



Ministry of Education Annual Performance Review Report FY 2016-17





Ministry of Education

National Education Strategic Plan 2016-21

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Foreword



The Ministry of Education has recently completed the first year of the National Education Strategic Plan (NESP). To support the transparent and comprehensive monitoring of the NESP the MOE has drafted a new NESP Monitoring and Evaluation (M&E) Framework. The Department of M&E is the lead department responsible for implementing this Framework.

The M&E Framework proposes a new monitoring and reporting activity that will be undertaken each year to assess budget expenditure and the achievement of measurable outputs by all Departments. This activity is called the Annual Budget and Outputs Evaluation.

From May to August this year the Department of M&E successfully conducted the first Annual Budget and Outputs Evaluation in partnership with all Ministry Departments.

I would like to take this opportunity to thank the Department of M&E for leading on this important exercise and for drafting a detailed Annual Budget and Outputs Evaluation Report for FY 2016-17. I would also like to thank all Departments for their active participation in the Annual Budget and Outputs Evaluation exercise.

Following the completion of the Annual Budget and Outputs Evaluation the Department of M&E then drafted the following evidence-based Annual Report for FY 2016-17.

I am very pleased to learn from the Annual Report that the MOE is successfully implementing more than 50% of the 99 Programme Components listed in the NESP and that it was able to spend more than 80% of total annual education budget for FY 2016-17.

For the first year of NESP implementation a good overall performance award is a satisfactory achievement. However, in the second year of NESP implementation I would like the MOE to achieve Performance Category 2, which is very good overall performance.

The following MOE Annual Report FY 2016-17 provides a comprehensive overall picture of what the Ministry achieved in the first year of NESP implementation.

The detailed list of outputs in the following report are very impressive achievements. It is clear from this report that the MOE has achieved a great deal over the last 12 months to improve access to quality education for all students and continuing education learners.

I would like to take this opportunity to congratulate all Ministry officers for their important achievements in the first year of NESP implementation. I would like to thank DPs for providing support and technical assistance.

I would also like to challenge all our officers to achieve more in the coming financial year so that together we can achieve the NESP goal of: Improved teaching and learning, vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and educational institutions.



Dr Myo Thein Gyi
Union Minister, Ministry of Education
The Republic of the Union of Myanmar

Ministry of Education Annual Report FY 2016-17

1.0 Executive Summary

1.1 Overall NESP Implementation Performance Assessment

Based on a detailed analysis of the evidence collected and analyzed during the Annual Budget and Outputs Evaluation exercise (Phase 1 and 2 undertaken from May to August) the MOE has achieved a good overall performance rating for NESP implementation in the financial year 2016-17 (see Table 1 below). In 2016-17, the MOE started implementation of 52 NESP Programme Components (out of a total of 99) and it achieved 83% of total budget expenditure¹.

Table 1: Overall Performance Assessment Categories for NESP implementation

<i>Overall Perf. Categories</i>	<i>Performance Category</i>	<i>Performance Category Description</i>
Performance Category 1	Excellent overall performance	<p>Extensive implementation of NESP Programmes and Programme Components</p> <p>Definition: More than 70% of the 99 NESP programme components are being implemented (i.e. excluding PCs that have been completed in previous years) and greater than 95% of total budget expenditure (i.e. % of Provisional Actual budget spent over Revised Estimate budget)</p>

¹ This figure is calculated based on budget expenditure data from main implementing departments (DBE, DTVET, DAE, DHE, DMNL, DERPT and DME) as they had the most accurate information available.

Performance Category 2	Very good overall performance	<p>Very good implementation of NESP Programmes and Programme Components</p> <p>Definition: More than 60% of the 99 NESP programme components are being implemented and greater than 85% of total budget expenditure</p>
Performance Category 3	Good overall performance	<p>Good implementation of NESP Programmes and Programme Components</p> <p>Definition: More than 50% of the 99 NESP programme components are being implemented and greater than 80% of total budget expenditure</p>
Performance Category 4	Poor overall performance	<p>Poor implementation of NESP Programmes and Programme Components</p> <p>Definition: More than 40% of the 99 NESP programme components are being implemented and greater than 75% of total budget expenditure</p>
Performance Category 5	Very poor overall performance	<p>Very poor implementation of NESP Programmes and Programme Components</p> <p>Definition: Less than 40% of the 99 NESP programme components are being implemented and less than 75 % of total budget expenditure</p>

The following MOE Annual Report presents an analysis of 95 % of the MOEs total budget expenditure in the 2016-17 financial year. The target for the MOE Annual Report for FY 2017-18 will be 100% coverage of expenditure.

2.0 Introduction

The Ministry of Education (MOE) developed and implemented a two-stage annual reporting methodology to draft an evidence-based Annual Report for financial year (FY) 2016-17.

This is the pilot phase of testing this annual reporting methodology and it will be improved upon in 2017 following a consultative review with all Departments to document and apply lessons learned. The updated methodology will be applied in April 2018 to draft an evidence-based MOE Annual Report for financial year (FY) 2017-18 (i.e. Year 2 of NESP implementation).

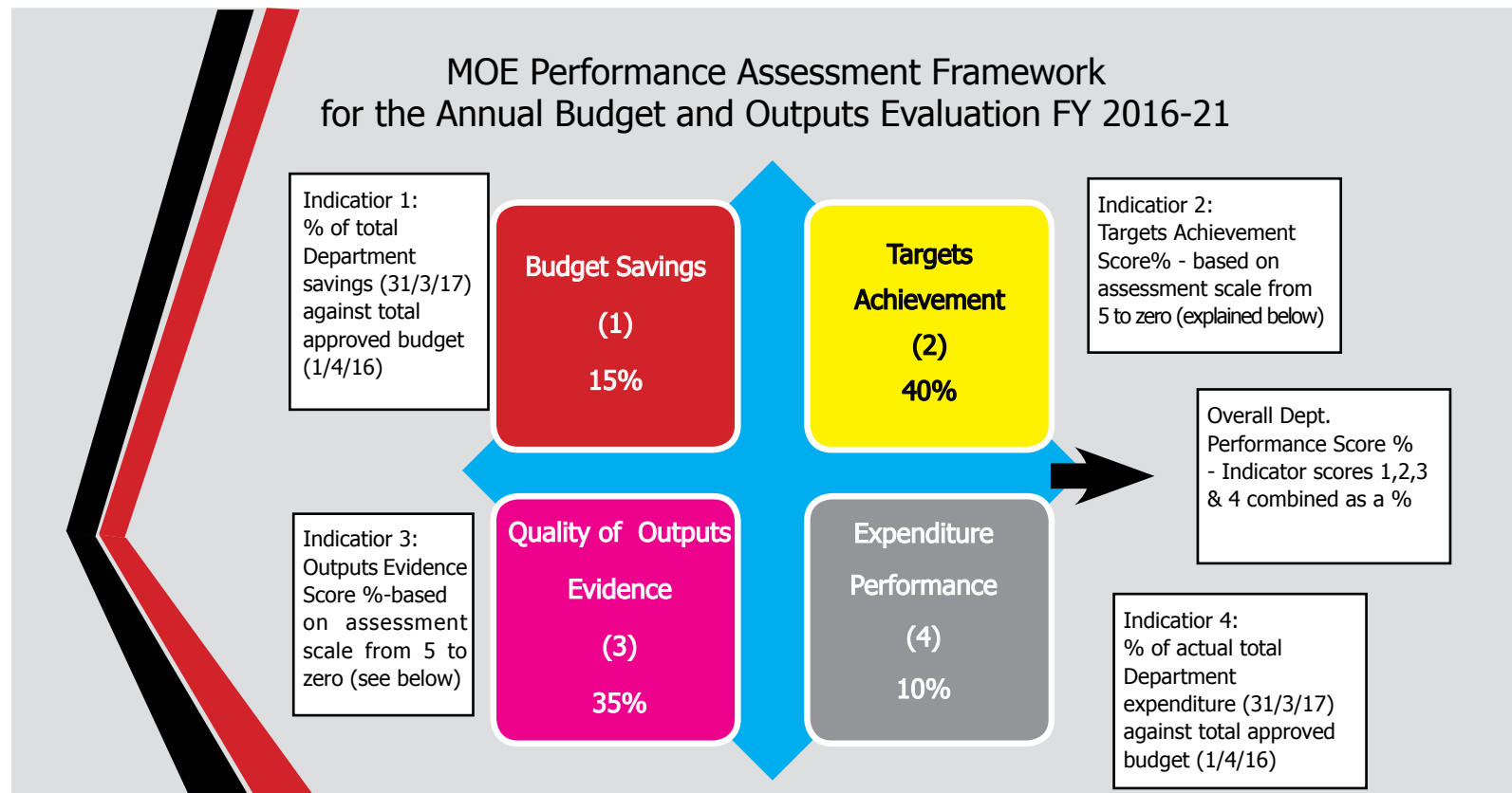
Stage 1: Review of achievement of NESP intermediate targets and outcomes

- Stage 1 of the annual reporting methodology involved a mapping of Department activities and achievements from FY 2016-17 against the intermediate targets and outcomes listed in NESP Intermediate Results Framework.
- The overall aim of this activity was to examine the extent to which Departments are on-track to achieve NESP intermediate targets and outcomes by the end of FY 2018-19.
- In addition, this activity reminded Departments of their responsibility to achieve intermediate targets and outcomes listed in the NESP.
- The MOE developed a standardised Department Intermediate Targets and Outcomes Reporting template for all Departments to complete.

Stage 2: Annual Budget Expenditure and Outputs Evaluation for FY 2016-17

- Stage 2 of the annual reporting methodology involved an independent Budget Expenditure and Outputs Evaluation for FY 2016-17 of evaluation of 7 MOE Departments using a Performance Assessment Framework (PAF), listed in Diagram 1 below.
- The overall aim of this activity was to independently evaluate the following four performance areas:
 - (a) Department budget savings for FY 2016-17;
 - (b) Completion of planned targets for FY 2016-17;
 - (c) Quality of evidence submitted to verify the achievement of outputs; and,
 - (d) Expenditure performance (actual budget expenditure as a percentage of the approved budget).

Diagram 1: MOE Budget Expenditure and Outputs Evaluation Performance Assessment Framework (PAF)



- A team of senior officers from the Department of Monitoring and Evaluation (DM&E) and the Office of Union Minister developed and applied the MOE PAF to complete the Annual Budget and Outputs Evaluation exercise over a four-month period from May to August 2017.
- The Annual Budget and Outputs Evaluation exercise involved a series of workshops and consultations with teams of Department senior officers and budget and technical officers.
- The Annual Budget and Outputs Evaluation exercise was undertaken in two phases. Phase 1 focused on an evaluation of Department activities funded under the FY 2016-17 budget that directly supported implementation of NESP Programmes and Programme Components (i.e. 100% alignment).

- Phase 2 of the evaluation focused on examining all other Department activities that supported NESP implementation².
- The detailed findings from the Phase 1 and Phase 2 evaluations are listed in an Annual Budget and Outputs Evaluation Report for FY 2016-17. This includes overall performance scores the seven participating Departments across four performance indicators listed in Diagram 1 above.
- As the Annual Budget and Outputs Evaluation methodology was piloted in FY 2016-17 the overall Department performance scores will not be made public. The final Annual Budget and Outputs Evaluation Report will be for internal use only. However, it is important to highlight that the majority of the findings from this evaluation are listed in the following report.
- The following MOE Annual Report presents an analysis of 95% of the MOEs total budget expenditure in the FY 2016-17. The target for the MOE Annual Report for FY 2017-18 will be 100% coverage of budget expenditure.

3.0 Summary of Department Activities and Outputs

This section presents the main outputs and outcomes from implementation of the NESP Programmes and Programme Components in FY 2016-17.

This section presents data for NESP strategies, programmes and programme components that were implemented in the first year. It also presents data on programme support activities by each Department.

2. There are 7 Programme Components under this programme. These are: PC 1: Provide necessary support for staff to implement the NESP; PC 2: Provide necessary measures for domestic and foreign trips; PC 3: Provide regular support to carry out Dept. activities; PC 4: Measures for carrying out repair and maintenance works; PC 5: Provide support according to the needs; PC 6: Provide for food and refreshment for guests; PC 7: Provide support required for institutes/schools including the DBE.



3.1 Department of Basic Education

1. Number of Schools, Teachers and Students by Academic Years

Achievements

- The Department of Basic Education (DBE) has worked to increase the number of schools and teachers in all states and regions in accordance with the large number of students enrolled. In basic education there were 39,519 schools, 258,554 teachers and 7,885,220 students in the 2010-11 academic year (AY); 39,772 schools, 258,199 teachers and 7,993,955 students in 2011-12 AY; 39,947 schools, 262,583 teachers and 8,179,549 students in 2012-13 AY; 41,395 schools, 273,548 teachers and 8,440,013 students in 2013-14 AY; 42,941 schools, 302,819 teachers and 8,601,674 students in 2014-15 AY; 45,482 schools, 352,637 teachers and 8,656,093 students in 2015-16 AY; 46,004 schools, 352,292 teachers and 8,916,578 students in 2016-17 AY.
- DBE has appointed new primary, lower secondary and upper secondary teachers annually. There were 6,296 new teachers appointed in 2010-11 AY; 7,159 teachers in 2011-12 AY; 7,501 teachers in 2012-13 AY; 13,460 teachers in 2013-14 AY; 32,250 teachers in 2014-15 AY; 42,995 teachers in 2015-16 AY; and 19,337 teachers in 2016-17 AY.

Challenges

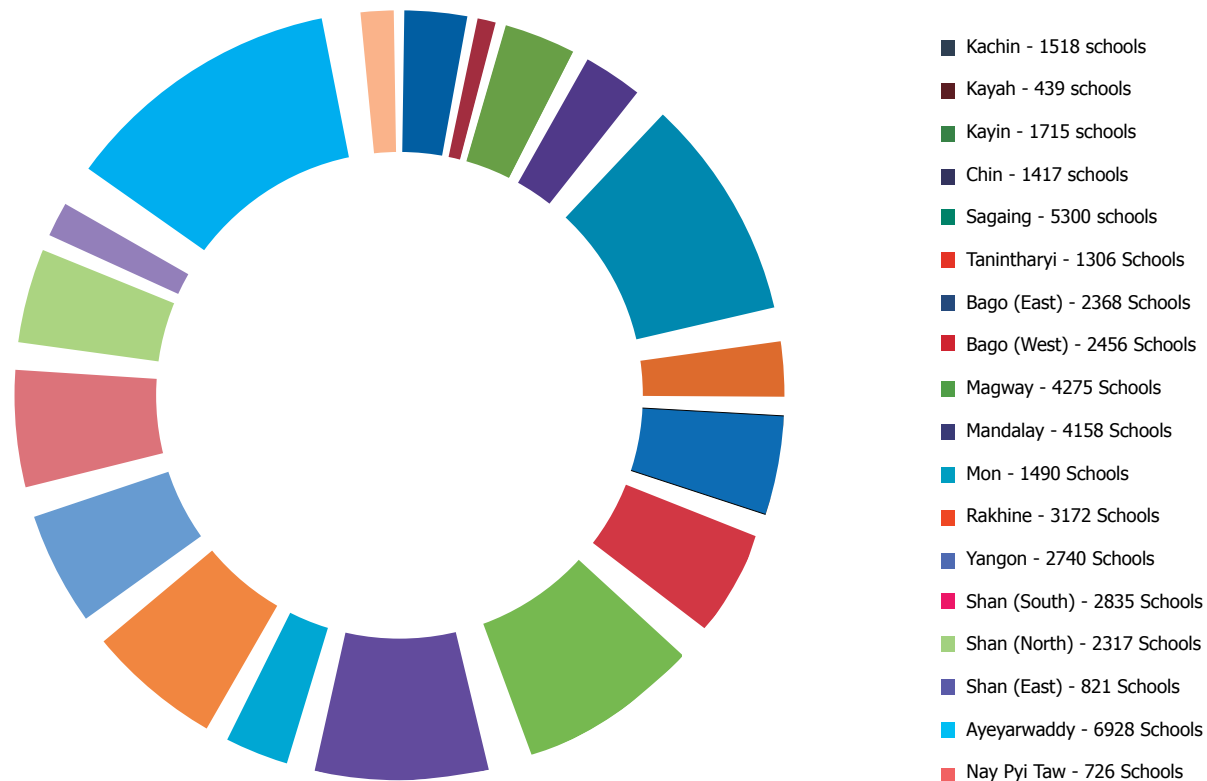
- There is a need to deploy more teachers according to the basic education structure, as well as to address transfers with promotions, withdraws, pension/retirements and illness, and the requirement for ICT teachers, and teachers who have relevant expertise with teaching subjects.

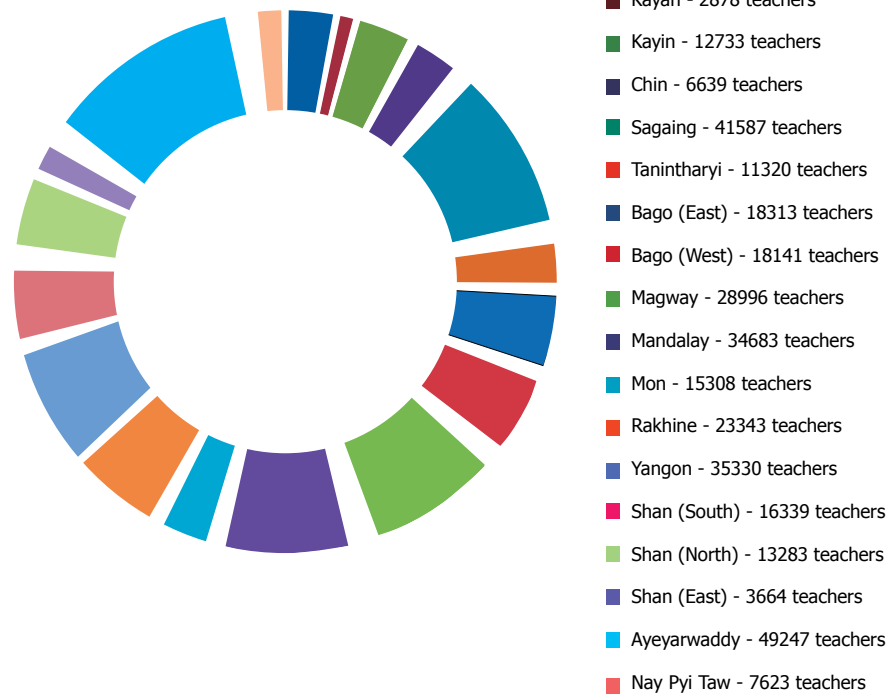
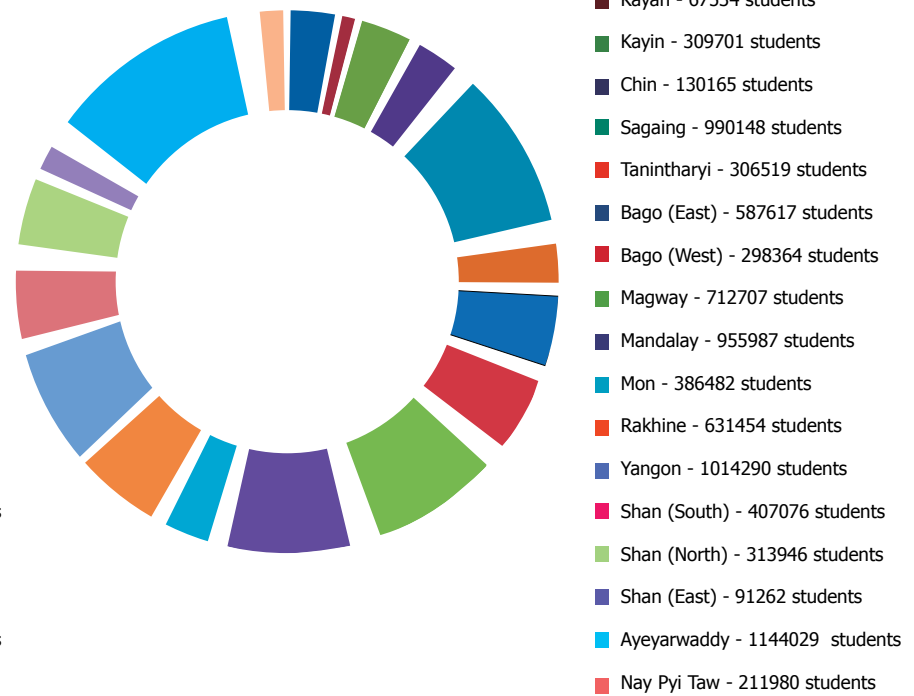
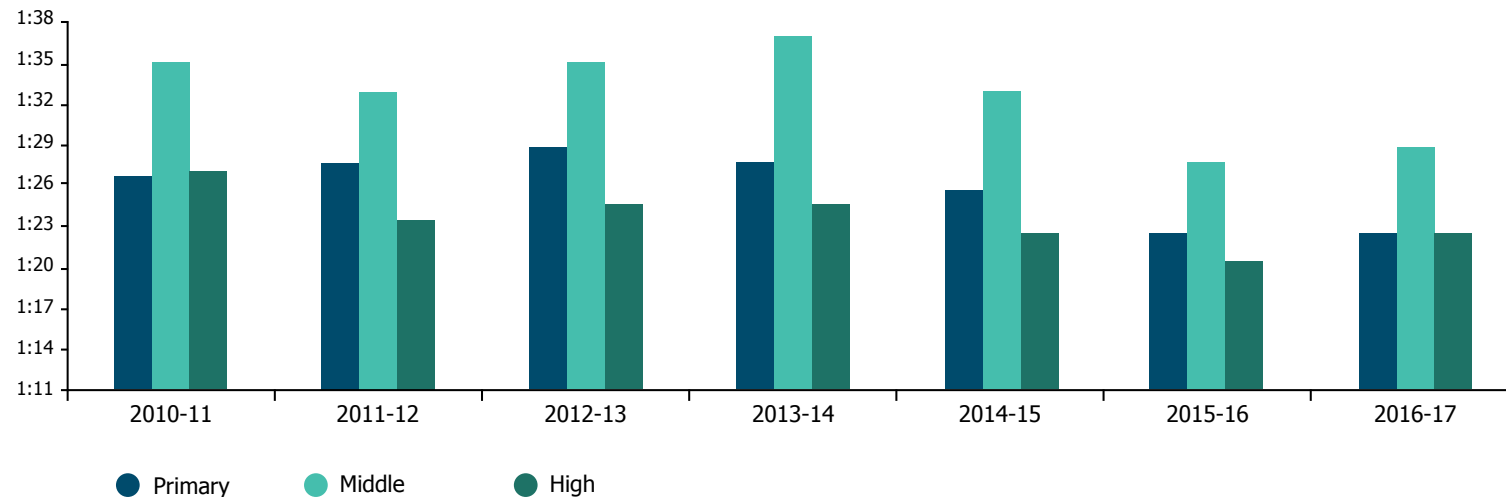


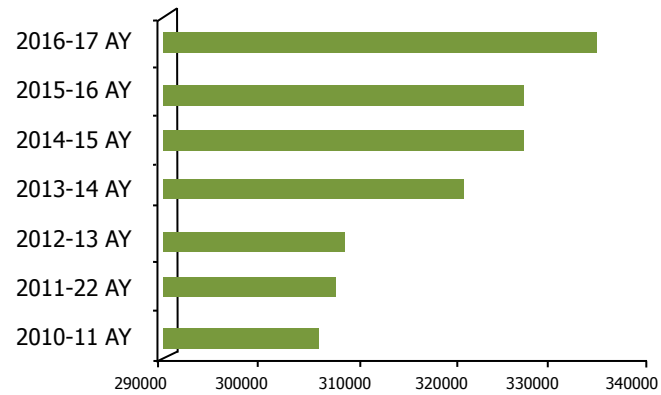
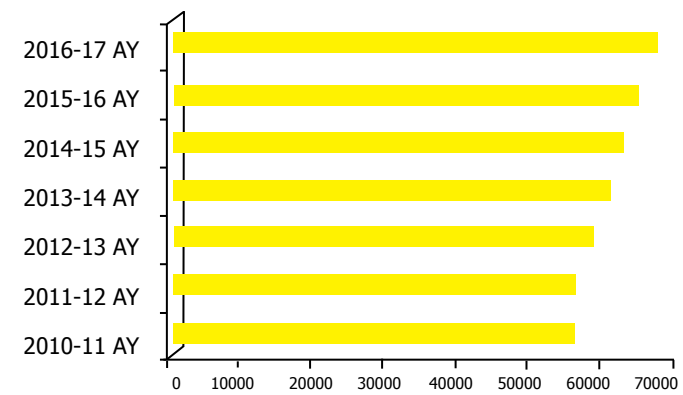
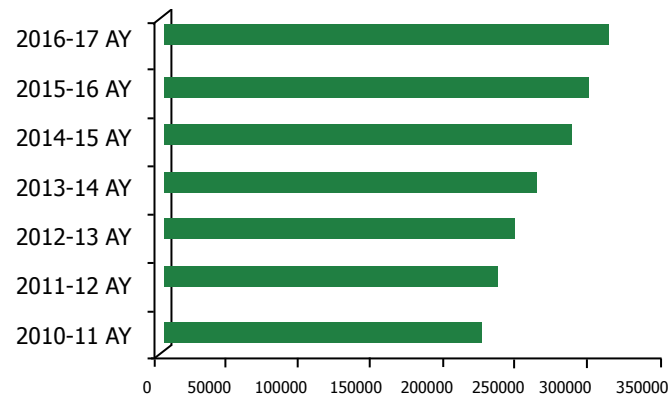
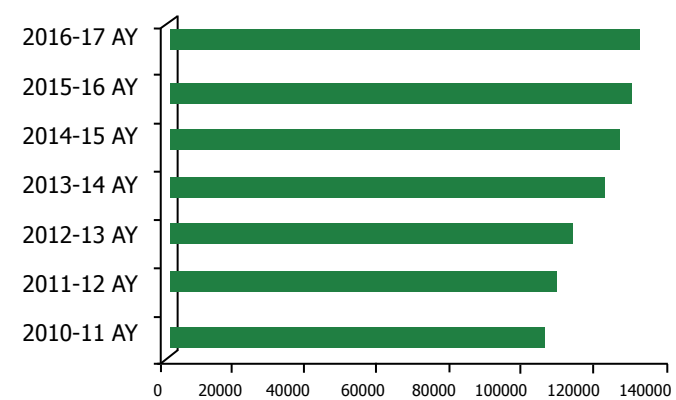
352,292 teachers have been appointed in 46,004 schools and 8,916,578 students have ensured access to basic education in 2016-17.

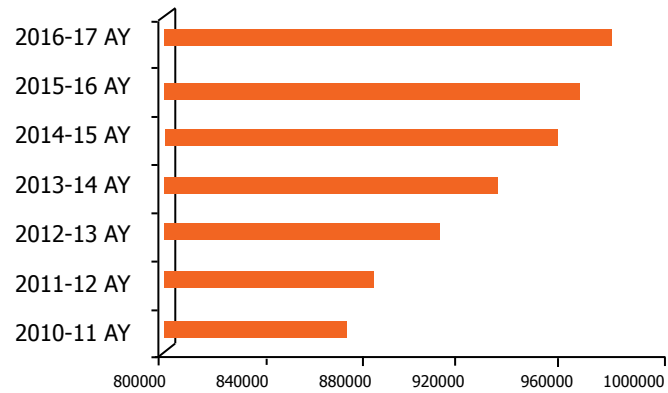
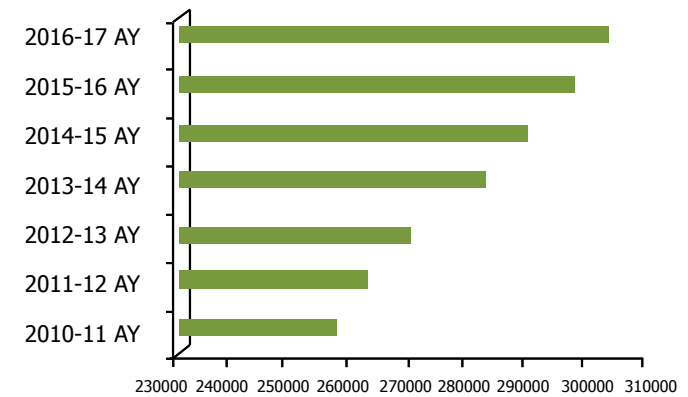
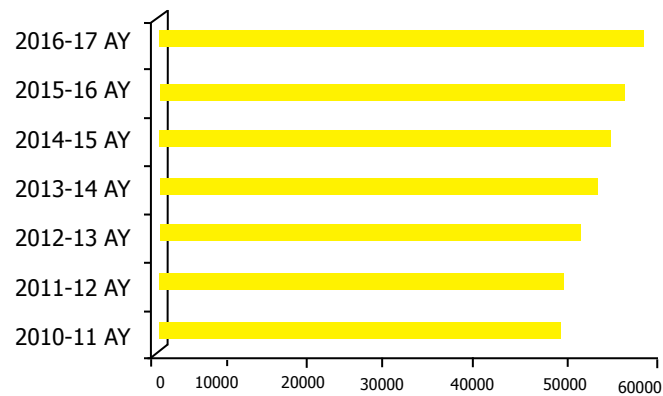
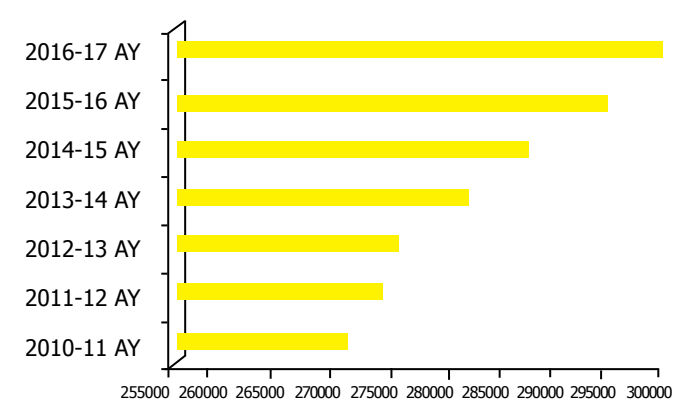


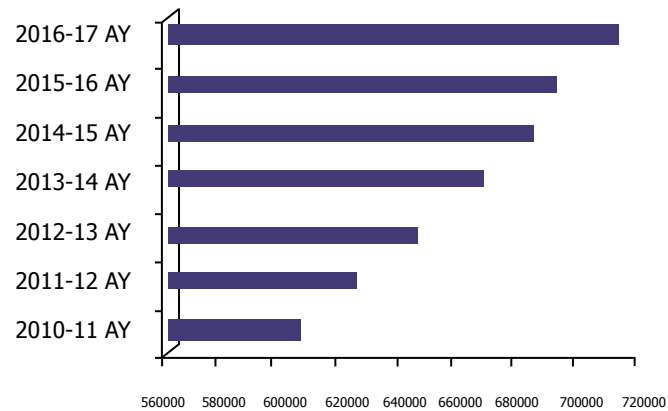
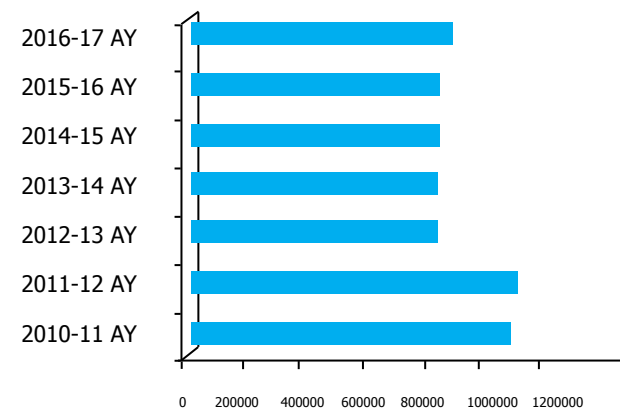
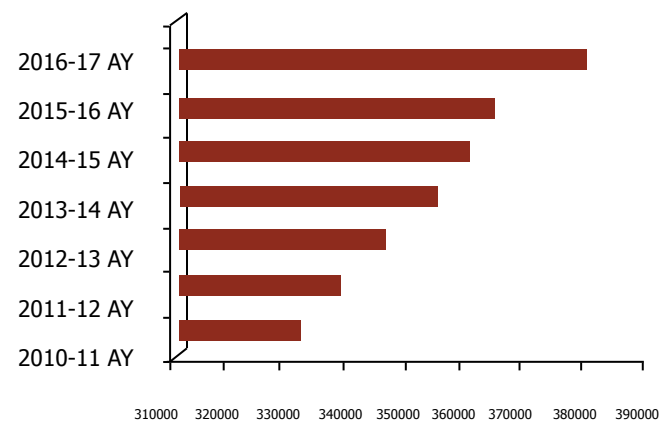
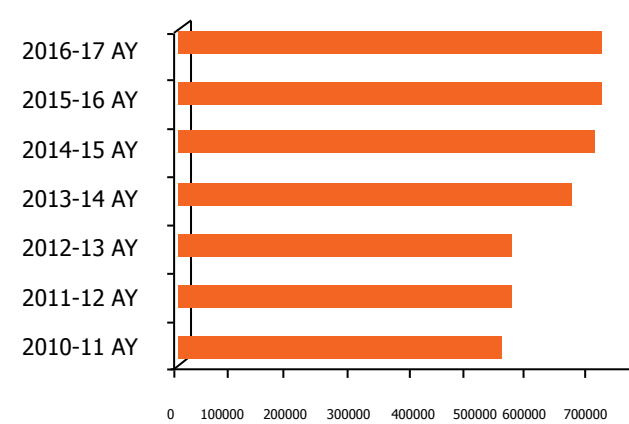
17,918 new primary teachers, 770 new lower secondary teachers and 946 new upper secondary teachers_ altogether 19,337 new teachers_ have been appointed in 2016-17.

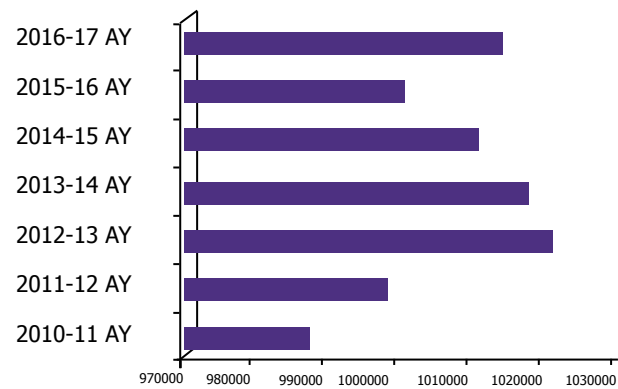
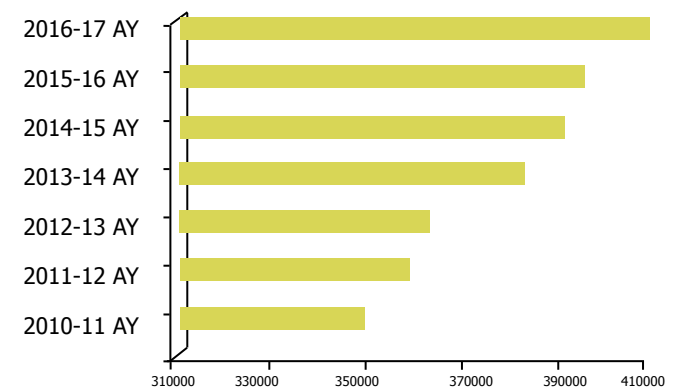
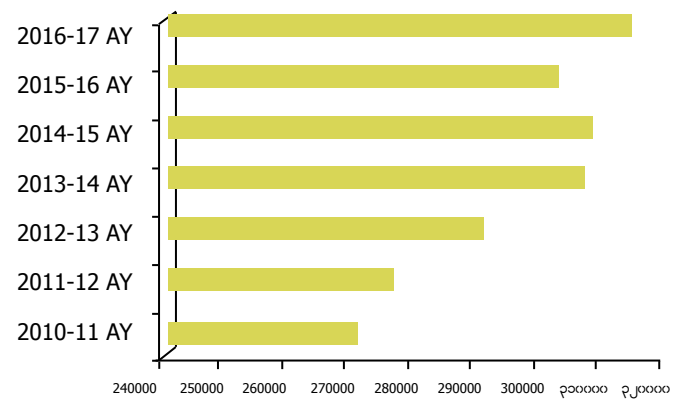
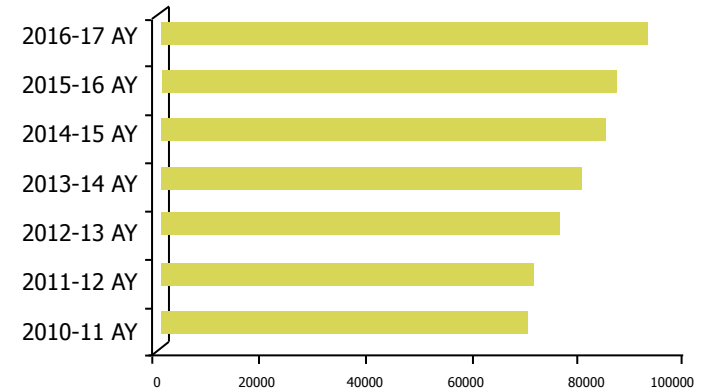
Number of Schools in 2016-17 AY

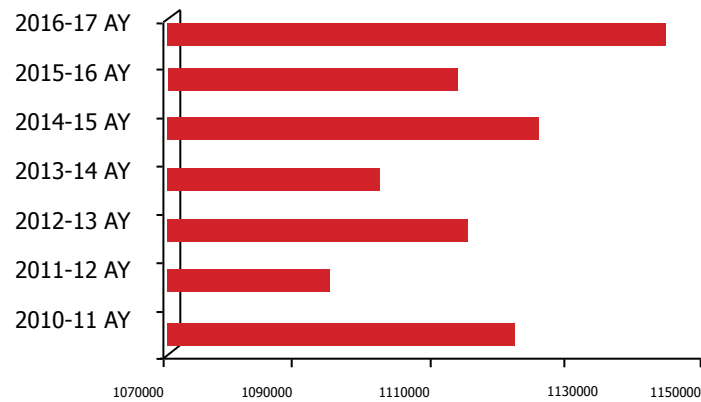
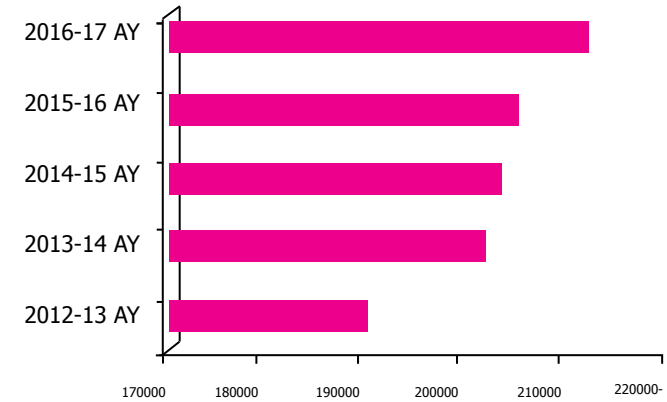
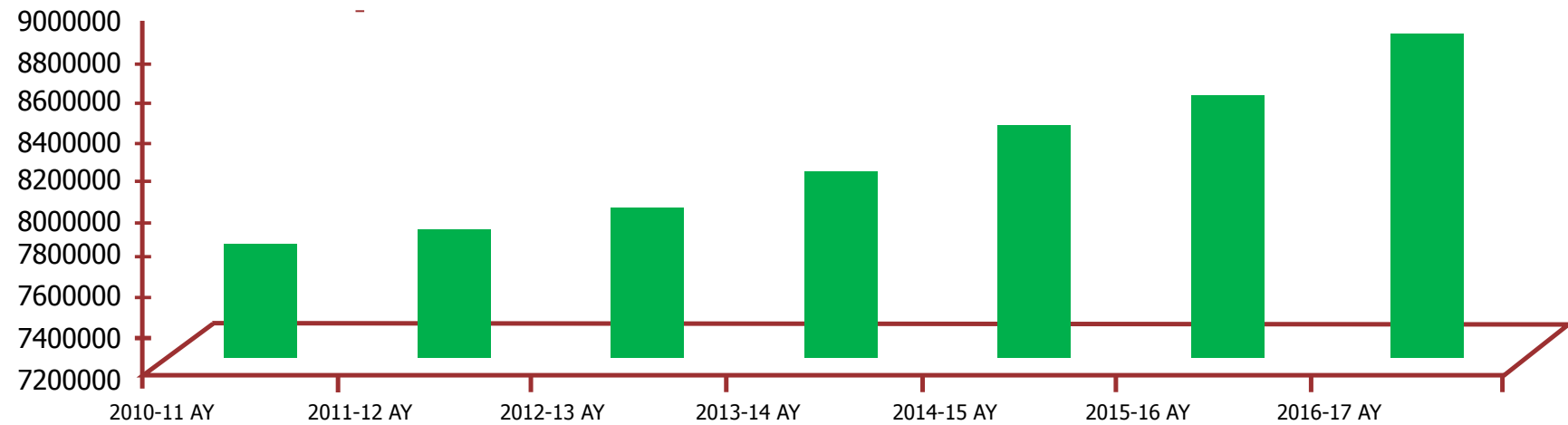
Number of Teachers in 2016-17 AY**Number of Students in 2016-17 AY****Student teacher Ratio**

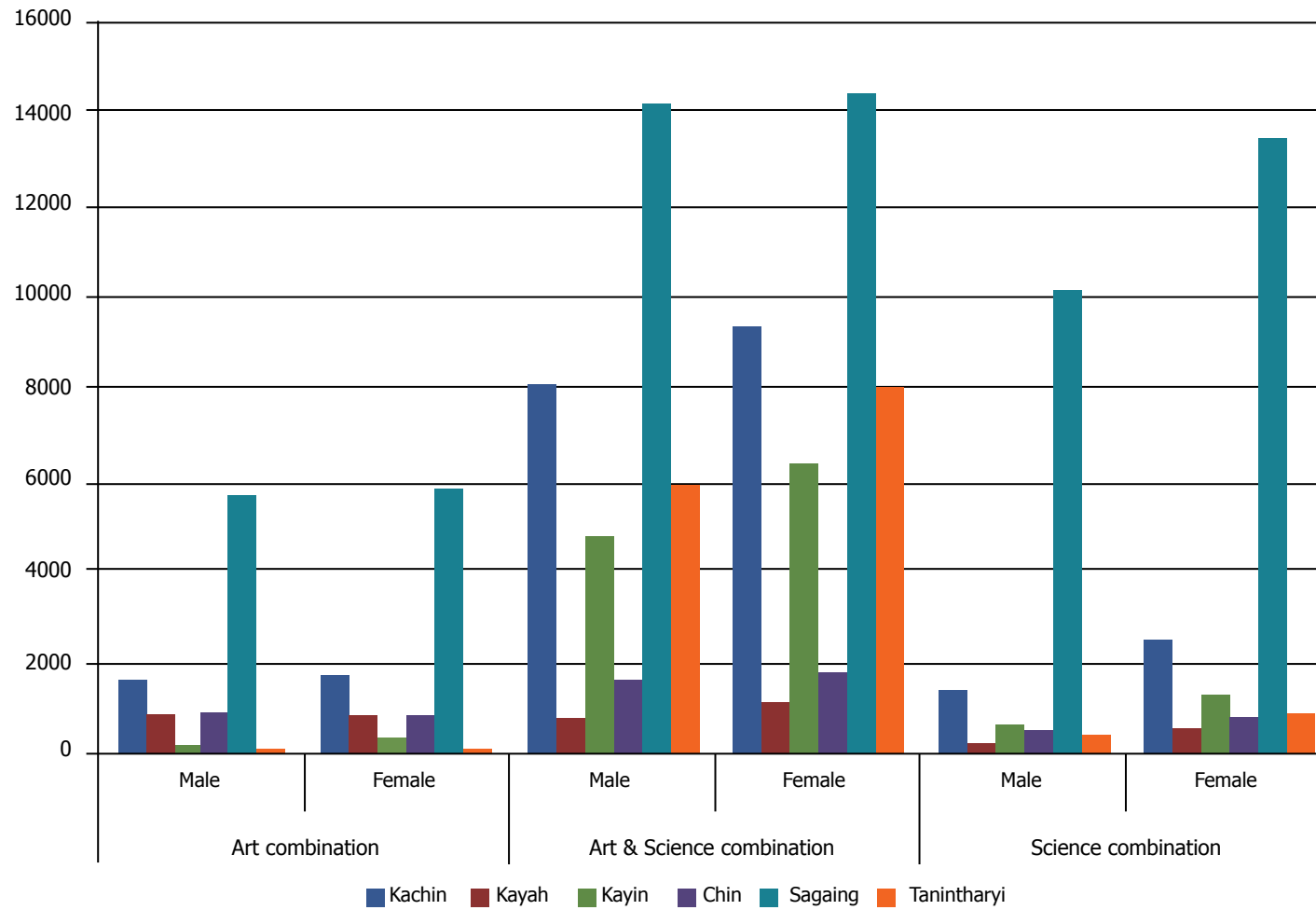
Number of Students in Kachin State**Number of Students in Kayah State****Number of Students in Kayin State****Number of Students in Chin State**

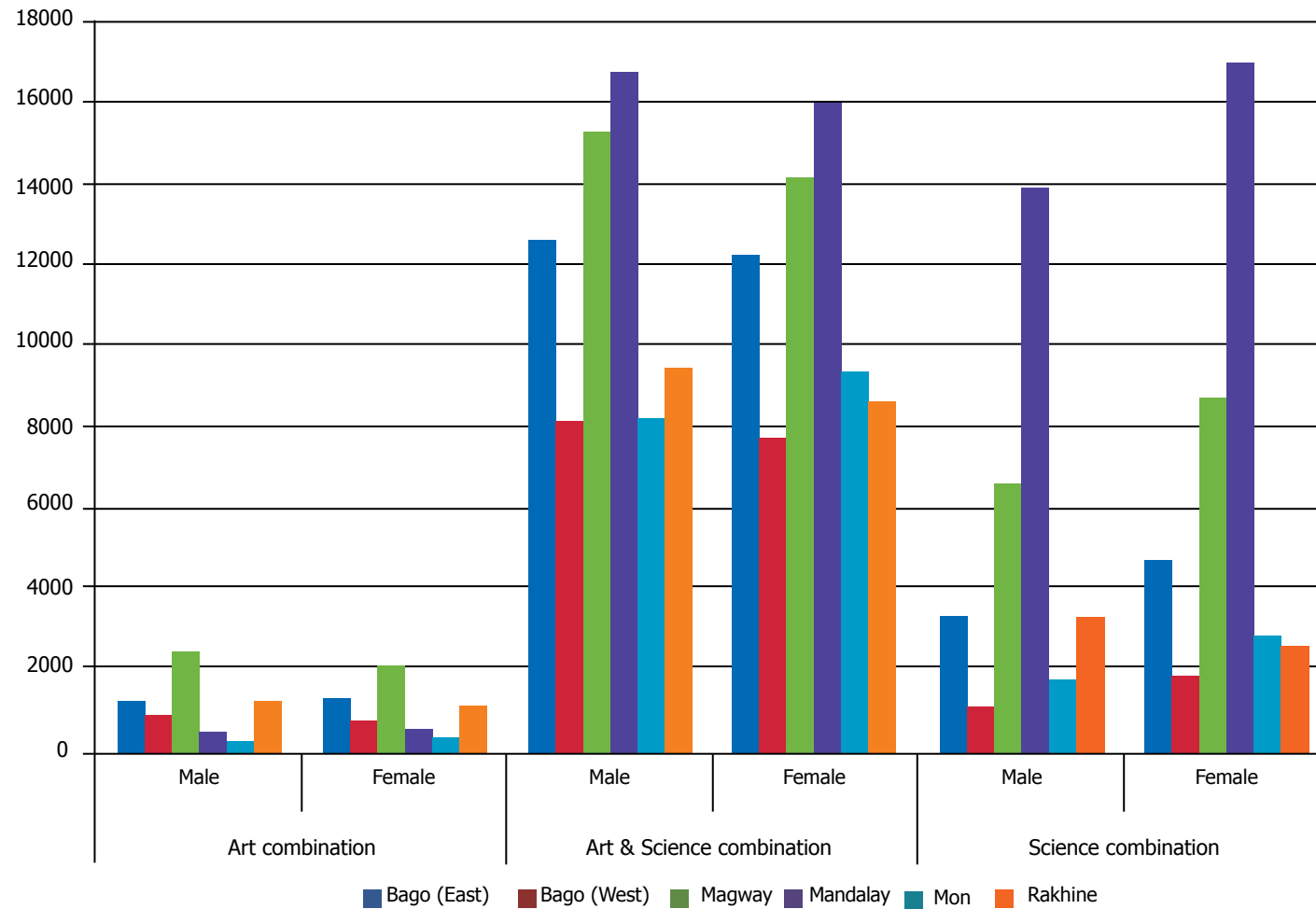
Number of Students in Sagaing Region**Number of Students in Tanintharyi Region****Number of Students in East Bago Region****Number of Students in West Bago Region**

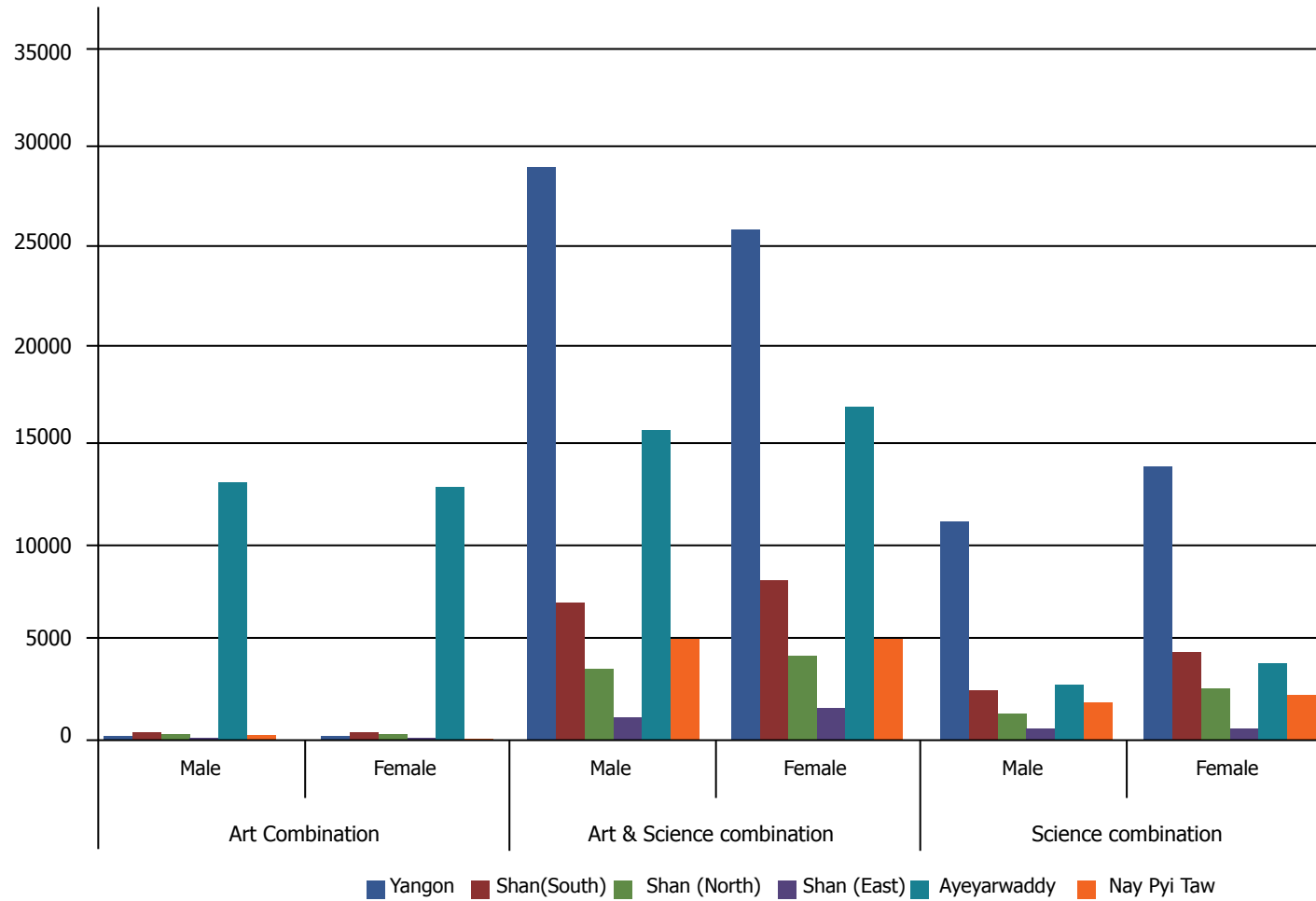
Number of Students in Magway Region**Number of Students in Mandalay Region****Number of Students in Mon State****Number of Students in Rakhine State**

Number of Students in Yangon Region**Number of Students in South Shan State****Number of Students in North Shan State****Number of Students in East Shan State**

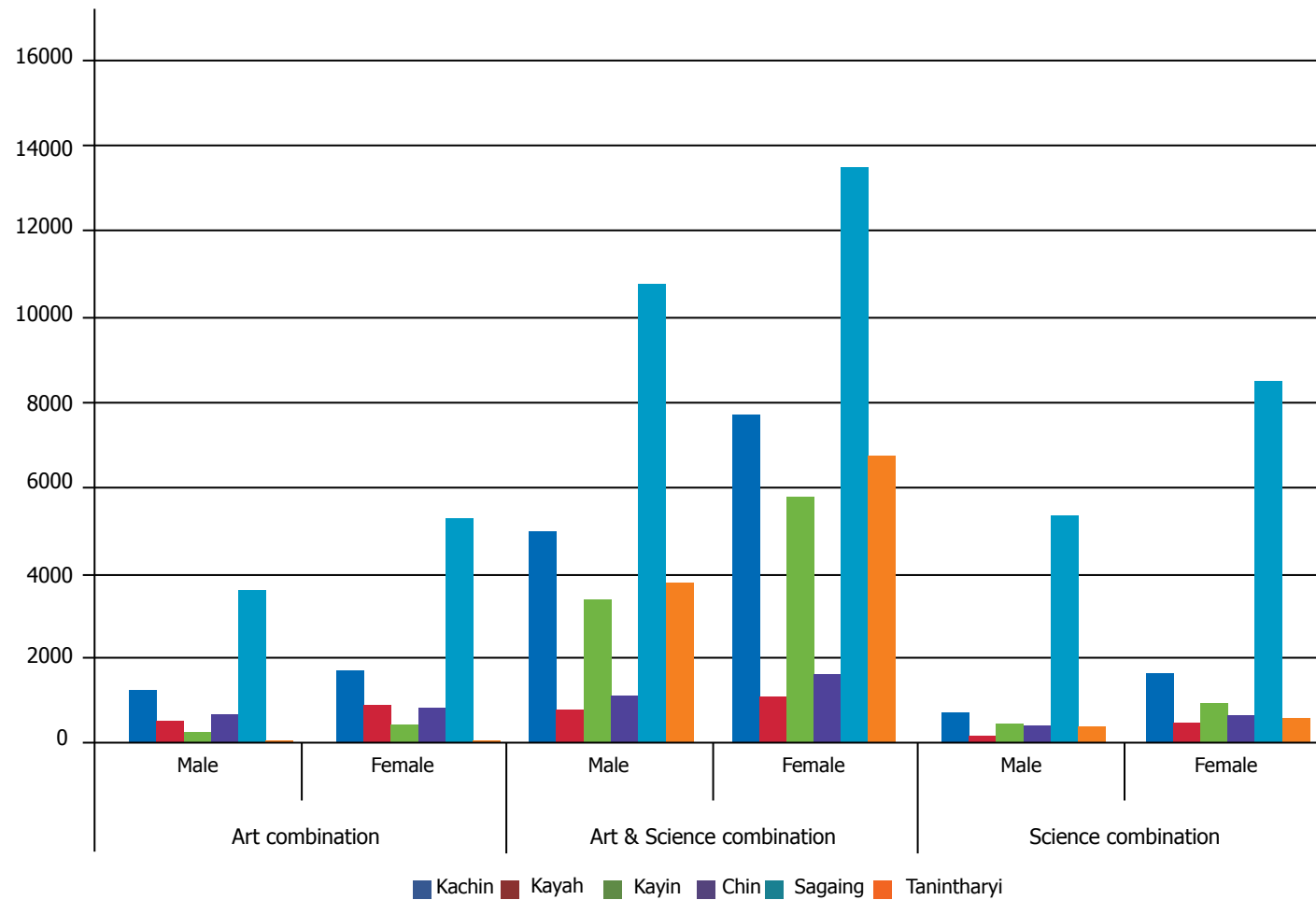
Number of Students in Ayeyarwaddy Region**Number of Students in Nay Pyi Taw Council****Total number of Students at Basic Education Schools (including practicing schools)**

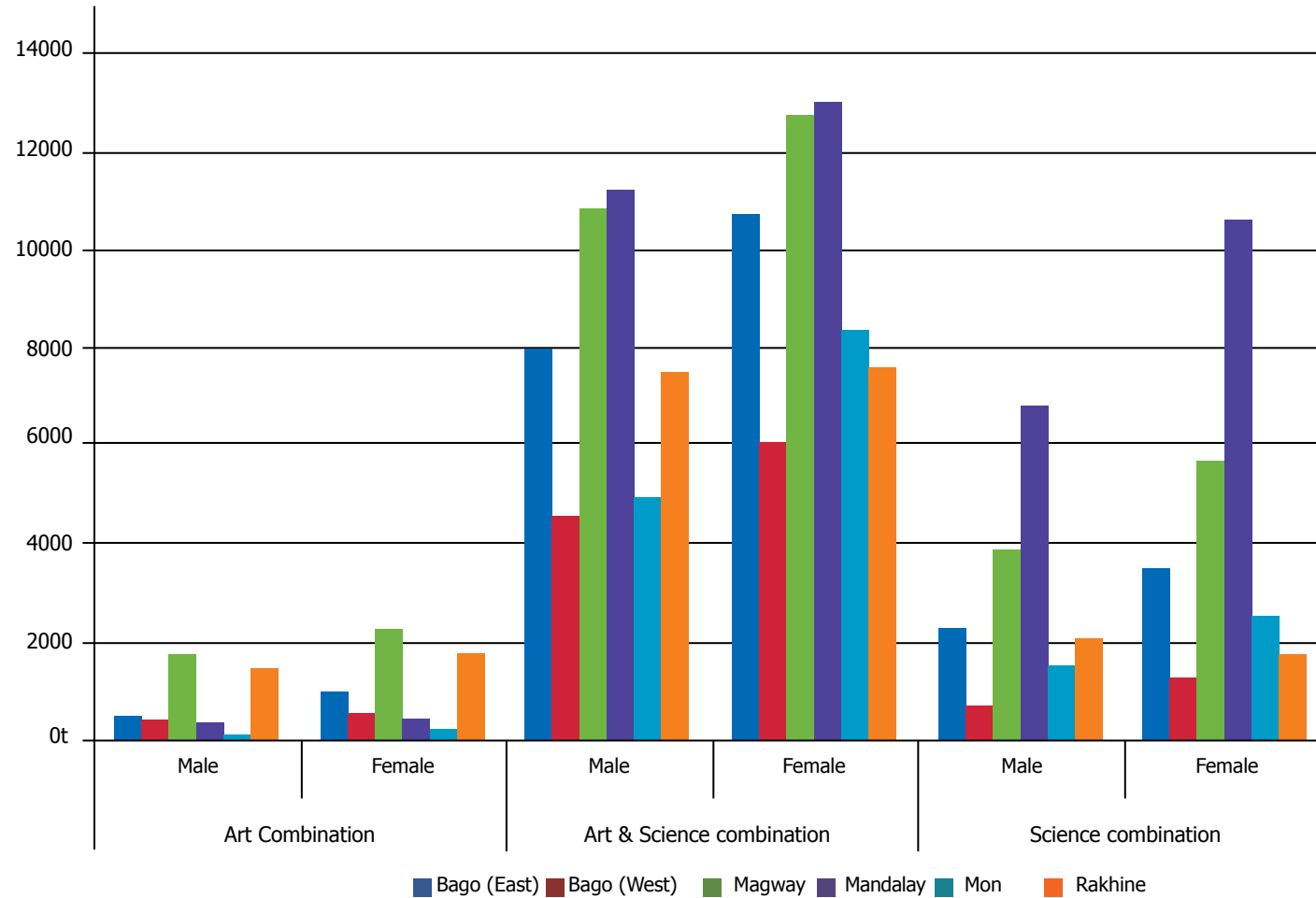
Total number of Grade 10 Students in States and Regions

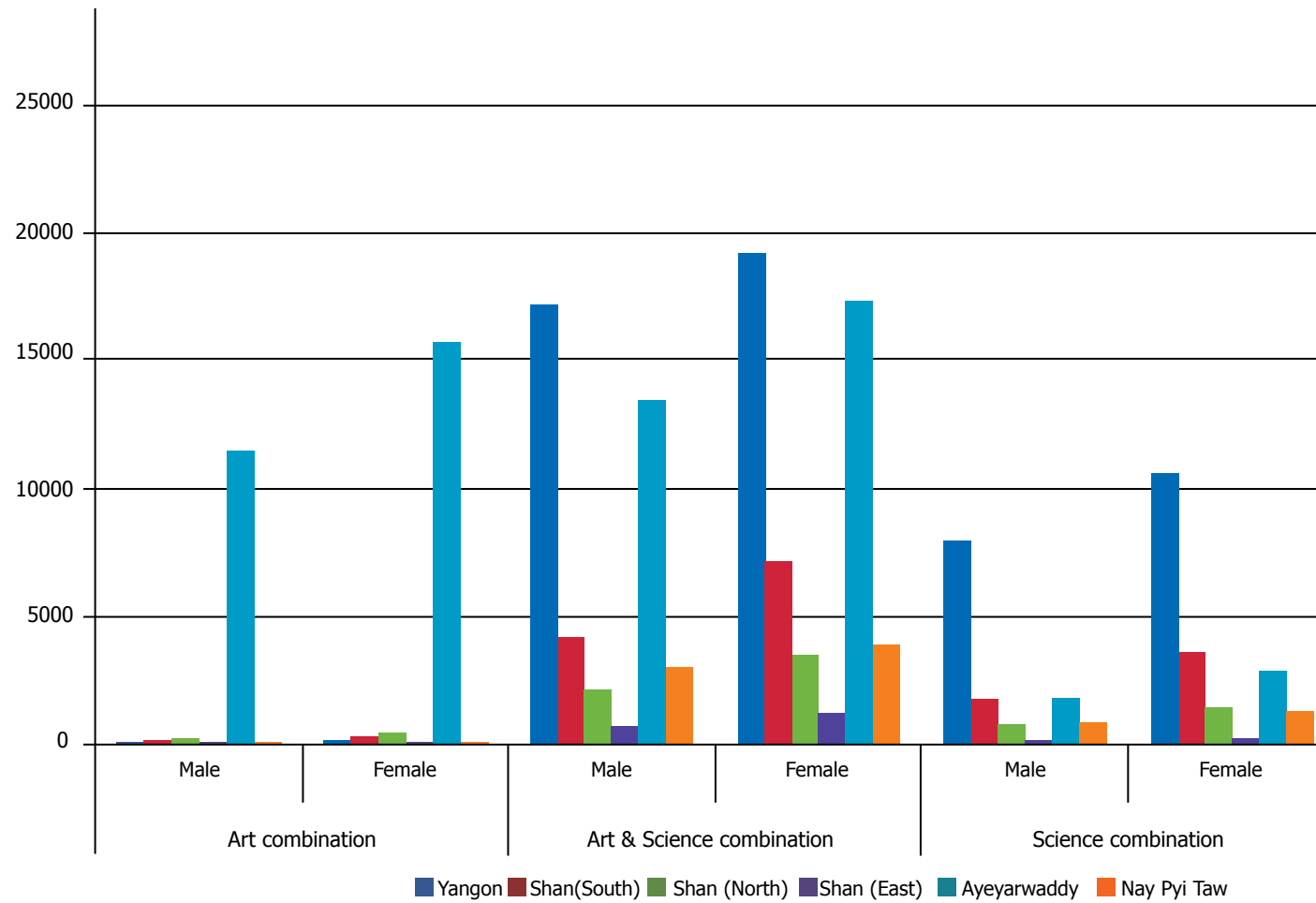
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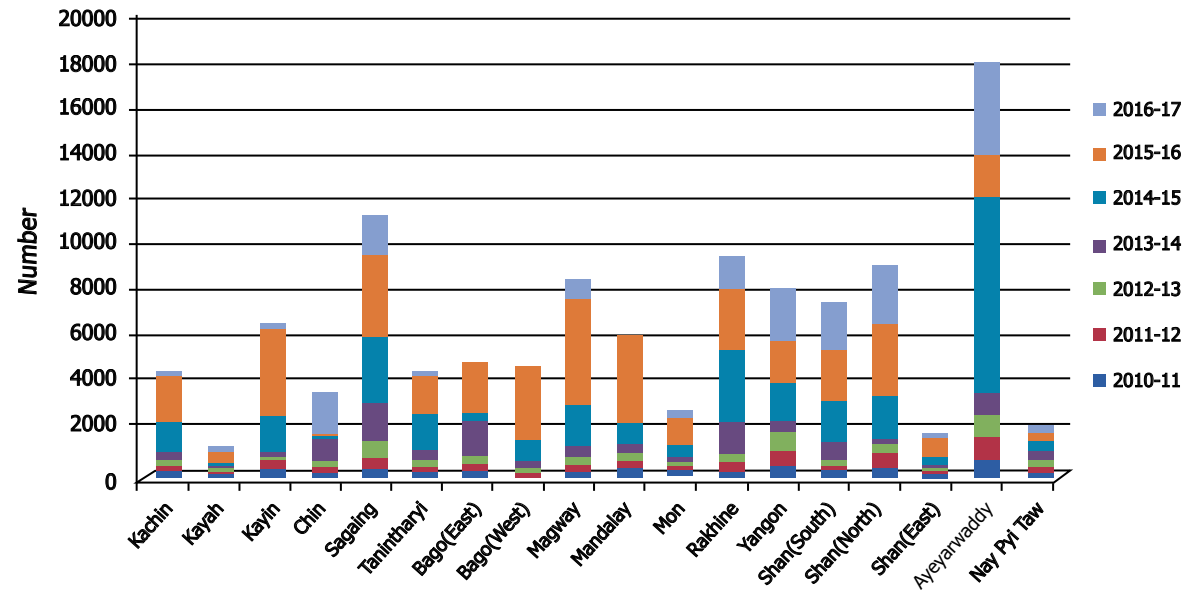
Total number of Grade 11 Students in States and Regions



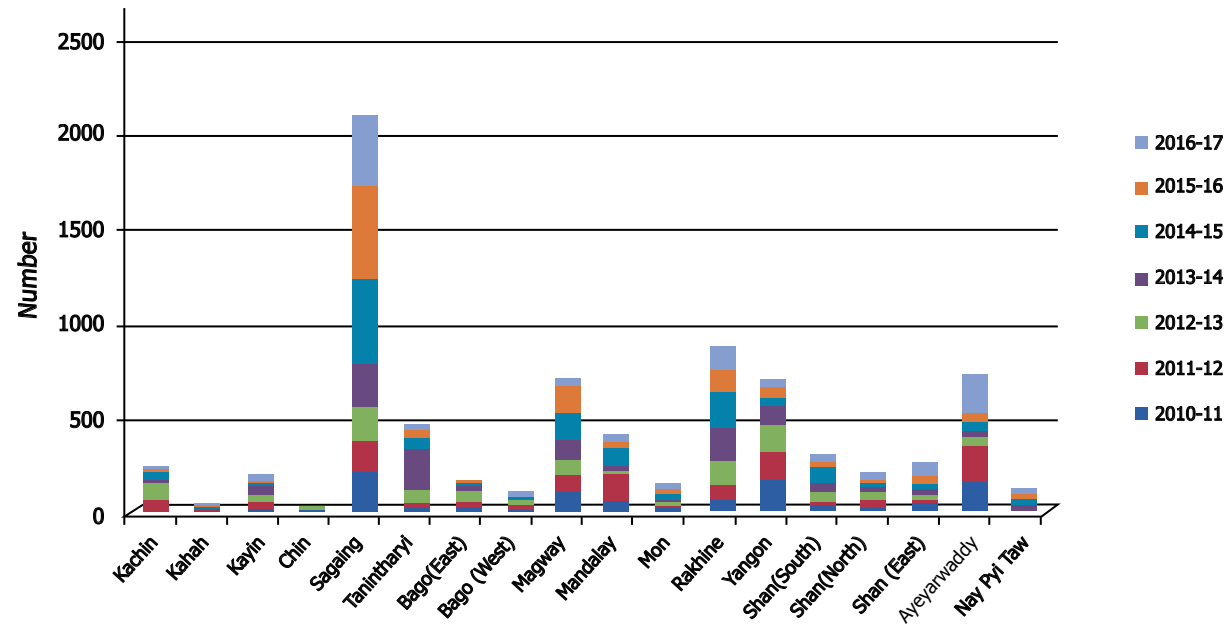
Total number of Grade 11 Students in States and Regions

Total number of Grade 11 Students in States and Regions

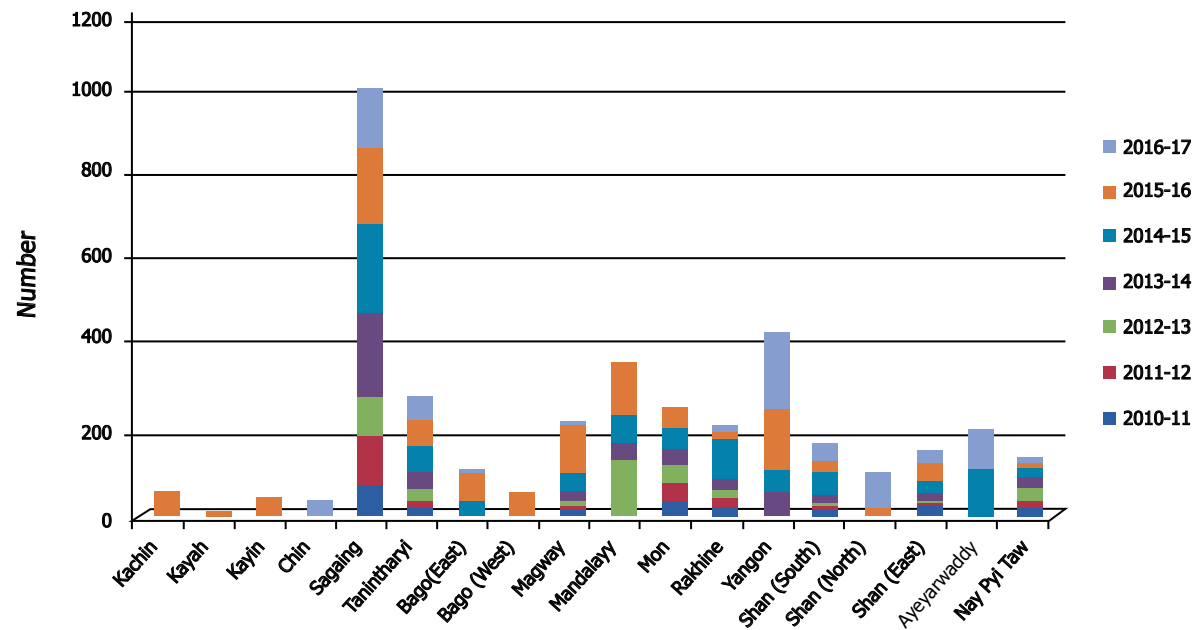
Annual New Primary Teacher Appointment in States and Regions



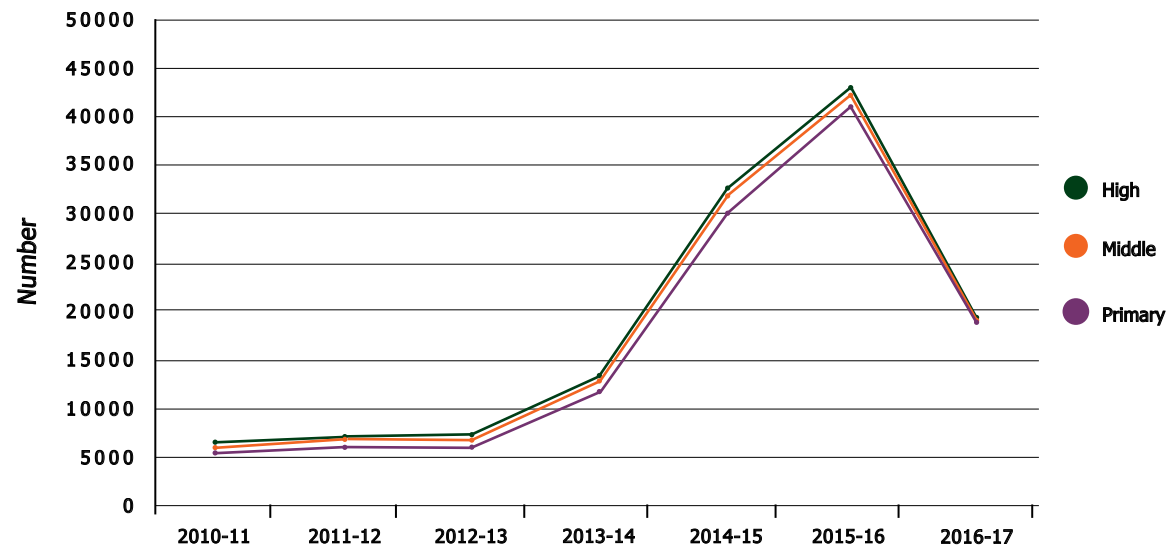
Annual New Lower Secondary Teacher Appointment in States and Regions



Annual New Upper Secondary Teacher Appointment in States and Regions



Annual New Primary, Lower Secondary and Upper Secondary Teacher Appointment in States and Regions



2. New Classroom Construction and School Upgrading

Achievements

- The DBE has constructed 1,062 new classrooms in 2011-12 FY; 1,430 classrooms in 2012-13 FY; 3,134 classrooms in 2013-14 FY; 1,994 classrooms in 2014-15 FY; 4,086 classrooms in 2015-16 FY; and 3,175 classrooms in 2016-17 FY. To improve access a number of schools have been upgraded. These are: 967 schools in 2011-12 FY; 1,919 schools in 2012-13 FY; 4,927 schools in 2013-14 FY; 5,018 schools in 2014-15 FY; 6,885 schools in 2015-16 FY; and 3,317 schools in 2016-17 FY.



300 school-based, preschool classrooms constructed



7,730 school-based, preschool classrooms renovated with carpets



MOE and DPs constructed 3,175 classrooms in 2016-17 FY



64 buildings for staff housing constructed in states and regions in 2016-17

Challenges

- Classroom requirements in accordance with increasing student enrolments.
- Some schools still need considerable improvement in terms of effective teaching, better learning environments and construction that accords to disaster risk reduction (DRR) standards.
- Drop-out rates are high during the transition between each level.
- Many schools in rural areas are "incomplete" -- lacking the full complement of grades -- these are classified as post-primary or branch middle schools.
- The lack of data that maps school coverage and geography against school-age population has complicated efforts to address access.
- There is a need to establish an evidence-based system to build new schools based on local needs.



18 libraries constructed in states and regions in 2016-17



Water purification equipment for 200 schools in 2016-17



Solar water purification system for 100 schools in 2016-17



Water supply equipment for 163 schools provided in 2016-17



147 science classrooms constructed in 2016-17

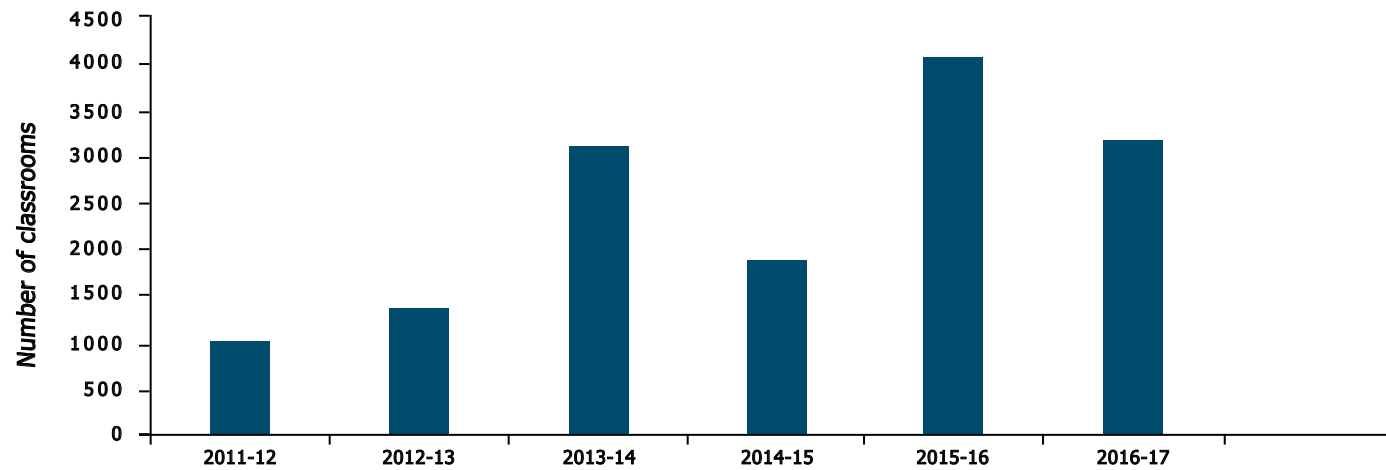


110,850 furniture sets provided in 2016-17

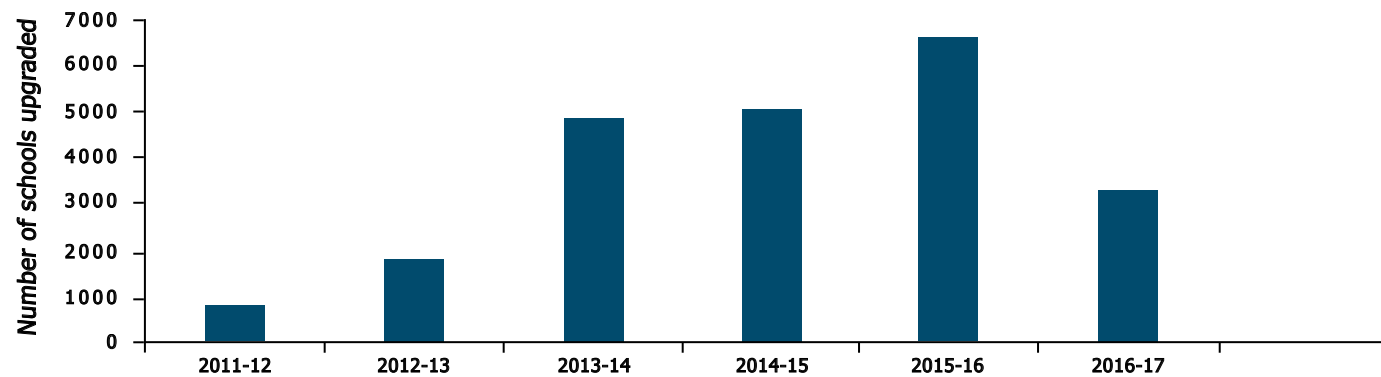


Language lab 40 sets per school for 250 schools in 2016-17

New Classroom Construction



School Upgrading



3. Rewards and support

Achivements

- The DBE awarded stipends for students and families in the following years: 13,499 students in 2012-13 AY; 14,338 students in 2013-14 AY; 56,623 students in 2014-15 AY; 123,332 students in 2015-16 AY and 188,747 students in 2016-17 AY. The MOE awarded funding for students from families who have passed the matriculation examination. This was 700.55 million MMK for 6,170 students in 2015-16 AY and 686.2 million MMK for 6,953 students in 2016-17 AY.



62,500 Kindergarten kits of teaching and learning materials distributed to basic education schools



99,442 KG teachers trained in play-centred teaching and learning methods

Challenges

- Although drop-out rates have decreased, there are still to many students dropping-out during the transition between each basic education level.
- There is a need to increase the number of stipends for the poorest households due to high drop-out rates at each level.
- Not all children have equitable access to basic education and this varies significantly across states and regions.
- There is a need to focus on equitable access to basic education in border areas possibly through expanding stipends support.



5,210,641 students supported under free basic education with textbooks, 6 exercise books and uniforms in 2016-17

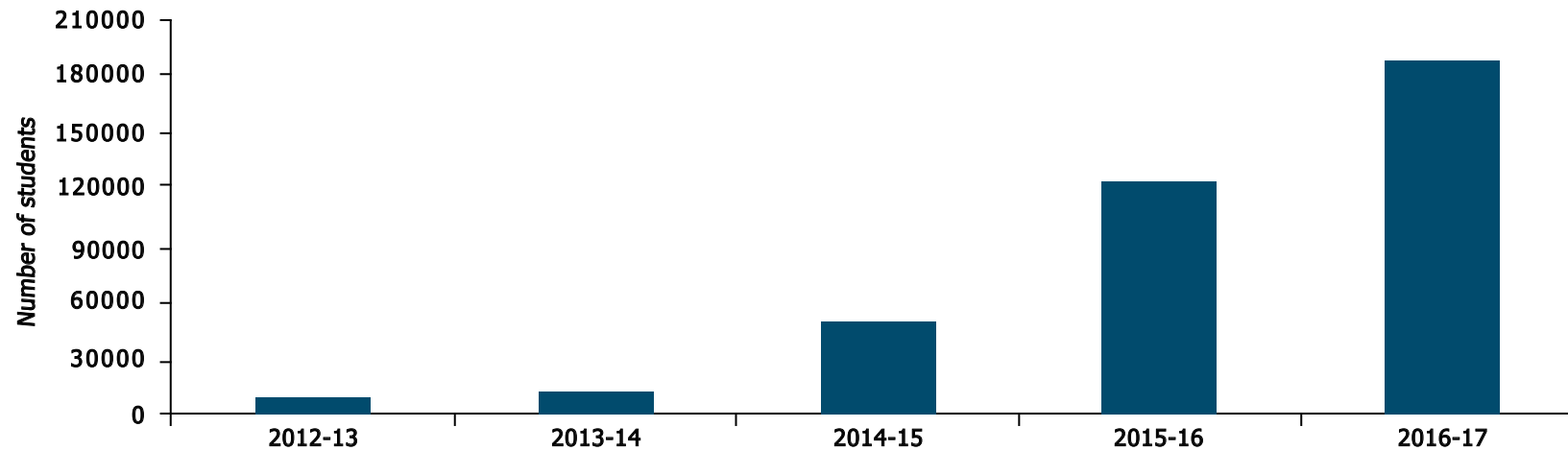


188,747 students supported to stay in school through stipends

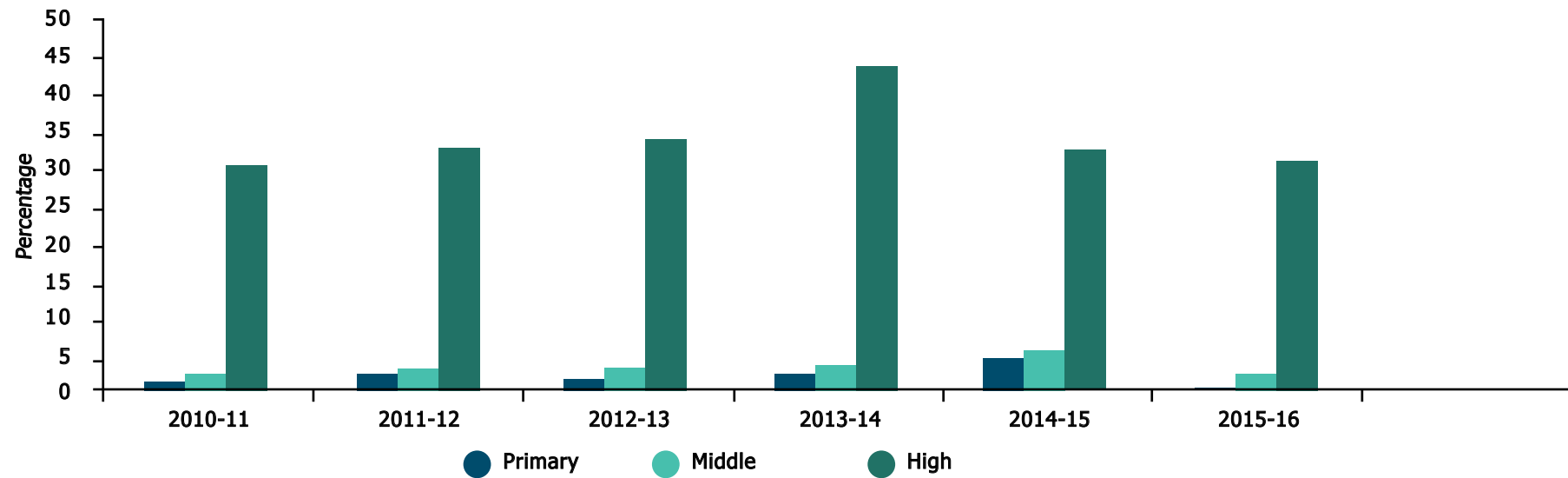


6,953 students from families who passed matriculation examinations were awarded 686.2 million MMK in 2016-17 AY.

Number of students receiving stipends



Drop-out Rates for Primary, Middle and High Schools 2011-2016



4. School Improvement Grants

Achivement

- The DBE has given operational grant funding to all basic education schools for school improvement: 39,526.4 million MMK in 2014-15 FY; 54,246.1608 million MMK in 2015-16 FY and 56,753.1922 million MMK in 2016-17 FY.



47,580 schools including monastic schools have been supported with school improvement grants

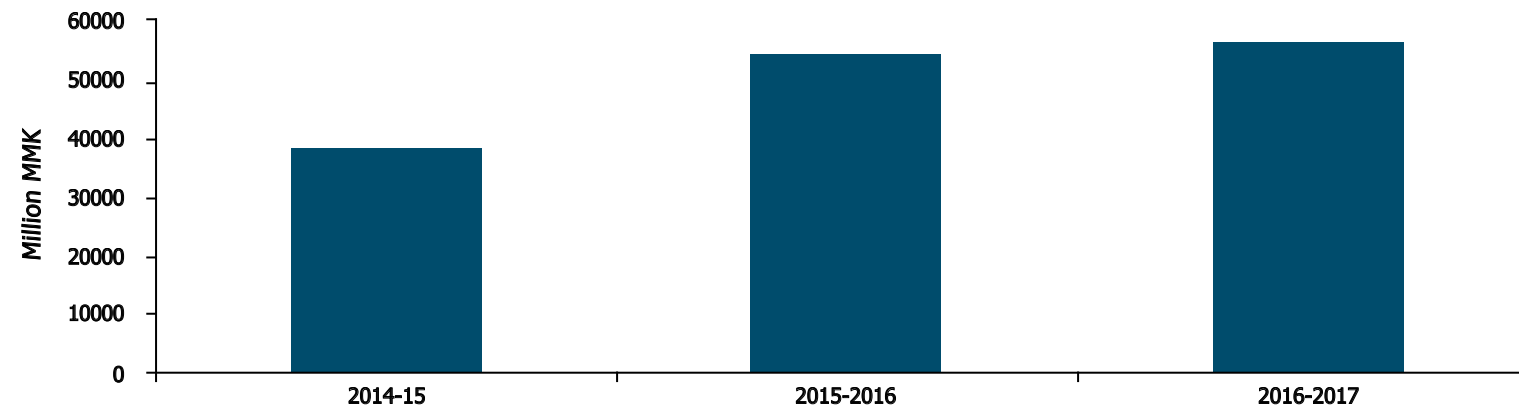
Challenges

- School grant funds are needed not only for regular operational activities, such as local travel allowance, labor charges, rent charges, transportation charges, office equipment, etc. but also for school quality improvement activities.
- There is a need to build the capacity of school leaders and communities to implement School Quality Improvement Plans.



9,385,828 students including monastic school students benefitting from the school grants programme

School Improvement Grants (Million MMK)



5. School Administration Training

Achivements

- Assistant Directors, Township Education Officers, Staff Officers, Deputy Township Education Officers, Assistant Township Education Officers, Senior Teachers, Junior Teachers and staff--altogether 1,374 persons--were trained in administration and capacity building in Htauk Kyant in Yangon in 2016-17 FY. Moreover workshops for subject discussion and enhancing the ability to do office tasks have been conducted for 180,748 persons, such as Head Teachers, Assistant Township Education Officers, Senior Teachers, Junior Teachers and staff in states and regions.



Administration training for 1,374 ADs, TEOs, SOs, DTEOs, ATEOs, Senior Teachers, Junior Teachers and staff in 2016-17 FY



Workshops for subject discussion and enhancing the ability to do office tasks for 180,748 persons (Head Teachers, ATEOs, Senior Teachers, Junior Teachers and staff) in 2016-17 FY

Challenges

- Professional development opportunities for Head Teachers, other school administrative/management staff and educational officials are limited, and consequently their resource management and instructional leadership skills are weak.

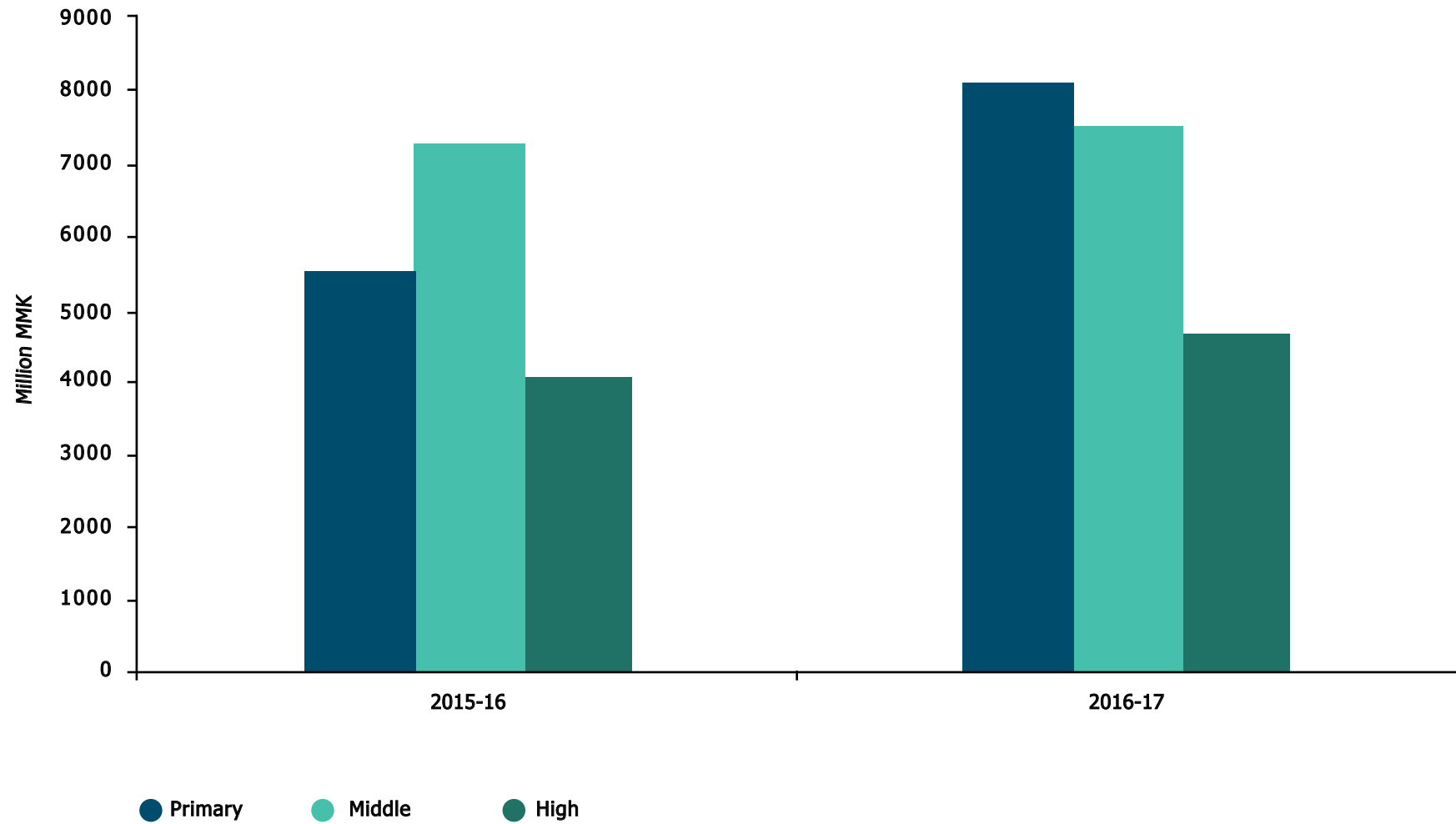
6. Printing and distribution of old curriculum textbooks for primary, lower secondary and upper secondary

Achivements

- The MOE is supporting teaching and learning for students through providing old curriculum textbooks. To print and distribute G 2 – G 5 old curriculum textbooks for primary level the MOE spent 5,497.379 million MMK in 2015-16 FY and 8,113.935 million MMK in 2016-17 FY. To print and distribute old curriculum textbooks for lower secondary level the MOE spent 7,265.159 million MMK in 2015-16 FY and 7,482.166 million MMK in 2016-17 FY. To print and distribute old curriculum textbooks for upper secondary level the MOE spent 4,015.205 million MMK in 2015-16 FY and 4,617.125 million MMK in 2016-17 FY.



294,569,865 basic education old curriculum textbooks were printed and distributed in 2016-17 FY

Budget for printing textbooks (Million MMK)

7. Grade 5 and Grade 9 Completion Examinations

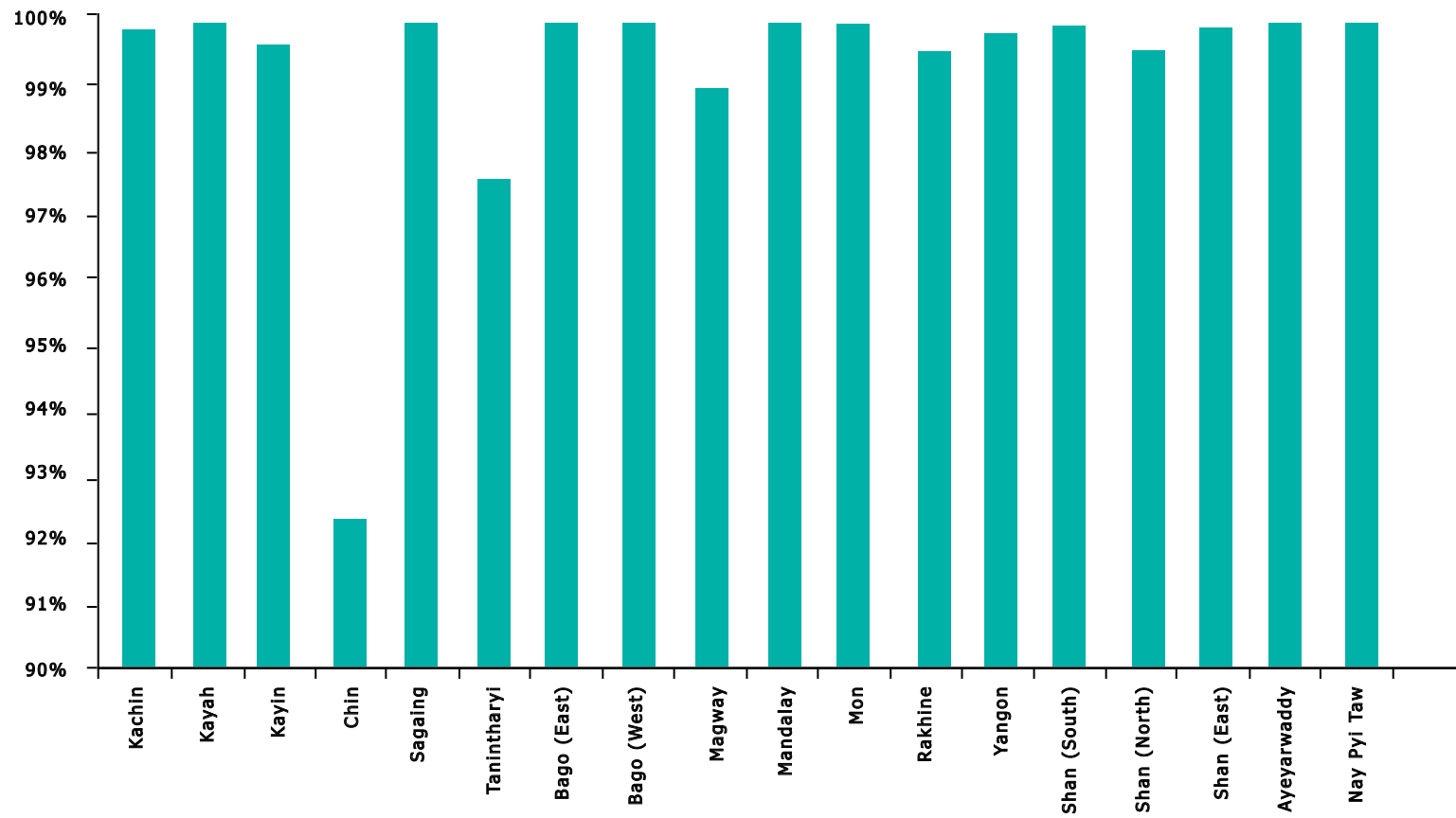
Achivements

- In the 2015-16 AY 844,510 Grade 5 students sat examinations and 791,350 students passed the Grade 5 completion examination, and 602,152 Grade 9 students sat examinations and 518,211 students passed the Grade 9 completion examination.
- In the 2016-17 AY 925,014 Grade 5 students sat examinations and 922,290 students passed the Grade 5 completion examination, and 627,612 Grade 9 students sat examinations and 625,743 students passed the Grade 9 completion examination.

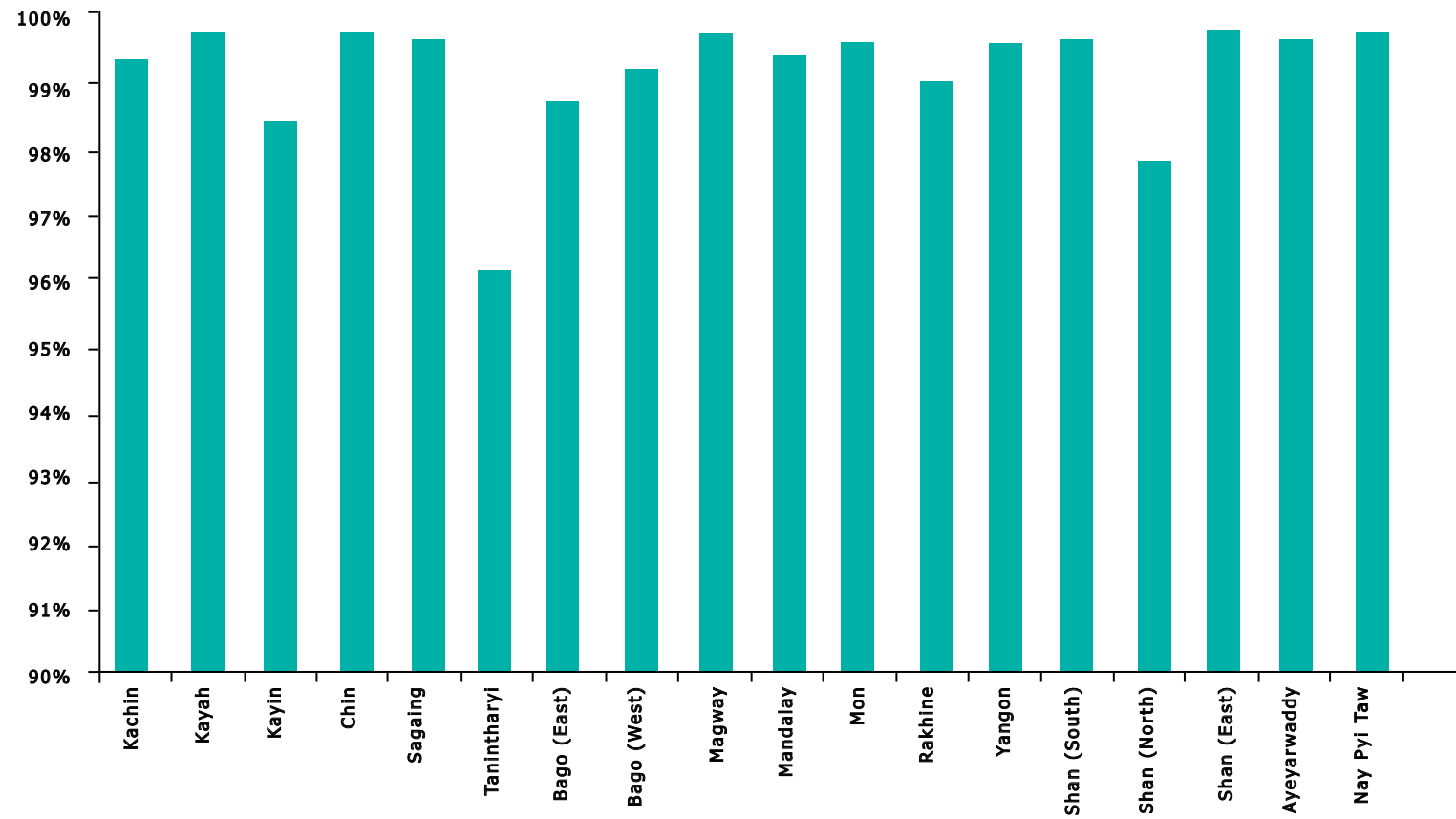


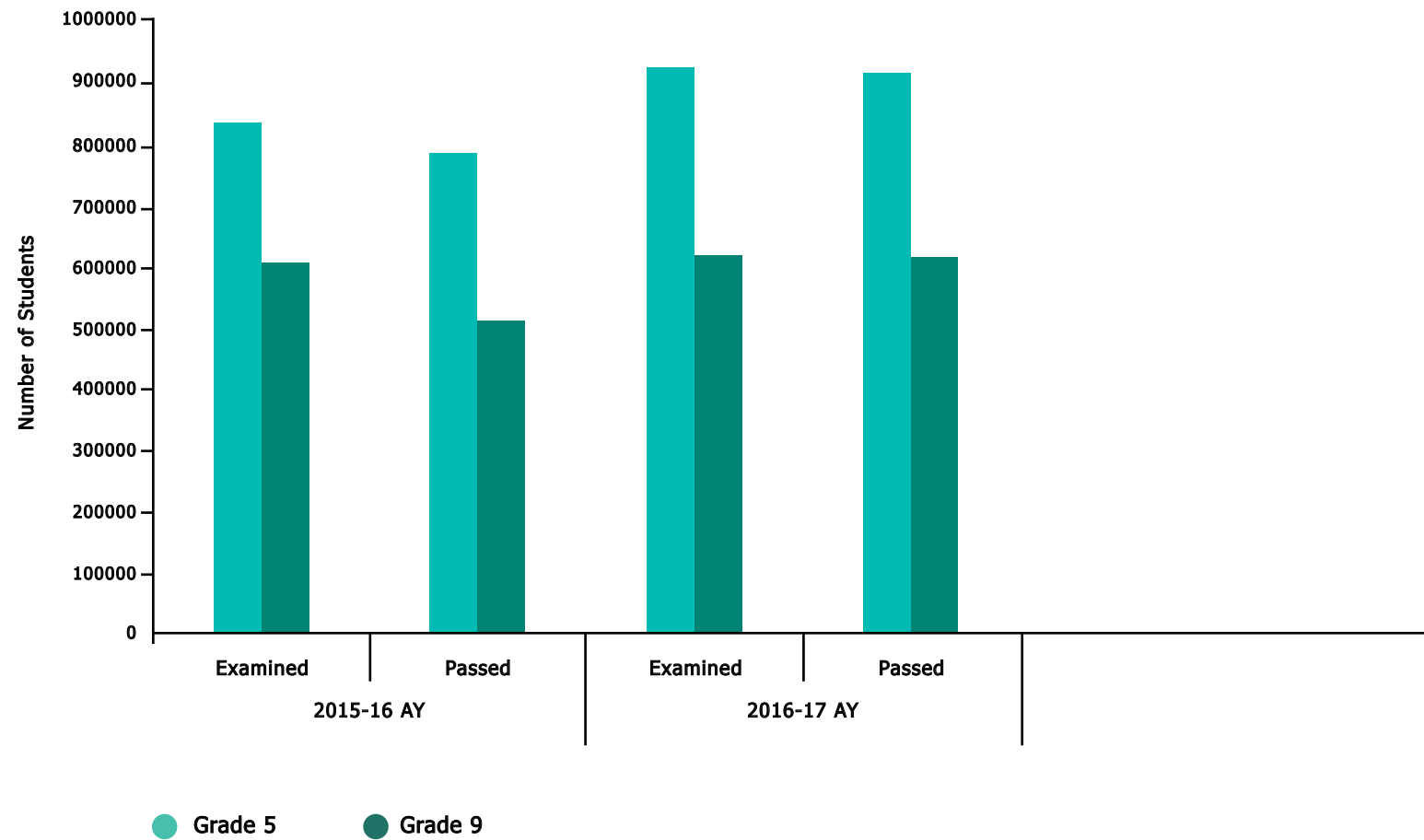
922,290 Grade 5 students and 625,743 Grade 9 students passed completion examinations

Percentage of students who passed the Grade 5 completion examination in 2016-17 AY by State and Region



Percentage of students who passed the Grade 9 completion examination in 2016-17 AY by State and Region



Number of students who sat and passed the Grade 5 and Grade 9 completion examinations



3.2 Department of Alternative Education

1. Basic Literacy Programmes

Achievement

- The Whole State Basic Literacy Campaign, Kayah State implemented on 21st, October, 2016 to 30th, November, 2016 taught 4,775 persons to read and write.
- The Whole District Basic Literacy Campaign, Shan State implemented on 12th, February, 2017 to 21st, March, 2017 taught 26,582 persons to read and write.
- The Basic Literacy Campaign, Myauk Oo, Thandwe and Kyauk Phyu District, Rakhine State implemented on 9th June, 2017 to 18th, July, 2017 taught 3,145 persons to read and write.

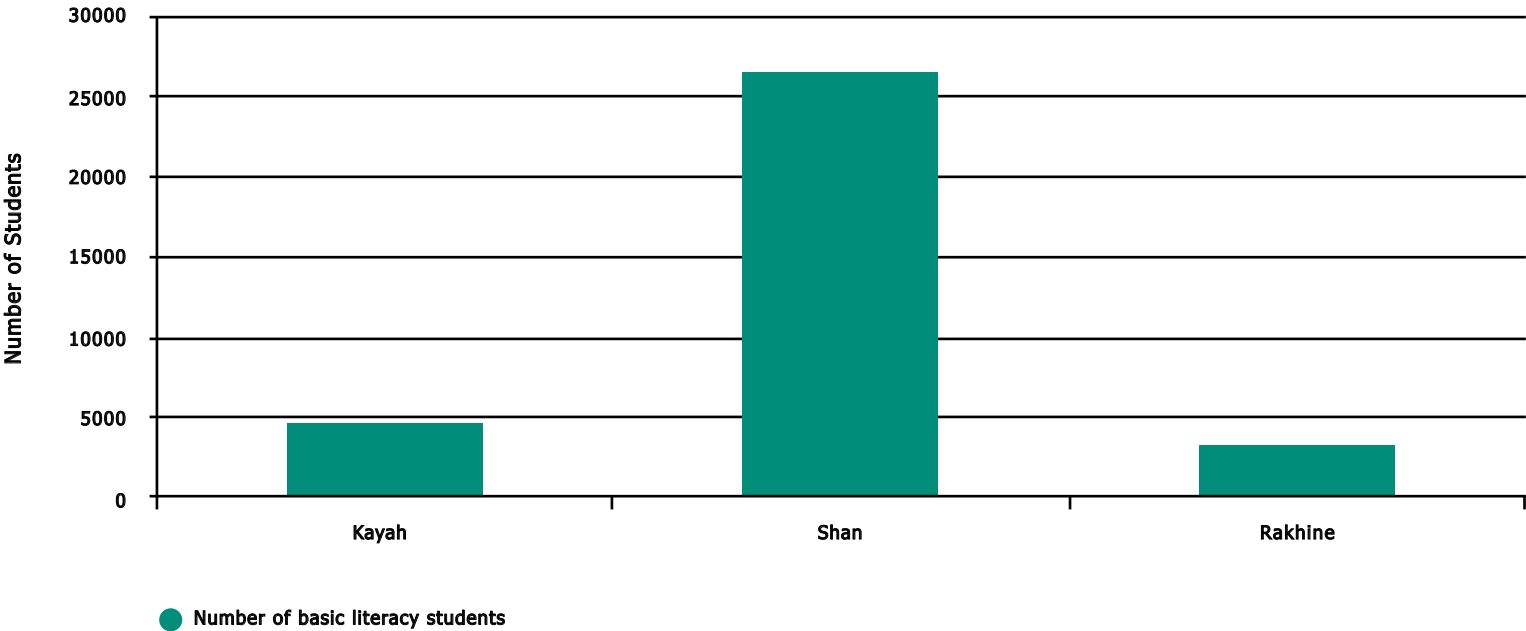
Challenge

- The Department of Alternative Education was established on September, 2016 and it currently does not have a full structure of staff.



The Basic Literacy Campaign 2016-17 taught 34,502 persons to read and write.

The Basic Literacy Campaign, Kayah State, Shan State and Rakhine State in 2016-17



2. Non-formal Primary Education (NFPE) and Non-formal Middle Education (NFME)

Achievement

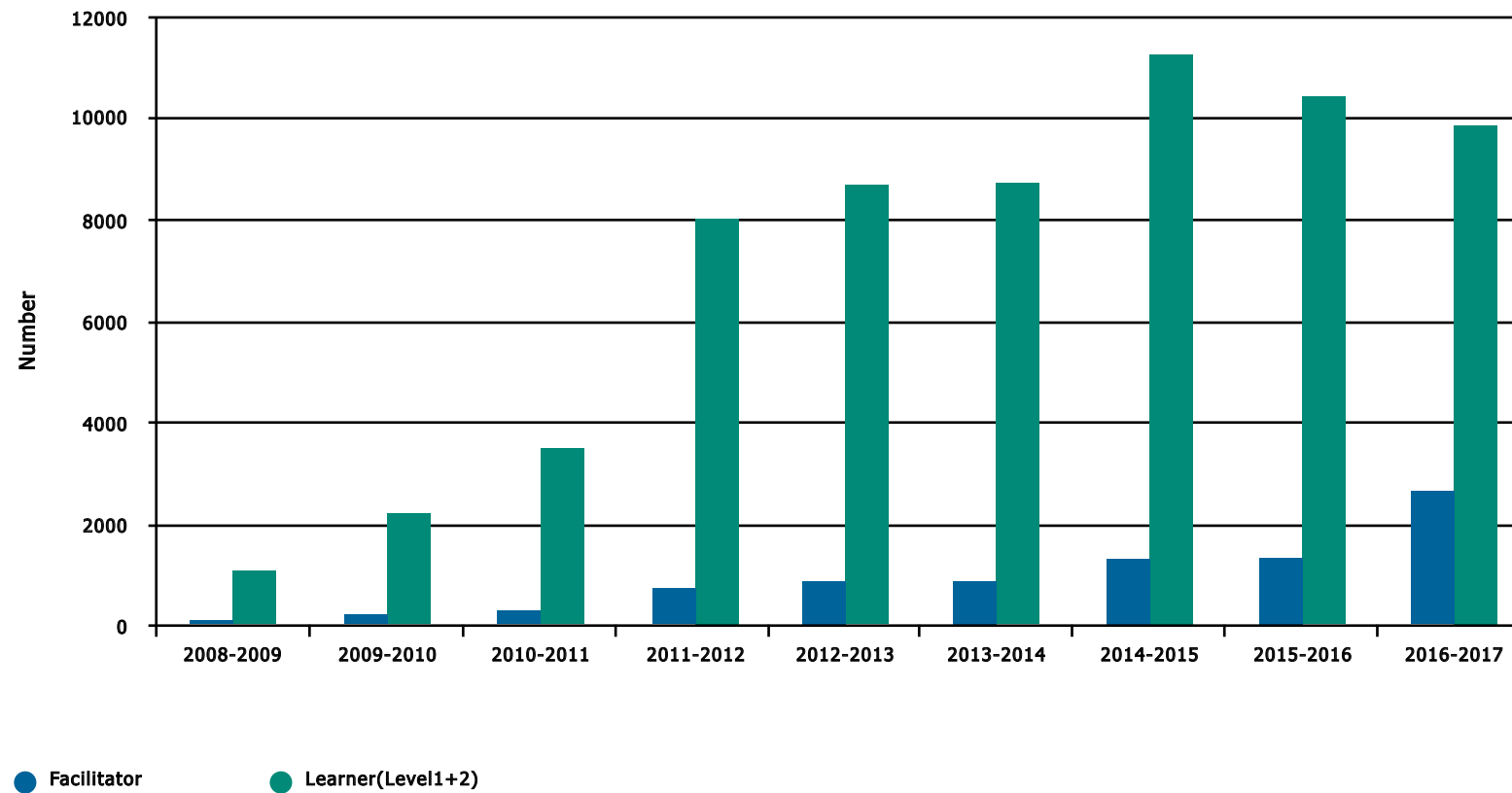
- A second chance was offered for children aged 10 to 14 who have never had access to education, who did not complete primary education, and who could not attend school due to various reasons. The DAE also implemented the NFME Programme as a second chance of education opportunity for younger age group who are early drop-outs before completing Lower Secondary Education.
- MOE/UNESCO/UNDP project initiated in 1998.
- Implementation of MOE, UNICEF and other Donors -
 - 5 Townships, 30 Circles, 100 Facilitators, 1094 persons (799 Level-1 and 295 Level-2) in 2008-09
 - 12 Townships, 84 Circles, 191 Facilitators, 2191 persons (1261 Level-1 and 930 Level-2) in 2009-10
 - 20 Townships, 135 Circles, 291 Facilitators, 3513 persons (2064 Level-1 and 1449 Level-2) in 2010-11
 - 48 Townships, 389 Circles, 751 Facilitators, 8011 persons (4788 Level-1 and 3223 Level-2) in 2011-12
 - 73 Townships, 484 Circles, 965 Facilitators, 8709 persons (4664 Level-1 and 4045 Level-2) in 2012-13
 - 80 Townships, 445 Circles, 885 Facilitators, 8737 persons (4812 Level-1 and 3925 Level-2) in 2013-14
 - 89 Townships, 569 Circles, 1133 Facilitators, 11234 persons (6519 Level-1 and 4715 Level-2) in 2014-15
 - 94 Townships, 484 Circles, 1280 Facilitators, 10422 persons (5440 Level-1 and 4982 Level-2) in 2015-16
 - 104 Townships, 546 Circles, 2644 Facilitators, 9875 persons (4527 Level-1 and 5348 Level-2) in 2016-17
 - NFME attended at 5 States and Regions, in the 6 Townships, 11 Cycles, 62 Facilitations, 9 Township Monitors and 125 persons Level-1 Middle Level persons in 2016-17

Challenge

- Non-formal Primary Education (NFPE) needs to be implemented in all remaining townships. Non-formal Middle Education (NFME) need to be successfully implemented as a Pilot Test.
- DAE needs to coordinate with other organizations which are implementing Alternative Education Programmes.



Between 2008-09 to 2016-17 (63,786) primary level learners attended NFPE Classes.

Implementation of Non-formal Primary Education (NFPE), facilitators and learners (level-1+2) from 2008-09 to 2016-17

3.3 Department of Technical, Vocational Education and Training

1. Access

Achievements

- In 2017, February the number of trainees accepted and trained at Government Technical High Schools were: Kachin State (First Year 170, Second Year 75), Kayah State (First Year 123, Second Year 148), Kayin State (First Year 92, Second Year 51), Chin State (First Year 96, Second Year 53), Sagaing Region (First Year 336, Second Year 182), Tanintharyi Region (First Year 97, Second Year 41), Bago Region (First Year 296, Second Year 239), Magway Region (First Year 287, Second Year 244), Mandalay Region (First Year 340, Second Year 650), Mon State (First Year 88, Second Year 92), Rakhine State (First Year 52, Second Year 49), Yangon Region (First Year 180, Second Year 180), Shan State (First Year 291, Second Year 176), Ayeyarwaddy Region (First Year 404, Second Year 246) and Nay Pyi Taw Council (First Year 127, Second Year 123).



In 2016-17 FY 5528 trainees were accepted and trained in GTHS.

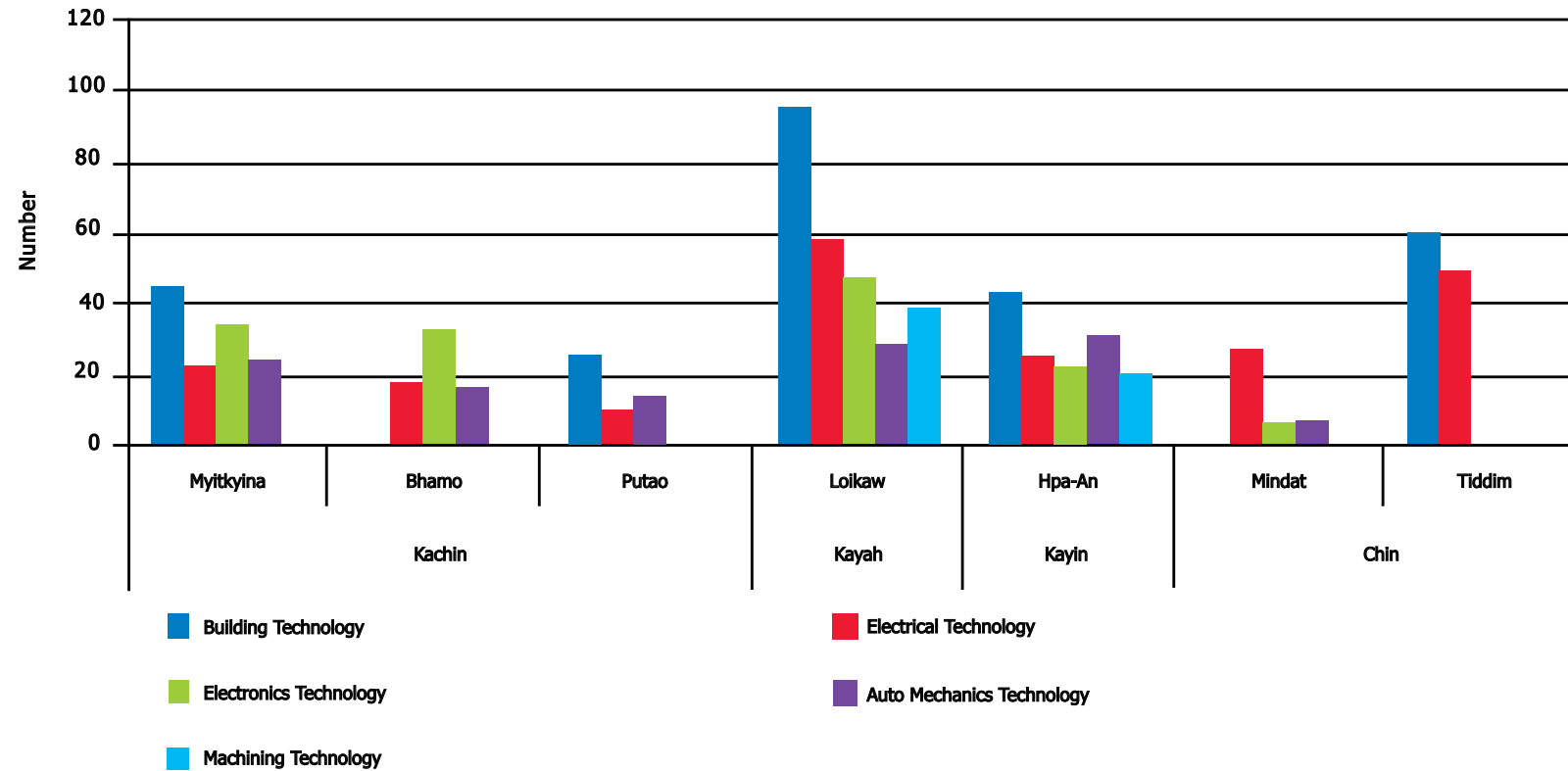
Achievements

- In 2016, (September) the number of trainees accepted and trained at Government Technical Colleges/ Institutes were: Kachin State (First Year 189, Second Year 59, Third Year 52), Chin State (First Year 147, Second Year 71, Third Year 59), Sagaing Region (First Year 435, Second Year 289, Third Year 19), Bago Region (First Year 161, Second Year 192), Magway Region (First Year 869, Second Year 705, Third Year 407), Mandalay Region (First Year 727, Second Year 425, Third Year 214), Mon State (First Year 175, Second Year 153), Rakhine State (First Year 250, Second Year 183), Yangon Region (First Year 306, Second Year 192) and Ayeyarwaddy Region (First Year 315, Second Year 191, Third Year 118).

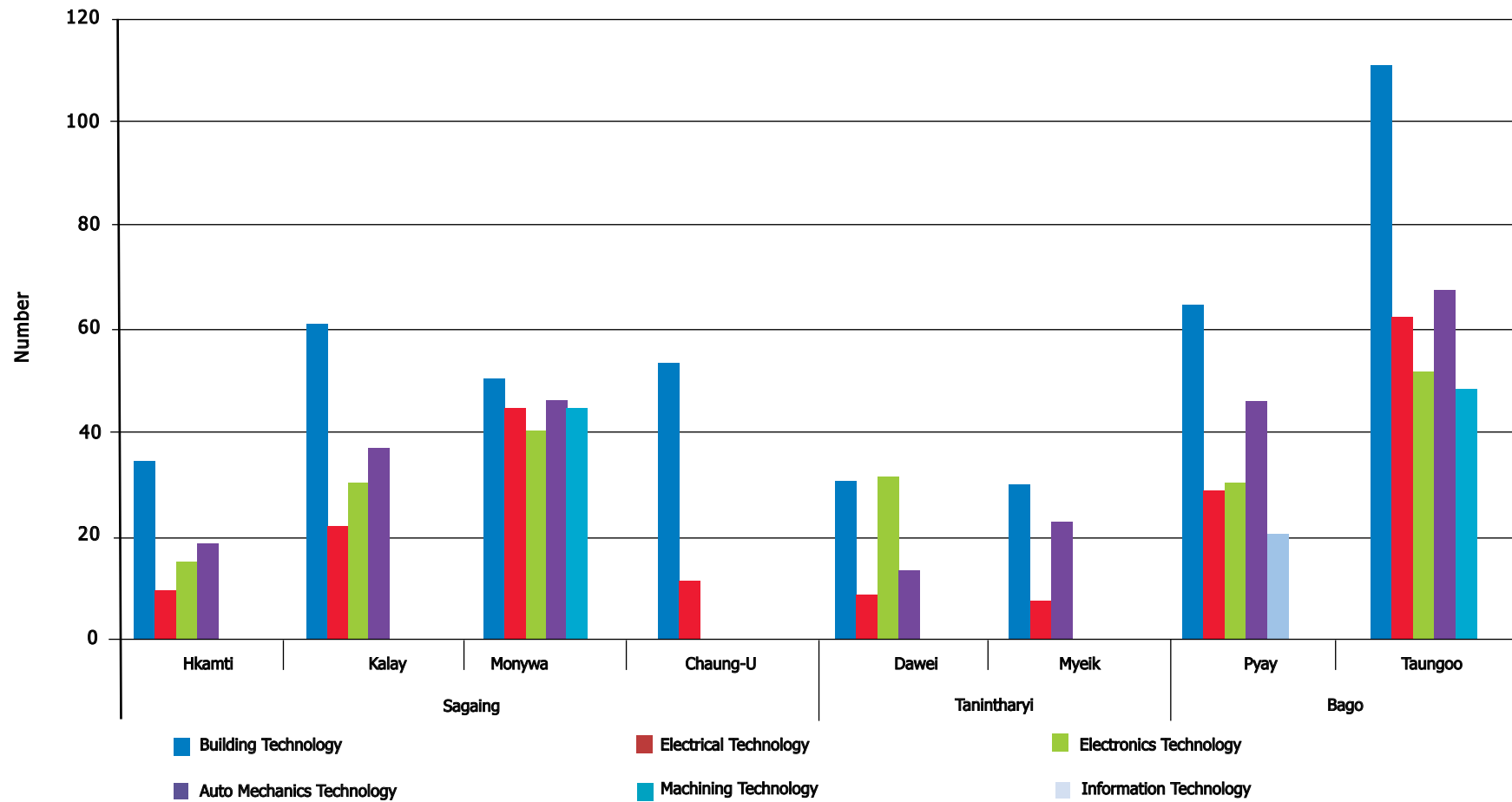


At 2016-17 FY, 6546 trainees are accepted and trained.

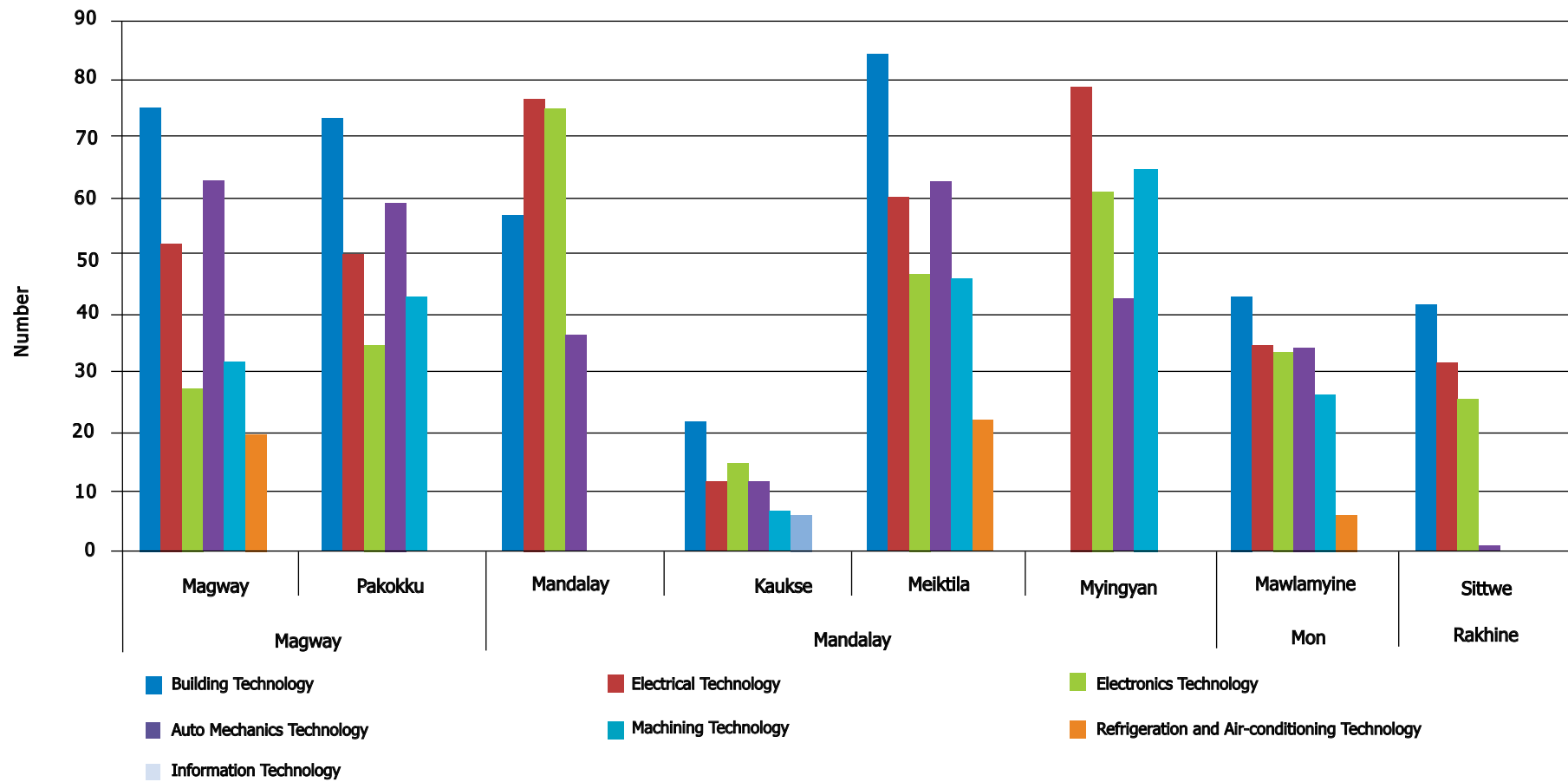
Number of students who attended Government Technical High School in 2016-17 FY by States and Regions



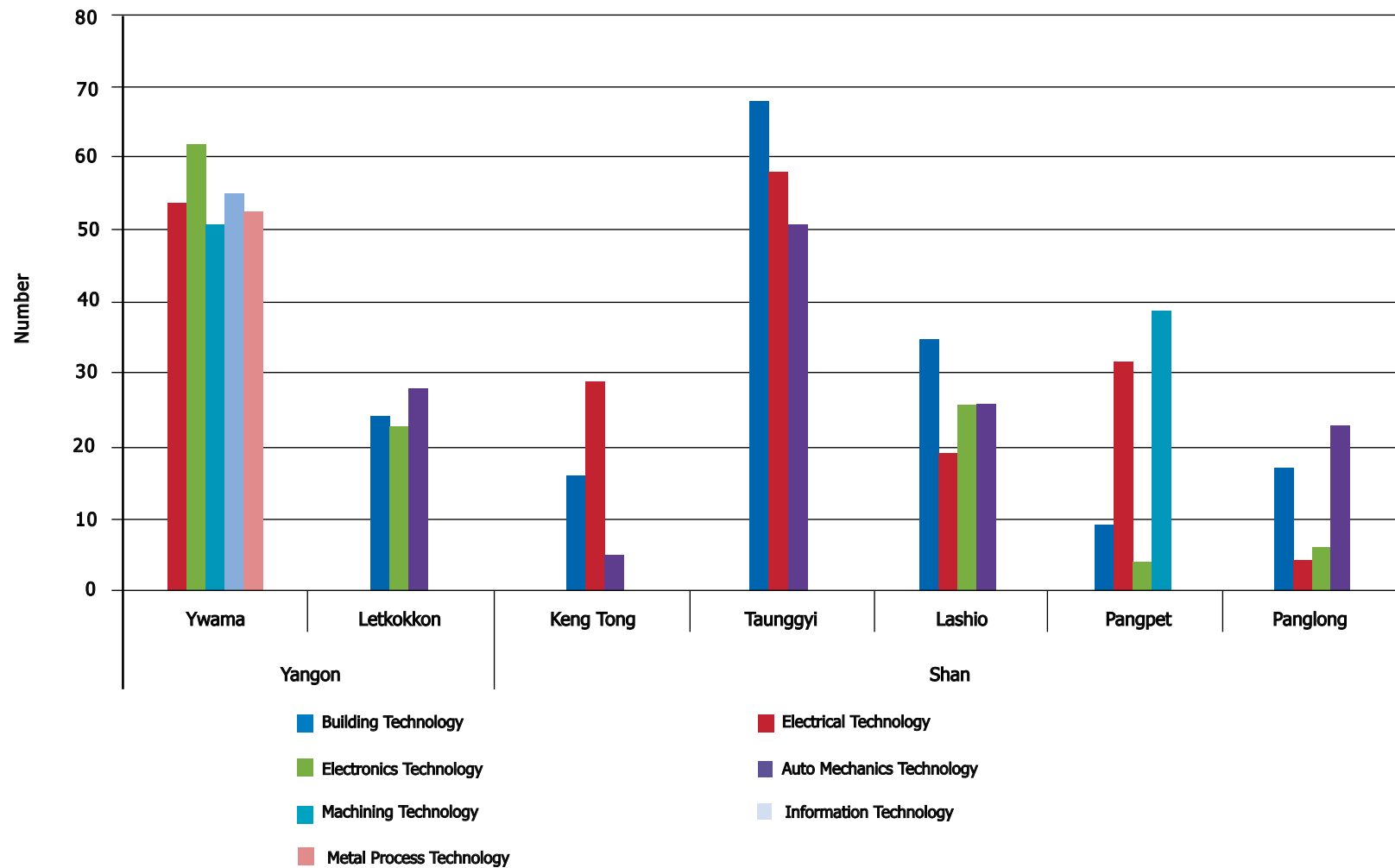
Number of students who attended Government Technical High School in 2016-17 FY by States and Regions



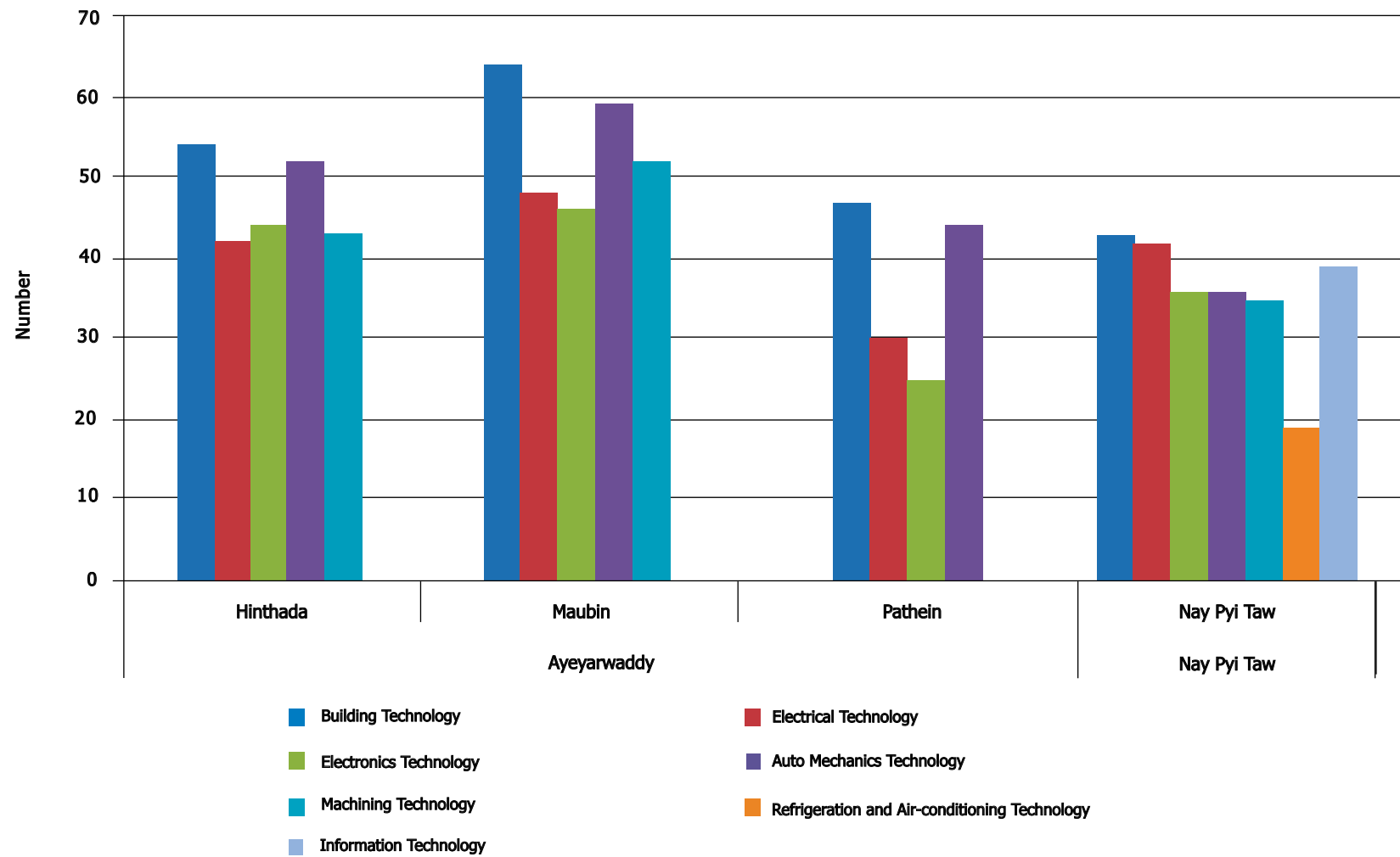
Number of students who attended Government Technical High School in 2016-17 FY by States and Regions



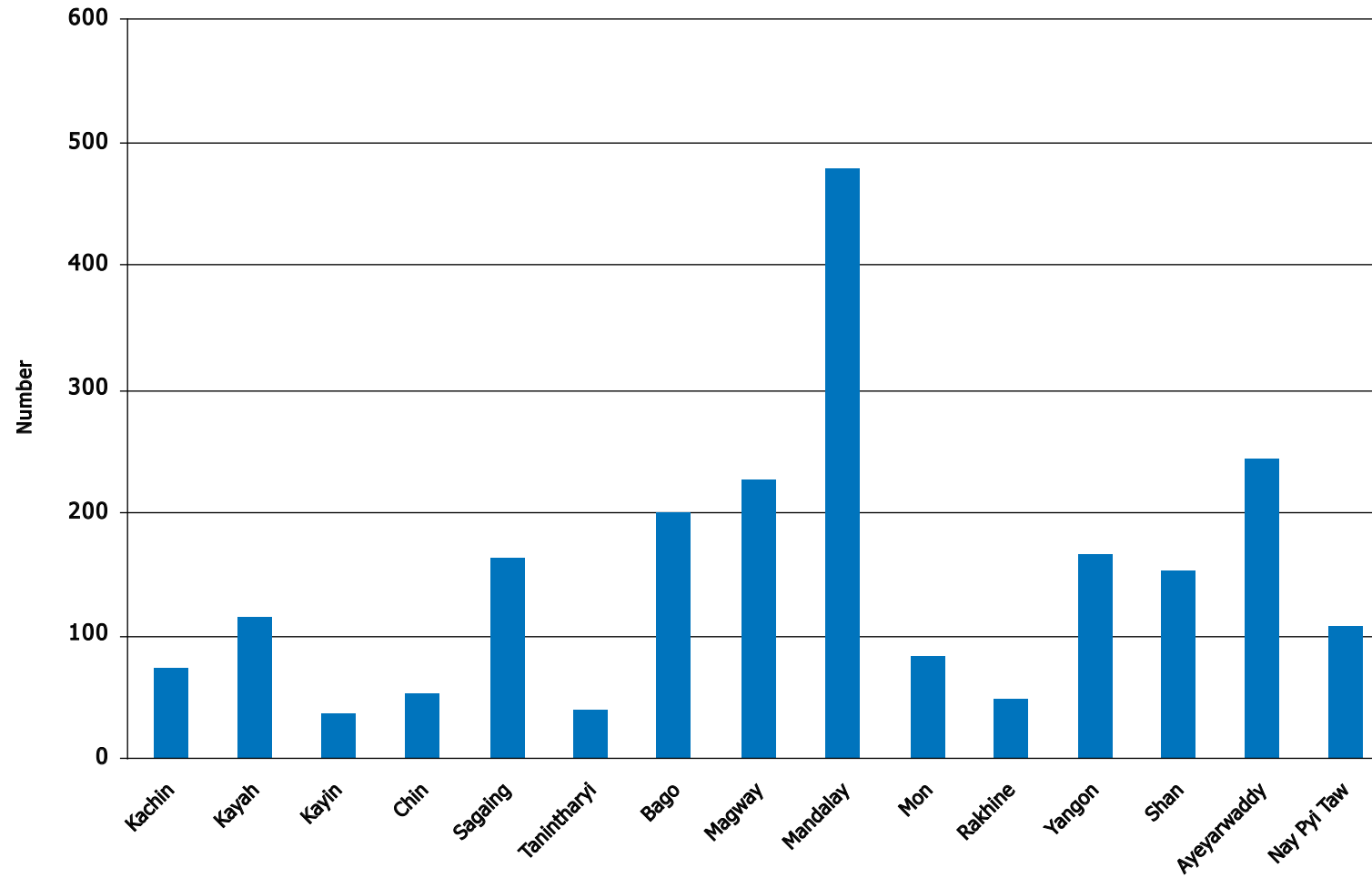
Number of students who attended Government Technical High School in 2016-17 FY by States and Regions



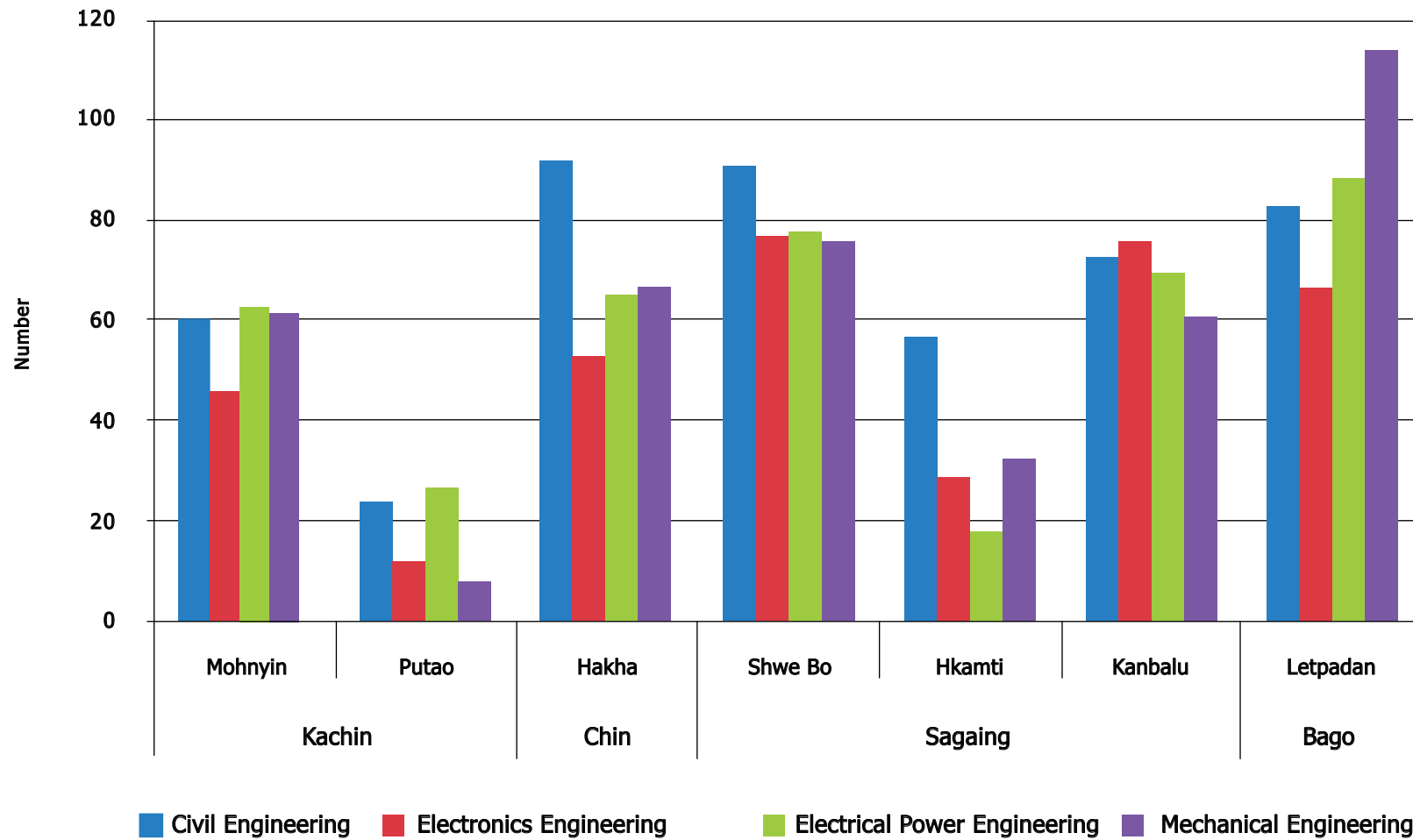
Number of students who attended Government Technical High School in 2016-17 FY by States and Regions



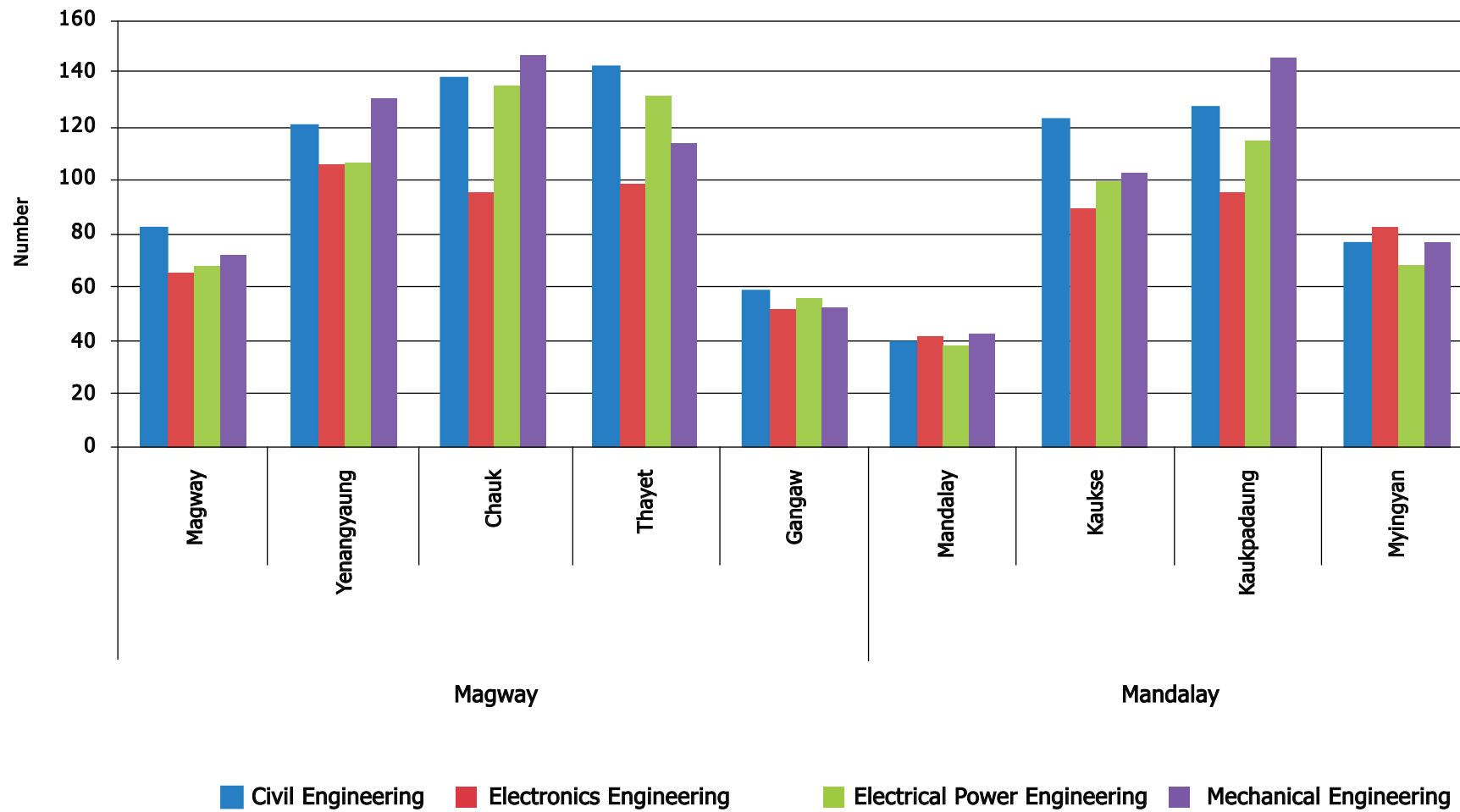
Number of students who received Government Technical High School certificate in 2016-17 FY by States and Regions



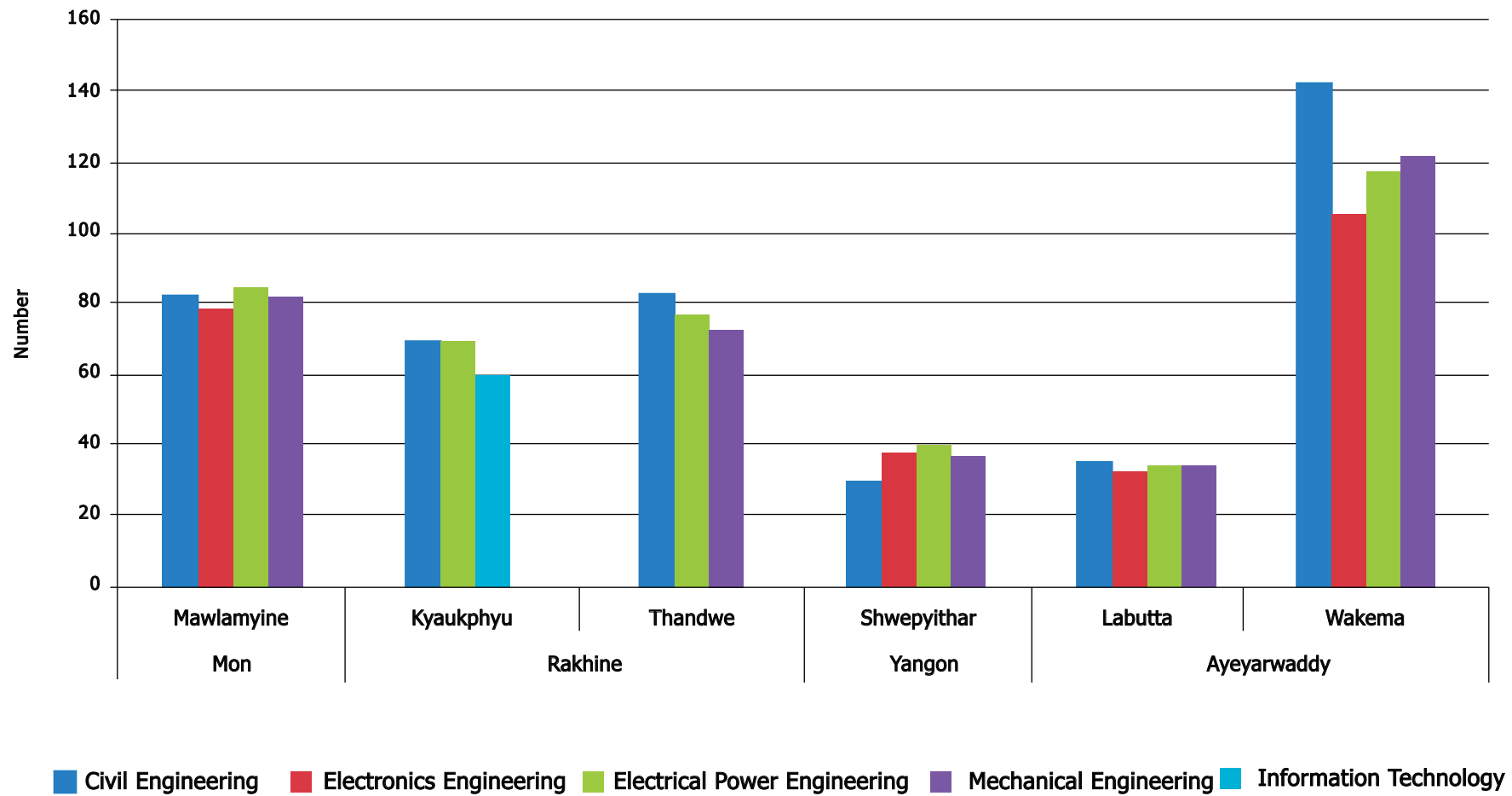
Number of students who attended Government Technical College/ Institute in 2016-17 FY by States and Regions



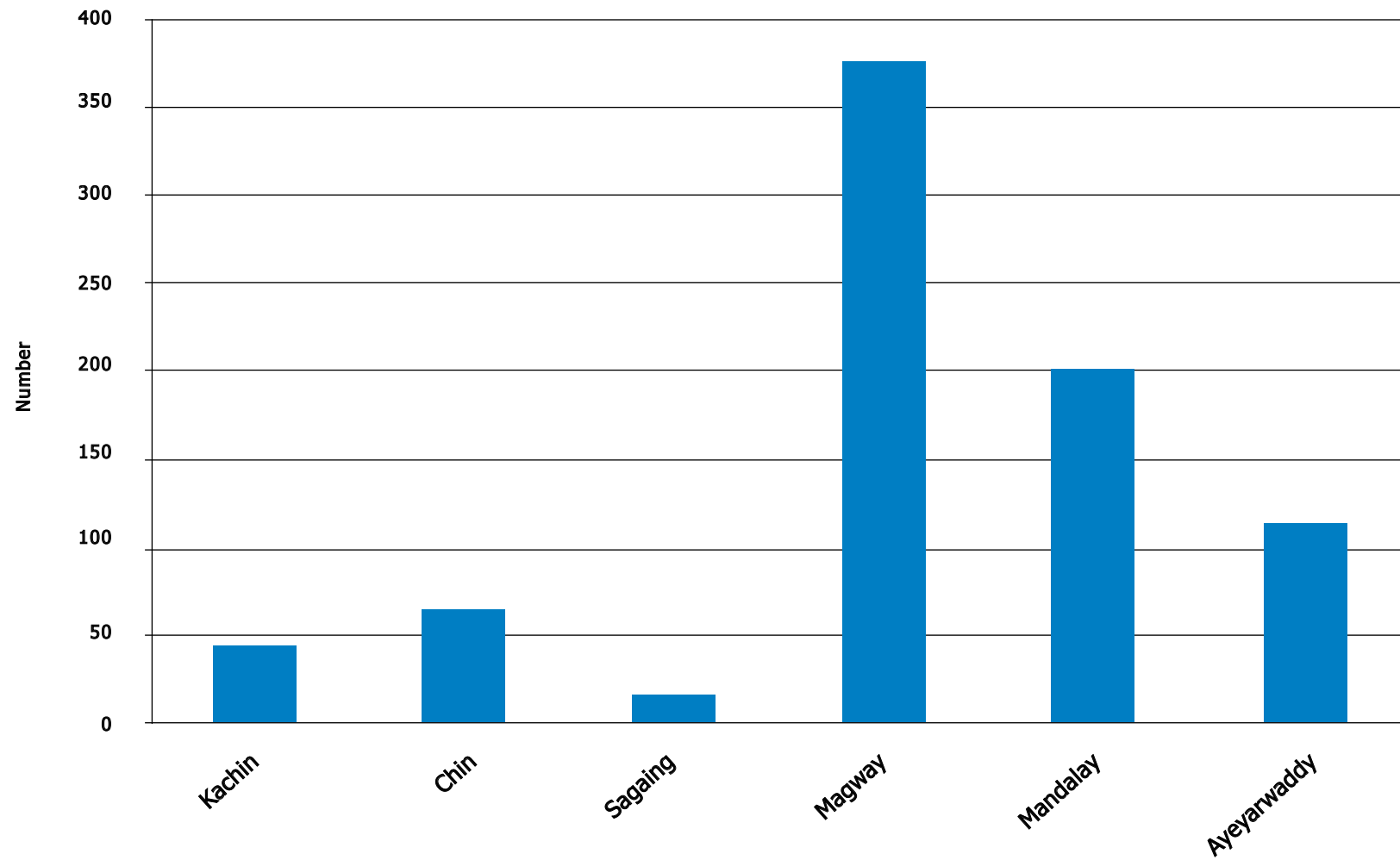
Number of students who attended Government Technical College/ Institute in 2016-17 FY by States and Regions



Number of students who attended Government Technical College/ Institute in 2016-17 FY by States and Regions



Number of students who received Government Technical College/ Institute Diploma in 2016-17 FY by States and Regions



2. Construction and Renovation of dormitories, workshops and staff housing

Achievement

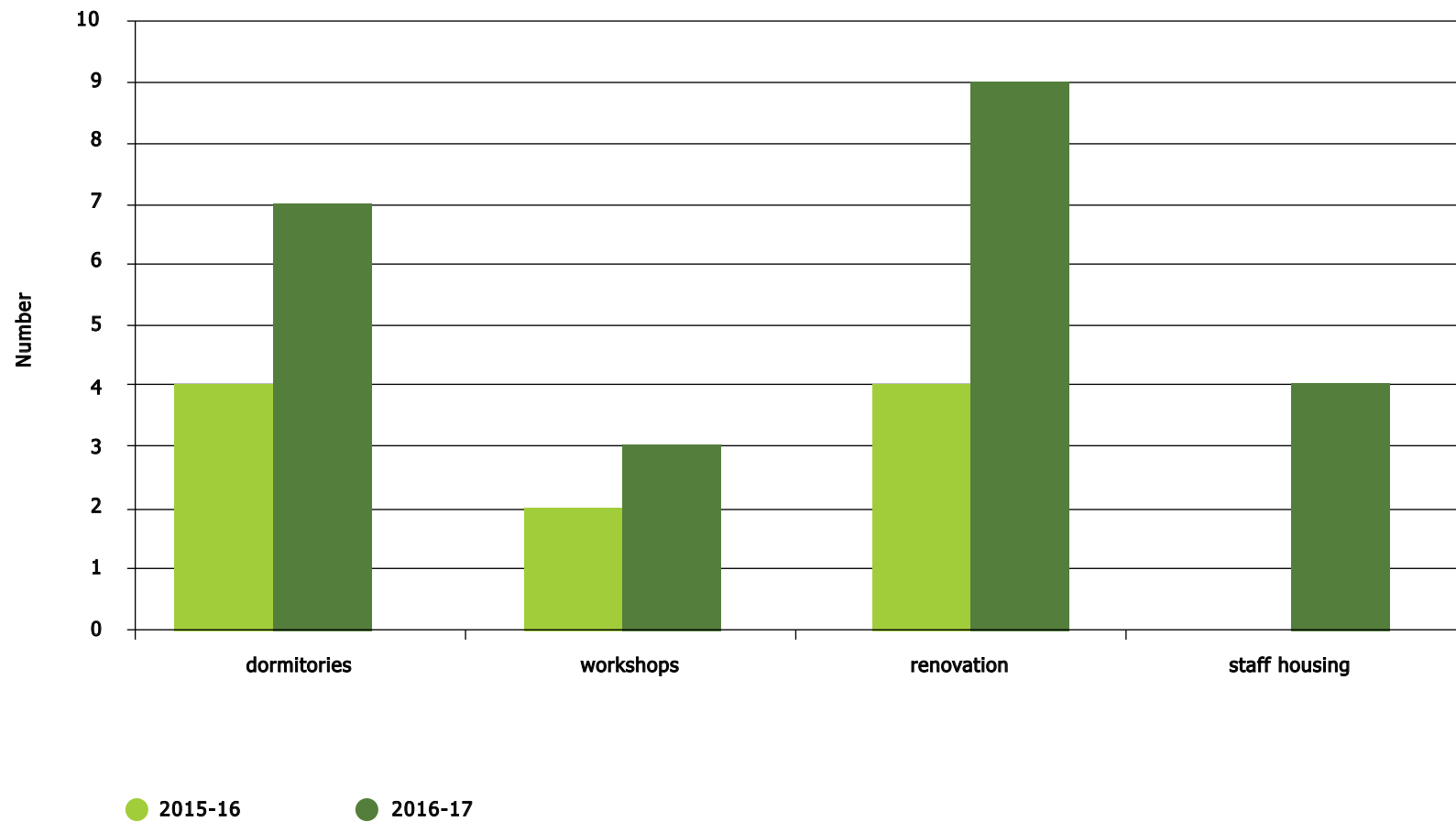
- In 2015-16 FY one dormitory was constructed at GTI (Kyitelatt), GTI (Labutta), GTHS (Dayekaung) and GTHS (Kyaungpankone). One workshop was constructed at GTHS (Dayekaung) and GTHS (Kyaungpankone). One building was renovated at GTI (Mawlamyine), GTI (Letpadan), GTI (Magway) and GTI (Shwepyithar).
- In 2016-17 FY one dormitory was constructed at GTI (Putao), GTC (Shwebo), GTHS (Kawthoung), GTI (Kyitelatt), GTI (Labutta), GTI (Thayet) and GTC (Myingyan) (total 7 dormitories). One workshop was constructed at GTI (Mawlamyine), GTHS (Kawthoung) and GTI (Gangaw). One building was renovated at GTHS (Myitkyina), GTHS (Hpa-An), GTI (Mawlamyine), GTHS (Mawlamyine), GTI (Letpadan), GTHS (Magway) and GTHS (Shanywargyi). At DTNET(Branch) two buildings were renovated. One staff housing was constructed at GTHS (Kawthoung), GTI (Kyitelatt), GTI (Labutta) and GTI (Thayet).

Challenge

- Expansion of construction and renovation is limited by the approved budget.



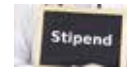
At 2015-16 FY and 2016-17 FY, the MOE constructed a total of 11 dormitories and 5 workshops, renovated 13 buildings and constructed 4 staff houses.

Construction and renovation of dormitories, workshops and staff housing

3. Provision of stipends

Achievements

- In 2015-16 FY, the MOE provided stipends to 7920 students, one month is 30000 kyats (MMK).
- At 2016-17 FY, the MOE provided stipends to 11924 students, one month is 30000 kyats (MMK).



At 2015-16 FY and 2016-17 FY, a total of 19844 students were provided stipends (one month 30000 kyats (MMK)).

4. Training and Appointment of Teachers

Achievements

- Training for teachers was undertaken at TPTC (Baelin) from 2011 to 2017. There were 4 training courses for 87 teachers in 2011, 2 training courses for 46 teachers in 2012, 3 training courses for 147 teachers in 2013, 3 training courses for 118 teachers in 2014, 9 training courses for 459 teachers in 2015 and 3 training courses for 319 teachers in 2016.

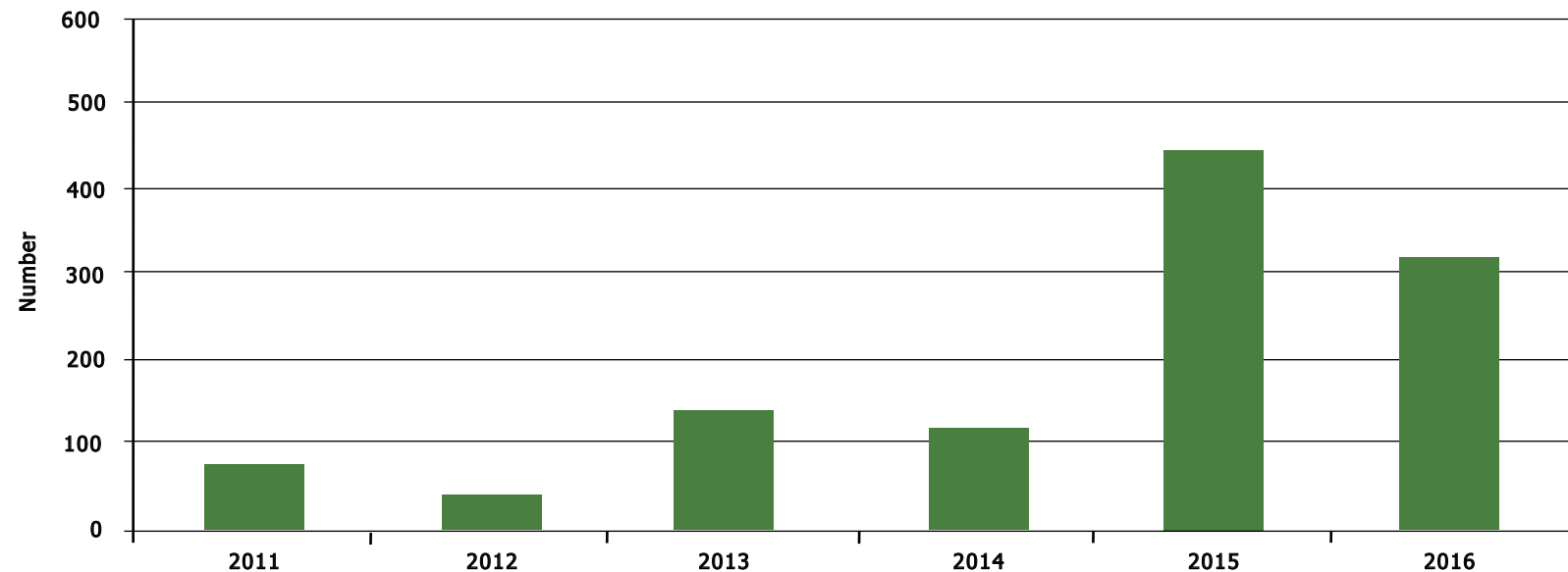
Challenges

- Budget allocations are limited and long-term support from Development Partners is also limited.

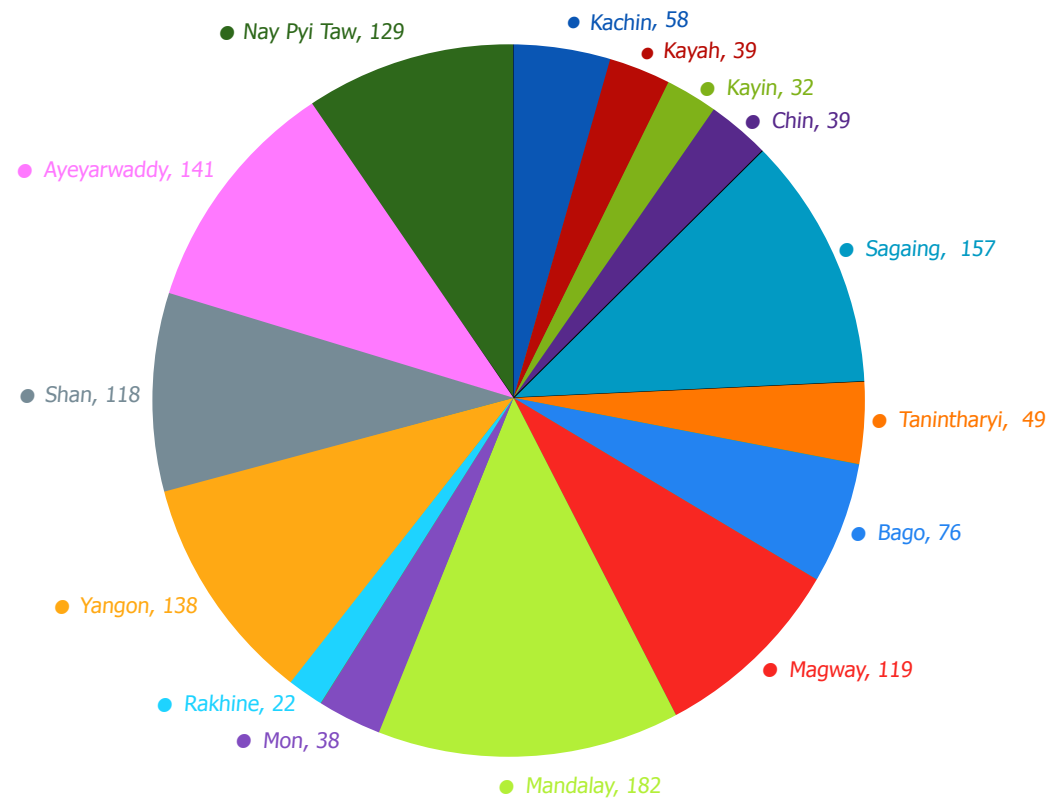


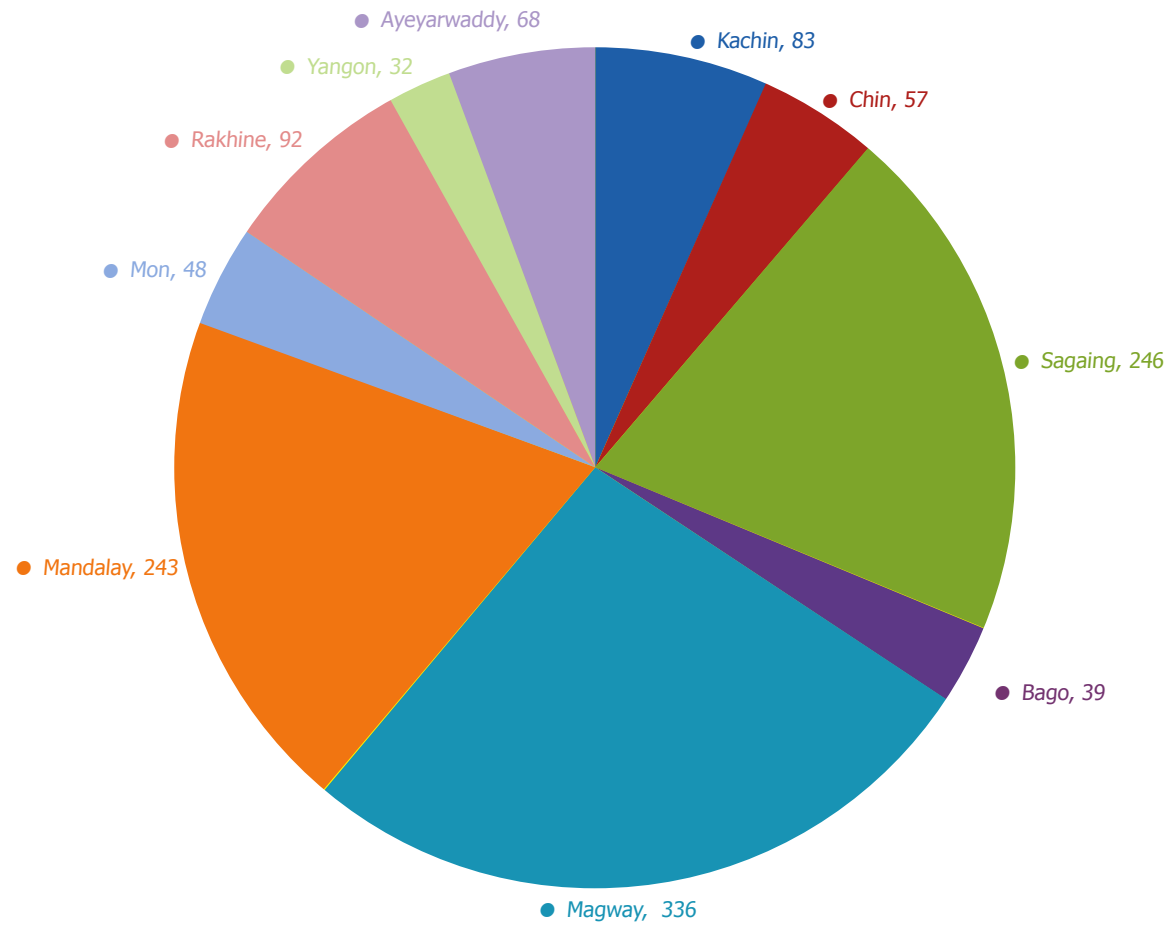
1176 teachers have been trained from 2011 to 2016 .

Training for Teachers



Number of teachers appointed at Government Technical High Schools in 2016-17 FY by States and Regions



Number of teachers appointed at Government Technical Colleges/Institutes in 2016-17 FY by States and Regions

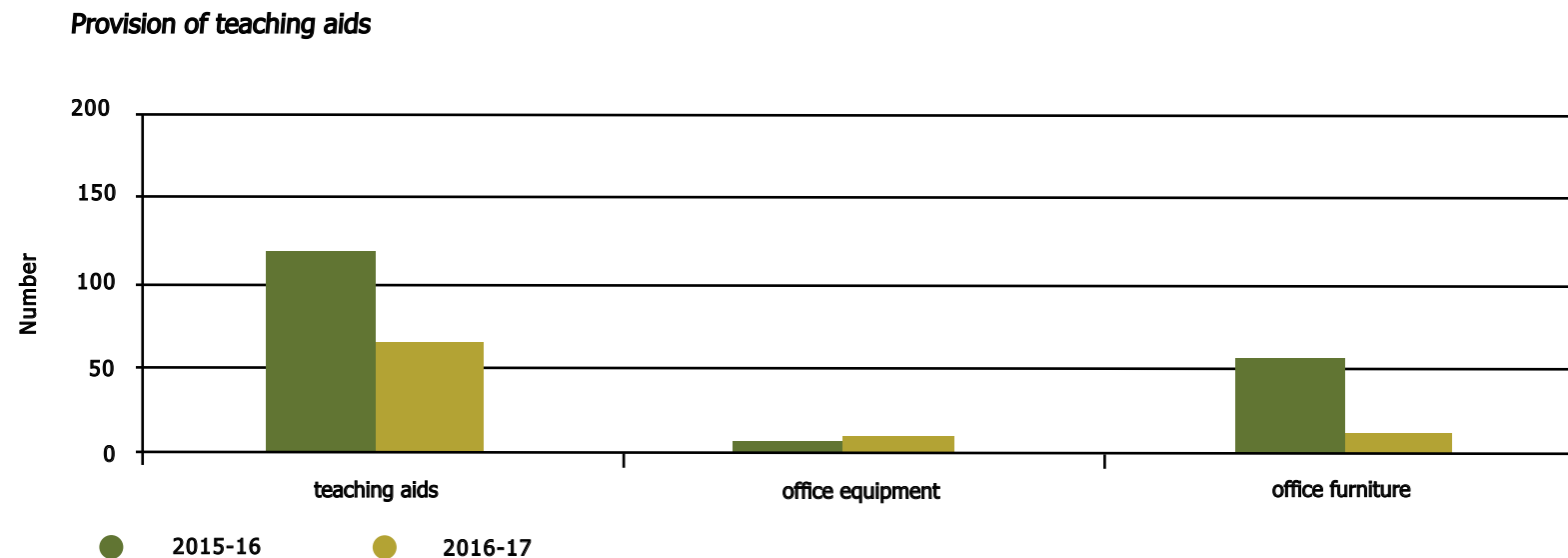
5. Provision of teaching aids and equipment

Achievements

- 139 kinds of teaching aids, 9 kinds of office equipment and 53 kinds of office furniture were provided for 57 schools in 2015-16 FY.
- 68 kinds of teaching aids, 16 kinds of office equipment and 18 kinds of office furniture were provided for 5 GTIs, NVTI and TPTC (Baelin) in 2016-17 FY.



207 kinds of teaching aids, 25 kinds of office equipment and 71 kinds of office furniture were provided in 2015-16 and 2016-17 FY.



6. Trainings

Achievement

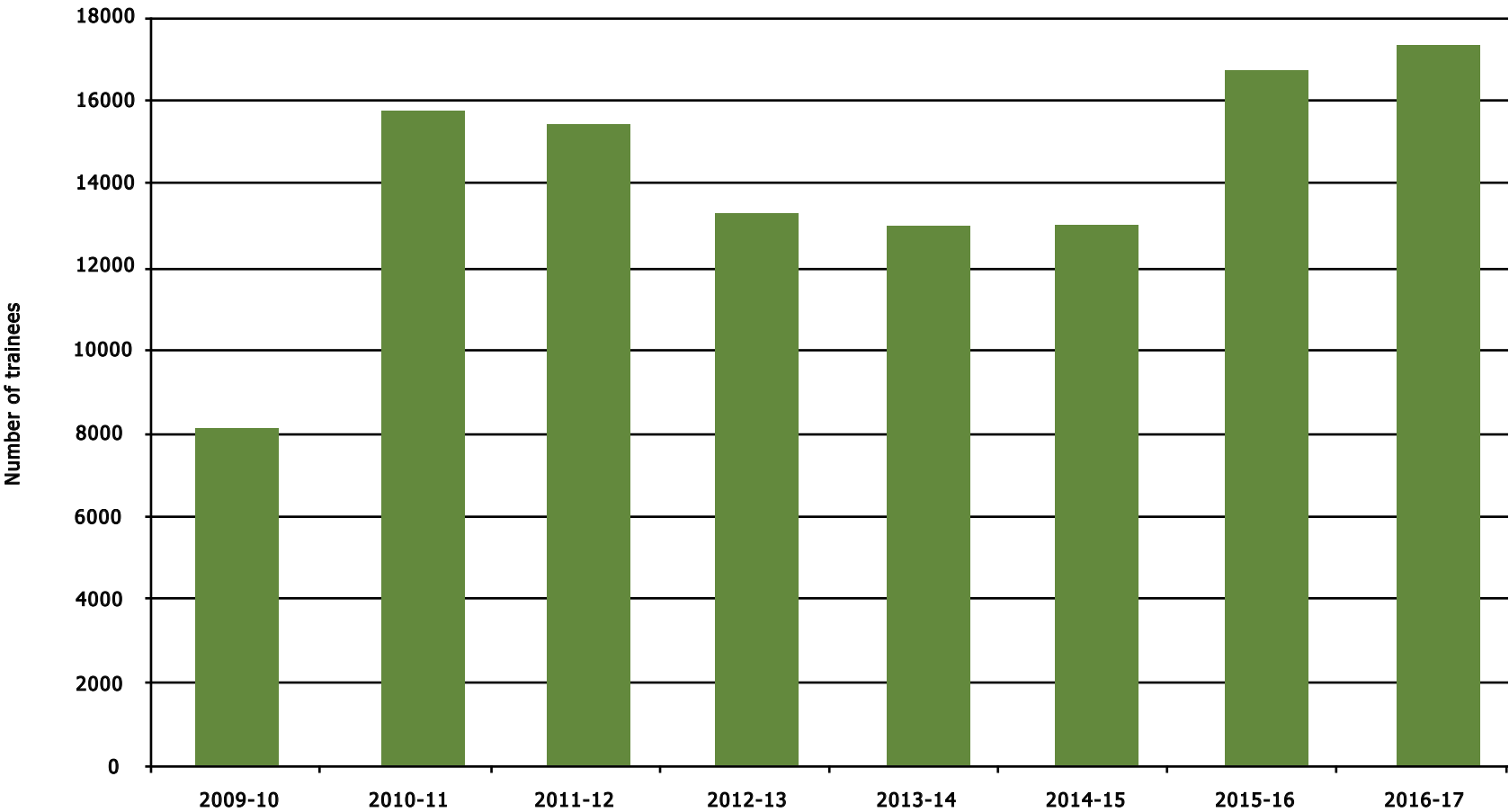
- Long-term training was provided at GTHSs and GTIs for 8077 trainees in 2009-10, 15939 trainees in 2010-11, 15586 trainees in 2011-12, 13507 trainees in 2012-13, 13012 trainees in 2013-14, 13063 trainees in 2014-15, 16473 trainees in 2015-16, 17652 trainees in 2016-17.
- Short-term training was provided at GTHSs and GTIs for 411 trainees in 2014, 722 trainees in 2015, and 5906 trainees in 2016.



From 2009-10 to 2016-17, 113309 trainees attended long-term training courses and from 2014 to 2016, 7039 trainees attended short-term training courses.



Long Term Training courses



3.4 Department of Higher Education

1. Learning Opportunities

Achievement

- In 2016-17 FY, the day students who attended (Undergraduate, Honours, Master, Master of Research, Diploma, PhD) programmes at Arts and Science Universities in their respective States and Regions are as follows: 11218 students in Kachin State, 1894 students in Kayah State, 4576 students in Kayin State, 179 students in Chin State, 41117 students in Sagaing Region, 7000 students in Tanintharyi Region, 17978 students in Bago Region, 18197 students in Magway Region, 54304 students in Mandalay Region, 12123 students in Mon State, 4417 students in Rakhine State, 68952 students in Yangon Region, 11949 students in Shan State and 16095 students in Ayeyarwaddy Region.
- In 2016-17 FY, the day students who were awarded (Bachelor, Honours, Master, Master of Research, Diploma, and PhD) degrees from Arts and Science Universities in their respective States and Regions were as follows: 2315 students in Kachin State, 522 students in Kayah State, 785 students in Kayin State, 7537 students in Sagaing Region, 1306 students in Tanintharyi Region, 2855 students in Bago Region, 3142 students in Magway Region, 9557 students in Mandalay Region, 1792 students in Mon State, 806 students in Rakhine State, 14477 students in Yangon Region, 2266 students in Shan State and 2643 students in Ayeyarwaddy Region.



There were 269999 day students who studied Arts and Science Universities (from undergraduate to PhD programmes) in 2016-17 FY



There were 512394 students who studied at Distance Universities in 2016-17 FY

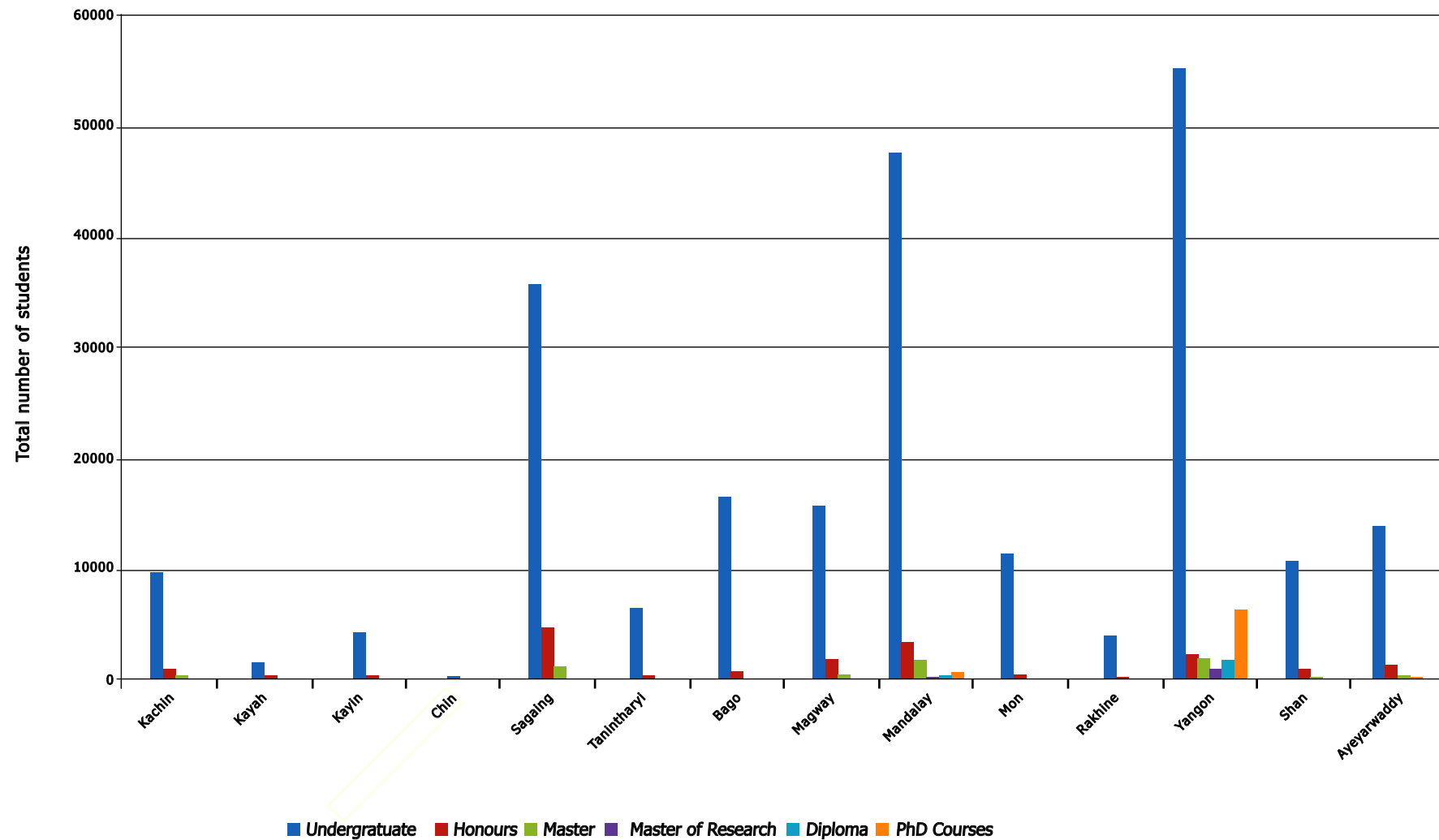


There were 50001 day students who received degrees from Arts and Science Universities (from undergraduate to PhD programmes) in 2016-17 FY

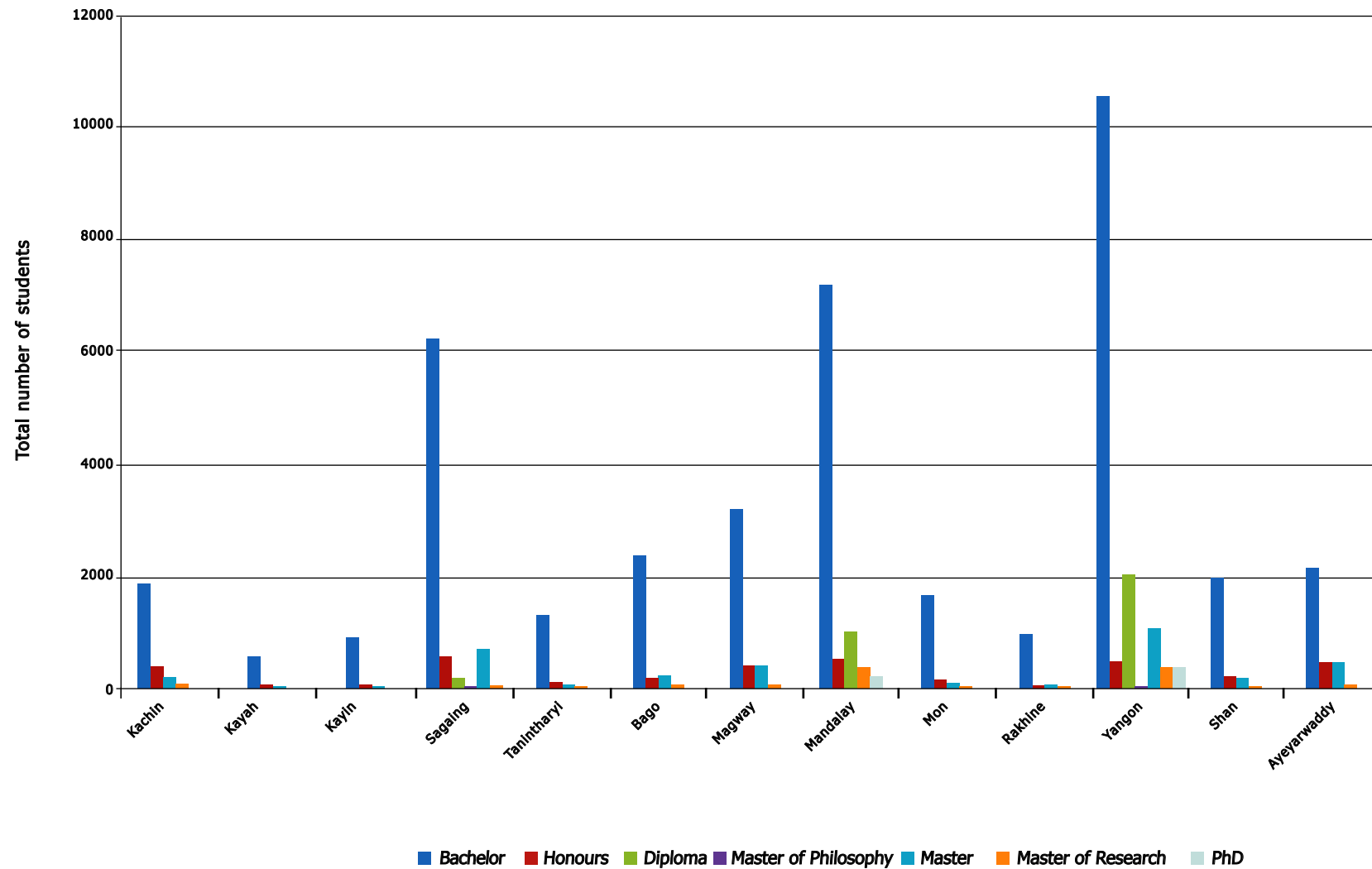


There were 49144 students who received Bachelor Degrees from Distance Universities in 2016-17 FY

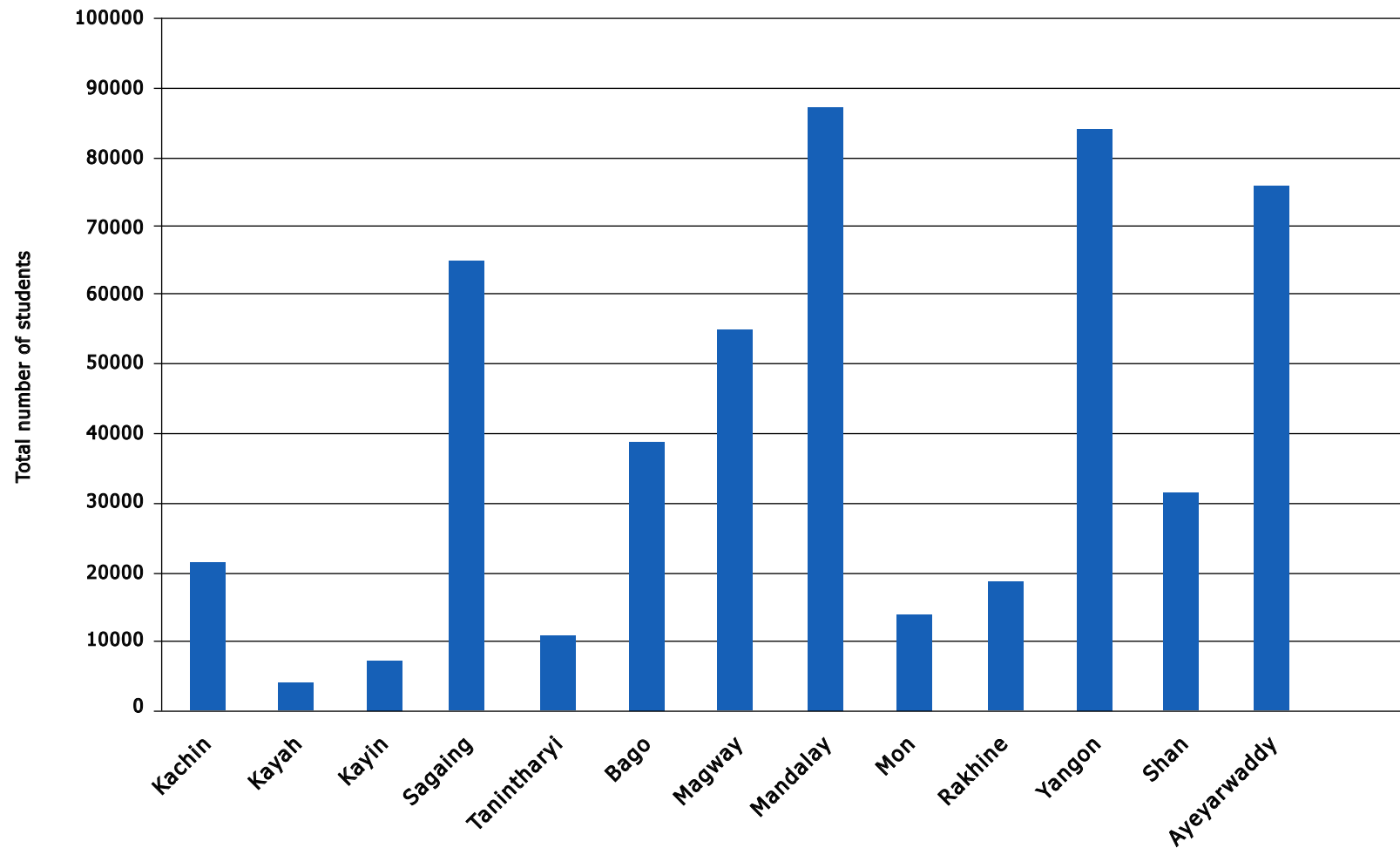
Number of students who studied Arts, Science, Economics, Education and Foreign Languages in 2016-17 FY



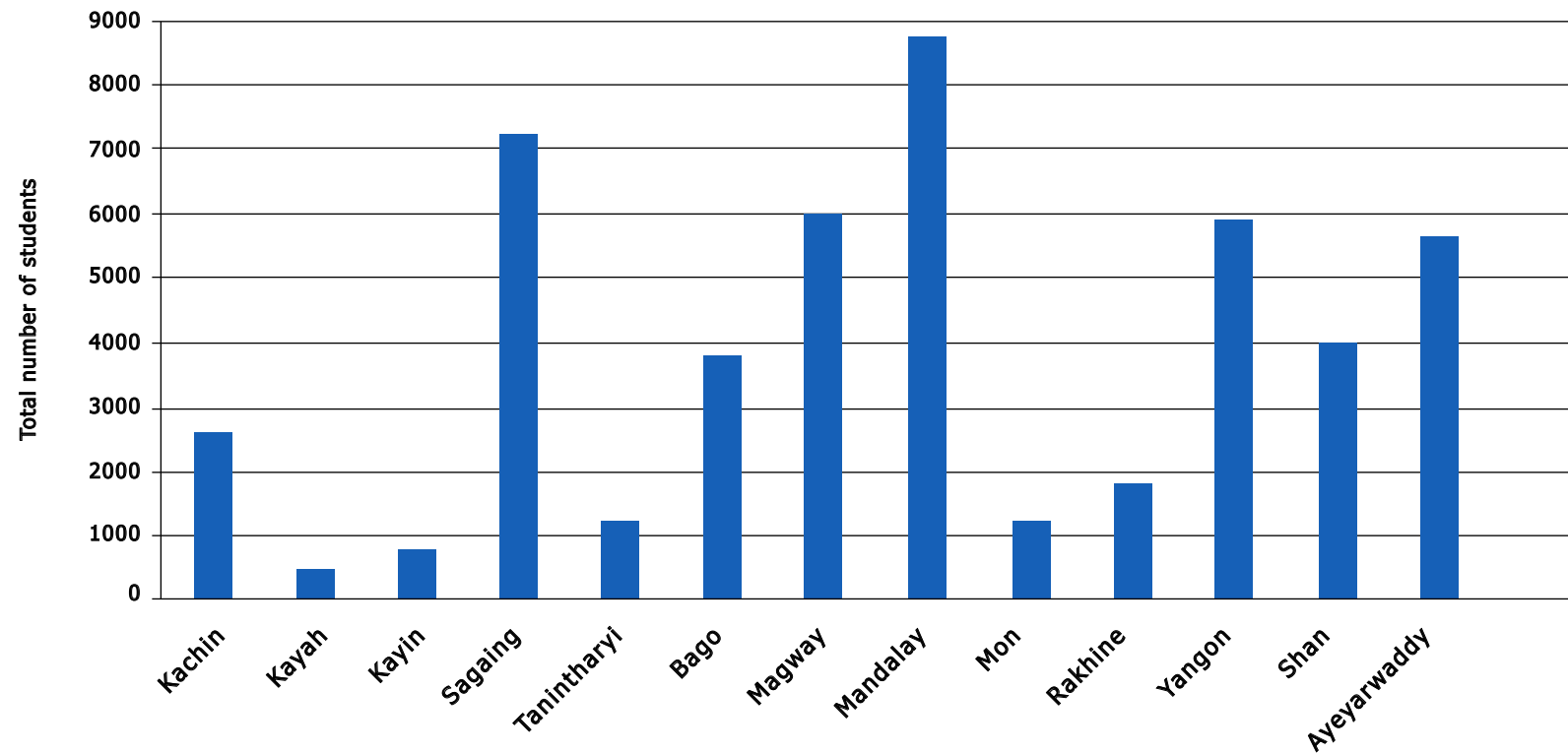
Number of students who received degrees for Arts, Science, Economics, Education and Foreign Languages in 2016-17 FY



Number of students who studied at Distance Universities in 2016-17 FY by States and Regions



Number of students who were awarded degrees from Distance Universities in 2016-17 FY by States and Regions



Achievement

- In 2016-17 FY, the students who attended Technological and Computer Universities (from undergraduate to PhD programmes) in their respective States and Regions are as follows: 1944 students in Kachin State, 860 students in Kayah State, 869 students in Kayin State, 7305 students in Sagaing Region, 1577 students in Tanintharyi Region, 5714 students in Bago Region, 5197 students in Magway Region, 18140 students in Mandalay Region, 2718 students in Mon State, 713 students in Rakhine State, 22442 students in Yangon Region, 4259 students in Shan State and 5141 students in Ayeyarwaddy Region.

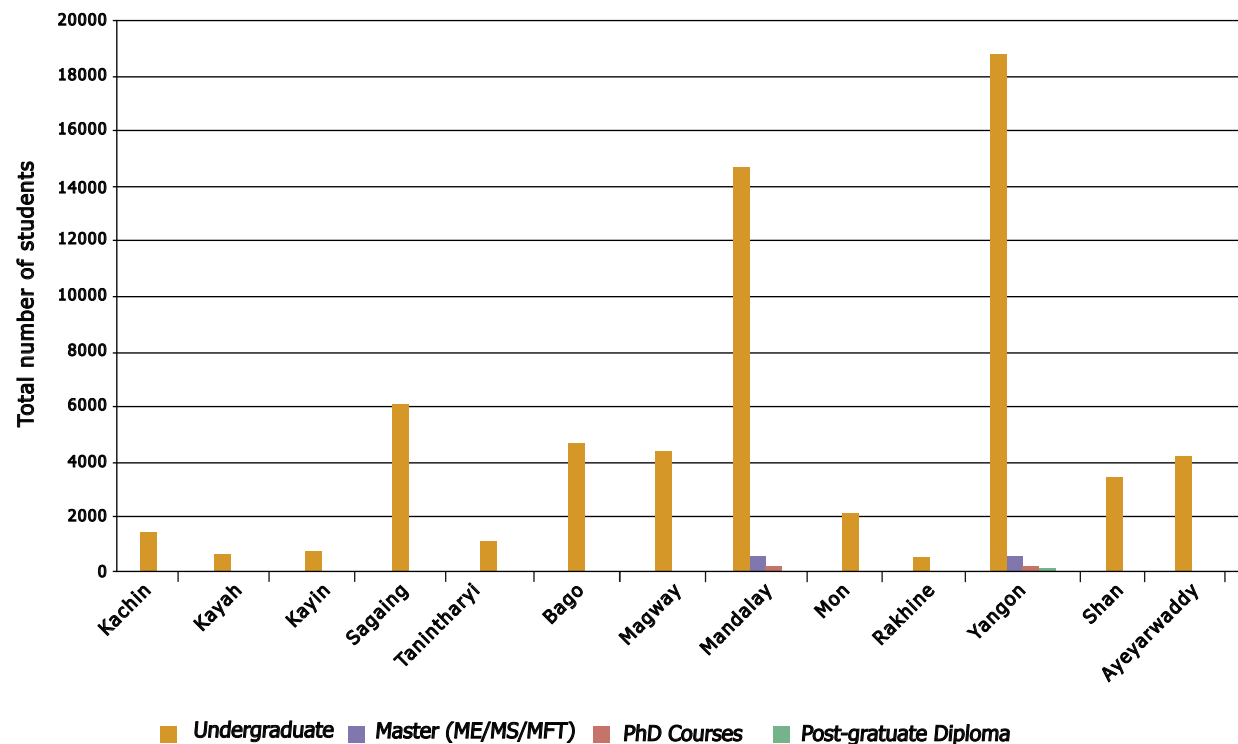


There were 76879 students who attended undergraduate to PhD programmes at Technological and Computer Universities in 2016-17 FY

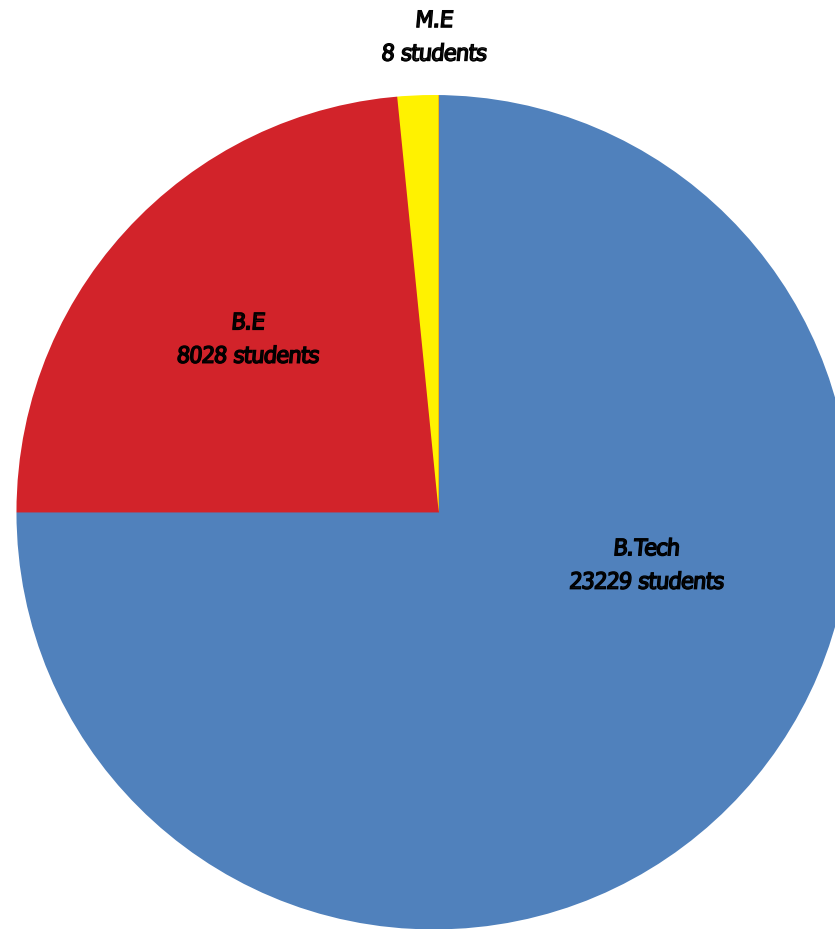


There were 31335 students who graduated from Technological Universities (Bachelor and Master) in 2016-17 FY

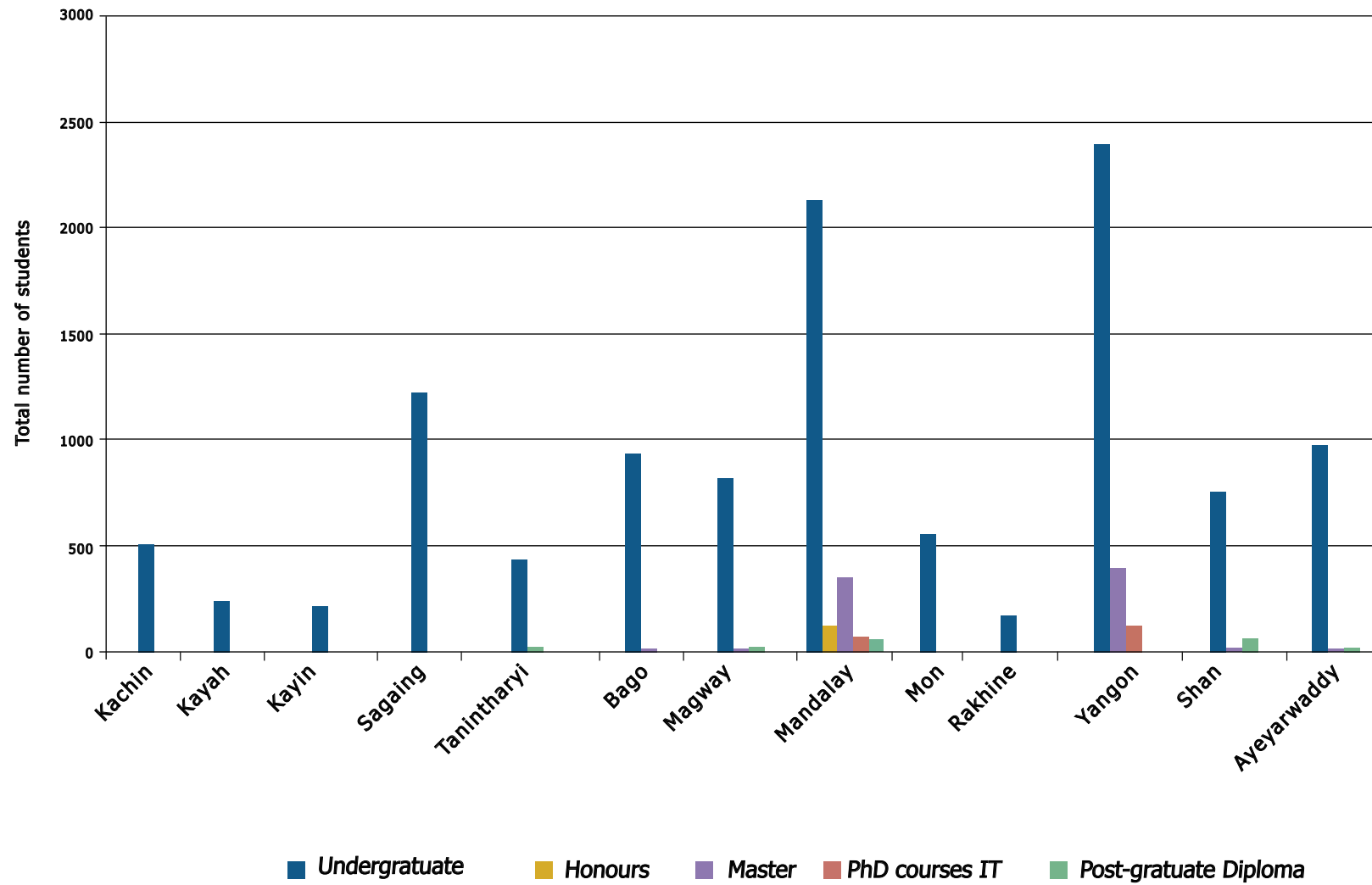
Number of students who attended at Technological Universities in 2016-17 FY by States and Regions



**Number of students who graduated from Technological Universities in 2016-17 FY
(According to 2016, from May to September/October examination record)**



Number of students who attended Computer Universities in 2016-17 FY by States and Regions



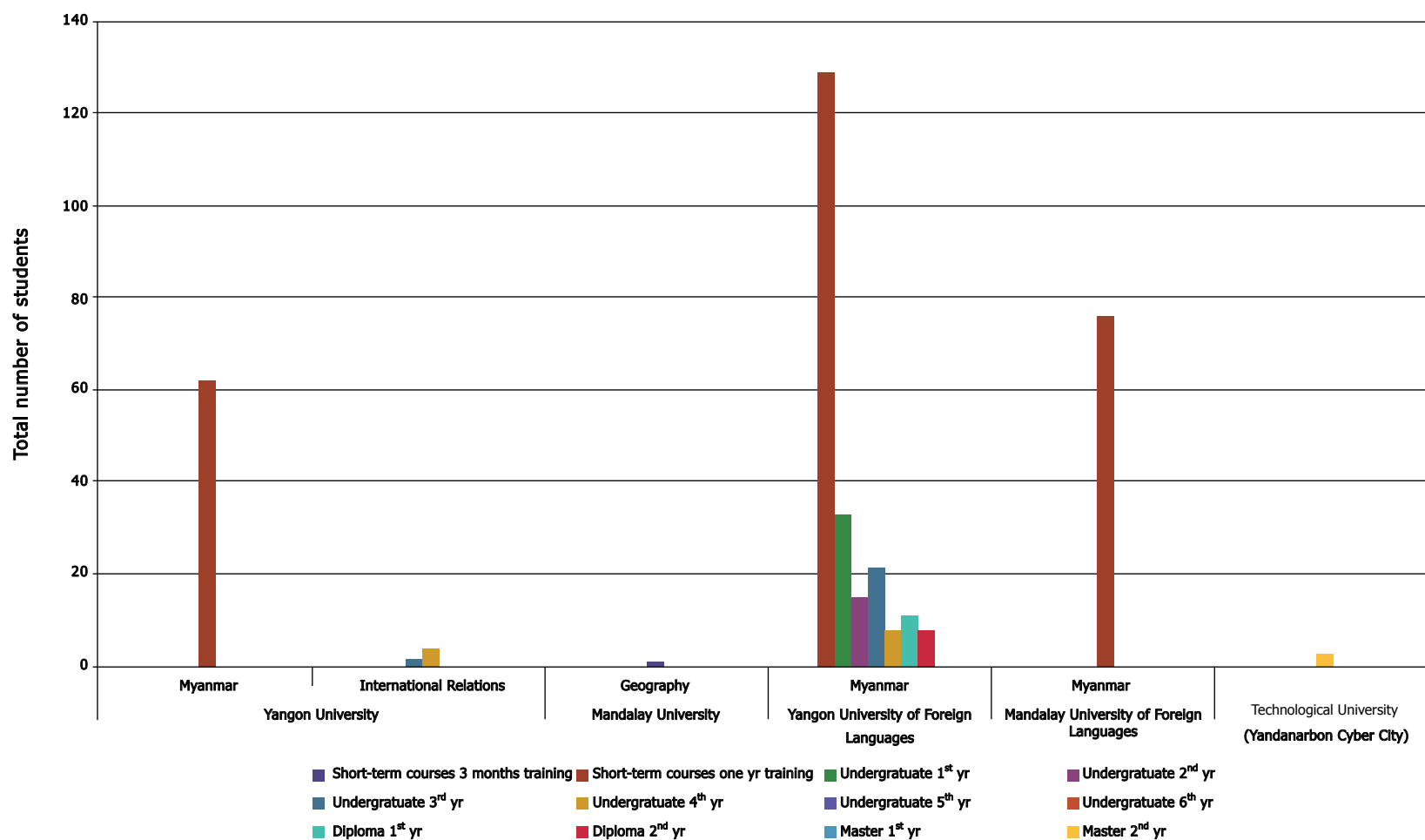
Achievement

- There were a number of foreign students who attended the Yangon University, Yangon University of Foreign Languages, Mandalay University, Mandalay University of Foreign Languages and Technological University (Yadanarbon Cyber City) in 2016-17 FY.



There were 372 foreign students who studied in Myanmar Universities in 2016-17 FY

Number of foreign students who studied in the Myanmar Universities in 2016-17 FY



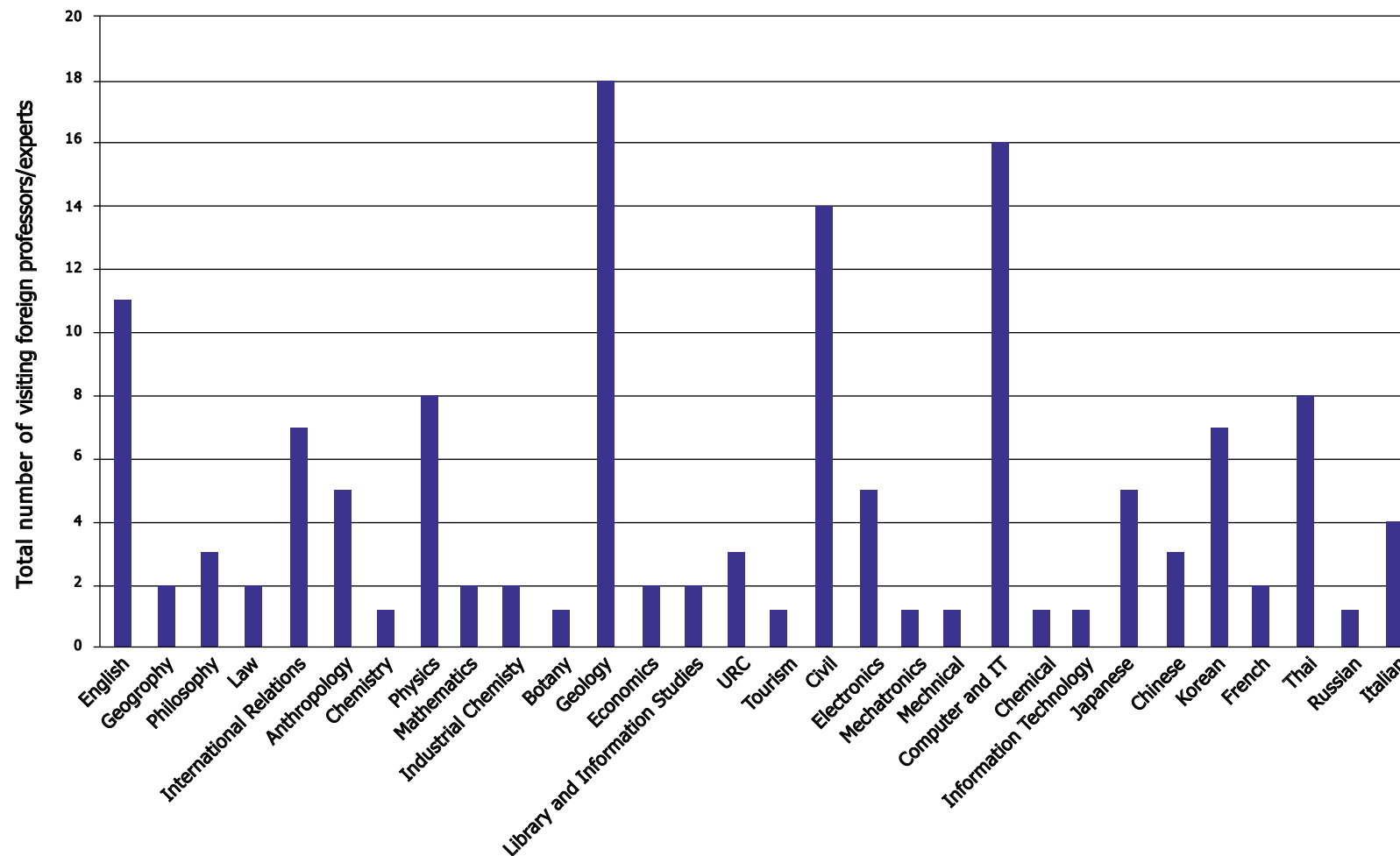
Achievement

- Visiting foreign professors/experts taught at Yangon University, Yangon University of Foreign Languages, Mandalay University, Mandalay University of Foreign Languages, Yangon University of Education, National Management Degree College, Technological Universities and Computer Universities in 2016-17 FY.



139 foreign professors/experts taught at Universities in 2016-17 FY

Number of visiting foreign professors/experts teaching at Universities in 2016-17 FY by subject



2. Teaching Staff from (Arts and Science, Technology, Computer, Economics, Education, Foreign Languages) Universities in 2016-17 FY

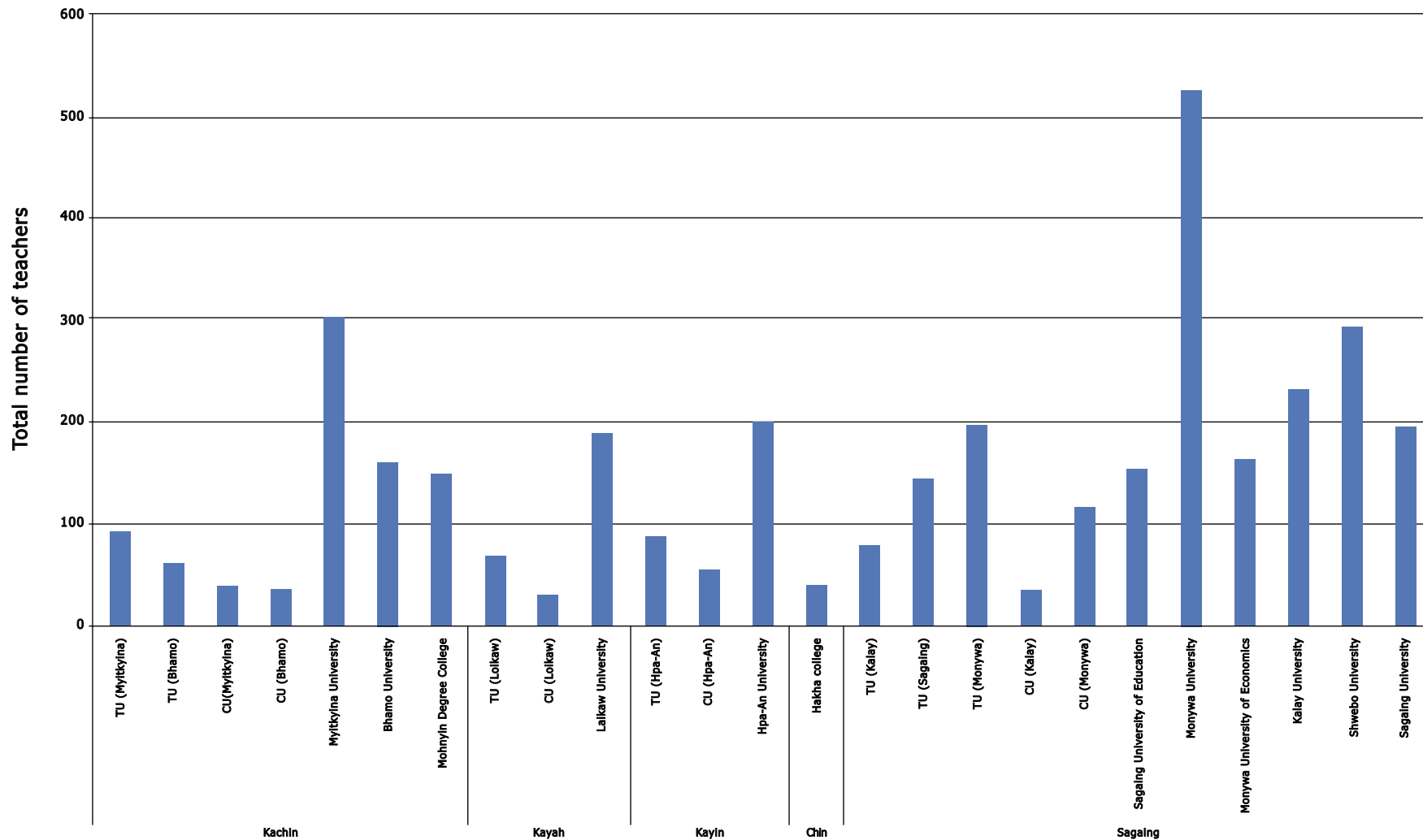
Achievement

- In 2016-17 FY, the faculty assigned at different Universities (Arts and Science, Technology and Computer, Economics, Education, Foreign Languages) in States and Regions are as follows: 842 teachers in Kachin State, 289 teachers in Kayah State, 345 teachers in Kayin State, 40 teachers in Chin State, 2143 teachers in Sagaing Region, 638 teachers in Tanintharyi Region, 1297 teachers in Bago Region, 1286 teachers in Magway Region, 4326 teachers in Mandalay Region, 637 teachers in Mon State, 425 teachers in Rakhine State, 5078 teachers in Yangon Region, 1307 teachers in Shan State and 1247 teachers in Ayeyarwaddy Region.



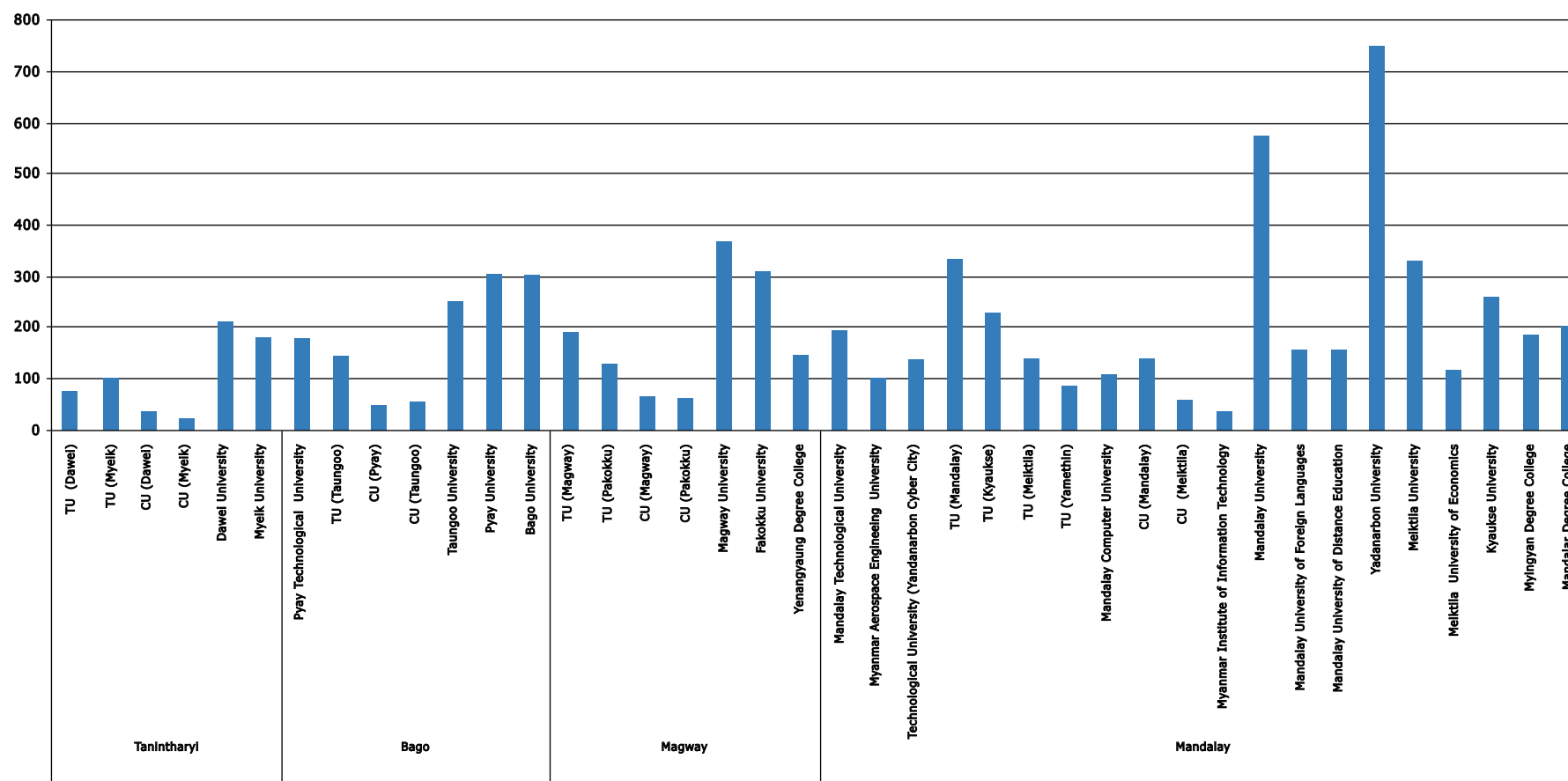
In 2016-17 FY, 19900 teachers were assigned at different Universities (Arts and Science, Technology and Computer, Economics, Education, Foreign Languages)

Number of teachers who were assigned at different Universities (Arts and Science, Technology and Computer, Economics, Education, Foreign Languages) by States and Regions in 2016-17 FY

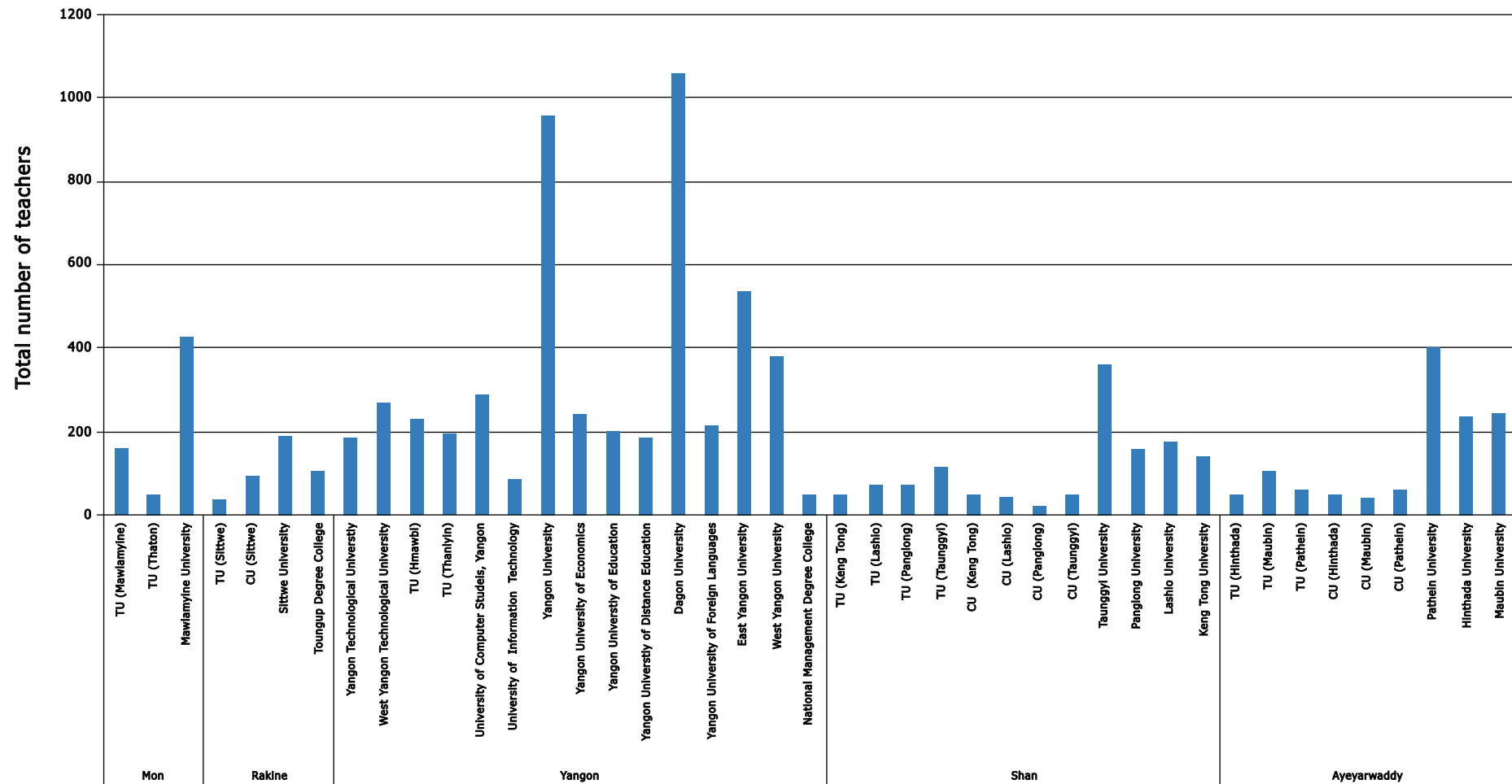


Number of teachers who were assigned at different Universities (Arts and Science, Technology and Computer, Economics, Education, Foreign Languages) by States and Regions in 2016-17 FY

HIGHER EDUCATION



Number of teachers who were assigned at different Universities (Arts and Science, Technology and Computer, Economics, Education, Foreign Languages) by States and Regions in 2016-17 FY



3. Teaching Learning Environments

Achievements

- A total of 42546 students had opportunities to stay in 348 hostels for their learning, and 16924 staff had opportunities to stay at the 3610 apartments on Universities Campuses.
- Expanded access for students to HEIs.

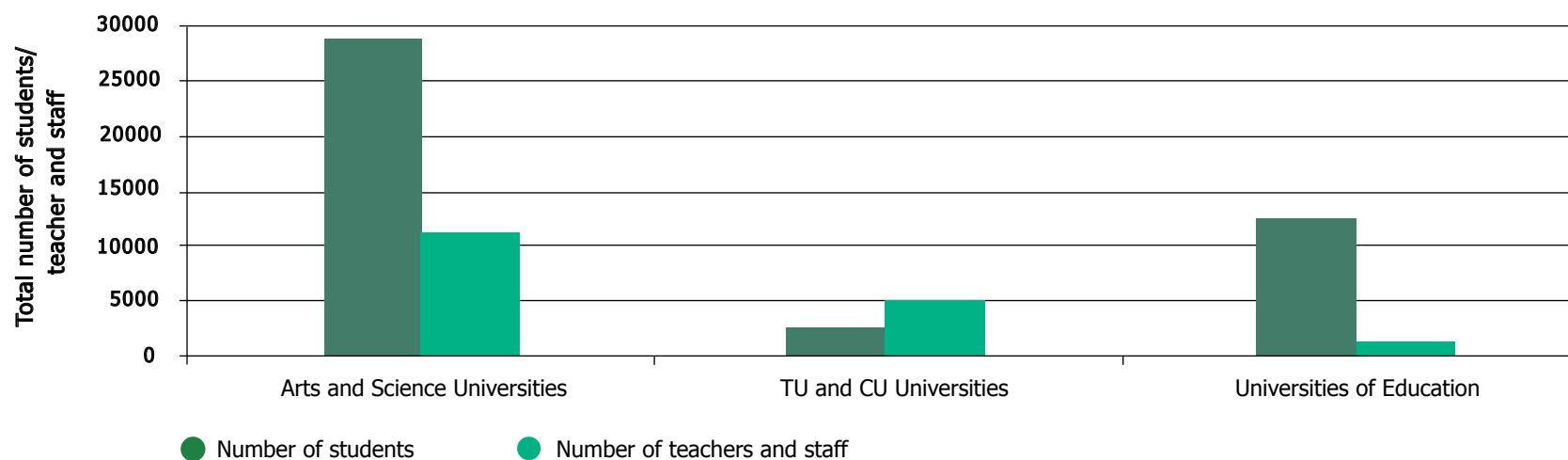
Challenges

- Budgets allocation is limited to provide the infrastructures and facilities needed for all students and staff.



42546 students were given opportunities to live in hostel accommodation and 16924 staff live in apartments on Universities Campuses

Number of students living in hostels and number of staff living in apartments on Universities Campuses

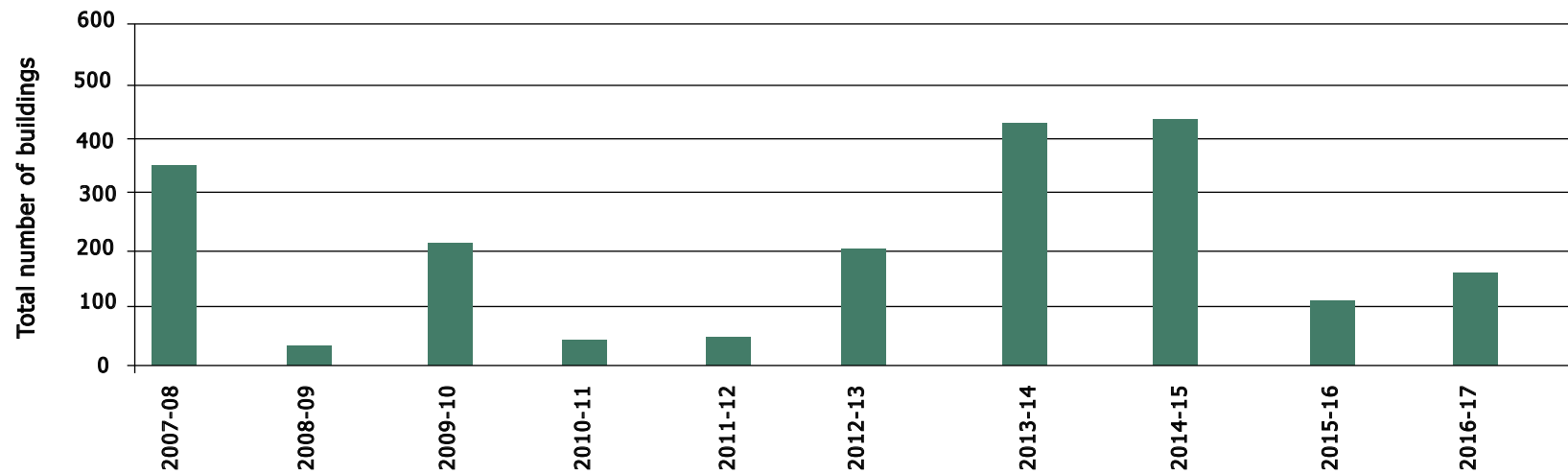


- In Higher Education Institutions (48 Arts & Science Institutions), classrooms, laboratories, research centers, libraries, hostels, apartments, recreation centers, playgrounds, stadiums, main buildings, convocation halls and other buildings were constructed in 2016-17 FY. During 2007-08 to 2016-17 FYs, 539, 24, 215, 34, 42, 202, 431, 440, 114 and 176 buildings have been constructed respectively.



In 2016-17 FY, 176 buildings including classrooms and laboratories have been constructed for HEIs

Total number of new buildings in 48 HEIs from 2007-08 to 2016-17



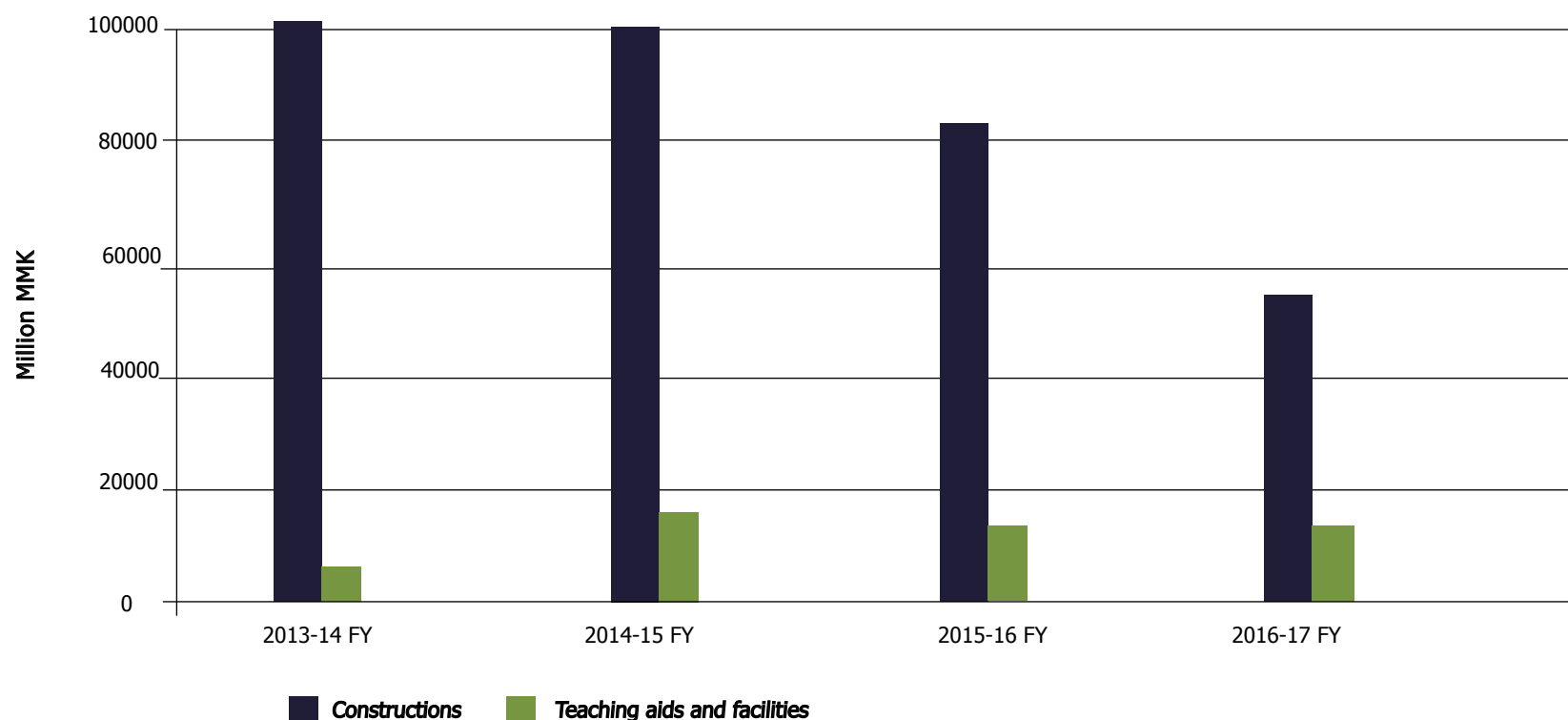
- Annual budget expenditures for construction in the higher education sub-sector were 108187.219 million MMK in 2013 -14 FY, 109639.382 million MMK in 2014 -15 FY, 82900.196 million MMK in 2015-16FY, 54396.284 million MMK in 2016-17 FY. Annual budget expenditures for supporting teaching aids and facilities are 8553.287 million MMK in 2013-14 FY, 16400.872 million MMK in 2014-15 FY, 14143.983 million MMK in 2015-16FY, 14264.828 million MMK in 2016-17 FY respectively.



Total Annual Budget Expenditure for construction in 2016-17 FY was 54396.284 million MMK

Total Annual Budget Expenditure for supporting teaching aids and facilities in 2016-17 FY was 14264.828 million MMK

Total Annual Budget Expenditure for construction and teaching aids and facilities in 2016-17 FY



4. Overseas Study Tours

Achievement

- In 2016-17 FY, 434 rectors, pro-rectors and senior management officials and 3375 faculty visited international Universities and Research Centers to establish partnerships and share their experiences and best practices. 414 outstanding students studied at international Universities.

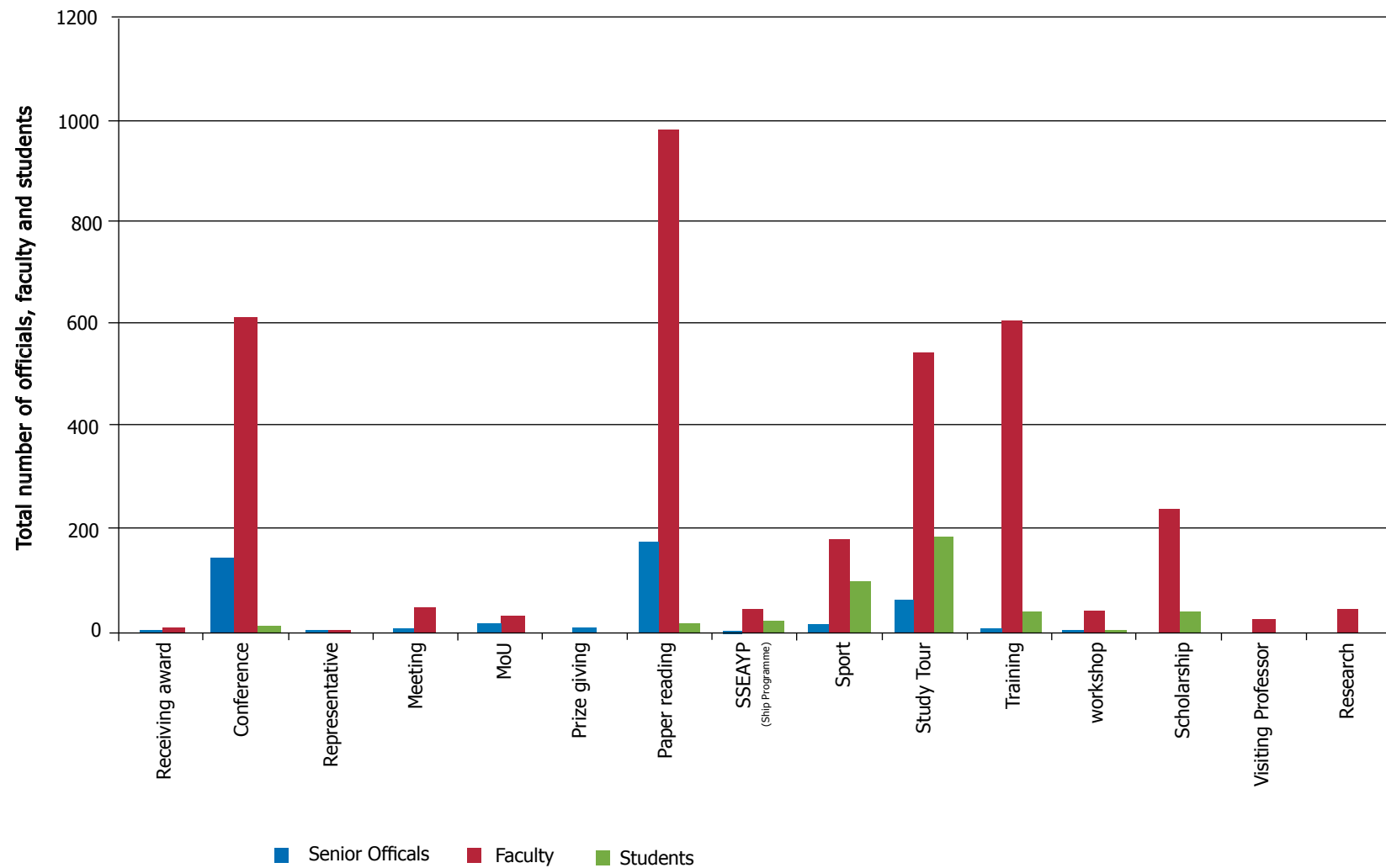


Challenge

- It takes time and many steps to secure effective coordination between national and international Universities.

434 rectors, pro-rectors and senior management officials, 3375 faculty visited to international Universities and Research Centers to establish partnerships and share their experiences and best practices. 414 outstanding students studied at international Universities

Number of officials, faculty and students who undertook overseas study tours



5. Signing Memoranda of Understanding (MoUs) and Memoranda of Agreements (MoAs)

Achievement

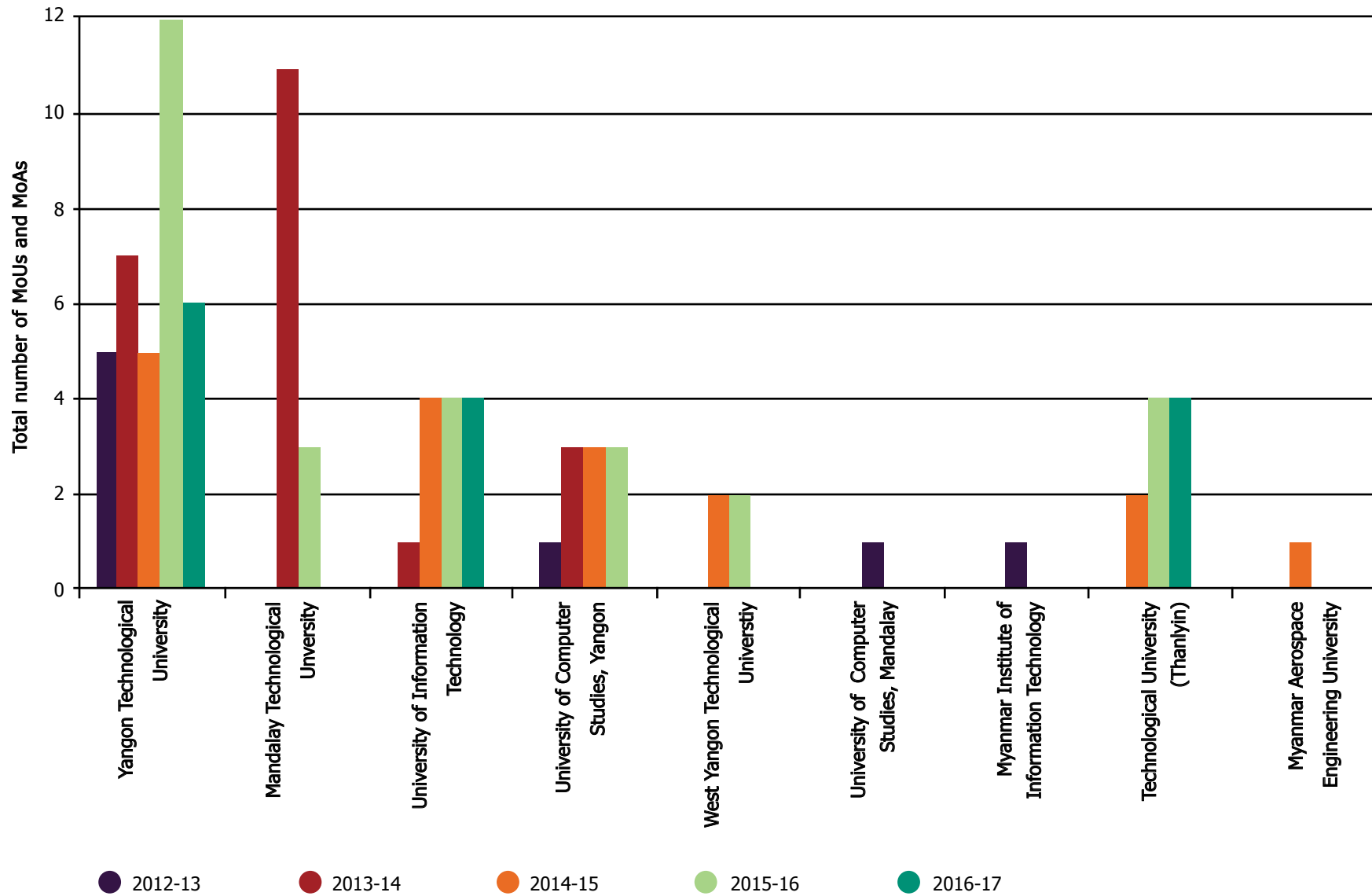
- Technological Universities and Computer Universities that signed MoUs and MoAs with foreign universities and research institutions between 2012-13 FY to 2016-17 FY are: 35 in Yangon Technological University, 14 in Mandalay Technological University, 13 in University of Information Technology, Yangon, 11 in University of Computer Studies, Yangon, 4 in West Yangon Technological University, 1 in Mandalay University of Computer Studies, 1 in Myanmar Institute of Information Technology, 10 in Technological University (Thanlyin), 1 in Myanmar Aerospace Engineering University.

Challenge

- Signing the MoUs and MoAs takes time and there needs to be step by step permission from MoFA and Government Organizations. This can undermine coordination between national and international Universities and Development Organizations.



Technological Universities and Computer Universities have been signed 90 MoUs and MoAs in 2016-17 FY

Number of MoUs and MoAs signed by respective Universities

6. Publishing Research Papers in National and International Research Journals

Achievements

- Under the Department of Higher Education, teachers from 108 Universities (48 Arts & Science Universities and 60 Technological and Computer Universities) compiled research papers to publish in National and International Journals. In 2016-17 FY, a total of 903 research papers were published- 788 papers in national Journals and 115 papers in international Journals.

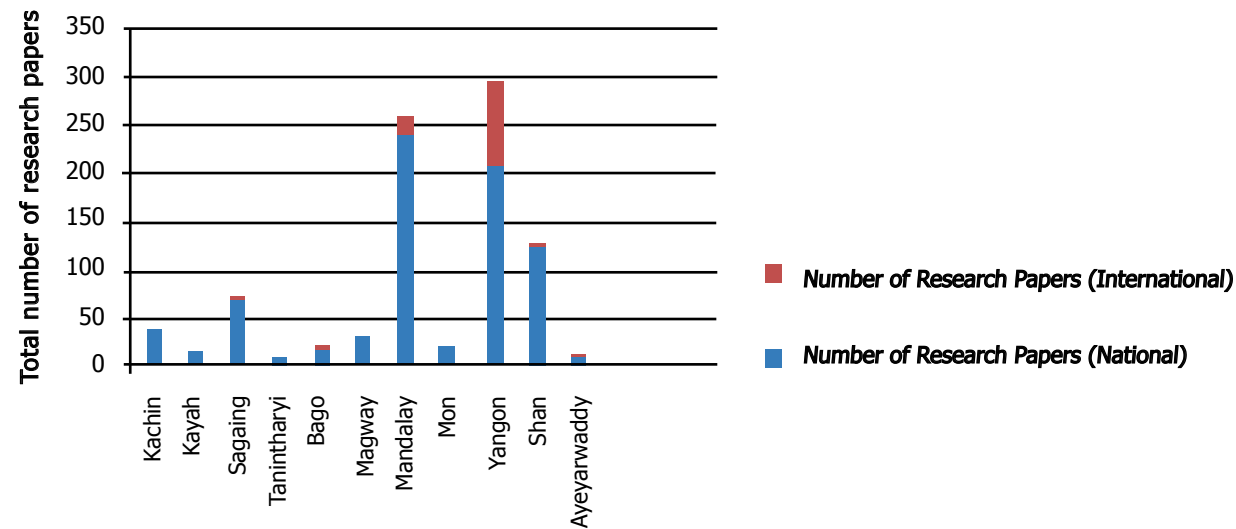
Challenges

- More international research papers are need to be published.



In 2016-17 FY, a total of 903 research papers were published in national and international research Journals

Number of research papers published in National and International Journals



7. Student Support Programmes

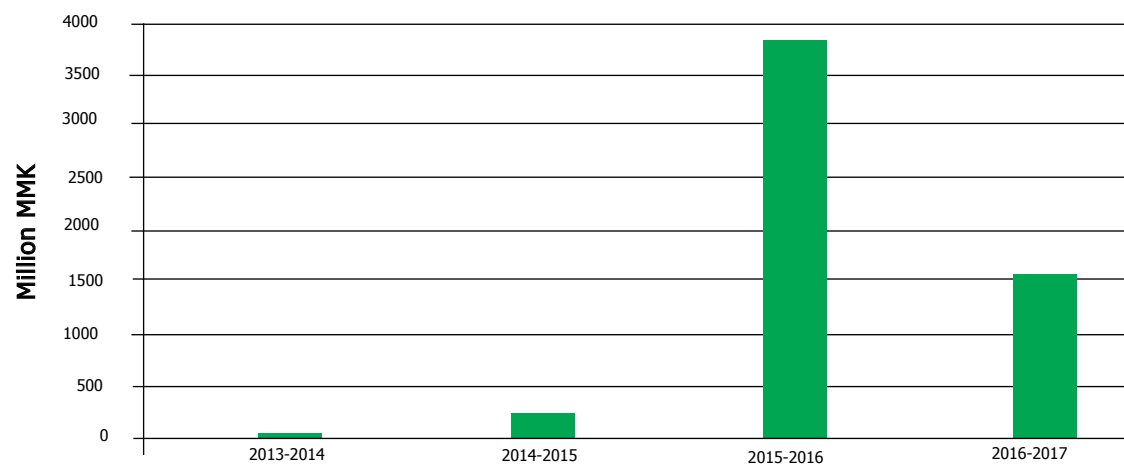
Achievement

- The MOE provided Student Support Programmes (scholarships, stipends, free education, training fees) for 48 HEIs. The expenditures were 87.355 million MMK in 2013-14 FY, 238.961 million MMK in 2014-15 in FY, 3913.214 million MMK in 2015-16 FY, 1517.855 million MMK in 2016-17 FY.



Total expenditures for student support programmes in 2016-17 FY was 1517.855 million MMK

Budget expenditures for Student Support Programmes (million MMK)



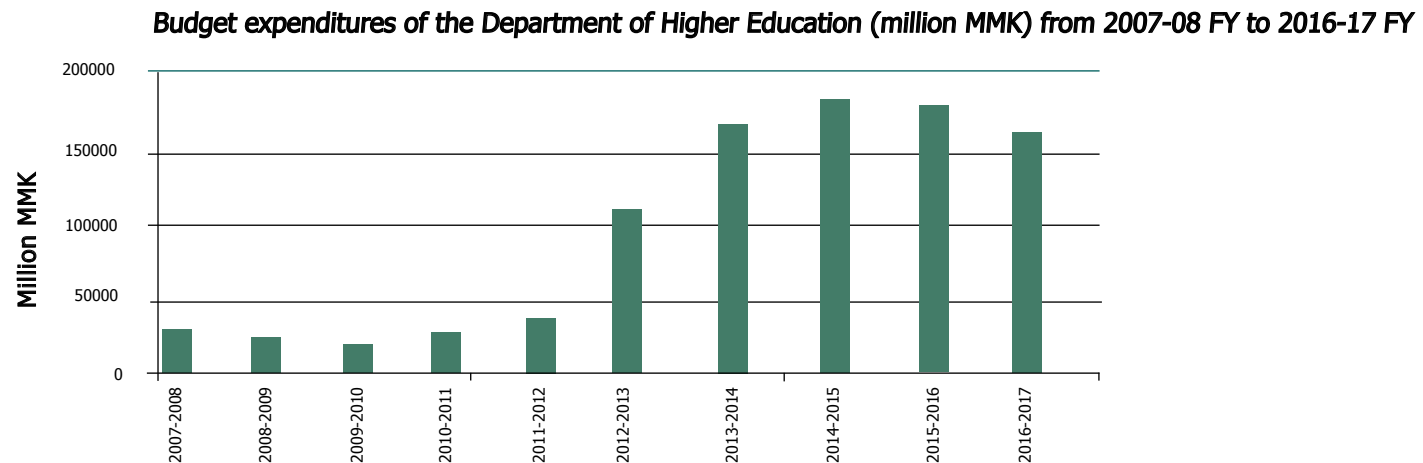
8. Department of Higher Education expenditures from 2007-08 FY to 2016-17 FY

Achievement

- The expenditures of the Department of Higher Education from 2007-08 FY to 2016-17 FY are as follows: 31260.335 million MMK in 2007-08 FY, 28645.010 million MMK in 2008-09 FY, 25283.057 million MMK in 2009-10 FY, 30603.945 million MMK in 2010-11 FY, 37847.252 million MMK in 2011-12 FY, 116980.050 million MMK in 2012-13 FY, 171156.464 million MMK in 2013-14 FY, 189862.190 million MMK in 2014-15 FY, 186143.444 million MMK in 2015-16 FY, 162915.089 million MMK in 2016-17 FY respectively.



Total expenditures of the Department of Higher Education in 2016-17 FY was 162915.089 million MMK



Department of Higher Education (Teacher Education and Training)

1. Construction of buildings at Education Colleges

Achievements

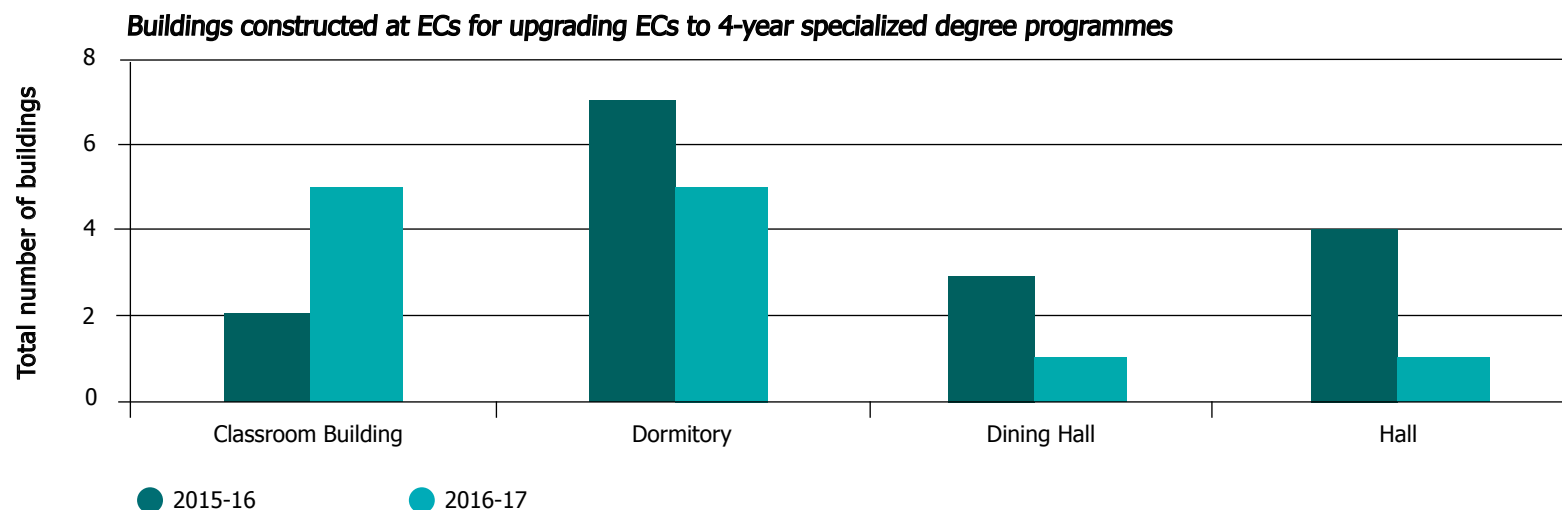
- 5 classroom buildings, 5 dormitories, 1 dining hall and 1 hall were constructed at Education Colleges (ECs) for upgrading ECs to 4-year specialized degree programmes.

Challenges

- Approved Budget is limited to provide the required buildings for 4 - year Education Degree Colleges.



28 buildings were constructed at ECs from 2015-16 FY to 2016-17 FY for upgrading ECs to 4-year specialized degree programmes



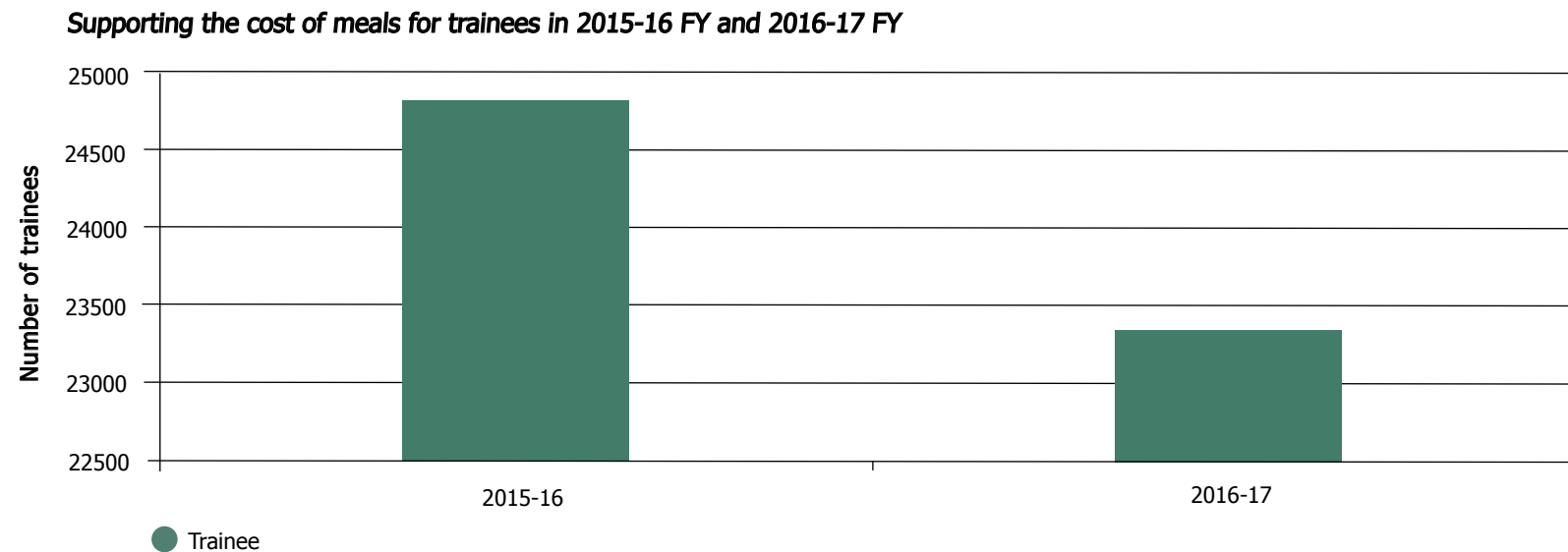
2. Supporting the cost of meals for trainees at ECs

Achievement

- 23,289 trainees from 22 ECs were supported with the cost of meals during their training.



23,289 trainees at 22 Education Colleges were supported with meals



3. Admission of trainees at Education Colleges and extension of Education Colleges

Achievement

- To improve access to Education Colleges (ECs), 20 ECs were opened in all respective States and Regions up to 2011-12. Since this time the number of ECs has been increased by 2; Lashio EC in 2012-13, Loikaw EC in 2015-16. Also a mobile teacher education course has been offered in Keng Tong University. Katha EC and Hakha EC were constructed in 2016-17. The total number of trainees who attended the first year DTEd, second year DTEd and DTEC courses were 57089 trainees from 2007-08 to 2011-12 AY. ECs accepted 11250 trainees in 2012-13. A total of 43299 trainees attended the first year DTEd and the second year DTEd and PPTT courses from 2013-14 to 2015-16 and 17406 trainees in 2016-17.

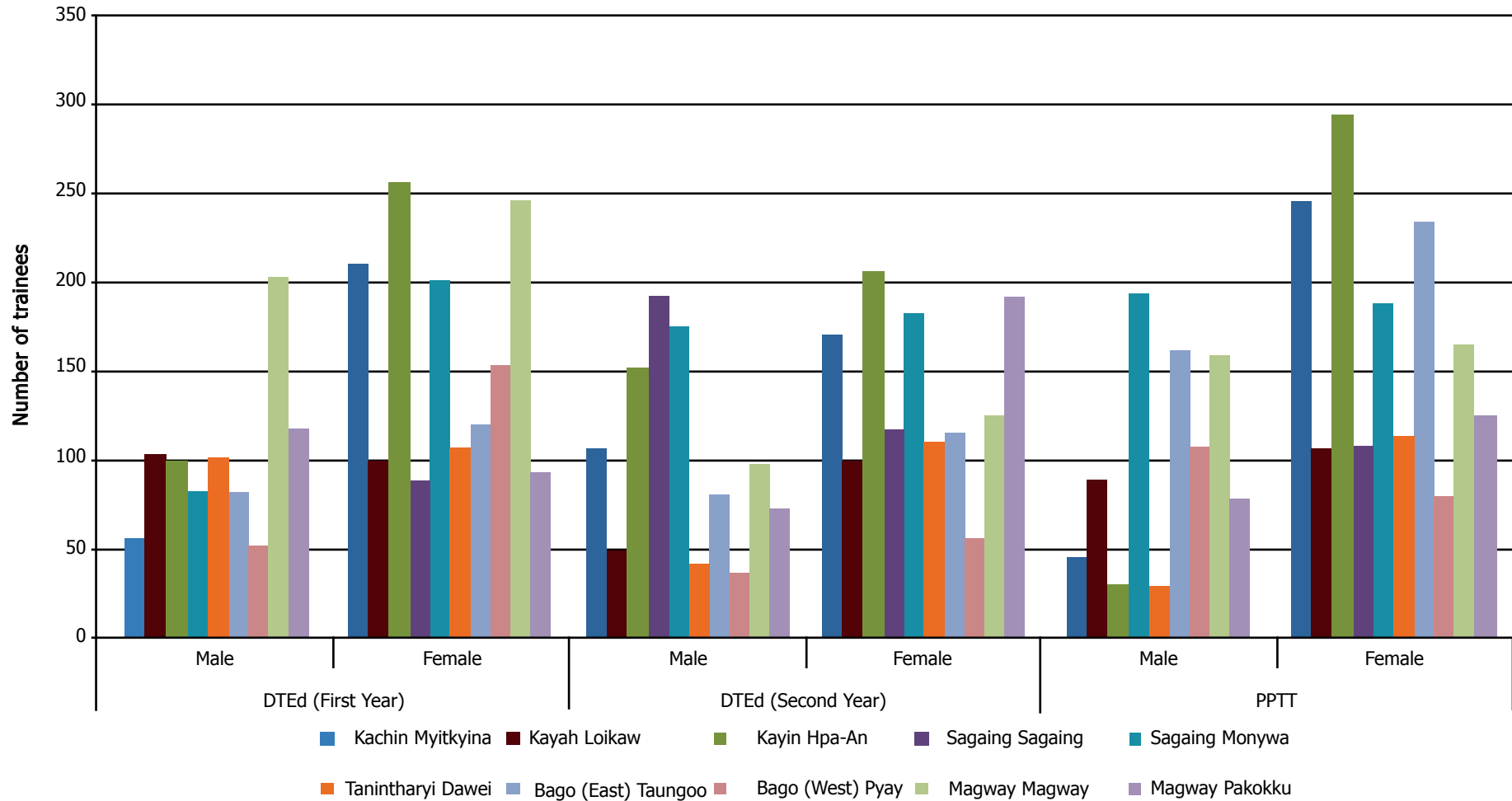


17406 trainees attended DTEd (First Year), DTEd (Second Year) and PPTT courses at ECs in 2016-17 AY

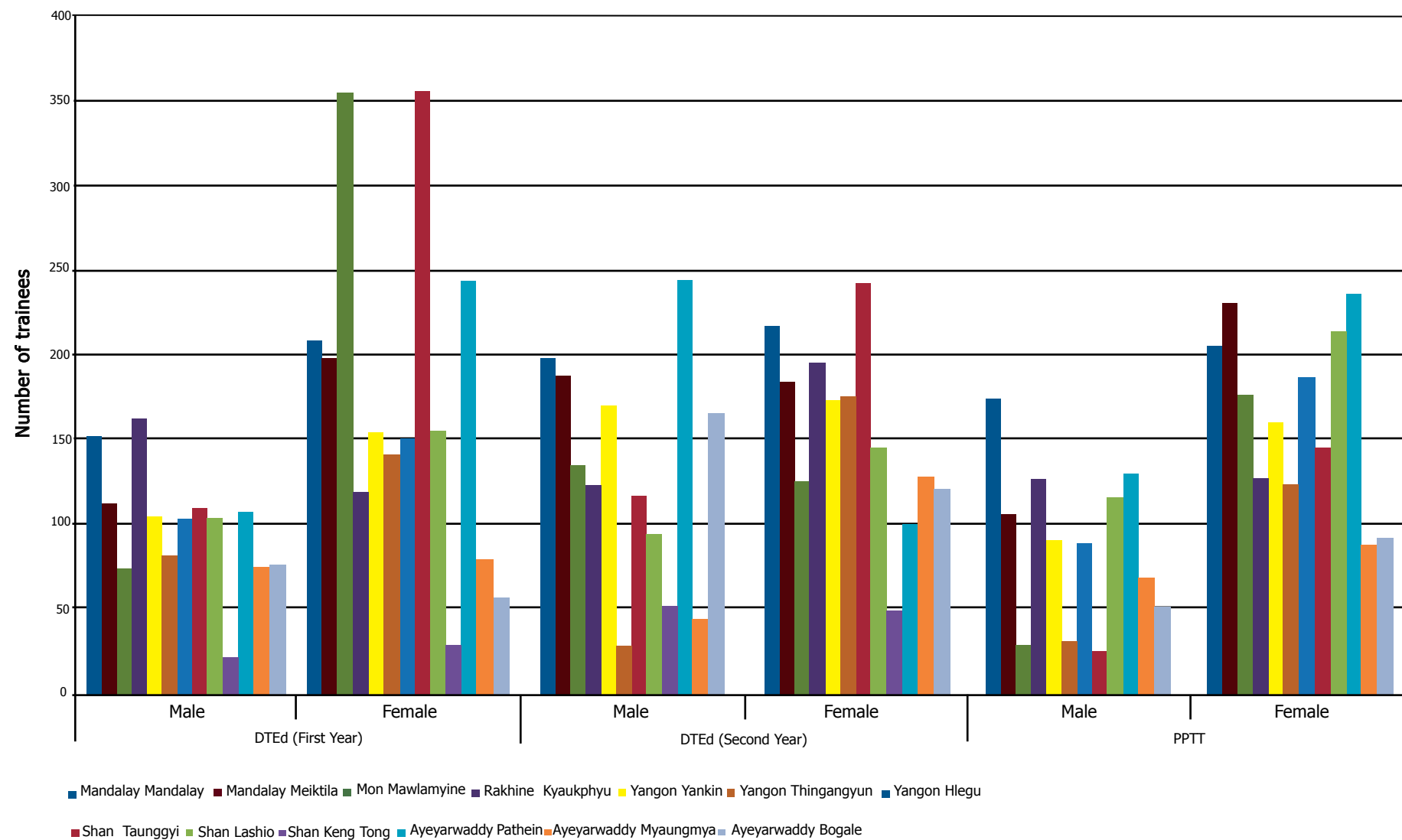


4 ECs were constructed from 2011-12 to 2016-17

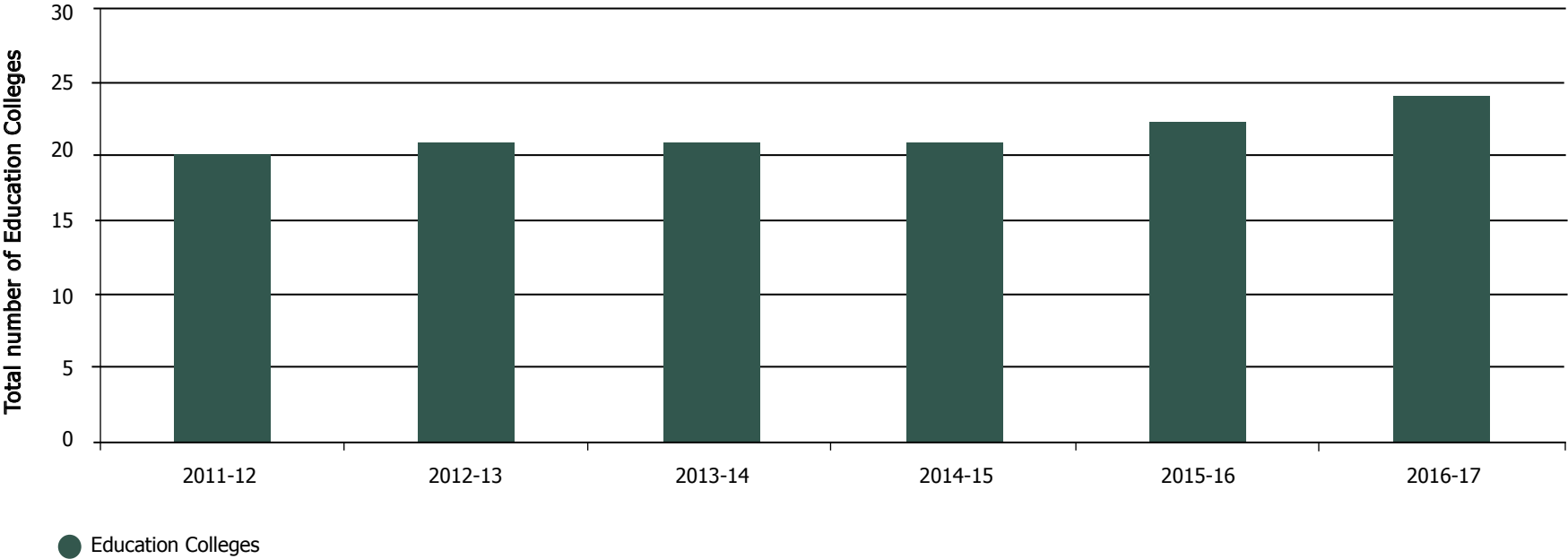
Number of trainees who attended Teacher Education Courses from ECs in 2016-17 AY



Number of trainees who attended Teacher Education Courses from ECs in 2016-17 AY



Extension of Education Colleges



HIGHER EDUCATION

4. Number of Teacher Educators at Education Colleges (according to subject) from 2007 to 2017

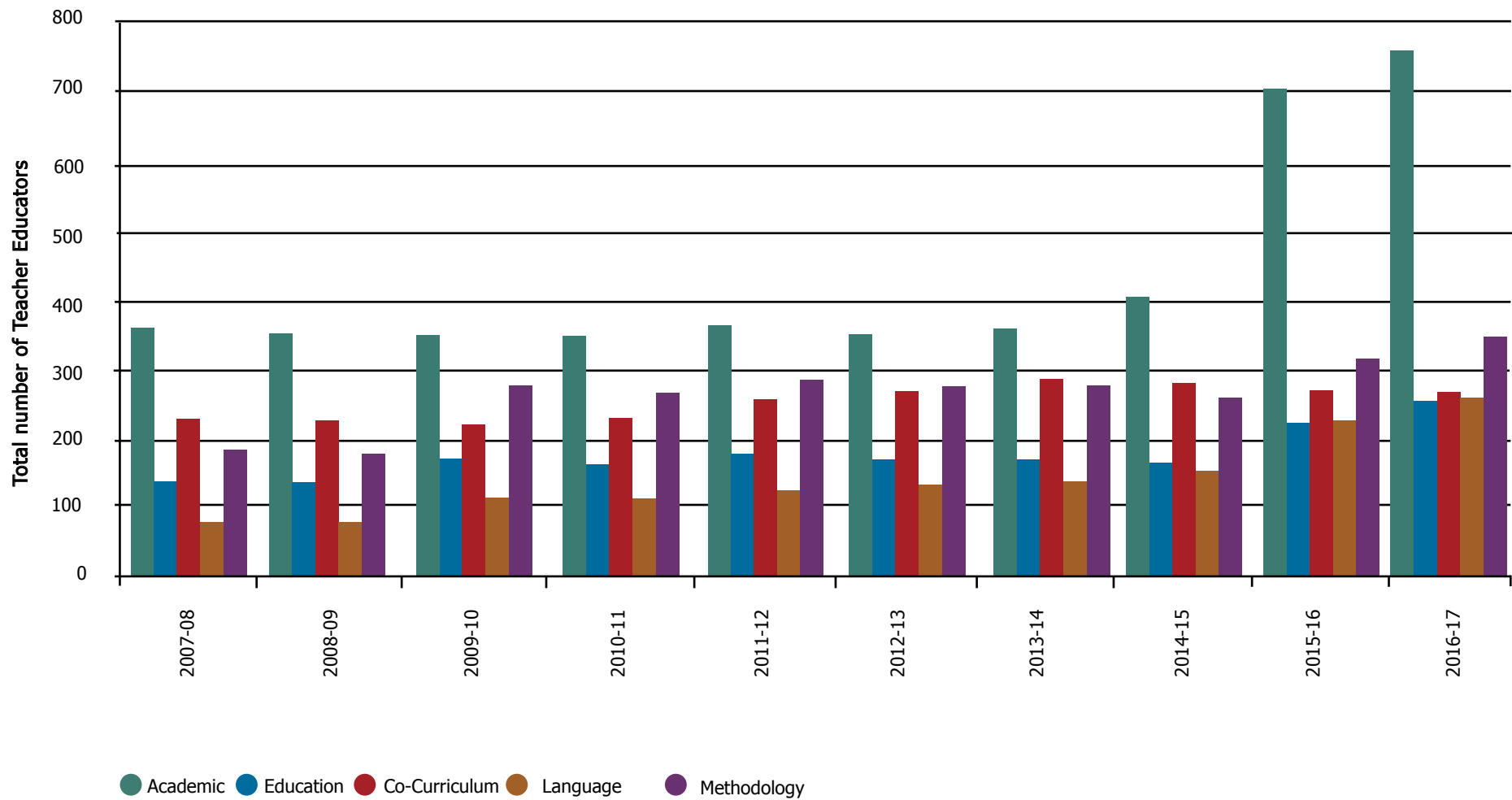
Achievement

- In 2007-08 AY, ECs recruited 380 Teacher Educators for academic subjects, 130 for education subjects, 223 for co-curriculum subjects, 77 for language subjects, 191 for methodology subjects. In 2011-12 AY, ECs recruited 383 Teacher Educators for academic subjects, 187 for education subjects, 263 for co-curriculum subjects, 134 for language subjects, 294 for methodology subjects. In 2012-13 AY, ECs recruited 375 Teacher Educators for academic subjects, 183 for education subjects, 281 for co-curriculum subjects, 137 for language subjects, 291 for methodology subjects. In 2015-16 AY, ECs recruited 701 Teacher Educators for academic subjects, 225 for education subjects, 281 for co-curriculum subjects, 227 for language subjects and 319 for methodology subjects. In 2016-17 AY, ECs recruited 777 Teacher Educators for academic subjects, 261 for education subjects, 270 for co-curriculum subjects, 263 for language subjects, 358 for methodology subjects.



1929 Teacher Educators were appointed at ECs according to the subject in 2016-17 AY

Number of Teacher Educators according to the subject from 2007 to 2017



3.5 Department of Educational Research, Planning and Training

1. Implemented Big Achievements in 2016-17 Fiscal Year

Achievements

Capacity Building workshops and training for education staffs from selected States and Regions, and MOE departments are:

- Published a Multi-Level Ministry of Education Capacity Gap Assessment and Summary of Findings -- in two languages(English/ Myanmar).
- Capacity development workshop and training -- 15 times involving 672 participants.
- Planning and budgeting basic skill training -- 2 times involving 151 participants.
- Teacher mentoring training -- 4 times involving 444 participants.
- Orientation workshop on education planning -- 1 time involving 37 participants.
- IIEP module on editing -- 3 times involving 40 participants.
- Training design for Human Resource Develop Plan - HRD Plan -- 1 time involving 16 participants.

- Developed a creative and critical thinking course for students to support implementation of the new basic education curriculum including 21st Century Skills.
- Conducted Grade 1 new curriculum training for monitors (1 time) and central level training (1 time).

Challenges

- Unable to train for education staff from only selected States/ Regions.
- When NCC was organized on Nov ;2016 , Curriculum framework is submitted. Textbooks are unable to be distributed in time due to printing G-1text books. Need to provide technical support to implement Local Curriculum. More supporting for retired advisors.



Publishing report from the Multi-Level Ministry of Education Capacity Gap Assessment



Developed 10 Grade 1 new curriculum textbooks and 10 Teacher Guide books

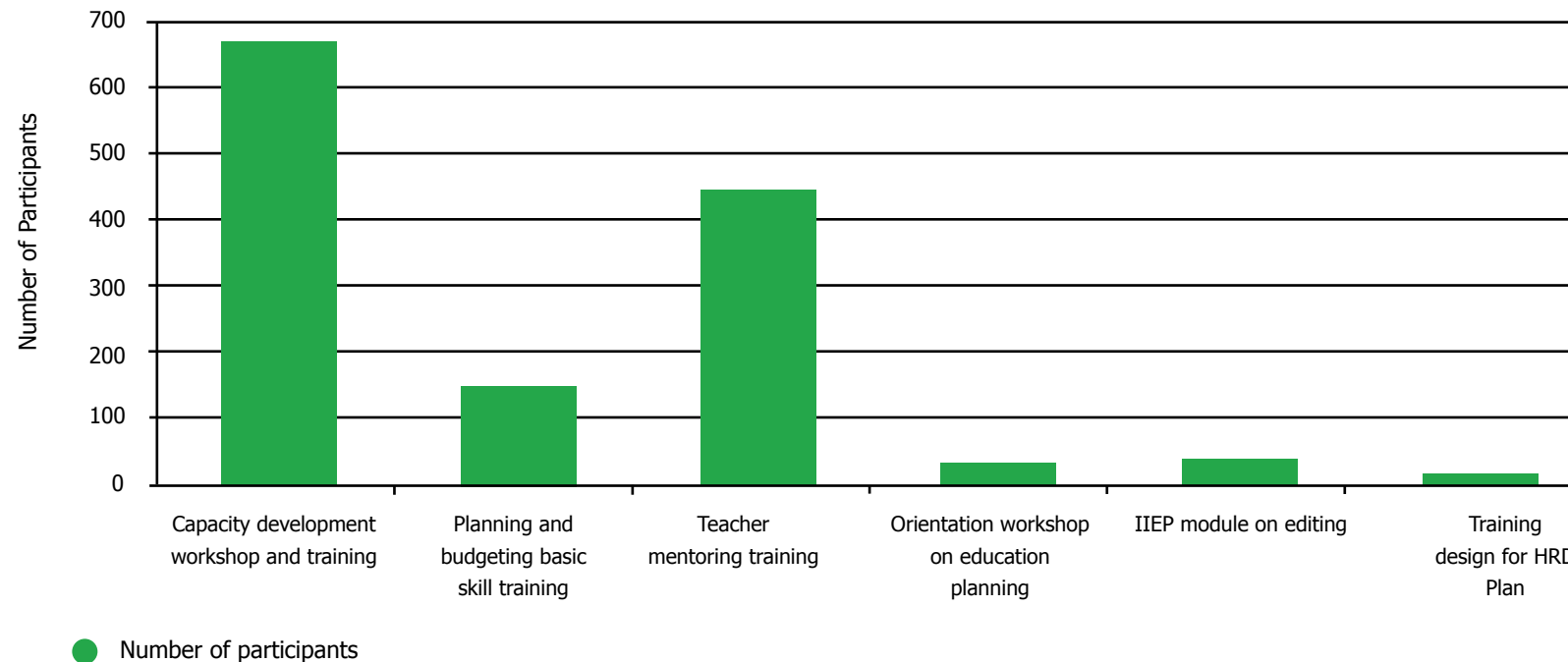


Capacity development workshops and trainings (26 times involving 1360 participants)



Conducted Grade 1 basic education new curriculum training for monitors and central level training

Capacity development workshops and training courses in 2016-17 FY



2. Analysis and assessment of students' learning condition

Achievements

- South East Asia Primary Learning Metrics - SEA-PLM field trial analysis was undertaken in 5 townships in December, 2016, as participants: 2139 students, 118 teachers and 2139 parents from 35 schools. Training one time and total budget expenditure was 38.888437 million MMK.
- Profile analysis was undertaken for Analysis of Out-of-School Children Initiative-OOSCI. Training one time and total budget expenditure was 6.364190 million MMK.
- Early Grade Mathematics Assessment (EGMA) in 80 townships in February, 2017, including 3585 students and 393 teachers from 197 schools. Training one time and total budget expenditure was 53.575392 million MMK.



SEA-PLM assessment with 4396 students, teachers and parents

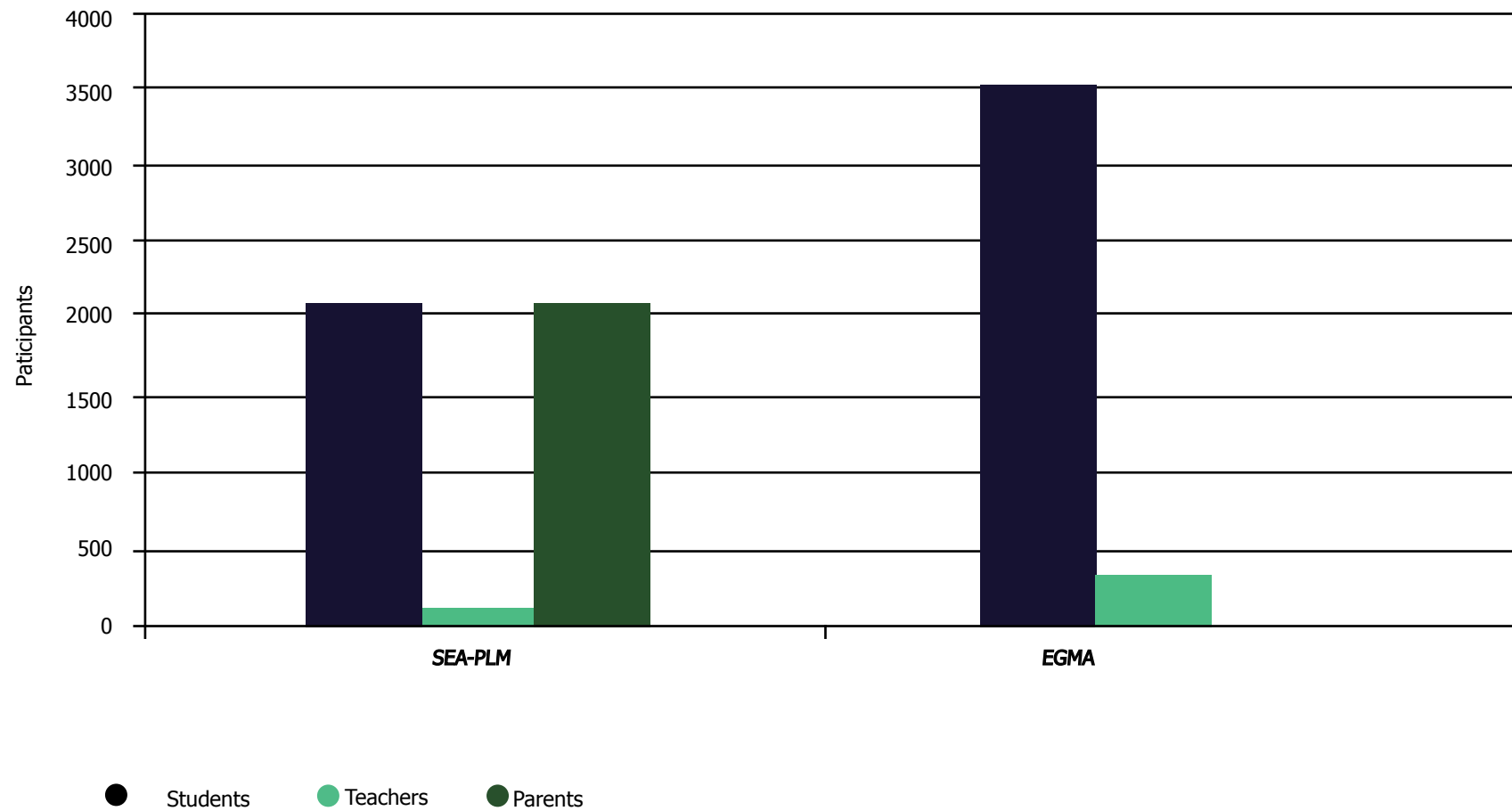


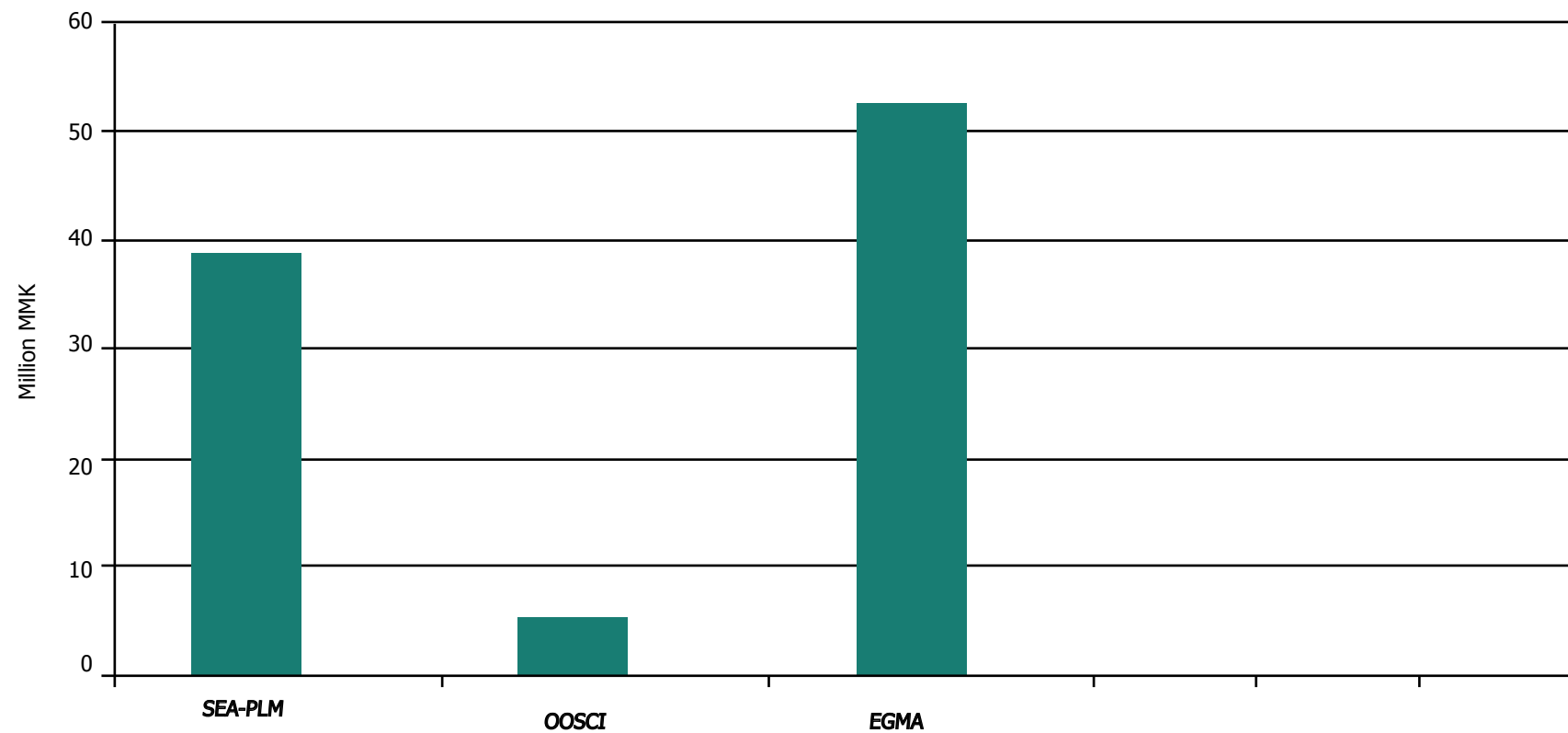
Analysis of Out-of-School Children Initiative-OOSCI completed



EGMA with 3978 students and teachers

Participants of SEA-PLM field trial and EGMA in 2016-17 FY



Total budget expenditure for SEA-PLM, OOSCI and EGMA in 2016-17 FY



3.6 Department of Myanmar Nationalities' Languages

(A) Workshops for Language Development

Achievements

- Workshops for Nationalities' Languages development at Taunggyi in Shan State and Loikaw in Kayah State.
- Research for Yaw Dialect language, Kyaukhtu, Laung She ,Yaw Tilin township in Magway Region.
- Myanmar consultation meeting with University professors from Myanmar departments.
- Workshops for computer usage of Myanmar standardized system.
- Consultation meeting on Myanmar Nationalities' Language literacy with the staff from Department of Myanmar Nationalities' Language.
- Weekly workshops for Myanmar to English, English to Myanmar dictionaries editing group.
- Weekly workshops for the Vocabularies and Lexical Database Developing Group.
- 34 persons from Shan State and 41 persons from Kayah State attended the workshop on national language development.
- Publication and support for the local curriculum development and its process has been discussed.
- Keeping and collecting books and assignments of national languages regarding language and culture.
- Recording and publishing Yaw Dialect language dictionary.
- Discussing Myanmar language and literature; identified solutions to address challenges.
- Aligning Myanmar language writing system with Unicode Standard ISO - 10646.
- Developing and publishing national languages books.



(B) Develop and distribute language books

Achievements

The publications are

- Various Dictionaries - 6 books
- Grammar and Spelling Dictionaries - 4 books
- Various Literary Books - 9 books

The books on edition are

- Various Dictionaries - 5 books
- Grammar and Spelling Dictionaries - 3 books

New books still being drafted are

- Various Dictionaries - 4 books
- Grammar book - 1 book

On going Process

- Develop of vocabularies Lexical Database
- Develop of online Dictionary
- Research of online library system
- Research of digital library management system

- To develop for permanent of Myanmar nationalities' languages.
- To write and publish the many various of Myanmar dictionaries.
- Developing and publishing the standardized books on vocabulary, writing skill and grammar.
- Writing and publishing of Myanmar nationalities' languages of knowledge, variety and educational books and assignments.
- Developing the national language book, journal for the purpose of sharing knowledge.
- To develop of national language by means of ICT technology.
- Doing research for development of the Myanmar nationalities' languages.
- Maintaining and recording the teaching learning of nationalities' languages.

3.7 Department of Myanmar Examinations

Matriculation Results

Achievements

- Holding matriculation examinations.
- Completion of high school level for graduating students.

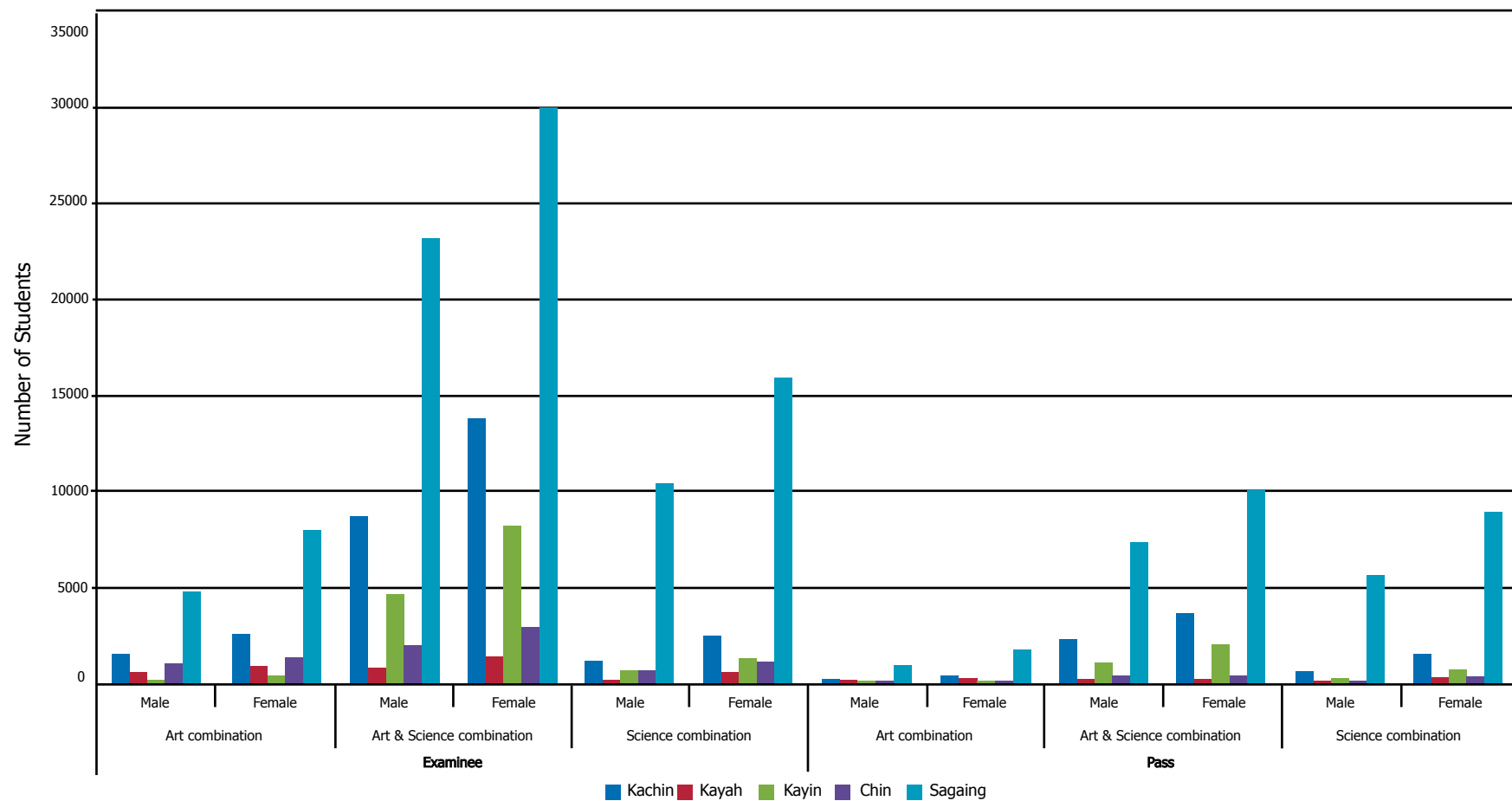
Challenges

- Processing an Assessment Framework.
- Not implementing Item Analysis and Item Bank for G5, G9 and G12.
- Capacity development is needed for teachers related to the ways of assessment.
- Capacity development is needed for staff from related departments.

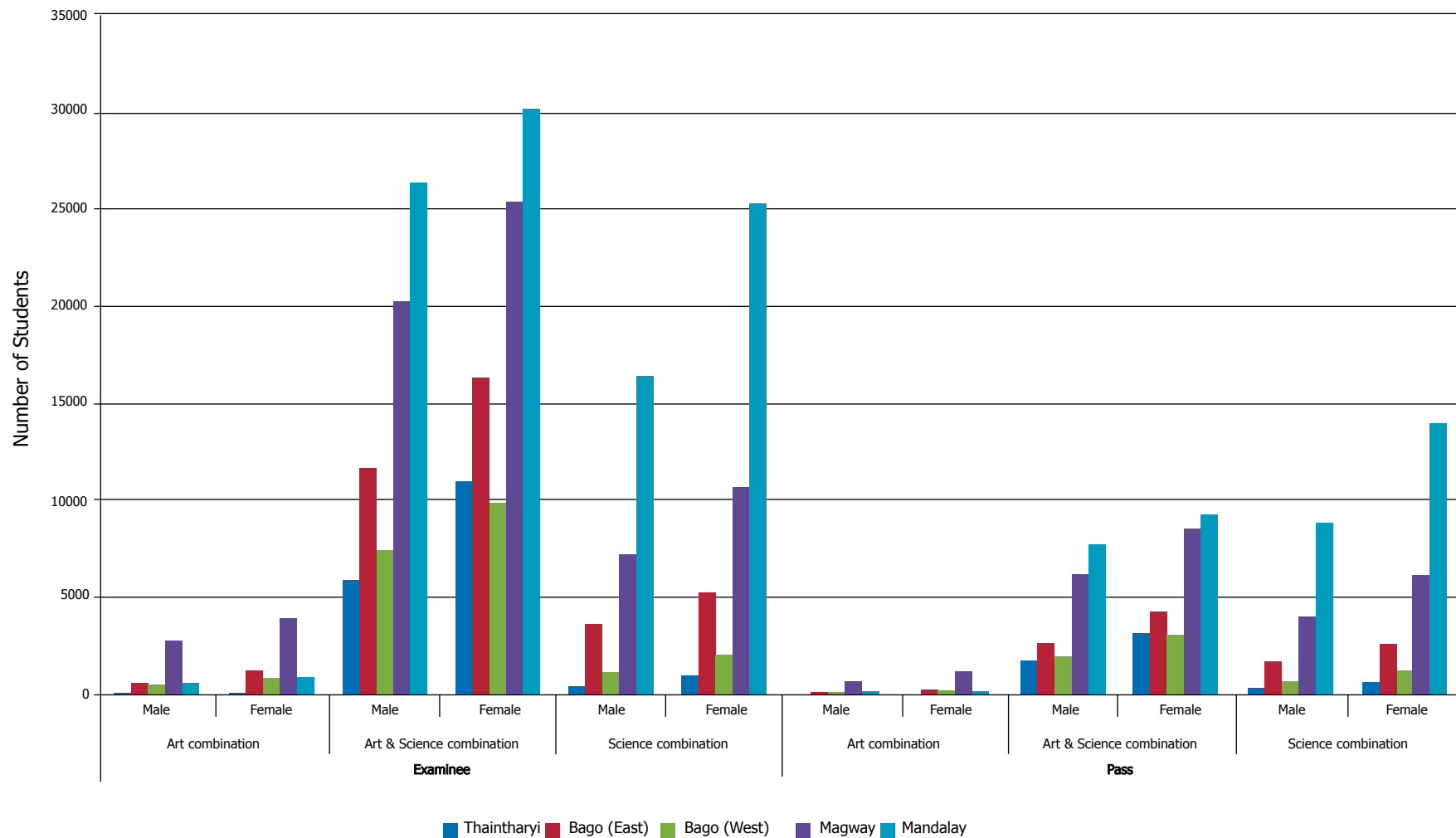


242736 students pass the Matriculation Examination in 2017

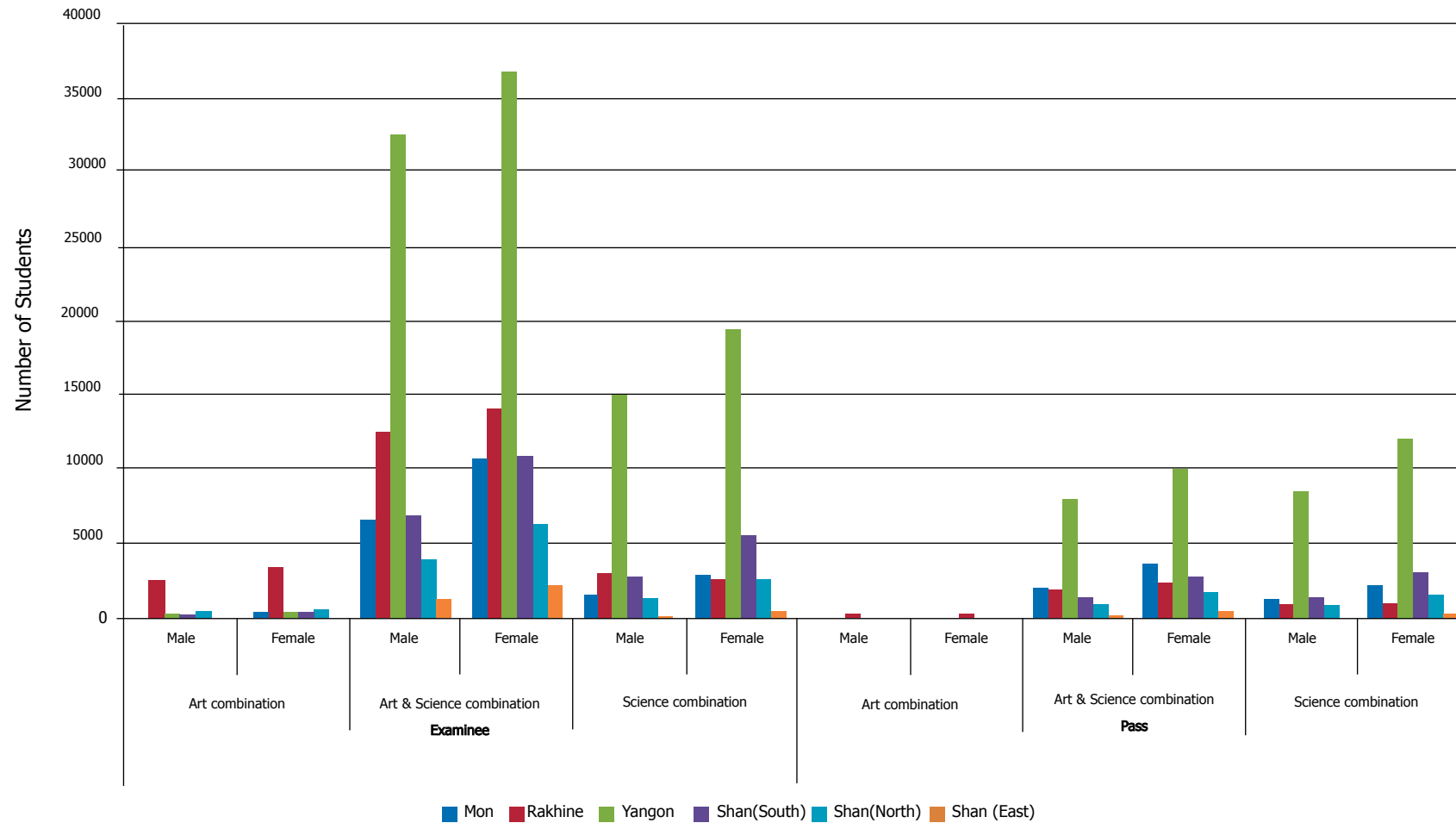
Number of students from Kachin State, Kayah State, Kayin State, Chin State and Sagaing Region passing the 2017 Matriculation Examination (according to subject combination)



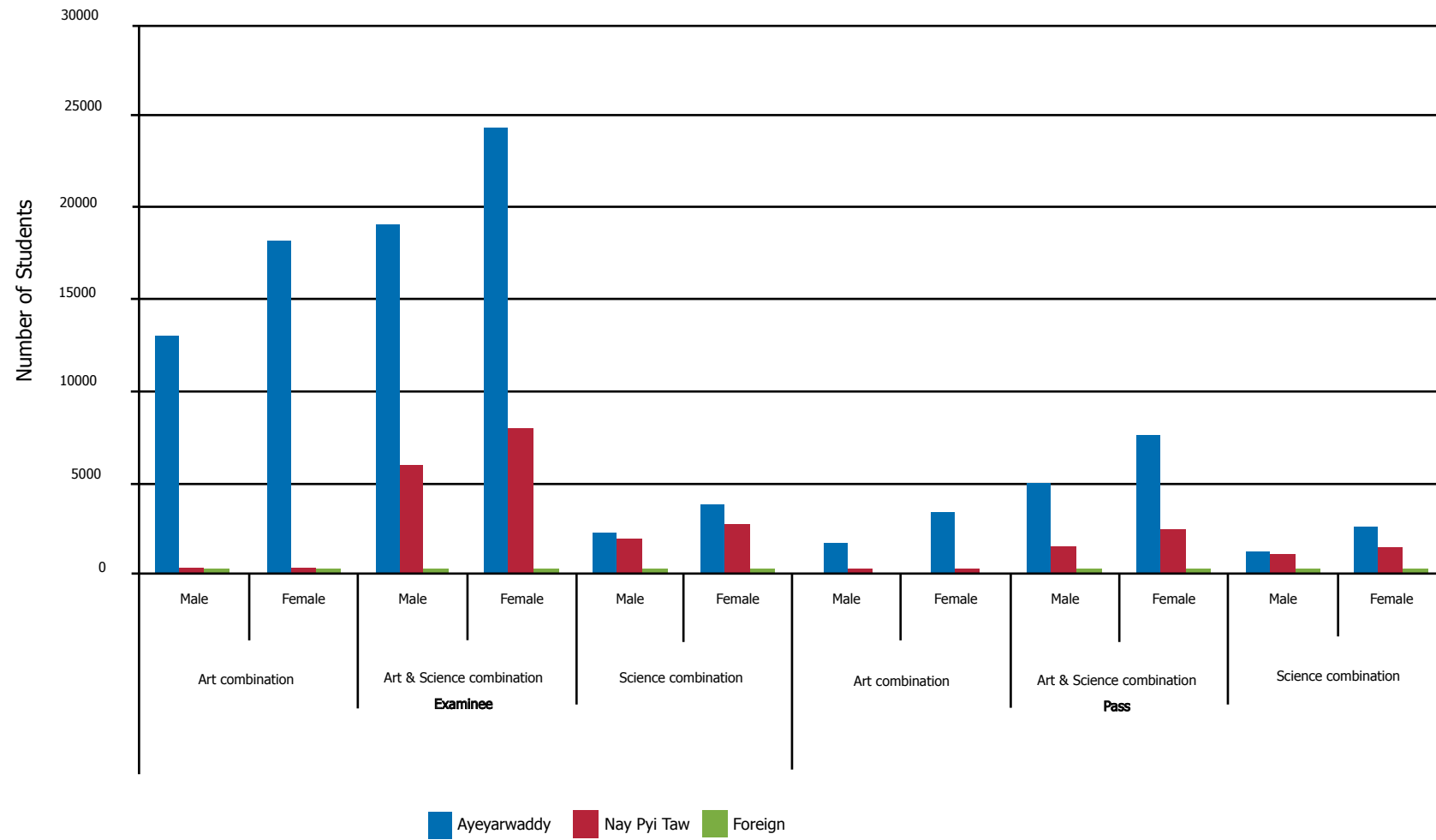
Number of students from Tanintharyi Region, East Bago Region, West Bago Region, Magway Region and Mandalay Region passing the 2017 Matriculation Examination (according to subject combination)



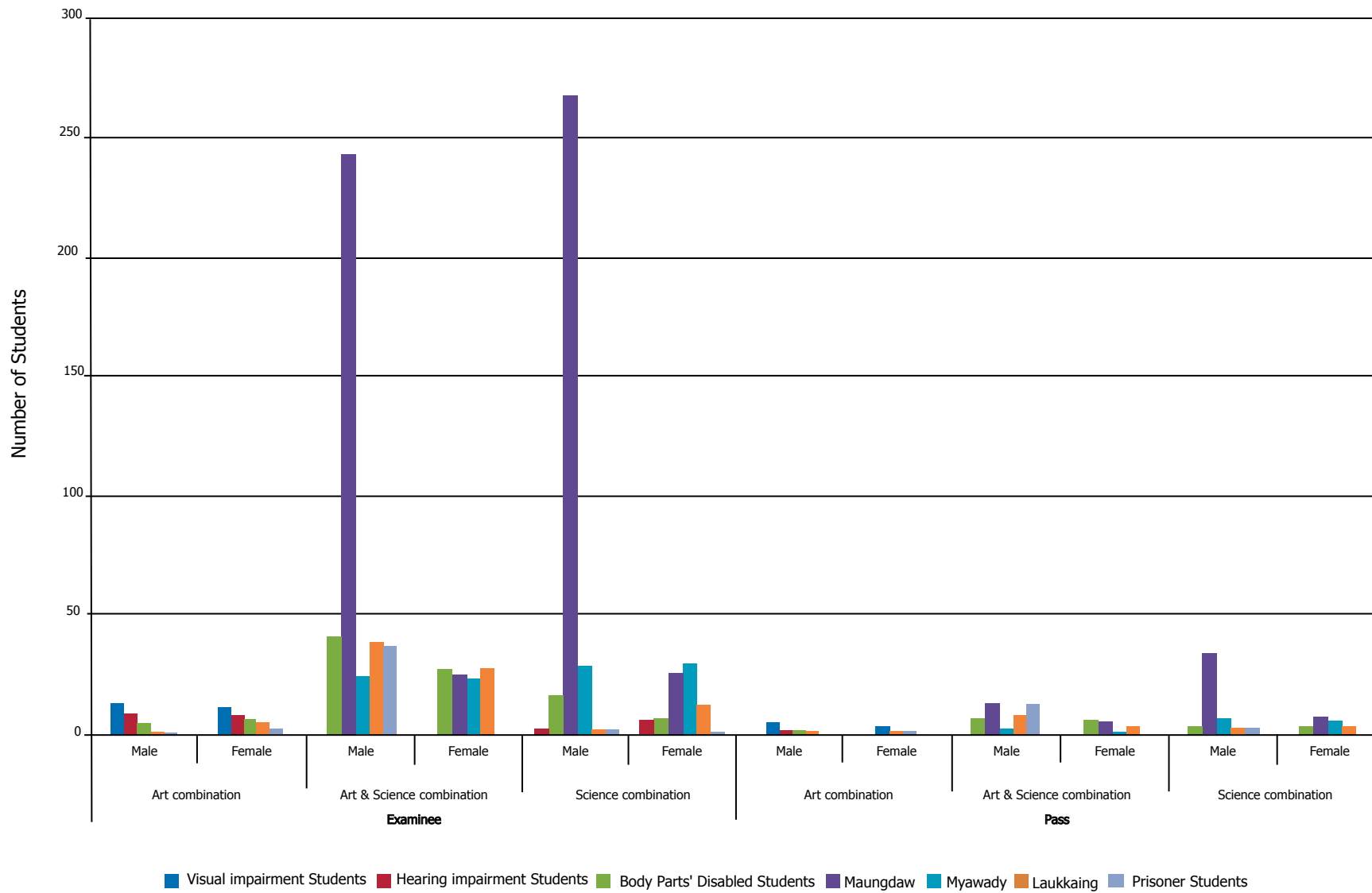
Number of students from Mon State, Rakhine State, Yangon Region, South Shan State, North Shan State and East Shan State passing the 2017 Matriculation Examination (according to subject combination)



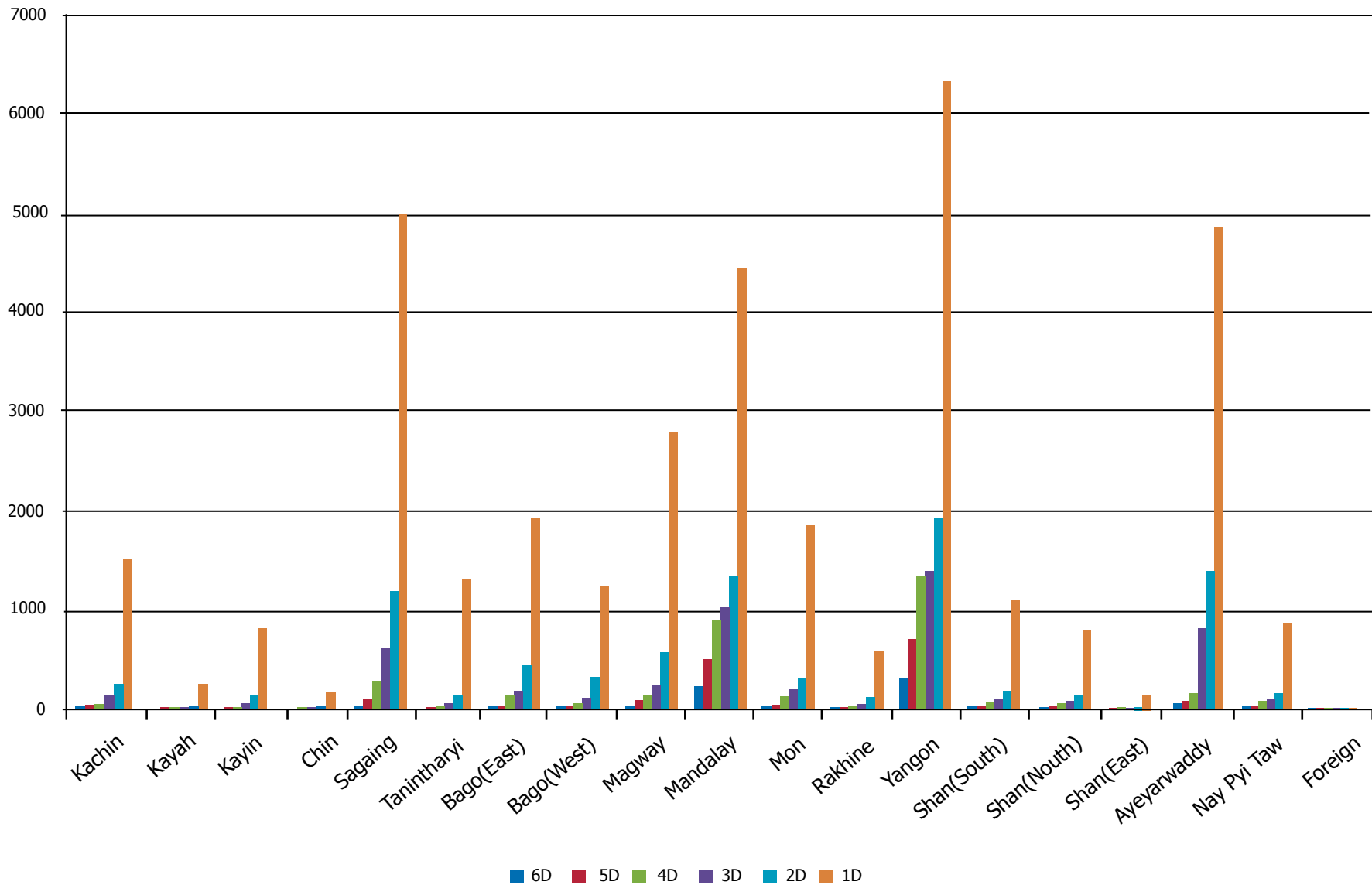
Number of students from Ayeyarwaddy Region, Nay Pyi Taw and Foreign passing the 2017 Matriculation Examination (according to subject combination)



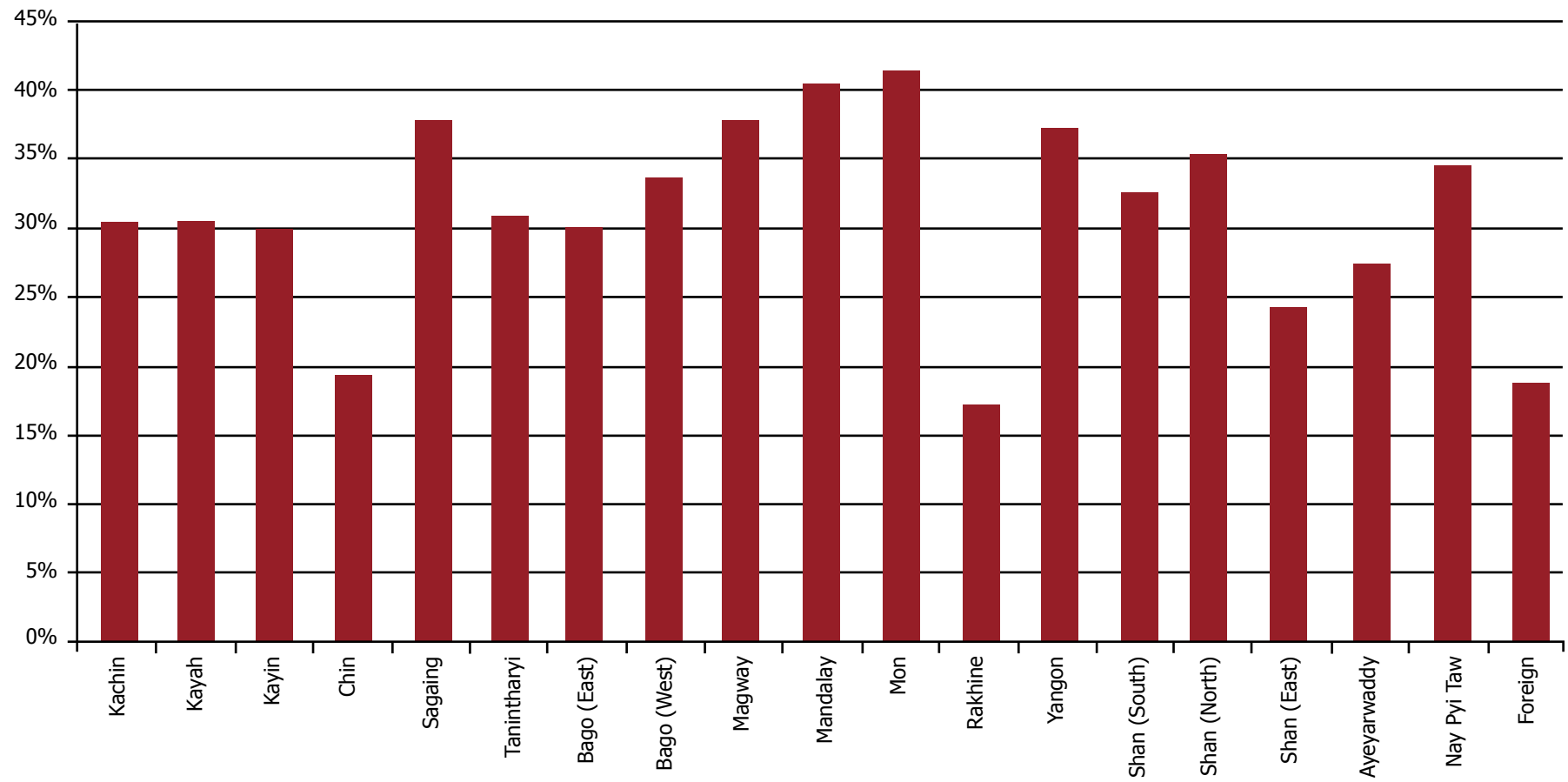
Number of students passing the 2017 Matriculation Examination (according to subject combination)



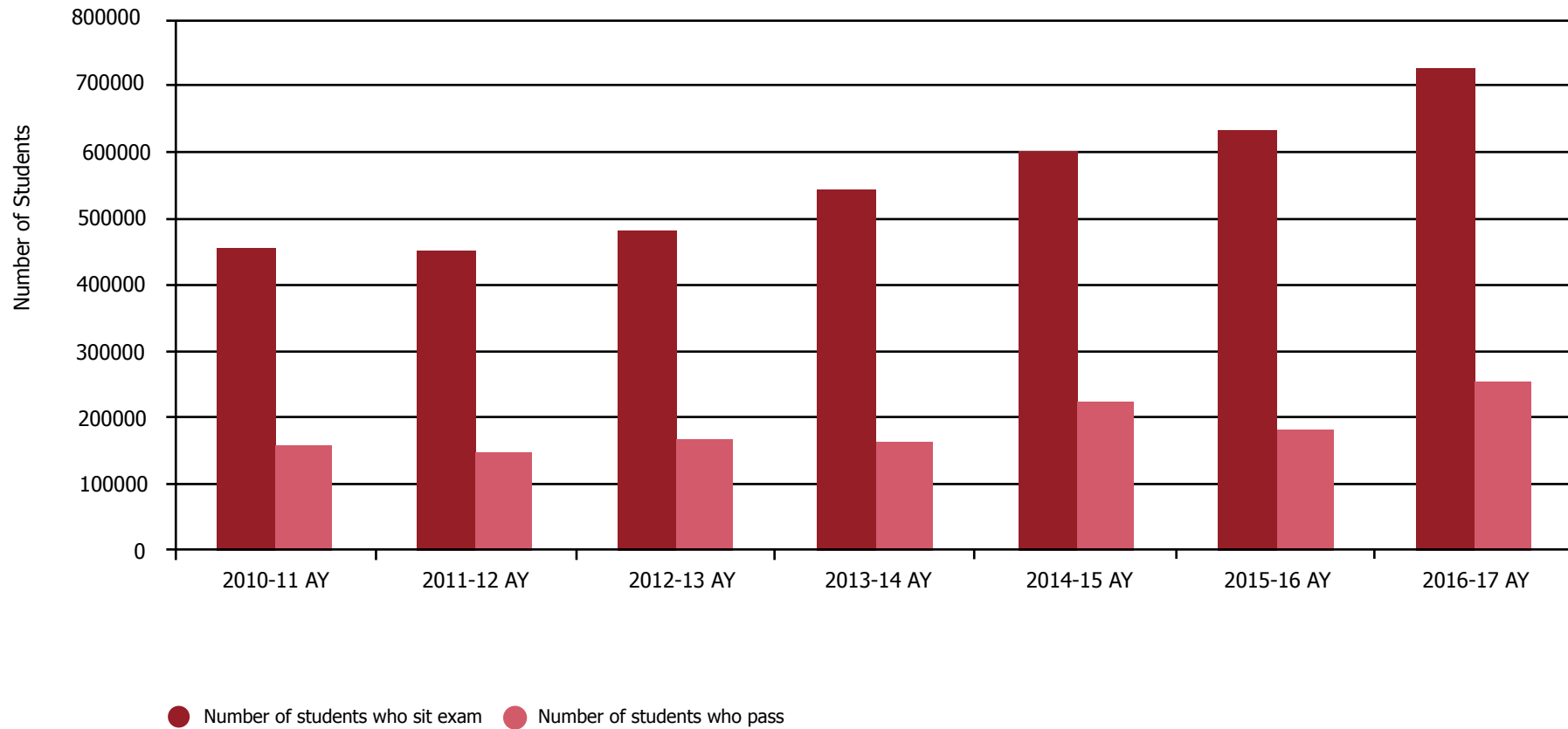
Number of students who received distinctions in the 2017 Matriculation Examination



Percentage of students who passed the Matriculation Examination in 2016-17 AY



Percentage of students who sit and passed the Matriculation Examination--2010-11 to 2016-17





3.8 Department of Research and Innovation

1. Analysis

Achievements

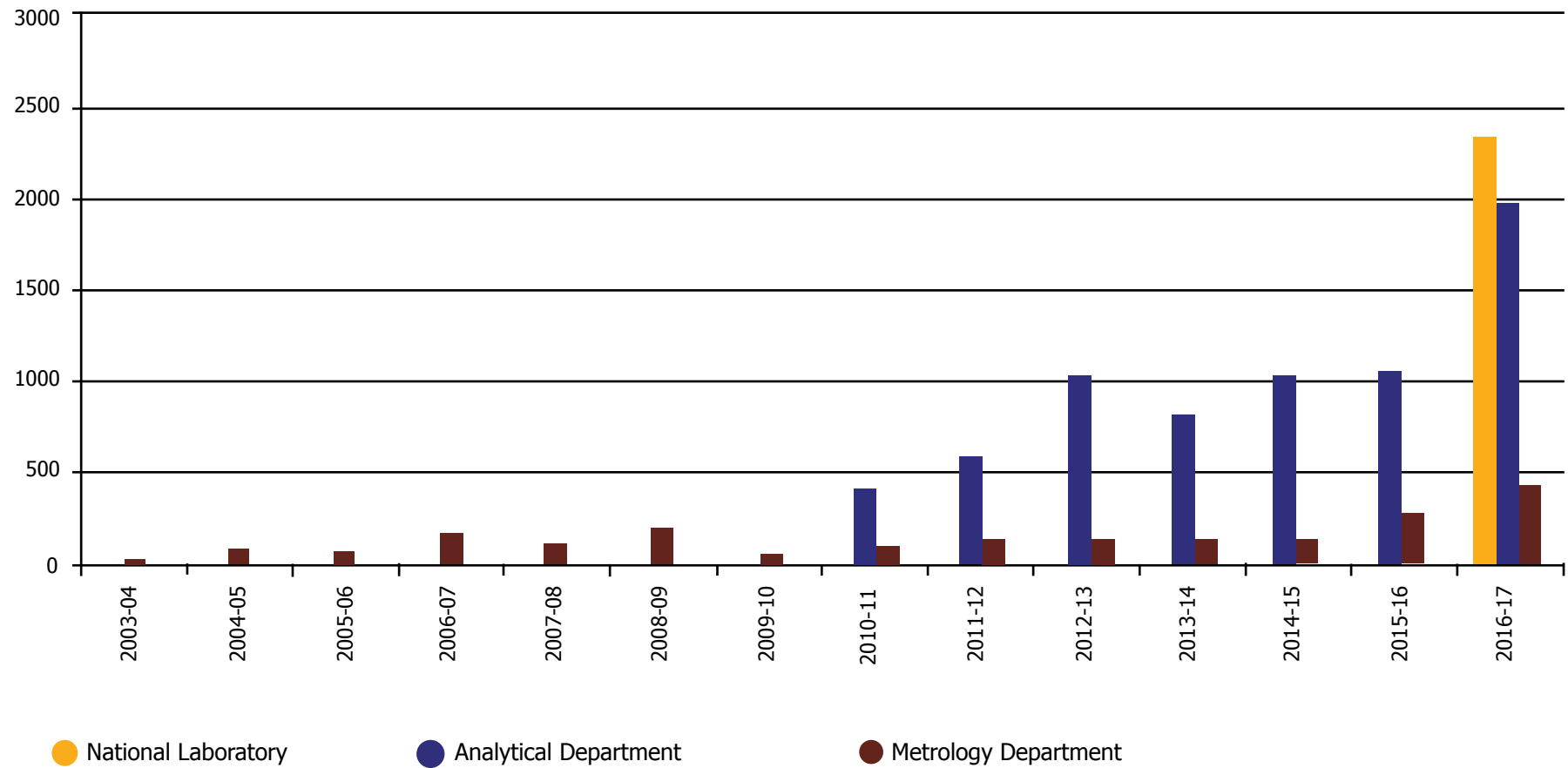
- The Analytical Department completed the following services for testing: 454 research samples in 2010-11 FY, 565 samples in 2011-12 FY, 1034 samples in 2012-13 FY, 854 samples in 2013-14 FY, 1025 samples in 2014-15 FY, 1149 samples in 2015-16 FY and 1976 samples in 2016-17 FY.

Services

- 2389 research samples were analyzed at the National Laboratory which provided services for testing samples in 2016-17.
- 19 samples in 2003-04, 47 samples in 2004-05, 45 samples in 2005-06, 110 samples in 2006-07, 72 samples in 2007-08, 133 samples in 2008-09, 34 samples in 2009-10, 69 samples in 2010-11, 148 samples in 2011-12, 209 samples in 2012-13, 173 samples in 2013-14, 239 samples in 2014-15, 305 samples in 2015-16 and 447 samples in 2016-17 were tested by the National Metrology Department.



11587 research samples analyzed from 2003-04 to 2016-17

Analysis of samples--2003 to 2017

2. Technical Training

Achievement

(a) May, 2016-17

- Software Development Course attended by 36 trainees
- Network Development Course attended by 54 trainees
- Advanced PHP Web Application System attended by 18 trainees
- Advanced Server Course(Virtualization and LDAP) attended by 8 trainees
- Advanced Oracle Database Course attended by 12 trainees
- Java Programming Course attended by 72 trainees
- MS.Net Programming Course attended by 17 trainees
- Web Technologies Course attended by 15 trainees
- Renewable Energy Course attended by 17 trainees

(b) July, 2016-17

- Advanced Network Course attended by 12 trainees
- Android Application Development attended by 5 trainees

(c) August, 2016-17

- Renewable Energy Course attended by 20 trainees

(d) October, 2016-17

- Advanced PHP Web Application System attended by 25 trainees

(e) November, 2016-17

- Software Development Course attended by 31 trainees
- Network Development Course attended by 53 trainees
- Advanced Network Course attended by 11 trainees
- Advanced Oracle Database Course attended by 16 trainees
- Java Programming Course attended by 48 trainees
- MS.Net Programming Course attended by 12 trainees
- Web Technologies Course attended by 21 trainees
- Renewable Energy Course attended by 22 trainees

(f) December, 2016-17

- Project Management Course attended by 7 trainees
- Advanced Server Course(Virtualization and LDAP) attended by 6 trainees

(g) January, 2016-17

- Android Application Development attended by 16 trainees

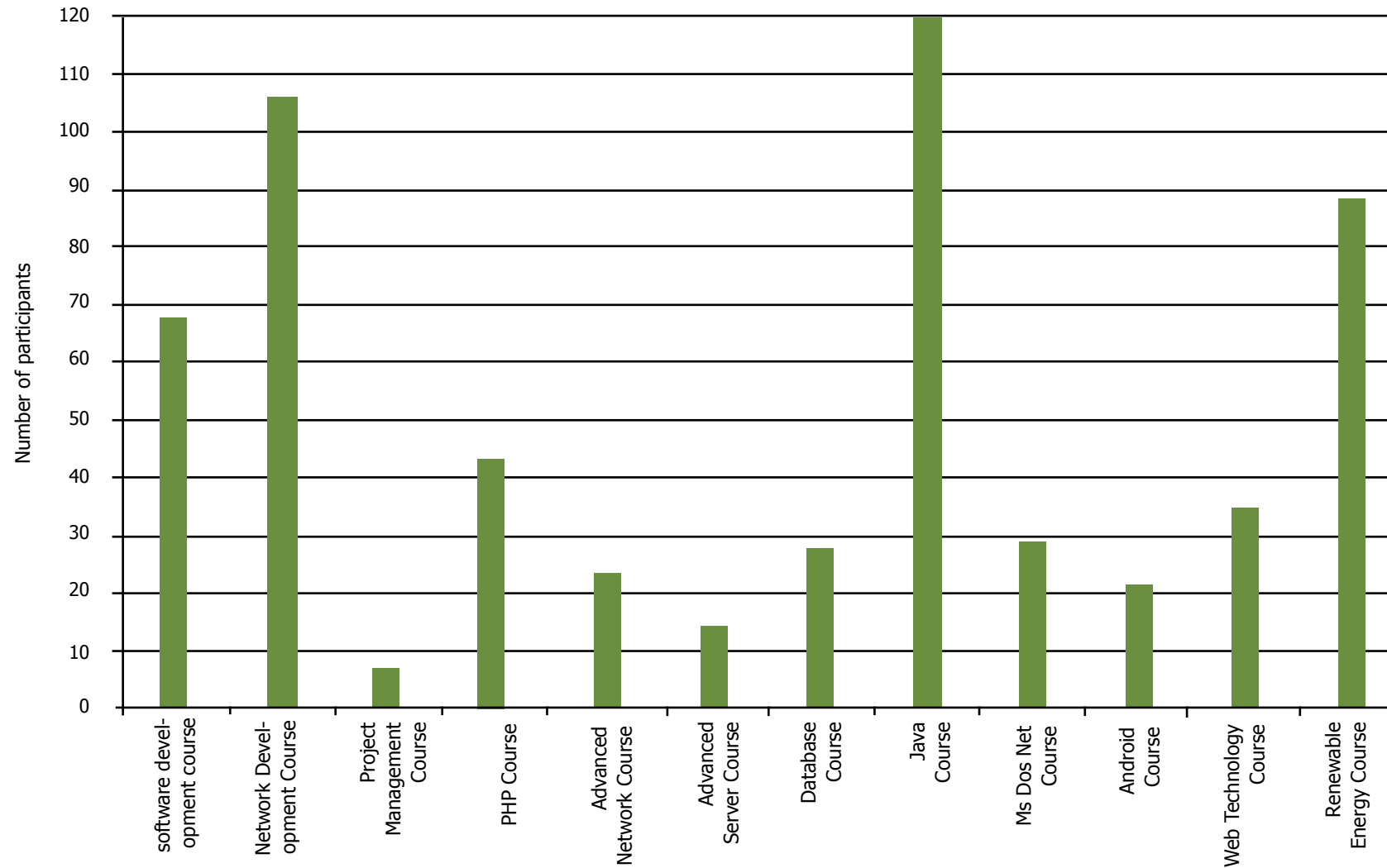
(h) February, 2016-17

- Renewable Energy Course attended by 30 trainees
- All trainees could be trained mentioned above trainings.



584 trainees attended 12 training Courses in 2016-17

Technical Training Courses

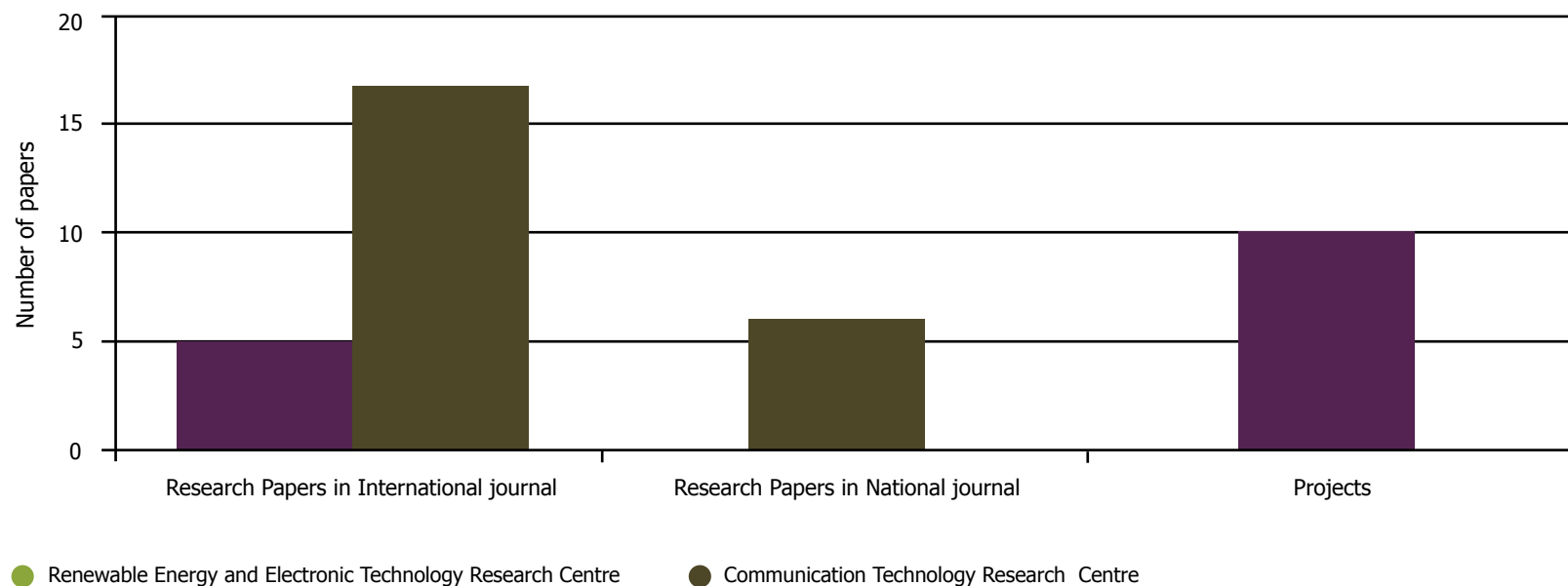


3. Publication of Research Papers

Achievements

- The Renewable Energy and Electronic Technology Research Centre published 5 Research Papers in International Journals and implemented 10 Projects in 2016-17 FY.
- The Communication Technology Research Centre published 17 Research Papers in International Journals and 6 Research Papers in National Journals.

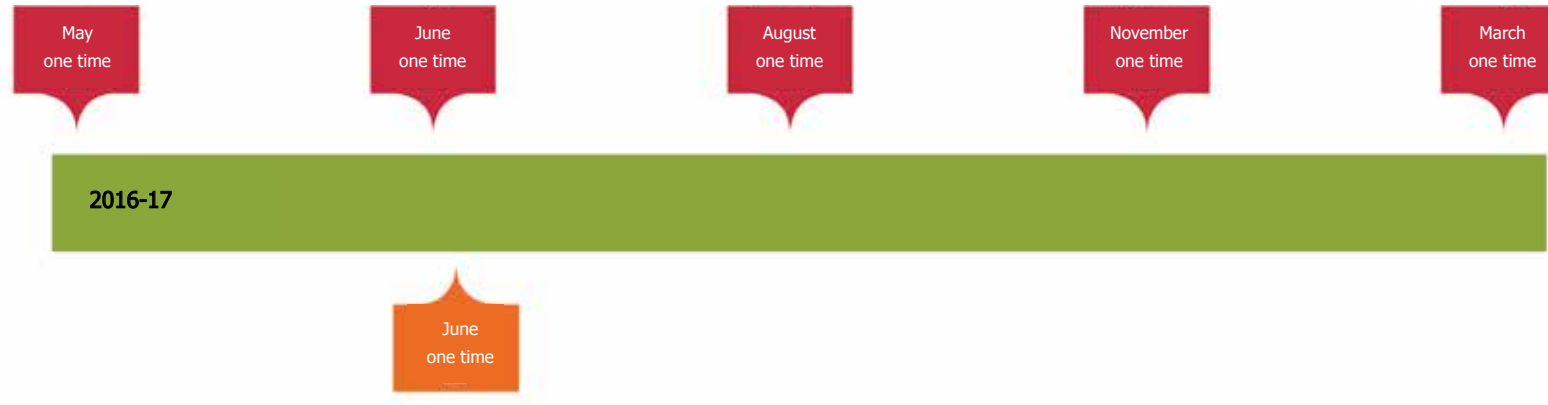
Publication of Research Papers



4. Meetings

Achievement

- Intellectual Property Department held meetings 5 times in 2016-17, May, June, August, November, March.
- National Standard and Qualification Department held one meeting in June.



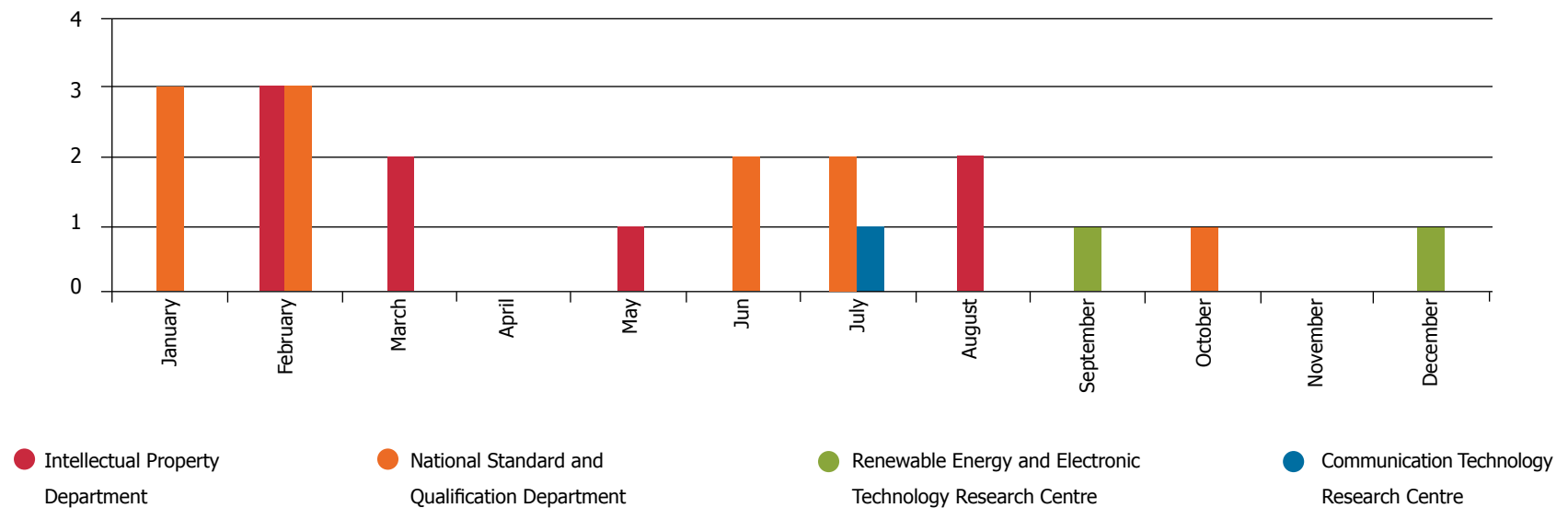
● Intellectual Property Department ● National Standard and Qualification Department

5. Workshops

Achievements

- Intellectual Property Department held workshops one time in May, 2 times in August, 3 times in February, 2 times in March, total 8 times in 2016-17.
- National Standard and Qualification Department held workshops 2 times in June, 2 times in July, 1 time in October, 3 times in January and February, total 11 times in 2016-17.
- Renewable Energy and Electronic Technology Research Centre held workshops 1 time in September, 1 time in December, total 2 times in 2016-17.
- Communication Technology Research Centre held workshop 1 time in 2016-17, July.

Workshops

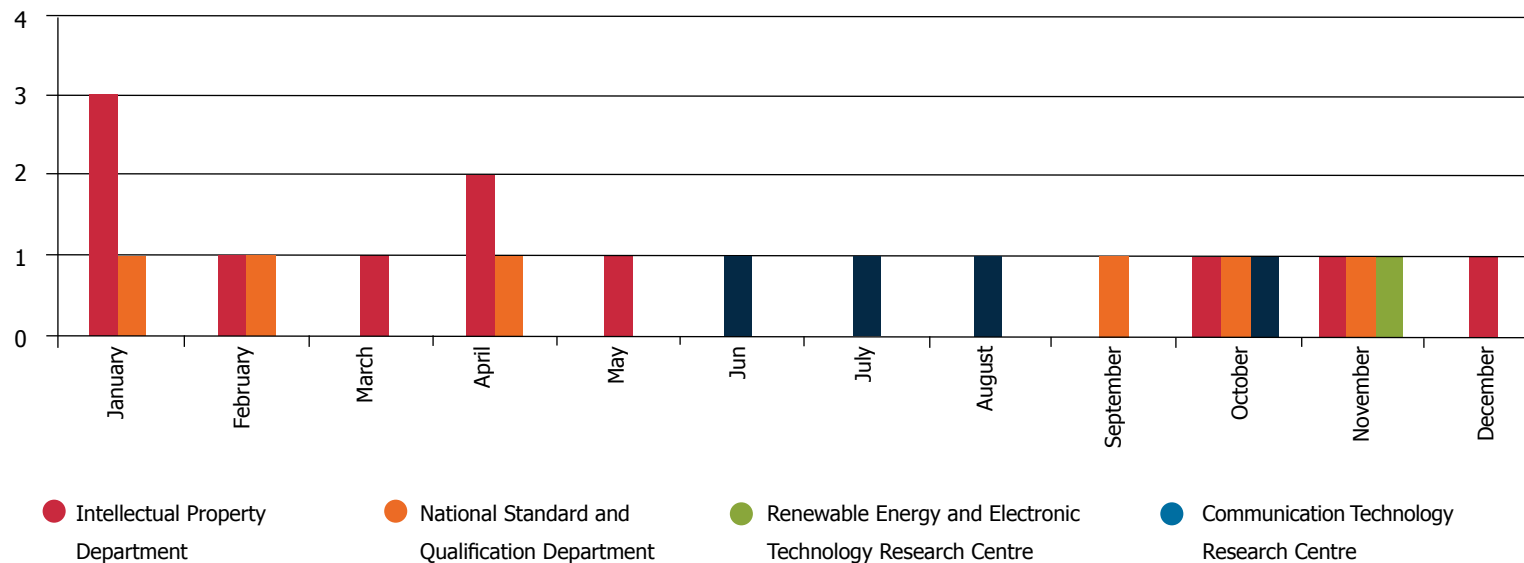


6. Technology Dissemination

Achievement

- Intellectual Property Department disseminated technology 2 times in April, 1 time in May, 1 time in October, 1 time in November, 1 time in December, 3 times in January, 1 time in February, 1 time in March, total 11 times in 2016-17.
- National Standard and Qualification Department disseminated technology 1 time in April, 1 time in September, 1 time in October, 1 time in November, 1 time in January, 1 time in February, total 6 times in 2016-17.
- Renewable Energy and Electronic Technology Research Centre disseminated technology 1 time in November.
- Communication Technology Research Centre disseminated technology 1 time in June, 1 time in July, 1 time in August, 1 time in October, total 4 times in 2016-17.

Technology Dissemination







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