a continuing policy dialogue between the Government and external donors, including UNICEF, two projects for supplementary funding are proposed for Executive Board approval at the present session: one in the area of nutrition and the other in education.

Nutrition

2. The 1993-1995 programme of cooperation allocated an amount of \$5,000,000 from general resources and \$4,100,000 from supplementary funds for nutrition. The proposed project for community-based control of malnutrition builds on the ongoing programme for control of micronutrient deficiencies, community food and nutrition, policy development and planning. The proposed project is expected to operationalize and field test a multisectoral, coordinated approach to reducing malnutrition among children under two years of age and pregnant and lactating women in the 1994-1995 period. Lessons from this experience are expected to help the Government and donors, including the World Bank, in designing a national nutrition programme, and will help UNICEF in planning the next country

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programme for the period 1996-2000. Negotiations between the Government of Bangladesh and the World Bank are currently under way.

3. A combination of three physical characteristics distinguishes Bangladesh: high population density, widespread poverty and a sensitive physical environment. The per capita gross national product was \$220 in 1991, and six out of seven people live in absolute poverty. Average consumption is less than 2,100 calories per capita per day. High rates of protein-energy malnutrition have persisted over the past 20 years. Only 1.2 million (7 per cent) out of 17 million children under five years of age are nutritionally normal. Sixty-five per cent of all children under five years of age are stunted. Of the 2,000 children who die every day, 655 deaths are associated with severe malnutrition. More than 900,000 children have visible signs of vitamin A deficiency and about 500,000 children suffer from night blindness. Some 47 per cent of the population suffer from iodine deficiency disorders (IDD), and approximately 70 per cent of all women and children are anaemic. Traditional food practices during pregnancy and a lack of obstetric care during delivery adversely affect the survival of both mother and child and threaten the growth and development of the newborn.

4. Wasting is more prevalent in the 12- to 23-month age-group than among infants or children over two years of age, irrespective of gender or urban/rural residence. The prevalence of malnutrition among young children cannot be explained by income and food supply alone. Available evidence suggests that the predominant factor causing persistent malnutrition, apart from food security and basic health conditions, is a lack of appropriate child-care practices, particularly at the household level.

5. Bangladesh has large, targeted food distribution programmes aimed at improved household food security, a growing health services delivery system, programmes for the control of IDD and the prevention of nutritional blindness, and a programme to increase access to safe water supplies and basic sanitation. These programmes often suffer from poor coordination. There is currently no major programme that seeks to bring about positive changes in household behaviour, particularly regarding the care and nutrition of young children and the eating habits and practices of pregnant women and lactating mothers.

6. To address child and maternal malnutrition more effectively, the Government is developing the Bangladesh Integrated Nutrition Programme (BINP) with the assistance of the World Bank, UNICEF and other United Nations organizations. The nature and scale of the problems and feasible solutions have been analysed systematically through consultation among government organizations, non-governmental organizations (NGOs), United Nations organizations and bilateral donors. In view of the complexity and scale of malnutrition, BINP will become an intersectoral programme with interlinked components. The Government has requested UNICEF to support a community-based nutrition component of BINP, in selected geographical areas, to reduce malnutrition among 400,000 children under two years of age and 500,000 pregnant women and lactating mothers. Implementation will cover four districts (5,200 villages) initially, with the following objectives to be achieved by the end of 1995: (a) reduction of severe and moderate protein-energy malnutrition among children under two years of age by 20 per cent or more; (b) reduction in the incidence of low birth

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weight from 33 to 25 per cent; and (c) improvement of maternal nutritional status as measured by weight gain during pregnancy.

7. The project builds on the experience of large-scale community-based approaches from India, Indonesia and Thailand and follows a two-pronged strategy: (a) direct nutrition interventions and (b) intersectoral activities to strengthen nutrition development. The activities to be undertaken in controlling protein-energy malnutrition would be based on the following: (a) strong interpersonal communication with families built around intensive growth monitoring and promotion; (b) growth monitoring and promotion to serve as a powerful demonstration tool to promote family information, education and communication; (c) family nutrition counselling and community monitoring of nutritional status; (d) supervised supplementary feeding of malnourished women and children who are experiencing growth faltering; and (e) detection of at-risk children and pregnant and lactating women for referral to rehabilitation services and medical care. The core component of the project is a well-rounded approach to food, health and child-care practices, focusing on the prevention of malnutrition in households.

8. A triad approach of growth monitoring, nutrition education and food supplementation will emphasize a preventive rather than a curative strategy to reduce malnutrition. Capacity-building and community empowerment will enable communities to recognize nutrition problems, understand their causes and respond with feasible, affordable interventions. Specific interventions will include: (a) monthly weighing of children as soon as possible after birth up to the age of 24 months to demonstrate to parents their child's nutrition status and growth patterns; (b) helping parents select appropriate types of follow-up interventions in child-care practices; (c) ensuring health and household food security; and (d) demonstrating to parents the child's growth response to the above-mentioned interventions. Health education will cover all participating families, with the focus on the main contributors to malnutrition and preventive measures: (a) universal child immunization; (b) diarrhoea/hygiene education and acute respiratory infections (ARI); (c) home care of mild and moderate cases of ARI and referral of the severe cases; (d) the need for birth spacing; and (e) feeding during and after illness to minimize the impact of frequent infections on growth and nutritional status.

9. The purpose of food supplementation, combined with growth monitoring, is to demonstrate to parents the substantial and rapid gains in child growth that are possible through appropriate food, health and child-care practices. Supplementary feeding for three months will prevent family dependence on the project and emphasize to parents their primary responsibility for feeding their children. This supplementary feeding will not address the food security problems of the poorest families. These problems will be addressed through income-generating activities and feeding programmes that are already being implemented by the Government and the World Food Programme.

10. Children under two years of age with faltering growth will receive a special food supplement yielding approximately 150 calories per ration for six days a week for three months or until they recover a normal growth pattern. As soon as growth faltering is corrected, the child will complete supplementary feeding. Children with severe malnutrition will receive a daily ration of 300

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calories for four months. Children will be fed at a supervised feeding centre within the community to ensure that they fully benefit.

11. Mothers of low-birth-weight babies will receive education and counselling on the care and feeding of newborns. Mothers will be encouraged to give babies their first breast milk (colostrum), exclusively breast-feeding during the first five months, and to continue breast-feeding up to the age of two years. Parents and mothers-in-law will be educated on the need to introduce weaning foods in sufficient quantity and quality from the age of five months.

12. Pregnant women will be registered by the end of their first trimester and screened for malnutrition. All pregnant and lactating women will be counselled on the quantity and quality of their diets. Those identified as malnourished and at risk of having low-birth-weight babies will receive a daily food supplement of about 600 calories per capita from the time of screening through the sixth month of lactation. Pregnant women and lactating mothers also will receive education on feeding during and after illness of their babies to minimize the harm of infections on child growth and nutritional status.

13. A functional integration of nutrition activities will be managed through the local level of the Ministry of Health and Family Welfare infrastructure, such as the family welfare centres and satellite clinics. Part-time village nutrition workers, to be known as nutrition promoters, will supervise a nutrition volunteer corps of women. They will be guided by a group of community leaders (both men and women), to be known as the village nutrition council. Each group of 10 nutrition promoters will be supervised by full-time, trained nutrition organizers and supported by the Ministry of Health and Family Welfare visitors at the subdistrict level. Strong liaison will be maintained with the Ministry of Health for its medical and food supplementation programme. A District Administration Committee, headed by the Deputy Director, Family Planning Department, will be the focal point for overall management, monitoring and supervision of the project in each district. A national project office will be established, with the following four departments: (a) Programme Implementation and Training; (b) Information, Education, Communication and Social Mobilization; (c) Monitoring, Research, Surveillance and Evaluation; and (d) NGO Liaison. The intersectoral nature of the project demands that policy coordination and guidance be provided by a national nutrition council. Collaboration with NGOs in training, implementation, monitoring and supervision will be worked out as the project develops.

14. The monitoring component will include: (a) process monitoring to assess the progress in terms of inputs (number of workers trained, nutrition education sessions held, food and nutritional supplements and growth charts distributed) and outputs (number of community members receiving nutrition orientation, children receiving supplementary feeding and vitamins, children and women weighed) and (b) monitoring to measure changes in the nutritional status of children under two years of age and pregnant and lactating mothers. The project will be evaluated in two parts at the end of the second year of implementation. The first part will consist of an internal evaluation wherein all key partners will review progress at community, village, subdistrict and district levels. The second part will consist of an external evaluation. Both success factors and constraints will be analysed carefully in order to adjust the strategy and

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interventions as the Government programme begins to expand for nationwide coverage.

### Education

15. The proposed project is complementary to the ongoing non-formal education programme approved by the 1993 Executive Board for the period 1993-1995, with an allocation of \$13,020,000 from general resources and \$13,405,000 from supplementary funds for education (E/ICEF/1994/P/L.13). The ongoing education programme includes support to the Bangladesh Rural Advancement Committee (BRAC) and other NGOs for curriculum development, training, supervision and monitoring for non-formal education, owing to the enormous needs in this area. Those NGOs have indigenous, successful, cost-effective approaches to non-formal education which have produced an estimated 97 per cent enrolment and completion rate, particularly among girls. The proposed project is being submitted for additional supplementary funding in the amount of \$10,000,000 for the 1994-1995 period to contribute to a non-formal education programme that will be assisted by several donors. The non-formal education project is expected to complement a general education project being planned by the Government in collaboration with the World Bank and other external donors, including UNICEF, for the period 1996-2000.

16. The Government will implement the project through NGOs as part of the integrated non-formal education programme. The NGO network is being strengthened, and the contribution of NGOs to development is recognized increasingly in Bangladesh. Strengthened collaboration between the Government and NGOs and among NGOs themselves has been increasingly evident during the past few years. Those collaborative efforts have received considerable support from external donors. In the field of non-formal education, some 100 NGOs had established 22,000 non-formal education centres by December 1993, with an average enrolment of 30 children in the 6- to 10- and 11- to 14-year age-groups. Together they reach an estimated 660,000 children. Since the centres have been established with community support, are effectively supervised and have short teaching hours, a flexible calendar and a curriculum relevant to daily life, attendance is virtually 100 per cent. Consequently, the Government, local NGOs and donors are giving increased attention to expansion of the non-formal system as well as to improving the efficiency and overall performance of the formal school system. With the proposed assistance from UNICEF, BRAC and other NGOs will be able to establish more than 7,000 new non-formal education centres by 1995, which will provide a second chance for basic education for more than 231,000 children (33 per centre).

17. The literacy rate among adults over 15 years of age is 35 per cent, but only 23 per cent among female adults. The gross primary school enrolment rate is approximately 85 per cent, but the net enrolment rate is only 69 per cent for males and 61 per cent for females. Fifty-eight per cent of all enrolled children subsequently drop out before completing grade five. Thus there are some 20 million children from 6 to 14 years of age who either never have enrolled or who have not completed primary school. While poverty and the low status of girls and women are underlying factors, the other main reasons for low educational achievement are poor school preparedness among children; a shortage of classrooms and other physical facilities, resulting in inadequate access and

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overcrowding in schools; a shortage of teachers; rigid school hours and calendar; lower quality teaching and lack of appropriate teaching materials; weak monitoring capacity; a lack of accountability of schools and teachers to communities; and limited community support and involvement.

18. If the goal of universal primary education set in the Government's national programme of action for children for the year 2000 is to be achieved, it is imperative that every effort is made to improve the efficiency of the formal system and to develop and expand opportunities for basic education through the non-formal system. Non-formal education is an essential strategy to complement the formal system.

19. Existing non-formal basic education programmes that have proven effective in attracting girls will be assisted to expand coverage. NGOs that are inexperienced but interested in providing basic education to children and adolescents, particularly girls, will be given assistance in programme development and service delivery. Non-formal learning centres will be established as part of an integrated universal primary education plan in the target villages. A mutually supportive linkage will be established with the formal system to facilitate the admission of children from the non-formal education centres to primary schools. The centres will use a flexible school calendar, short teaching hours and employ female teachers from the community. The curriculum and instructional materials developed by national NGOs, such as BRAC, will be used by the participating NGOs.

20. An estimated 12 million children from 6 to 10 years of age either never enrol or drop out of primary school. Intensive social mobilization, improved teacher training and more relevant curriculum and instructional materials will increase the efficiency of the formal system. However, even with gradual improvements in both enrolment and drop-out rates in primary schools over the next five years, much of the achievement will be offset by population increases and the backlog of out-of-school children. Thus, this project will provide a second chance for school drop-outs and a first chance for non-starters by assisting NGOs to establish 5,000 non-formal education centres for about 165,000 children from 6 to 10 years of age by 1995.

21. There are over 8 million children between 11 and 14 years of age who have either dropped out of or never enrolled in primary schools. Without an opportunity for basic education, they will join the ranks of adult illiterates. The non-formal basic education opportunities presently available for illiterate adolescents are limited. A few NGOs have developed learning materials and provide non-formal education and adult literacy instructions to a small number of adolescents. However, most adolescents lack access to any opportunities for education. Since they are beyond primary school age, these older children cannot easily re-enter the formal education system, nor do they feel comfortable in joining non-formal services for younger children. Therefore, UNICEF proposes to support more than 100 NGOs in the provision of non-formal basic education to 66,000 out-of-school children in the 11- to 14-year age-group, particularly girls, through 2,000 new centres by 1995.

22. To raise the completion rate for primary-school-age children, the quality of teaching and learning processes will be improved further through the

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refinement of the curriculum and learning and teaching materials for children who attend non-formal education centres. A system of monitoring the curriculum will be developed and implemented in phases in order to raise technical expertise and to increase the operational efficiency of participating NGOs.

23. To sustain national commitment and enhance awareness of the importance of basic education for all, linkages will be established with national government efforts based on an existing social mobilization plan of action that is being implemented by the Government's Integrated Non-formal Education Programme/Primary and Mass Education Division with UNICEF support. Emphasis will be given to forging stronger alliances with the various government agencies and NGOs that are contributing towards achieving the Education for All goal. NGOs will be encouraged to promote active community involvement and participation in the planning, management and supervision of basic education centres. One major reason for low enrolment of children in school is low parental motivation for the education of their children. Social mobilization and advocacy efforts will aim at raising awareness and increasing demand for education among local government and community leaders and teachers. Parents will be encouraged to send their children to primary schools or to enrol them at non-formal basic education centres if they have been left out of or have dropped out of the formal school system.

24. Monitoring and evaluation activities will focus on indicators related to the effectiveness of the curriculum, timely supply and use of teaching and learning materials and periodic assessment of learning achievement levels among children. Support also will be provided for the monitoring and improvement of teacher and supervisor training programmes, assessment of teaching effectiveness and evaluation studies of supervision and accountability of NGOs.

25. The assessment of the educational achievement of children to enable them to transfer to formal schools will be carried out at the end of every year so that they are admitted to the appropriate grades. The assessment instrument being used in the ongoing universal primary education/compulsory primary education programmes will be refined and used in the non-formal education project. The results will be shared with the Directorate of Primary Education and other relevant agencies.

26. UNICEF will assist the Primary and Mass Education Division, through its Directorate of Non-formal Education Programme, to develop an appropriate policy and mechanism for the coordination of NGO activities. Coordination between different departments and agencies will be focused at the subdistrict level for greater community participation and integration of formal and non-formal education systems. UNICEF will release funds to the Primary and Mass Education Division for transfer to NGOs in accordance with appropriate procedures that will be agreed upon mutually. NGOs will establish learning centres as per agreements with the Primary and Mass Education Division and UNICEF. The experience gained during this phase will contribute to the much needed expansion of non-formal basic education programmes to achieve the Education for All goal by the year 2000.

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## II. MYANMAR

Basic data (1992 unless otherwise stated)

Child population (millions, 0-15 years)	17.4
U5MR (per 1,000 live births)	113
IMR (per 1,000 live births)	83
Underweight (% moderate and severe)	32
Maternal mortality rate (per 100,000 live births)	460
Literacy (% male/female)	89/72
Primary school enrolment (% net, male/female)	../..
Percentage of grade 1 reaching grade 4	..
Access to safe water (%)	32
Access to health services (%)	48
GNP per capita	\$220

## One-year-olds fully immunized against:

tuberculosis:	80 per cent
diphtheria/pertussis/tetanus:	73 per cent
measles:	71 per cent
poliomyelitis:	73 per cent

## Pregnant women immunized against:

tetanus:	.. per cent
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Education: all children in school project

27. The country programme for Myanmar for the period 1991-1995 was approved by the Executive Board in 1991 with an allocation of \$25,000,000 in general resources and \$15,000,000 in supplementary funds (E/ICEF/1991/P/L.14). In view of the situation of children in the area of primary education in Myanmar in 1993 and the positive experience gained in the primary education project in the current country programme since 1991, approval of the proposed supplementary-funded project is being requested for the 1994-1995 period.

Situation of children in primary education

28. Official figures indicate that over 500,000, or 39 per cent, of all children from five to nine years of age never enrol in primary school. Some 750,000 children drop out of primary school each year; of these, 630,000 children drop out of rural schools, mostly during the first two years of primary school, and more girls drop out than boys. Out of every 100 students who begin primary school in rural areas, only 26 of them, on average, complete the five-year cycle. Enrolment and retention data also indicate great variations among states and divisions, with a high rate of retention (approximately 35 per cent) in Chin State, for example, and a low rate of retention (about 17 per cent) in the Kayin and Shan States.

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29. A primary-school-age non-enrolment gap survey conducted jointly by the Department of Basic Education and UNICEF in 1990 estimated that close to 39 per cent of primary-school-age children never enrol in school. From among the parents interviewed, 26 per cent identified poverty and the inability to pay for their children's school expenses as major causes of non-enrolment. Although primary school attendance is free in Myanmar, considerable expenses are borne by parents when they send their children to school. These costs include textbooks, exercise books, stationery, a yearly contribution to the Parent-Teacher Association (PTA) fund and ad hoc contributions for school improvement.

30. In another study conducted jointly by the Department of Basic Education and UNICEF in 1992, 31 per cent of the respondents mentioned the family's financial status as an important cause of school leaving. Many parents, teachers and township education officials also cited parents' lack of awareness of the value of education and lack of community support as important factors. Furthermore, among the school-related causes of dropping out, poor and inadequate physical conditions were identified by 24 per cent of the interviewees.

31. There are 31,500 primary schools in the country, approximately one school for every two villages. A 1991 survey (the Myanmar/United Nations Development Programme (UNDP)/United Nations Educational, Scientific and Cultural Organization Education Sector Study Project) found that about 57 per cent of the primary schools were overcrowded as a result of inadequate facilities, including lack of basic furniture. One third of the buildings had exceeded their life-span, and one quarter needed major maintenance and repairs. The problem of inadequate facilities is particularly acute in rural areas.

32. In summary, as a result of many years of investment in education, the primary education system in Myanmar is essentially in place, with an infrastructure and teachers for providing basic education. However, it is a system that needs revitalization. Current services - which need to be upgraded and expanded - are sometimes underutilized by communities, a situation of largely adequate supply with sometimes low demand. Thus there are three major educational priorities that need to be addressed: (a) enrolling every child in school; (b) successfully keeping the child in school by making education relevant to families and stimulating to children; and (c) reaching those who have dropped out by addressing their special needs.

#### Education for All goal

33. In 1993, Myanmar completed a national programme of action for children in response to the Declaration of the World Summit for Children. The Myanmar programme of action calls for universal access to basic education and completion of primary education by 80 per cent of primary-school-age children by the year 2000; the mid-decade goal calls for Myanmar to reduce the gap between the current enrolment and retention rates by one third by 1995.

#### Primary education project in the current country programme

34. The ongoing primary education project - Continuing Assessment and Progression System (CAPS) - which now covers 2,200 primary schools, is already showing results in reducing repetition rates and increasing retention and

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promotion rates and is expected to increase school completion rates. The mid-term review of the project in 1993 has indicated that CAPS has promoted change from a passive teaching/learning environment in primary schools to a low-cost, participatory approach with a child-centred, teaching/learning environment. Effective, low-cost, hands-on, practical training programmes have been developed for primary school teachers and supervisors who, in turn, are applying innovative techniques to their classroom teaching and supervision work.

35. Even with those positive changes in the school system, the CAPS project does not address the problem of the considerable non-enrolment of children, particularly girls and children in rural areas; nor does CAPS address non-school-related factors affecting children's drop-out and retention rates. The project proposed in the present document would fill these crucial gaps.

#### Objectives

36. To complement the CAPS project, the objectives of the proposed project, are:

(a) To enrol out-of-school children for regular attendance and completion of the five-year primary school cycle;

(b) To provide primary education free of charge for poor families and students;

(c) To develop primary schools in rural, disadvantaged communities on the principle of focus on the out-of-school child;

(d) To mobilize communities (including PTAs) to support and sustain increases in primary school enrolment and completion rates.

#### Coverage

37. The proposed project will address the needs of communities in 10 townships in two states, Shan and Rakhine, and Ayeyarwady Division, covering 1,400 rural primary schools. It will converge with the ongoing CAPS project in two townships. The communities selected for cooperation have retention rates that are below the national average of 27 per cent. The Department of Basic Education also has reported high non-enrolment figures for the 10 project townships, although more precise baseline demographic data will need to be established at the local level. All schools in project townships are regularly accessible for monitoring and evaluation purposes by the Department of Basic Education and UNICEF.

#### Strategy

38. The overall project strategy includes:

(a) Community responsibility to provide local communities with incentives, information and organizational skills necessary for achieving national programme of action goals as well as annual targets;

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(b) Community assessment and targets to document the number and age-groups of out-of-school children and to set annual enrolment and retention targets for each village. Targets also will be set at the township level;

(c) Community-focused information through the mass media, NGOs and interpersonal channels to sensitize community members to the problems of non-participation in primary school and illiteracy and to recommend the kinds of action necessary at the local level;

(d) Community motivation and organization activities to train village and NGO leaders and PTA members, assistant township education officers, heads of primary schools and teachers on how to strengthen partnerships at the local level and the different roles community members can play in motivating and helping parents to send their children to school;

(e) Initial incentives for poor children to exempt them from all school fees as well as to provide modest inputs of essential aid to schools.

39. All poor children will receive free exercise books and share an inventory of textbooks administered by the classroom teacher. At the end of the school year, the textbooks will be retained for incoming students the following year. However, the allocation of support to schools during this phase will be based on the demonstrated ability of townships and individual schools to meet or exceed annual enrolment targets.

#### Baseline information and targets

40. A rapid assessment survey, including focus group discussions, will be conducted in selected representative townships and villages to assess relevant community attitudes and behaviour and the most effective incentives for encouraging families and communities to support primary Education for All children, particularly girls. Annual targets will be set for increasing enrolment and retention at township and school levels. Together with assistant township education officers, local village authorities will act as focal points for collecting basic demographic data and estimating baseline figures on enrolment and non-enrolment, in accordance with Myanmar's programme of action goals and targets for 1995 and the year 2000. At the school level, the head primary teacher and the PTA will be responsible for monitoring progress vis-à-vis annual targets, including increases in primary school participation rates and the number of children benefiting from the project.

#### Social mobilization

41. On the basis of the rapid assessment survey, a communication strategy will be formulated jointly with decision and policy makers at the central level for mobilizing township education officers, community and religious leaders, heads of schools, primary schoolteachers, PTAs and parents. A low-cost video documentary will be produced to highlight the magnitude of the non-enrolment problem among primary-school-age children in rural communities, as well as the strategies and actions necessary for meeting the programme of action goals. The documentary will be used as an advocacy tool with education officials, other

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relevant government departments, NGOs and local community groups, as well as external donors for their support.

42. The project also will reach rural communities via well-designed television spots, which are broadcast to hundreds of video parlours in the country. The daily newspapers and the education journal Pyinnya Tazaung will be used to communicate information to local leaders, heads of schools and township education officials. Messages will be short, direct, humorous and informative. They will stress the right of all children to a primary education and the various benefits to be derived from basic education, including improved health, nutrition and employment opportunities. The messages also will emphasize the role community members can play in seeing that all school-age children attend primary school regularly and complete the five-year cycle.

#### Empowerment of village communities and township authorities

43. The community mobilization strategy will include short, practical training and orientation sessions. Village leaders and PTA members will learn techniques for mobilizing parents, including relevant organizational, management and interpersonal skills. Guidelines also will be provided on how to select poor children for exemption from or subsidization of school costs. The training and orientation sessions also will empower PTAs to motivate poor families to send their children to school in order to receive such benefits as daily provision of school lunches. A complementary activity at the township level will be short training and orientation for assistant township education officers, primary school heads and teachers, with a focus on the role of assistant township education officers and teachers in working with parents in enrolling hard-to-reach students and specific measures for preventing drop-outs and achieving the timely progression of students through the five-year cycle.

#### Partnerships in support of primary education

44. This multifaceted strategy also will strengthen alliances and partnerships at township and village levels through incentives to communities and the most disadvantaged families. The project has already been initiated in four townships in Shan State and Ayeyarwady Division with modest funding from general resources. The incentives provided to schools include essential classroom aids as well as teaching kits for all teachers. During the second phase of the project in 1995, a primary school's record in achieving the annual targets for 1994 will determine the next year's level of support. Only communities and schools that can demonstrate results will "earn" the right to receive additional resources in the form of upgrading and extending school facilities.

#### Collaboration with the United Nations Development Programme

45. With a focus on the national programme of action goals, UNDP will provide assistance for primary education projects in different rural townships, employing many of the same strategies adopted by UNICEF, including targeting poor children and involving communities. These complementary approaches will maximize the impact of United Nations programming in the field of primary education.

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Monitoring and evaluation

46. Quarterly data on enrolment, drop-outs and retention will be collected at each school and forwarded to the Statistics Unit of the Department of Basic Education via township education offices. Written quarterly reports will be submitted to UNICEF through the project manager. At least six times a year, UNICEF and government personnel will visit the project sites. The first visit will take place at the outset of the project, during the rapid assessment survey. Within 12 months of initiating project activities, an overall written assessment will be made in order to review operations and recommend any needed changes in implementation.

47. Approval of supplementary funds in the amount of \$1,568,000 is requested to cover 1,400 schools in the period 1994-1995. The cost is approximately \$150,000 per township for each of the 10 project townships, and the cost per school is \$1,100 for each of the 1,400 project schools. However, the measures outlined in the present project proposal will have a significant lasting impact to enable Myanmar to reach and sustain the mid-decade programme of action goals for education.

Estimated annual expenditures

(In thousands of United States dollars)

Country/programme	1994	1995	Total
<u>Bangladesh</u>			
Community-based nutrition	9 750	5 250	15 000
Non-formal basic education	<u>5 000</u>	<u>5 000</u>	<u>10 000</u>
Subtotal	<u>14 750</u>	<u>10 250</u>	<u>25 000</u>
<u>Myanmar</u>			
Education: all children in school	<u>324</u>	<u>1 244</u>	<u>1 568</u>
Total	<u>15 074</u>	<u>11 494</u>	<u>26 568</u>

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