



# Annual Performance Review Report

## FY 2017-18









Ministry of Education

# National Education Strategic Plan 2016-21

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# Foreword



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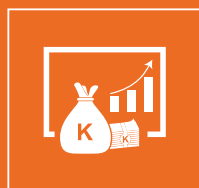


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# Foreword

The Annual Performance Review Report for FY 2017-18 provides a comprehensive an overall picture of what the Ministry of Education has achieved during the second year of the National Education Strategic Plan (NESP) 2016-21.

Based on the information presented in the report, it was found that the Ministry of Education has achieved the high-level NESP goal which will have been attained by the end of FY 2020-21, improved teaching and learning, vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and education institutions.

I am satisfied that the Ministry of Education has improved great performance in FY 2017-18 than in FY 2016-17, the first year of NESP. In the FY 2018 (six months) and FY 2018-19, the Ministry of Education would like to achieve overall Performance Category 1, which is an excellent overall performance rating.

The report provides performance data of recent achievements and future priorities. Chapter 2 presents the data from the main education subsector performance Basic Education, Alternative Education, TVET, Teacher Education and Management and Higher Education. Chapter 3 presents education sector performance review data across all States and Regions. Chapter 4 presents the findings of Annual Budget and Output Evaluation exercise from all 11 Departments under the Ministry of Education. Following analysis of Departmental performance scores in FY 2016-17 and FY 2017-18, I am pleased to report that the overall performance scores across 7 Departments improved 29 percent on average. Lastly, in Chapter 5, this report outlines the priority areas for FY 2018-19 starting from 1<sup>st</sup> October.



This report presents the accurate data of annual performance review (FY 2017-18). However, the Ministry of Education needs to make further improvement in data collection and data analysis through strengthening the Ministry's Education Management Information System (EMIS). Moreover, the database of the indicators in Chapter 3 of NESP covering enrollment rate, quality, drop-out, completion, transition indicators of every level of education needs to be updated regularly.

The Ministry of Education will do the pilot testing of utilization of gadgets such as smart phones and tablets to efficiently collect the accurate data. Moreover, an ICT-based Performance Monitoring and Accountability System (PeMAS) needs to be established for data collection and monitoring through online dashboard which presents national level, state and region level, department level performance indicators. This will provide education managers with accurate and update data for successfully implementing the strategies and components of National Education Strategic Plan and for evidence-based decisions.

This report is the result of the collaborative work of the officials and staff of different departments under the Ministry of Education as well as building the capacity of those officials and staff involved. I would like to thank the officials and staff from different departments who support the data for the report of annual performance review FY 2017-18. My special thanks go to the officials and staff from Department of Monitoring and Evaluation (Research), Department of Monitoring and Evaluation (Education) and Capacity Development Team (CDT).

I would like to thank officials from partner Ministries who have supported the Ministry of Education to successfully implement the NESP in FY 2017-18. I would also like to thank members of the National Education Policy Commission (NEPC) for their continuous support in the areas of policy analysis and drafting and system performance monitoring.

I would like to express special thanks to all Ministry of Education staff working in schools and educational institutions across the country, as well as officers working at National, State/Region, District and Township levels. The Ministry of Education is making good progress towards improving access to quality education for all our students because of the hard work and commitment of our teachers, head teachers, principals, faculties, Rectors and Ministry officials.

The Ministry of Education would like to express sincere thanks to Development Partners and Non-government Organizations who has provided support to the development in the education sector in FY 2017-18.

The Government and Development Partners has already drawn the plans and programmes to be implemented in FY 2018-19. These plans and programmes are important for the NESP goal and 9 transformational shifts of NESP.

In conclusion, I would like to urge the officials and staff from the Ministry in collaboration with local and international development partners to successfully implement the NESP which will ensure all school going -aged children to have access to quality education and training and achieve vocational and lifelong learning objectives.



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

# Chapter 1



## Evidence-based Reporting on Education Sectors' Performance







## Chapter 1

# Evidence-based Reporting on Education Sectors' Performance

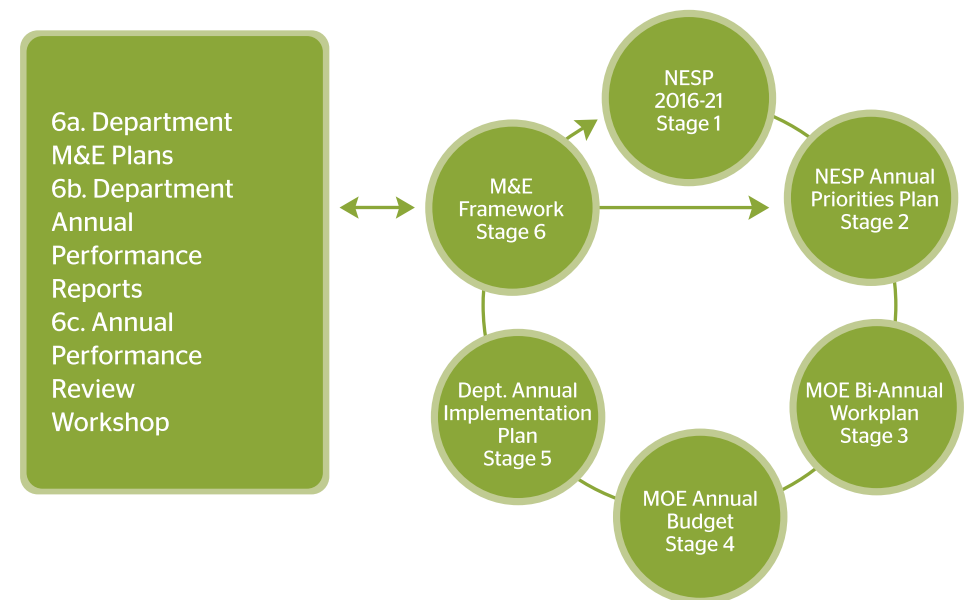
## 1.0 Introduction

The MOE has developed a new management system, called the Annual Planning and Budget Estimate cycle, to successfully implement the National Education Strategic Plan 2016-21 (see Diagram 1.1).

Senior officials from the Ministry of Education can carry out their priority tasks in the next fiscal year based on the information from this planning and budget estimate cycle.

The overall aim of the NESP Transformational Shift for Management, Capacity Development and Quality Assurance is the evidence - based planning and decisions on priority activities.

Diagram 1.1: Annual Planning and Budget Cycle





To achieve this transformational shift, the Ministry of Education has developed the annual performance monitoring and evaluation and report of the departments to strengthen evidence-based report on the implementation of the NESP.

They are:

- (1) Monitoring and Evaluation of Plans of Departments
- (2) Annual Budget and Outputs Evaluation Plans of Departments
- (3) Annual Performance Review Report of Departments

Monitoring and Evaluation of Plans of Departments are presented in Chapters 2 and 3 of the report and Annual Budget and Outputs Evaluation Plans of Departments in Chapter 4.

The Ministry of Education has formed Sub-sector Working Groups (SSWG) and Sector Coordination Groups (SCG) to have information transparency and accountability and to strengthen the structure and systems. Two annual performance review reports have been produced and they are discussed in detail below.

## 1.1 Sector-wide and cross-sector coordination structures

### 1.1.1 Education and TVET Sector Coordination Group (ETVSCG)

ETVSCG is an important group for sector and sub-sector coordination, information sharing, decision making, critical analysis and policy dialogue

carried out by the Ministry.

The MOE has successfully held eight ETVSCG meetings over the last few years to coordinate implementation of the NESP in partnership with ETVSCG members.

As the ETVSCG Meeting, which is held quarterly, could provide data and recommendations for the development of the Education Sector, it is a very important meeting for the Ministry of Education.

Moreover, the ETVSCG has been strengthened by the active participation of senior officials from the related ministries such as the Ministry of Planning and Finance, Ministry of Social Welfare, Relief and Resettlement, Ministry of Labour, Immigration and Population, and the Ministry of Industry.

### 1.1.2 Sub-sector Working Groups (SSWGs)

Under the ETVSCG are 7 sub-sector working groups, each of which is chaired by a Director-General.

They are:

1. Basic Education Sub-sector Working Group
2. Alternative Education Sub-sector Working Group
3. Teacher Education and Management Sub-sector Working Group
4. Curriculum and Student Assessment Sub-sector Working Group
5. TVET Sub-sector Working Group
6. Higher Education Sub-sector Working Group
7. Management, Capacity Development and Quality Assurance (MCQ) Sub-sector Working Group

Sub-sector Working Groups focus on improving service delivery and quality education, strengthening the systems, and building the capacity of the human resources in each sub-sector.

SSWGs provide a very effective forum for Department officials to work closely with colleagues from other Departments, as well as representatives from national and international development agencies and civil society organisations.

SSWGs meet one or twice each quarter to discuss and make evidence-based decisions concerning on-going priority activities to successfully implement NESP Programmes and Components.

## 1.2 Annual sector-wide reporting systems

### 1.2.1 Annual Performance Review (APR) Process and Workshop

The Annual Performance Review Workshop was held for two and half days to discuss the reports of the department-wise strategic evaluation workshop and two annual reports were drafted by the 11 departments.

The first report is the annual budget and outputs evaluation report. The aim of this report is to systematically review the performance of each department in their budget expenditure in the last fiscal year. In evaluating the budget expenditure of each department, the following four areas are taken into consideration: (1) budget savings, (2) achievement of target plan, (3) quality of the evidence-based outputs and (4) expenditure performance, that is, whether the budget approved has been well spent or not.

The second is the annual performance review report of the departments. The aim of this report is to review the implementation the departments in undertaking the the NESP strategic projects and programmes that they are responsible for. The department-wise annual performance review report of

the departments is an important evidence that indicates the links between the main activities and the annual budget expenditure of each department and the projects and programmes of the NESP.

The Department Annual Performance Review Report is an important tool to present quantitative and qualitative evidence, such as completed activities, outputs and outcomes, that are contributing to the achievement of the NESP goal and 9 Transformational Shifts.

The next stage of the APR Process involves Annual Performance Review (APR) Workshop, which brings together a wide range of education stakeholders to undertake a comprehensive review of sector performance during the recent financial year.

At the APR workshop all Department annual reports -- Department Annual Budget and Outputs Evaluation Report and Department Annual Performance Review Report -- are presented and discussed in depth. The evidence presented in these reports are used to inform decisions on the priorities that each Department will focus on in the next financial year.

### 1.2.2 Annual Performance Review Report

The final stage of the APR process involves drafting the Annual Performance Review Report. The findings from all 22 department-wise annual reports (two reports from each department) and the recommendations from the APR Workshop are evaluated in this report.

This Annual Performance Review Report is an important communication tool to share the annual performance and the accomplishments of the departments in 2017-18 fiscal year, with the stakeholders in the education field and it covers the following performance areas:





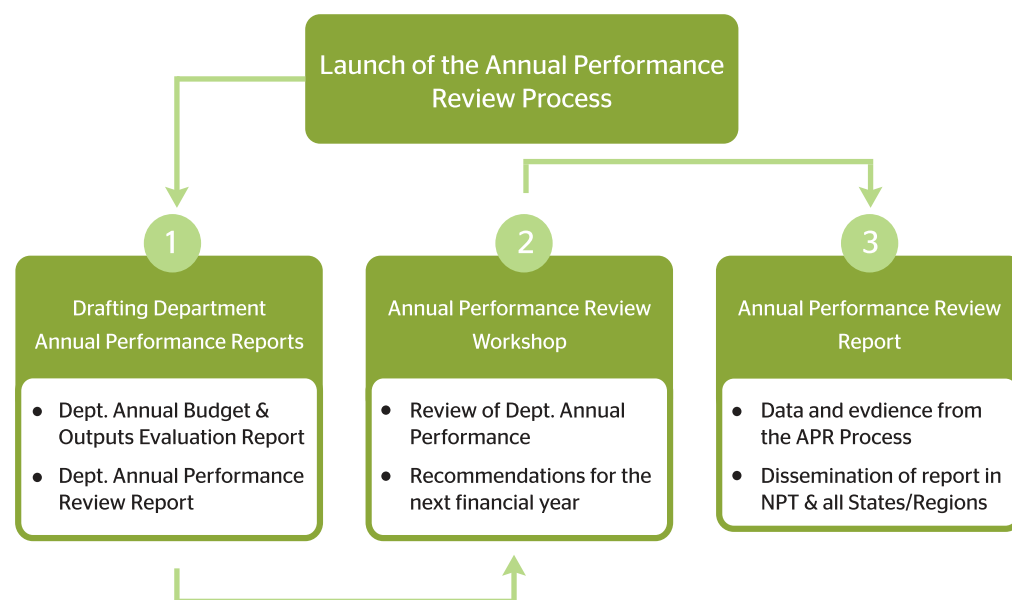
(i) the latest data on national education sector performance across five main sub-sectors: (1) basic education; (2) alternative education; (3) TVET; (4) teacher education and management; and, (5) higher education (see Chapter 2 of this report);

(ii) education sector performance data across all States and Regions (see Chapter 3 of this report);

(iii) findings from 11 Department Annual Budget and Outputs Evaluation Reports (see Chapter 4 of this report); and,

(iv) priority areas for investment in the next financial year, which for this report is the 2018-19 financial year starting October 1<sup>st</sup> (see Chapter 5 of this report).

Diagram 1.2 : Phases of the Annual Performance Review Process



## 1.3 Phases of the Annual Performance Review Process

The three main phases of the Annual Performance Review Process are shown in Diagram 1.2.

## 1.4 Overall NESP Implementation Performance Assessment

Based on the evidences and detailed analysis of the annual budget and outputs of the departments, a comprehensive performance assessment was carried out in FY 2017-18 to ensure the implementation of the NESP (See Table 1). The Ministry of Education has implemented 60 out of 99 programmes, (which is 80% of the budget) in the FY 2016-2017, and the budget expenditure reached 96% of the total budget.

Table 1: Overall Performance Assessment Categories for NESP implementation

Overall Perf. Categories	Performance Category	Performance Category Description
Performance Category 1	Excellent overall performance	Programmes and Programme Components of the NESP are very well implemented.  Definition: More than 70% of 99 NESP programmes have been implemented (excluding the programmes implemented in previous years) and more than 95% of the budget expenditure has been spent (% of the provisional actual budget is more than the revised estimated budget).
Performance Category 2	Very Good overall performance	Programmes and Programme Components of the NESP are quite well implemented.  Definition: More than 60% of 99 NESP programmes have been implemented and more than 85% of the budget expenditure has been spent.
Performance Category 3	Good overall performance	Programmes and Programme Components of the NESP are well implemented.  Definition: More than 50% of 99 NESP programmes have been implemented and more than 80% of the budget expenditure has been spent.
Performance Category 4	Poor overall performance	Programmes and Programme Components of the NESP are not well implemented.  Definition: More than 40% of 99 NESP programmes have been implemented and more than 75% of the budget expenditure has been spent.
Performance Category 5	Very Poor overall performance	Programmes and Programme Components of the NESP are badly implemented.  Definition: Less than 40% of 99 NESP programmes have been implemented and less than 75% of the expenditure has been spent.







## Chapter 2



# National Education Sector Performance







## Chapter 2

# National Education Sector Performance

## 2.1 Introduction

This chapter presents the data taken from Department of Basic Education, Department of Higher Education, department of Technical and Vocational Education and training and Department of Alternative Education. These data have been reviewed according to the findings from national level surveys undertaken by the Government of the Republic of the Union of Myanmar such as the Myanmar Census 2014 and Myanmar Living Conditions Survey 2017. In addition, the findings of the studies like “Study of out-of-school children” undertaken by other departments and Department of Educational Research, Planning and Training are also reviewed.



## 2.2 Basic Education

Figure (2.2.1) Gross Enrollment Rate - AY 2007-08 to 2017-18

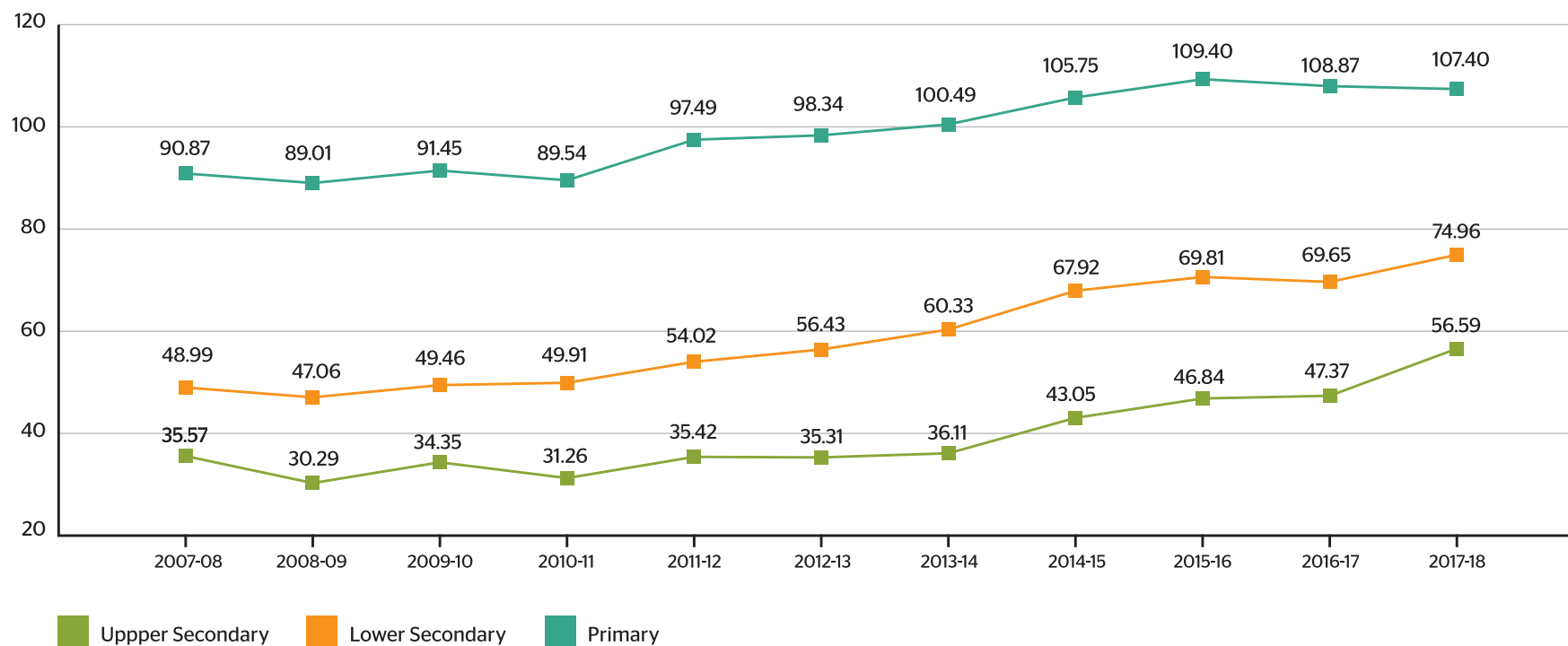


Figure 2.2.1 shows that Gross Enrollment Rate of lower secondary level and upper secondary level increased in AY 2017-18. The GER for lower secondary increased by 7.6% and the GER for upper secondary increased by 19.5%. The GER for primary decreased by 1.4%.

Figure (2.2.2) Net Enrollment Rate - AY 2007-08 to 2017-18

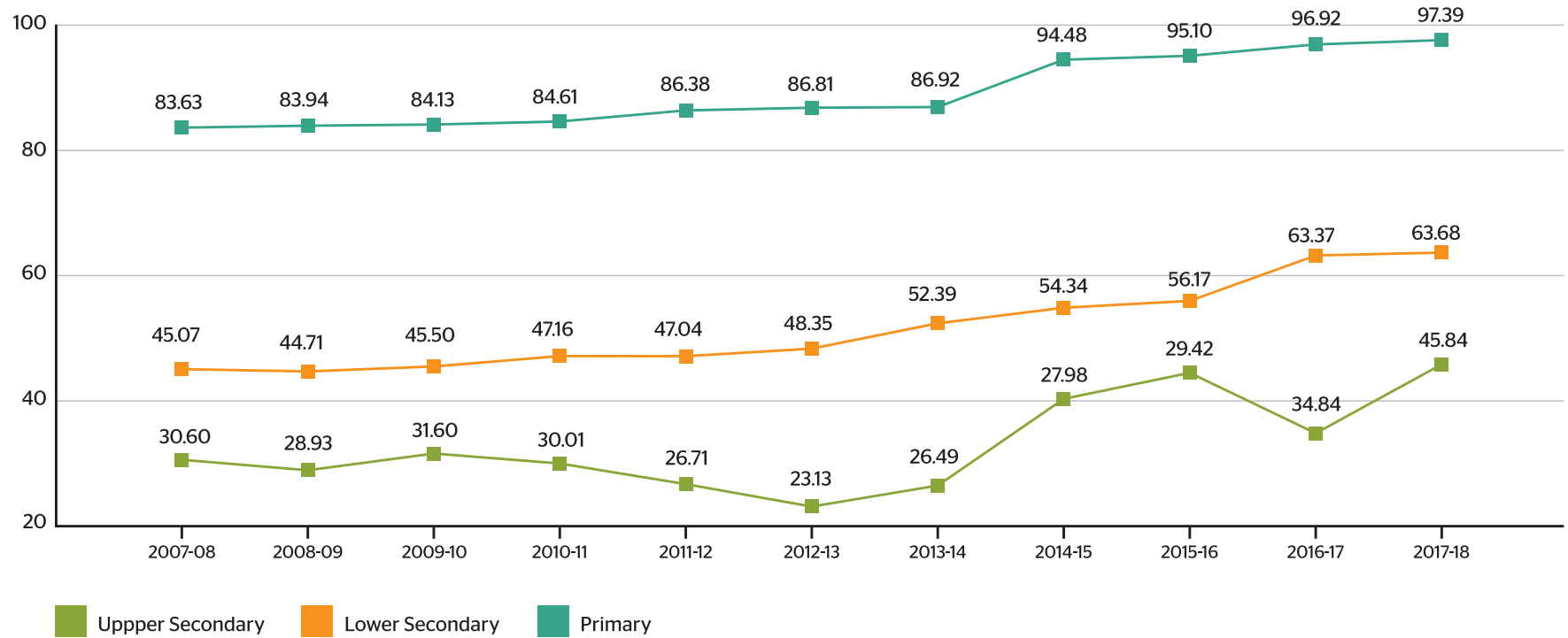


Figure 2.2.2 shows that the net enrollment rate increased in AY 2017-18 at the basic education levels: by 0.48% at the primary school level; 0.5% at the middle school level; 31.6% at the high school level.



Figure (2.2.3) Teacher-Student Ratio - AY 2007-08 to 2017-18

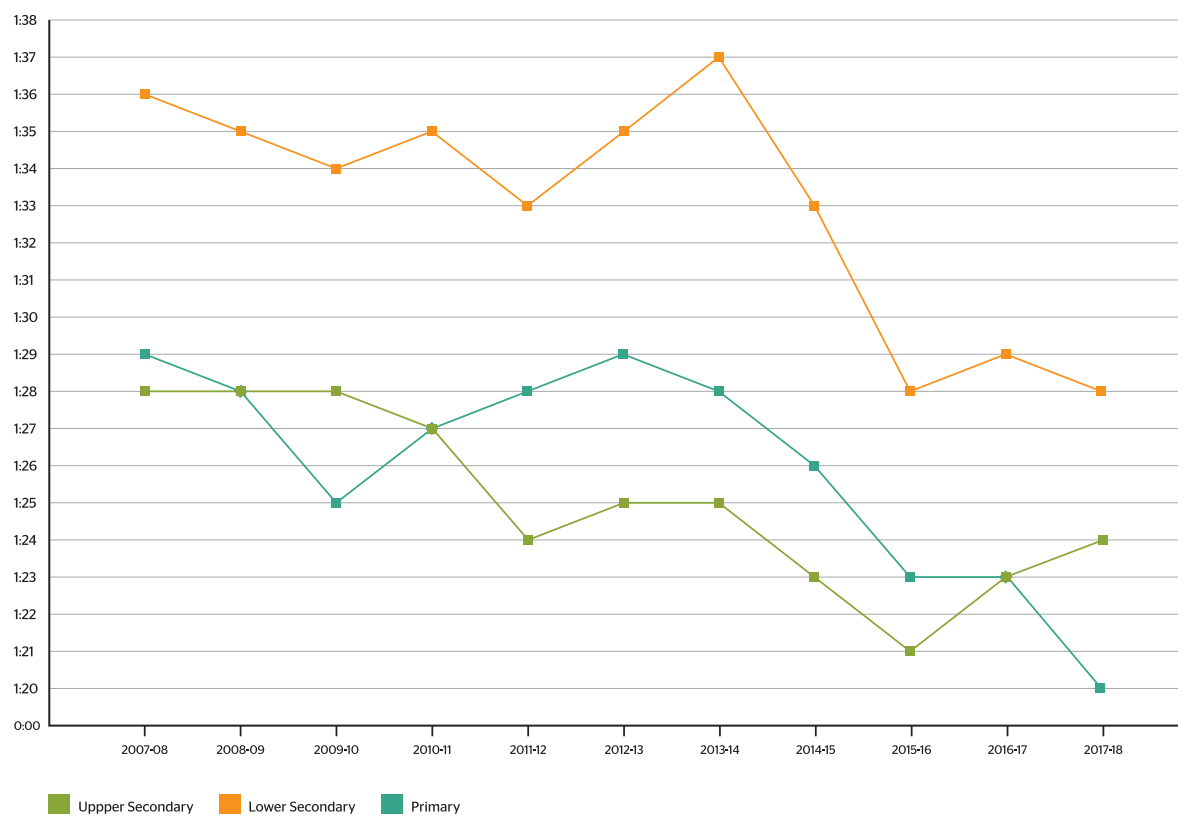


Figure 2.2.3 expresses that the teacher-student ratio at the primary school level was 1:23 in AY 2016-17 but it was reduced to 1:20 in AY 2017-18. At the middle school level, it was 1:29 in AY 2016-17, but it was reduced to 1:28 in AY 2017-18. This can affect the effectiveness on teaching. However, the teacher-student ratio at the high school level in 2016-17 was 1:23 in AY 2016-17 and it was increased to 1:24 in AY 2017-18, therefore, it is still necessary to have a better teacher-student ratio.

Figure (2.2.4) Completion Rate - AY 2007-08 to 2017-18

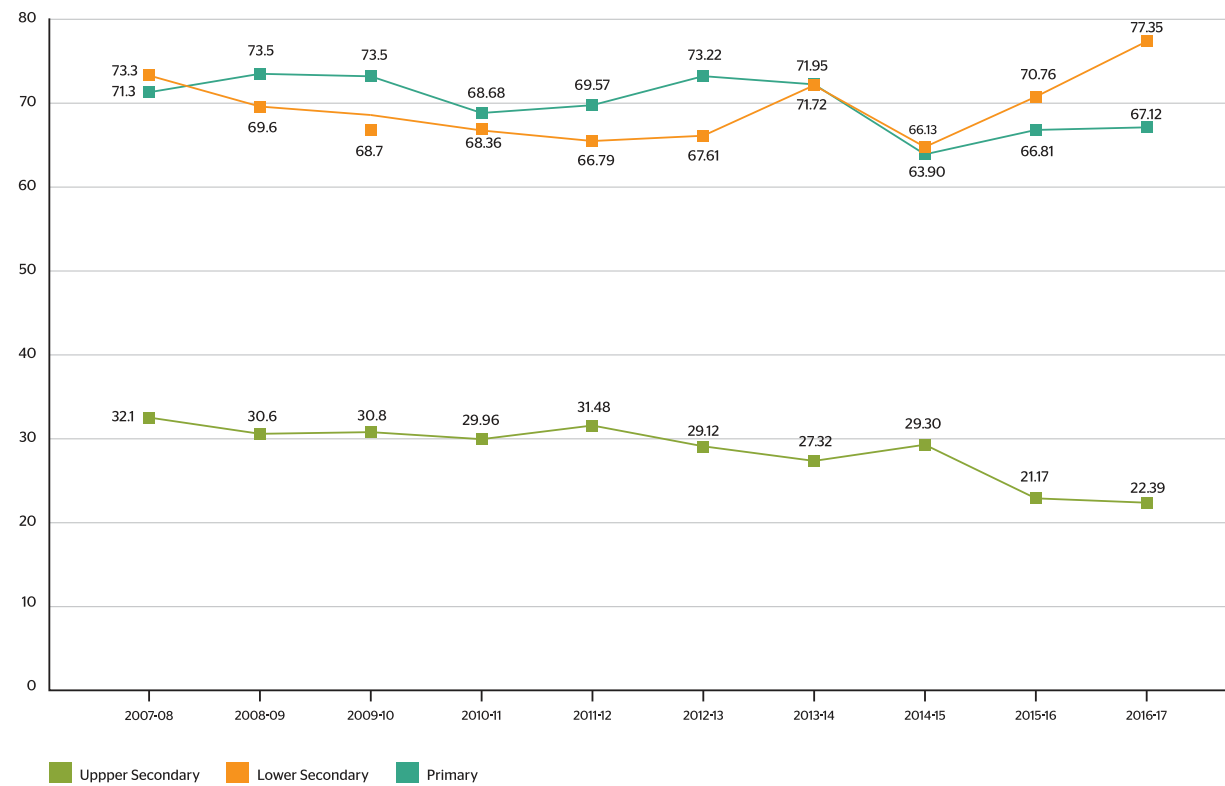


Figure 2.2.4 shows that the completion rate at primary, lower secondary and upper secondary level increased more in AY 2016-17 than in AY 2015-16.

Figure (2.2.5) Appointment of new teachers - AY 2015-16 to 2017-18

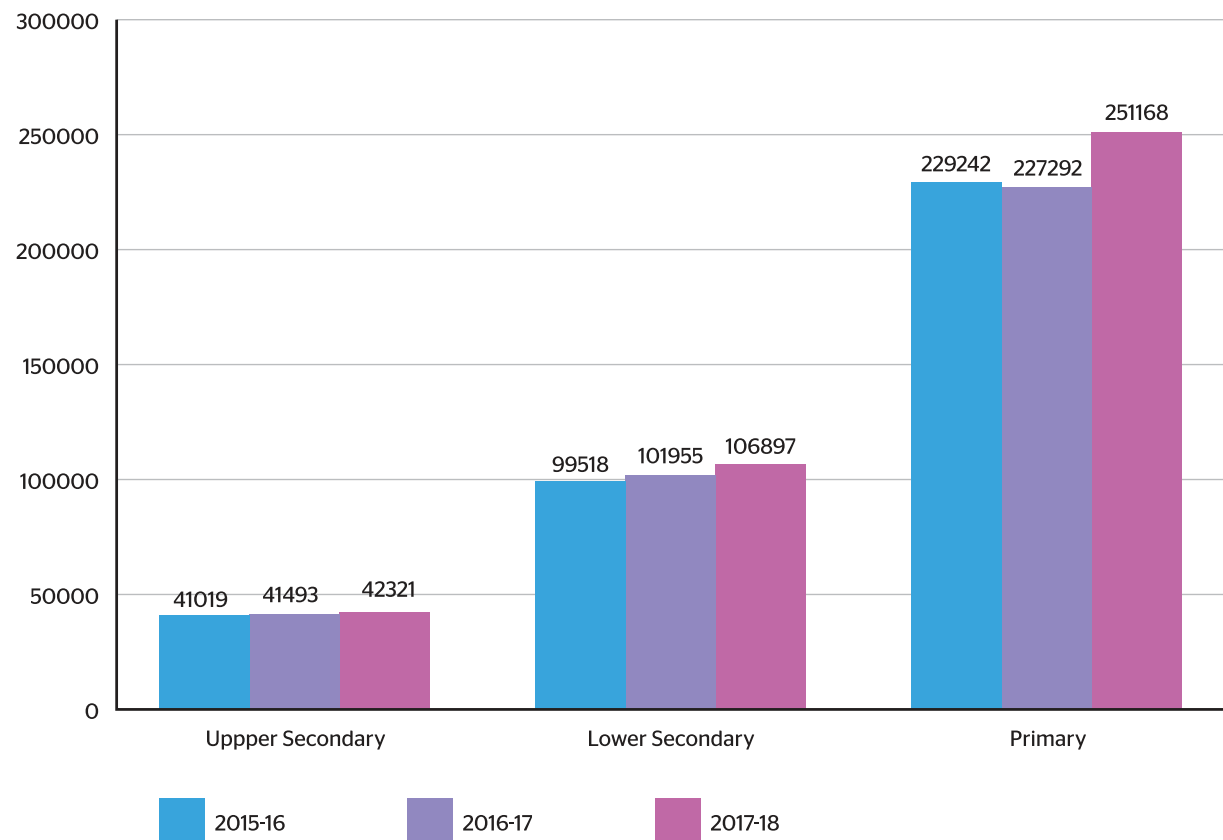


Figure 2.2.5 shows that the number of primary school teachers appointed in AY 2017-18 increased by 10.5% compared to AY 2016-17; lower secondary teachers by 4.9% and upper secondary teachers by 2%.



Figure (2.2.6) Student enrollment - AY 2013-14 to 2017-18

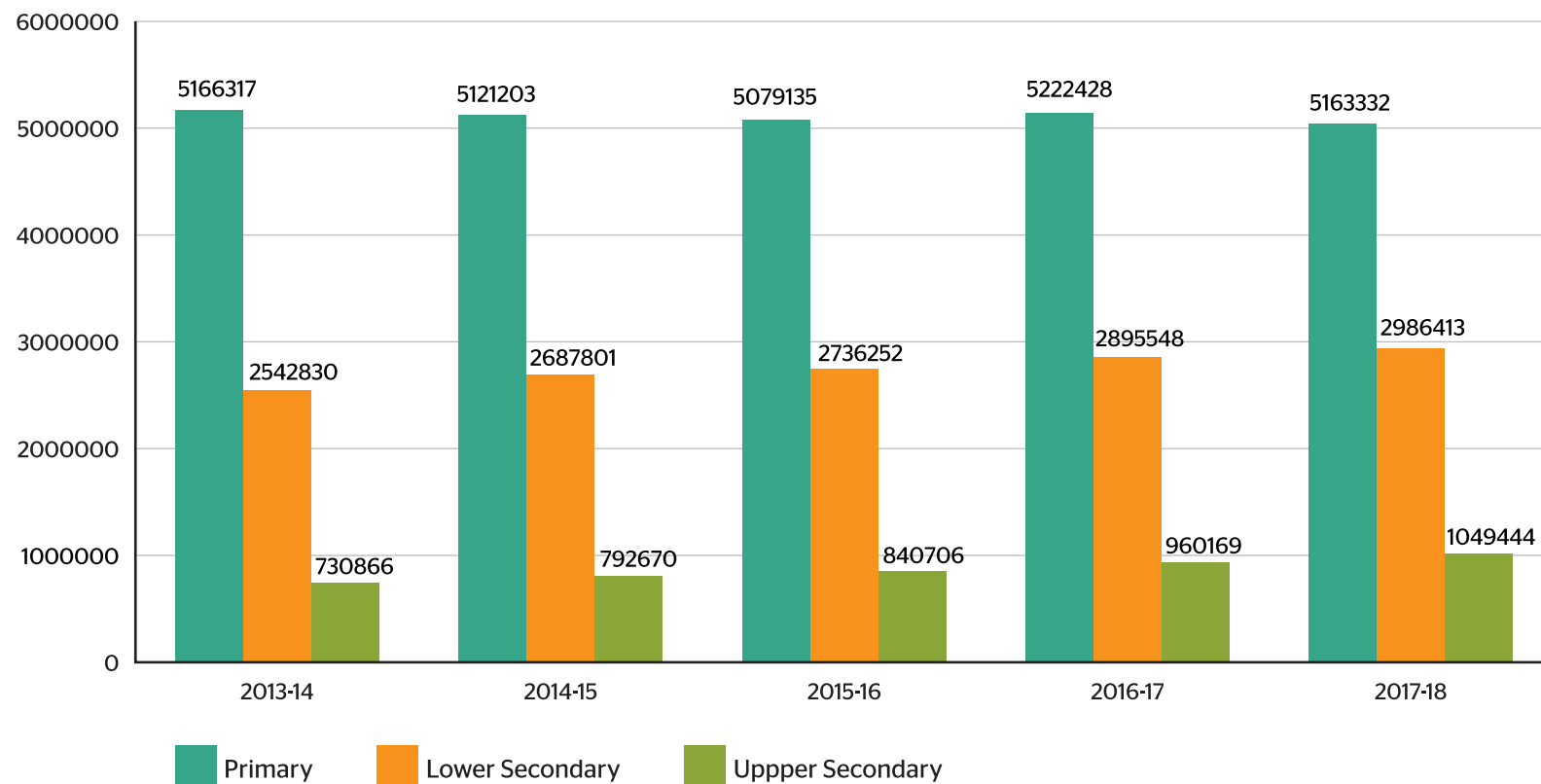


Figure 2.2.6 indicates the decrease of 1.1% in the number of primary students in AY 2017-18. It also shows that the number of lower secondary students increased by 3.11%; upper secondary students by 9.3%.



Figure (2.2.7) Total number of schools and teachers (AY 2014 to AY 2018)

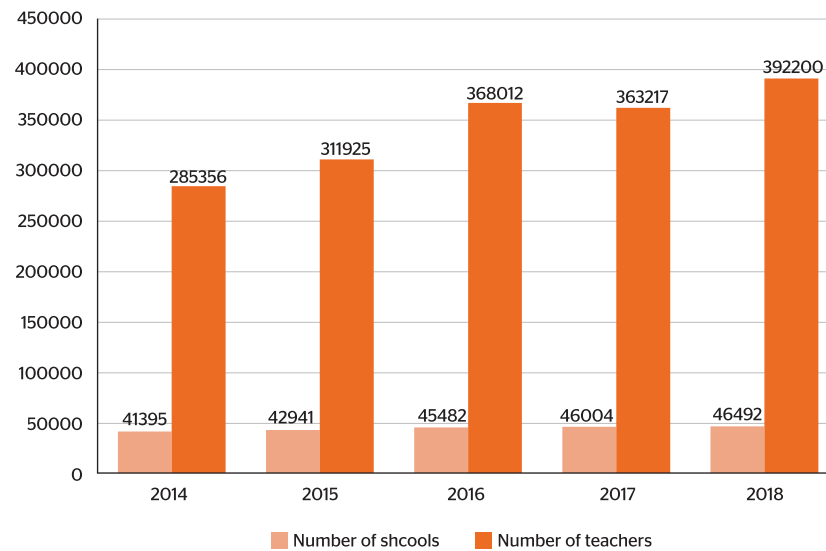


Figure 2.2.7 indicates that the number of teachers increased by 8% and the number of schools by 1.1% in AY 2017-18.

Figure (2.2.8) Total number of students (AY 2014 to AY 2018)

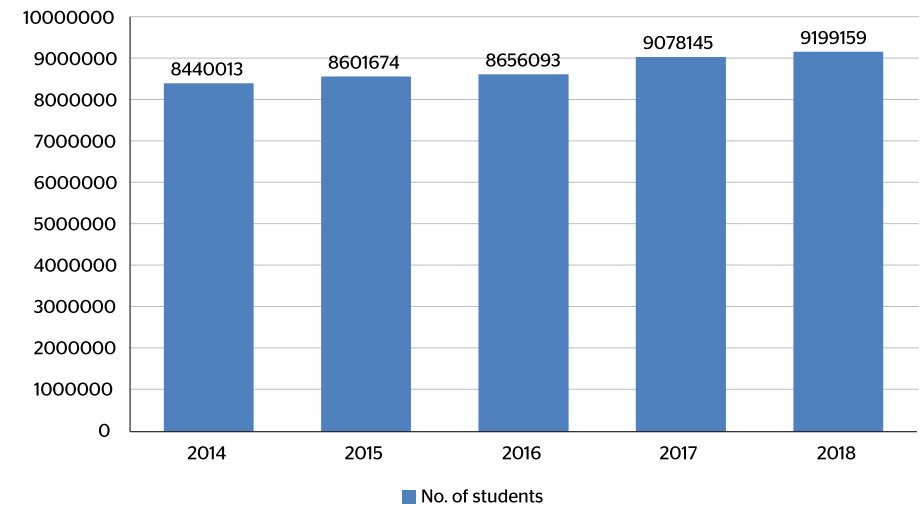


Figure 2.2.8 shows that the number of students increased by 1.3% in AY 2017-18.



Figure (2.2.9) Total number of students who sat and passed the Primary Completion Exam - AY 2015-16 to 2017-18

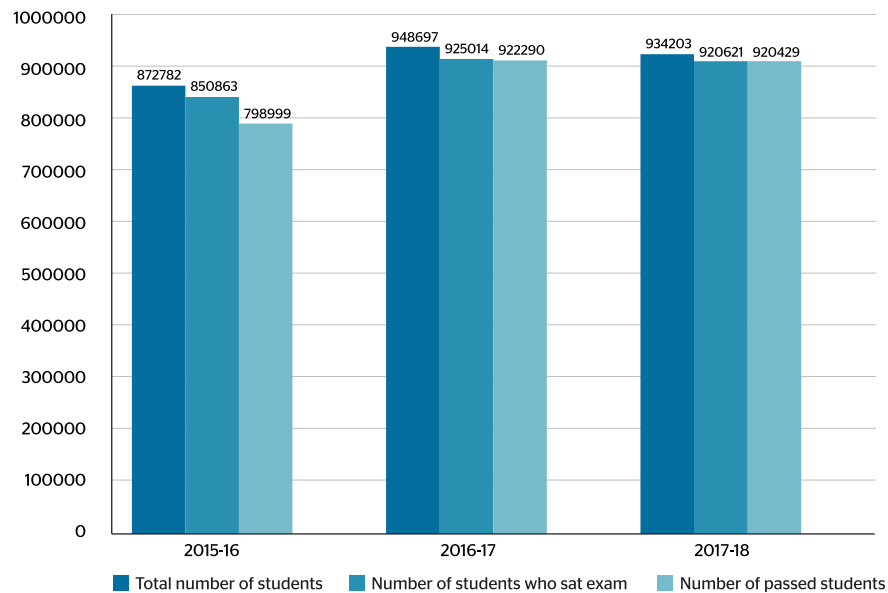


Figure 2.2.9 shows the increase in the pass rate of primary school level in AY 2017-18 compared to AY 2016-17. It was found that the pass rate in 2016-17 AY was 99.7% and in AY 2017-18, 99.98%.

Figure (2.2.10) Total number of students who sat and passed the Lower Secondary Completion Exam - AY 2015-16 to 2017-18

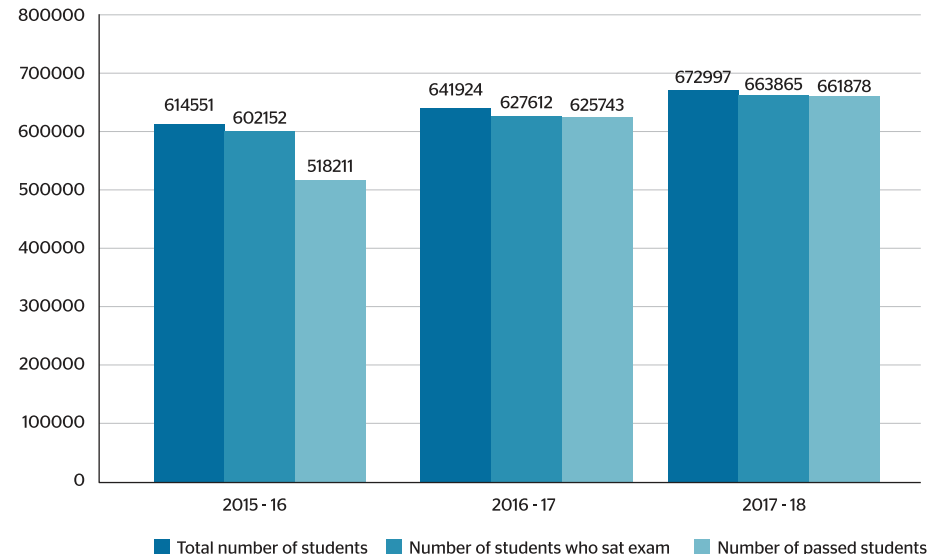


Figure 2.2.10 shows that the pass rate in AY 2016-17 and that in AY 2017-18 were the same, i.e., 99.7%.

Figure (2.2.11) New Basic Education Curriculum Implementation Schedule

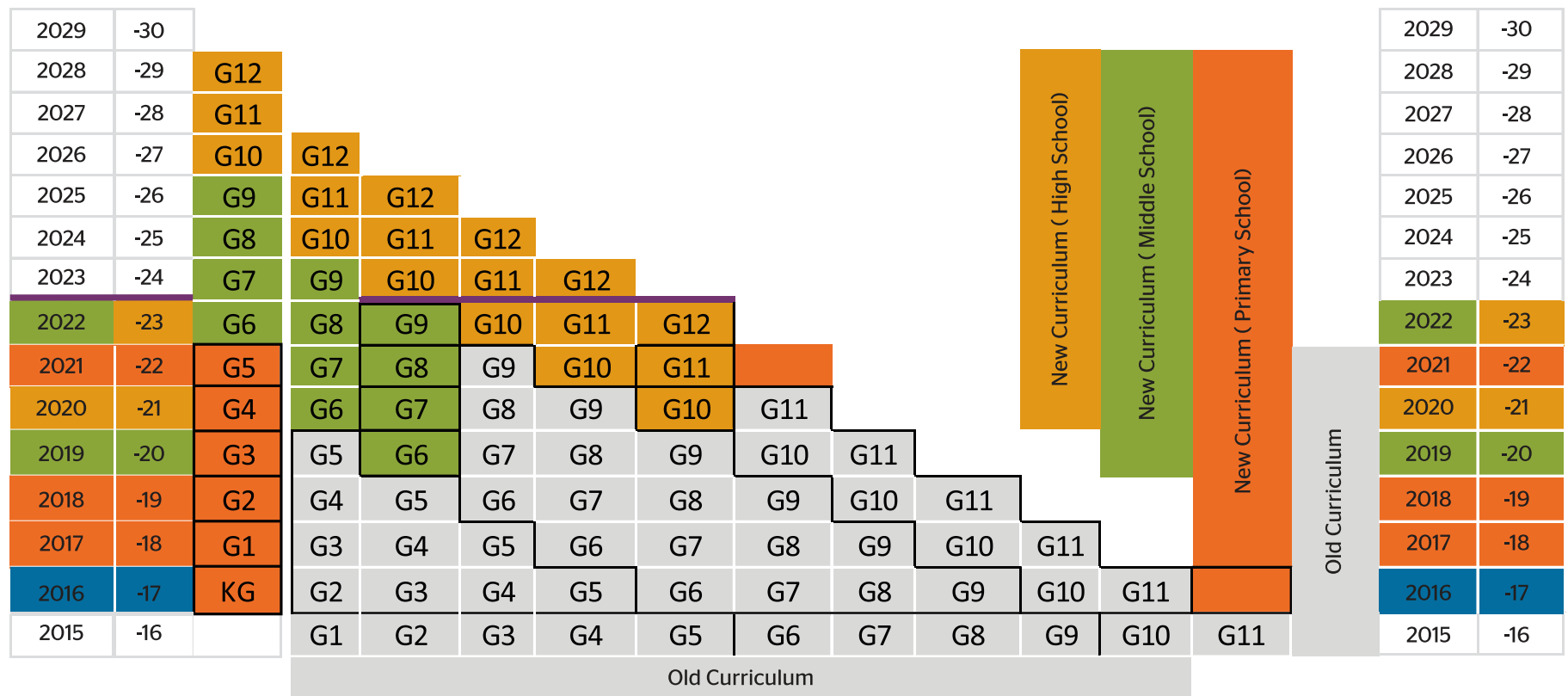






Figure (2.2.12) Number of students who were on the list, those who sat the primary (Grade 5) completion examination and those who passed the examination

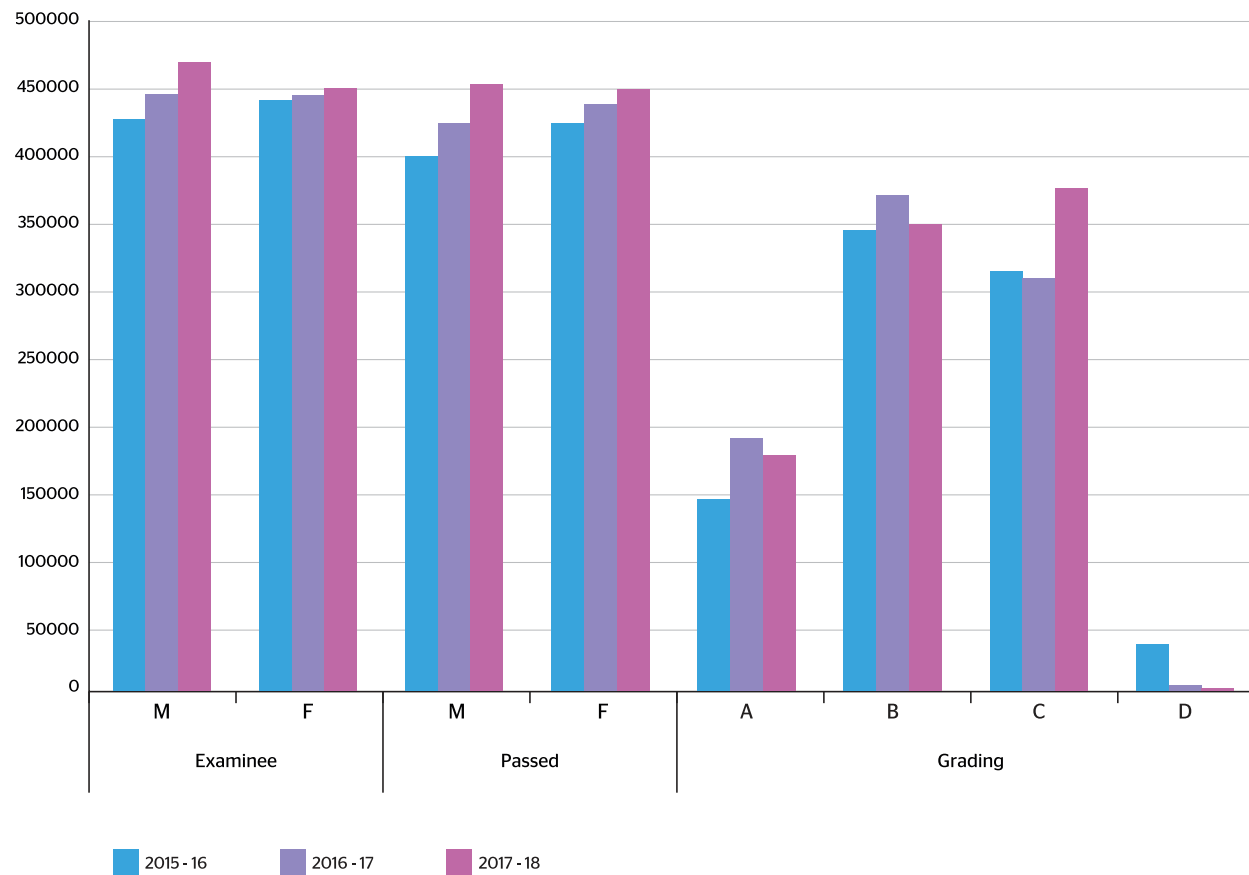


Figure (2.2.13) Number of students who were on the list, those who sat the lower secondary (Grade 9) completion examination and those who passed the examination

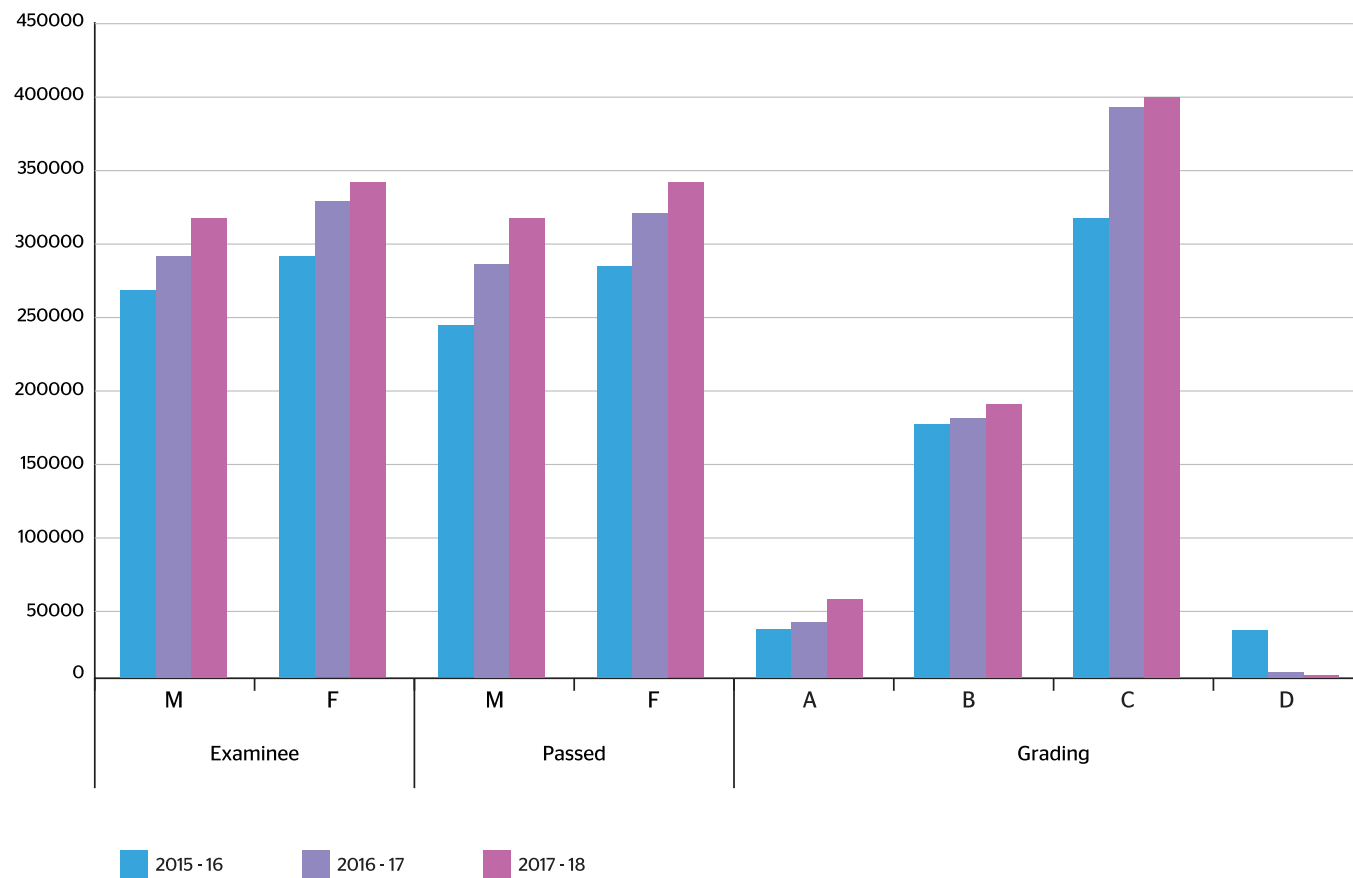


Figure (2.2.14) Number of students who sat the matriculation examination and those who passed the examination

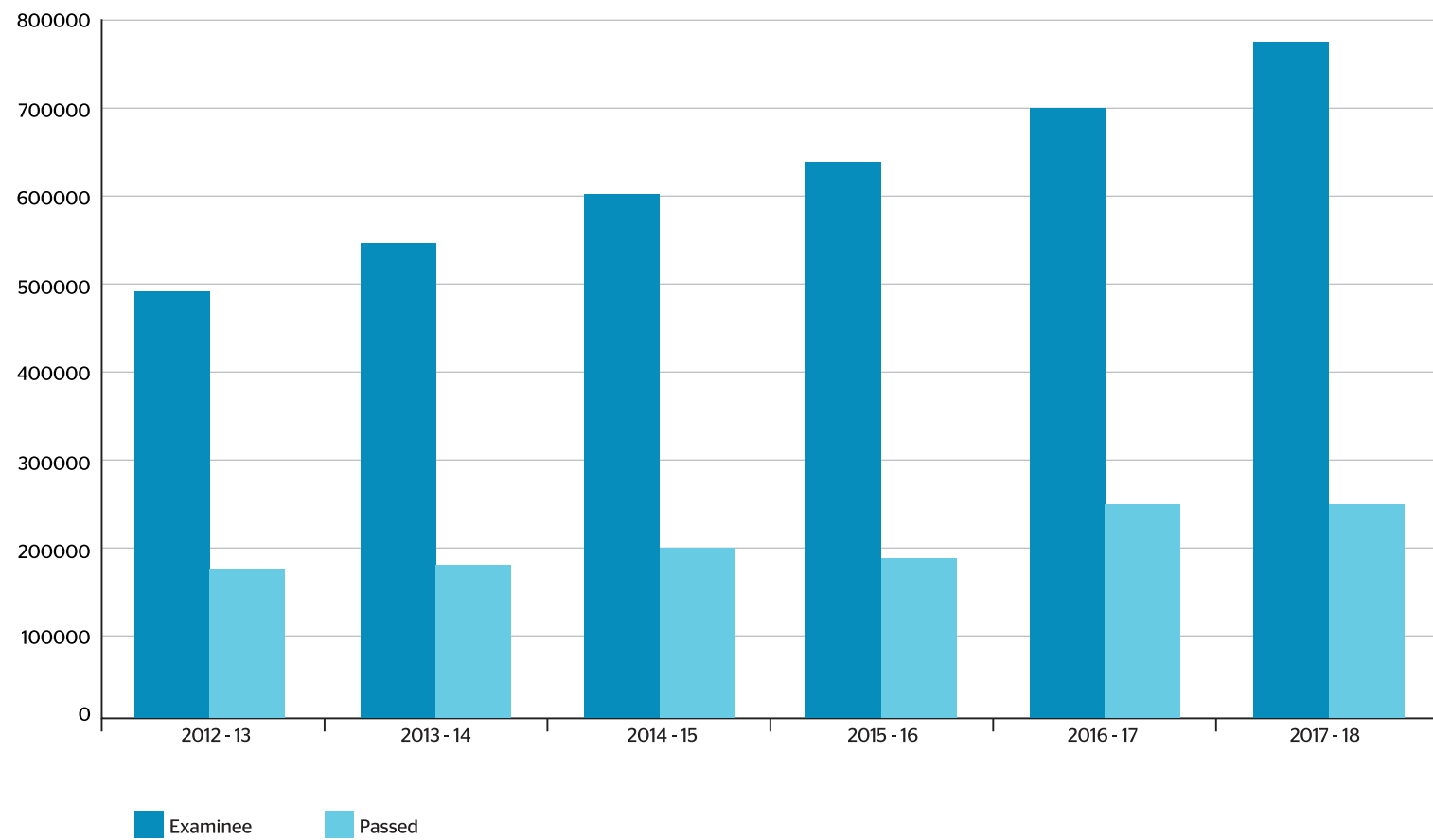
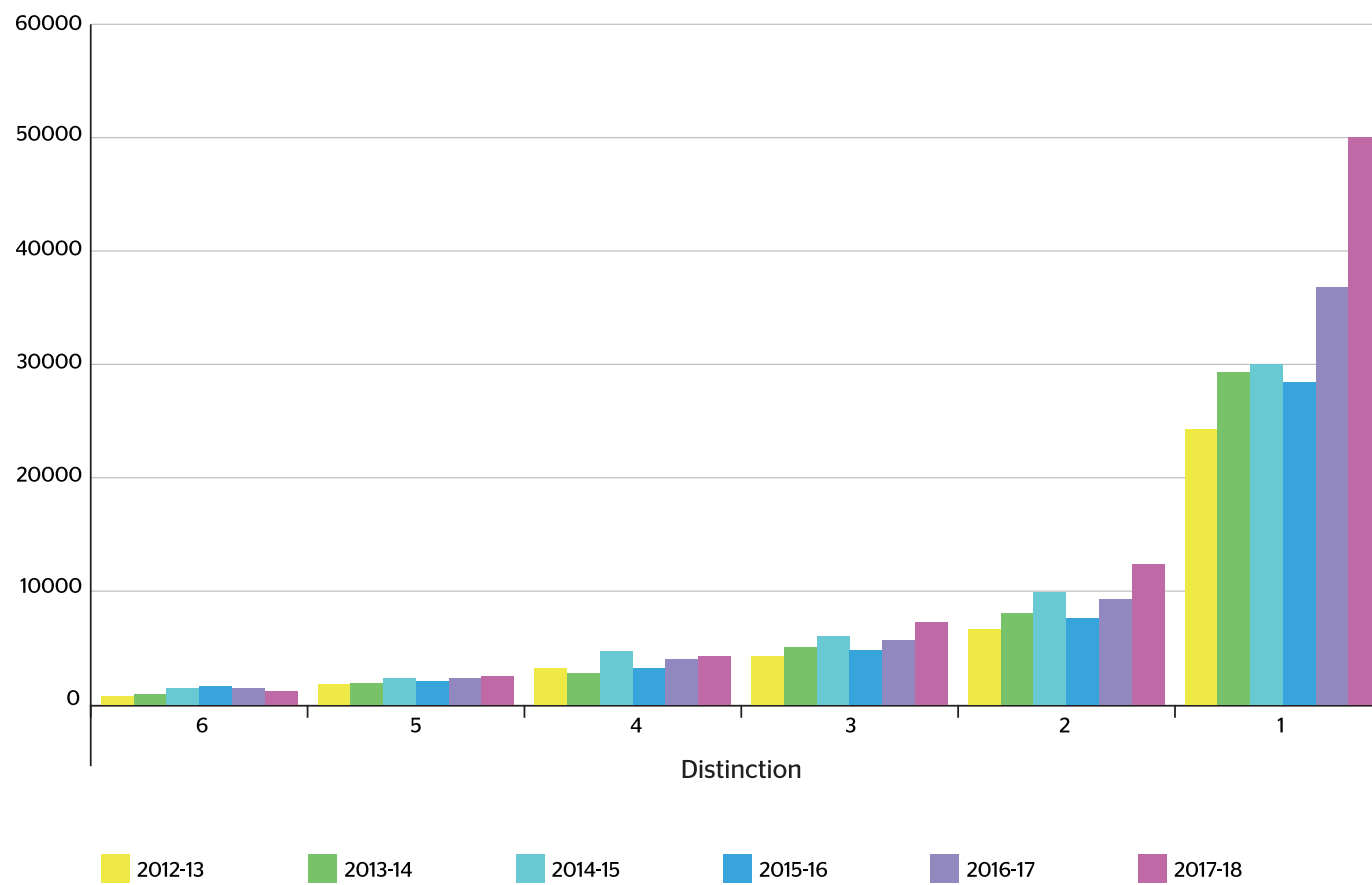




Figure (2.2.15) Number of students who passed the matriculation examination with distinctions











## 2.3 Alternative Education

Figure (2.3.1)(a) Literacy rates in the population aged 15 and above, by gender and age cohort

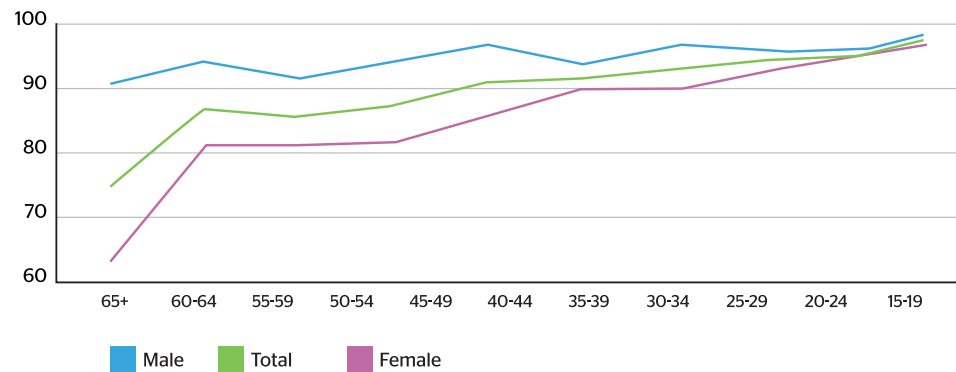
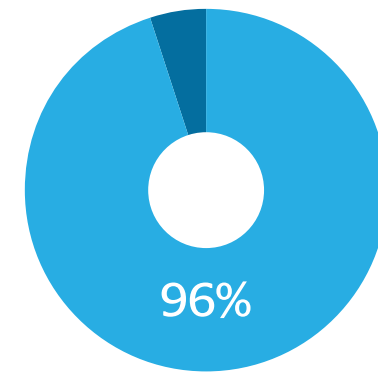
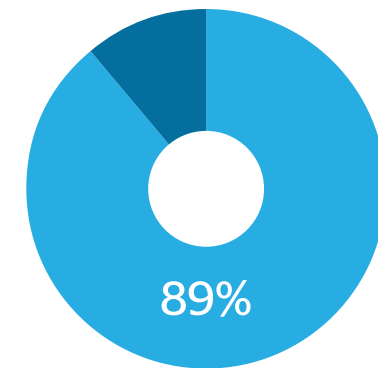
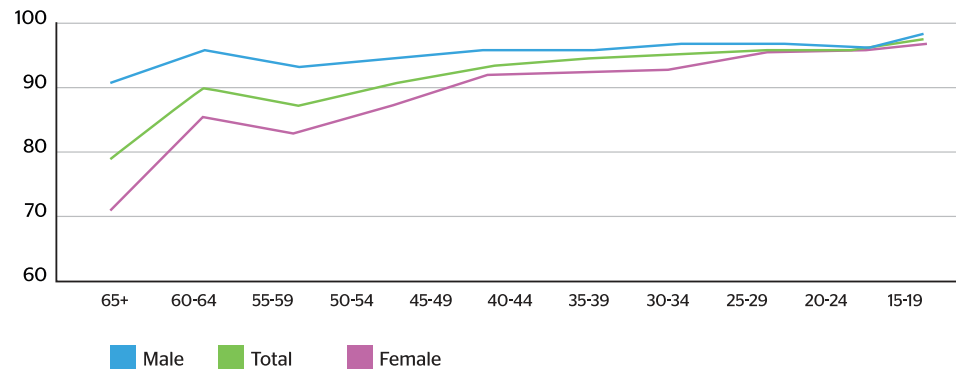


Figure (2.3.2) SDG Indicator 4.6.2- Youth/ adult literacy rates



Youth (15-24)

Figure (2.3.1)(b) Numeracy rates in the population aged 15 and above, by gender and age cohort



Adult (15+)



Alternative Education



## 2.4 Technical and Vocational Education and Training

Figure (2.4.1) Total number of students in TVET institutions from 2015-16 to 2017-18

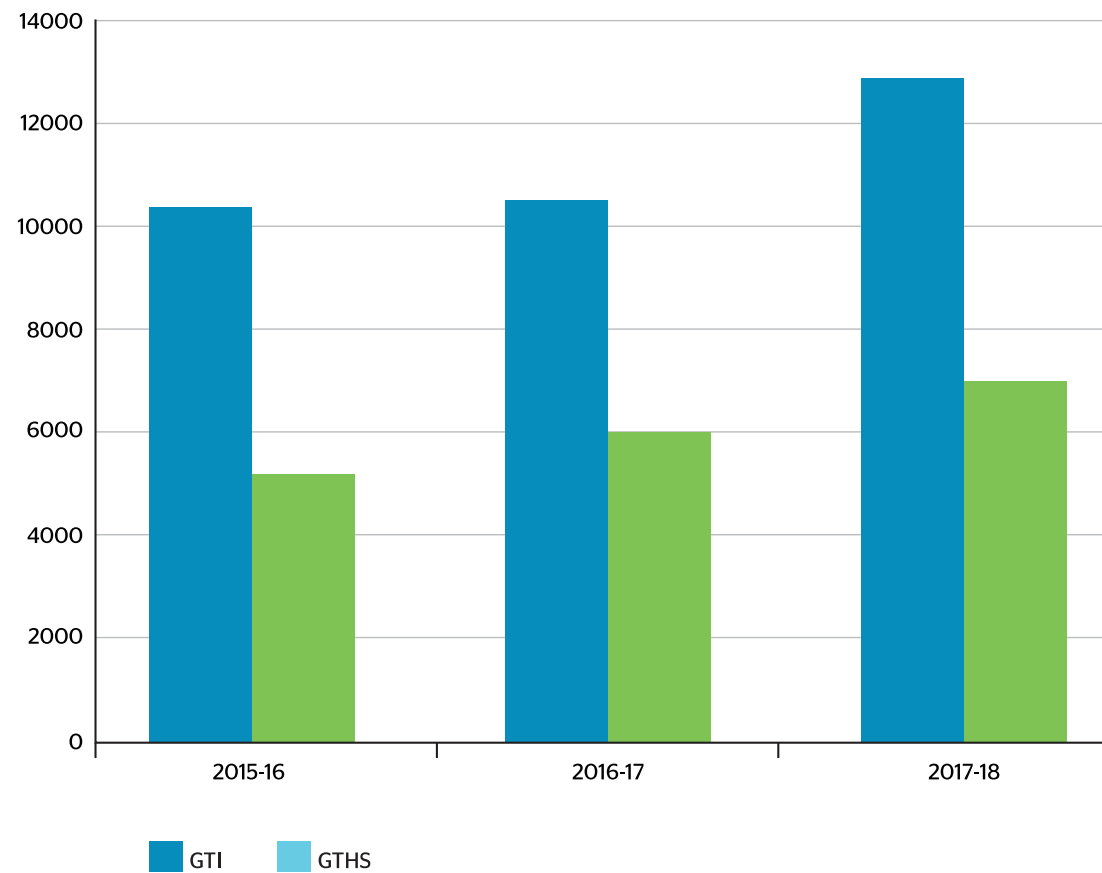




Figure (2.4.2) Number of students enrolled in short courses by institution from 2015-16 to 2017-18

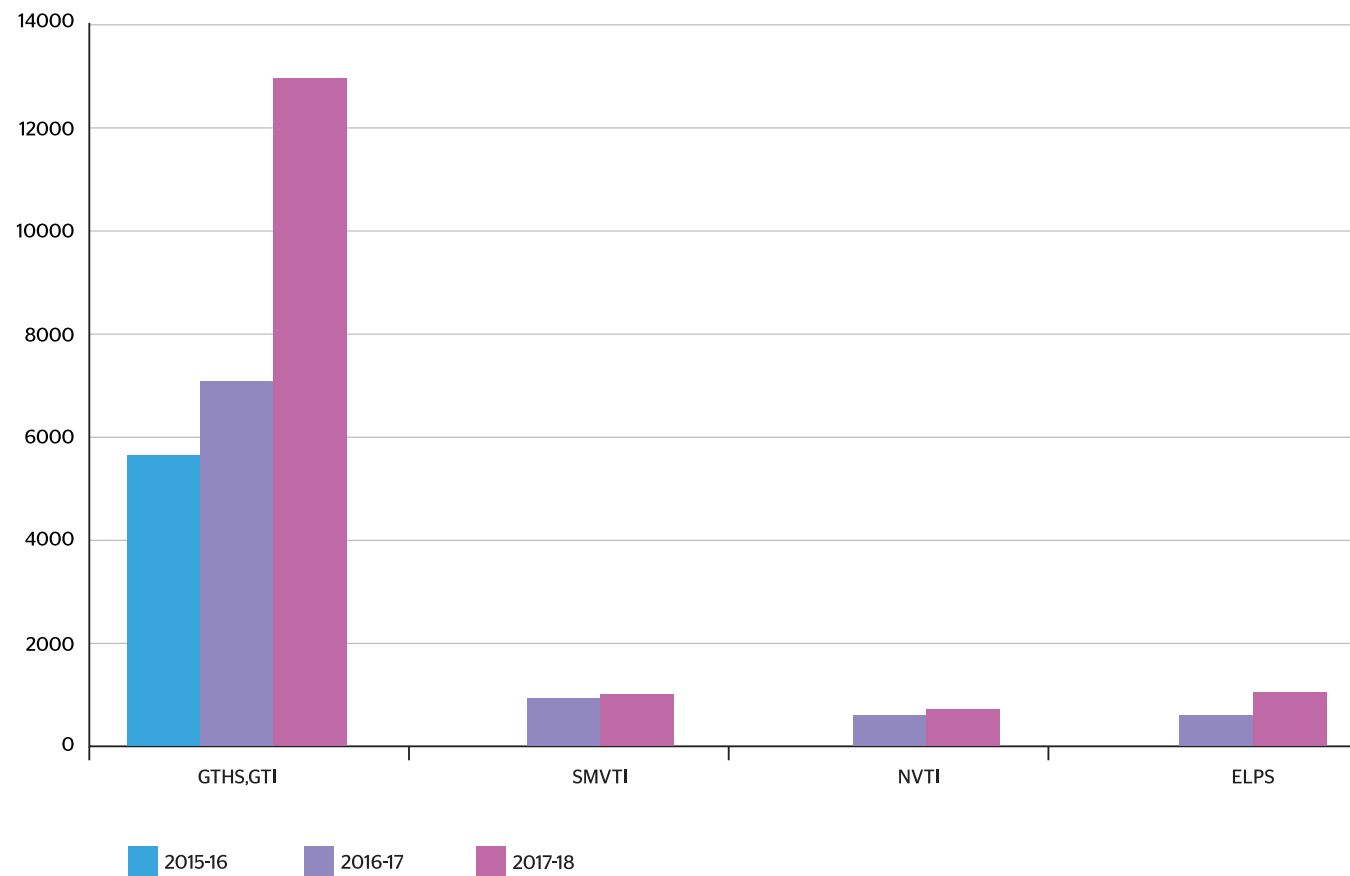








Figure (2.4.3) Number of TVET schools FY 2015-16 to 2017-18

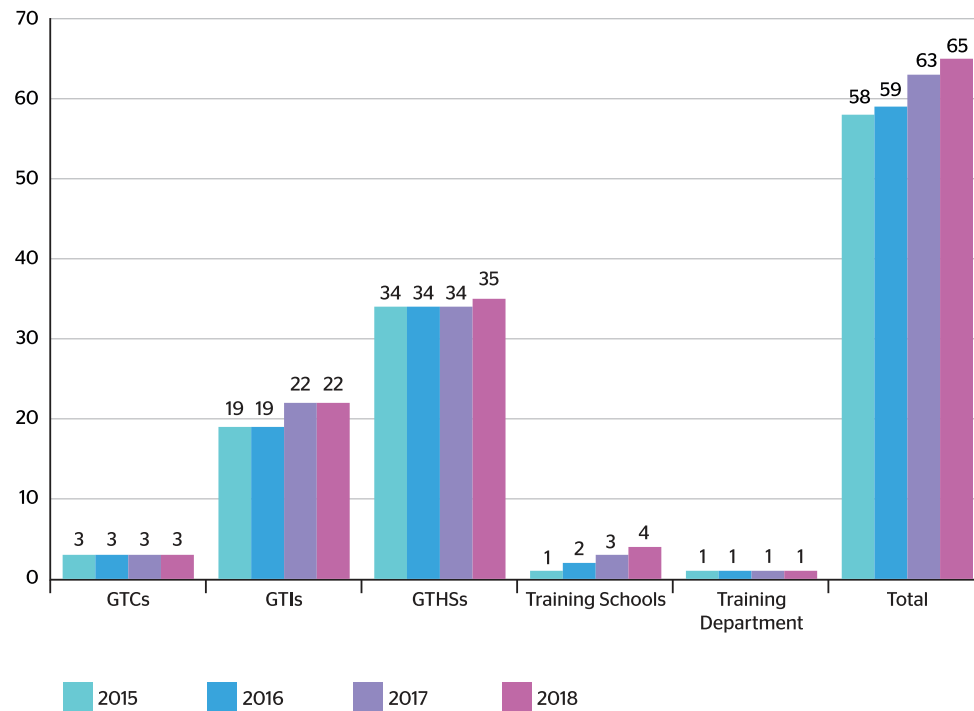


Figure 2.4.3 shows that 1 technological high school and 1 training school are newly opened in 2018.

Figure (2.4.4) Number of Students Enrolled in short courses- AY 2015-16 to 2017-18

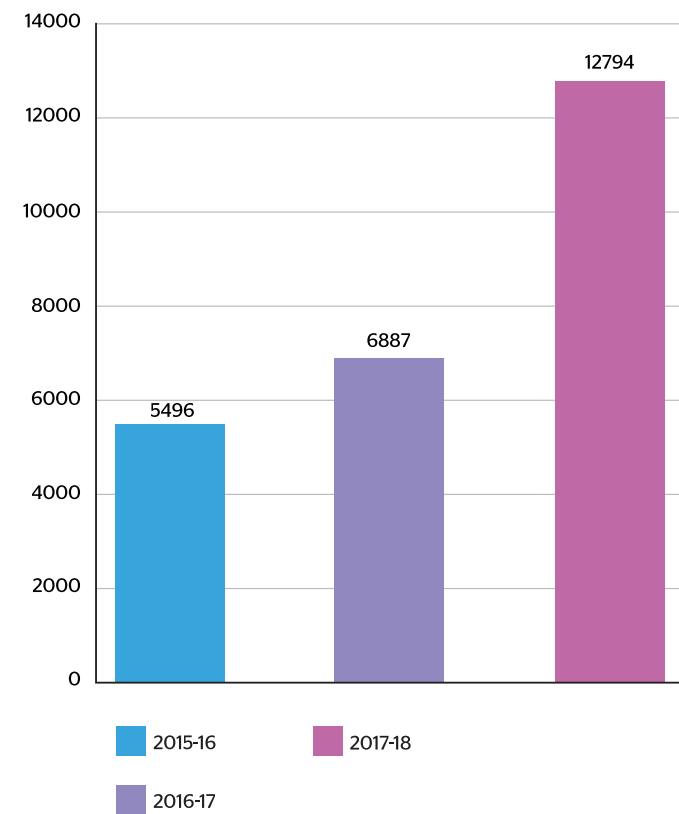


Figure 2.4.4 shows that the number of students who attended short courses in AY 2017-18 increased by 85.8% compared to AY 2016-17.



Figure (2.4.5) Number of students enrolled in formal training courses - AY 2009-10 to 2017-18

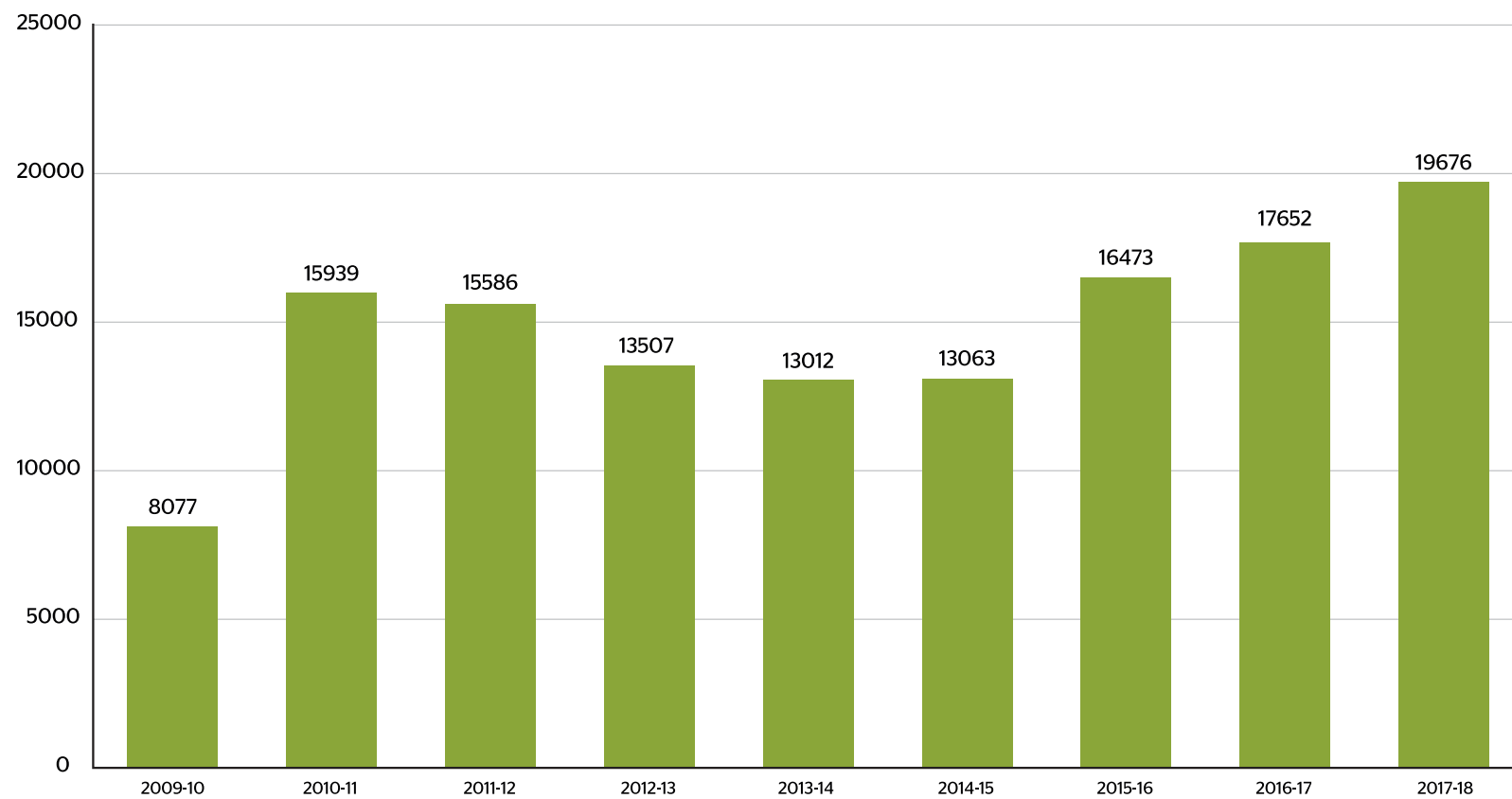


Figure 2.4.5 indicates the increase of 11.5% in the number of students who attended the regular courses in AY 2017-18 compared to AY 2016-2017.

Figure (2.4.6) Construction of buildings for TVET school - FY 2015-16 to 2017-18

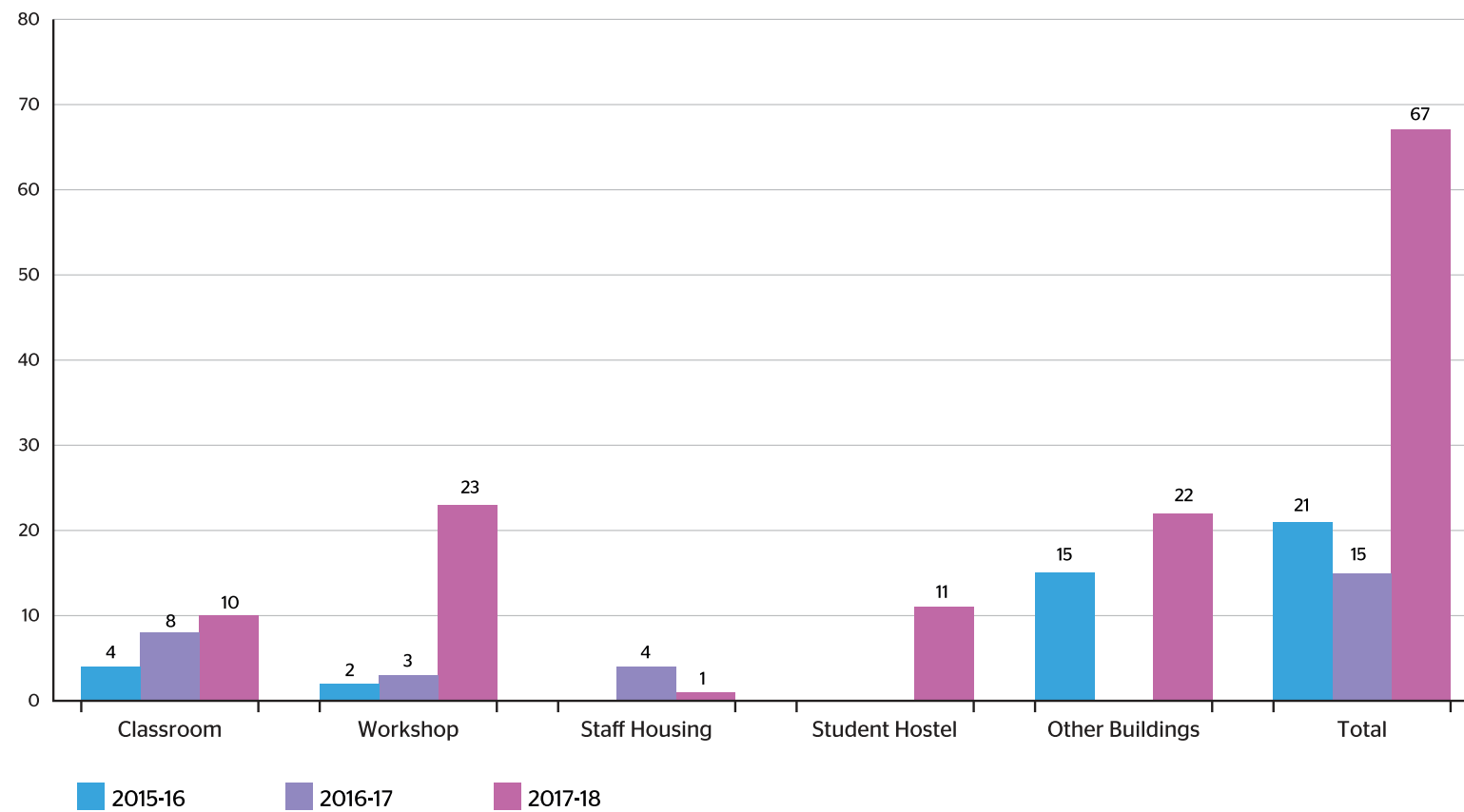


Figure 2.4.6 Indicates that new classrooms, workshops, hostels and other buildings were built in FY 2017-18.

Figure (2.4.7) Number of new teachers recruited following qualifications

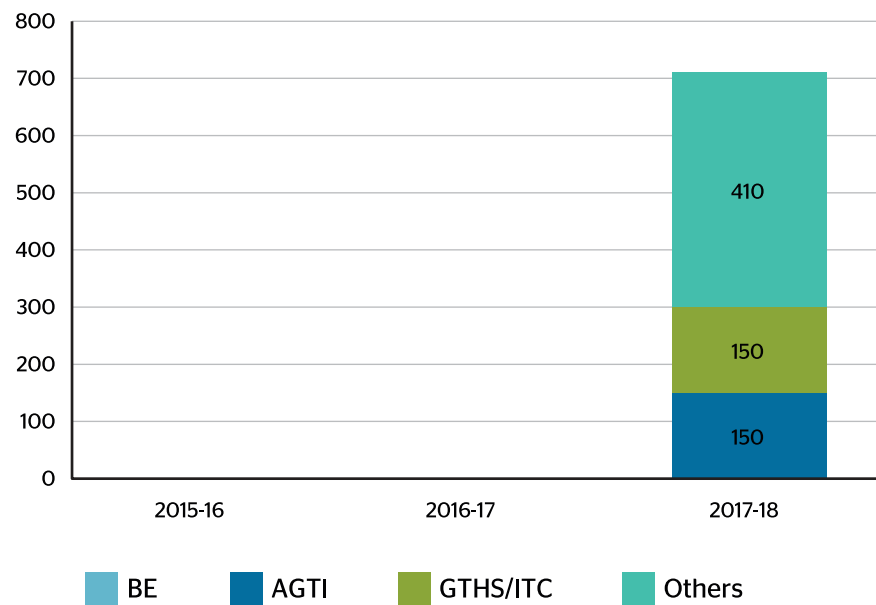
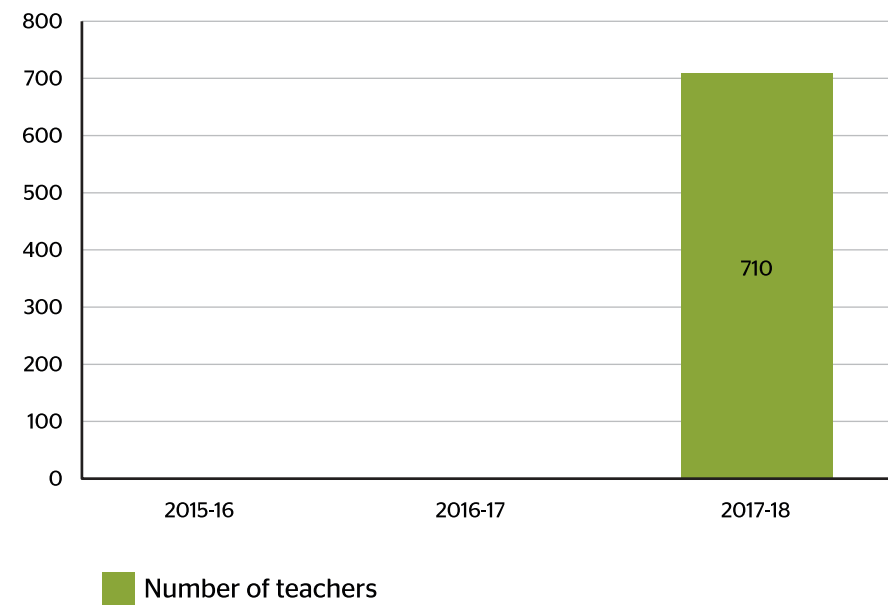


Figure (2.4.8) Total number of new staff hired









## 2.5 Teacher Education and Management

Figure (2.5.1) Total number of students from 25 Education Colleges

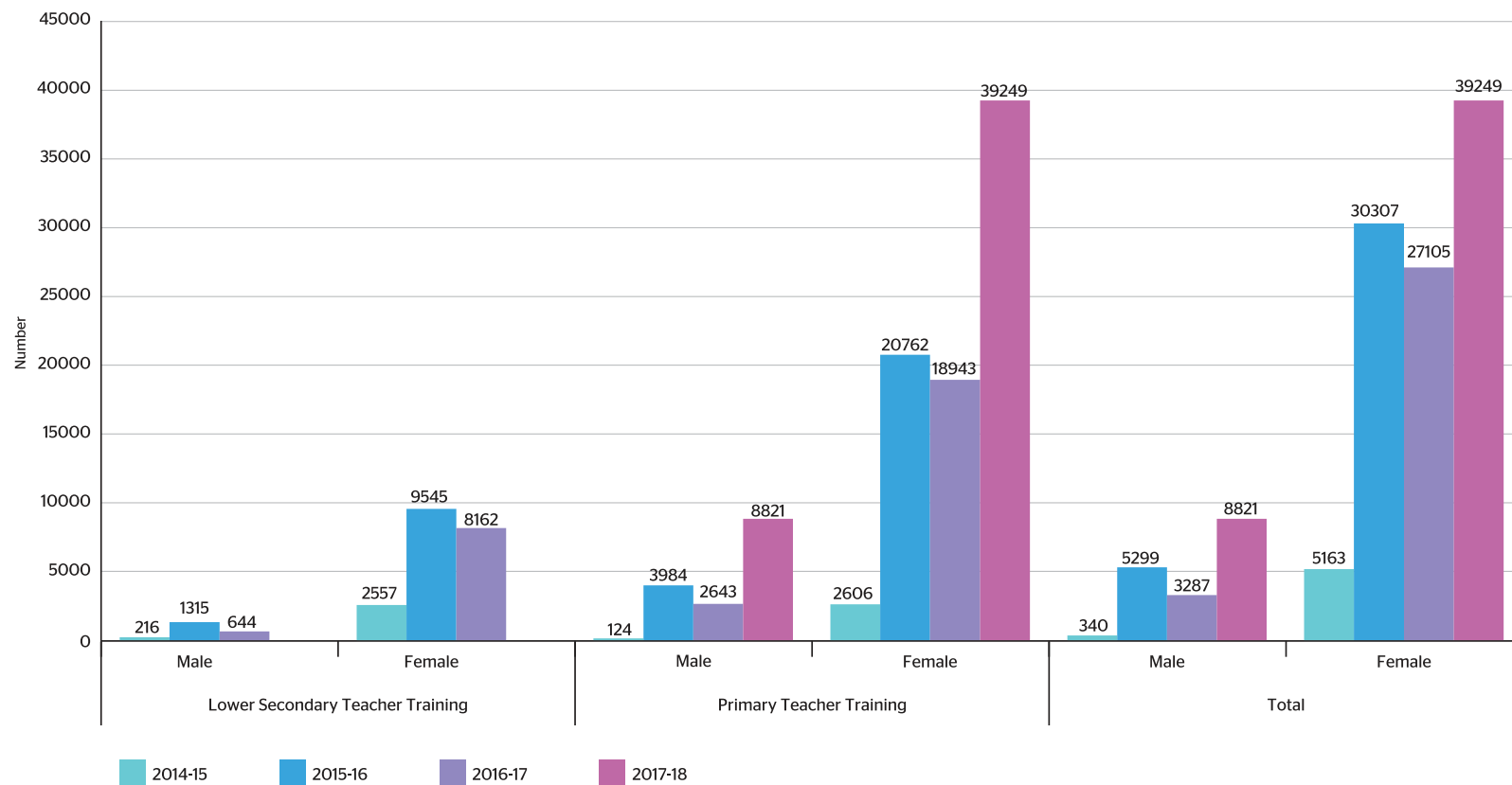


Figure 2.5.1 indicates that the number of teachers who have been awarded lowe secondary and primary teacher certificates increased obviously in AY 2017-18.

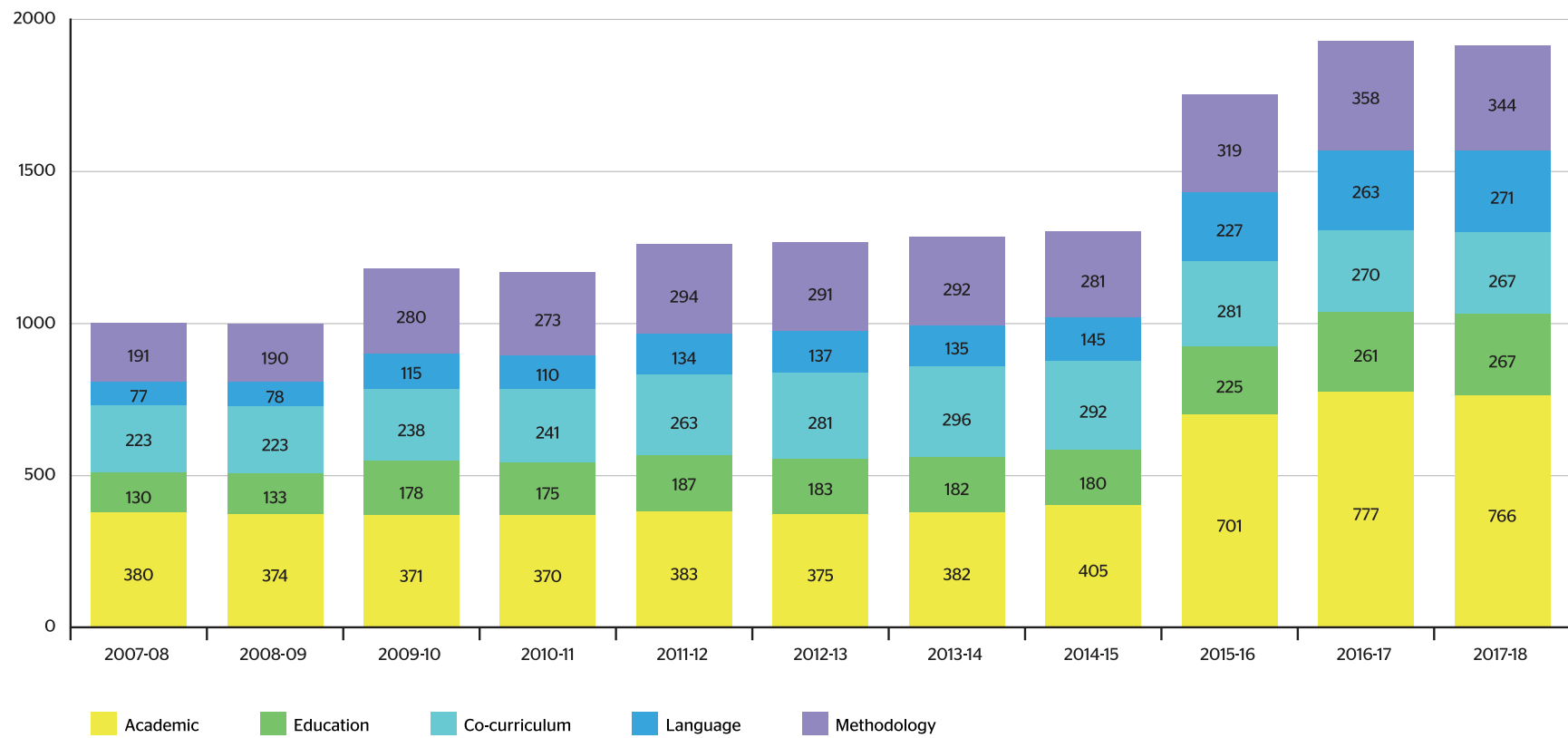
Figure (2.5.2) Total number of teachers who have been awarded PPTT and DTed



Figure 2.5.2 indicates that the increase in the number of teachers who have been awarded DTed compared to the decrease in the number of teachers who have been awarded PPTT.



Figure (2.5.3) Total number of teachers in Education Colleges by subjects





## 2.6 Higher Education

Figure (2.6.1) Total number of faculties for all Universities, Degree Colleges and Colleges

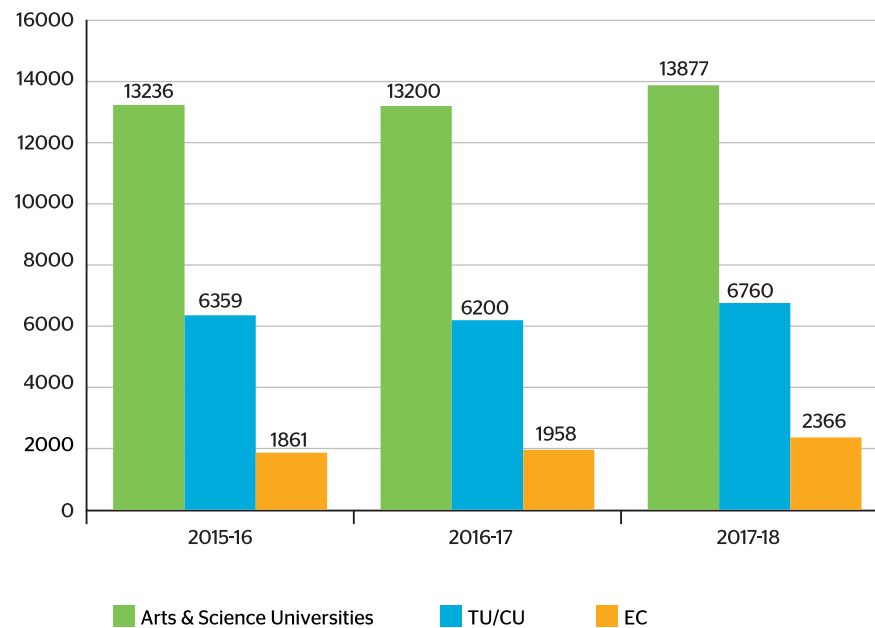


Figure 2.6.1 shows that the number of faculty increased by 7.7% in 2017-18.

Figure (2.6.2) Total number of students enrolled in all Universities, Degree Colleges and Colleges

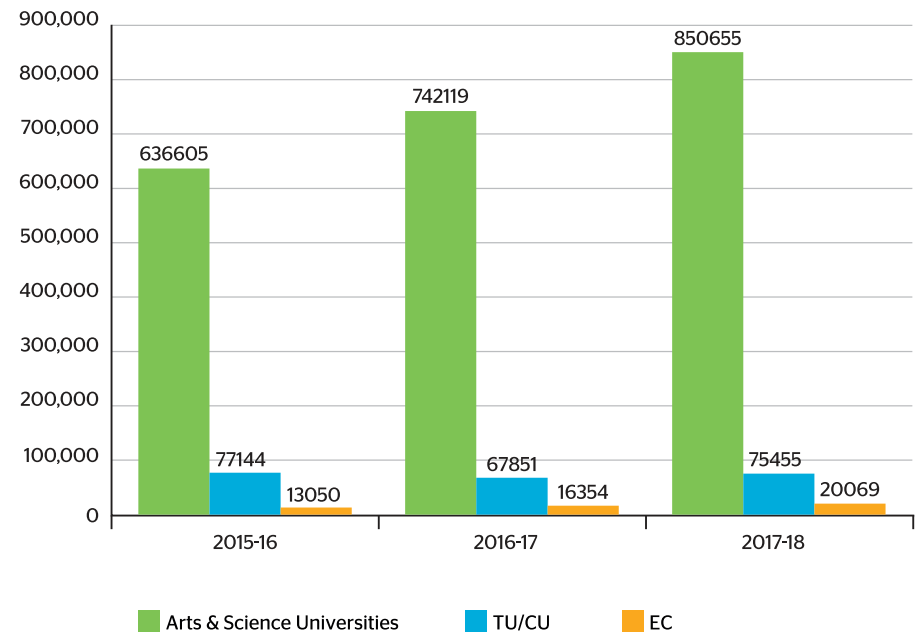


Figure 2.6.2 shows that the number of students increased by 14.5% in 2017-18.



Figure (2.6.3) Total number of research papers

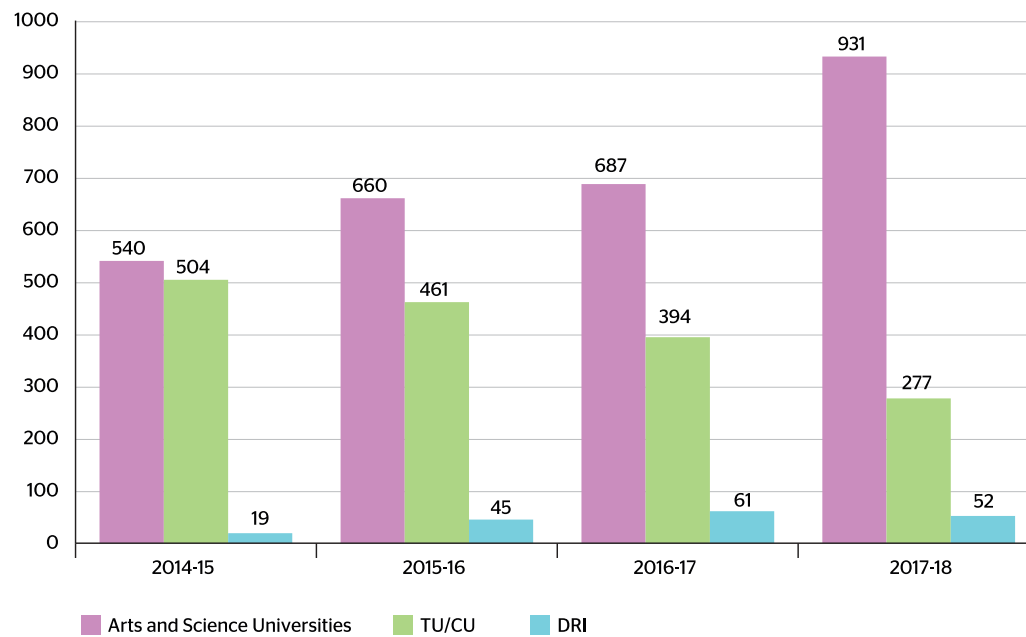


Figure 2.6.3 shows that the number of research papers increased in Arts and Science universities in 2017-18 but it also indicates the decrease in the number of research papers in technological universities, universities of computer studies and Department of research and Innovation.

Figure (2.6.4) Number of MoU and MoA

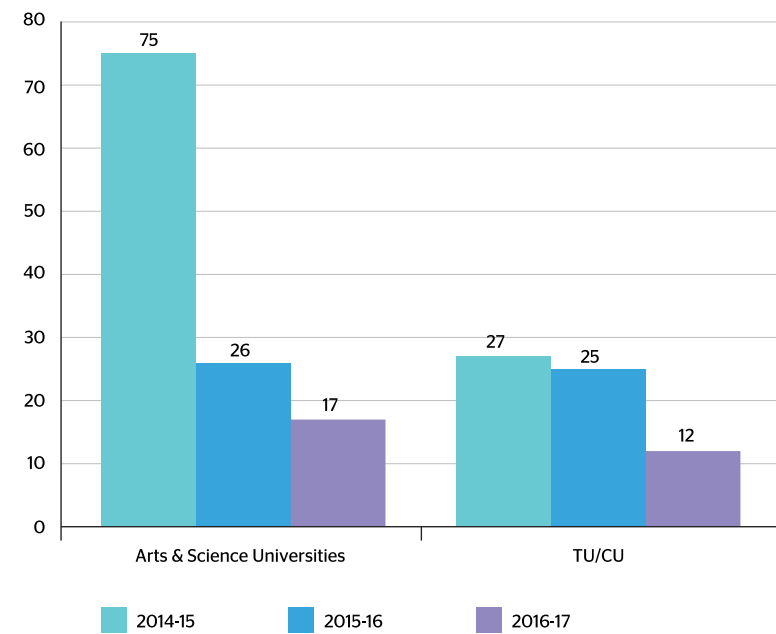


Figure (2.6.5) Number of foreign experts

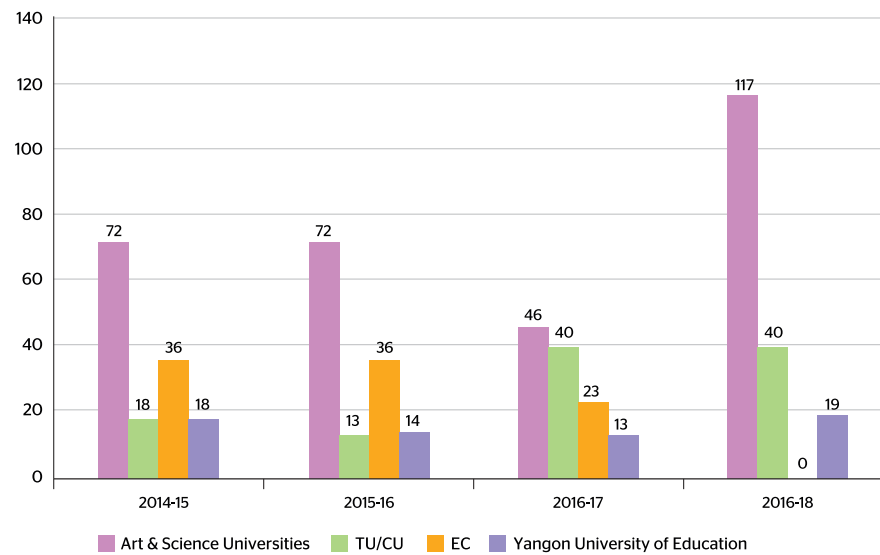


Figure (2.6.6) Total number of foreign students

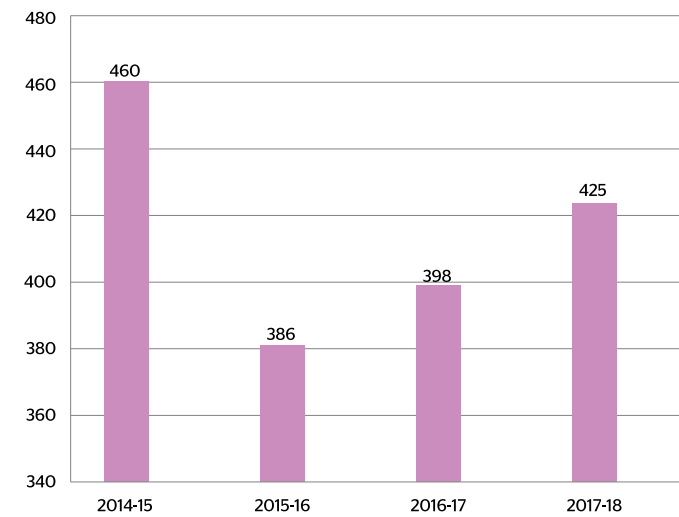






Figure (2.6.7) Number of foreign students in 2014-15

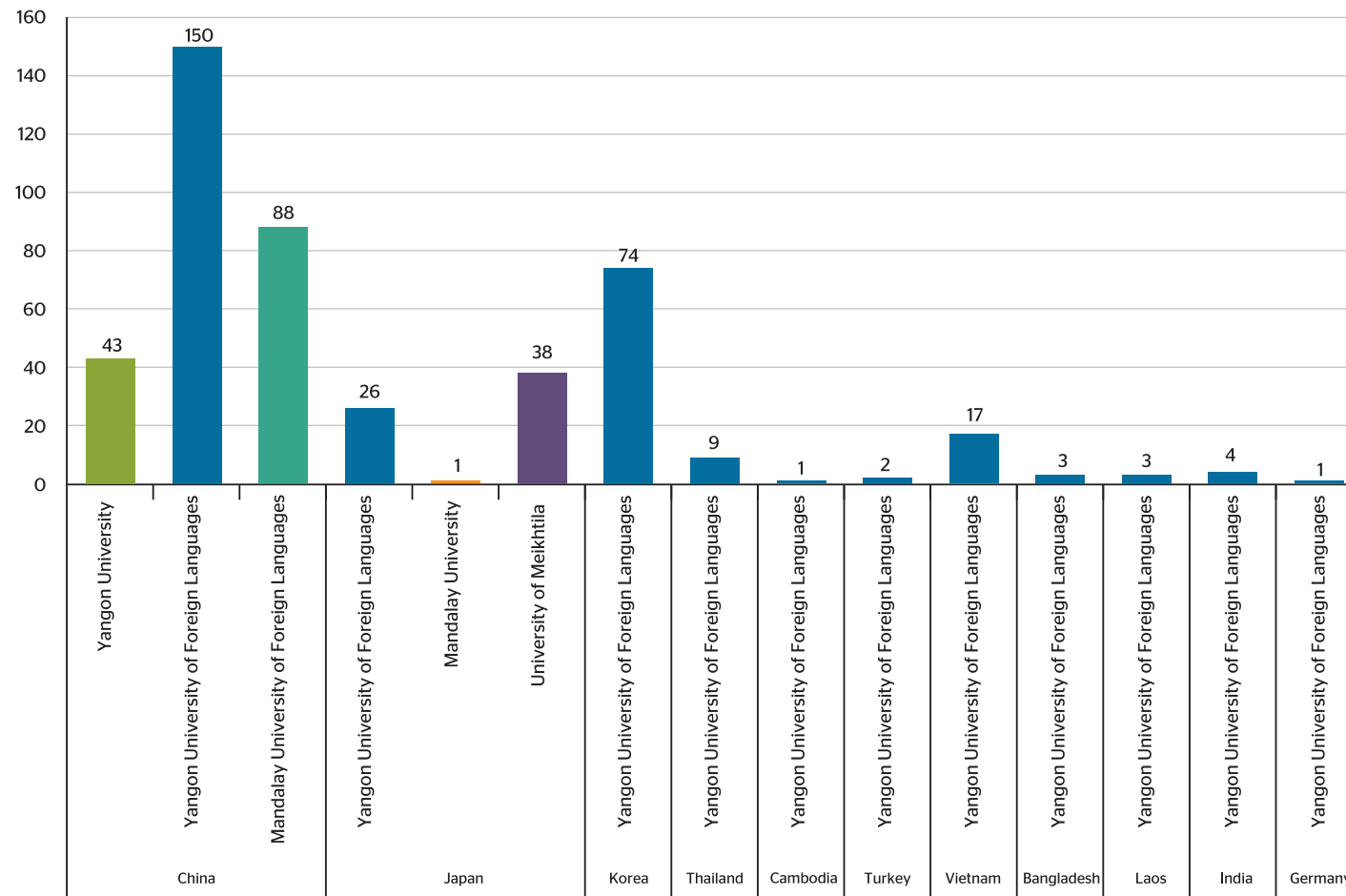


Figure (2.6.8) Number of foreign students in 2015-16

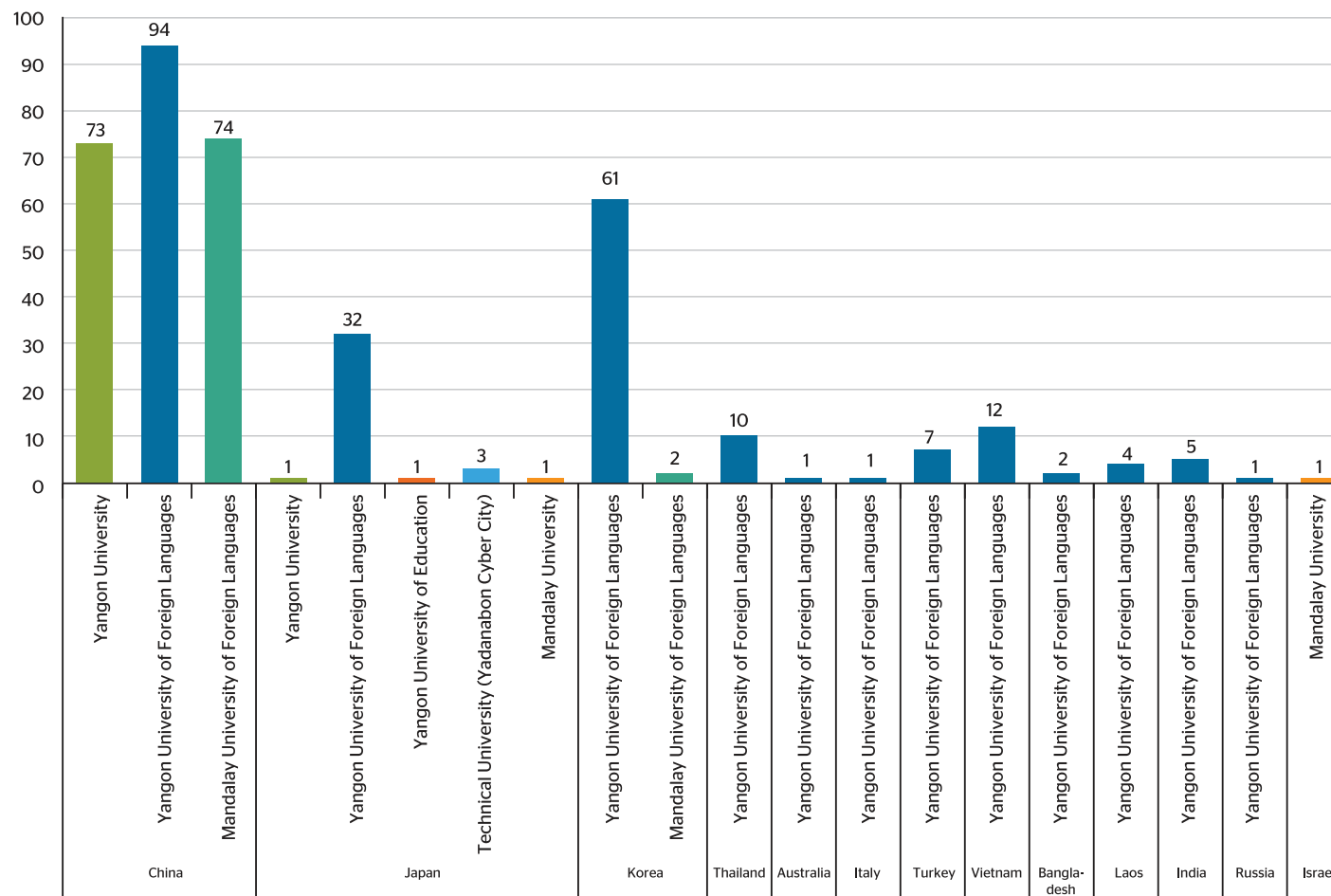


Figure (2.6.9) Number of foreign students in 2016-17

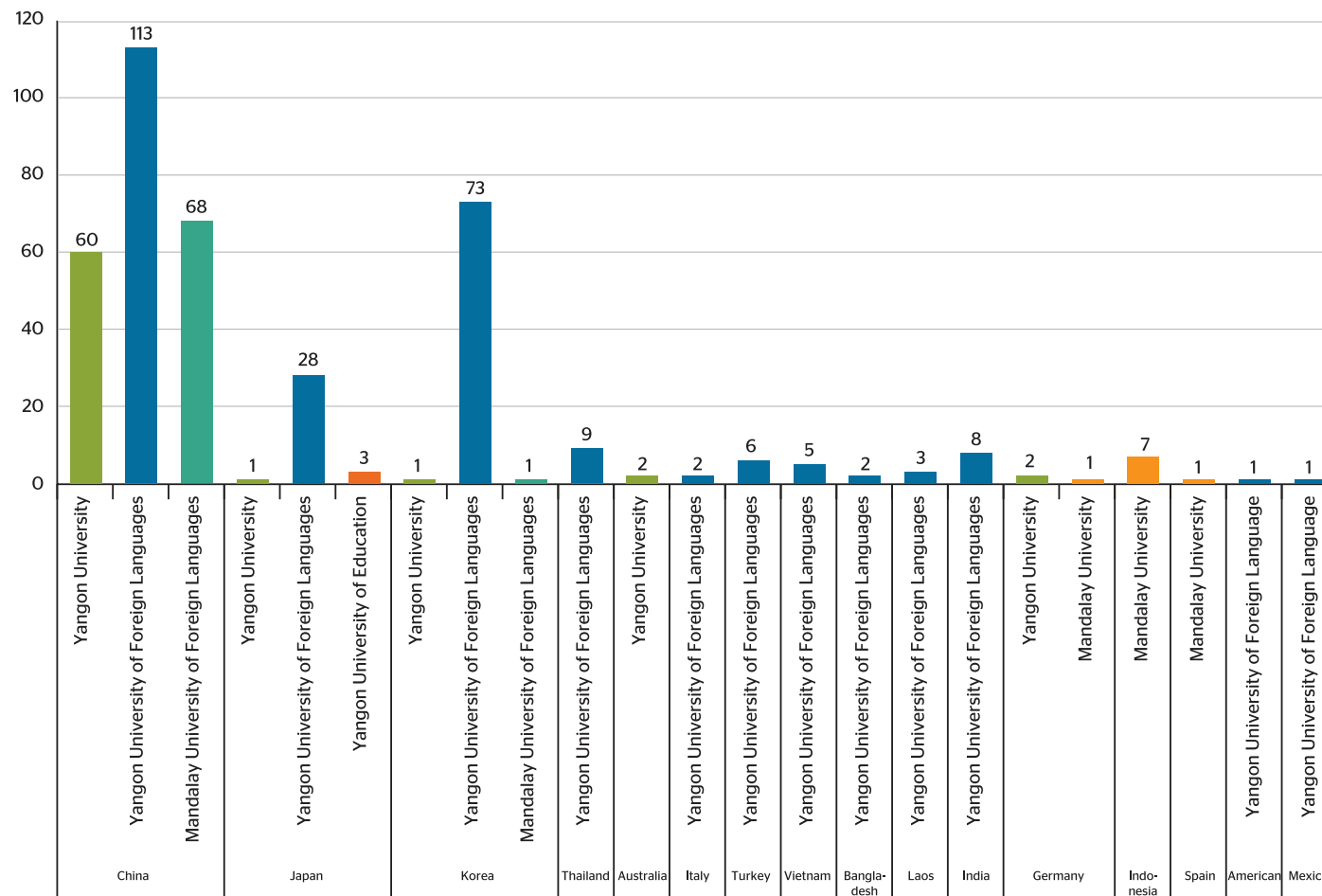




Figure (2.6.10) Number of foreign students in 2017-18

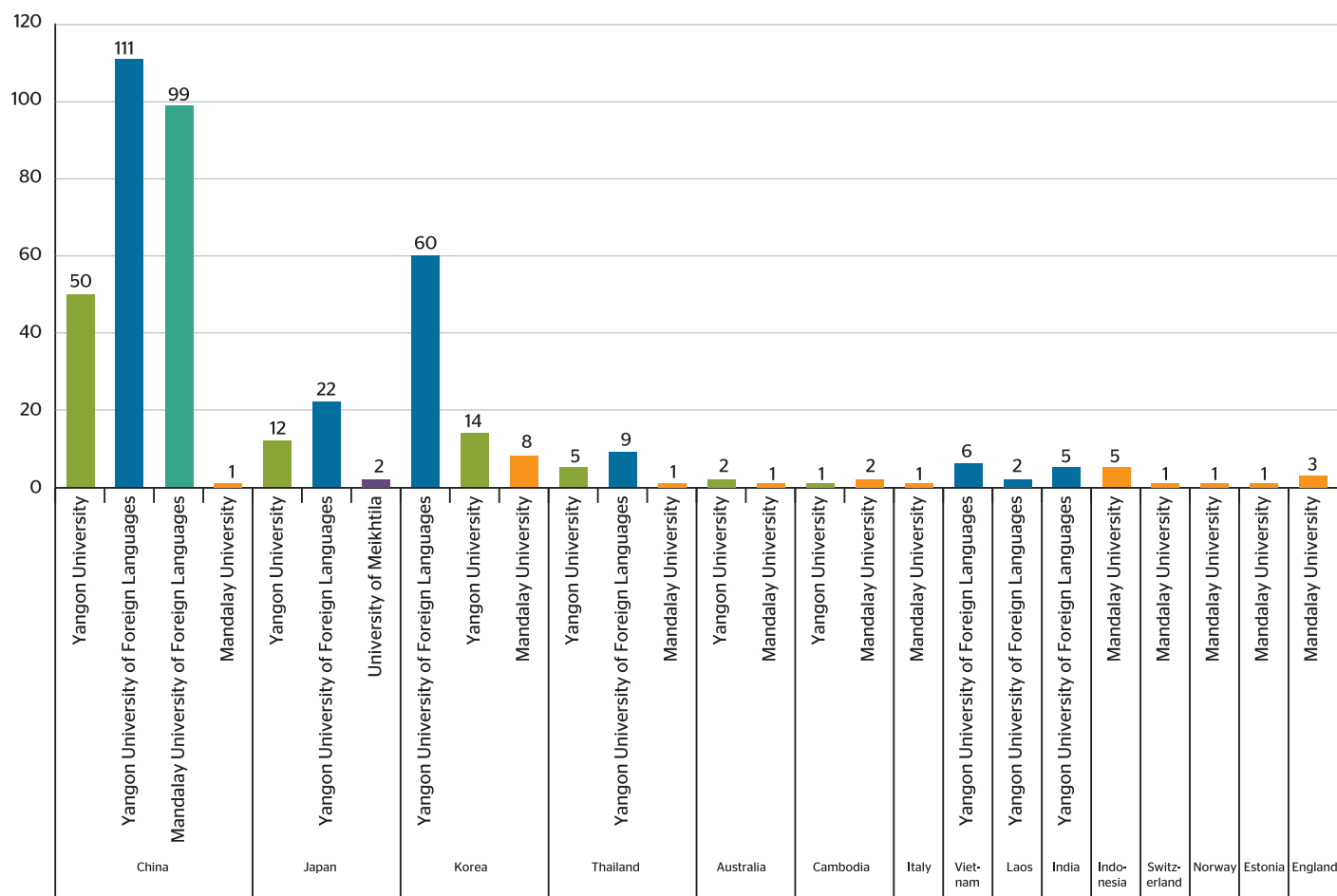


Figure (2.6.11) Total number of research papers published in international research journals

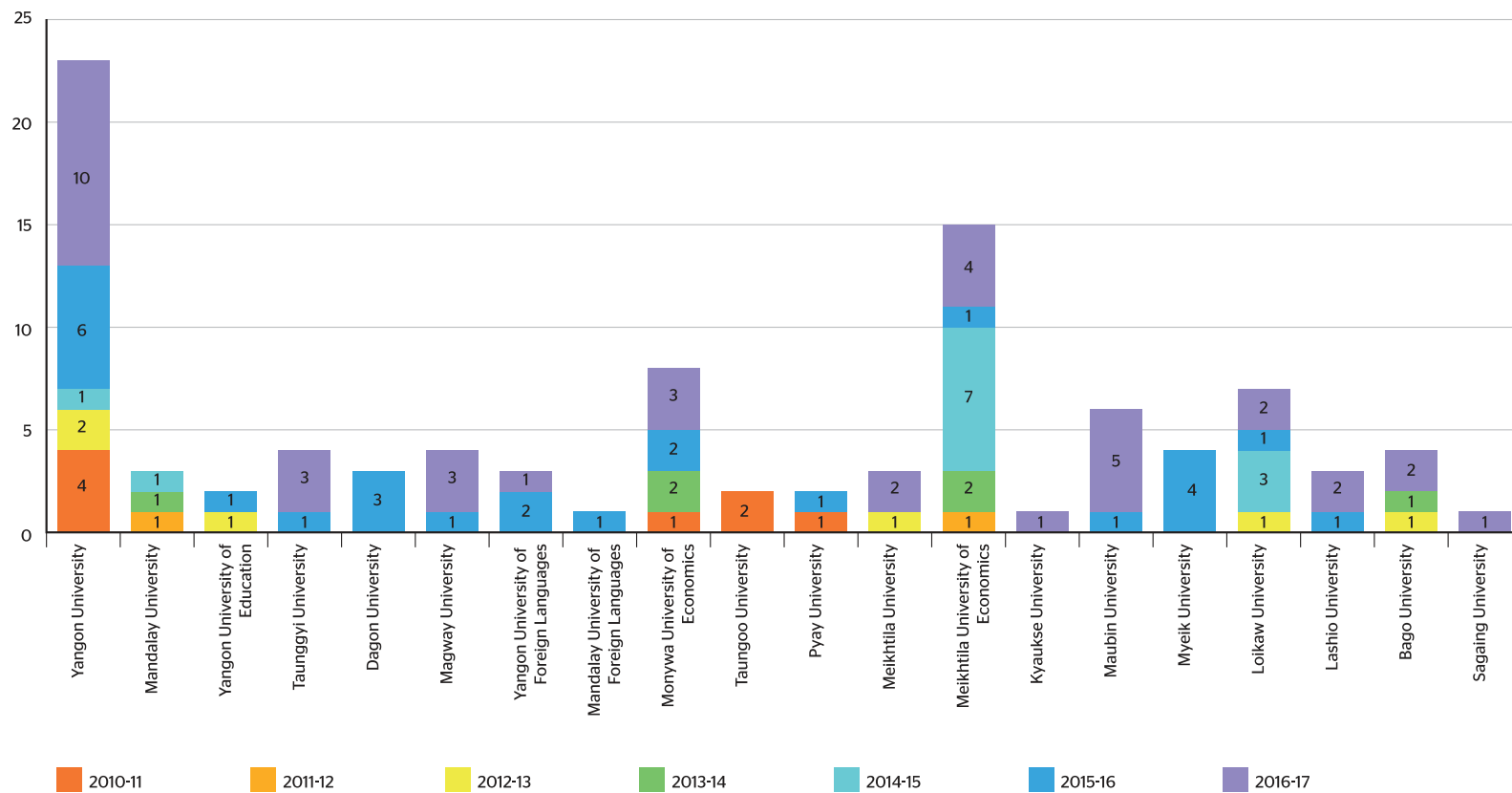


Figure (2.6.12) Number of new universities and universities upgraded

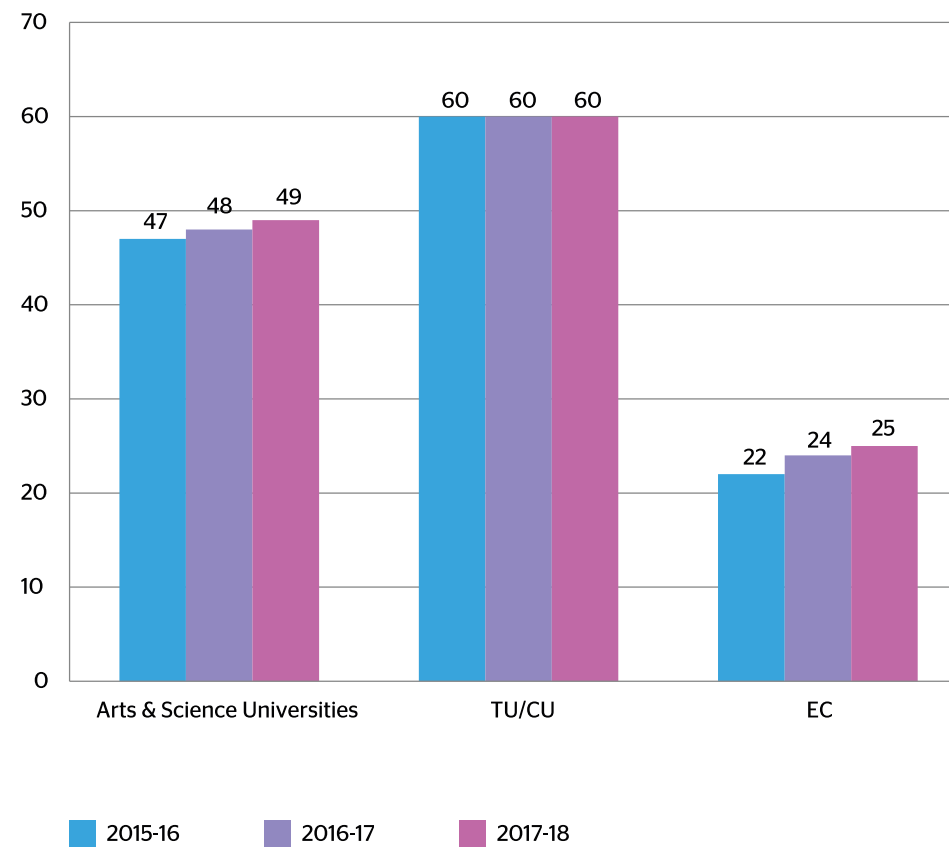
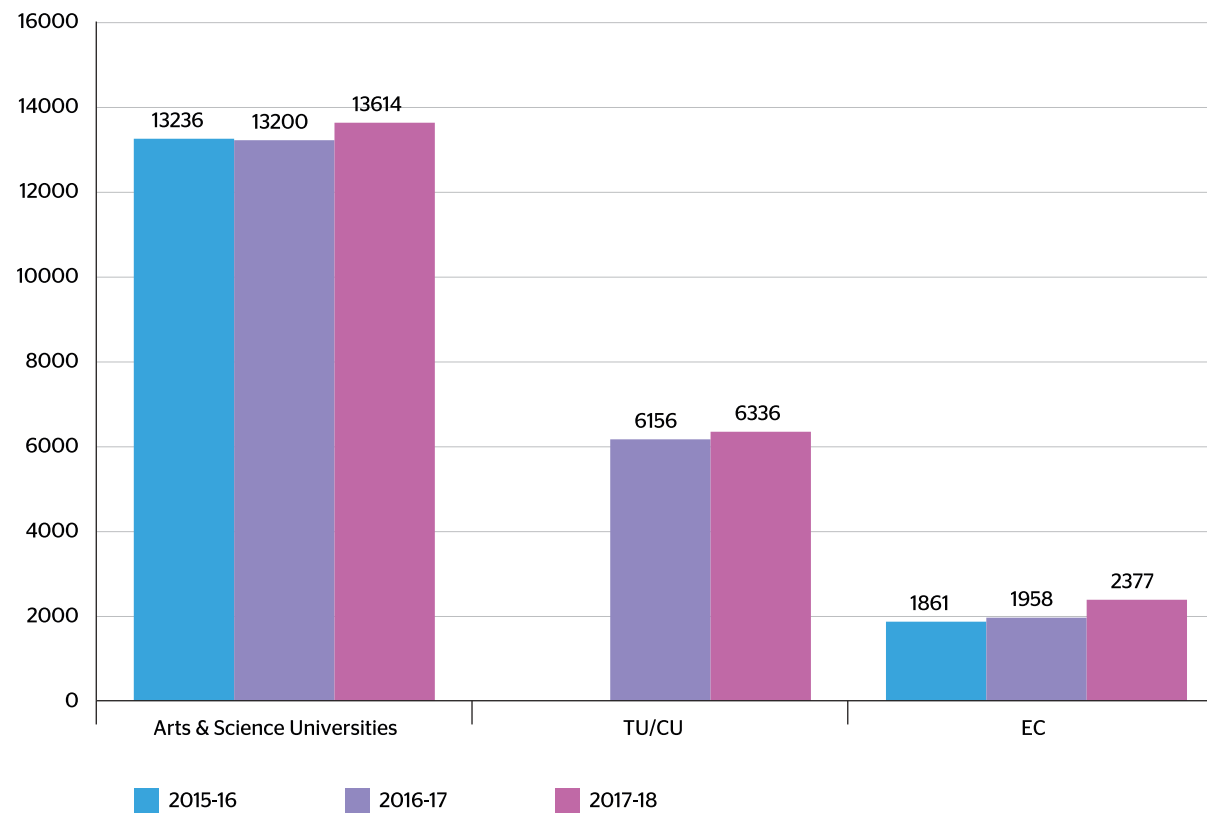


Figure (2.6.13) Recruitment of faculty







## Chapter 3



# State/Region Education Sector Performance Review





## Chapter 3

# State/Region Education Sector Performance Review

## 3.1 Introduction

The increase of the chances for education in access among education sub-sectors in states and regions has been presented in this chapter. Net enrolment rate, school expansions in states and regions, teachers appointment and the number of students in basic education sector, basic literacy campaign and NFPE programme in alternative education sector, the number of students in GTI and GTHS, the number of persons who have received certificates and diploma, the number of teachers in TVET sector, and arts and science students, the number of students in the University of Technology and the University of Computer in higher education have been presented .





## 3.2 Basic Education

### Achievements

In states and regions 850,863 students sat primary level completion examination in AY 2015-16 and 798,999 students have passed it. 925,014 students sat that exam in AY 2016-17 and 922,290 students have passed it. 920,621 students sat that exam in AY 2017-18 and 920,429 students have passed it. So the primary level completion rate in AY 2015-16 was 93.90 percent and 99.98 percent in AY 2017-18.

In the same way 602,152 students sat lower secondary level completion examination in AY 2015-16, and 518,211 students have passed it. 627,612 students in AY 2016-17 sat that exam, and 625,743 students have passed it. 663,865 students in AY 2017-18 sat that exams and 661,878 students have passed it. So the lower secondary completion rate in AY 2015-16 was 86.06 percent and 99.70 percent in AY 2017-18.

In states and regions there are 42,941 basic education schools (primary and secondary schools) in AY 2014-15, 45,482 schools in AY 2015-16, 46,004 schools in AY 2016-17, 46,492 schools in AY 2017-18. So the number of schools has increased by 8.26 percent from AY 2014-15 to AY 2017-18.

Overall, at the primary and secondary schools there are 311,925 teachers in AY 2014-15, 368,012 teachers in AY 2015-16, 363,217 teachers in AY 2016-17, 392,200 teachers in AY 2017-18. The number of teachers has also increased by 25.73 percent from AY 2014-15 to AY 2017-18.

At the primary and secondary schools of states and regions there are 8,601,674 students in AY 2014-15, 8,656,093 students in AY 2015-16, 9,078,145 students in AY 2016-17, 9,199,159 students in AY 2017-18. The number of students has increased by 6.95 percent from AY 2014-15 to AY 2017-18.



Figure (3.2.1) Net total enrollment rates for primary, middle and high school by State and Region

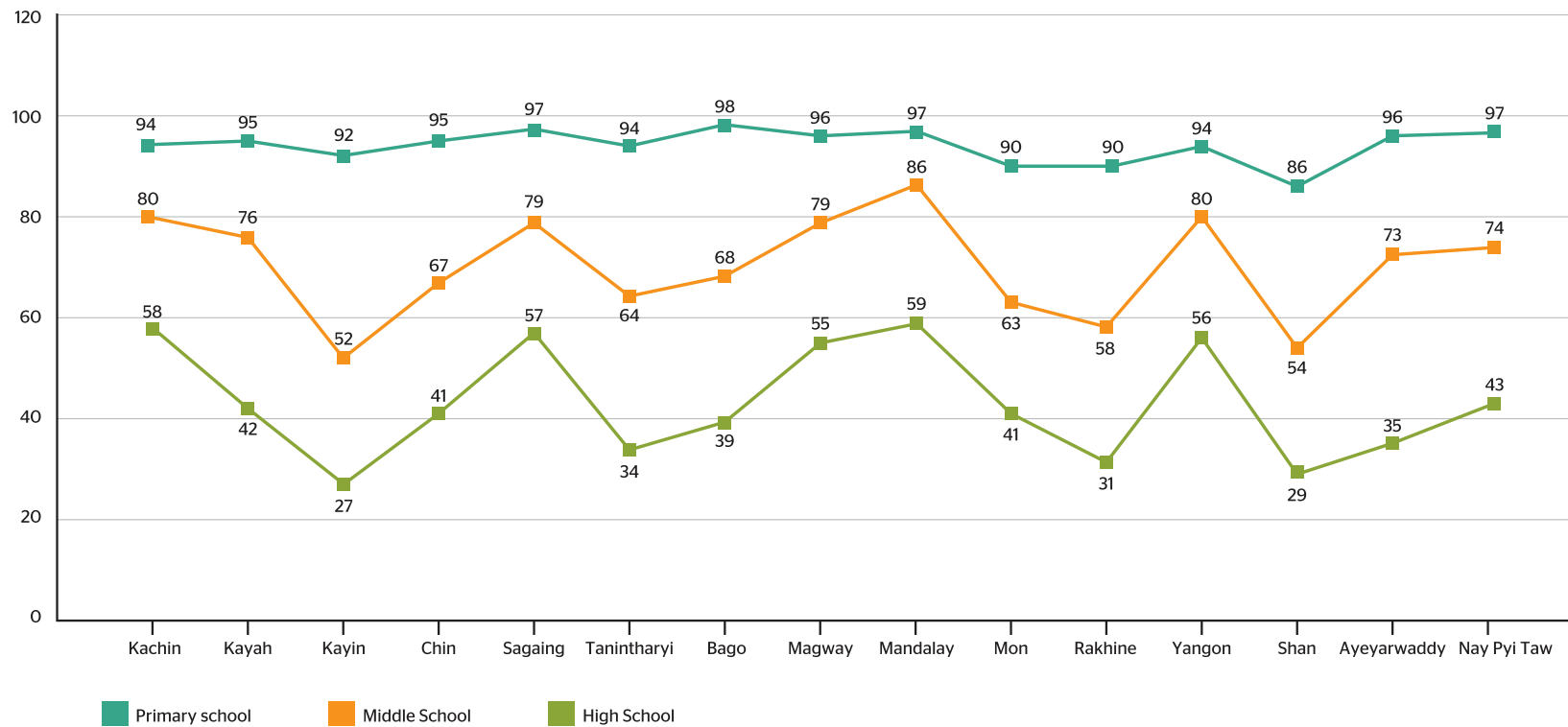


Figure (3.2.2) Number of schools (Primary, Middle, High) in States and Regions from AY 2015-16 to AY 2017-18

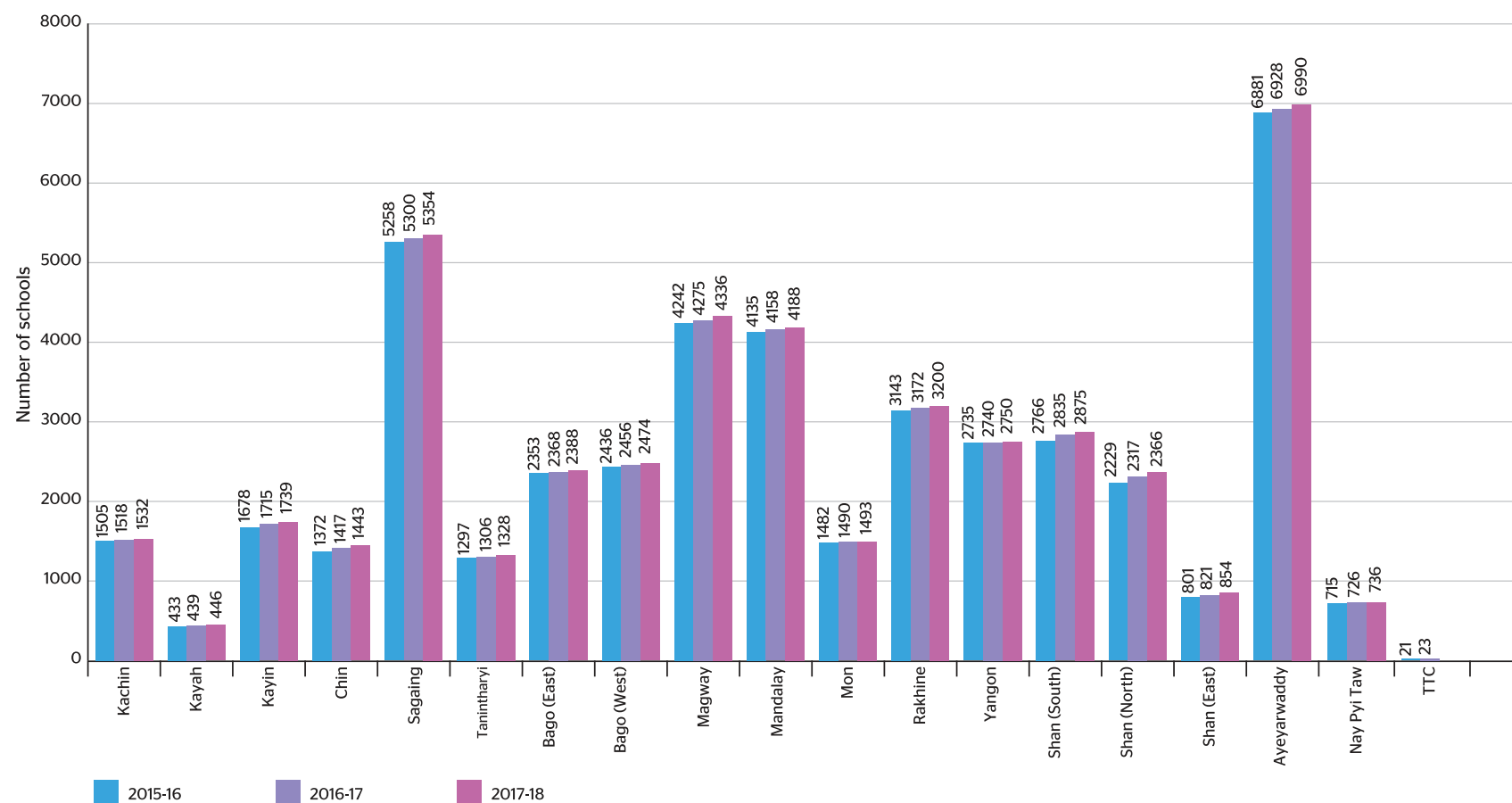


Figure (3.2.3) Number of teachers in States and Regions from AY 2015-16 to AY 2017-18

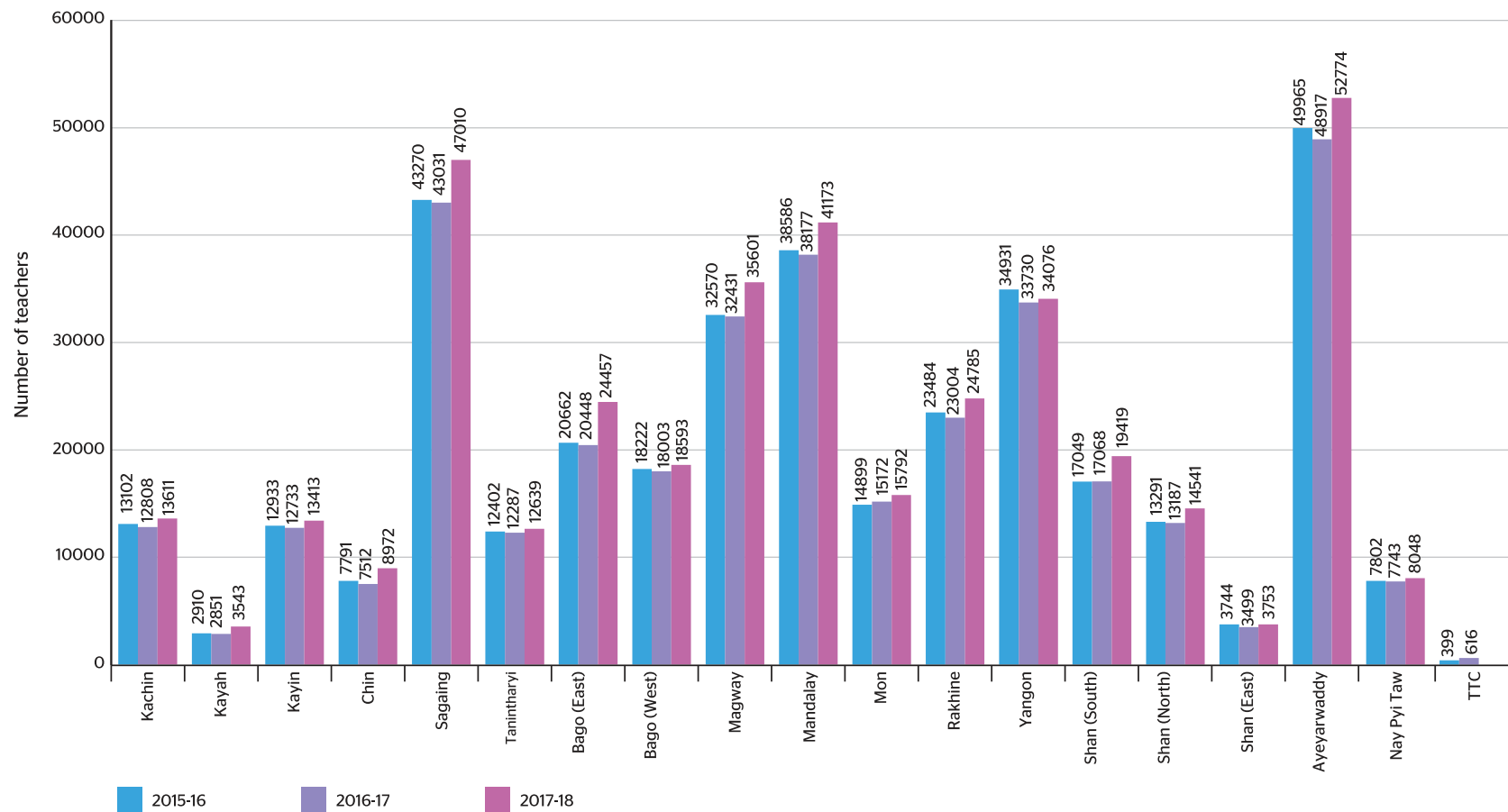




Figure (3.2.4) Number of students in States and Regions from AY 2015-16 to AY 2017-18

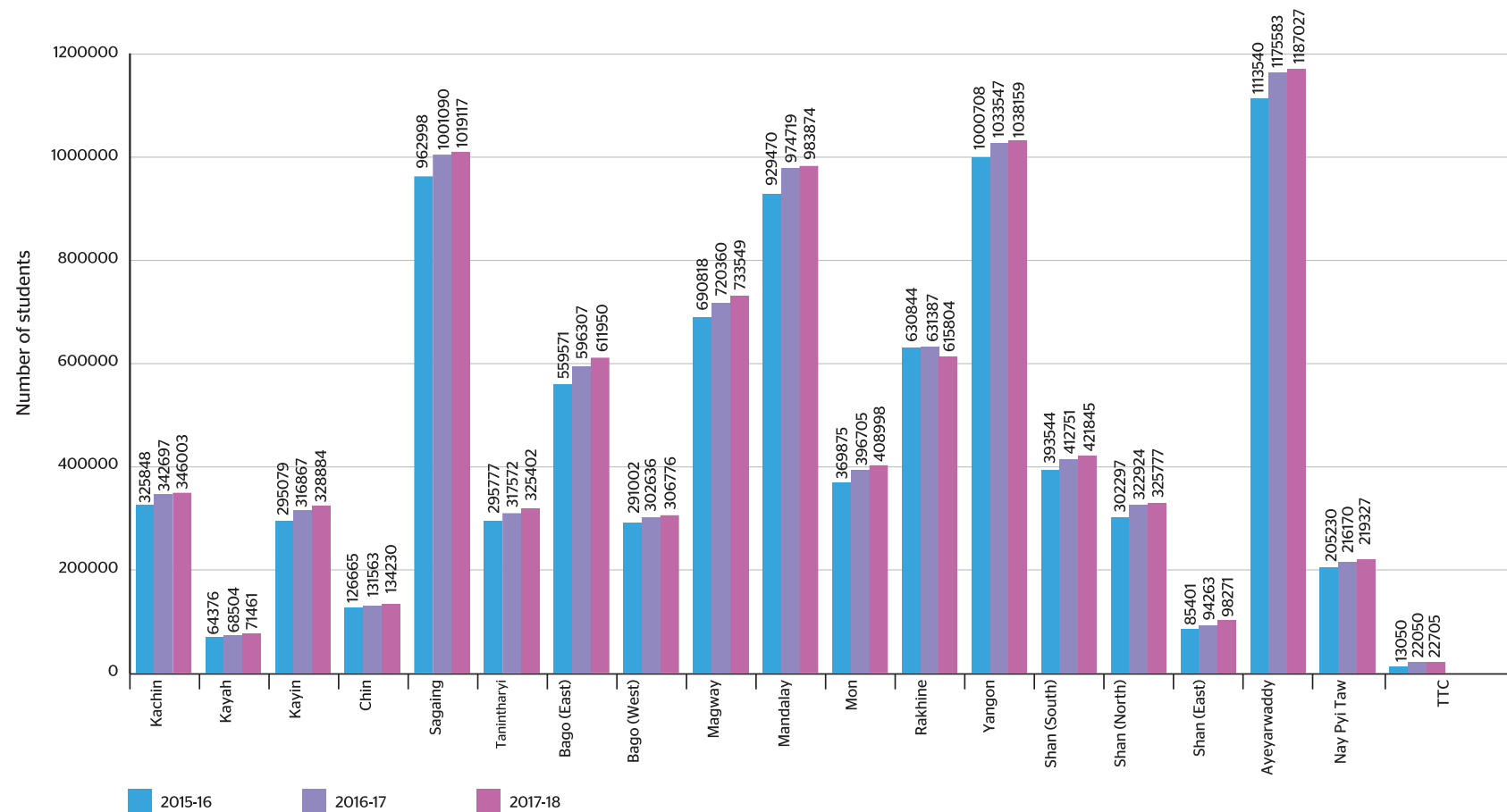








Figure (3.2.5) Number of students in Kachin State

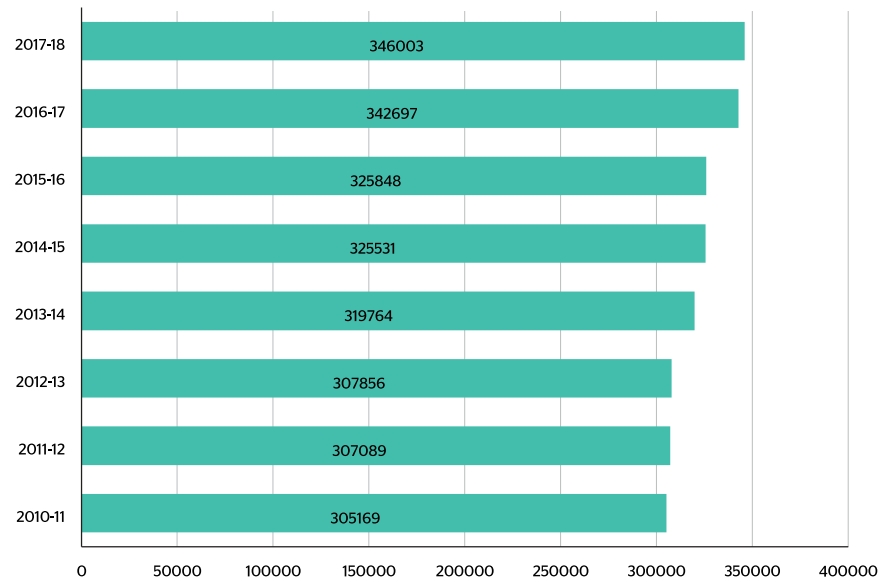


Figure (3.2.6) Number of students in Kayah State

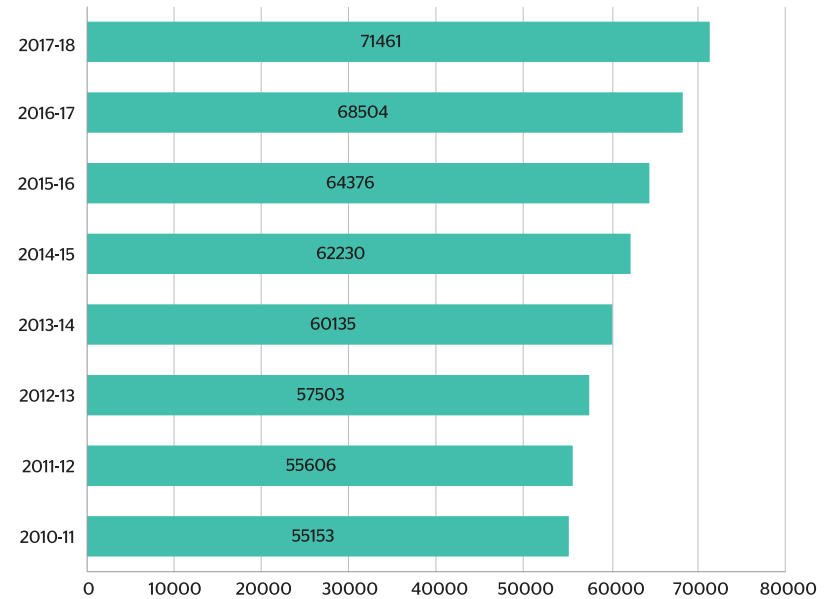




Figure (3.2.7) Number of students in Kayin State

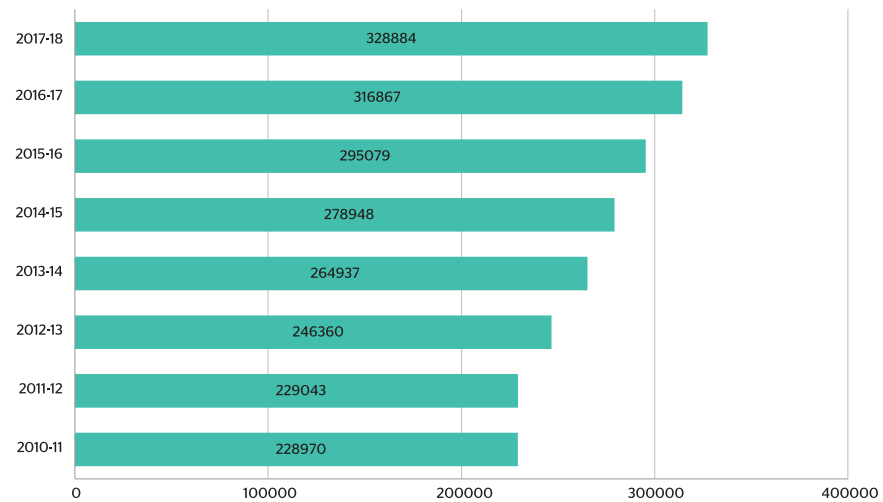


Figure (3.2.8) Number of students in Chin State

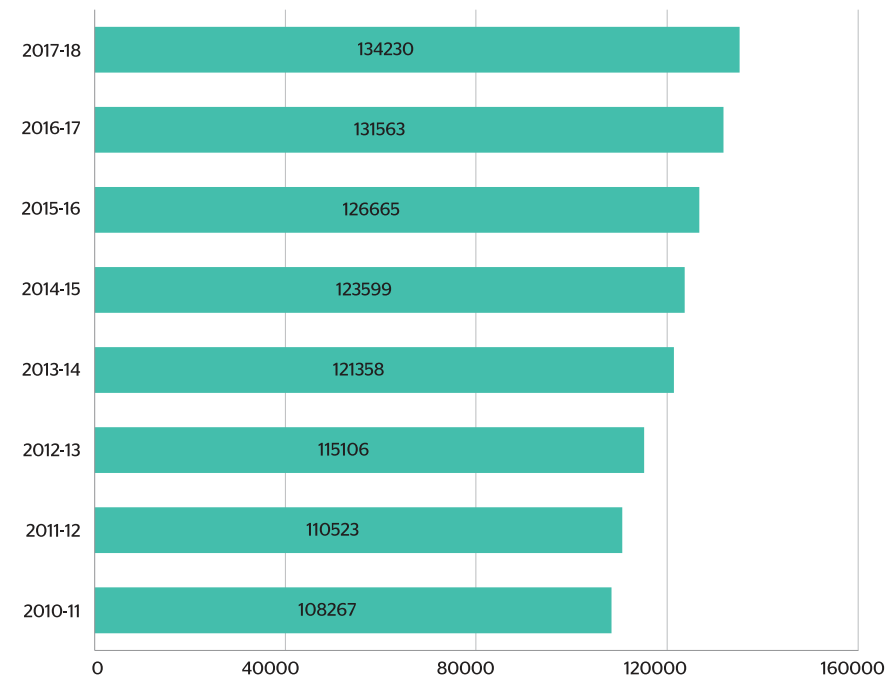


Figure (3.2.9) Number of students in Sagaing Region

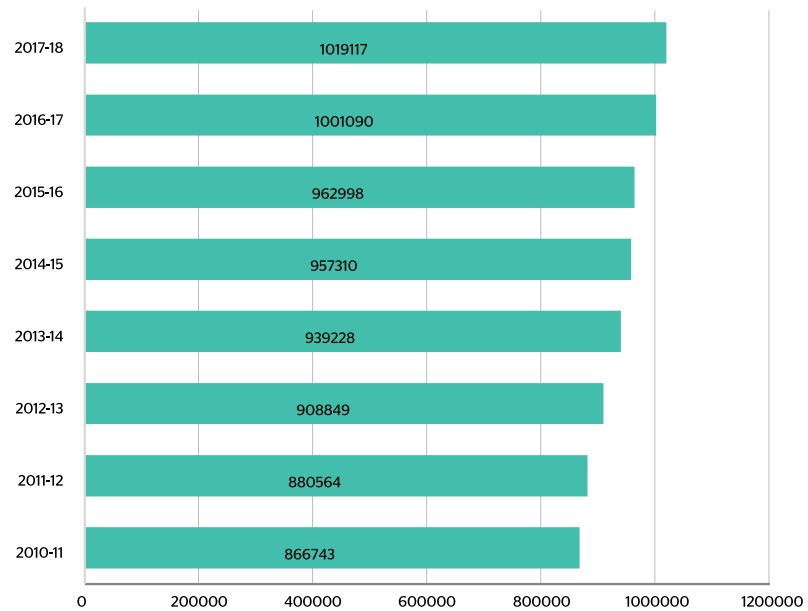


Figure (3.2.10) Number of students in Tanintharyi Region

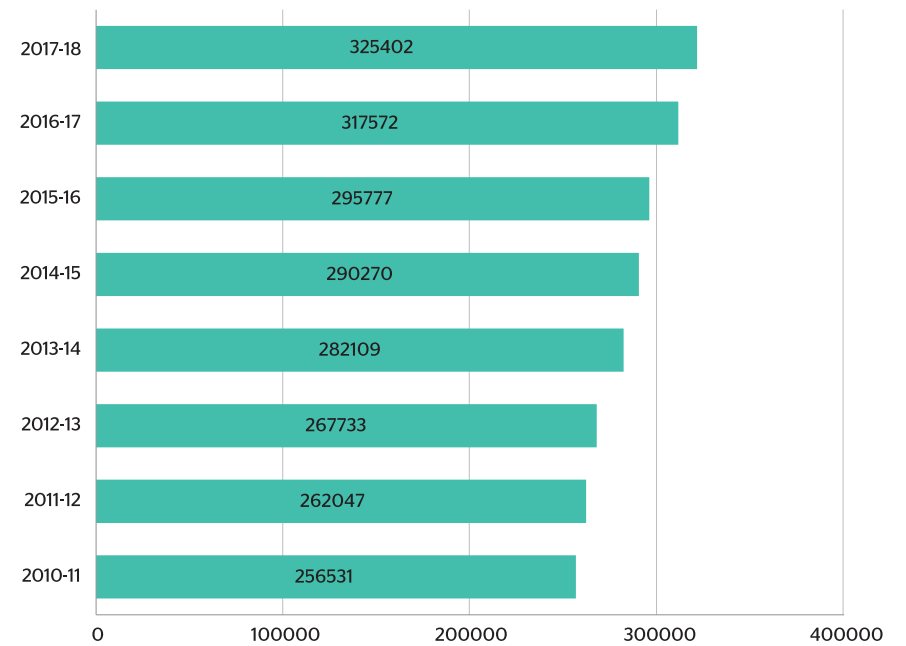


Figure (3.2.11) Number of students in Bago (East) Region

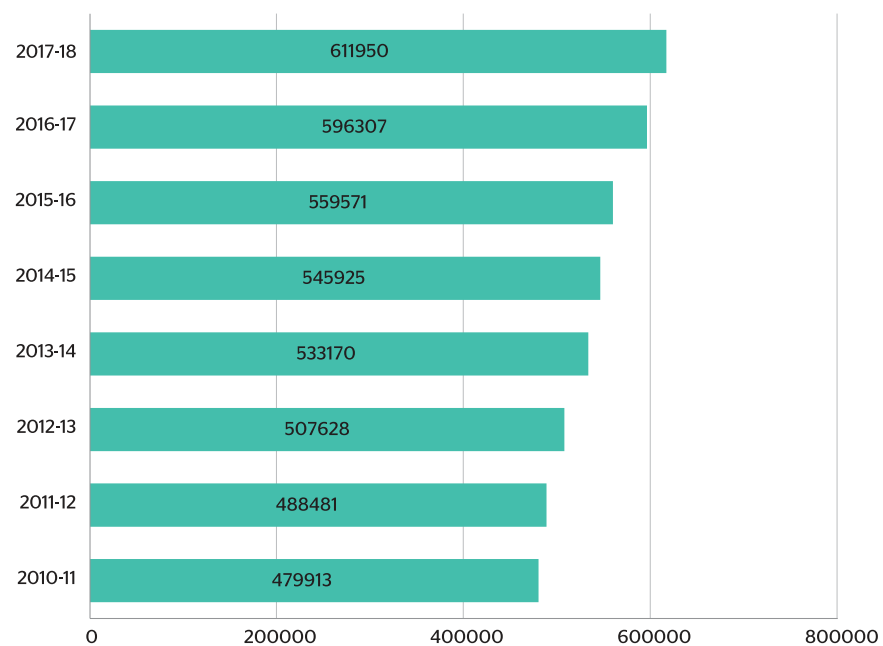
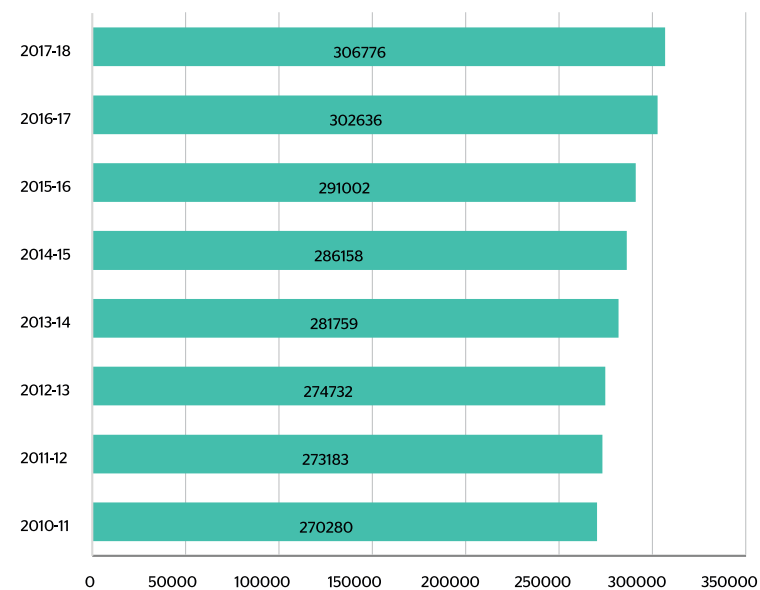


Figure (3.2.12) Number of students in Bago (West) Region









Basic Education



Figure (3.2.13) Number of students in Magway Region

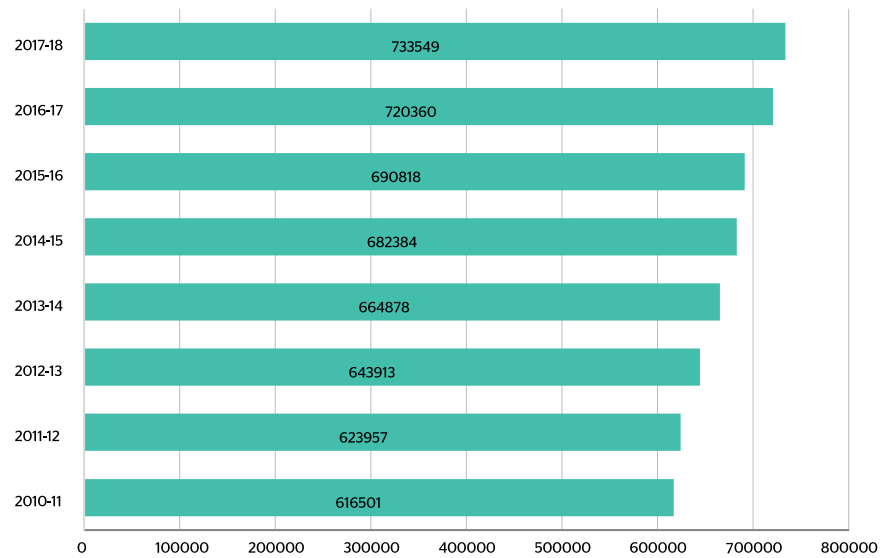


Figure (3.2.14) Number of students in Mandalay Region

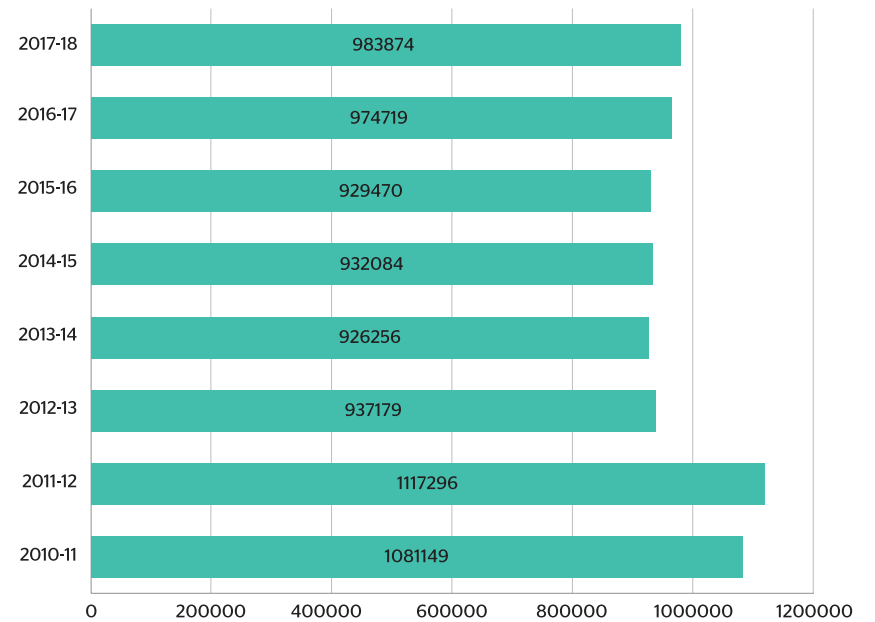


Figure (3.2.15) Number of students in Mon State

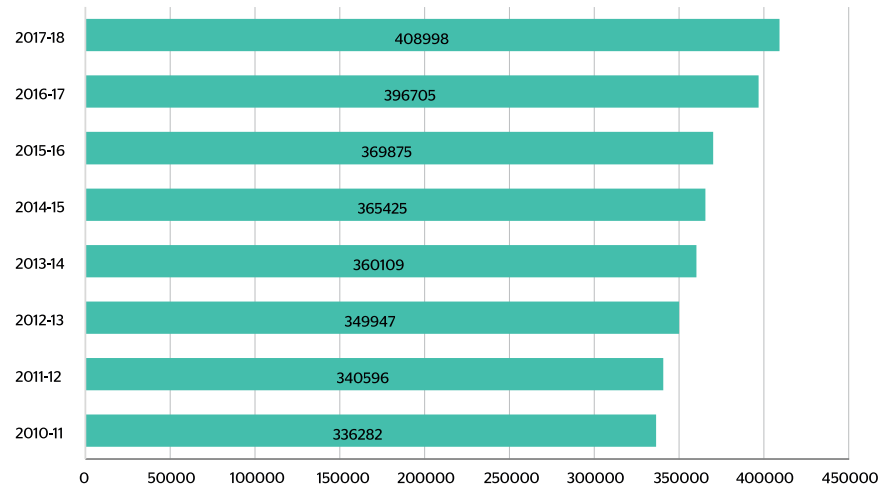


Figure (3.2.16) Number of students in Rakhine State

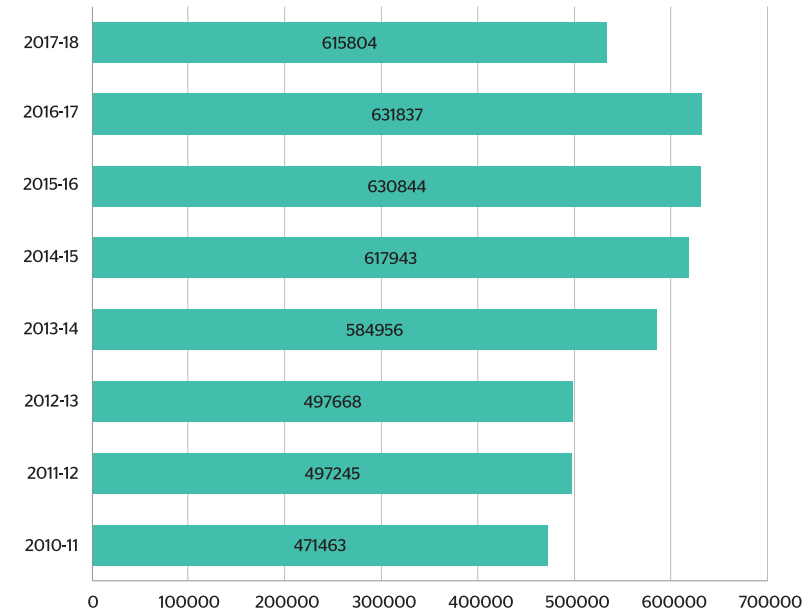


Fig (3.2.17) No. of students in Yangon Region

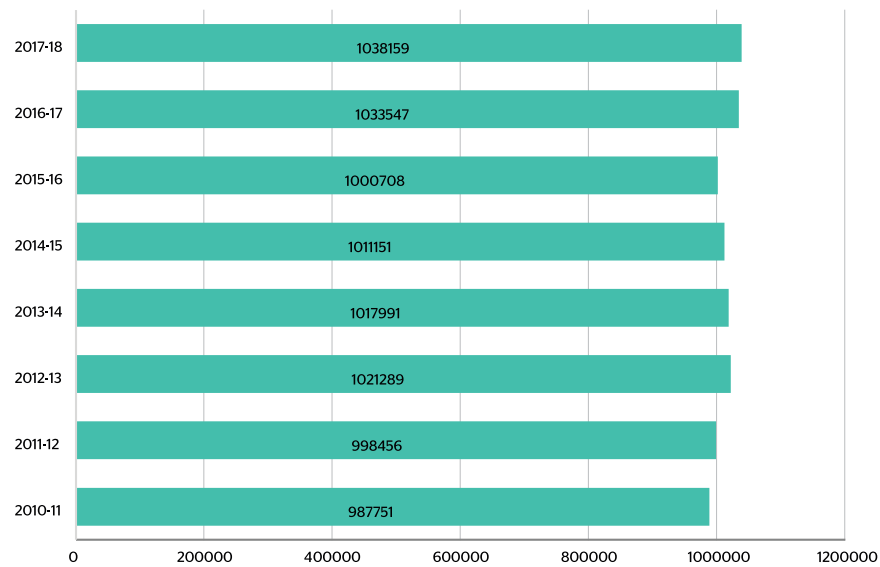


Figure (3.2.18) Number of students in Shan (South) Region

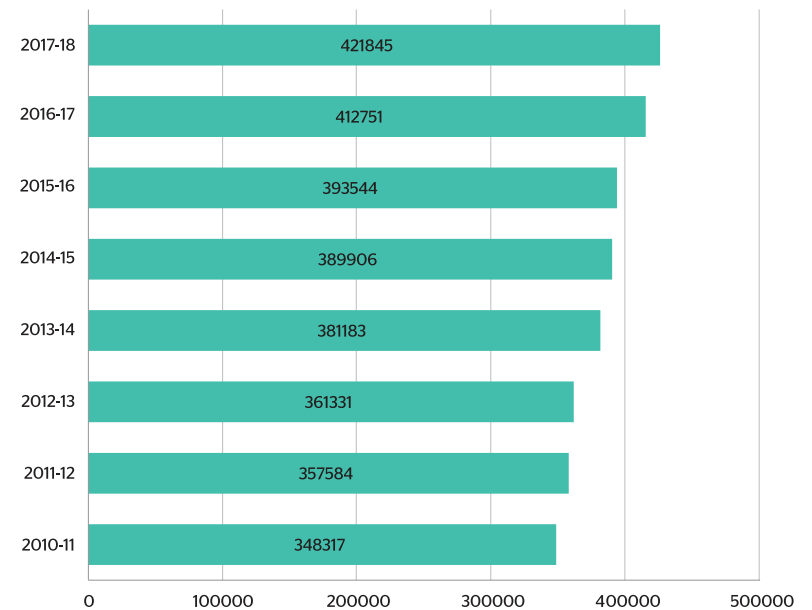




Figure (3.2.19) Number of students in Shan (North) State

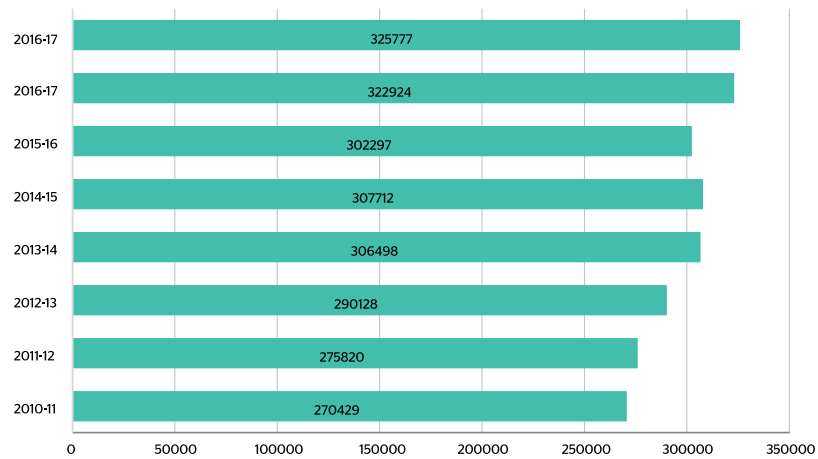


Figure (3.2.20) Number of students in Shan (East) State

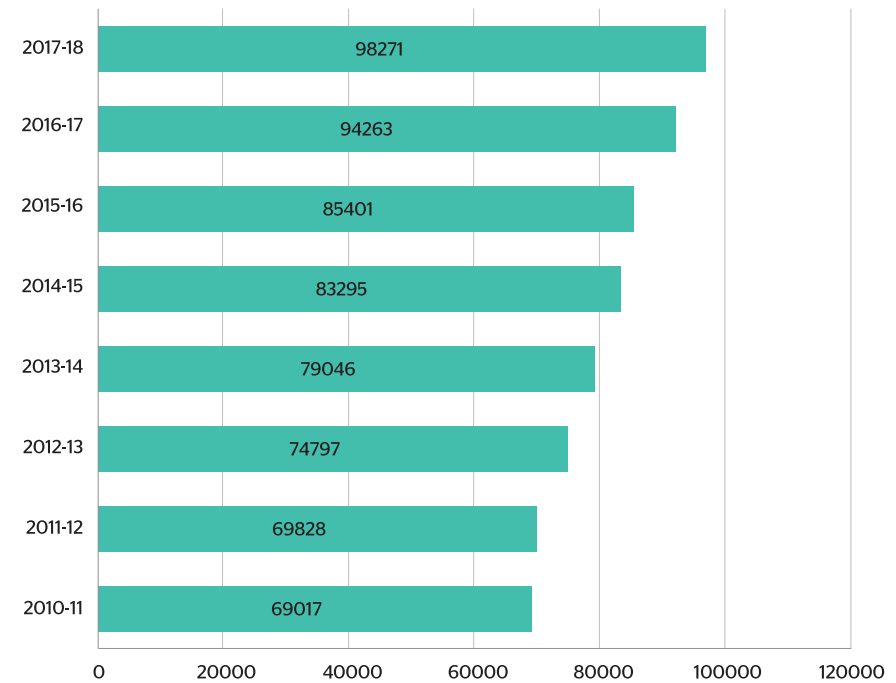


Fig (3.2.21) No. of students in Ayeyarwaddy Region

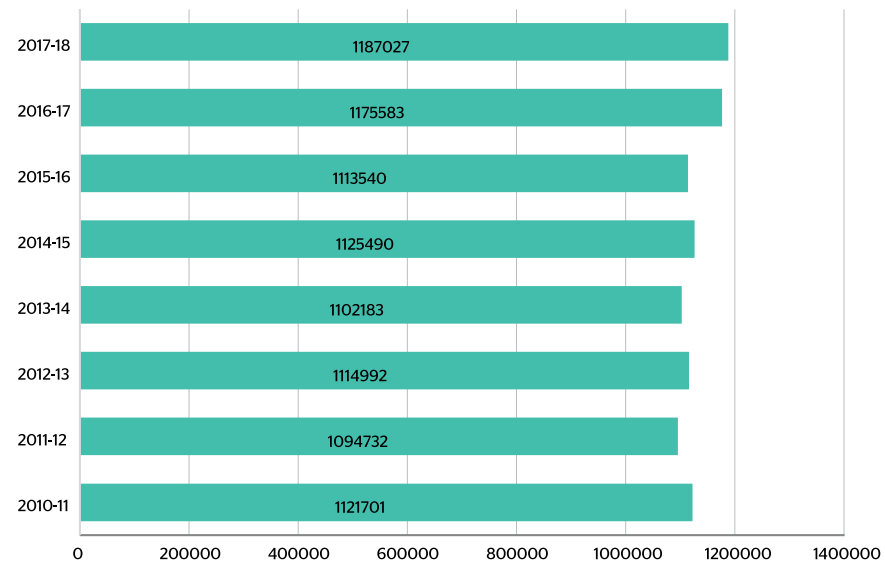


Figure (3.2.22) Number of students in Nay Pyi Taw Council

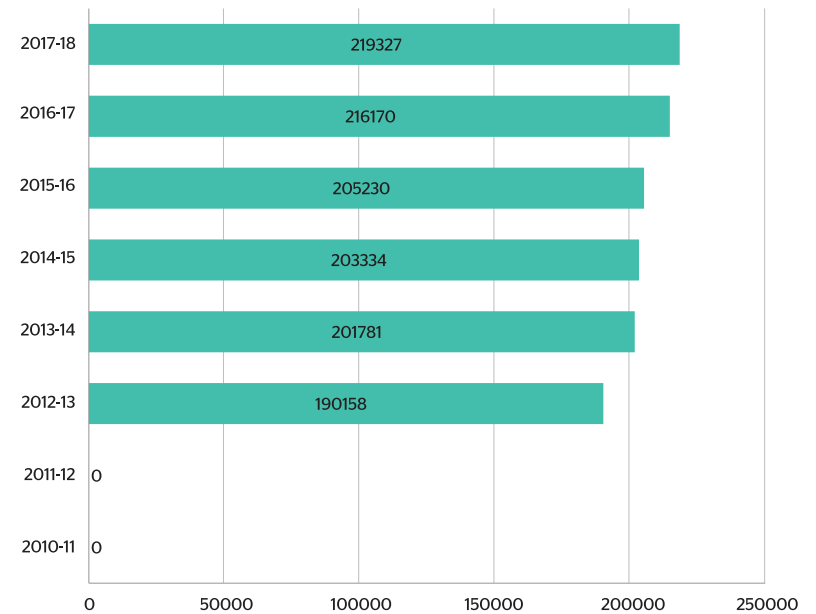


Figure (3.2.23) Number of students from TTCs

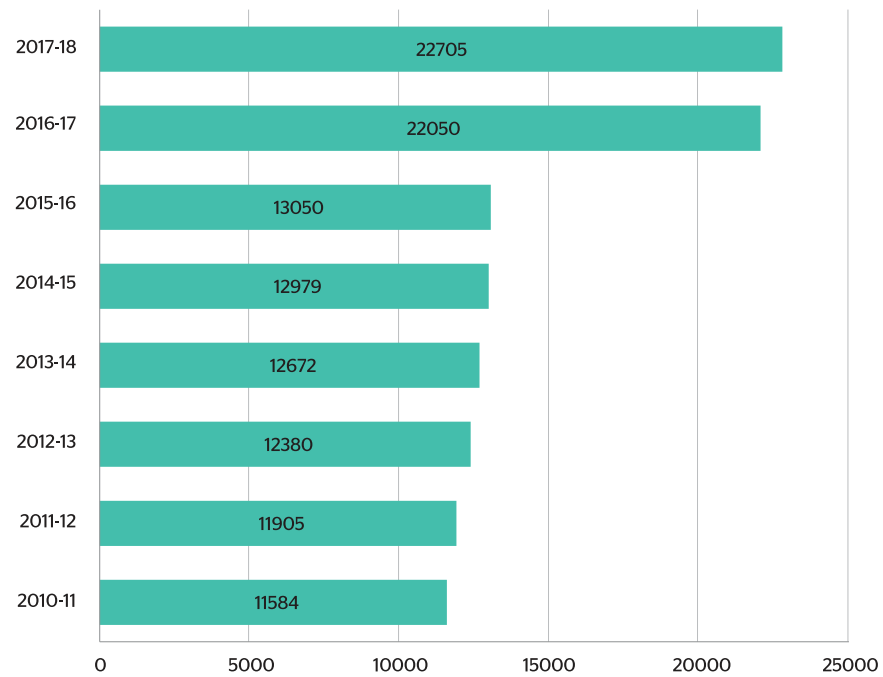


Figure (3.2.24) Number of students in all basic education schools including TTCs

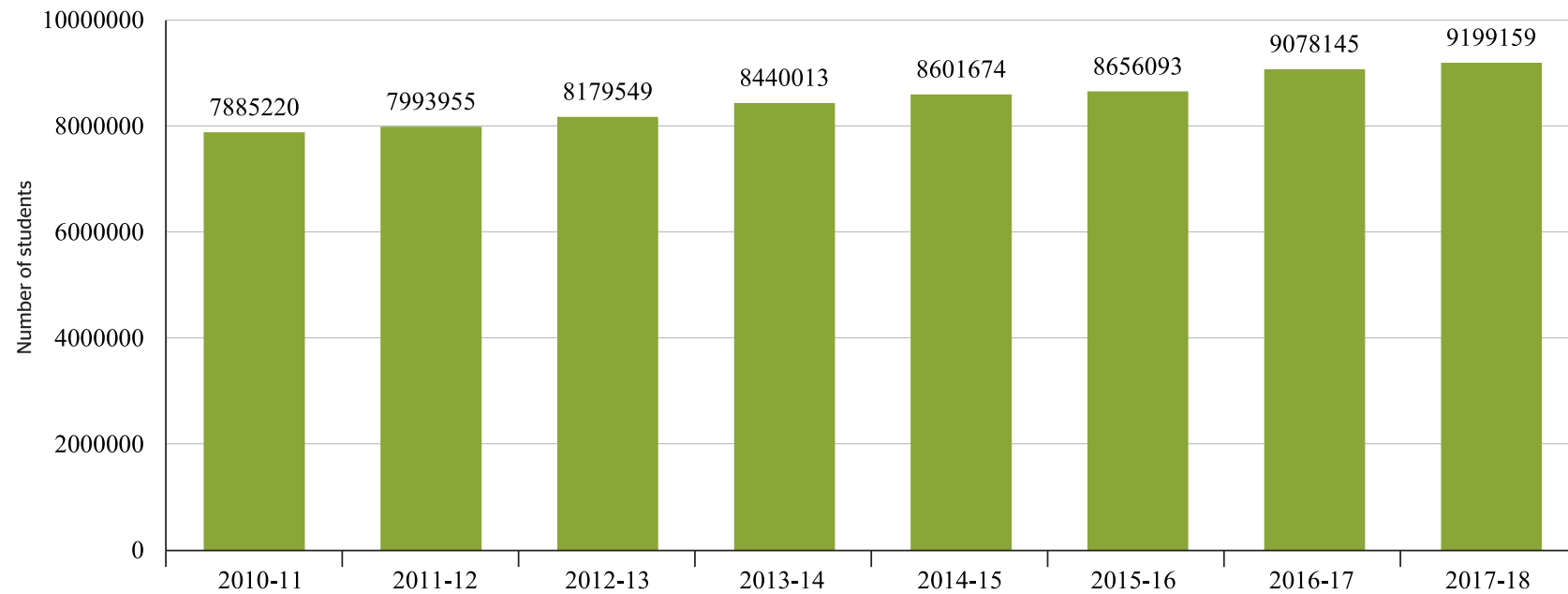




Figure (3.2.25) Number of students who sat and passed Grade 5 Completion Exam in AY 2015-16 in States and Regions

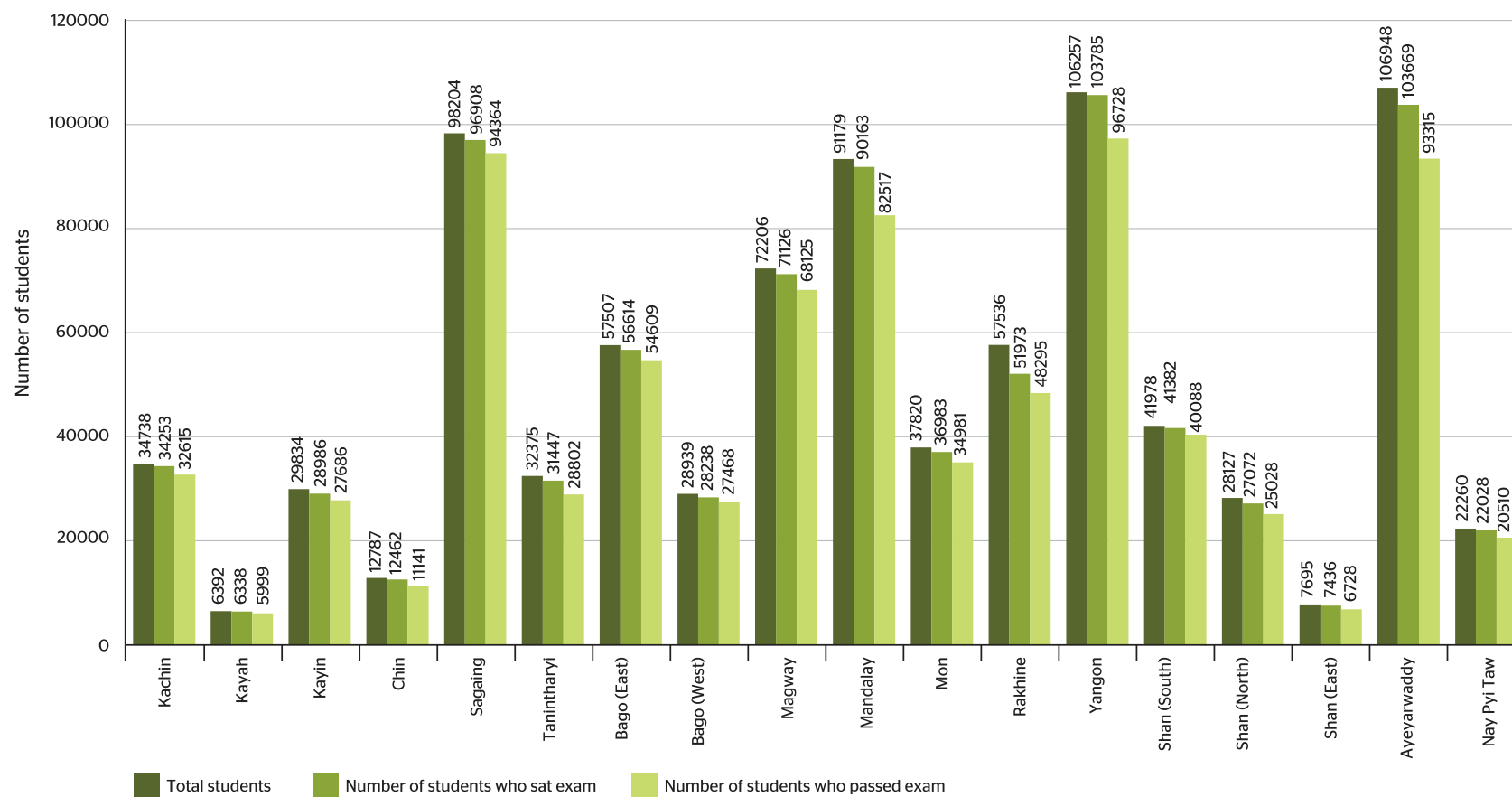


Figure (3.2.26) Number of students who sat and passed Grade 5 Completion Exam in AY 2016-17 in States and Regions

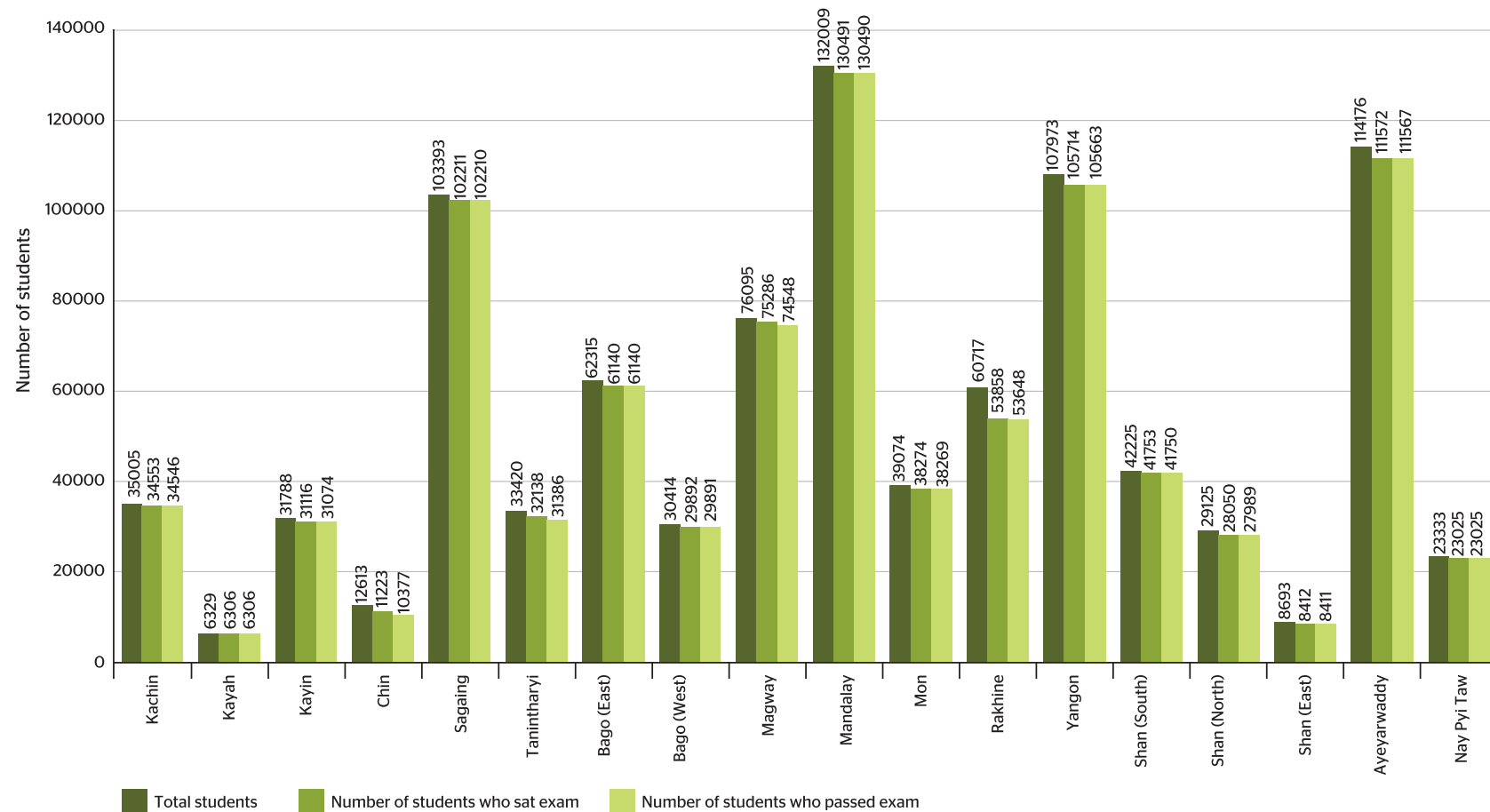


Figure (3.2.27) Number of students who sat and passed Grade 5 Completion Exam in AY 2017-18 in States and Regions

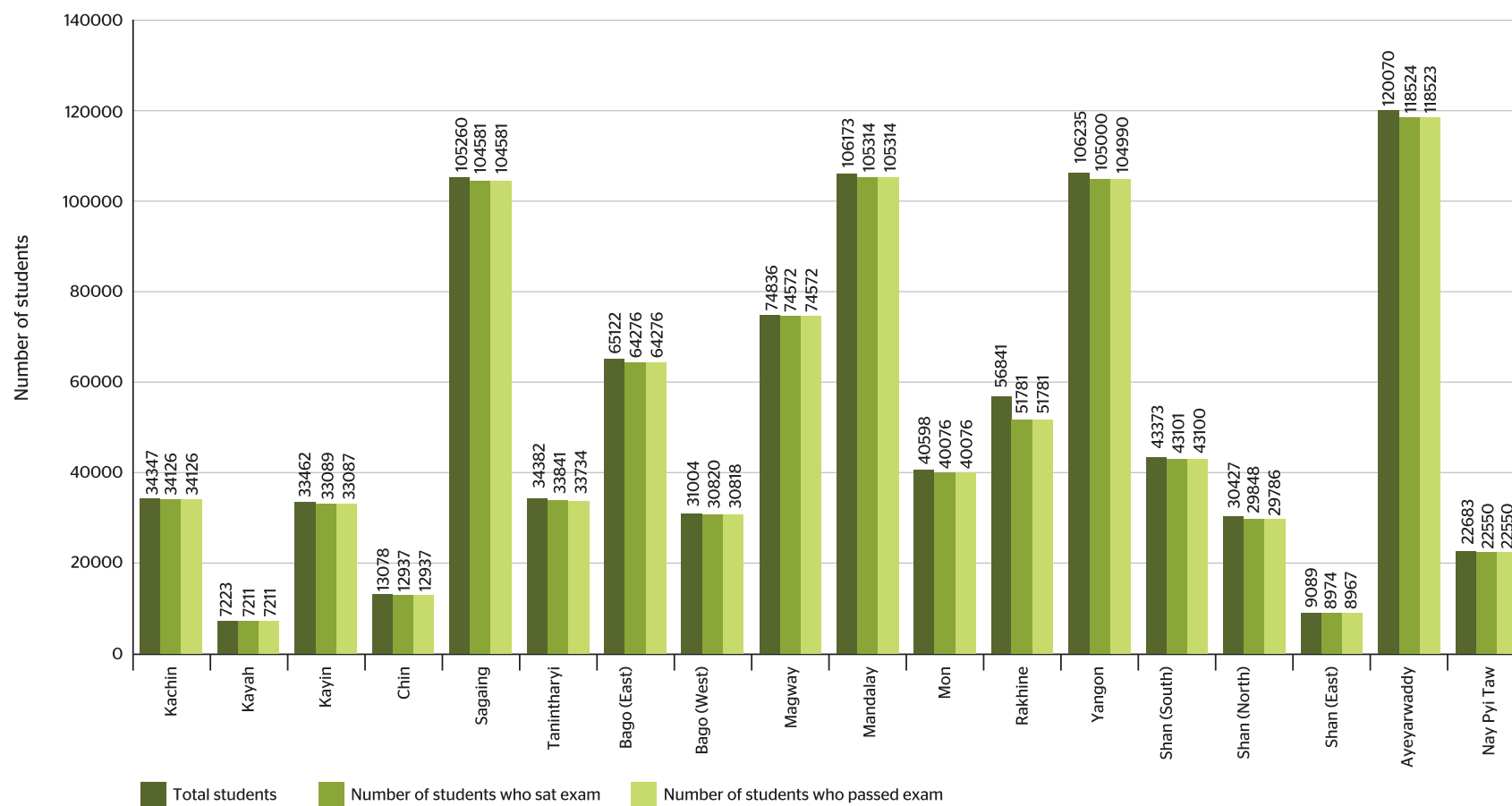


Figure (3.2.28) Number of students who sat and passed Grade 9 Completion Exam in AY 2015-16 in States and Regions

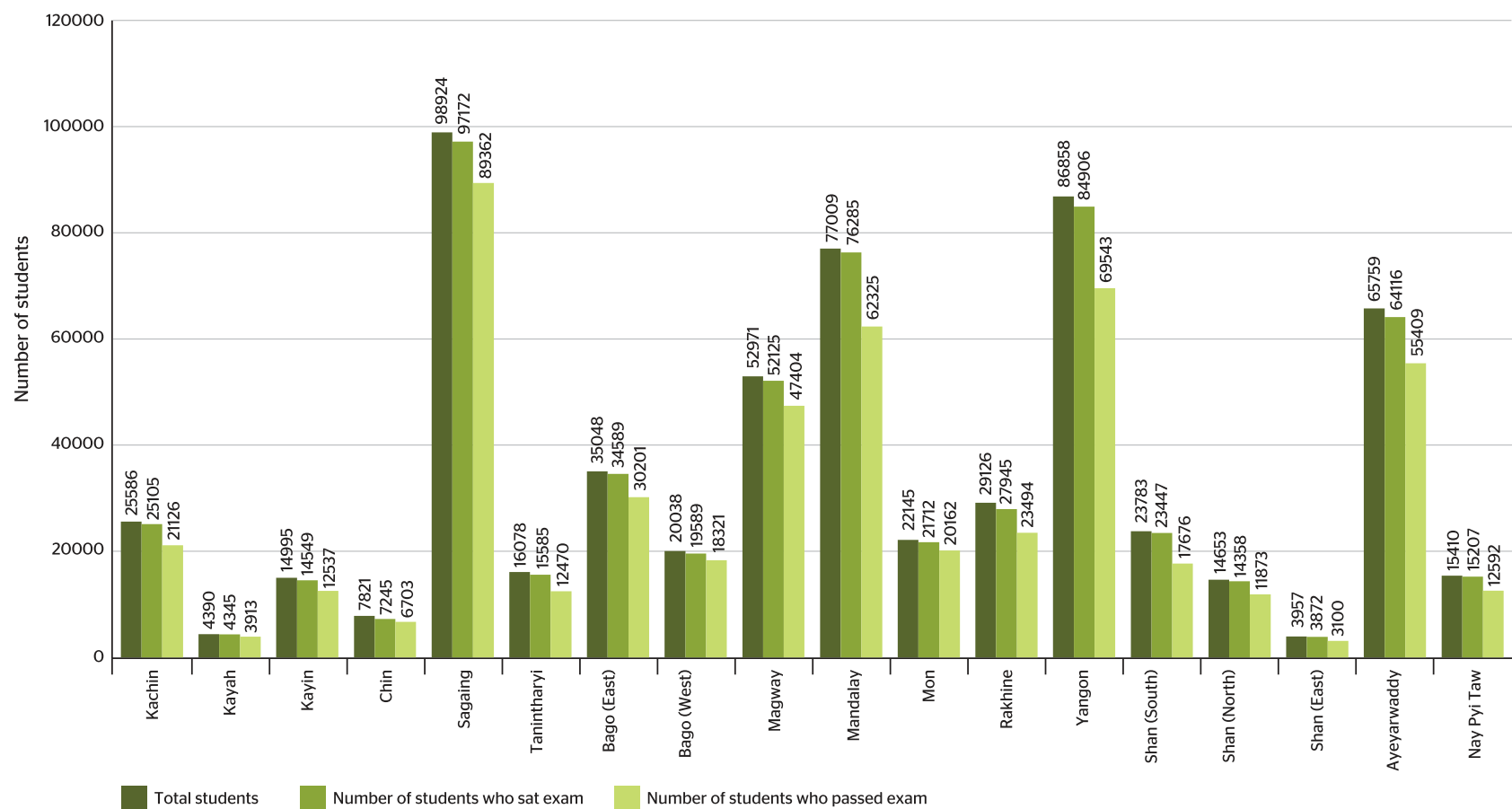




Figure (3.2.29) Number of students who sat and passed Grade 9 Completion Exam in AY 2016-17 in States and Regions

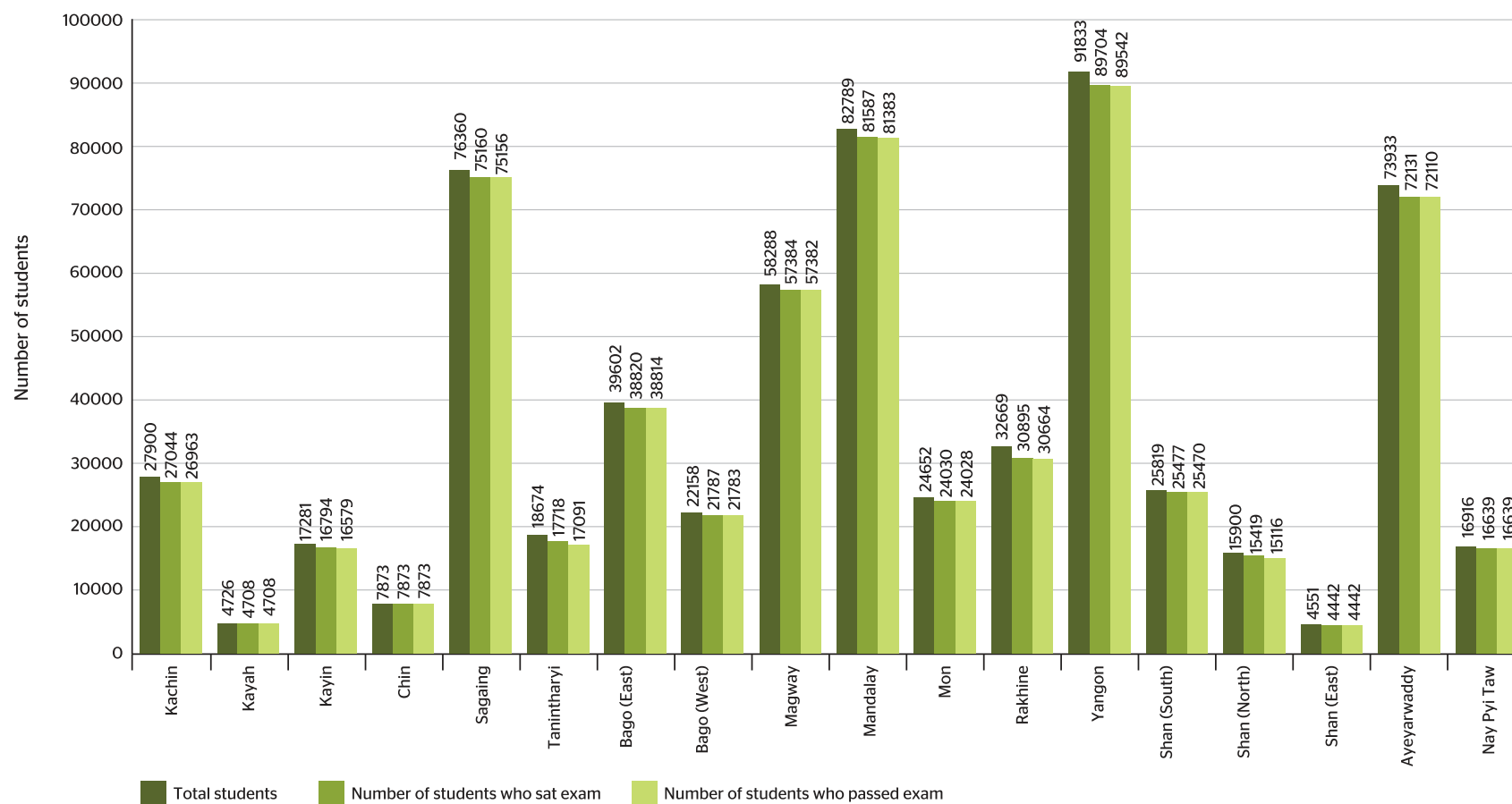


Figure (3.2.30) Number of students who sat and passed Grade 9 Completion Exam in AY 2017-18 in States and Regions

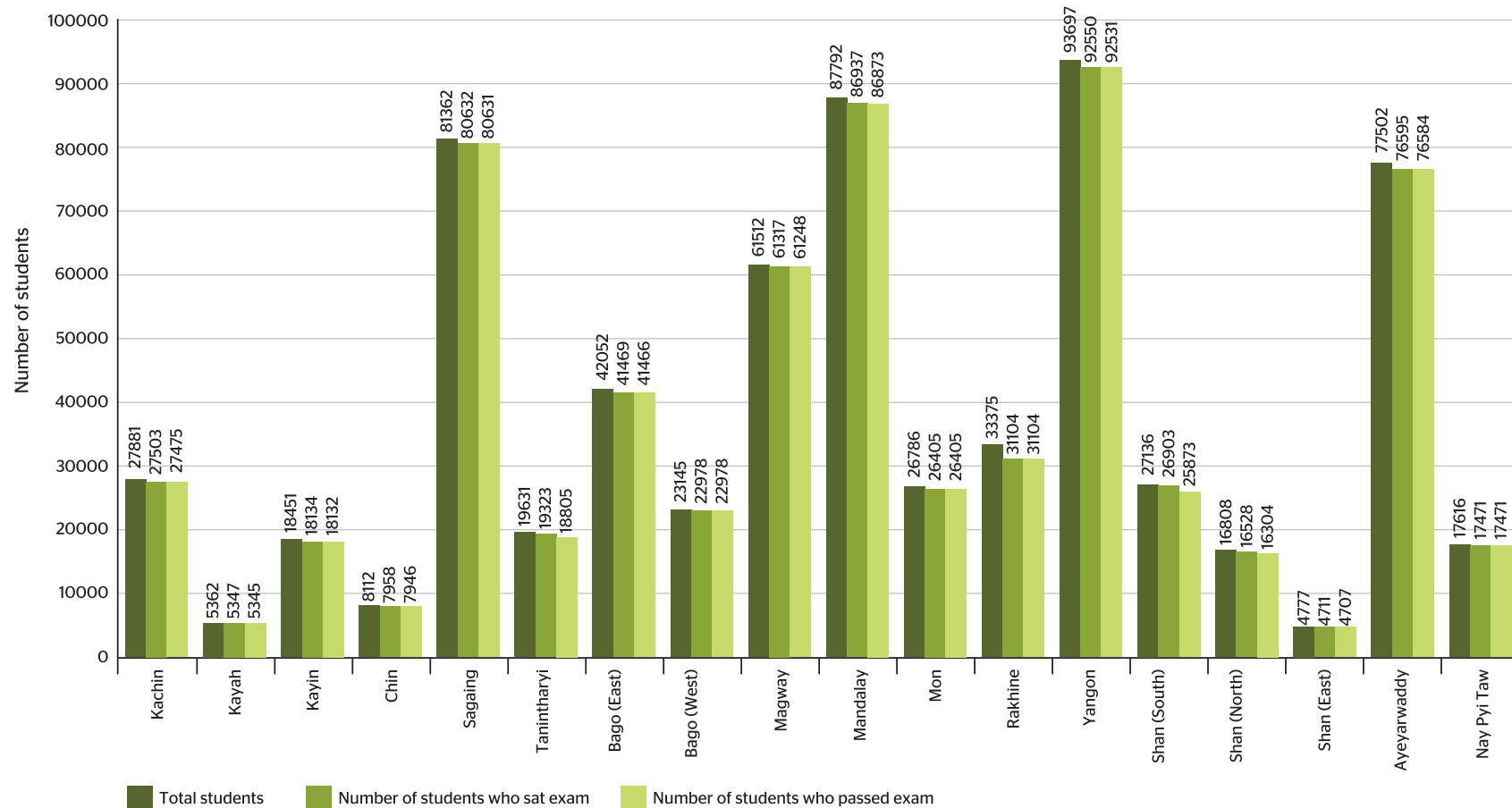


Figure (3.2.31) Number of students who sat and passed exam in Matriculation Examination in States and Regions in AY 2015-16

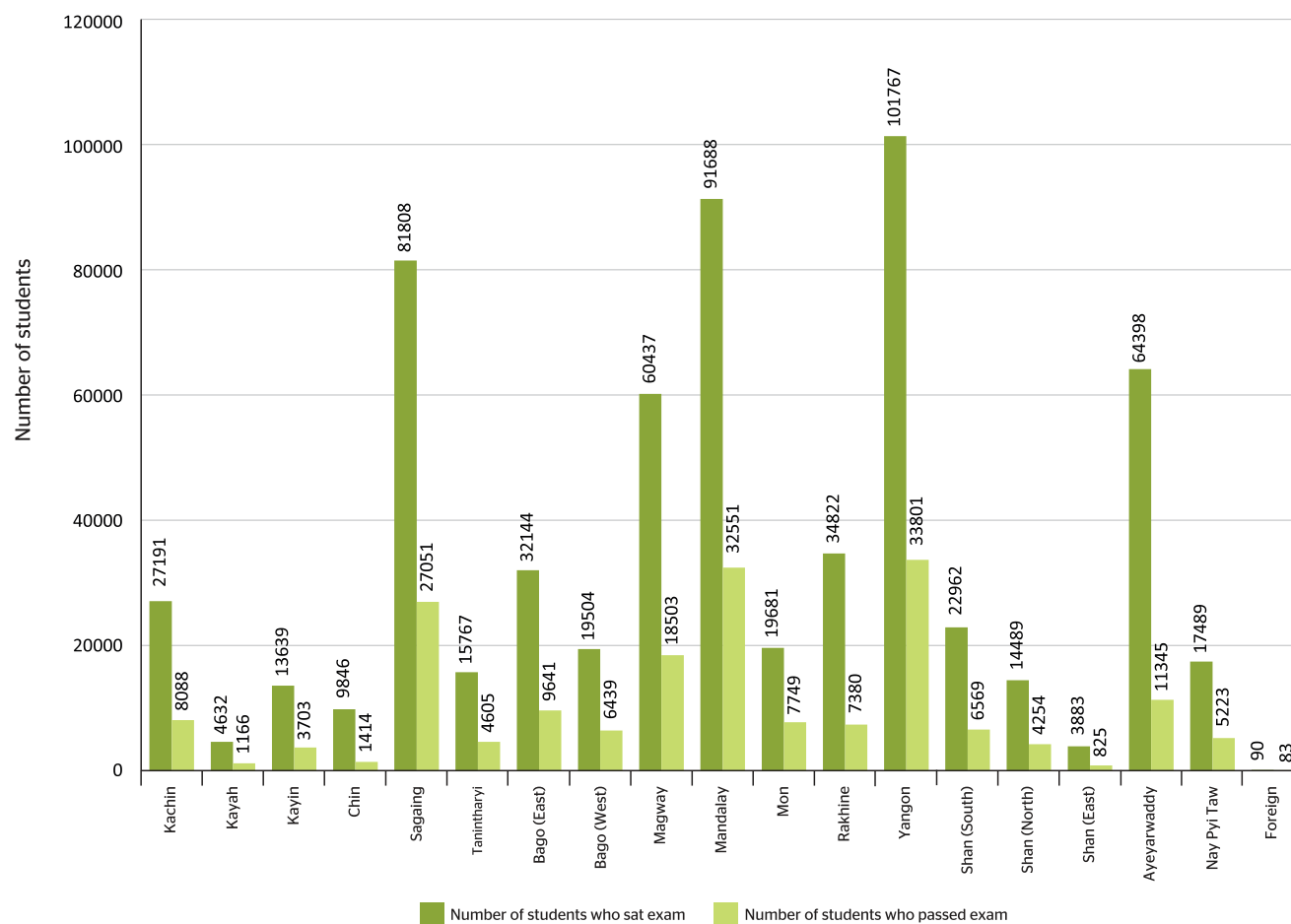








Figure (3.2.32) Number of students who sat and passed exam in Matriculation Examination in States and Regions in AY 2016-17

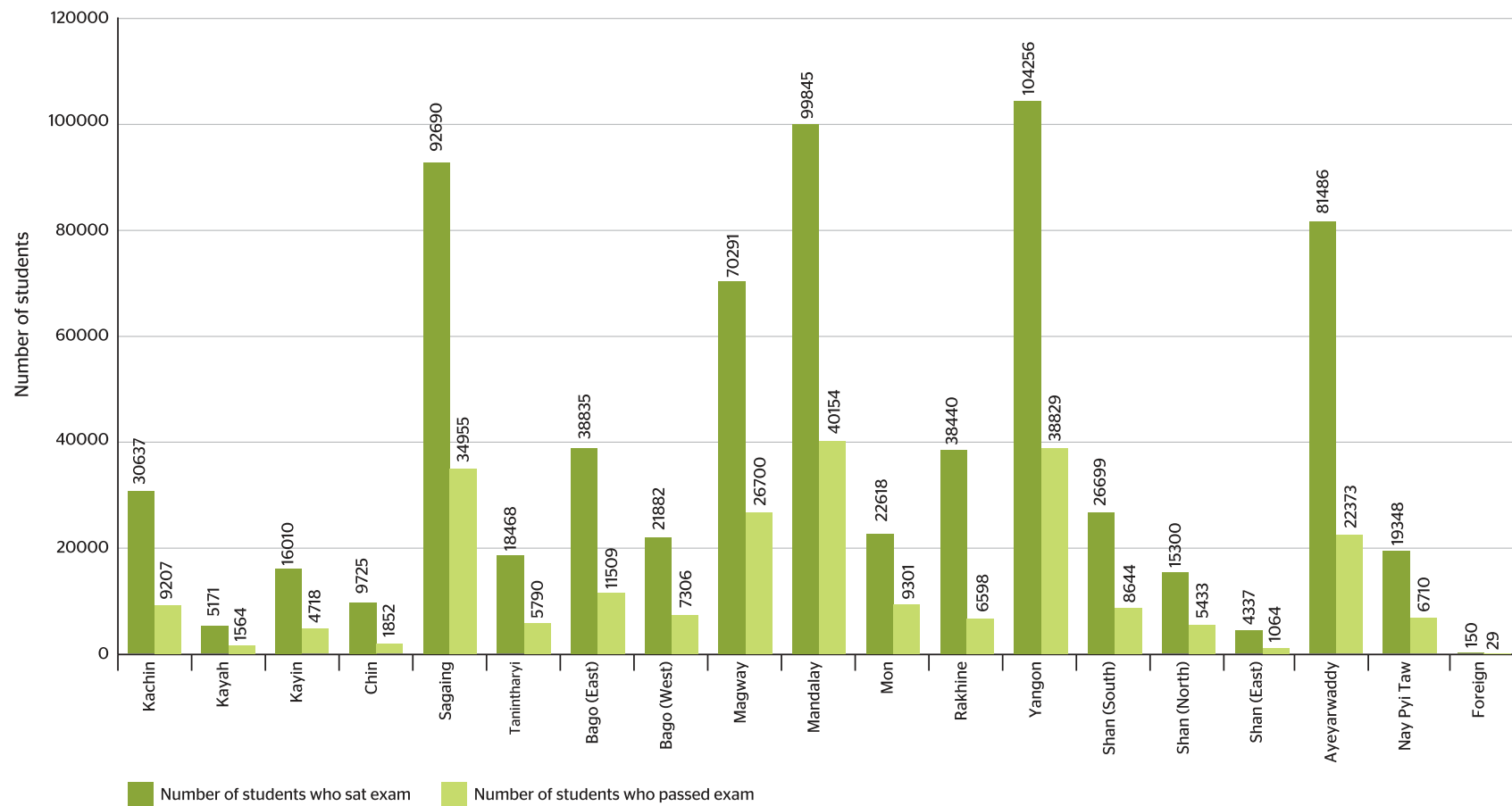


Figure (3.2.33) Number of students who sat and passed exam in Matriculation Examination in States and Regions in AY 2017-18

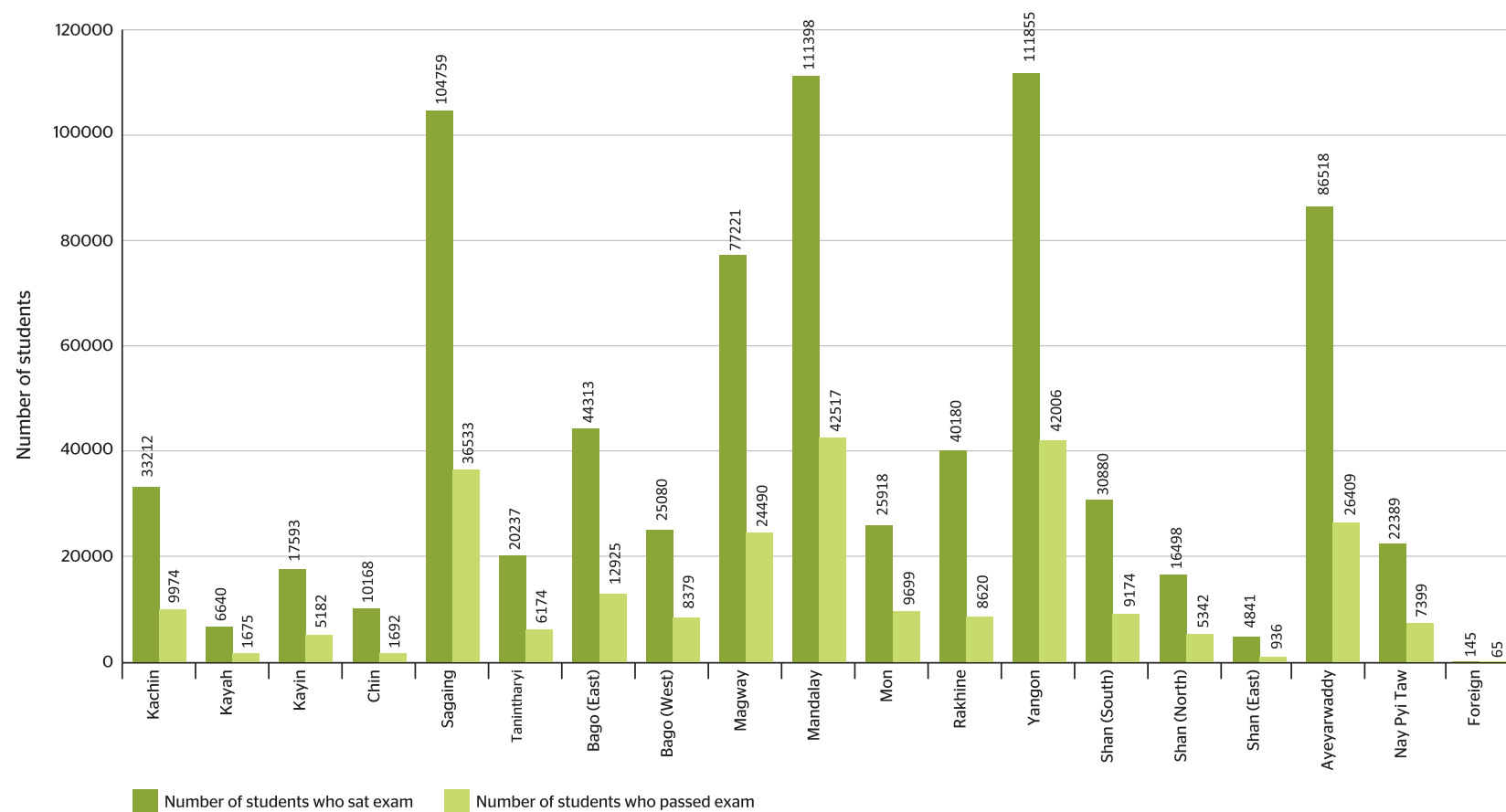


Figure (3.2.34) Number of schools that need senior teachers and number of senior teachers required (FY 2018-19 to FY 2020-21)

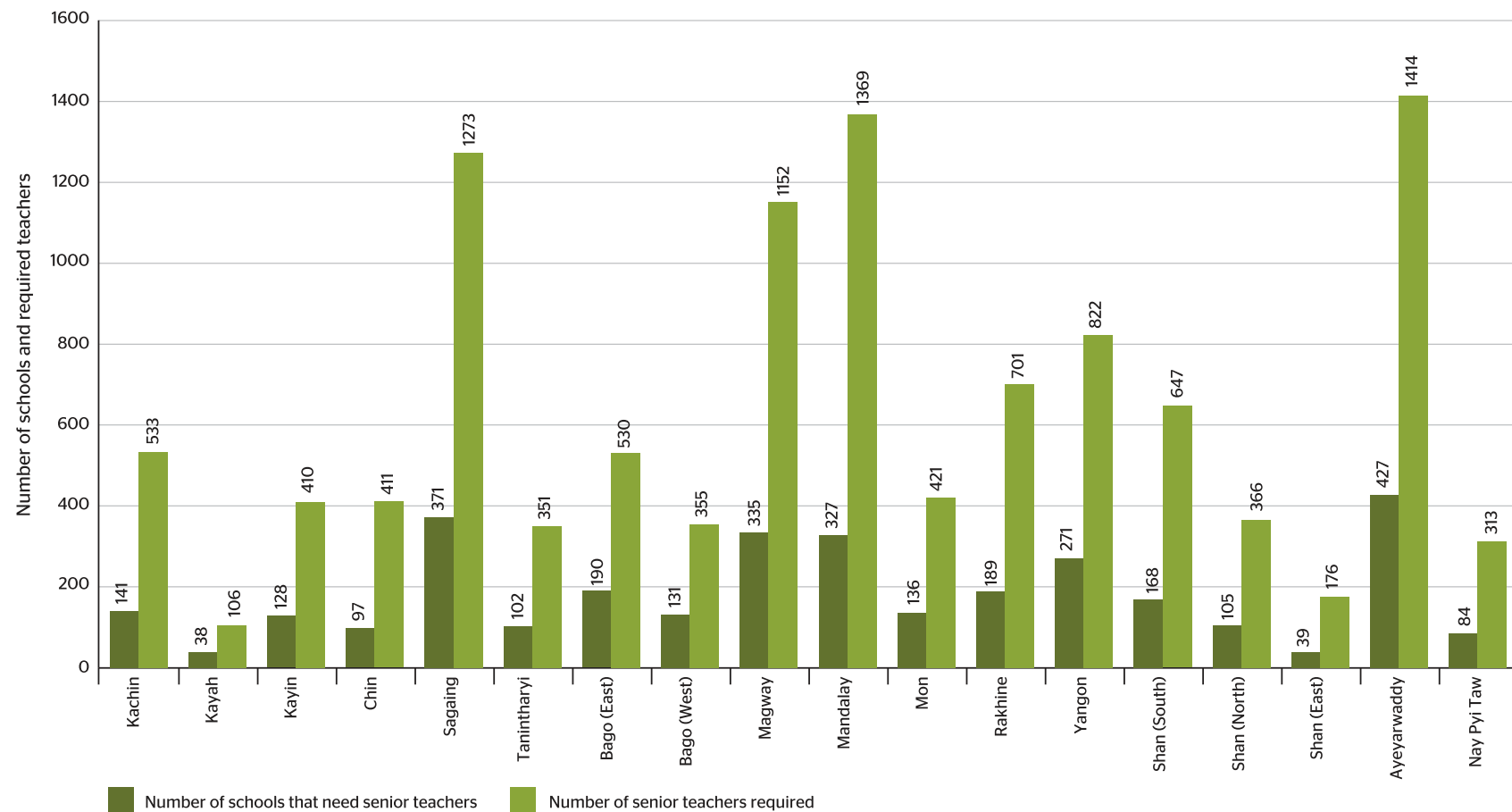




Figure (3.2.35) Number of schools that need lower secondary teachers and number of lower secondary teachers required (FY 2018-19 to FY 2020-21)

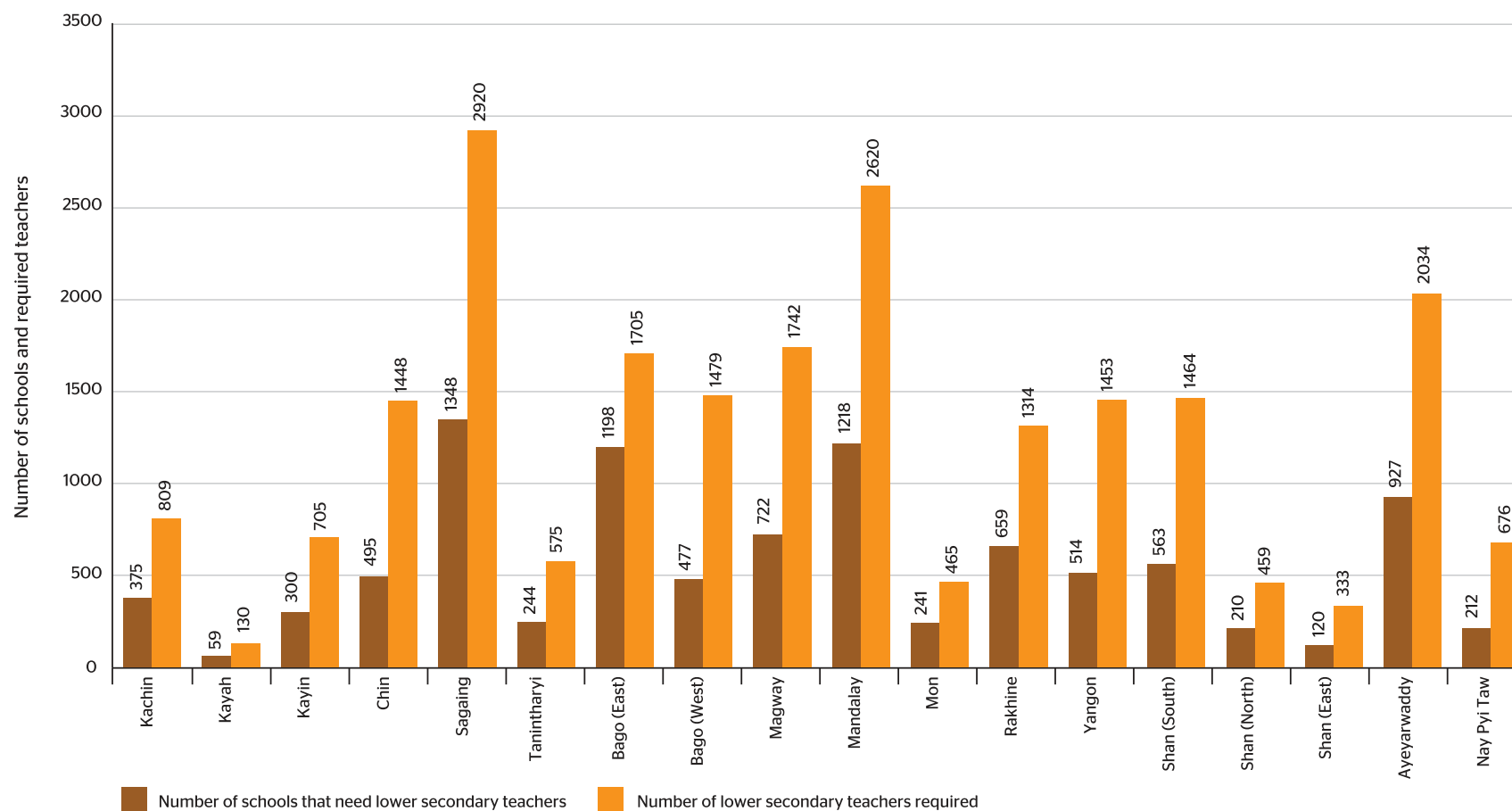


Figure (3.2.36) Number of primary teachers required (FY 2018-19 to FY 2020-21)

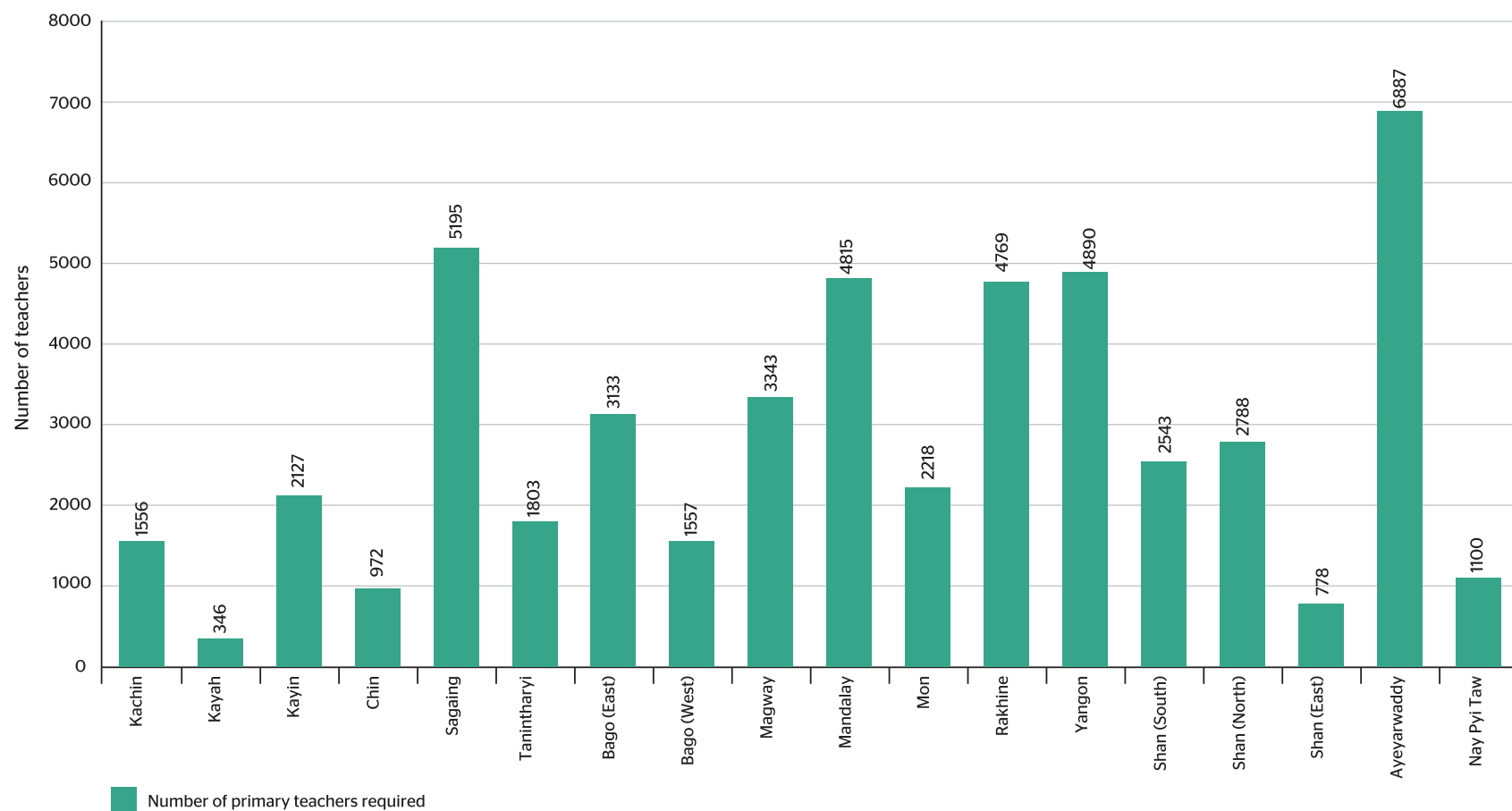
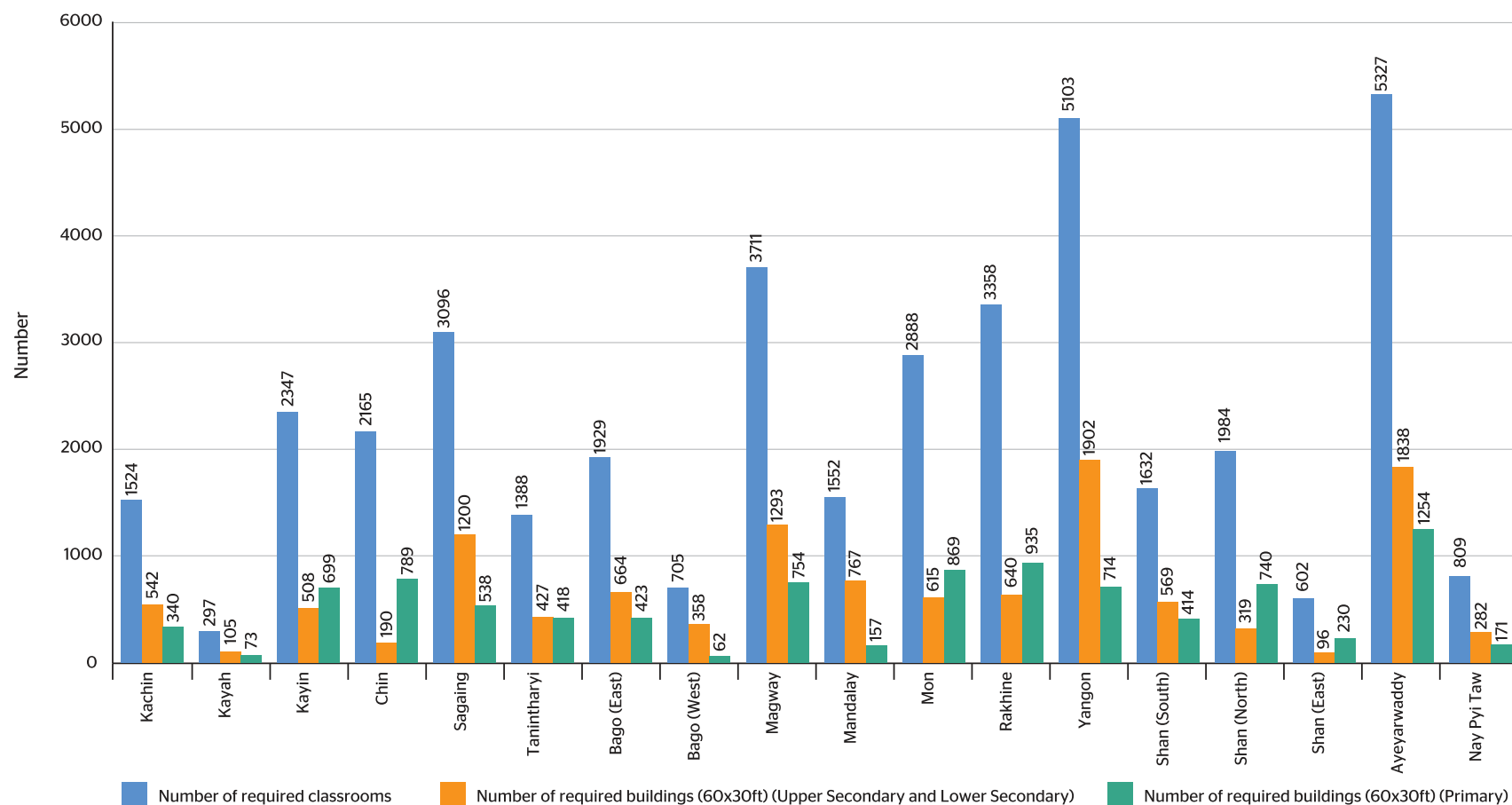


Figure (3.2.37) Number of required classrooms and required buildings (FY 2018-19 to FY 2022-23)

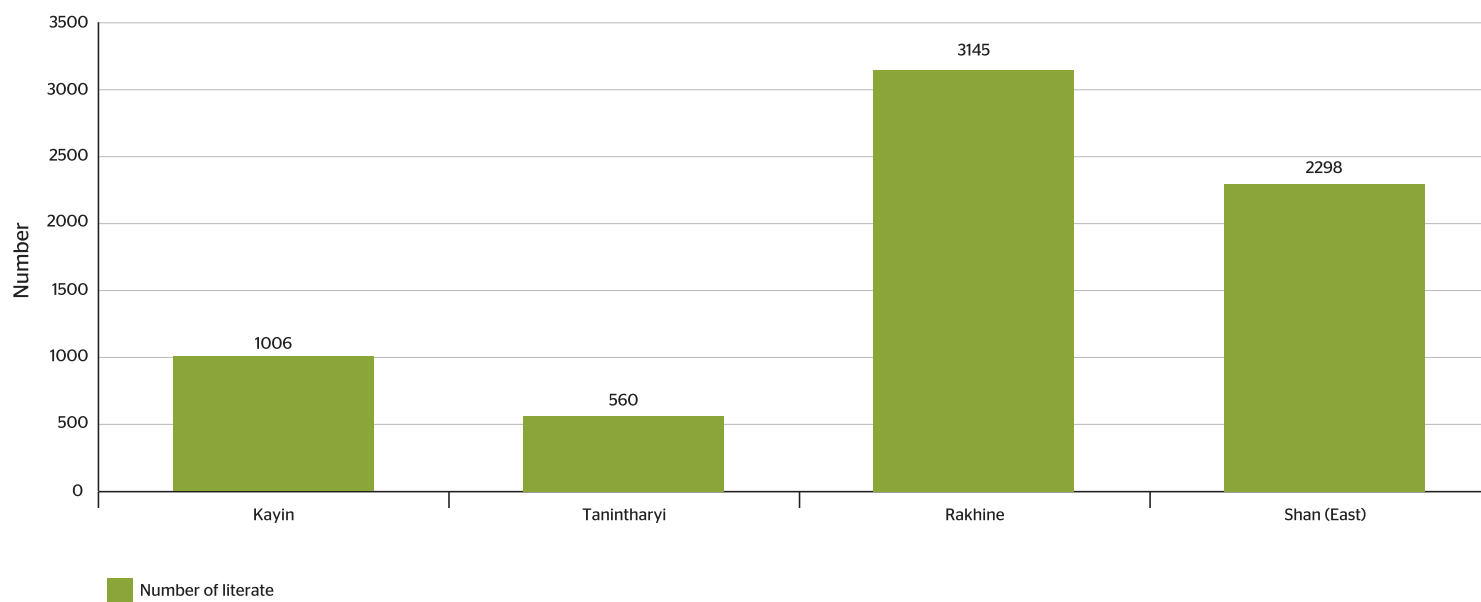


### 3.3 Alternative Education

#### Achievement

Department of Alternative Education conducted the whole State Basic Literacy Campaign and 1006 persons in Kayin State, 3145 persons in Rakhine State, 2298 persons in Shan (East) State and 560 persons in Tanintharyi Region learned to read and write.

Figure (3.3.1) Implementation of the Basic Literacy Campaign AY 2017-18 in Kayin State, Rakhine State, Shan (East) State and Tanintharyi Region





Implementation of Non-formal Primary Education (NFPE) AY 2017-18 carried out by Department of Alternative Education is as follows:

- In Kayin State, 30 Circles, 71 Facilitators, Level-1 (637), Level-2 (523),  
Total - 1160 persons
- In Chin State, 3 Circles, 3 Facilitators, Level-2 (57),
- In Sagaing Region, 26 Circles, 47 Facilitators, Level-1 (266), Level-2 (193),  
Total - 459 persons
- In Bago-East Region, 14 Circles, 22 Facilitators, Level-1 (106), Level-2 (90),  
Total - 196 persons
- In Bago-West Region, 26 Circles, 42 Facilitators, Level-1 (251), Level-2 (155),  
Total - 406 persons
- In Mandalay Region, 27 Circles, 53 Facilitators, Level-1 (327), Level-2 (196),  
Total - 523 persons
- In Magway Region, 23 Circles, 38 Facilitators, Level-1 (162), Level-2 (129),  
Total - 291 persons
- In Mon State, 49 Circles, 88 Facilitators, Level-1 (476), Level-2 (412),  
Total - 888 persons
- In Rakhine State, 50 Circles, 99 Facilitators, Level-1 (587), Level-2 (469),  
Total - 1056 persons
- In Yangon Region, 43 Circles, 87 Facilitators, Level-1 (475), Level-2 (378),  
Total - 853 persons
- In Shan State, 5 Circles, 11 Facilitators, Level-1 (64), Level-2 (72),  
Total - 136 persons
- In Ayeyarwaddy Region, 52 Circles, 99 Facilitators, Level-1 (439), Level-2 (384),  
Total - 823 persons
- In Tanintharyi Region, 17 Circles, 34 Facilitators, Level-1 (166), Level-2 (164),  
Total - 330 persons
- In Nay Pyi Taw, 3 Circles, 4 Facilitators, Level-1 (20), Level-2 (21),  
Total - 41 persons

Figure (3.3.2) Number of circles and facilitators in implementation of NFPE in AY 2017-18

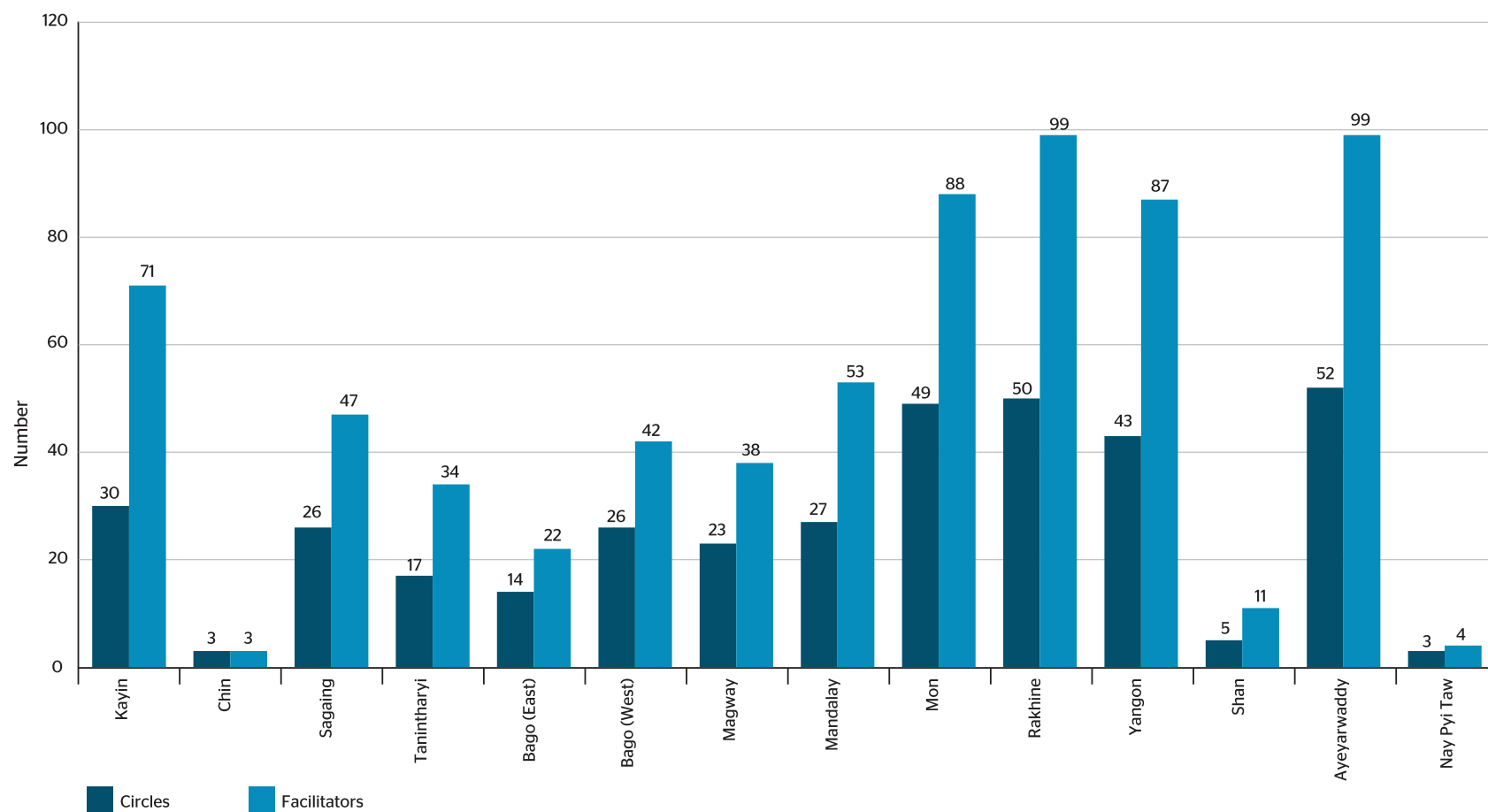


Figure (3.3.3) Number of learners (Level 1+ Level 2) in NFPE AY 2017-18

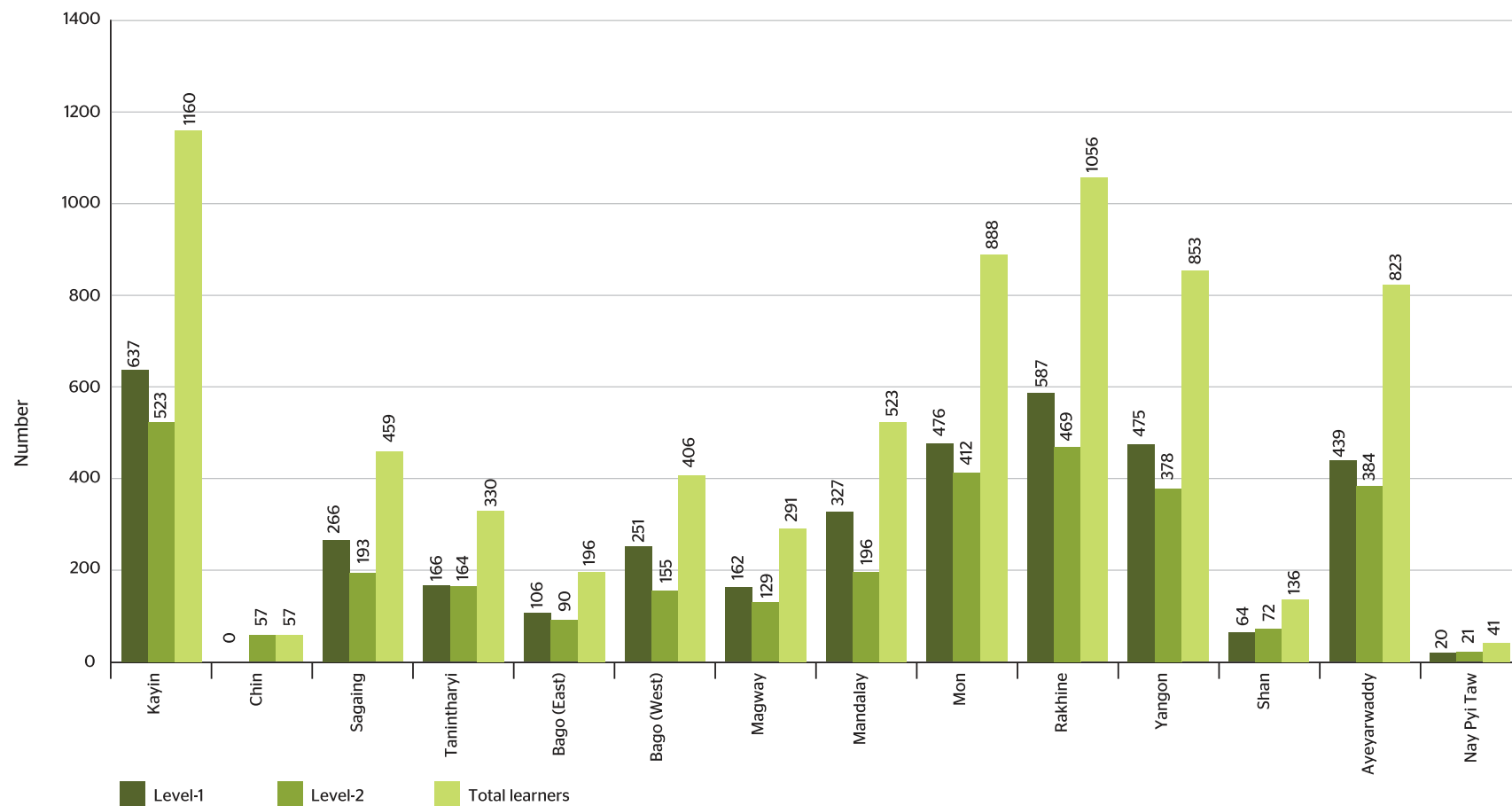
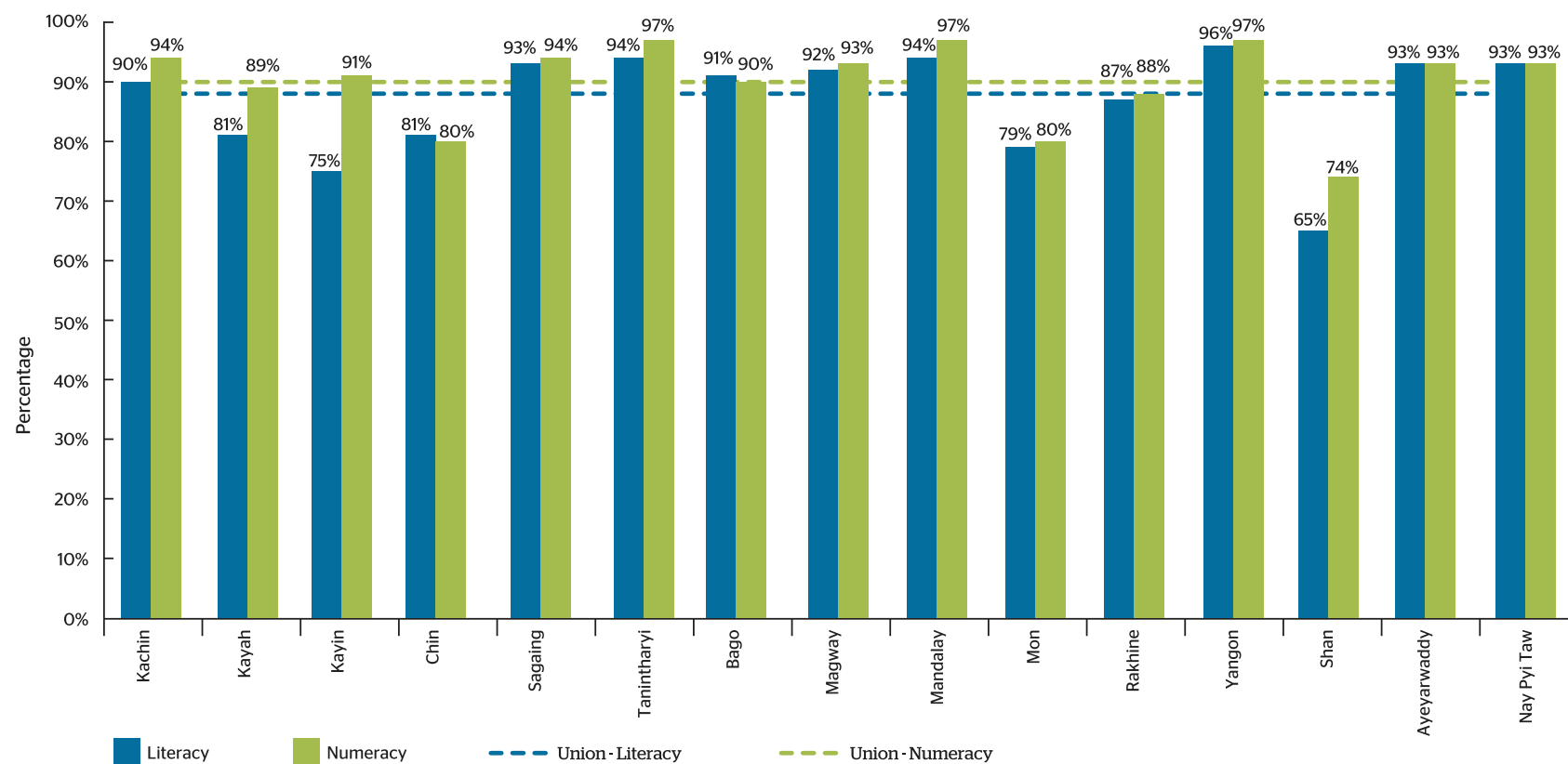


Figure (3.3.4) Percent of learners aged 15 and above becoming literate and numerate in States and Regions







Alternative Education



### 3.4 Technical and Vocational Education and Training

#### Achievements

According to the data collected in September 2017, (262) First Year, (139) Second Year, (54) Third Year students in Kachin State, (185) First Year, (125) Second Year, (65) Third Year students in Chin State, (599) First Year, (364) Second Year, (261) Third Year students in Sagaing Region, (185) First Year, (160) Second Year, (151) Third Year students in Bago Region, (842) First Year, (759) Second Year, (655) Third Year students in Magway Region, (855) First Year, (600) Second Year, (412) Third Year students in Mandalay Region, (177) First Year, (179) Second Year, (139) Third Year students in Mon State, (285) First Year, (218) Second Year, (167) Third Year students in Rakhine State, (168) First Year, (133) Second Year, in Yangon Region, (405) First Year, (262) Second Year, (177) Third Year students in Ayeyarwaddy Region, were trained at Government Technical Colleges/Institutes (GTC/GTI).





Figure (3.4.1) Number of students in GTI/GTC in FY 2017-18 (September, 2017)

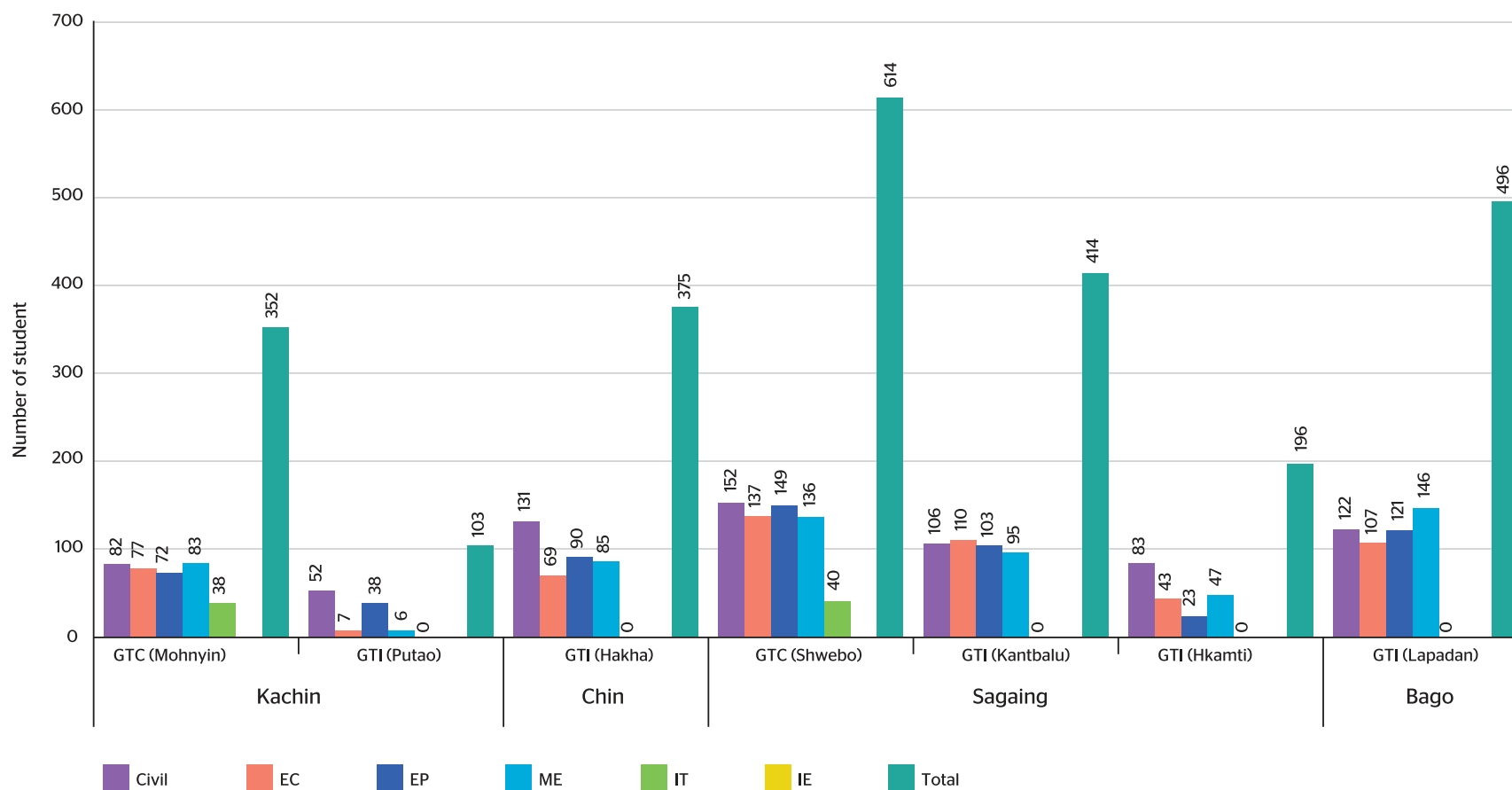


Figure (3.4.2) Number of students in GTI/GTC in FY 2017-18 (September, 2017)

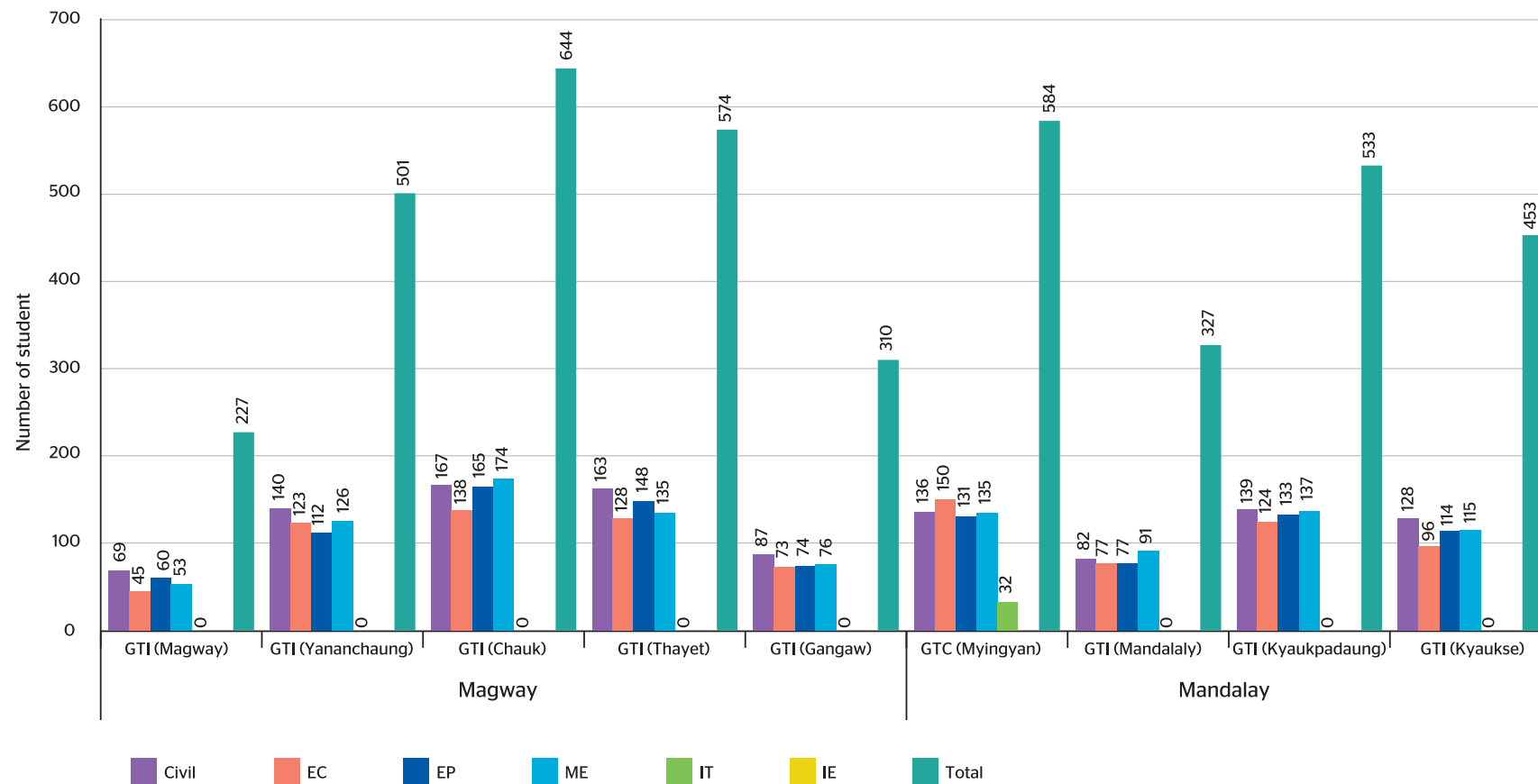




Figure (3.4.3) Number of students in GTI/GTC in FY 2017-18 (September, 2017)

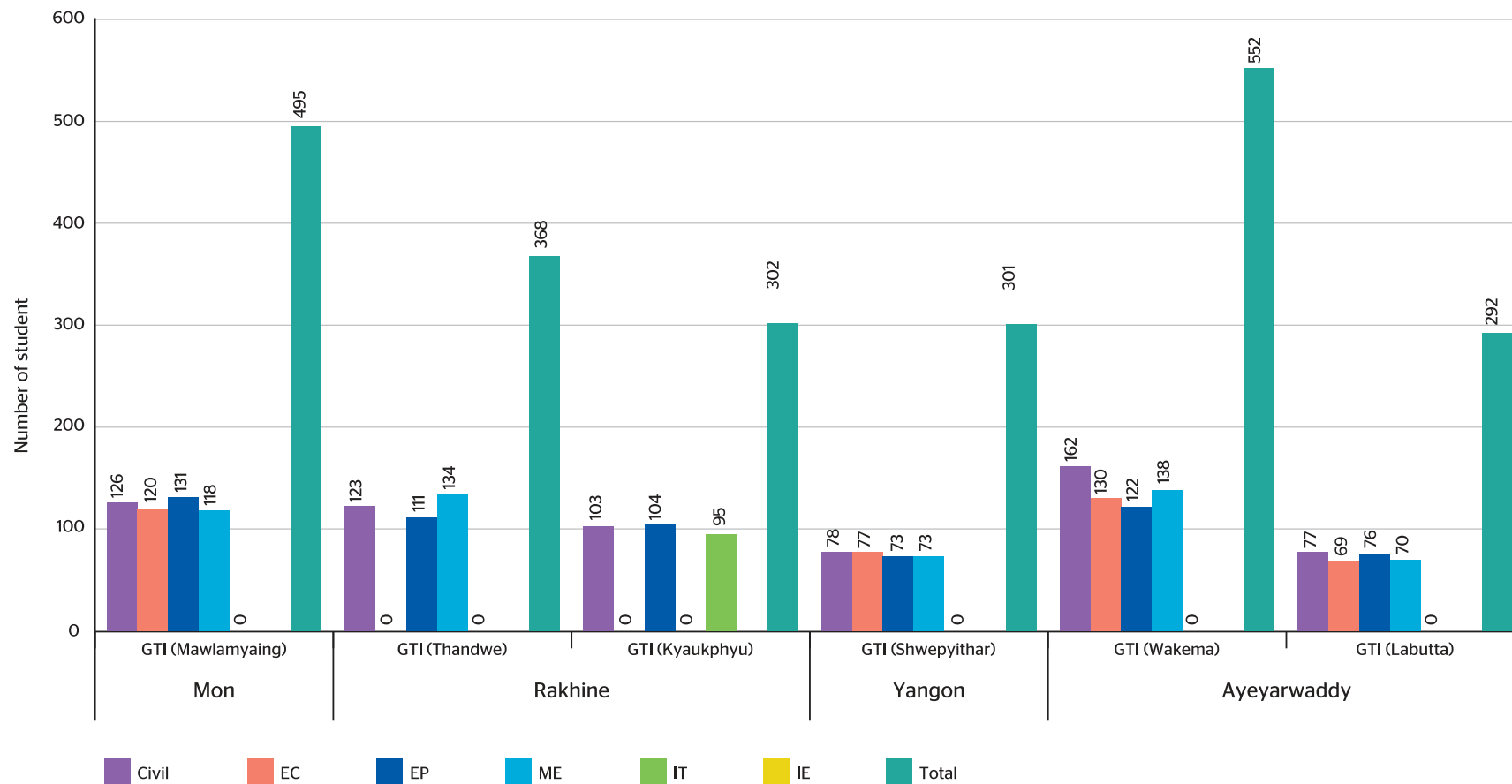
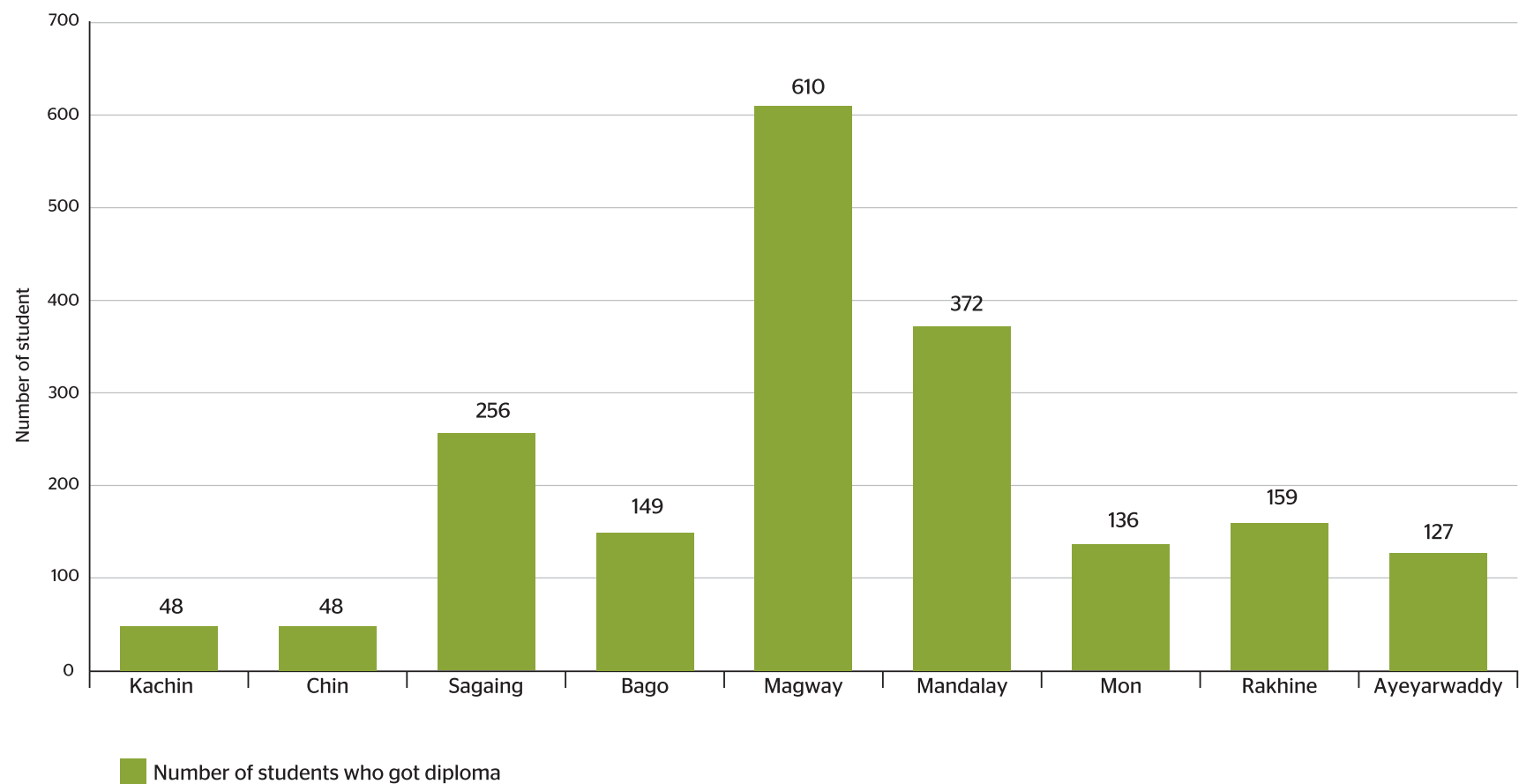


Figure (3.4.4) Number of students who got diploma from GTI/GTC in FY 2017-18 (October, 2017)



## Achievements

According to the data collected in February 2018, (290) First Year, (158) Second Year, in Kachin State, (161) First Year, (124) Second Year, in Kayah State, (178) First Year, (91) Second Year, in Kayah State, (153) First Year, (68) Second Year, in Chin State, (421) First Year, (312) Second Year, in Sagaing Region, (200) First Year, (94) Second Year, in Tanintharyi Region, (376) First Year, (268) Second Year, in Bago Region, (369) First Year, (237) Second Year, in Magway Region, (572) First Year, (335) Second Year, in Mandalay Region, (230) First Year, (82) Second Year, in Mon State, (131) First Year, (46) Second Year, in Rakhine State, (245) First Year, (198) Second Year, in Yangon Region, (516) First Year, (231) Second Year, in Shan State, (623) First Year, (374) Second Year, in Ayeyarwaddy Region, (166) First Year, (110) Second Year, in Nay Pyi Taw, were trained at Government Technical High School (GTHS).

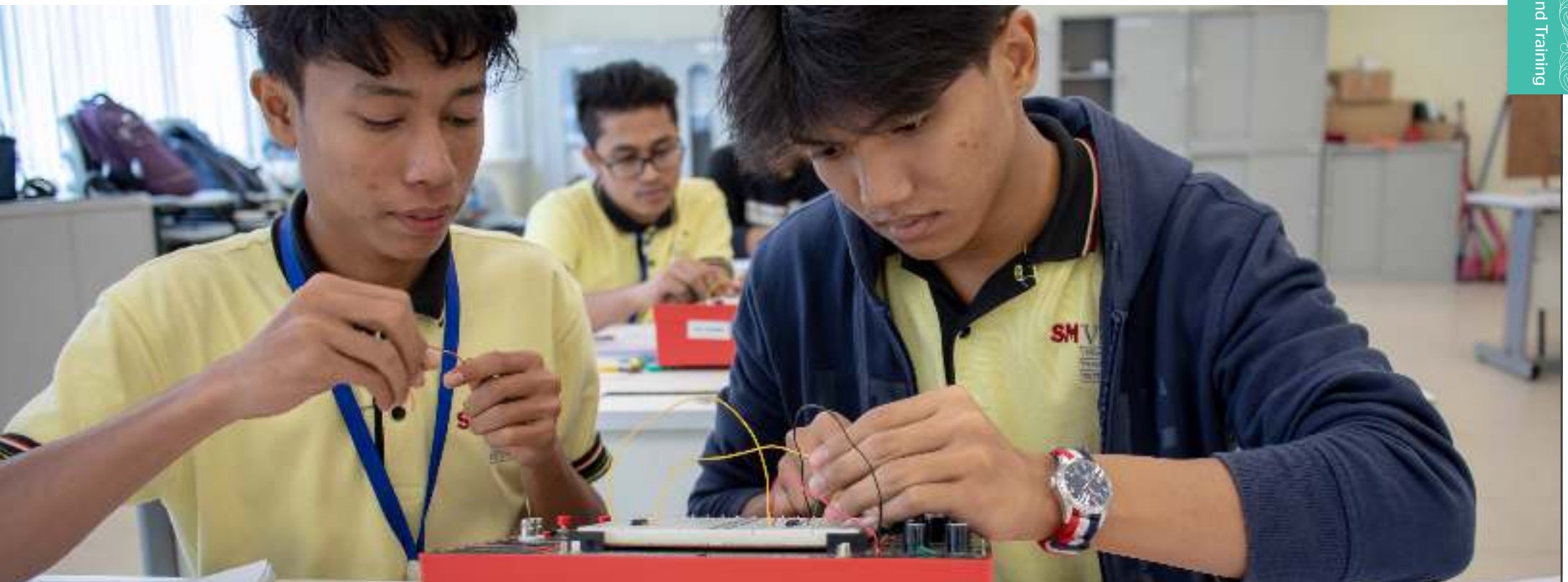


Figure (3.4.5) Number of students in GTHSs in AY 2017-18 (February, 2018)

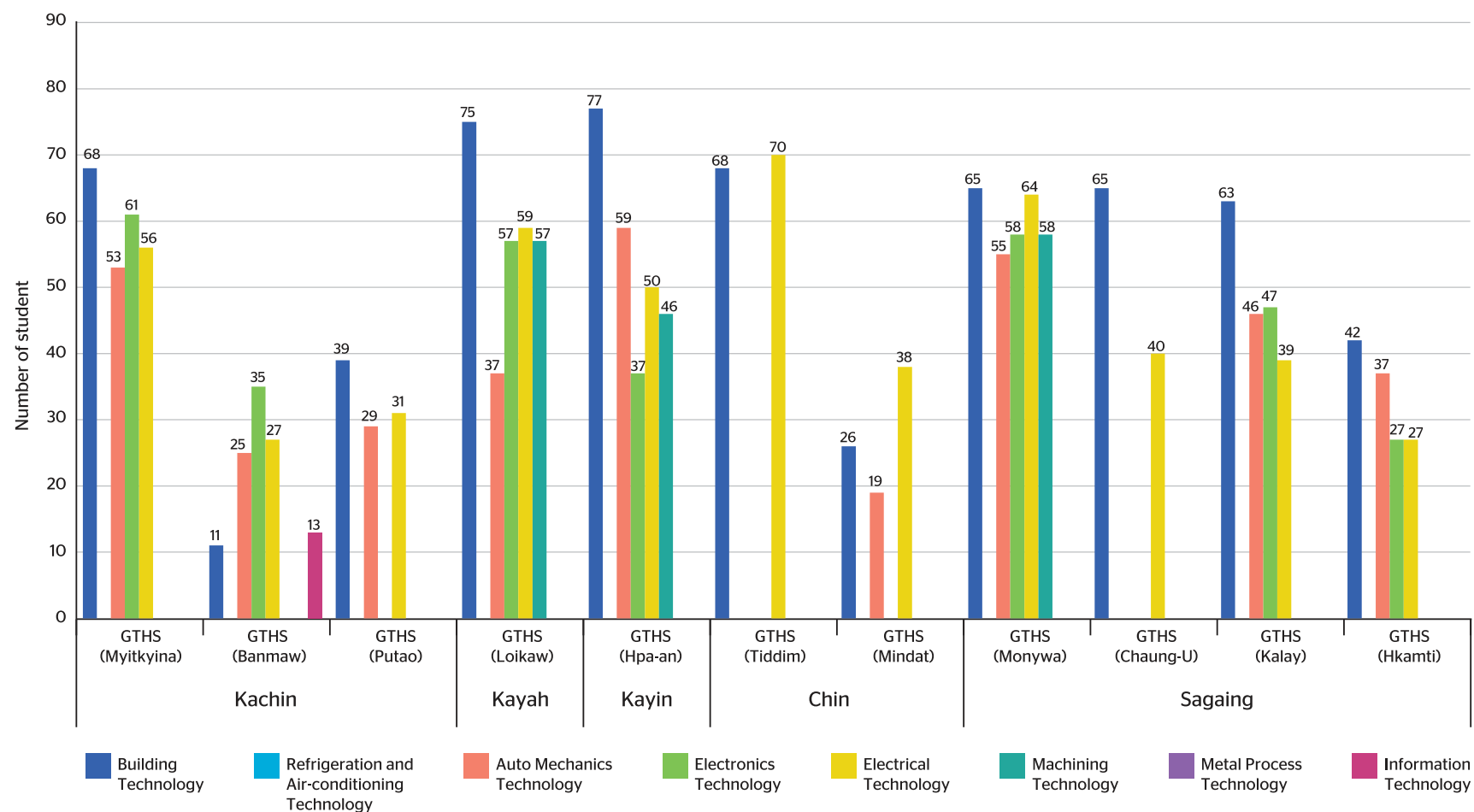
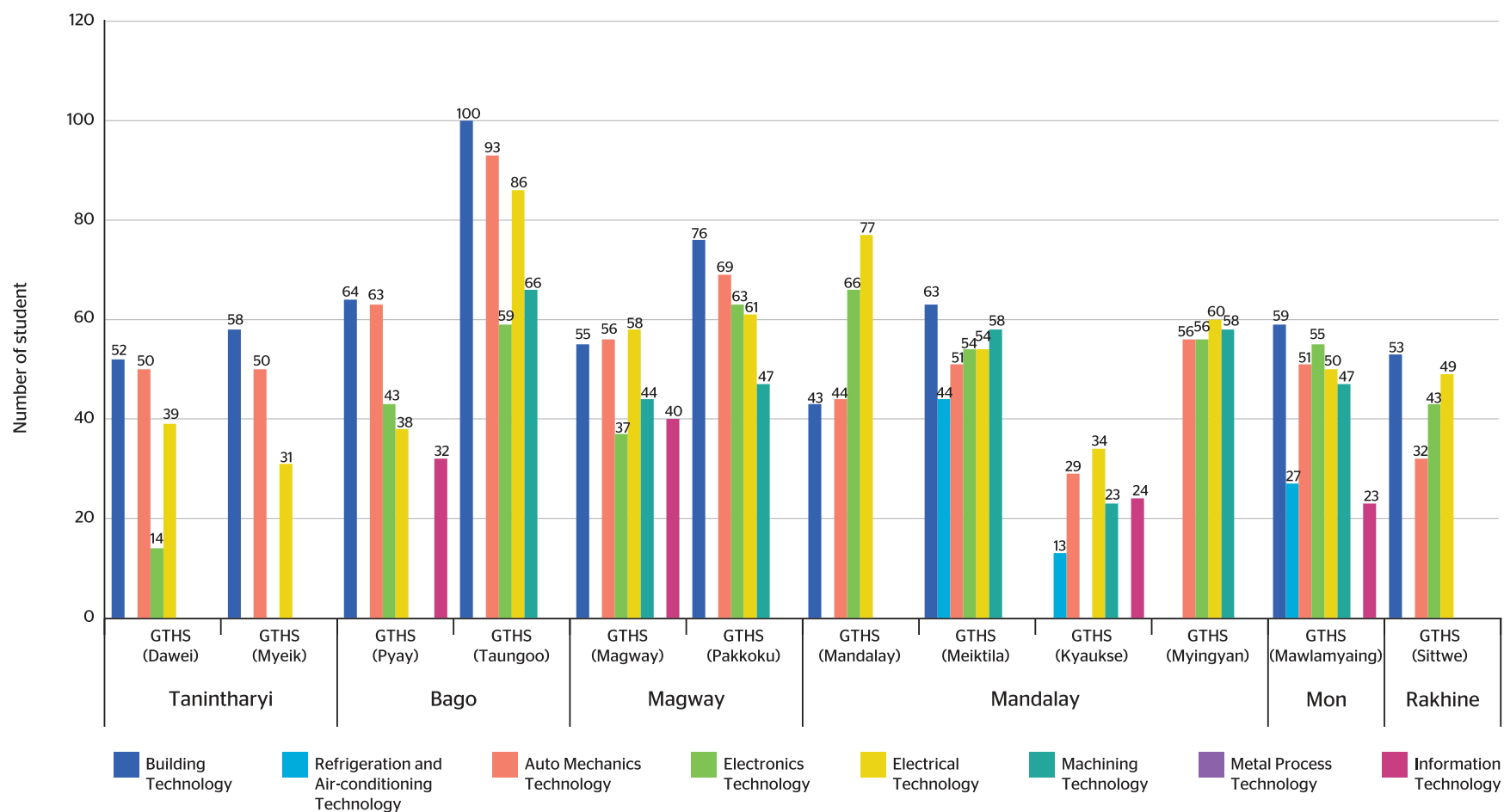




Figure (3.4.6) Number of students in GTHSs in AY 2017-18 (February, 2018)



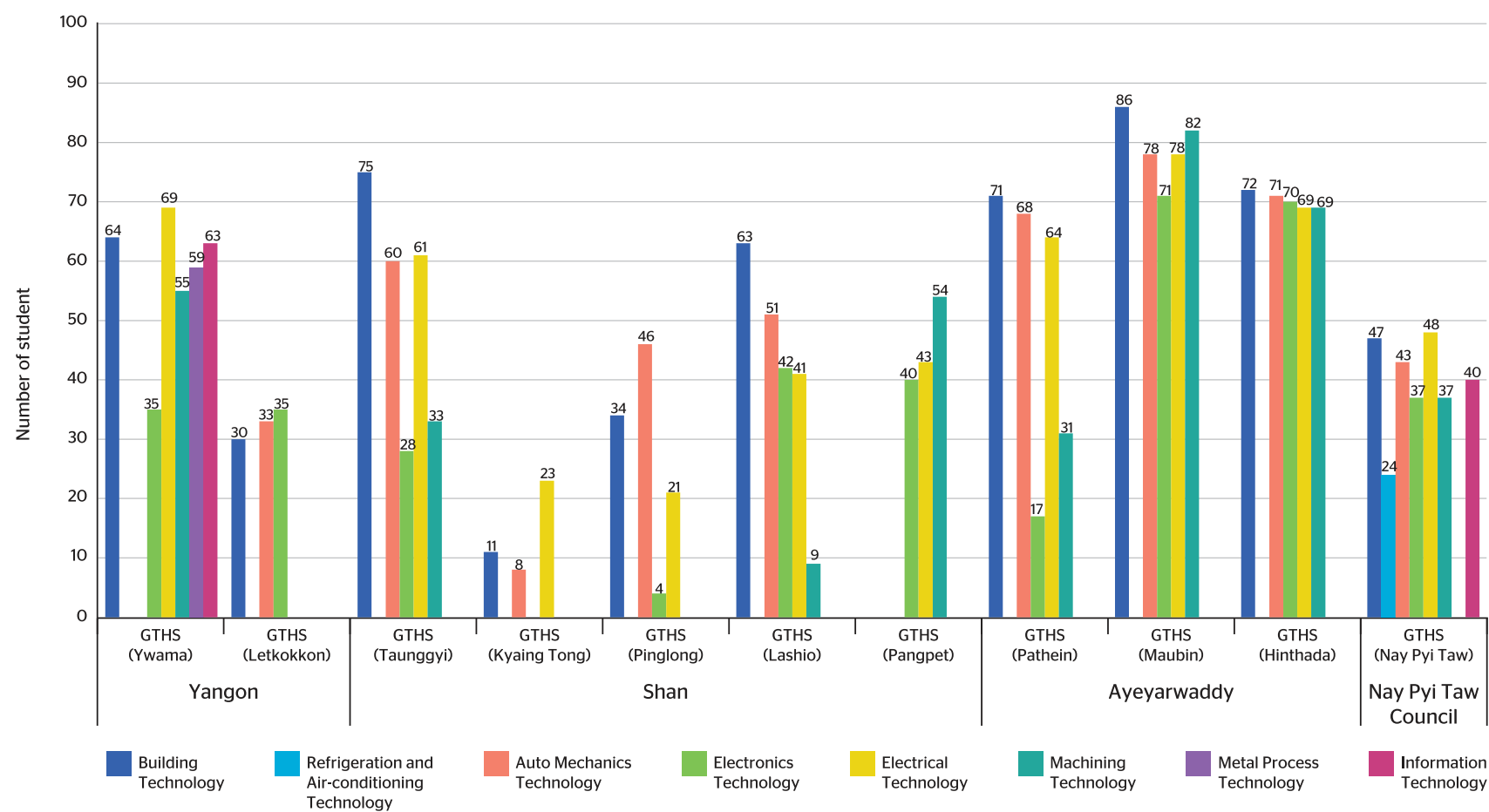
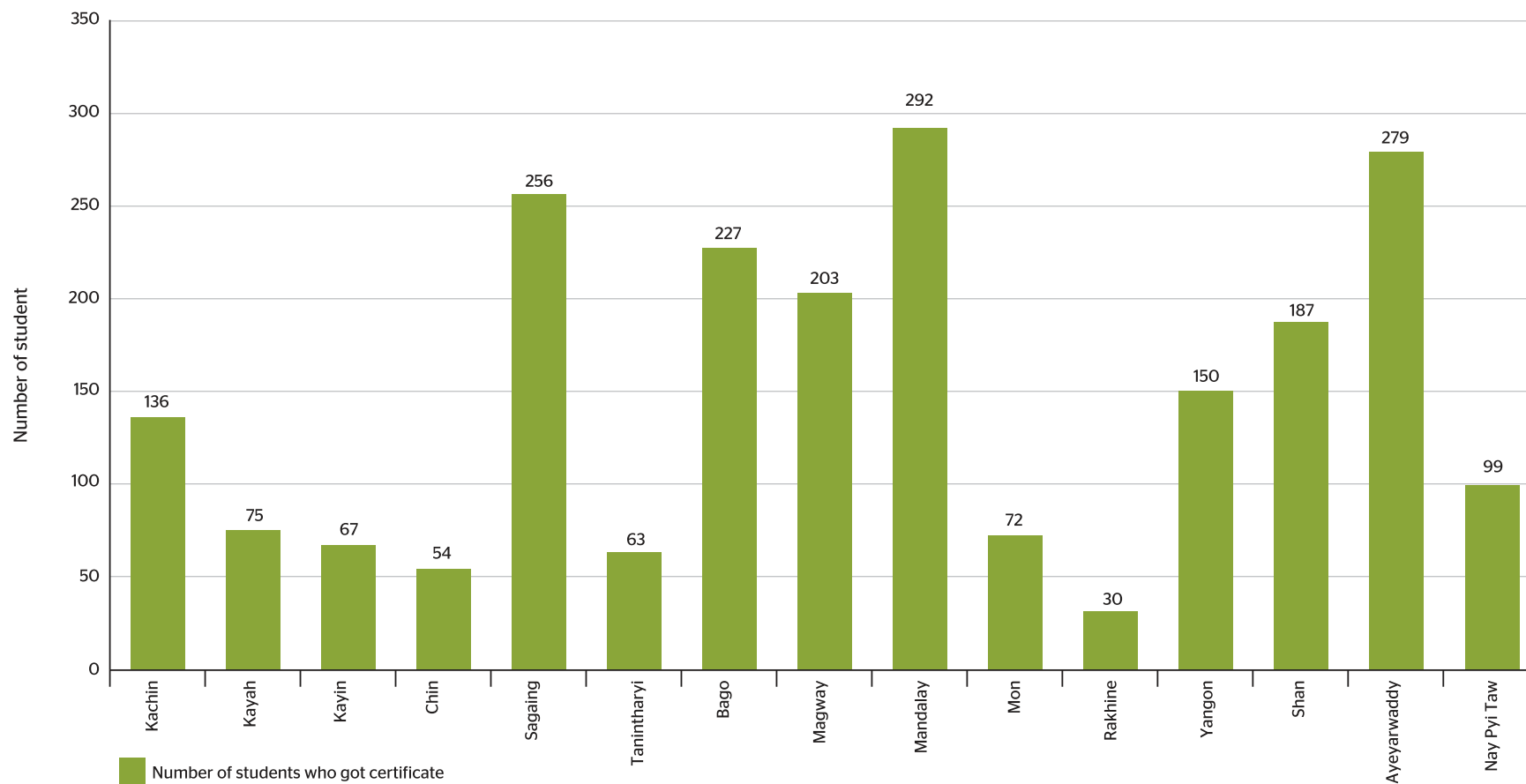


Figure (3.4.8) Number of students who got certificate from GTHSs in AY 2017-18 (March, 2018)



## Achievement

710 teachers were appointed in FY 2017-18.

Figure (3.4.9) Number of teachers appointed and percentage of teachers at Government Technical Colleges/Institutes in 2017-18 in States and Regions

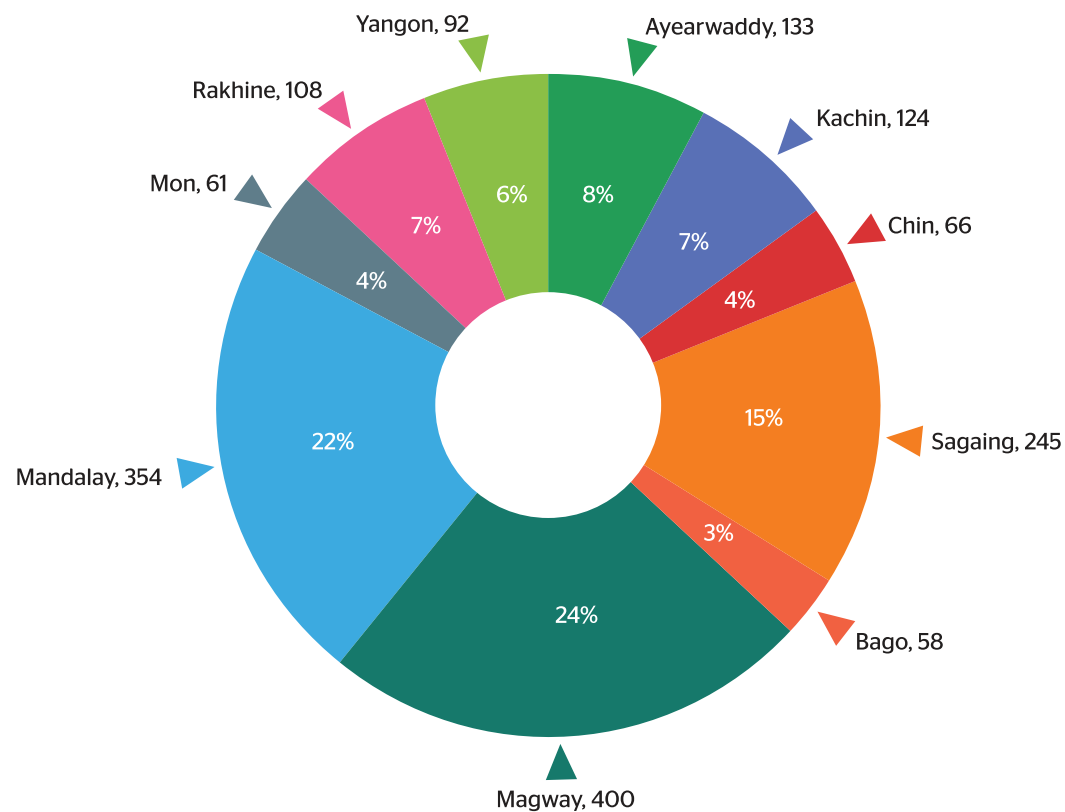




Figure (3.4.10) Number of teachers appointed and percentage of teachers at Government Technical High Schools in 2017-18 in States and Regions

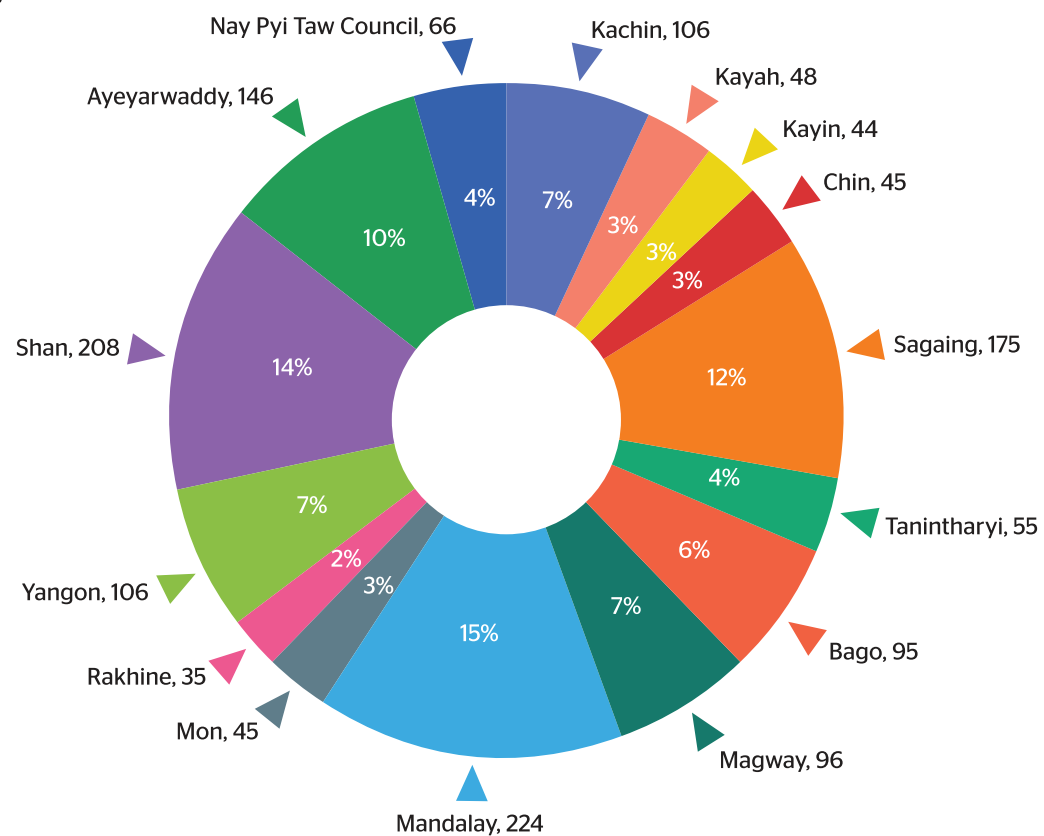


Figure (3.4.11) Number of students by State/Region and intake and number of students who received a certificate in Government Technical Institutes/Government Technical Colleges (GTI/GTCs) for 2013 intake

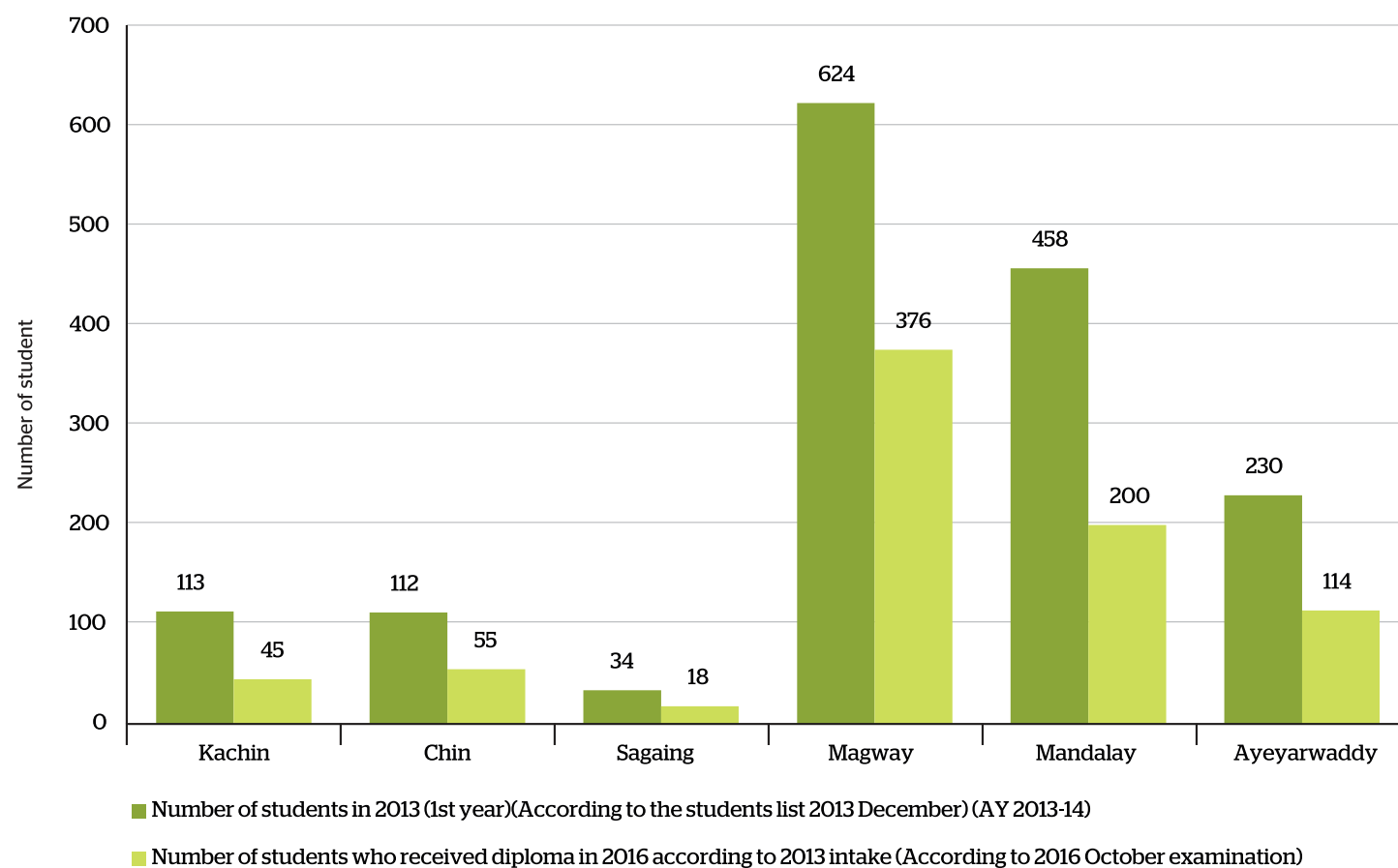


Figure (3.4.12) Number of students by State/Region and intake and number of students who received a certificate in Government Technical Institutes/Government Technical Colleges (GTI/GTCs) for 2014 intake

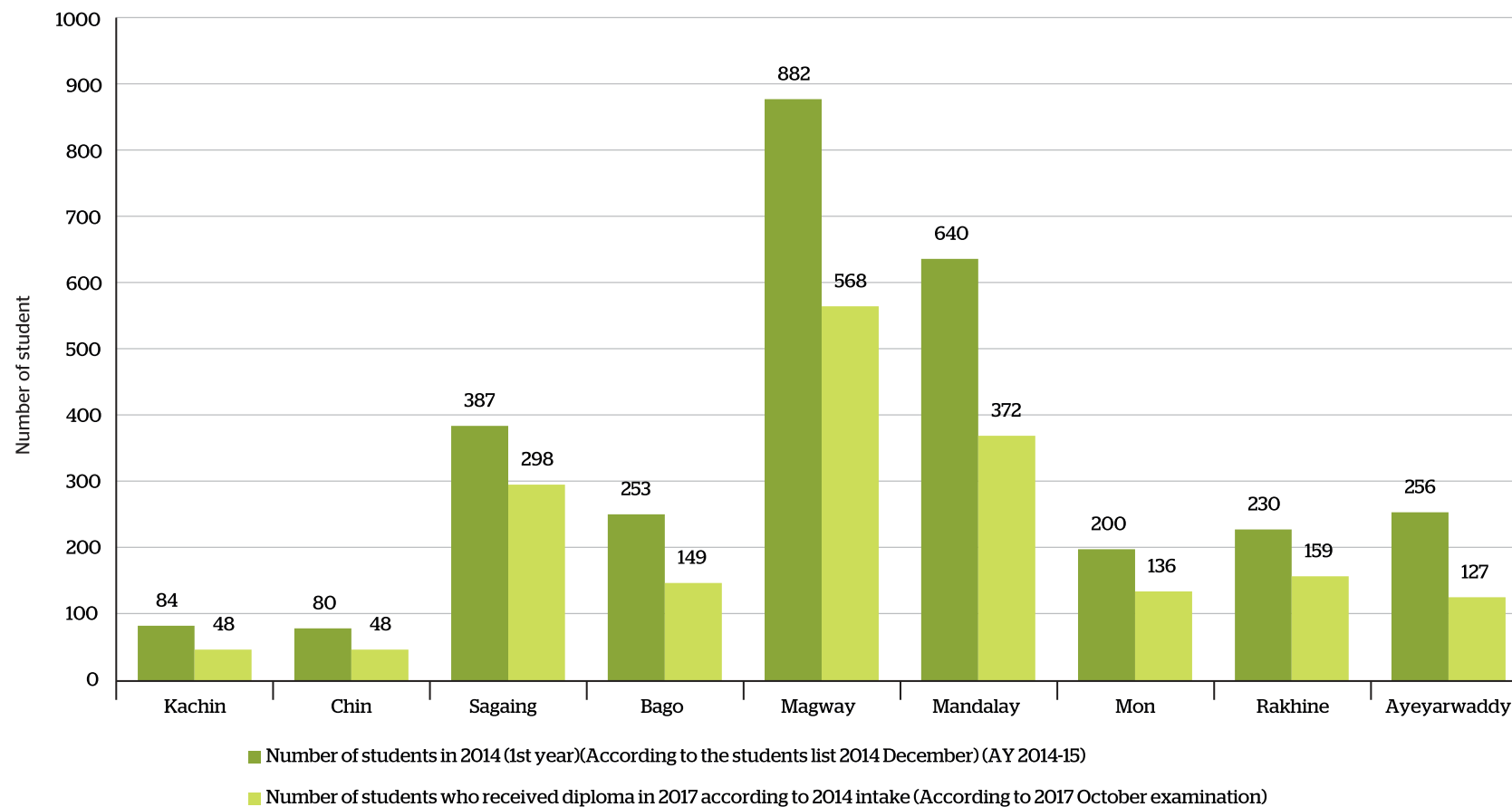


Figure (3.4.13) Number of students by State/Region and intake and number of students who received a certificate in Government Technical High Schools (GTHSs) for 2012 intake

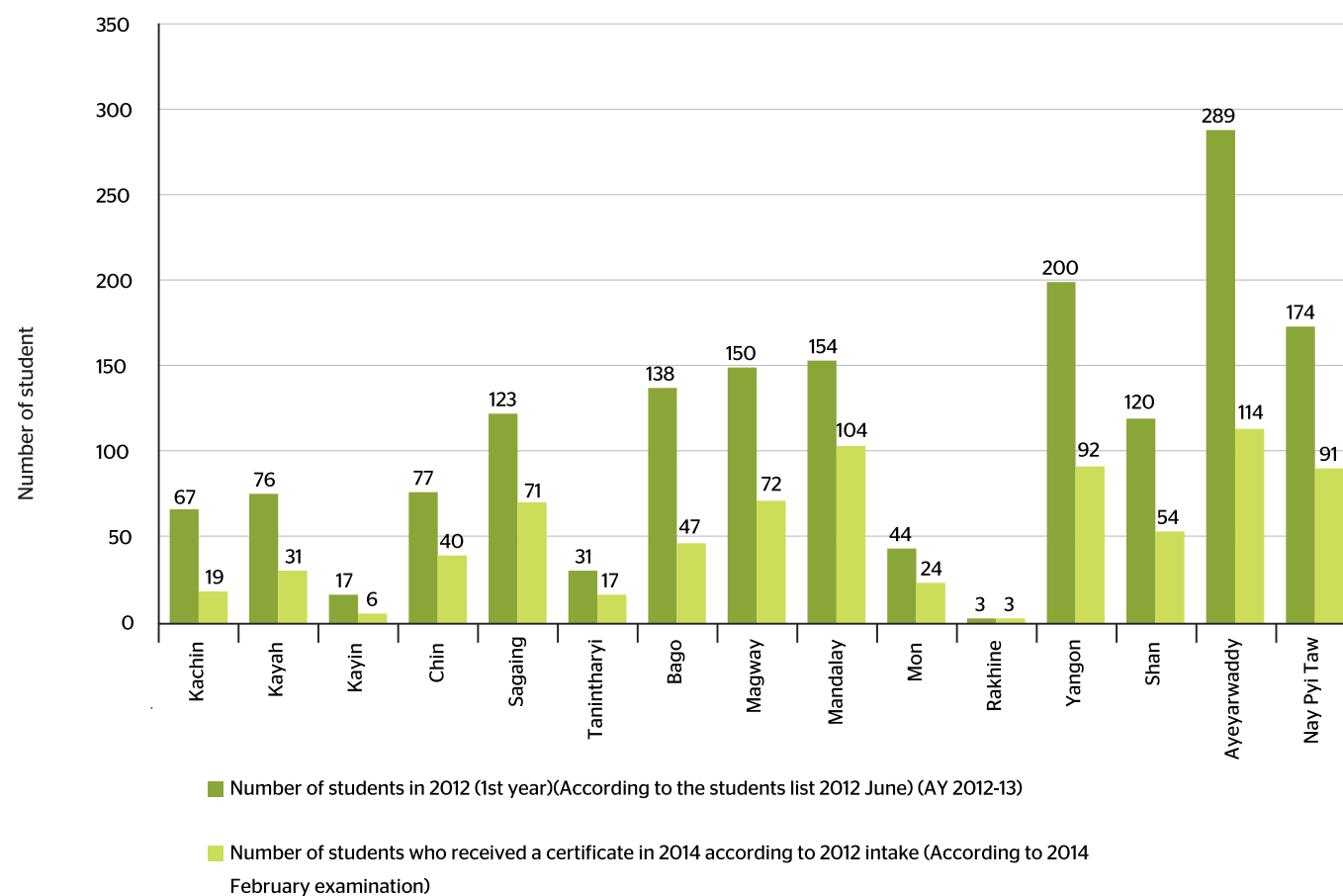




Figure (3.4.14) Number of students by State/Region and intake and number of students who received a certificate in Government Technical High Schools (GTHSs) for 2013 intake

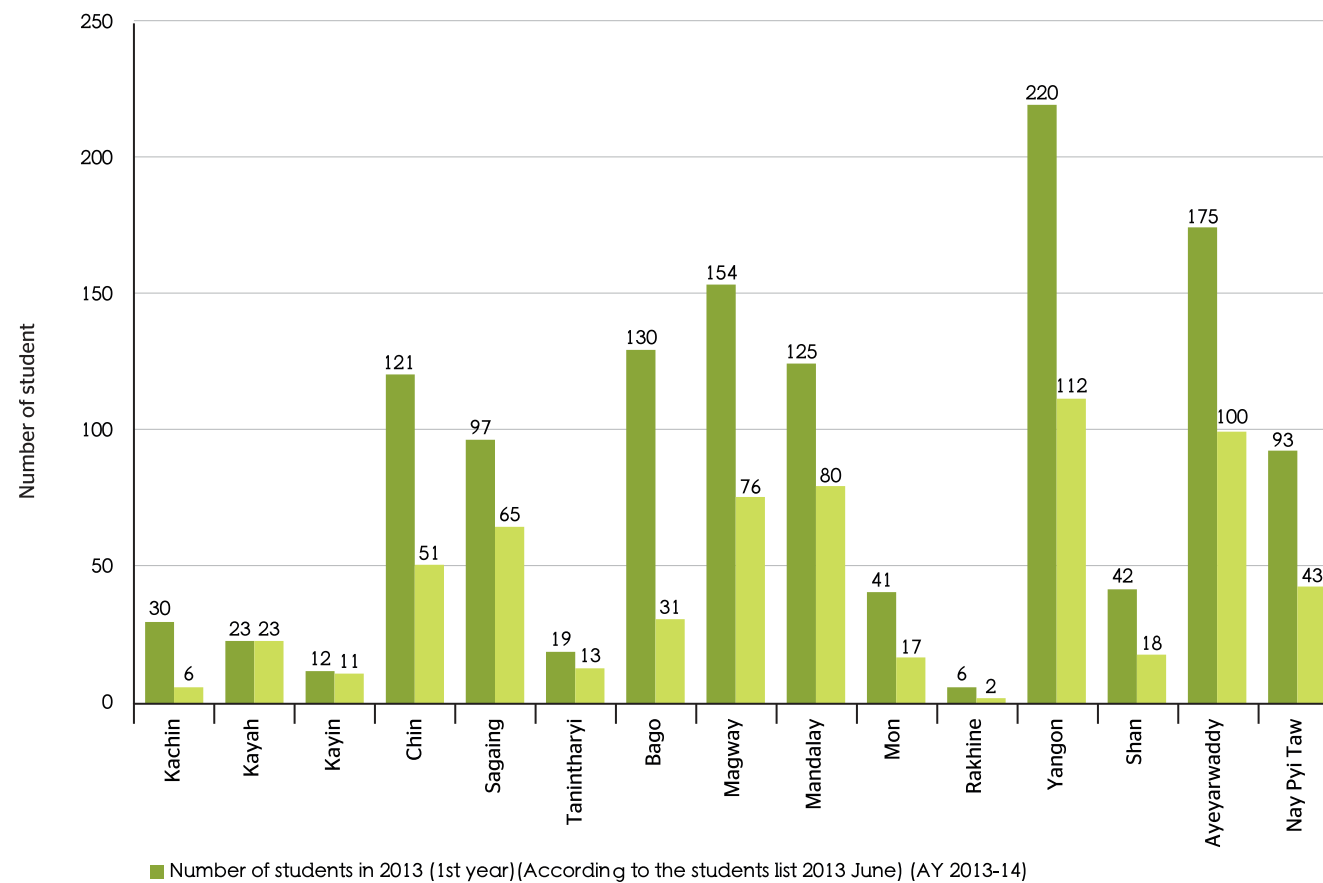


Figure (3.4.15) Number of students by State/Region and intake and number of students who received a certificate in Government Technical High Schools (GTHSs) for 2014 intake

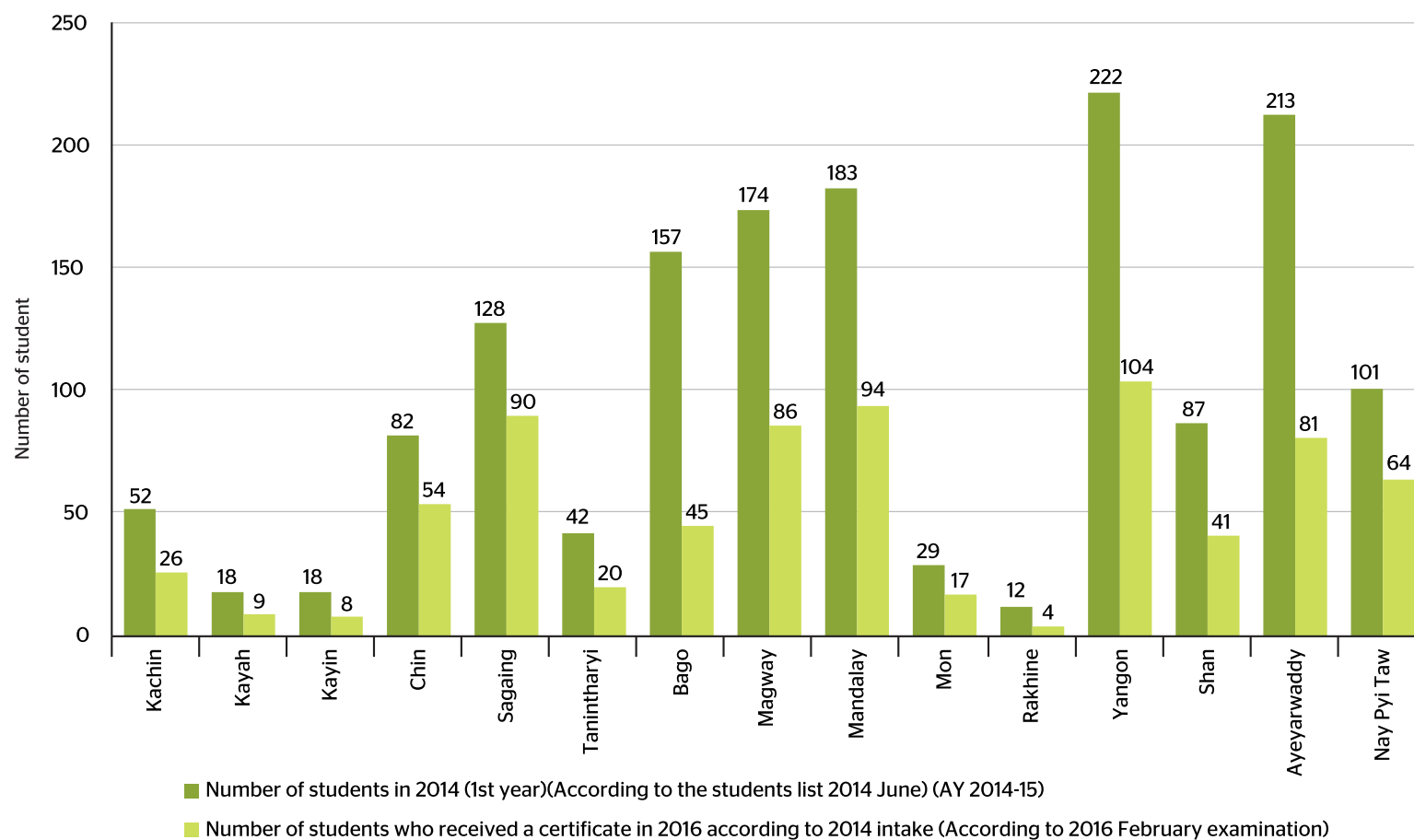


Figure (3.4.16) Number of students by State/Region and intake and number of students who received a certificate in Government Technical High Schools (GTHSs) for 2015 intake

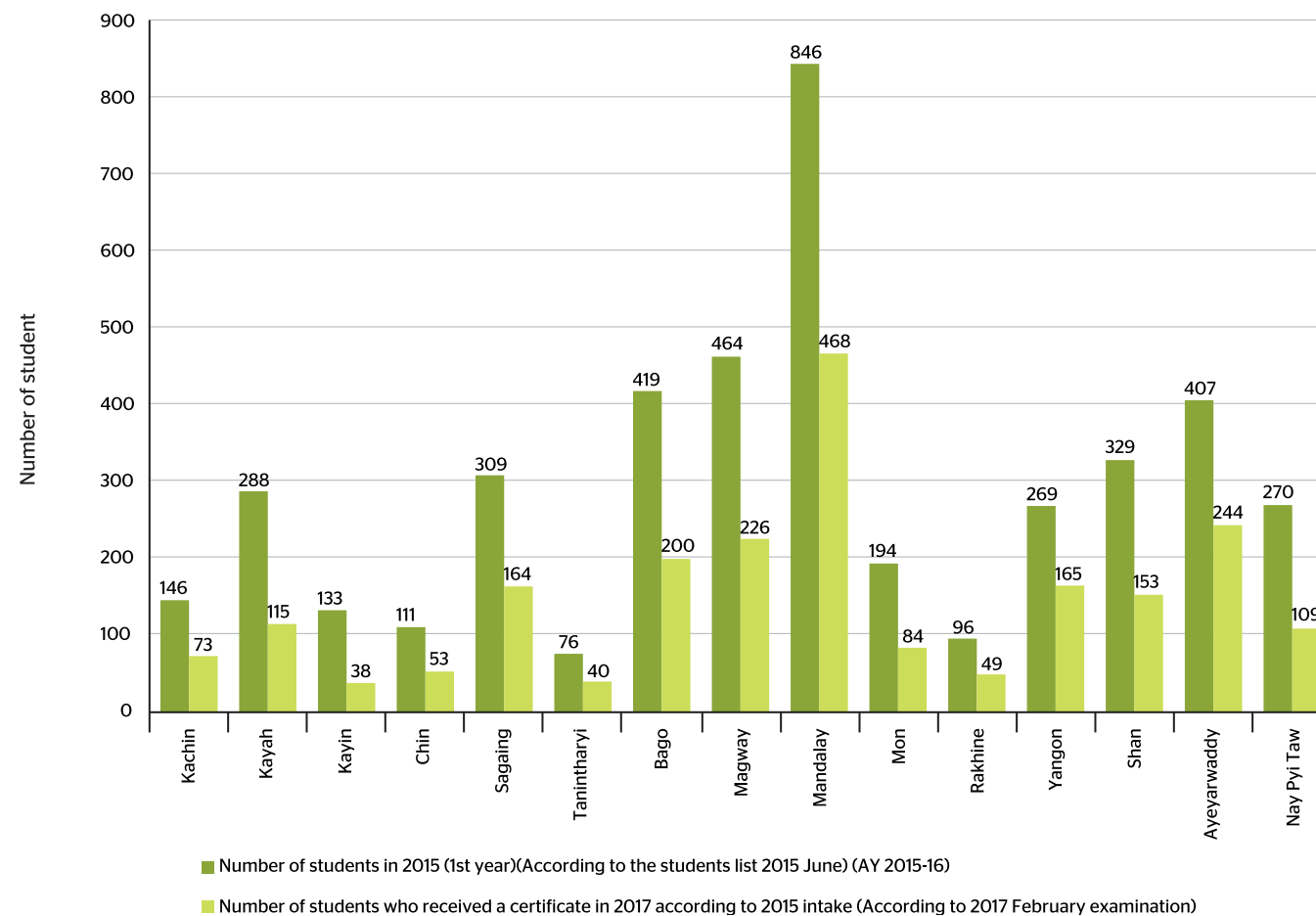


Figure (3.4.17) Number of students by State/Region and intake and number of students who received a certificate in Government Technical High Schools (GTHSs) for 2016 intake

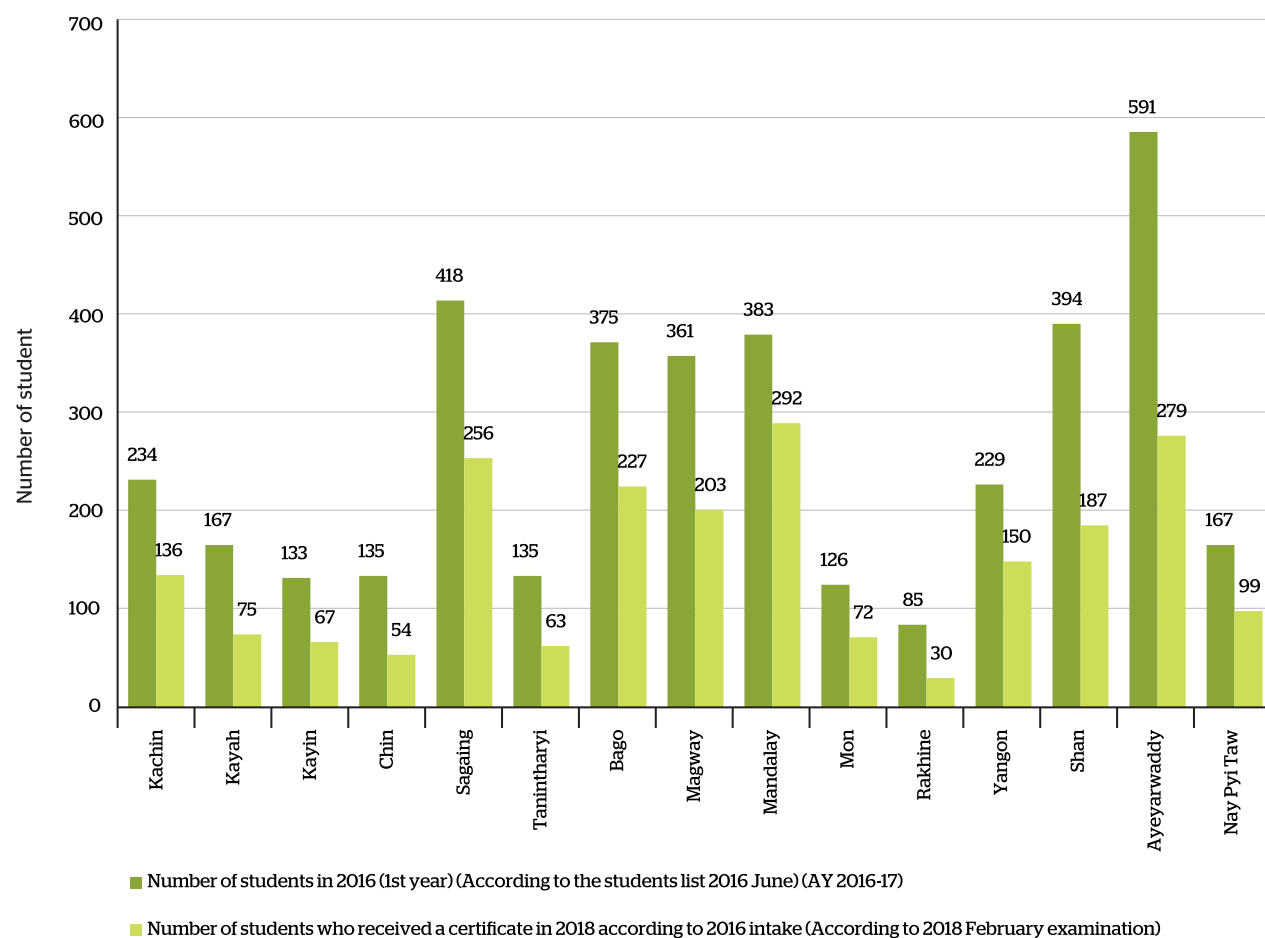


Figure (3.4.18) Number of registered students and number of students who received a certificate by intake in Singapore Myanmar Vocational Technical Institute (SMVTI)

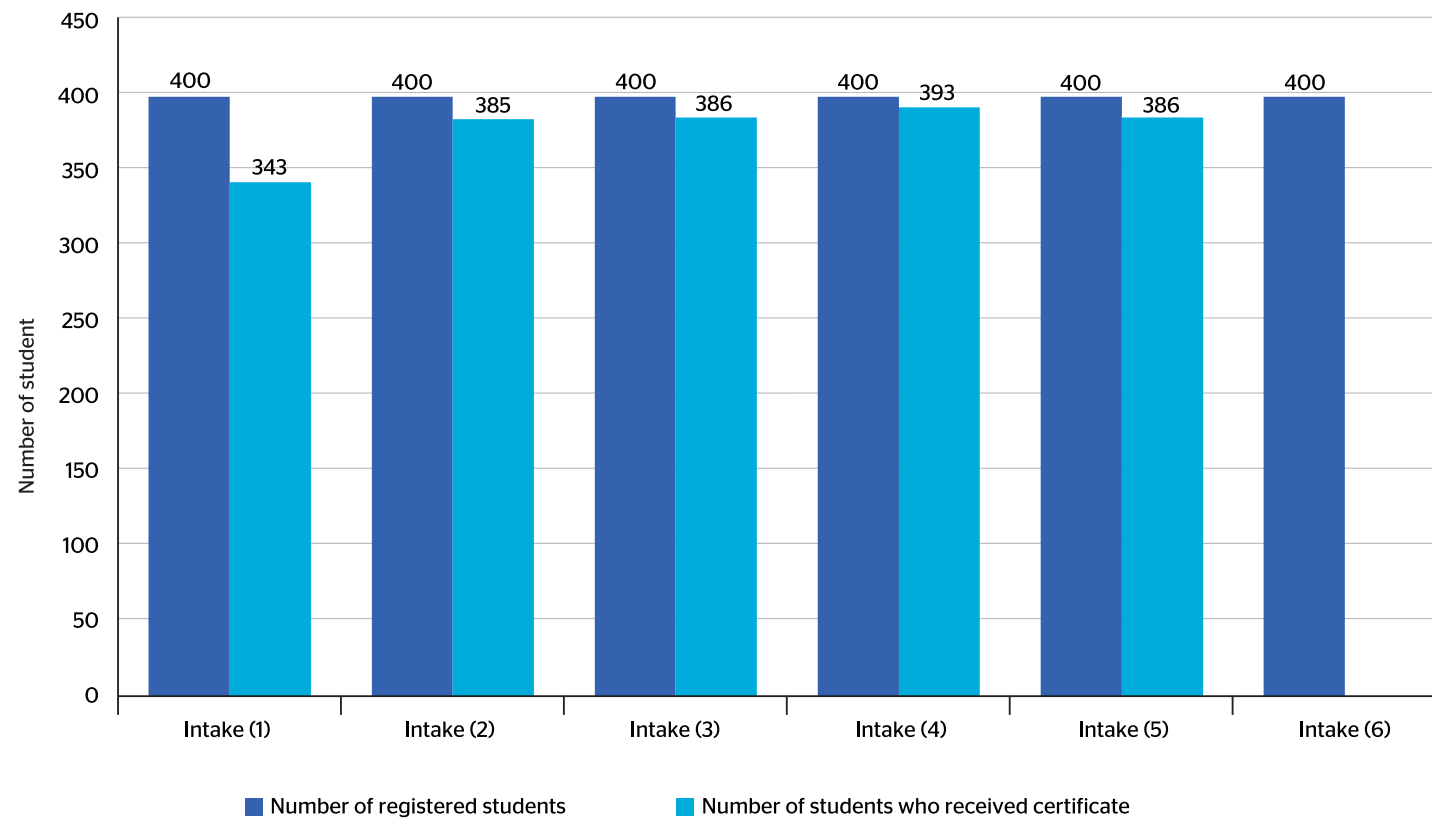
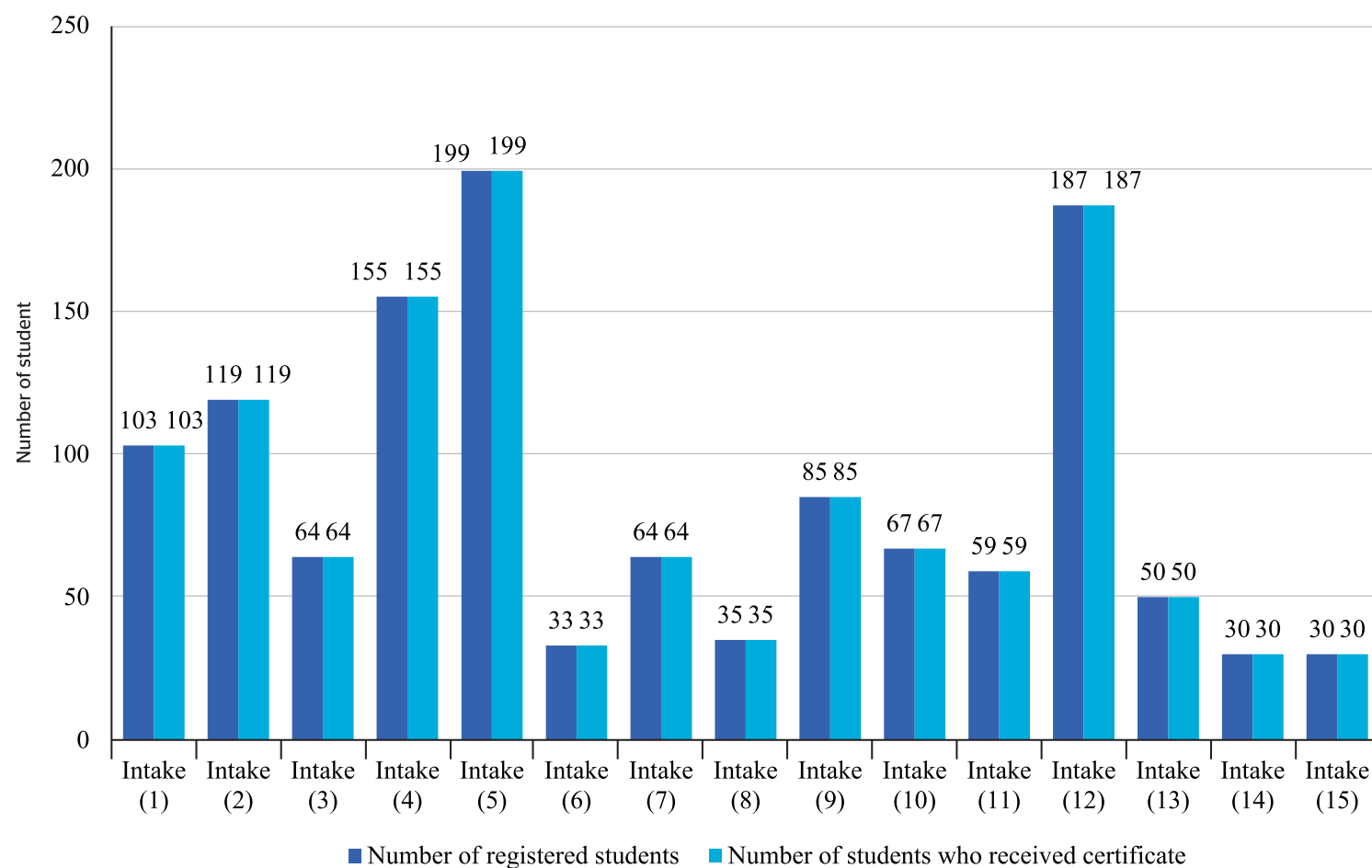




Figure (3.4.19) Number of registered students and number of students who received a certificate by intake in Nyaung-Shwe Vocational Technical Institute (NVTI)





### 3.5 Higher Education

#### Achievements

In FY 2017-18, 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, 5243 students in Kayin State, 210 students in Chin State, 41118 students in Sagaing Region, 7433 students in Tanintharyi Region, 19632 students in Bago Region, 18197 students in Magway Region, 54045 students in Mandalay Region, 12624 students in Mon State, 4664 students in Rakhine State, 63980 students in Yangon Region, 11949 students in Shan State and 14626 students in Ayeyarwaddy Region.

In FY 2017-18, the 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: 2473 students in Kachin State, 402 students in Kayah State, 709 students in Kayin State, 9339 students in Sagaing Region, 1313 students in Tanintharyi Region, 3130 students in Bago Region, 3585 students in Magway Region, 43947 students in Mandalay Region, 1931 students in Mon State, 1149 students in Rakhine State, 44063 students in Yangon Region, 2394 students in Shan State and 2646 students in Ayeyarwaddy Region.



Figure (3.5.1) Number of undergraduate students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

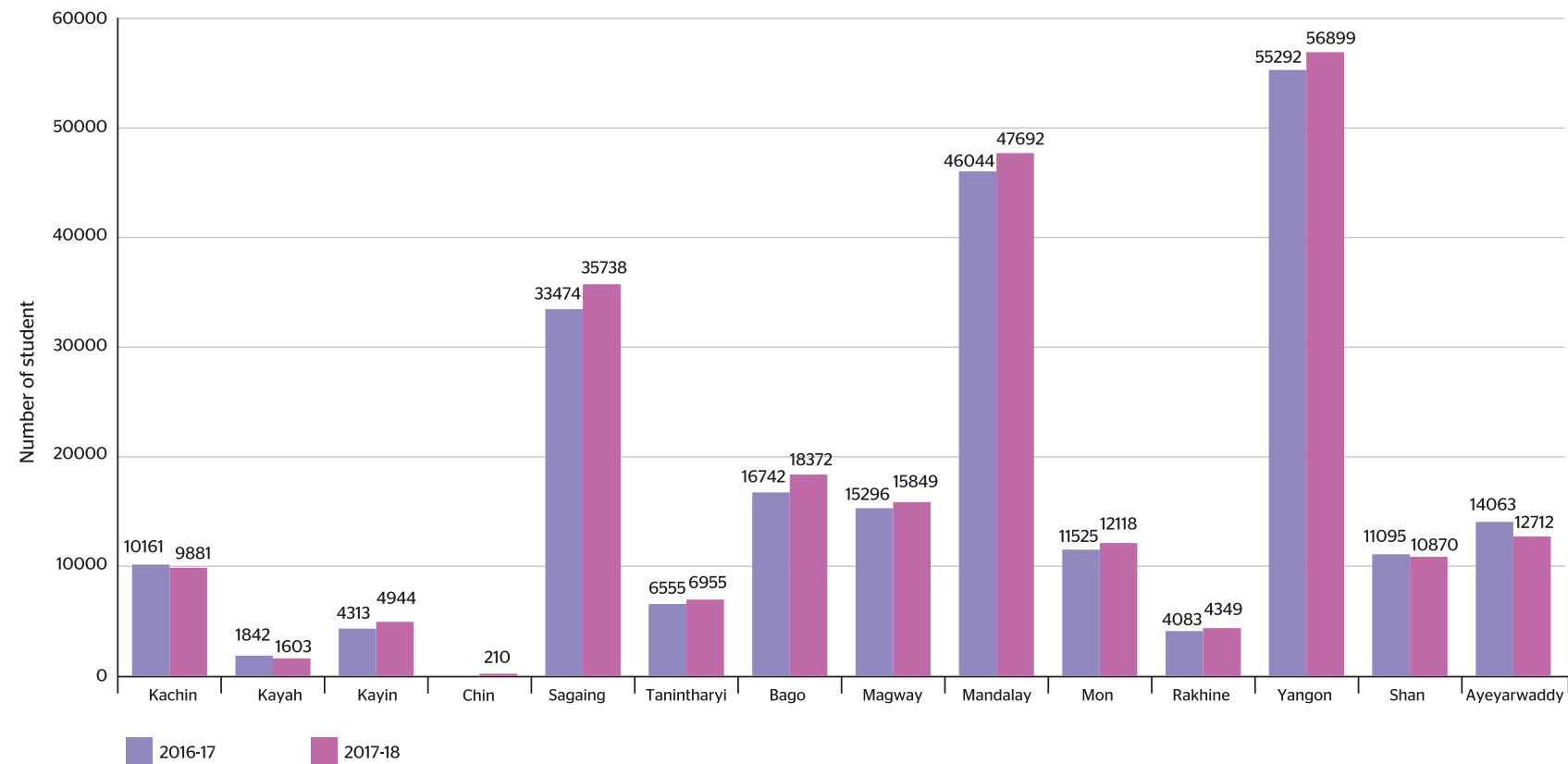


Figure (3.5.2) Number of honours students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

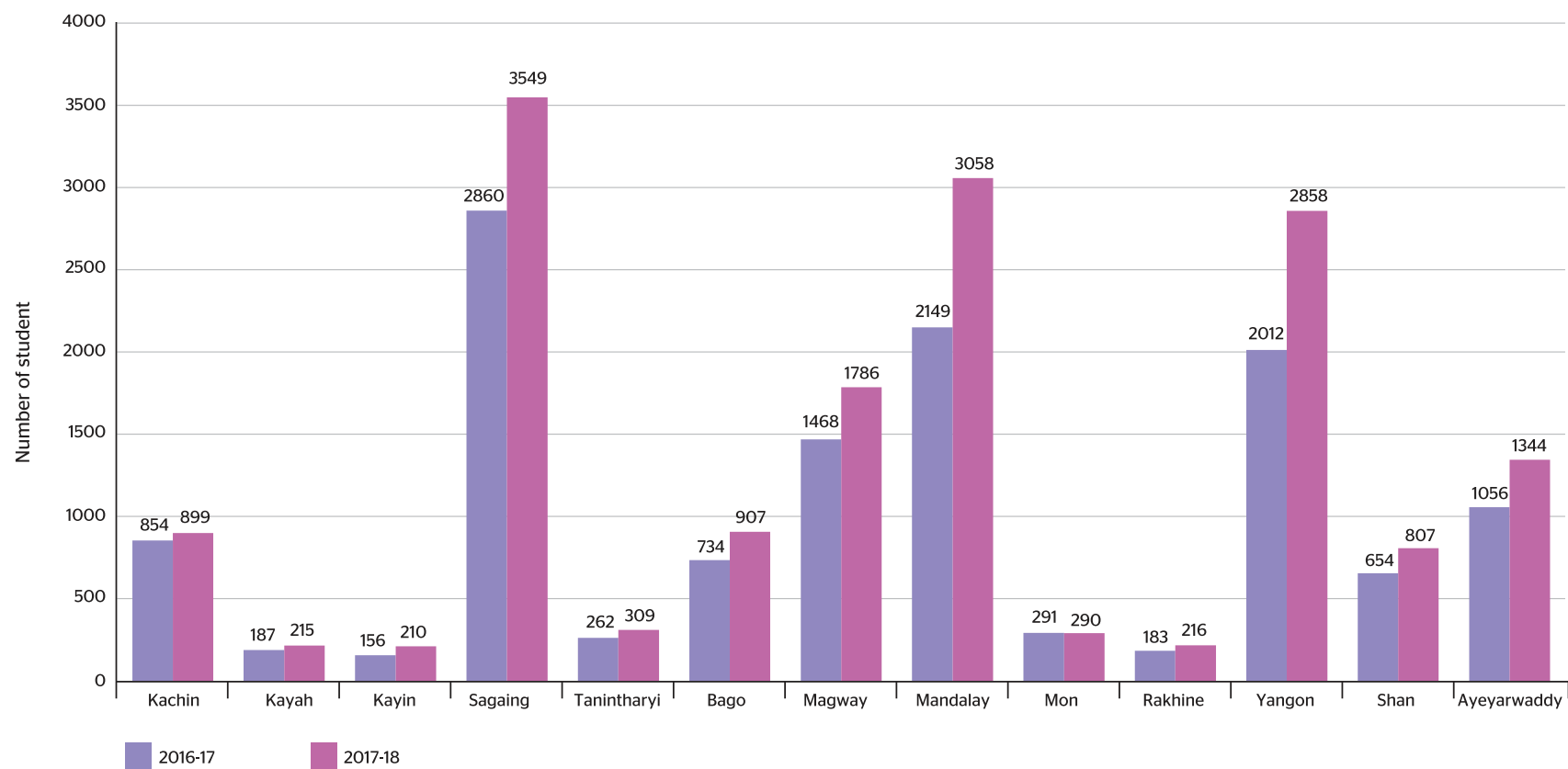




Figure (3.5.3) Number of M.A/M.Sc (Qualifying) students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

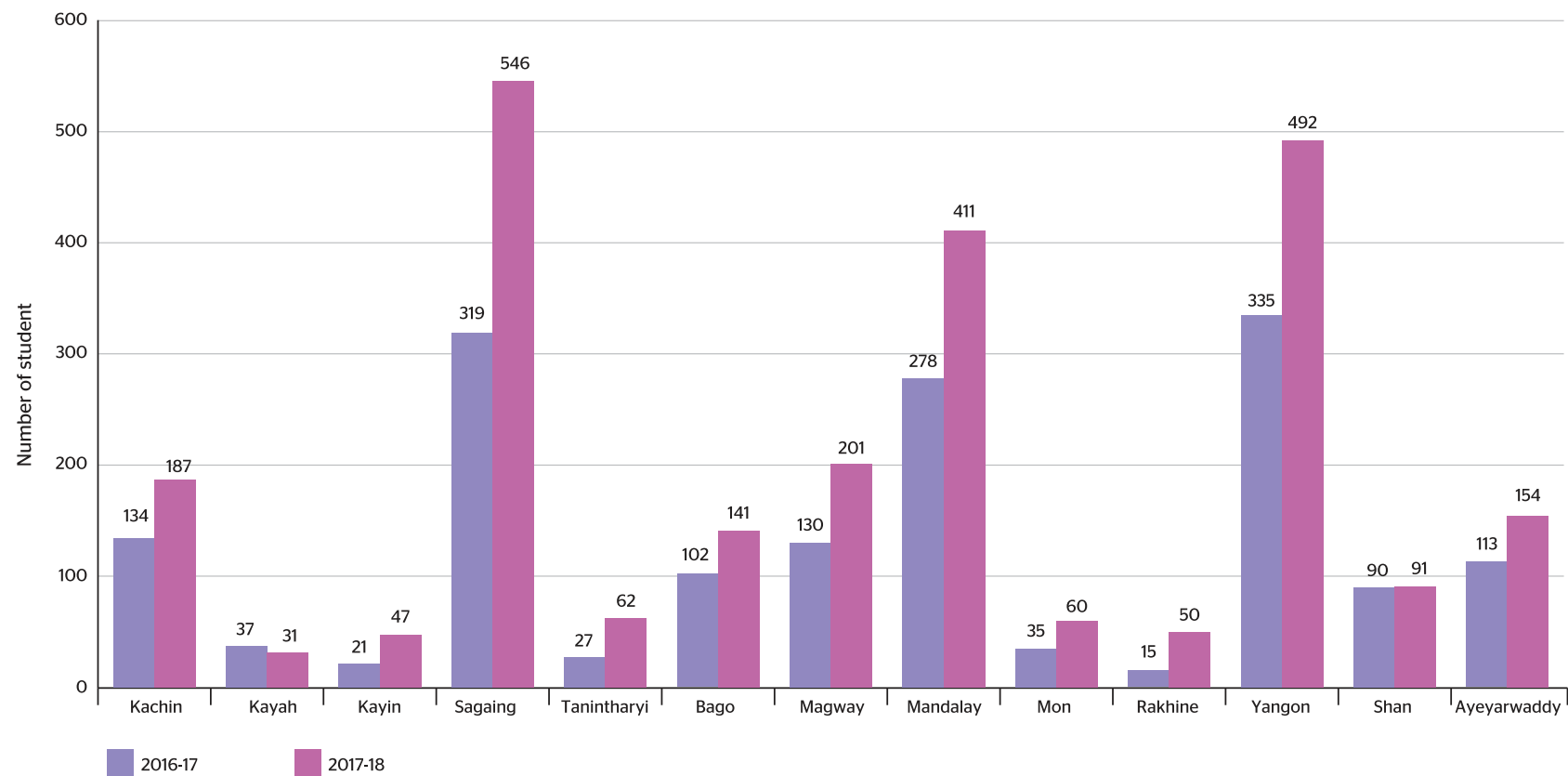


Figure (3.5.4) Number of Master students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

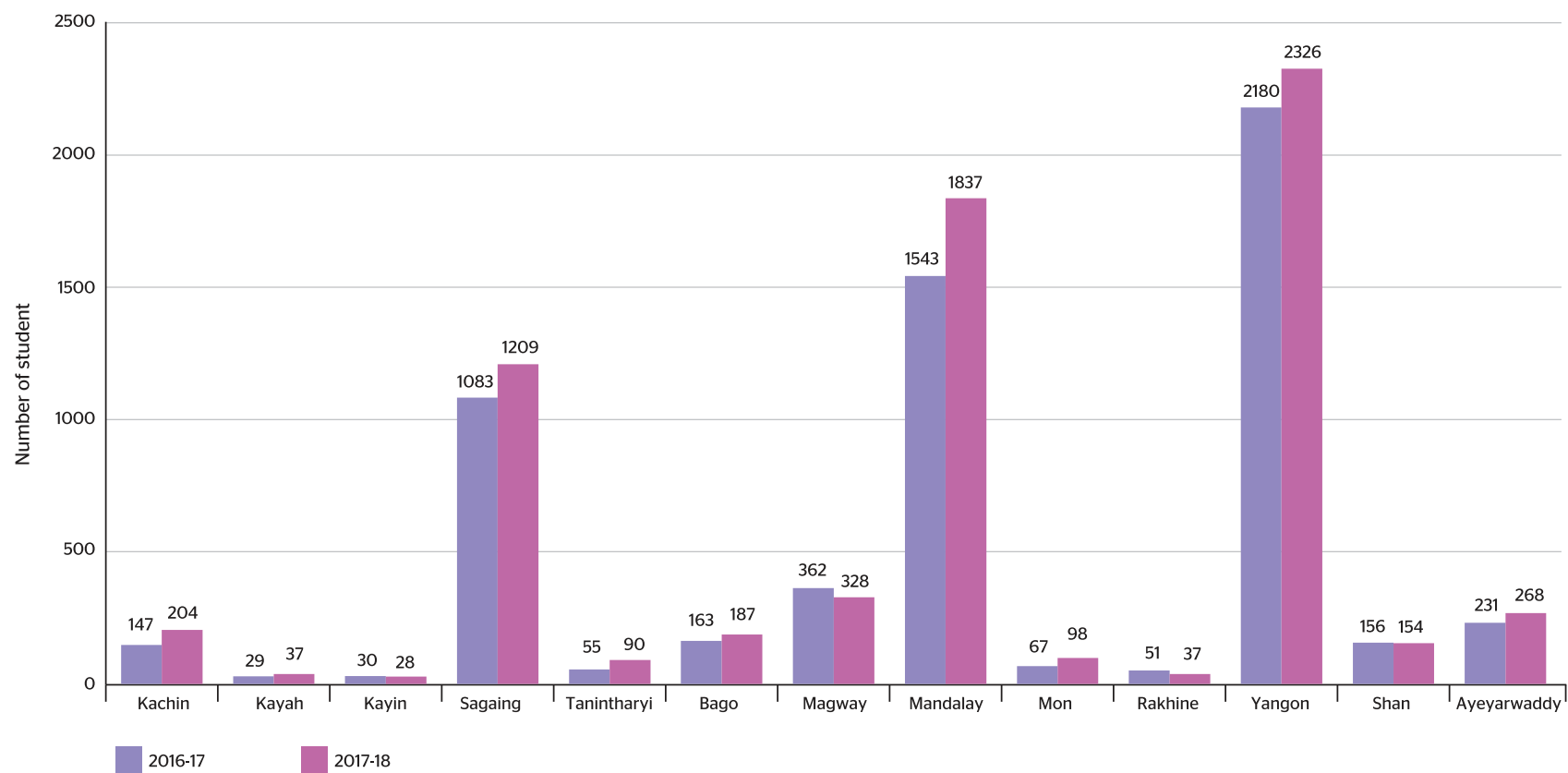


Figure (3.5.5) Number of Ph.D students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18



Figure (3.5.6) Number of Bachelor degrees holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

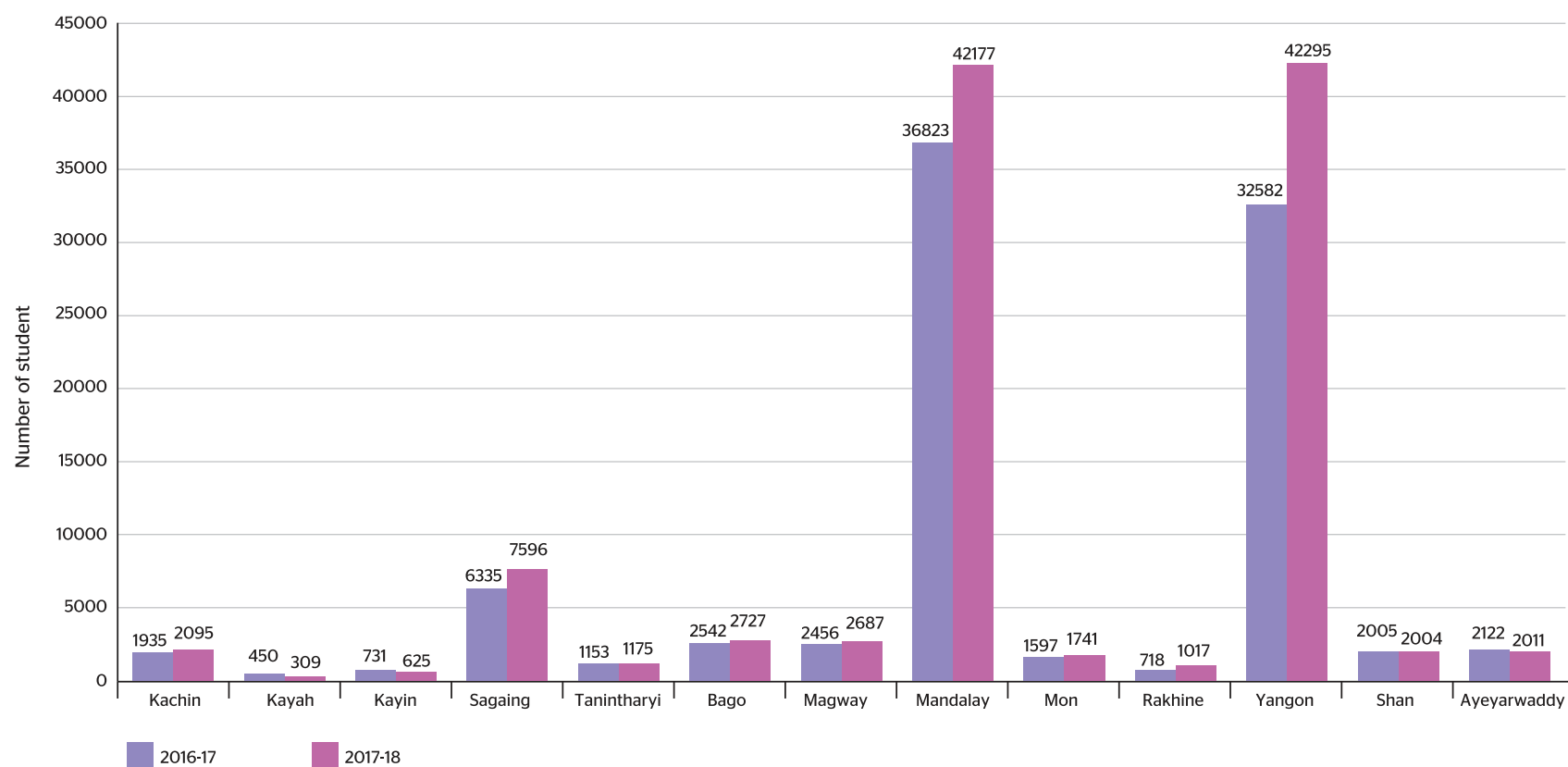


Figure (3.5.7) Number of B.Sc/B.A (Hons) degrees holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

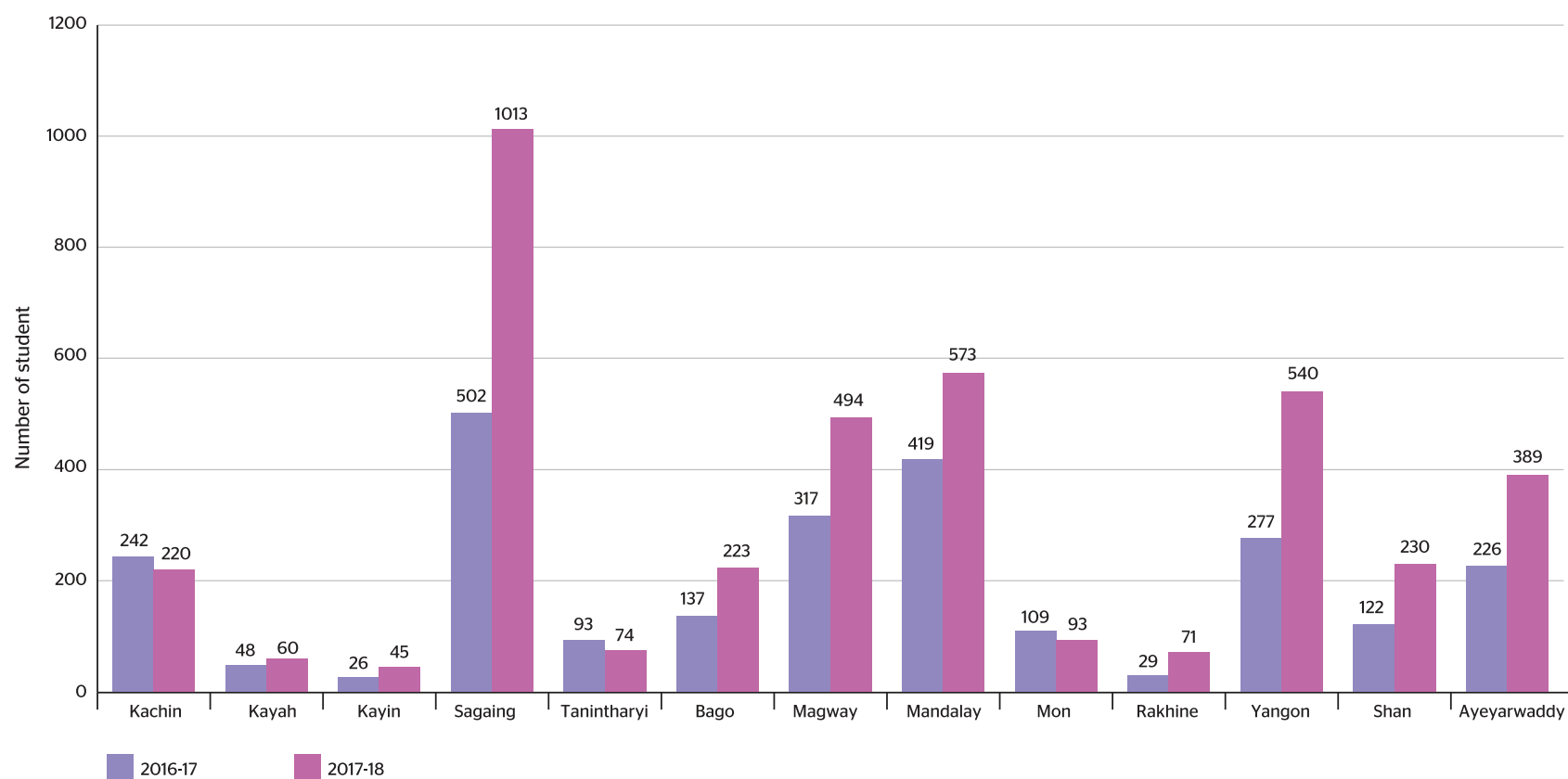




Figure (3.5.8) Number of Master degrees holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

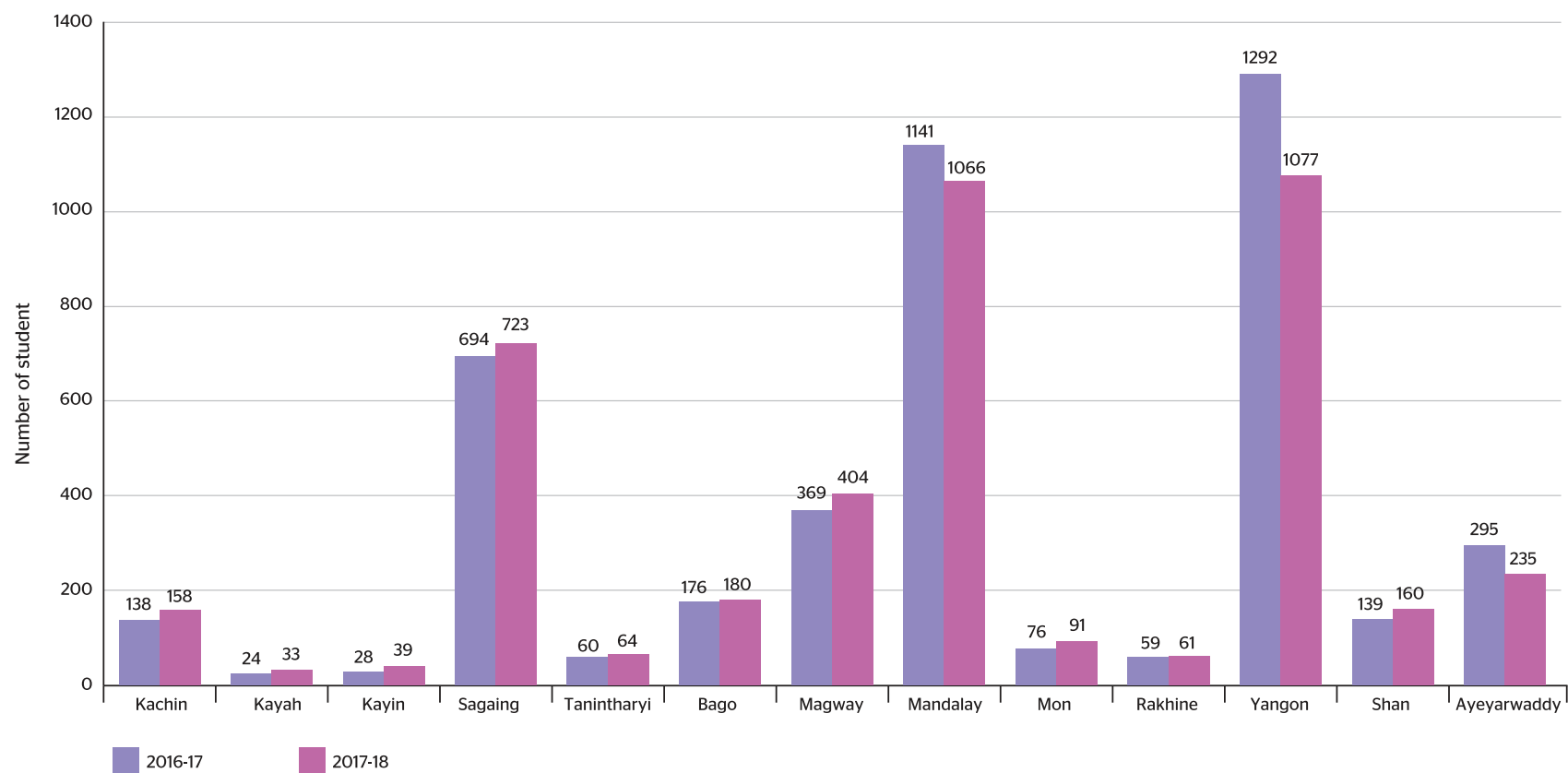


Figure (3.5.9) Number of Ph.D degrees holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2016-17 and FY 2017-18

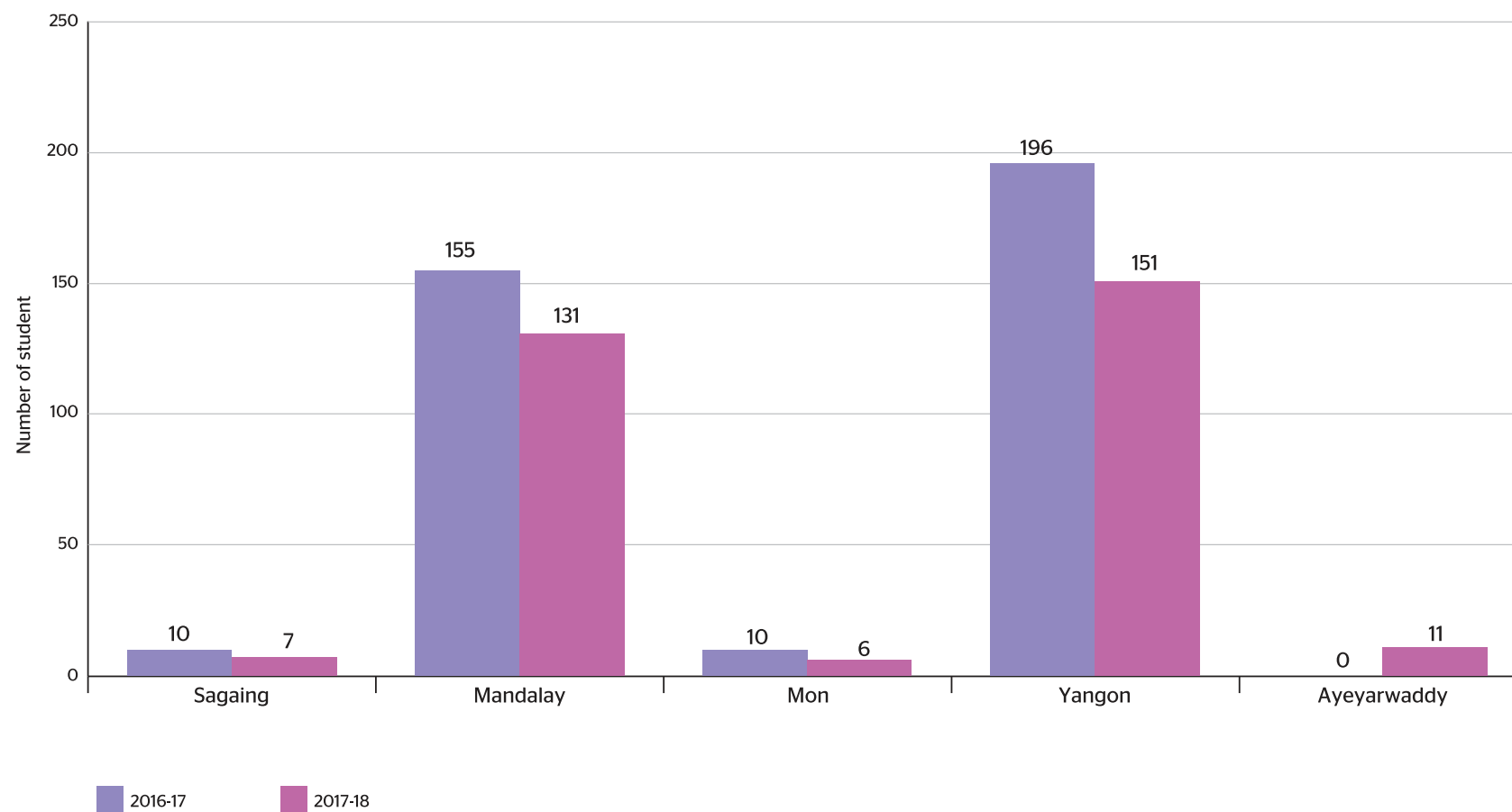




Figure (3.5.10) Number of students at Universities of Distance Education in FY 2016-17 and FY 2017-18 in States and Regions

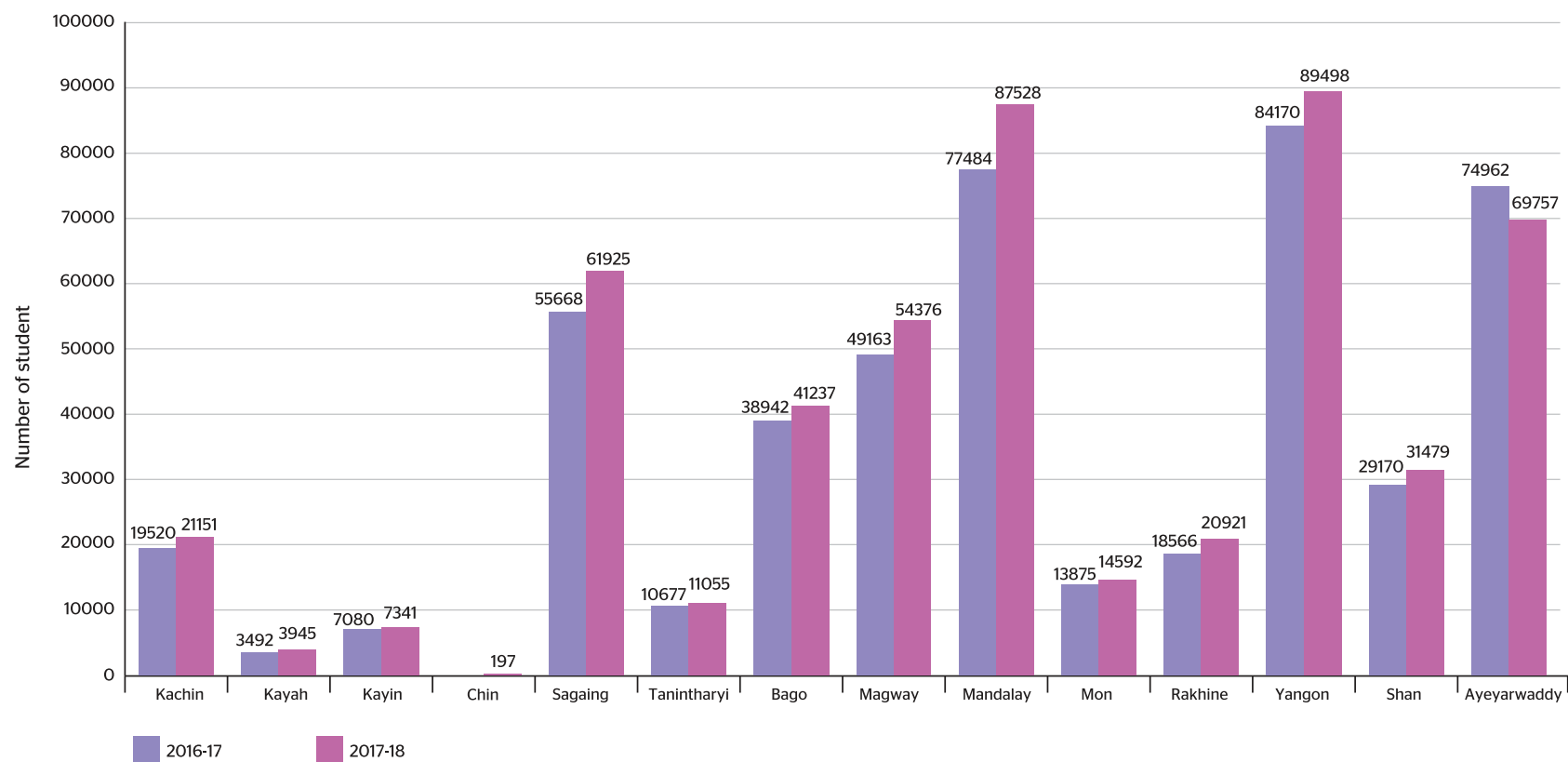


Figure (3.5.11) Number of students at Universities of Technology in FY 2016-17 and FY 2017-18 in States and Regions

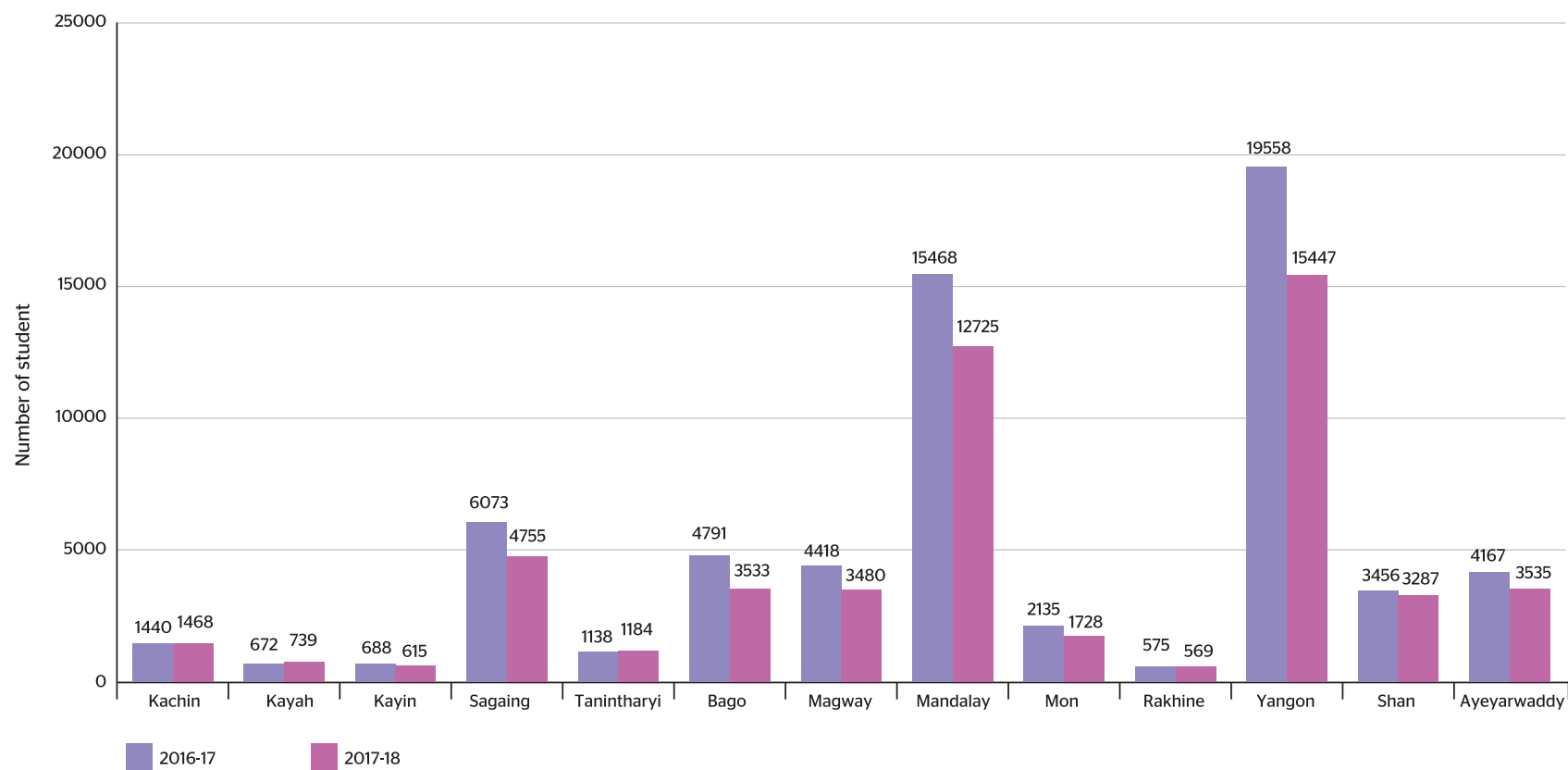




Figure (3.5.12) Number of graduates from Universities of Technology in FY 2016-17 and FY 2017-18 (B.Tech, B.S, B.E, Diploma, M.E/M.S, M.Arch, Ph.D)

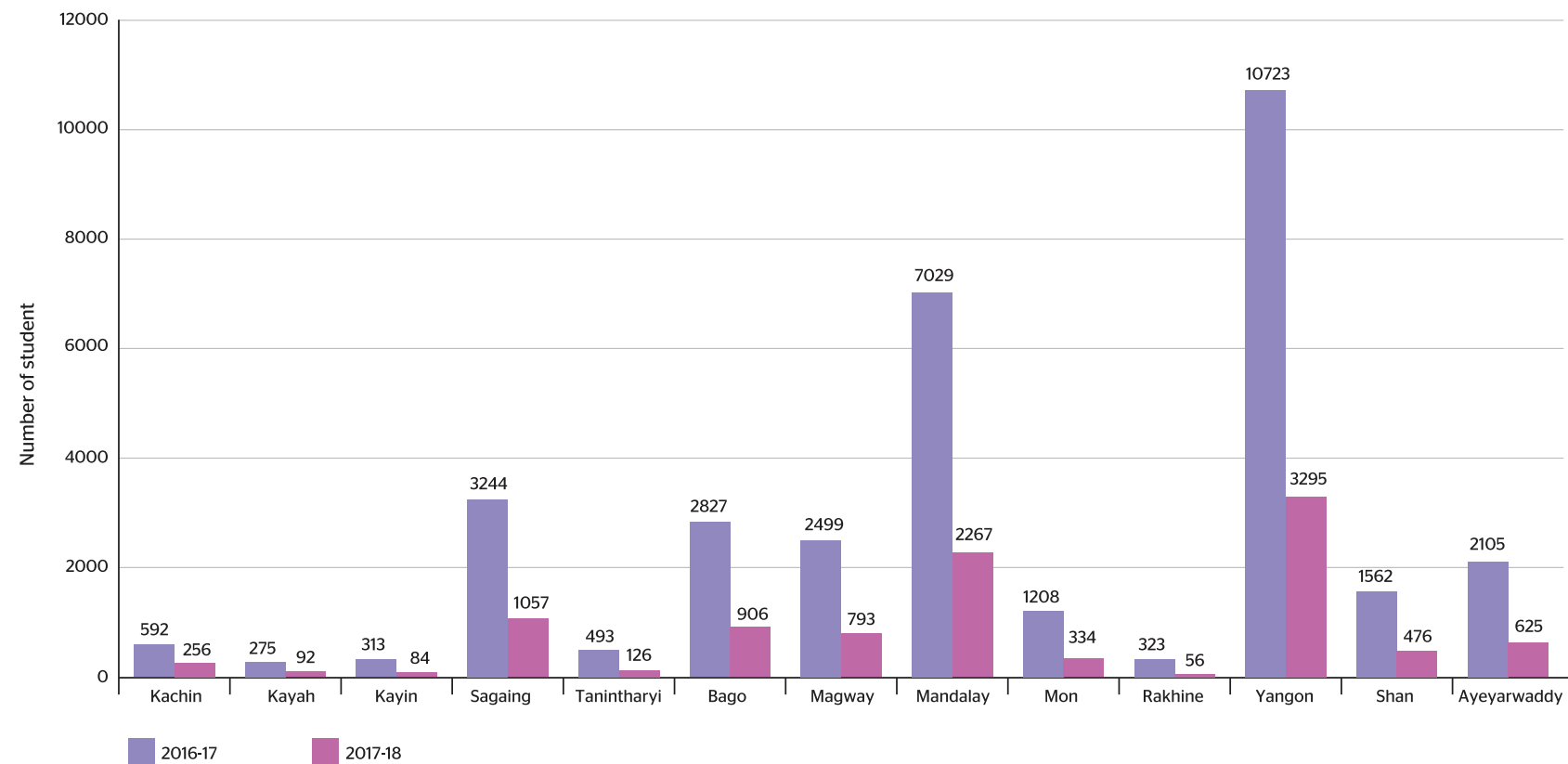


Figure (3.5.13) Number of students at Universities of Computer Science in FY 2016-17 and FY 2017-18 in States and Regions

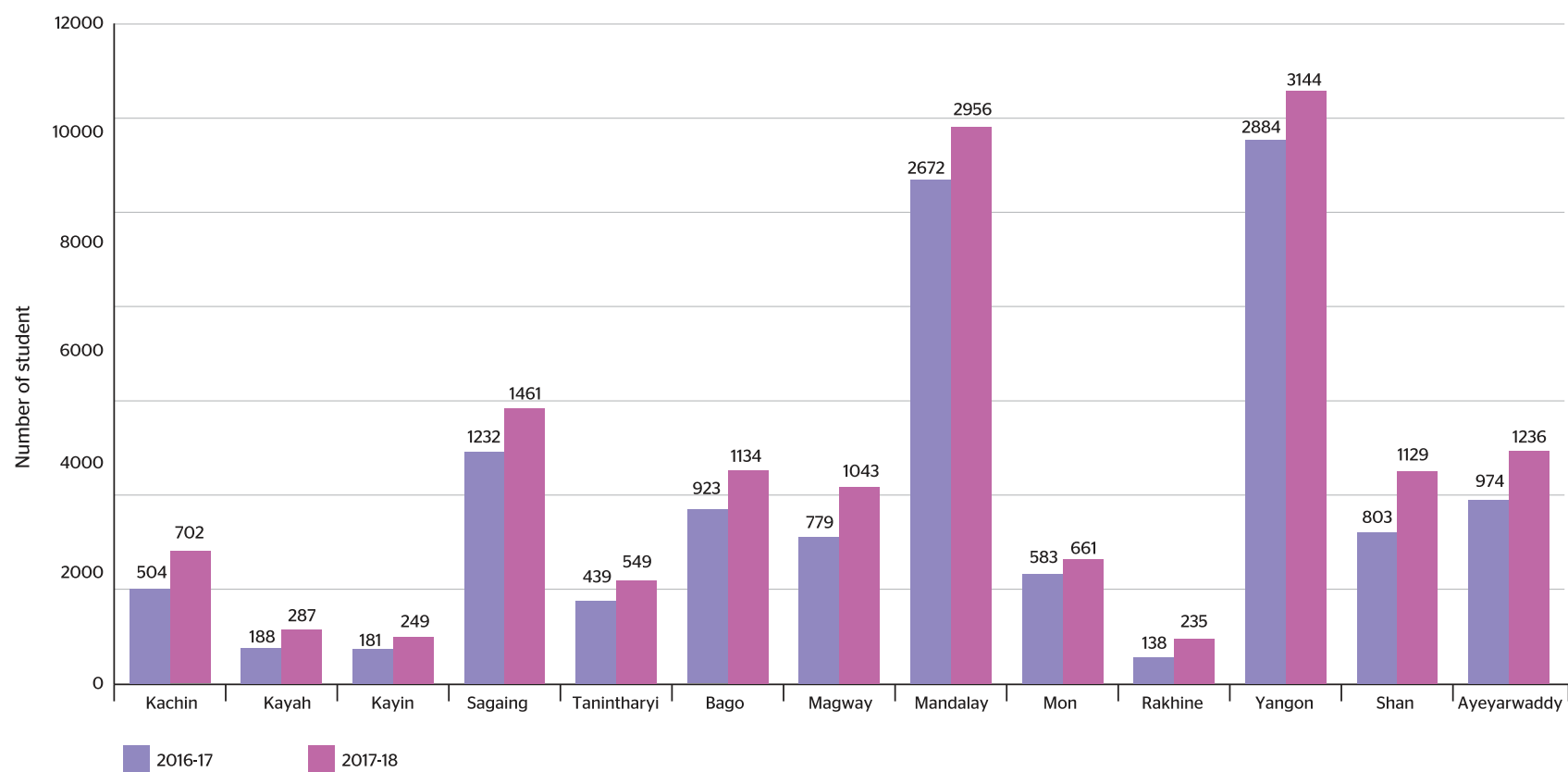
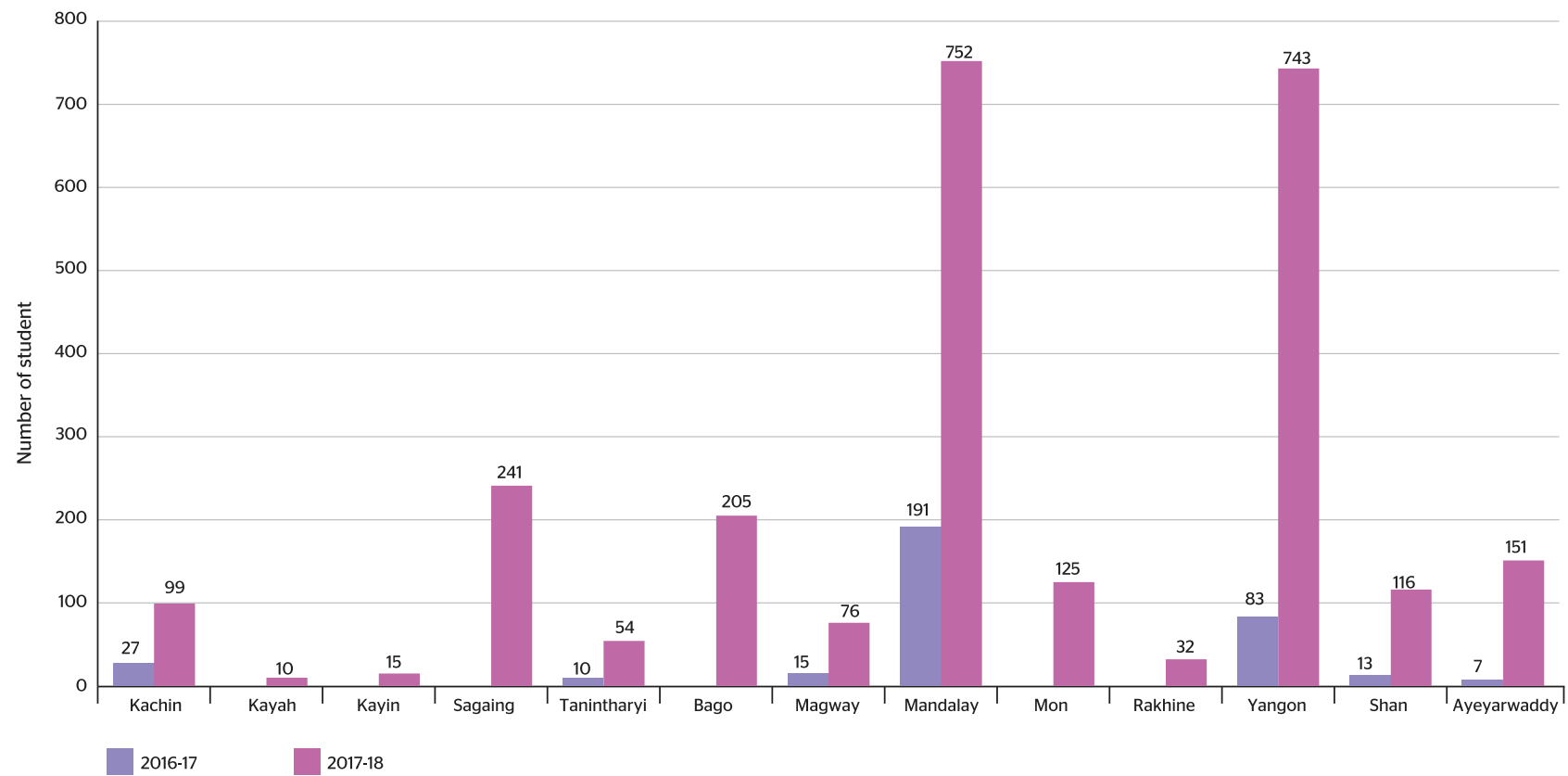


Figure (3.5.14) Number of students at Universities of Computer Science in FY 2016-17 and FY 2017-18 (B.C.Sc, B.C.Tech, Diploma, M.C.Tech, M.C.Sc, Ph.D (IT))

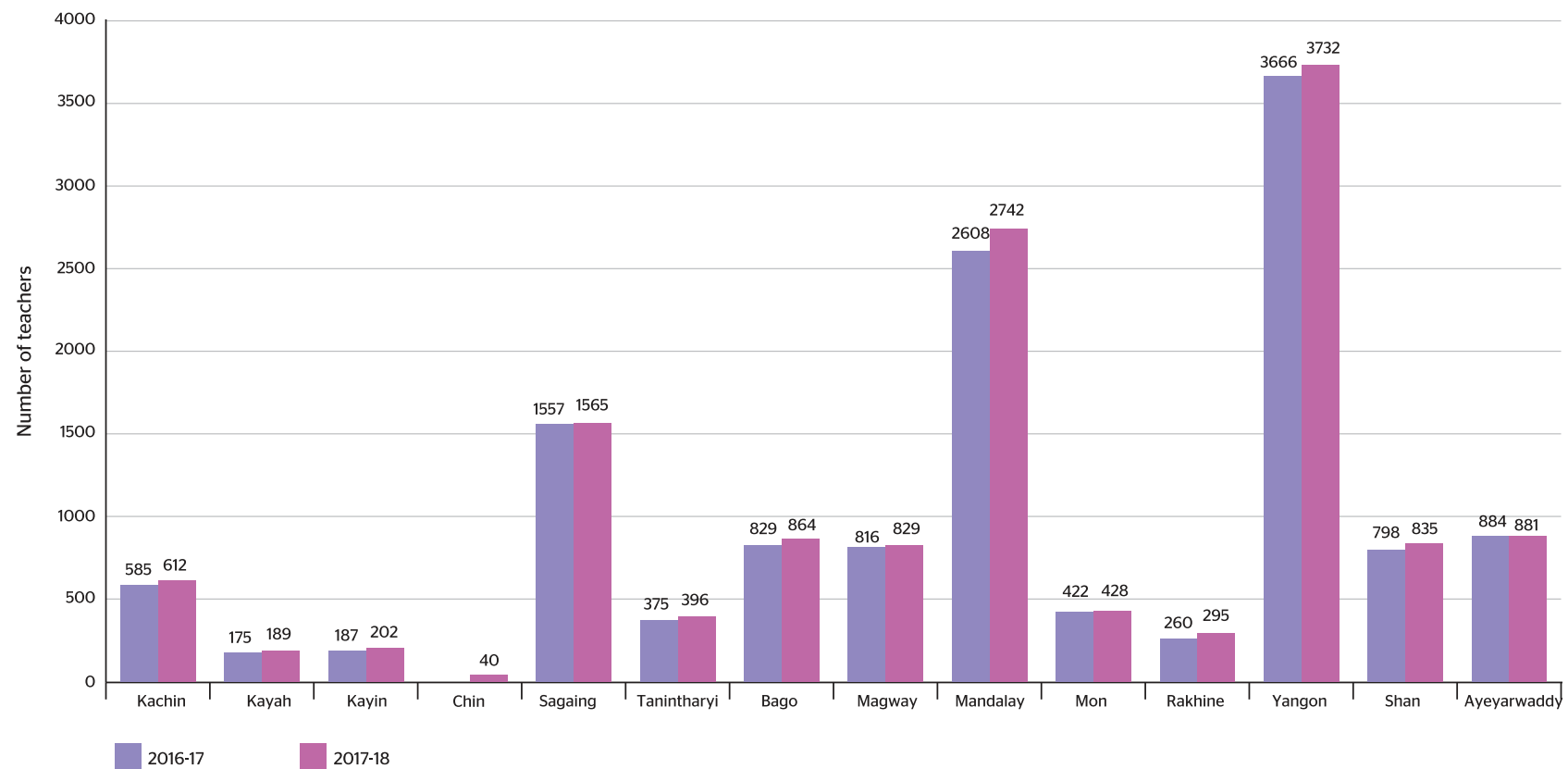


## Achievements

In FY 2017-18, the faculty at higher education institution in States and Regions are as follows: 612 teachers in Kachin State, 189 teachers in Kayah State, 202 teachers in Kayin State, 40 teachers in Chin State, 1565 teachers in Sagaing Region, 396 teachers in Tanintharyi Region, 864 teachers in Bago Region, 829 teachers in Magway Region, 2742 teachers in Mandalay Region, 428 teachers in Mon State, 295 teachers in Rakhine State, 3732 teachers in Yangon Region, 835 teachers in Shan State and 881 teachers in Ayeyarwaddy Region.



Figure (3.5.15) Number of teachers at Higher Education Institutions in States and Regions

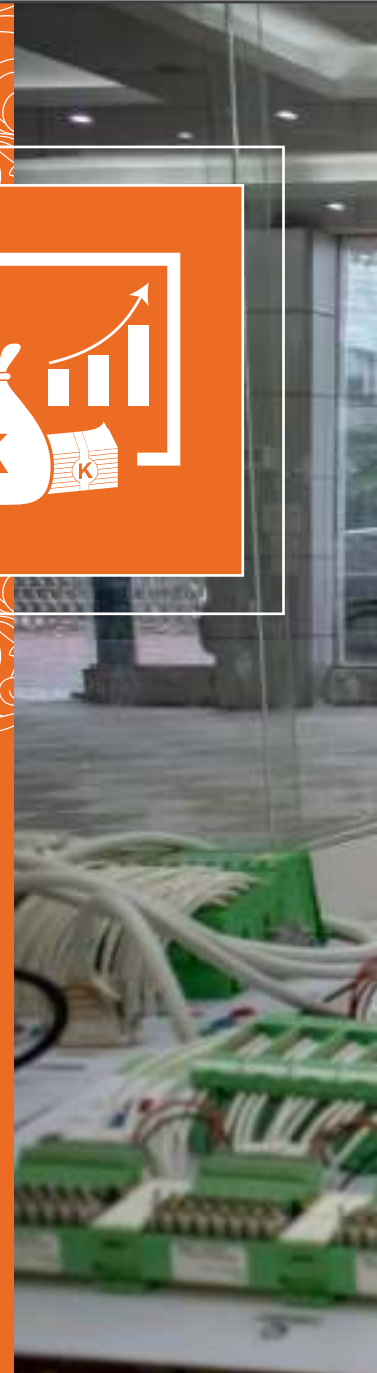




## Chapter 4



# Department Performance in Budget Implementation in FY 2017-18





## Chapter 4

# Department Performance in Budget Implementation in FY 2017-18

## 4.1 Introduction

This chapter will presents the main finding from the second Annual Budget and Outputs Evaluation exercise undertaken from March to June 2018. The main aim of this activity is to evaluate the performance of all 11 Departments by using the Performance Assessment Framework. The four areas of the framework are:

- (a) Budget Savings<sup>1</sup>
- (b) Achievements of Target Plans
- (c) Quality of Evidence-based Outputs
- (d) Expenditure Performance (actual budget expenditure as the percentage of the approve budget)

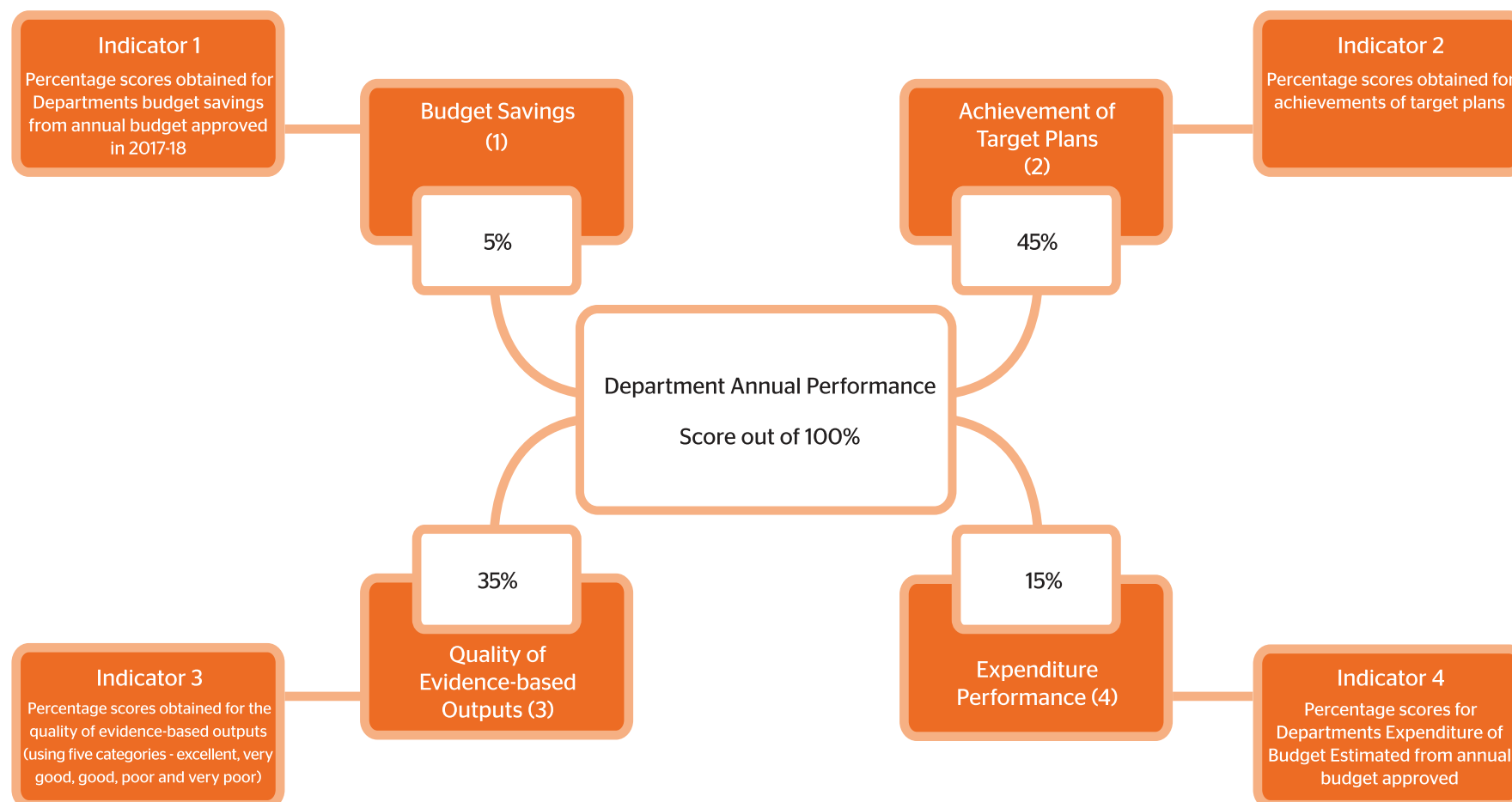
MoE Performance Assessment Framework for the Annual Budget and Outputs Evaluation for FY 2017-18 is shown in Diagram (4.1).

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<sup>1</sup>Budget savings is money that has been saved by Departments through the following initiatives: (a) undertaking a competitive tender process that enables the Ministry to purchase goods and services at a lower cost than listed in the Department's approved budget and so savings are made; (b) securing funding from a development partner for an activity in the Department's annual budget and so Department funds do not need to be spent, and so these are savings; (c) undertaking budgeted activities more efficiently and yet still achieving the targets listed in the Department's budget, for example, combining two training courses that target the same beneficiaries, which will reduce the overall cost and lead to savings.



Diagram (4.1) MoE Performance Assessment Framework(PAF) for annual Budget Expenditure and Output Evaluation



## 4.2 High level results from Annual Budget Expenditure and Outputs Evaluation in FY 2017-18

This section presents the score of annual budget and outputs evaluation FY 2017-18 of 11 departments.

The performance assessment of the departments is shown in Column 5 of Table (1).

The improvements in performance of the departments can be seen in FY 2017- 18 as shown in Column 8 of Table (1).





Table 1: Scores for Annual Budget and Outputs Evaluation in FY 2017-18

This section presents the Annual Budget and Outputs Evaluation FY 2017-18 PAF scores- overall PAF score and for each PAF category-for all 11 Ministries Departments(see Table 1). The scores for the four PAF categories for each Department are listed in Columns 2-4. The total overall PAF score for each Department out of 100% are listed in Column 5. The ranking awarded to each Department based on their overall PAF score are listed in Column 6. DTVET was the highest ranked Department in terms of overall performance followed by DM&E(R) and DMNL.

The overall PAF scores for 7 Departments(pilot phase Departments) increased by an average of 29% from FY 2016-17 and FY 2017-18(see Table 1). This is a very impressive achievement. The average percentage total PAF score improvement for 7 Departments between FY 2016-17 and FY 2017-18 is shown in Column 8.

Departments	Approved Budget (Million MMK)	Actual Expenditure (Million MMK)	Actual Expenditure (US\$ Million)	Total Number of Activities	Achievement of Target plans (45%) (Col. 1)	Budget Savings Score (5%) (Col. 2)	Quality of Evidence- base Output Score (35%) (Col. 3)	Expenditure Performance Score (15%) (Col. 4)	Performance Total Scores (Col. 5)	Depts. and Perf. Score Rank (Col. 6)	NESP Performance Total Score FY 2016-17 (Col. 7)	% improvement in score over FY 2016-17 (7 pilot Depts) (Col. 8)
1 DBE	1373800.311	1335406.897	953.9	117	39.46	0.002	21.419	15	75.47	DBE (9)	60.40	25
2 DTVET	55504.358	40815.714	29.2	43	42.68	0.066	31.419	11	85.20	DTVET (1)	68.31	25
3 DHE	276382.698	257363.825	183.8	150	39.41	0.030	25.293	14	78.70	DHE (4)	57.23	38
4 DAE	2569.862	2385.990	1.7	96	40.94	0.000	23.479	14	78.34	DAE (5)	60.63	29
5 DERPT	6089.942	5784.855	4.1	54	34.33	0.099	27.741	14	76.42	DERPT (8)	54.33	41
6 DMNL	1978.388	1655.387	1.2	49	41.43	0.057	28.143	13	82.18	DMNL (3)	66.99	23

Departments		Approved Budget (Million MMK)	Actual Expenditure (Million MMK)	Actual Expenditure (US\$ Million)	Total Number of Activities	Achievement of Target plans (45%) (Col. 1)	Budget Savings Score (5%) (Col. 2)	Quality of Evidence- base Output Score (35%) (Col. 3)	Expenditure Performance Score (15%) (Col. 4)	Performance Total Scores (Col. 5)	Depts. and Perf. Score Rank (Col. 6)	NESP Performance Total Score FY 2016-17 (Col. 7)	% improvement in score over FY 2016-17 (7 pilot Depts) (Col. 8)
7	DME	2829.277	2827.45	2.0	37	37.51	0.000	25.351	15	77.86	DME (6)	61.94	25
8	DTPC	2264.014	1660.561	1.2	34	31.53	0.350	23.676	11	66.55	DTPC (11)		
9	DRI	9666.624	7598.794	5.4	32	32.80	0.268	24.938	12	69.80	DRI (10)		
10	DM&E (E)	248.32	120.652	0.1	31	36.78	0.167	32.742	7	76.97	DM&E (E) (7)		
11	DM&E (R)	204.819	137.909	0.1	23	44.45	0.000	28.00	10	82.55	DM&E (R) (2)		
Expenditure percentage of			96								Average improvement percentage scores		29
DHE	Universities	155614.418	141305.157	100.9	46	42.84	0.050	24.50	14	81.01	Universities	65.34	
	DHE-TE	28705.194	25276.401	18.1	61	34.07	0.014	28.574	13	75.87	DHE-TE	54.38	
	DHE-TU/CU	88323.378	87043.663	62.17	42	43.7	0	21.5	15	79.99	DHE-TU/CU	46.22	

DBE = Department of Basic Education

DTVET = Department of Technical, Vocational Education and Training

DHE = Department of Higher Education

DAE = Department of Alternative Education

DERPT = Department of Educational Research, Planning and Training

DMNL = Department of Myanmar Nationalities' Languages

DME = Department of Myanmar Examinations

DTPC = Department of Technical Promotion and Coordination

DRI = Department of Research and Innovation

DM&amp;E(E)= Department of Monitoring and Evaluation(Education)

DM&amp;E(R)=Department of Monitoring and Evaluation(Research)

TE = Teacher Education

TU = Technological University

CU = Computer University

## Achievements

Achievement scores are shown in Column 1, Table(1). However in some departments, there are some limitations for achievements.

## Quality of Evidence-based Outputs

All Departments were challenged to provide the minimum evidence required to fully verify the achievement of budget outputs, i.e quality of Evidence-based Outputs Score(see Column 3, Table(1)). This finding highlights the need to strengthen monitoring and reporting systems for all Departments. So that accurate evidence-based outputs can be collected on time.

It was especially difficult for DBE to provide the minimum evidence required due to the fact that evidence had to be collected from townships across the country. DHE(Technical Universities and Computer Universities) also faced challenges with submission of required evidence-based outputs. (Column 3, Table(1))

## Budget Expenditure

Percentage Scores of Budget Expenditure, based on how approved budget was spent are shown in Column 1, Table(1).



## 4.3 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Higher Education

### 1. Budget expenditures

Higher Education  
(228348.82 Million MMK)

#### Strategies

Strengthen higher education governance and management capacity (2998.477 Million MMK)

Improve the quality and relevance of higher education (30248.823 Million MMK)

Expand equitable access to higher education (88413.357 Million MMK)

Supporting NESP Programmes (106684.163 Million MMK)

#### Programme Components

Undertake overseas study tours to document best practices and establish partnerships with international universities, research centres and other higher education institutions (838.694 Million MMK)

Establish a National Institute for Higher Education Development (NIHED) to improve higher education governance and management, build individual skills and strengthen institutional capabilities (46.044 Million MMK)



Strengthen autonomy and accountability of HEIs to realise more efficient and effective management, better value for money and significant improvements in access to quality higher education (1687.108 Million MMK)

Establish a Higher Education Quality Assurance Agency to lead the development of national quality standards for higher education and undertake quality assurance assessments of all HEIs (426.631 Million MMK)

Establish a National Research and Innovation Fund and Research and Development Centres at HEIs to benefits university teaching and learning, and develop university-managed income streams (336.538 Million MMK)

Develop a policy and strategy for world-class national universities and comprehensive universities (66.146 Million MMK)

Upgrade facilities at selected HEIs (19522.033 Million MMK)

Enhance the status of e-learning centres and e-libraries in HEIs (3979.198 Million MMK)

Improve the effectiveness of the distance education system (5563.000 Million MMK)

Undertake professional development for faculty and laboratory technicians (780.908 Million MMK)

Create a good teaching and learning environment at HEIs (83559.081 Million MMK)

Promote student support programmes (4858.276 Million MMK)





## 2. Achievements



515,002 students studying at Universities of Distance Education in FY 2017-18



266,833 students studying at Arts and Science Universities (from undergraduate to PhD programmes) in FY 2017-18



There were 117,081 students who received degrees from Arts and Science Universities (from undergraduate to PhD programmes) in FY 2017-18



13,610 teachers in Arts and Science Universities in FY 2017-18



Providing stipends to 7,663 students from Arts & Science Universities, Technological Universities and Computer Universities



Providing meals for 5,828 students from Universities of Education



Providing 1,880 tables for classrooms of Arts & Science Universities



Sending 1,546 administrative and teaching staff from Arts & Science Universities, Technological Universities and Computer Universities for overseas study tours



Conducting a total of 1,122 researches by teachers from Arts & Science Universities, Technological Universities and Computer Universities



Appointing 656 tutors/demonstrators and 26 laboratory technicians in Arts & Science Universities



350 teachers and staff attending Leadership and Management Training at National Institute for Higher Education Development



Constructing 12 classrooms, 46 hostels and 4 staff housing in Arts & Science Universities, Technological Universities and Computer Universities

Figure (4.3.1) Providing Budget annually

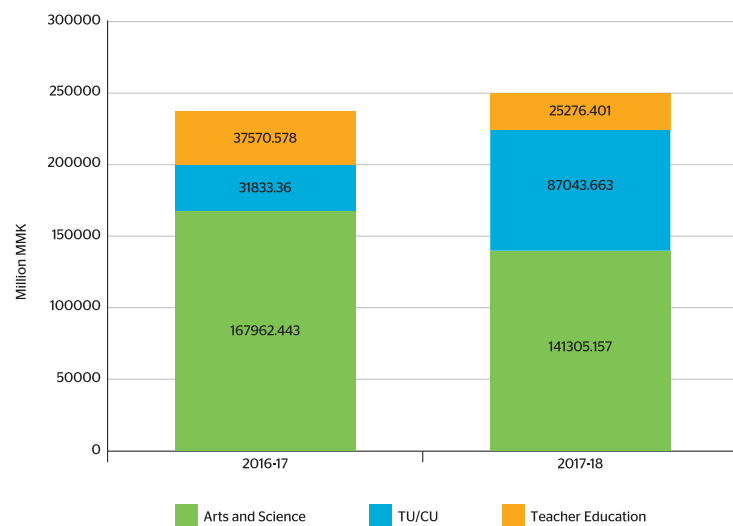


Figure (4.3.2) Budget Expenditure for stipend

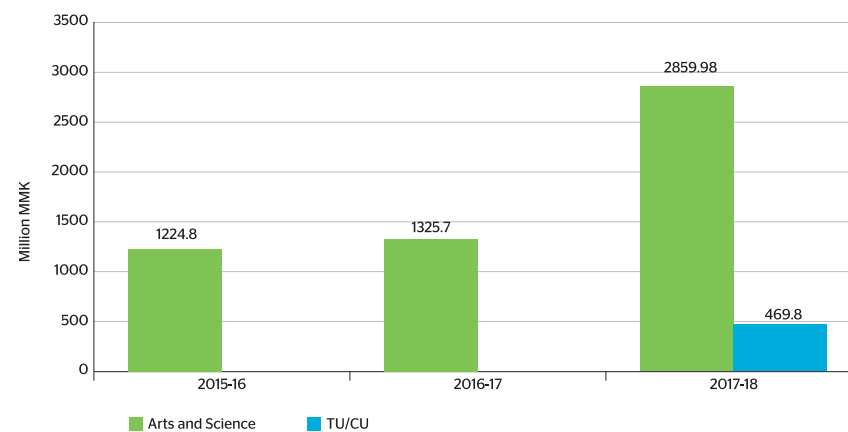


Figure (4.3.3) Number of faculty Oversea study tours

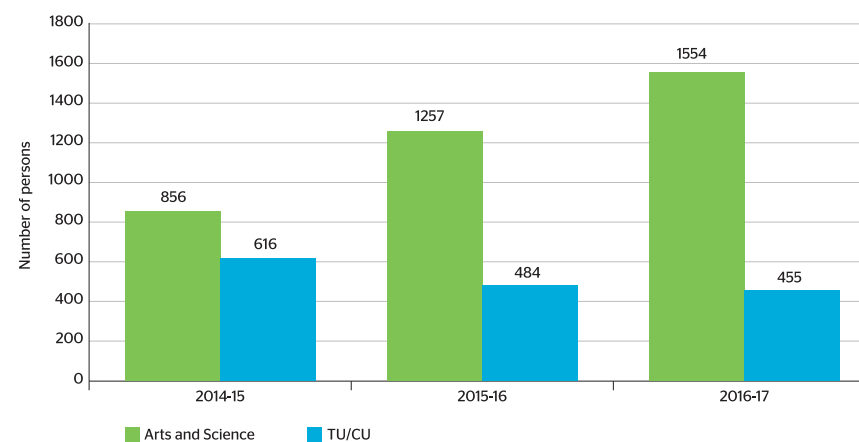


Figure (4.3.4) Total budget funding for Construction of new buildings

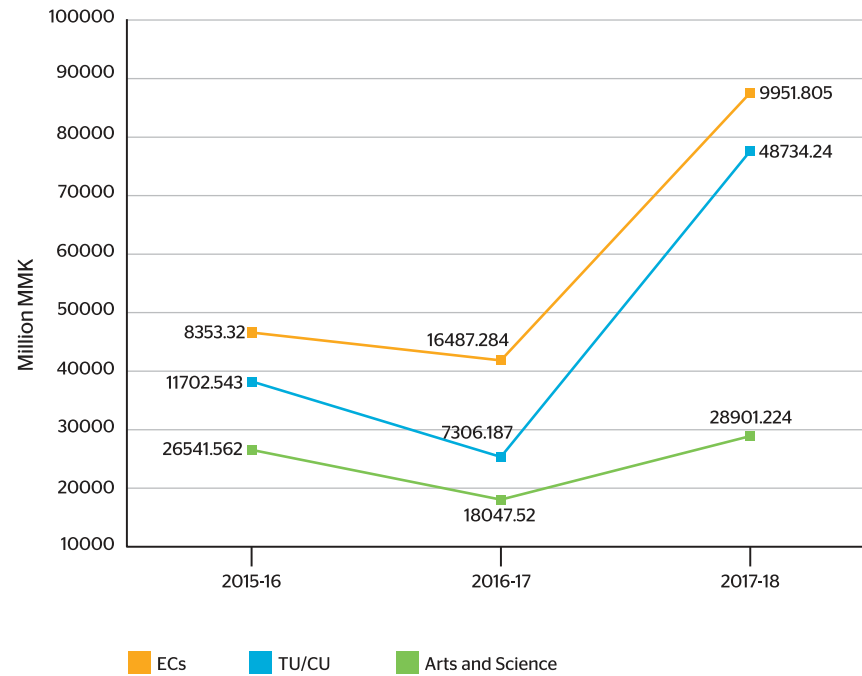


Figure (4.3.5) Total budget funding for Teaching Aids

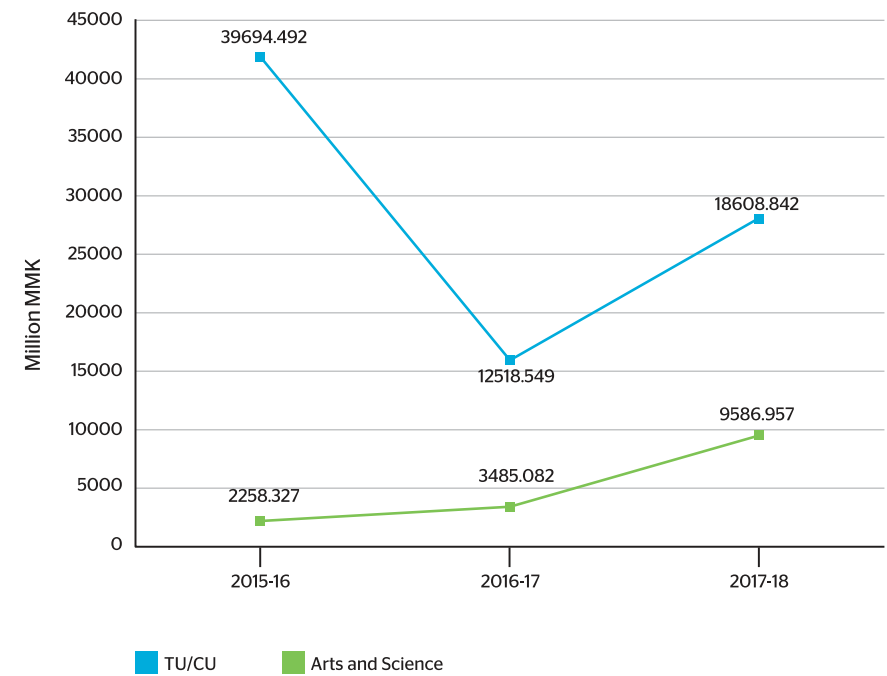


Figure (4.3.6) Total budget funding for Libraries

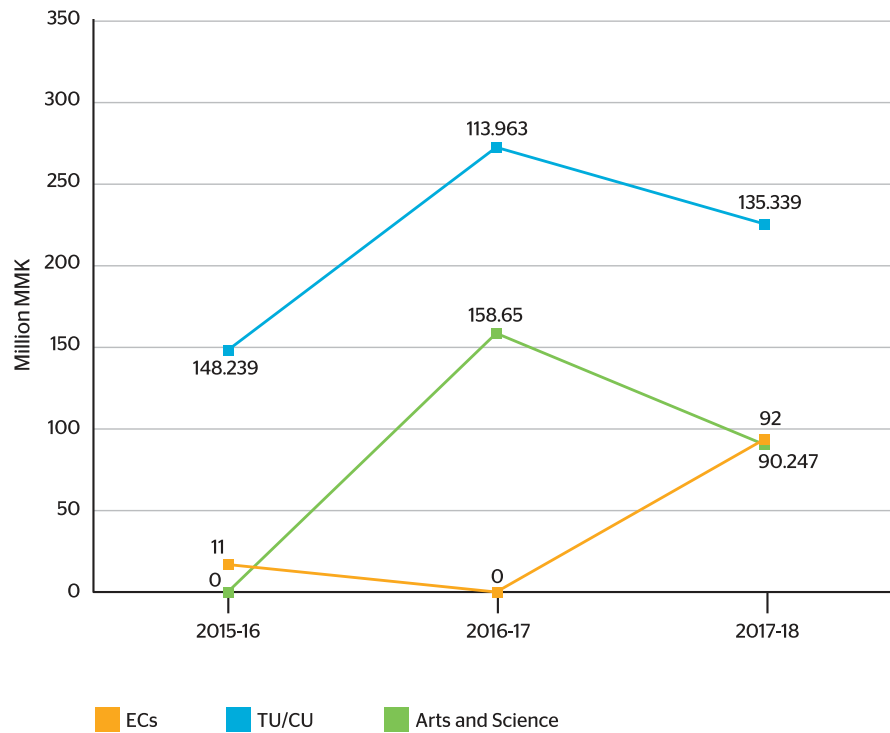


Figure (4.3.7) Total budget funding for facilities maintenance buildings

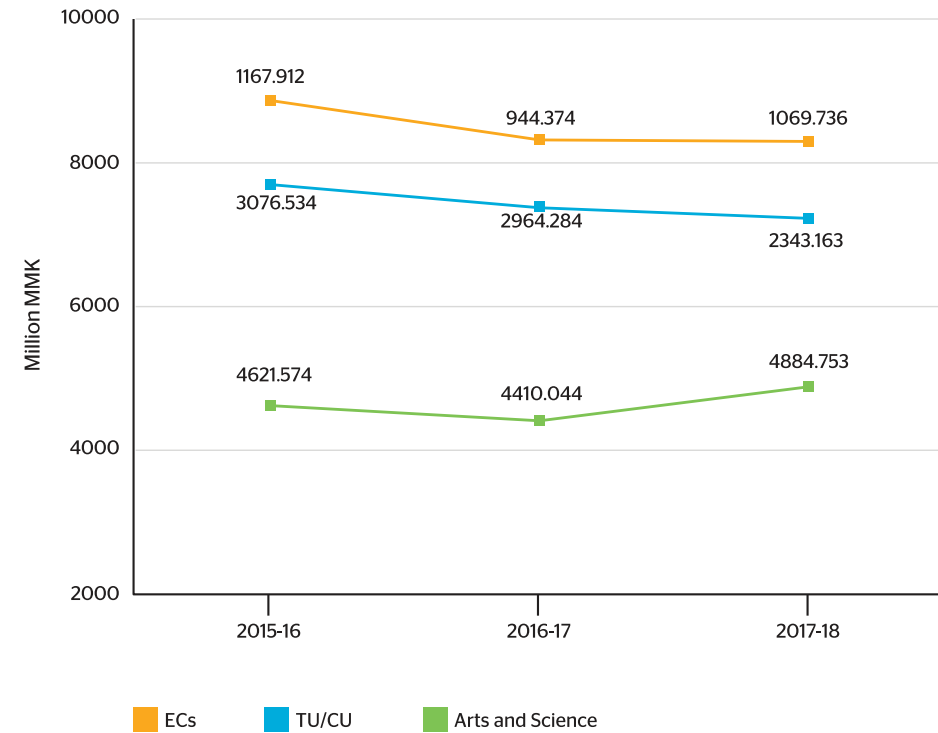
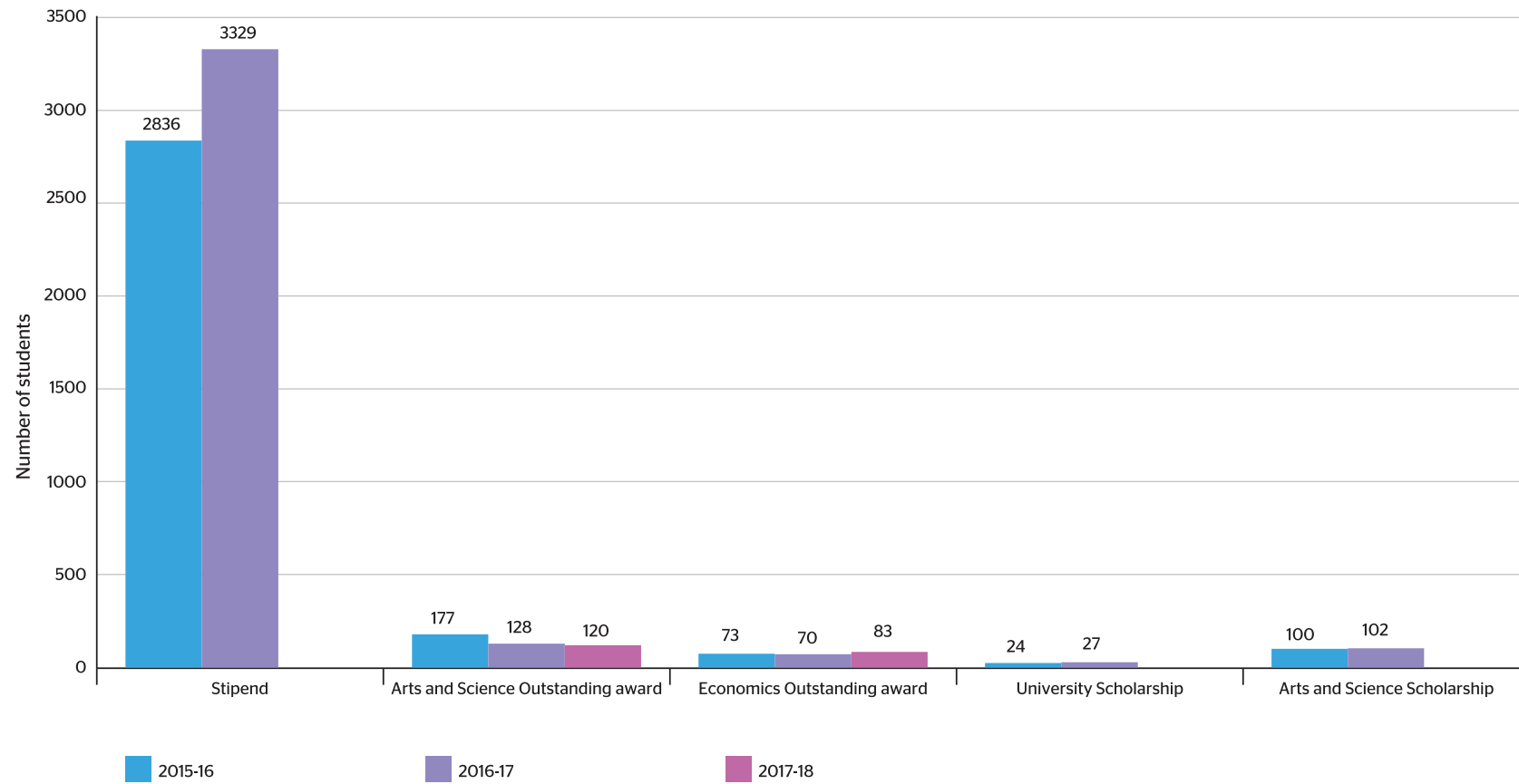


Figure (4.3.8) Providing Stipends in Universities, Degree Colleges and Colleges







### 4.3.1 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Higher Education (Teacher Education and Training)

#### 1. Budget expenditures

Teacher Education and Management  
(25276.401 Million MMK)

#### Strategies

Strengthen teacher quality assurance and teacher management (4.103 Million MMK)

Improve the quality of pre-service teacher education (11444.580 Million MMK)

Supporting NESP Programmes (13827.718 Million MMK)

#### Programme Components

Establishment of a Teacher Education Council to enable teacher representatives to advise and support implementation of the teacher education and management reforms in the NESP (0.549 Million MMK)

Establishment of a teacher quality assurance system against which teachers can be held to account for quality teaching and measurable improvements in student learning (3.554 Million MMK)

Short-term revisions to the teacher education curriculum and training modules to ensure that they are aligned with the NESP basic education reforms (4188.054 Million MMK)



Upgrading two-year programmes in education colleges to Specialised degree programmes (6429.374 Million MMK)

School partnerships and reform of block teaching and practicum to ensure that teacher trainees have the opportunity to apply their learning and gain essential feedback and advice as they develop their teaching practice (827.152 Million MMK)



## 2. Achievements



48,013 sets of Textbooks for Diploma in Teacher Education and Correspondence course for in-service primary teachers printed and distributed



36,602 trainees attended training courses in 24 ECs



35,734 Teachers Guides, Text Books /Training Modules of Grade-2 new Basic Education curriculum printed and distributed and 20 teaching-learning materials distributed



12 hostels, 2 buildings, dining rooms and kitchens for 4 years specialized degree programmes constructed

Figure (4.3.1.1.) Annual Budget Expenditure in Education Colleges (Classrooms, Hostels, Science Laboratories, Dining Halls, Halls, Staff Housings and Others)

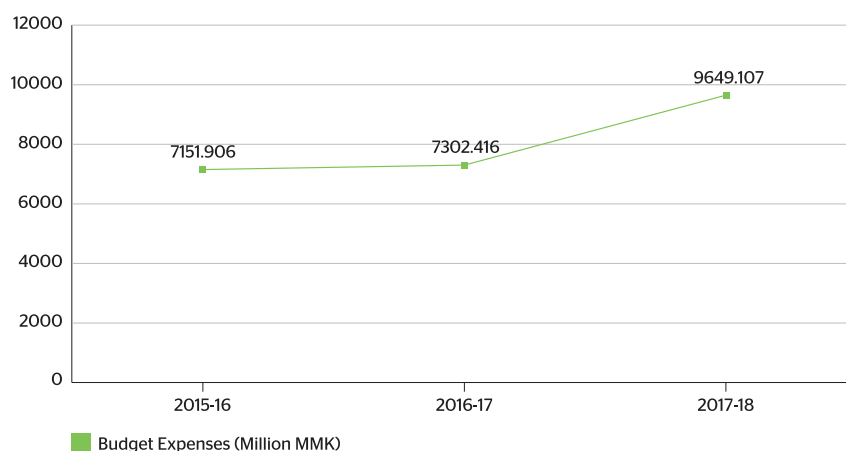
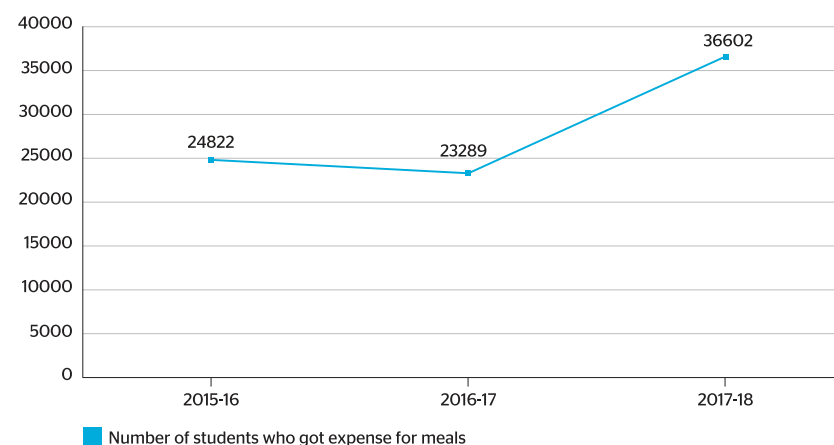


Figure (4.3.1.2) Number of student teachers (from Education Colleges) who are provided with meals from 2015 to 2018









## 4.4 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Basic Education

### 1. Budget expenditures

Preschool and Kindergarten Education  
(13721.267 Million MMK)

#### Strategy

Implement quality kindergarten education (13721.267 Million MMK)

#### Programme Components

Provision of kindergarten teachers, classroom, infrastructure and appropriate teaching and learning materials in all basic education schools  
(13280.399 Million MMK)

Implement a national teacher training programme for kindergarten education (440.868 Million MMK)



### Basic Education - access, quality and inclusion (1293101.951 Million MMK)

#### Strategies

Enable universal access to free basic education (146345.300 Million MMK)

Support compulsory and inclusive education (29937.990 Million MMK)

Improve school quality through a national school-based quality assurance system (57809.513 Million MMK)

Supporting NESP Programmes (1059009.148 Million MMK)

#### Programme Components

Expansion of existing schools, upgrading of schools and construction of new schools, with a special focus in less-developed areas to make middle and high school education more accessible to all (145866.649 Million MMK)

Provision of teaching and learning materials packages for basic education schools and students, prioritising schools in disadvantaged areas (478.651 Million MMK)

Strengthening compulsory primary education (pilot) through testing mechanisms and processes to enroll, return and retain children in schools with high numbers of students dropping out (4.290 Million MMK)

Supporting at-risk students for equitable access to basic education through remedial education, stipends and school feeding to address the (opportunity) costs of schooling for children from poor families (29933.700 Million MMK)

School improvement planning against the School Quality Standards Assurance Framework (SQSAF) and linked funding of School Improvement Plans through school quality grants (57809.513 Million MMK)



### Basic education curriculum (24809.895 Million MMK)

#### Strategies

Redesign the basic education curriculum emphasising 21st century skills (18660.535 Million MMK)  
Build the professional capacity of Curriculum Development Teams (6149.360 Million MMK)

#### Programme Components

Development and finalisation of curriculum materials to enable a more interactive style of classroom teaching and learning (18660.535 Million MMK)  
Teacher training on the new basic education curriculum (6149.360 Million MMK)



Student assessment and examinations  
(2389.952 Million MMK)

Strategy

Improve assessment and examinations (2389.952 Million MMK)

Programme Component

Grade 5, Grade 9 and high school completion examinations to provide valid and reliable information regarding student achievement (2389.952 Million MMK)





Management, capacity development and quality assurance  
(1383.833 Million MMK)

### Strategies

Strengthen education sector management structures, systems and tools (1066.313 Million MMK)

Strengthen the capacity of education managers to successfully undertake education reforms (317.520 Million MMK)

### Programme Components

Provide basic ICT tools and undertake pilots using new ICTs, to strengthen education management efficiency and effectiveness at all levels of the national education system (1066.313 Million MMK)

Education Management Training Programme to strengthen the capacity of officers working at headquarters, state/region, district and township levels (317.520 Million MMK)



## 2. Achievements



School uniforms provided to 5,360,799 primary level students



Textbook printed and distributed to 4,486,231 primary students



Textbooks printed and distributed to 3,202,860 lower secondary students



Textbooks printed and distributed to 1,176,530 upper secondary students



Stipends provided by the Union and the Development Partners to 36,201 primary students, 118,627 lower secondary students and 37,758 upper secondary students, totaling 192,586 students



Grade 2 teacher guidebook printed and distributed to 380,000 primary school teachers



110,940 sets of furniture provided to basic education schools



Training to 107,694 teachers for Grade 1 (new curriculum) at school levels



70,000 KG kits distributed to basic education schools



Scholarships provided for 26,788 students including disable student, student from remote and border areas



16,239 classrooms renovated with linoleum



1,200 tables and 10,500 chairs for science labs provided for basic education high schools



9,771 toilets constructed



7,000 sets of furniture (tables and chairs) are provided for teachers



Scholarships provided to 2,966 lower secondary students and 402 upper secondary students, totaling 3,368 students



350 Digital Copy Printers and 2,460 sets of desktop computers provided



1,424 new primary school buildings, 416 middle school buildings and 379 high school buildings constructed



710 Laptops are provided to state, region, district and township education offices



337 sets of Water Supply Equipment provided



300 sets of Computer and UPS provided to high schools



300 sets of Table and chair for science lab teachers provided to high schools



236 staff housings constructed



100 sets of Solar Water Purification System provided



100 sets of Water Purification Equipment provided



75 schools that were destroyed in the Mora storm disaster constructed in Rakhine State



46 stores for school feeding programme and office stores constructed



10 libraries and 30 science buildings constructed

Figure (4.4.1) Allocation of School grants from 2014-15 to 2017-18 in coordination with World Bank

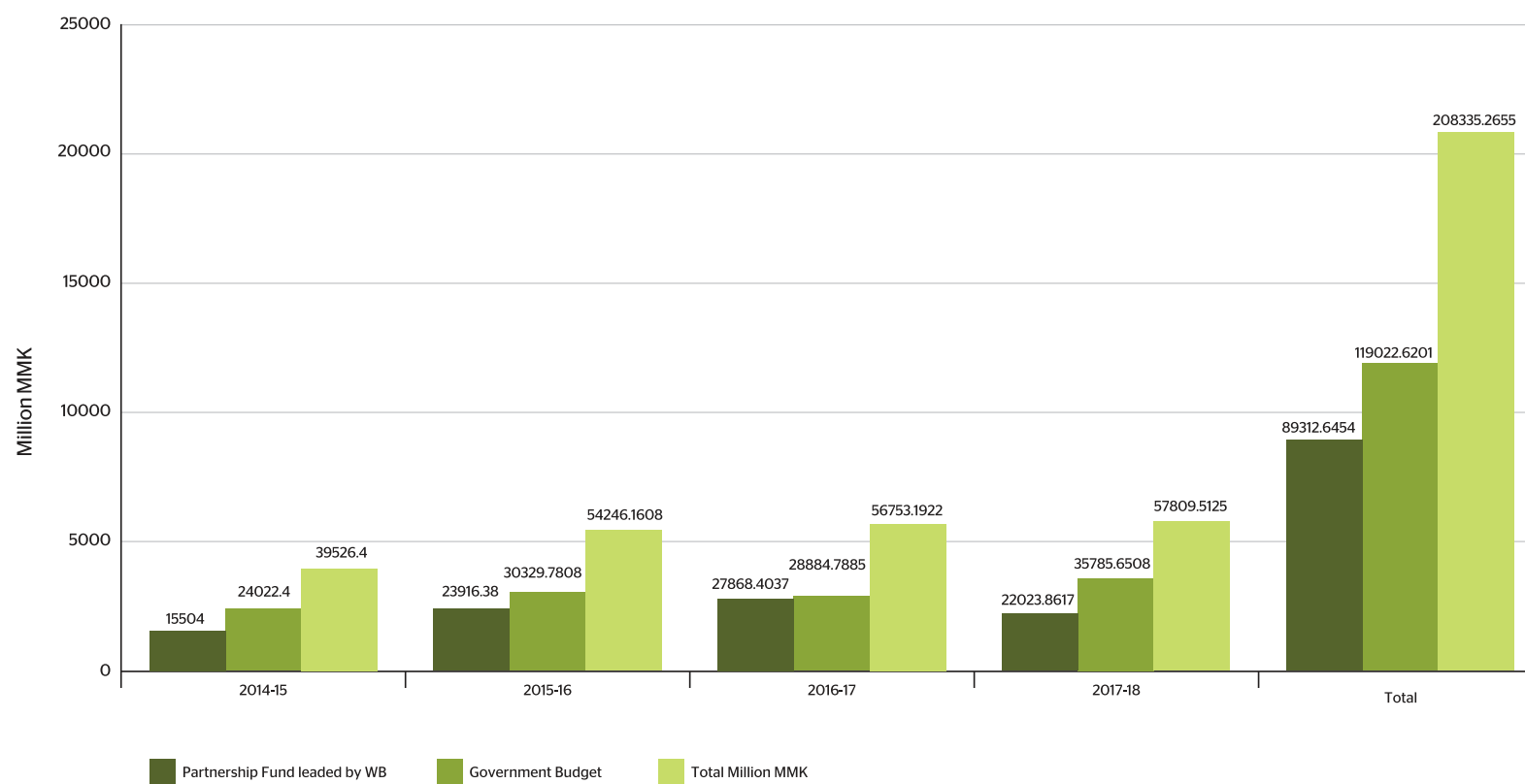


Figure (4.4.2) Number of students receiving Stipend and Scholarships in FY 2017-18

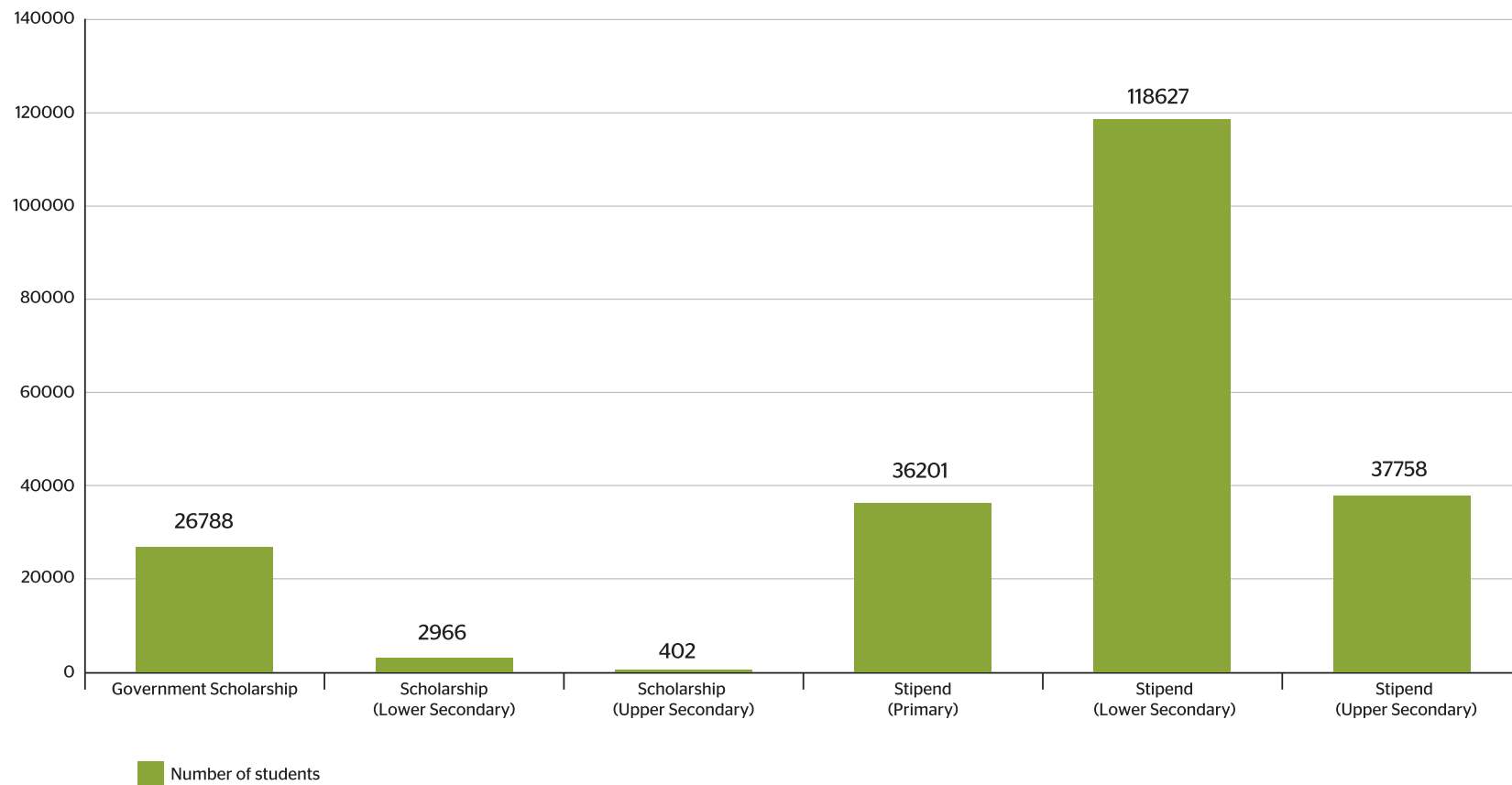




Figure (4.4.3) Number of students receiving Stipend funded by Government and Development Partners

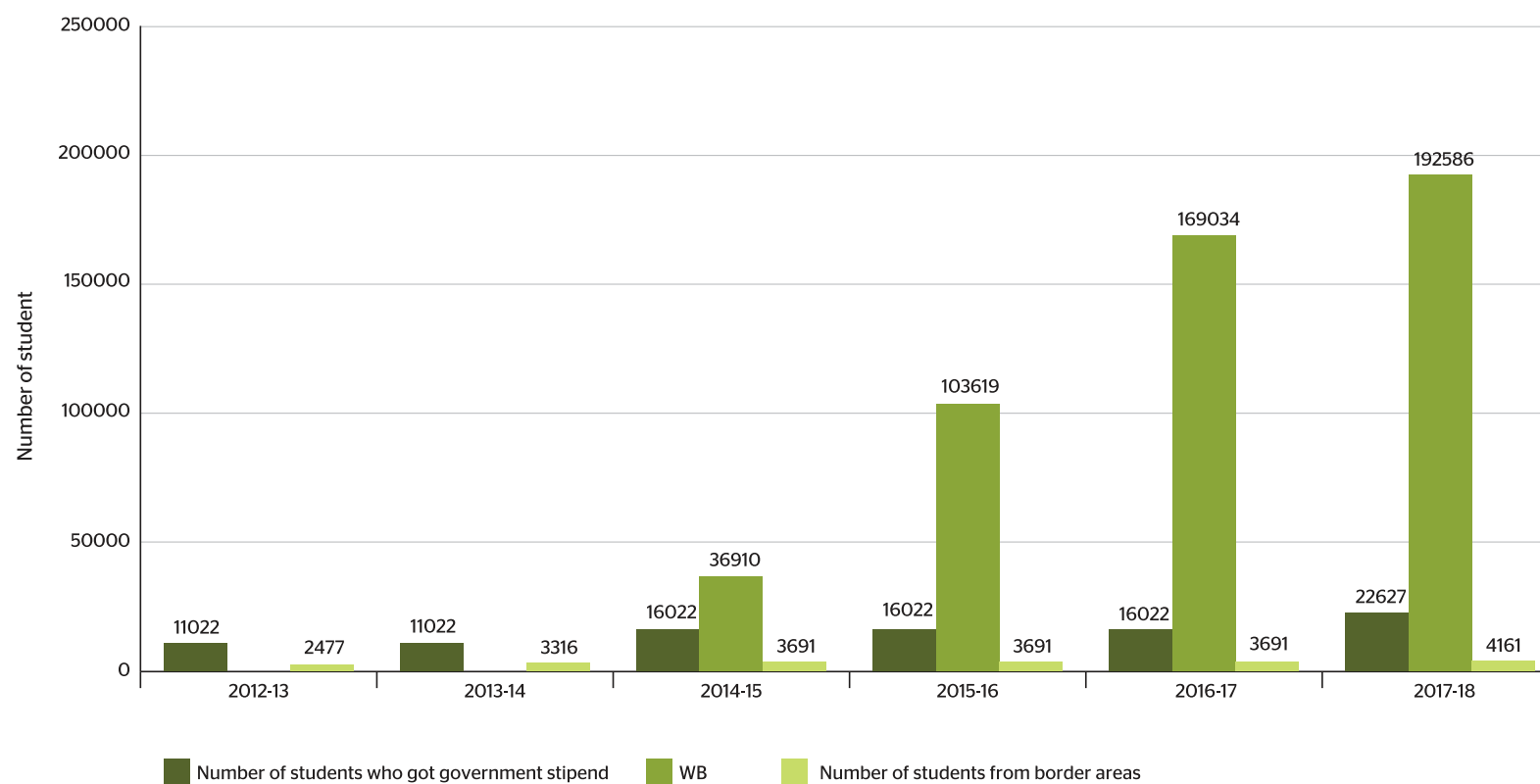


Figure (4.4.4) Construction of classrooms, libraries and staff housings in FY 2017-18

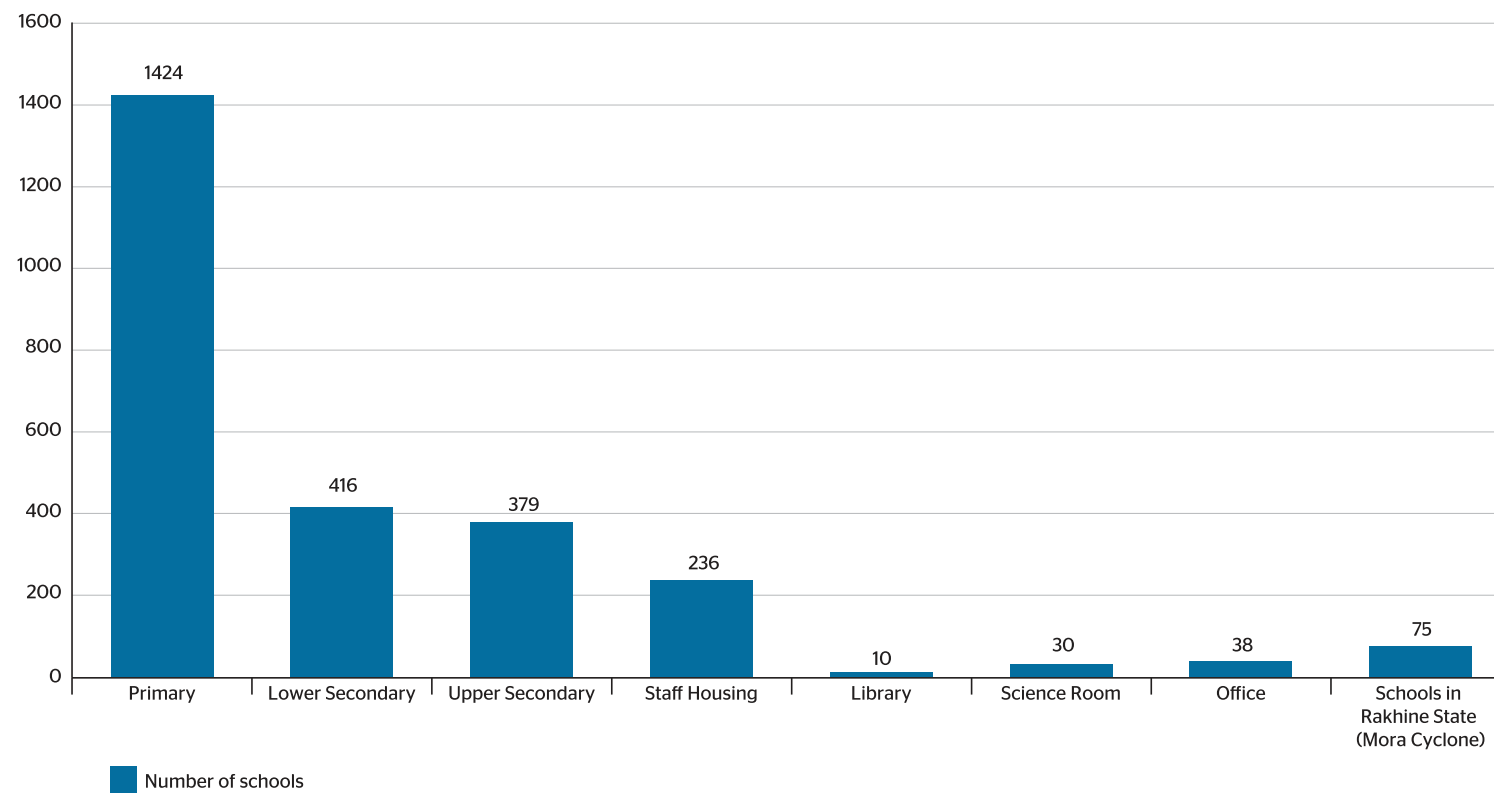


Figure (4.4.5) School Grants by State and Region

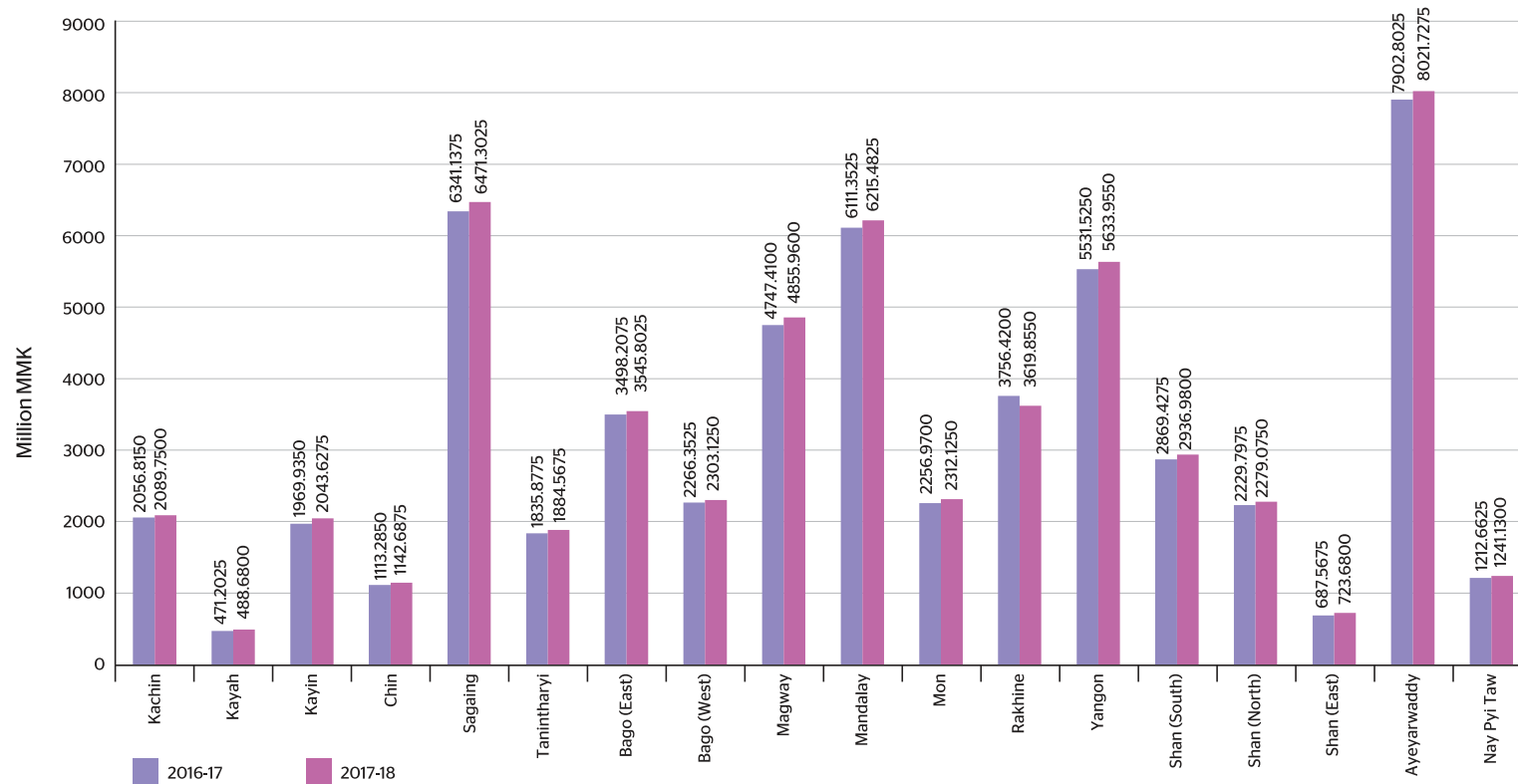


Figure (4.4.6) Supports provided to Basic Education in FY 2016-17 and FY 2017-18

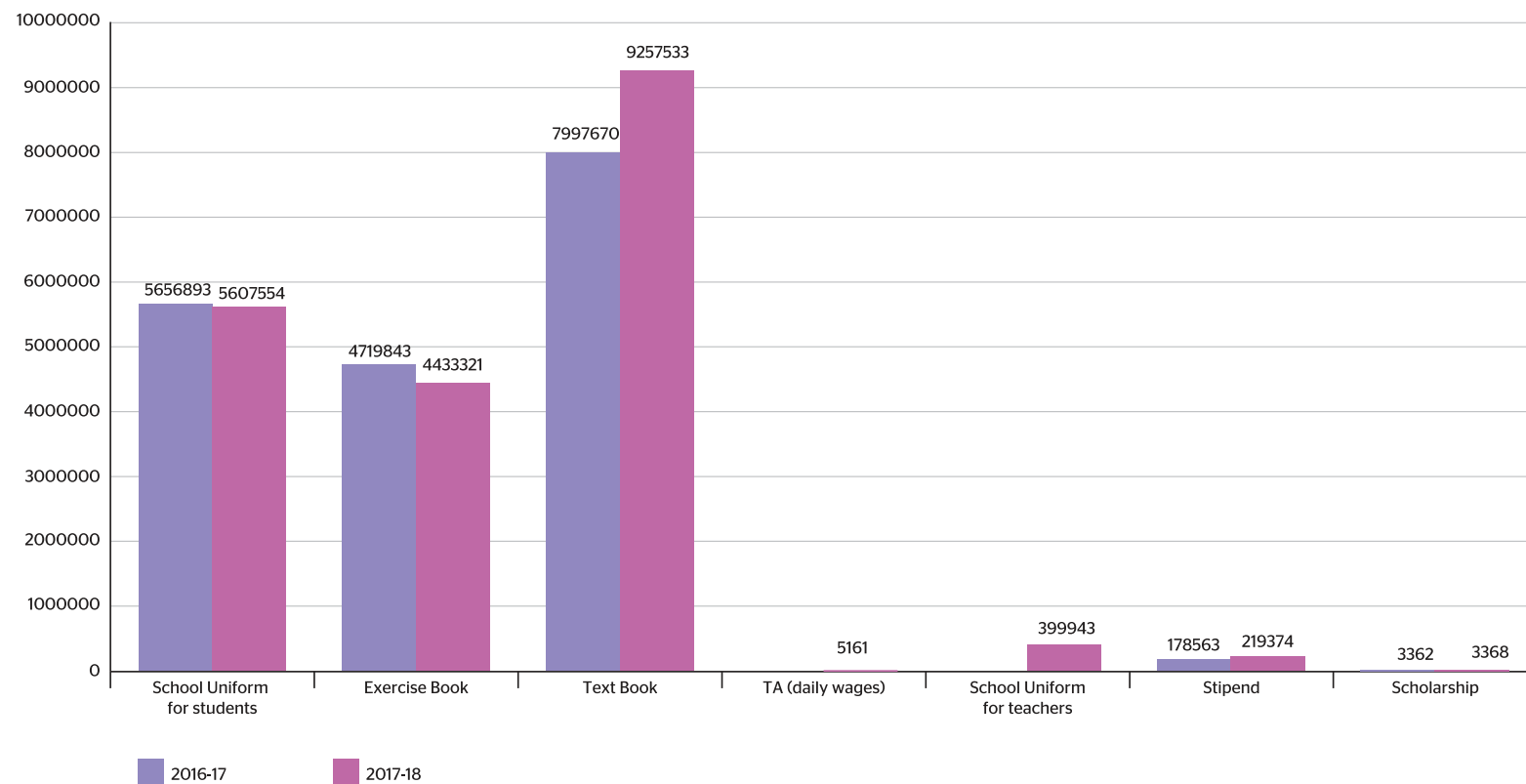


Figure (4.4.7) Supports provided to Basic Education in FY 2016-17 and FY 2017-18

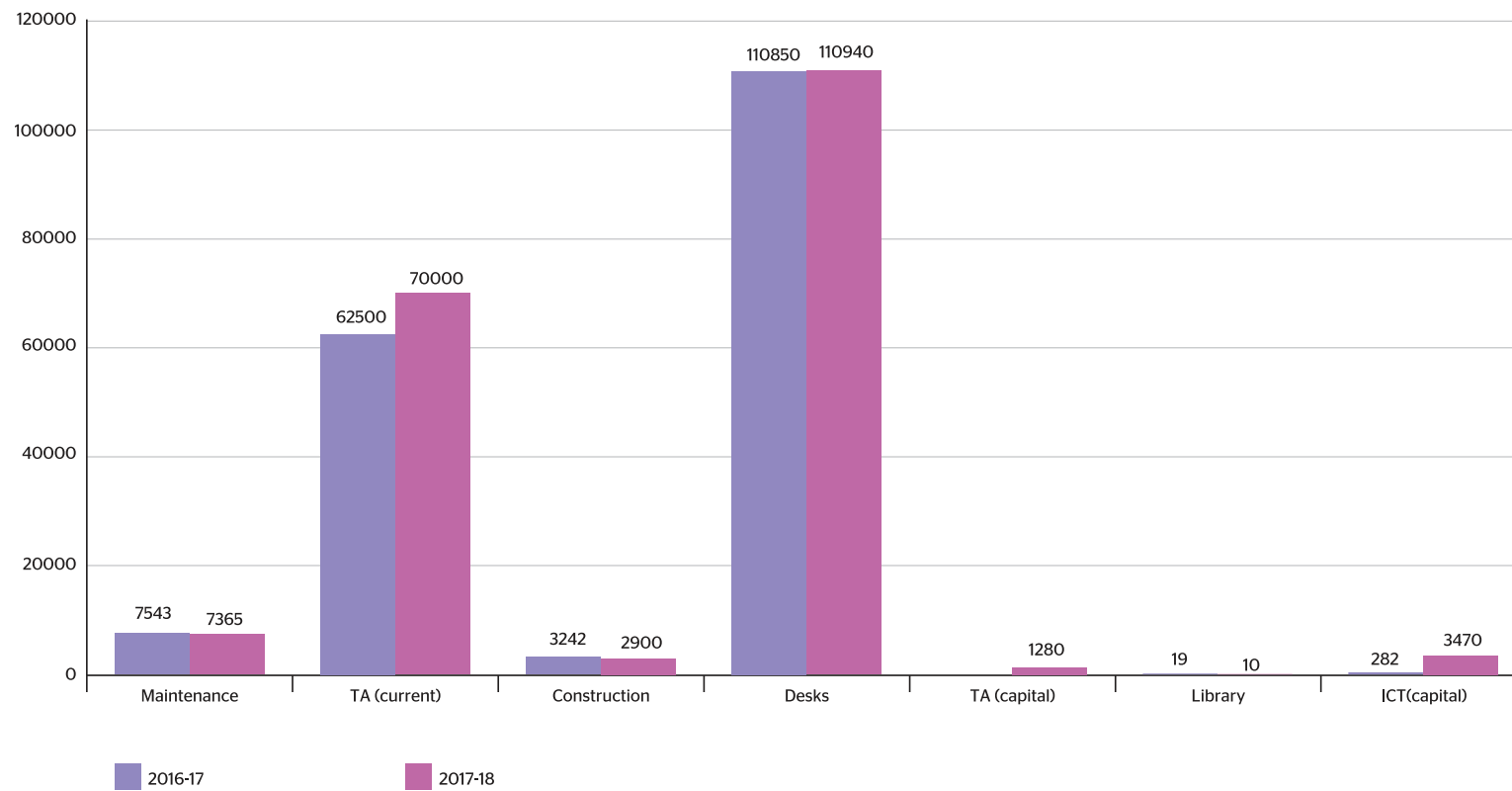




Figure (4.4.8) Upgrading schools

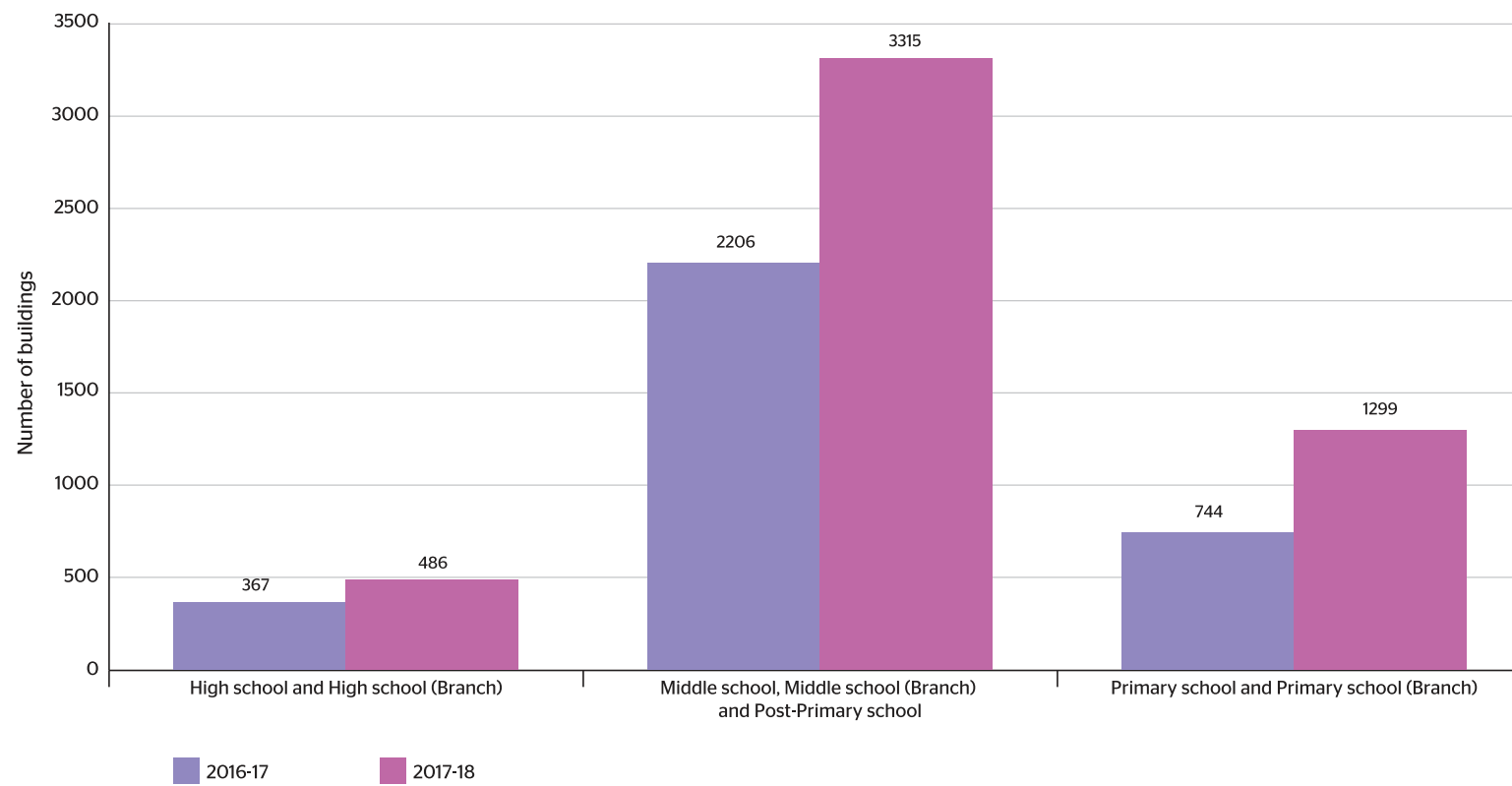
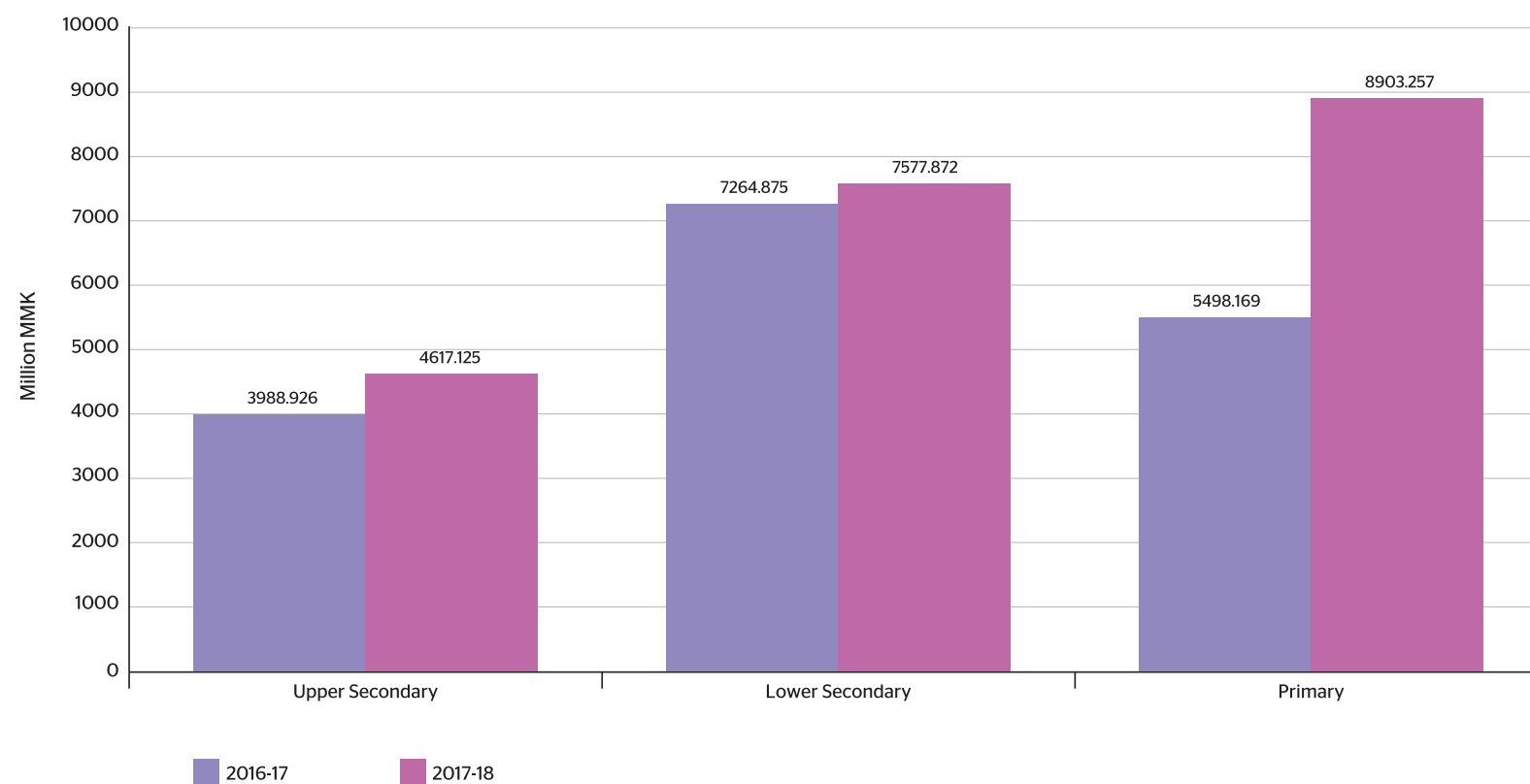


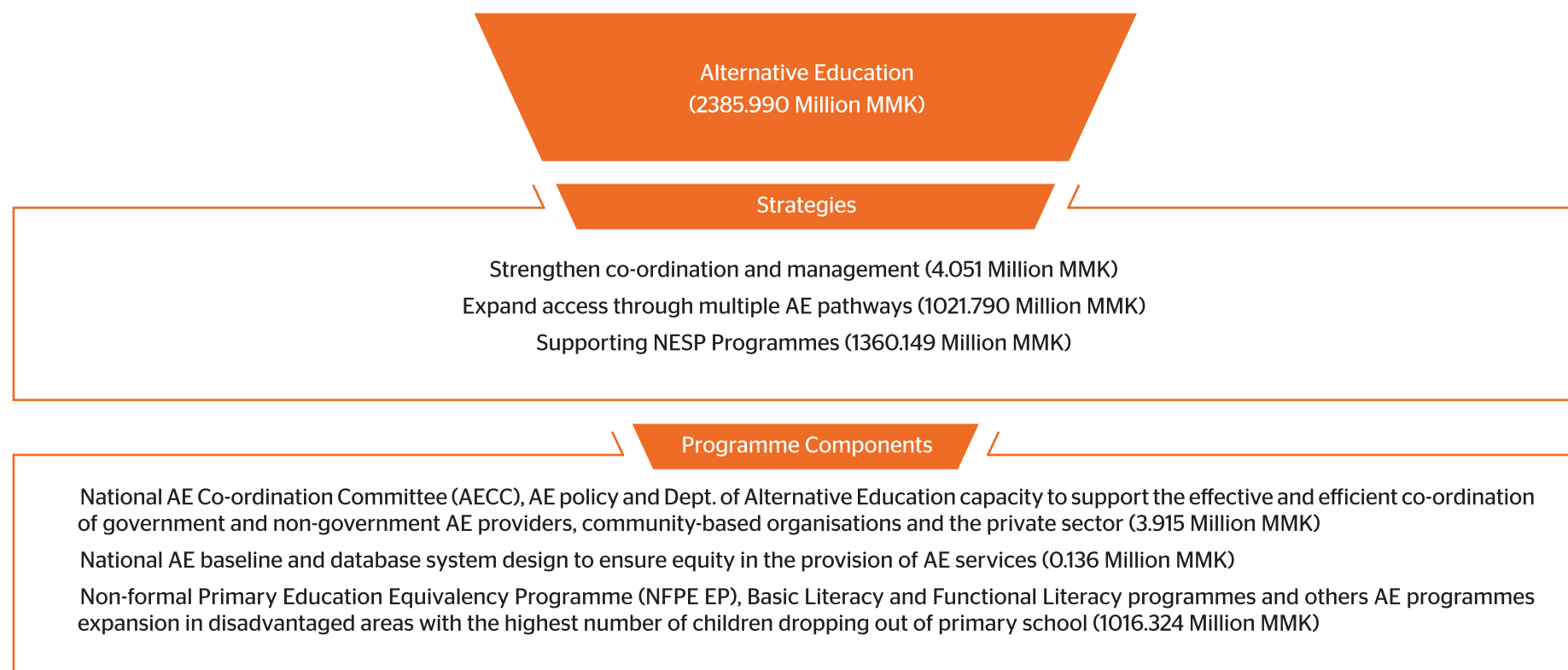
Figure (4.4.9) Distribution of textbooks





## 4.5 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Alternative Education

### 1. Budget expenditures





Non-formal Middle School Education Programme (NFME) piloting and implementation nationally through a combination of government, non-government and private sector organisations (4.631 Million MMK)

National Youth Education Certificate (NYEC) as a pathway for out-of-school youth who would like to continue their alternative education into TVET, higher education and employment (0.835 Million MMK)





## 2. Achievements

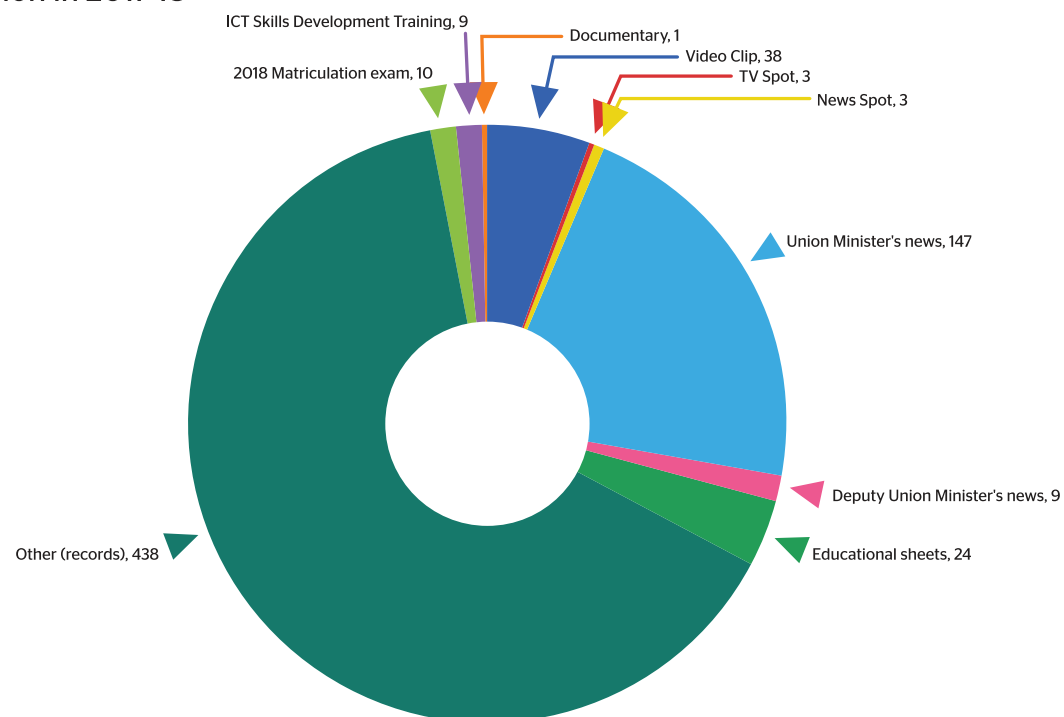


7,219 students attended the primary level of Non- formal Primary Education (NFPE) in AY 2017-18



7,009 persons learn to read and write after Basic Literacy Campaign AY 2017-18

Figure (4.5.1) Documentary, records, news and educational newsletters produced by Educational Technology and E-channel Division in 2017-18





## 4.6 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Myanmar Examinations

### 1. Budget expenditures

Student Assessment and Examinations  
(2827.450 Million MMK)

#### Strategies

Improve assessment and examinations (2008.216 Million MMK)  
Strengthen co-ordination, management and monitoring (145.617 Million MMK)  
Supporting NESP Programmes (673.617 Million MMK)

#### Programme Components

Grade 5, Grade 9 and high school completion examinations to provide valid and reliable information regarding student achievement (2008.216 Million MMK)  
Capacity building and advocacy to enable MOE assessment officers to develop, deliver and maintain high-quality assessment and examinations systems (50.888 Million MMK)  
Development of assessment-related information and communication technology infrastructure to improve current work processes and the provision of examinations related services (94.729 Million MMK)



## 2. Achievements



In 2018, Matriculation Examination is held successfully in 1,577 examination centers and 259,191 students passed the exam



Capacity development training was provided for 3,637 staff from Department of Myanmar Examinations and related departments



## 4.7 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Educational Research, Planning and Training

### 1. Budget expenditures

Basic education - access, quality and inclusion  
(34.142 Million MMK)

Strategy

Support compulsory and inclusive education (34.142 Million MMK)

Programme Component

Supporting at-risk students for equitable access to basic education through remedial education, stipends and school feeding to address the (opportunity) costs of schooling for children from poor families (34.142 Million MMK)





### Basic education curriculum (350.012 Million MMK)

#### Strategies

Redesign the basic education curriculum emphasising 21st century skills (95.950 Million MMK)  
 Build the professional capacity of Curriculum Development Teams (235.818 Million MMK)  
 Implement the new curriculum through strengthened curriculum management, dissemination and monitoring  
 and evaluation systems (18.244 Million MMK)

#### Programme Components

Prepare the new curriculum design for basic education with greater focus on learning concepts, problem solving processes and understanding of basic principles and reasons behind the knowledge(90.237 Million MMK)  
 Development and finalisation of curriculum materials to enable a more interactive style of classroom teaching and learning(5.713 MMK Million)  
 Teacher training on the new basic education curriculum(231.133 Million MMK)  
 Capacity development of Curriculum Development Teams (4.685 Million MMK)  
 Strengthen the curriculum management system including the capacity to print and distribute better quality curriculum materials to all schools in a timely manner (18.244 Million MMK)

Student assessment and examinations  
(20.316 Million MMK)

Strategy

Improve assessment and examinations (20.316 Million MMK)

Programme Component

National sample-based assessments to provide useful evidence about the level of student achievement in identified curriculum areas (20.316 Million MMK)





Management, capacity development and quality assurance  
(5380.385 Million MMK)

#### Strategies

Strengthen and sustain sector-wide, sub-sector and sub-national co-ordination mechanisms (94.162 Million MMK)  
Strengthen education sector management structures, systems and tools (176.993 Million MMK)  
Strengthen the capacity of education managers to successfully undertake education reforms (4526.777 Million MMK)  
Supporting NESP Programmes (582.453 Million MMK)

#### Programme Components

Strengthen state and region, district and township education committees to support more effective and efficient education sector co-ordination (94.162 Million MMK)  
Implement the NESP Annual Planning and Budget Cycle (14.624 Million MMK)  
Strengthen HRIS and EMIS and develop the Education Portal to support evidence-based decision making across the national education system (162.369 Million MMK)  
NESP Annual Capacity Development Plan to describe a range of capacity development initiatives for education managers at head office, state/ region, district and township levels (4521.689 Million MMK)  
Education Management Training Programme to strengthen the capacity of officers working at headquarters, state/region, district and township levels (5.088 Million MMK)

## 2. Achievements



Trained 2,578 Grade 2 new curriculum supervisors at central level and State/Region level



Held 8 times workshops on capacity building of 1,703 participants from States and Regions and developed the plan for each State and Region



Awarded certificates of capacity development training to 74 officials from Ministry of Education



Sent 44 candidates for Master Degree and 4 candidates for PhD from ministries and other organizations to foreign countries



Conducted 37 meetings to develop the curriculum framework (draft)



Held 21 workshops on the review of the plans and developed Monitoring and Evaluation Framework



Held 14 workshops on Data capture Form of BE and HR of EMIS Phase (I)



Held 10 seminars on how to use mobiles phones in teaching and learning for the Professional Development of ATEOs and teachers in 80 townships



Held 8 workshops for School Quality Standard Assurance Framework and developed the SQSAF(draft)



Held 6 workshops on the research of Early Grade Reading/ Mathematics Assessment (EGRA/EGMA) and provided Reading Intervention Guide book & Training Manual produced



Held 6 workshops on the survey of Out of School Children Initiative in Myanmar (OOSCI) and reports written



Held 4 workshops on evaluation of learning of the early grade children in primary level and report written



Developed Grade 2 textbooks and teacher guidelines



Continued developing new Basic Education curriculum for Grade 3 and Grade 6



Figure (4.7.1) Total Budget Expenditure for trainings and workshops in FY 2017-18

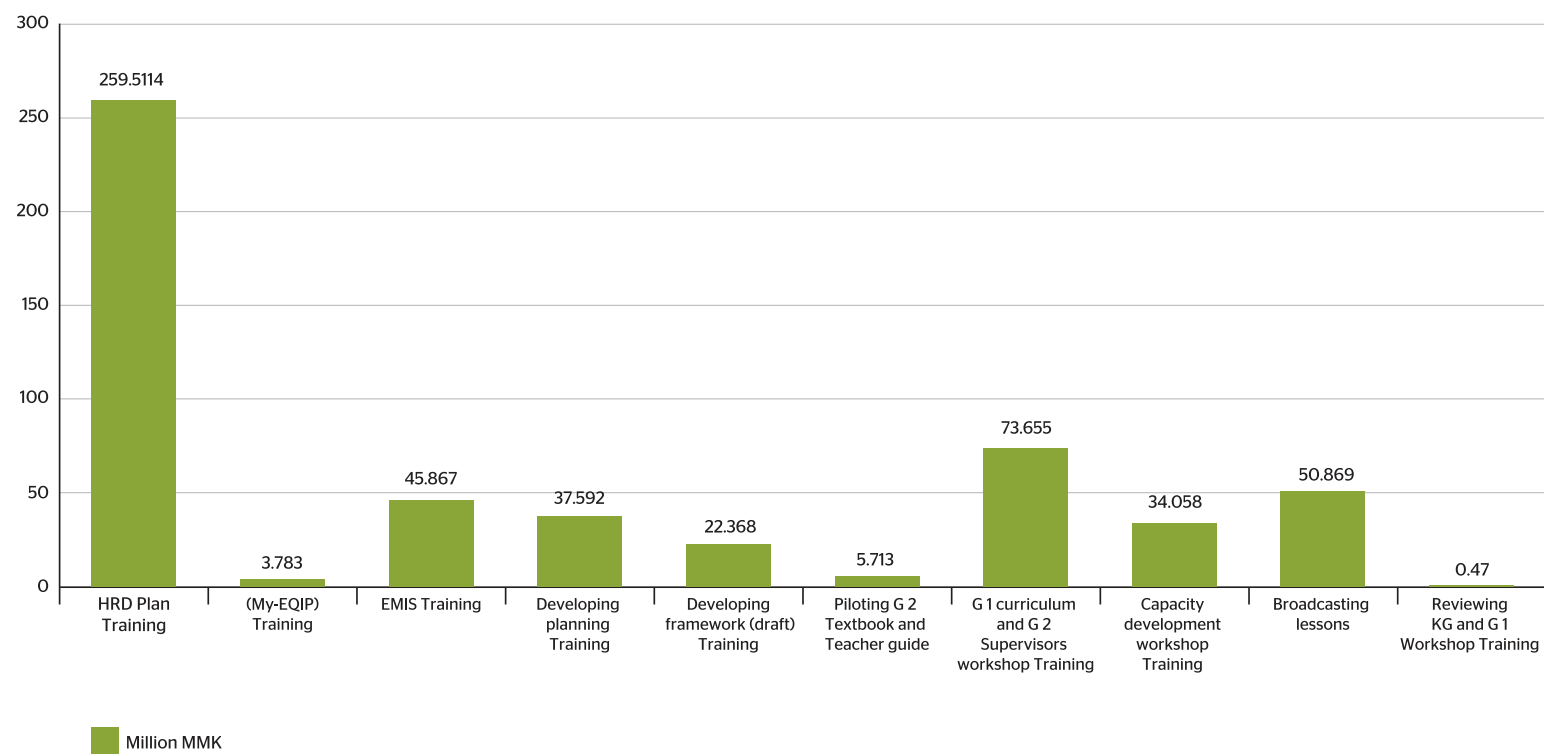
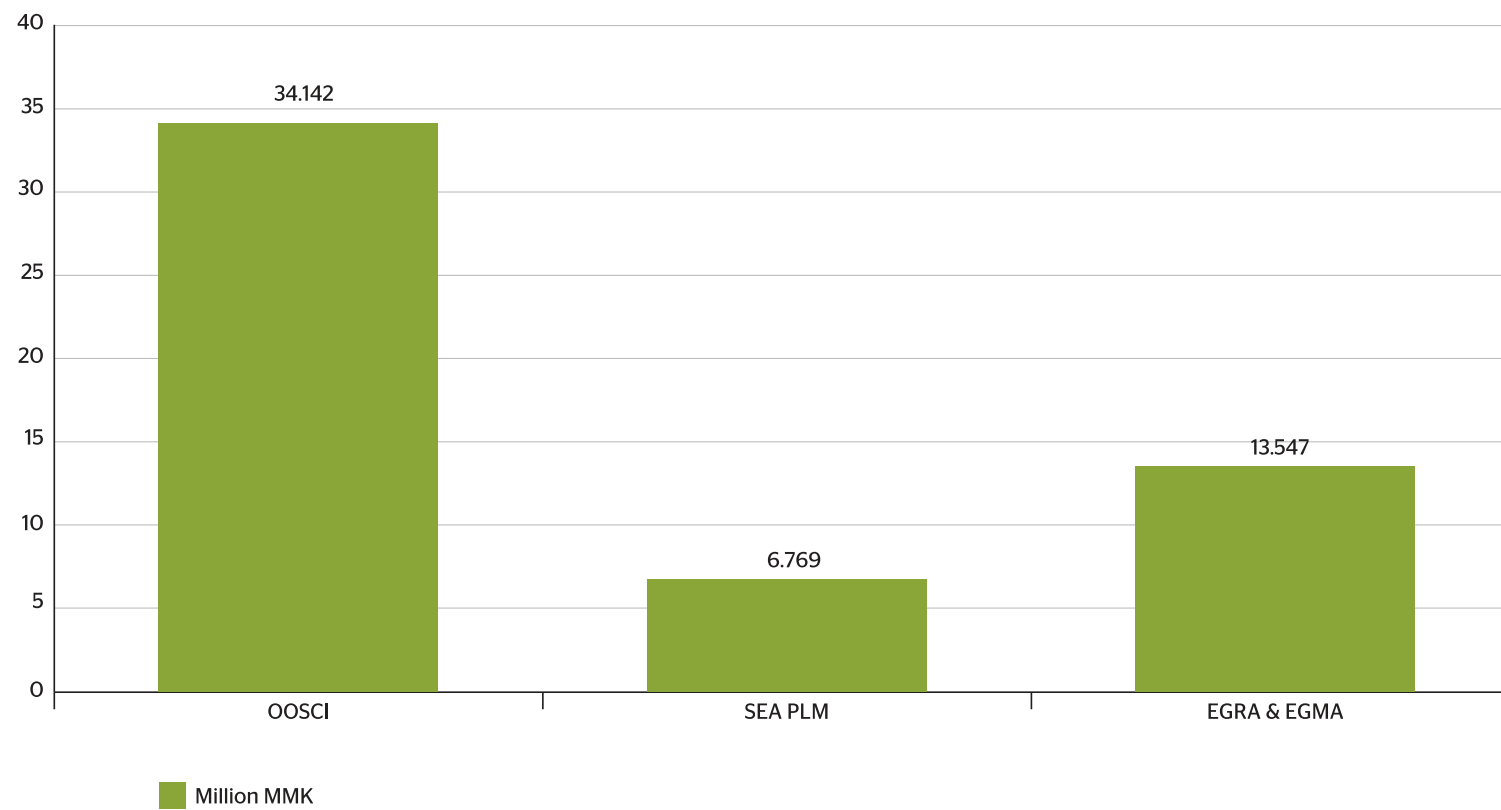


Figure (4.7.2) Total Budget Expenditures for research studies and learning assessment surveys (OOSCI, SEA-PLM and EGRA/EGMA) in FY 2017-18



## 4.8 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Technical, Vocational Education and Training

### 1. Budget expenditures

Technical and Vocational Education and Training (TVET)  
(40815.714 Million MMK)

#### Strategies

Expanding access to TVET for various target groups including disadvantaged populations and people with disabilities (26173.572 Million MMK)

Strengthening the quality and relevance of TVET (8.990 Million MMK)

Strengthening TVET management (304.214 Million MMK)

Supporting NESP Programmes (14328.938 Million MMK)

#### Programme Components

Increase the capacity and upgrade existing TVET programmes (17689.401 Million MMK)

Undertake competency-based modular short courses to increase access to TVET (535.462 Million MMK)

Establish TVET Centres of Excellence (COEs) in Yangon and Mandalay regions to demonstrate best practices and to undertake research and innovation in TVET provision (3623.096 Million MMK)

Expand stipends and scholarships for disadvantaged students (4325.613 Million MMK)

Undertake capacity development for TVET managers/management staff (1.420 Million MMK)

Provide pedagogical and specific skills training for pre-service and in-service TVET teachers (5.698 Million MMK)

Develop/upgrade TVET curricula to meet local needs and provide a balance between practical work and theory (1.872 Million MMK)

Establish a strengthened TVET governance system to enhance sector management and efficiency, increase access, and improve quality and relevance relating to shifting labour market demands (0.799 Million MMK)

Conduct TVET research on skill types, localised employment needs, teacher requirements, teaching aids and pedagogies, and updated vocational subjects to support evidence-based decision-making (300.000 Million MMK)

Establish public-private partnerships (PPPs) to expand access to quality TVET services, and strengthen partnerships between the public and private sector (3.415 Million MMK)



## 2. Achievements



In FY 2017-18, MOE provided stipends to 19,922 students



In AY 2017-18, 19,676 trainees attended regular training courses



In AY 2017-18, 12,794 trainees attended short-term training courses



In FY 2017-18, 9,013 trainees were accepted and trained in GTCs/GTIs



In AY 2017-18, 7,359 trainees were accepted and trained in GTHSs



1,031 teachers have been trained in FY 2017-18



710 teachers were appointed in FY 2017-18



73 kinds of teaching aids, 48 kinds of office equipment and 82 kinds of office furniture were provided in FY 2017-18



In FY 2017-18, constructed a total of 9 hostels, 23 workshops, 1 staff house were constructed, 13 hostels and 4 buildings were renovate



Figure (4.8.1) Supporting Teaching Aids (million MMK)

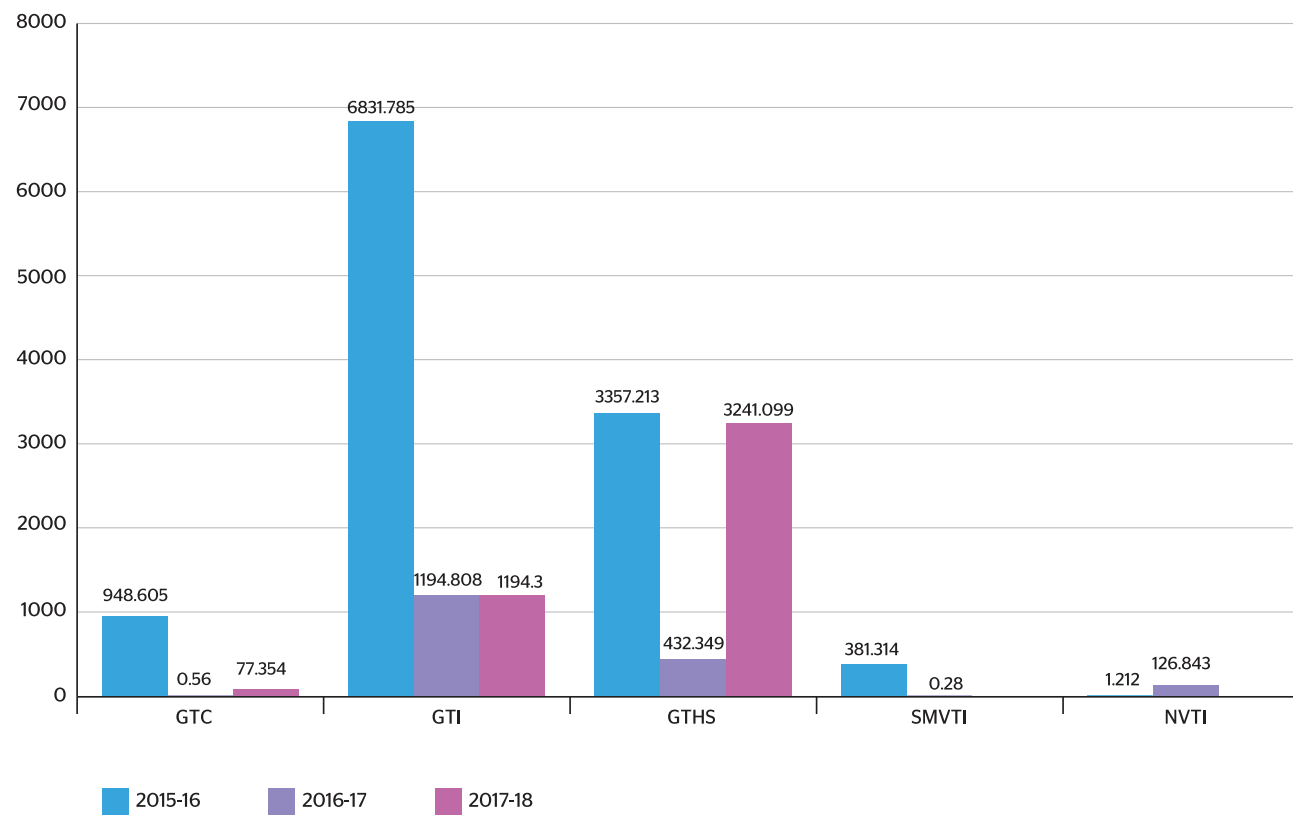


Figure (4.8.2) Total funding for student stipend (million MMK)-FY 2015-16 to FY 2017-18

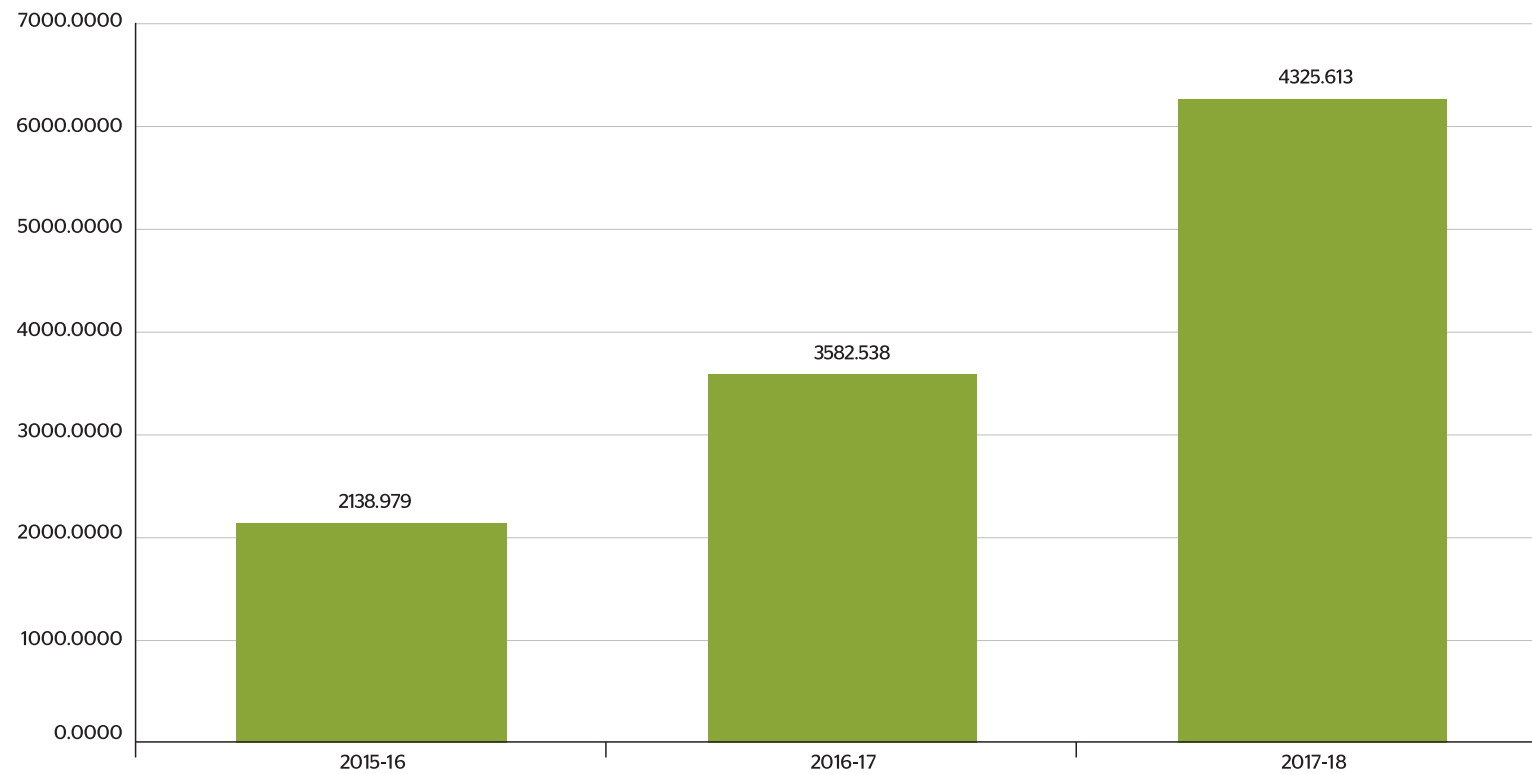


Figure (4.8.3) Total number of teacher training courses implemented -FY 2015-16 to FY 2017-18

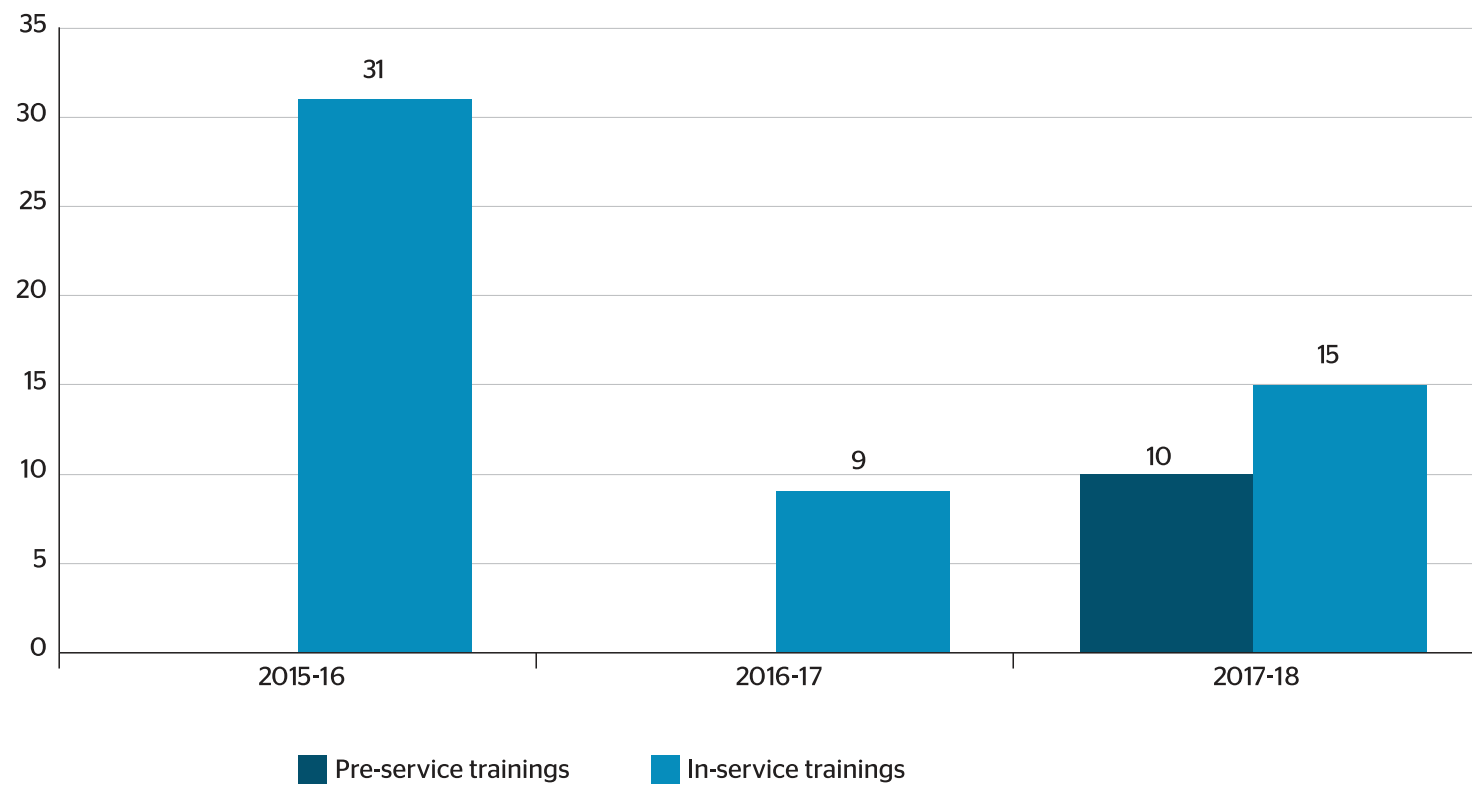


Figure (4.8.4) Total number of teachers and staff who attended training courses -FY 2015-16 to FY 2017-18

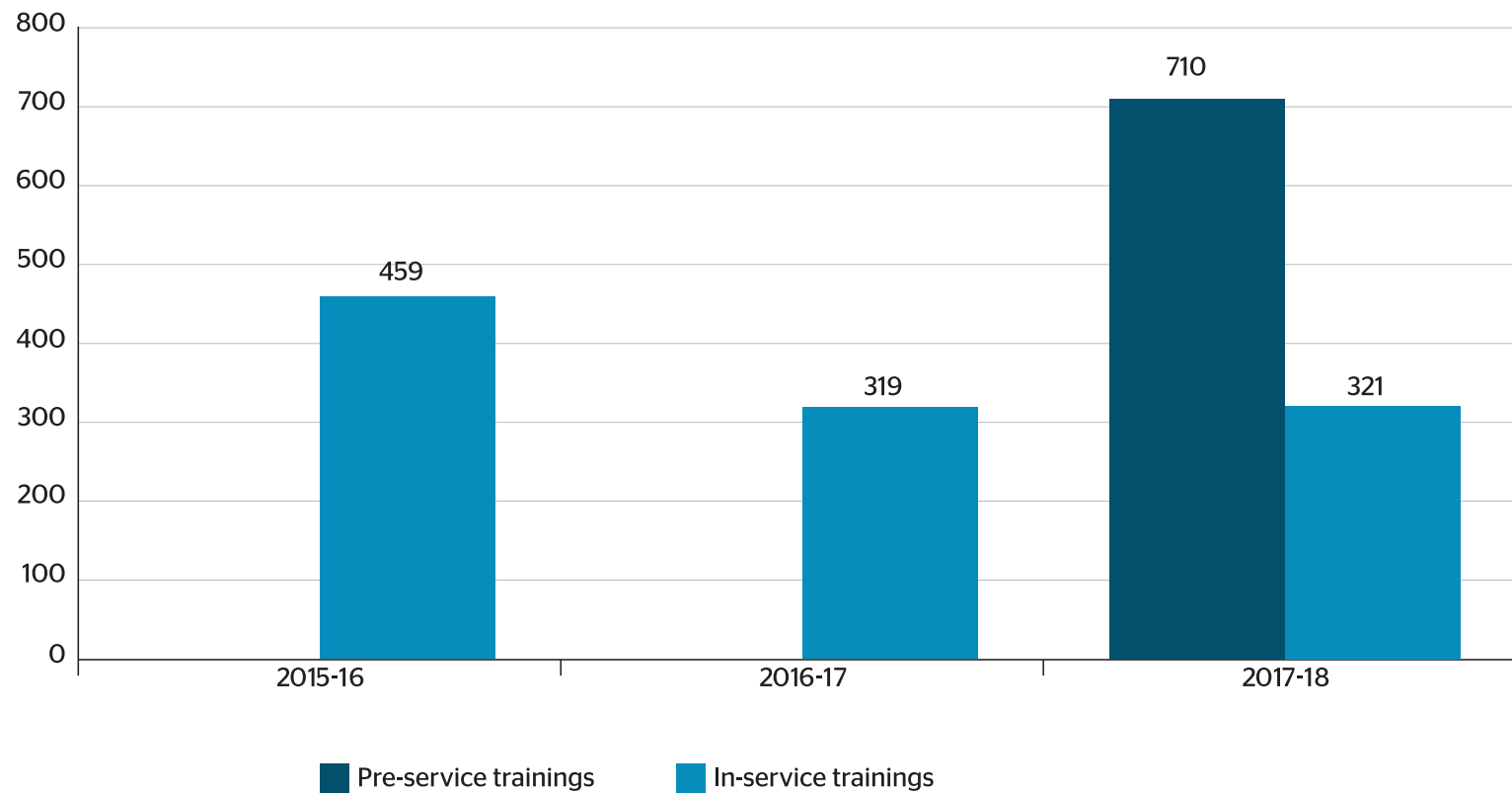


Figure (4.8.5) Number of participants who attended Curriculum and subject matter workshops-FY 2015-16 to FY 2017-18

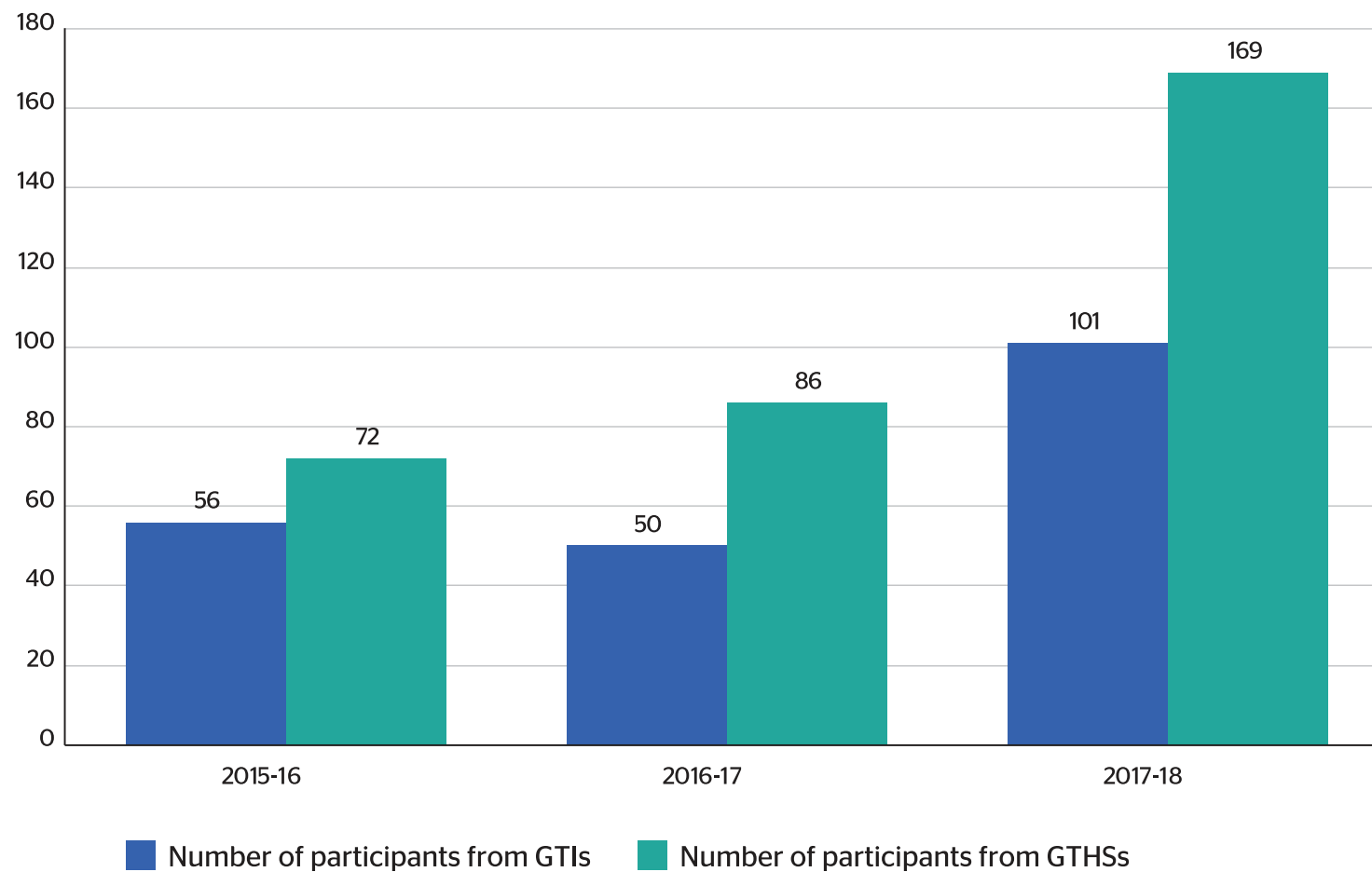




Figure (4.8.6) Number of workshops for curriculum and subject matters-FY 2015-16 to FY 2017-18

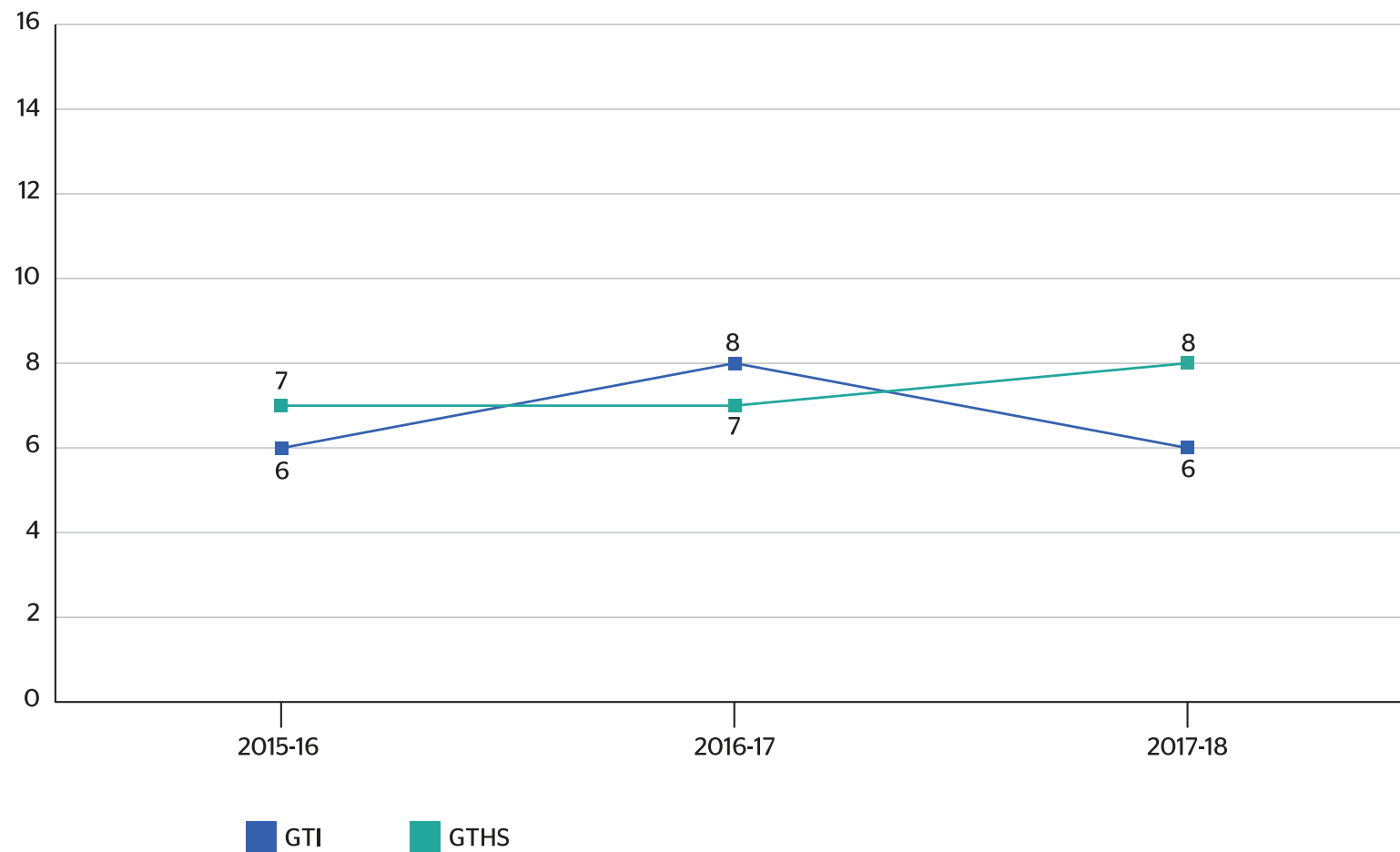


Figure (4.8.7) Number of teachers and students involved in study tours-FY 2015-16 to FY 2017-18

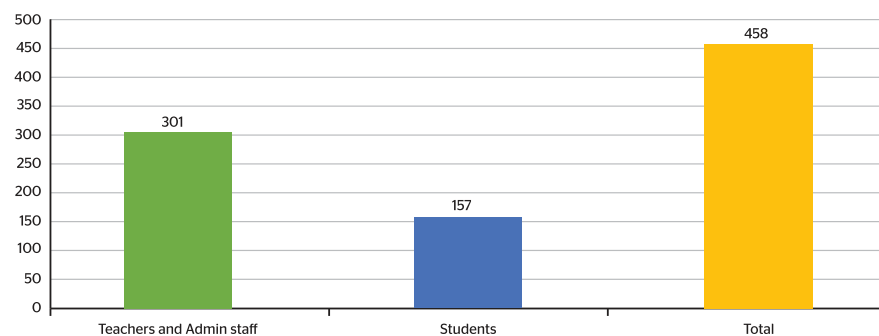


Figure (4.8.9) Partnerships with government and private sector organizations-FY 2017-18

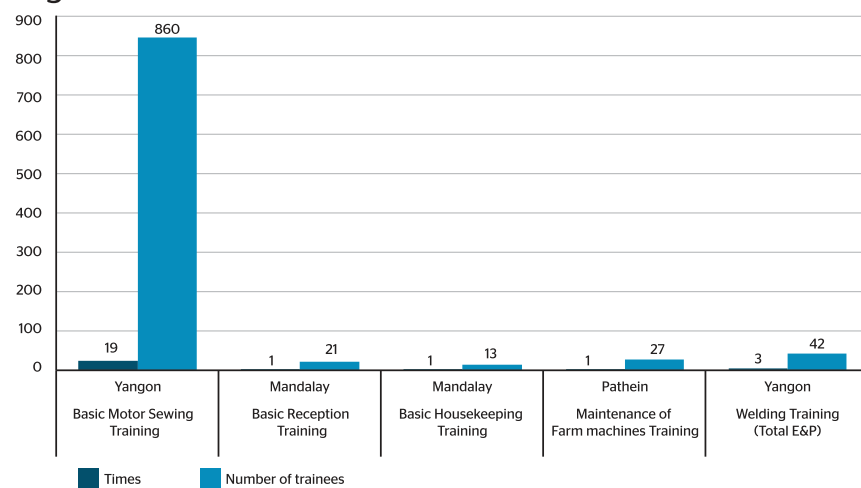


Figure (4.8.8) Number of teachers and students involved in study tours-FY 2015-16 to FY 2017-18

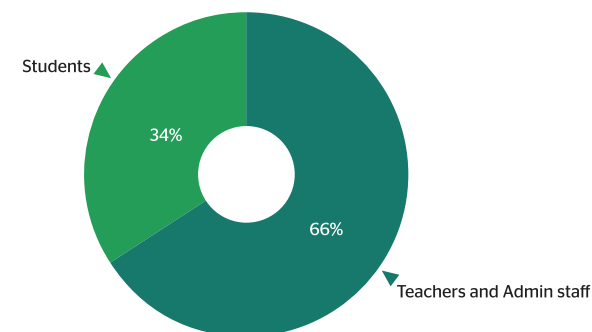


Figure (4.8.10) Number of seminars held in FY 2017-18

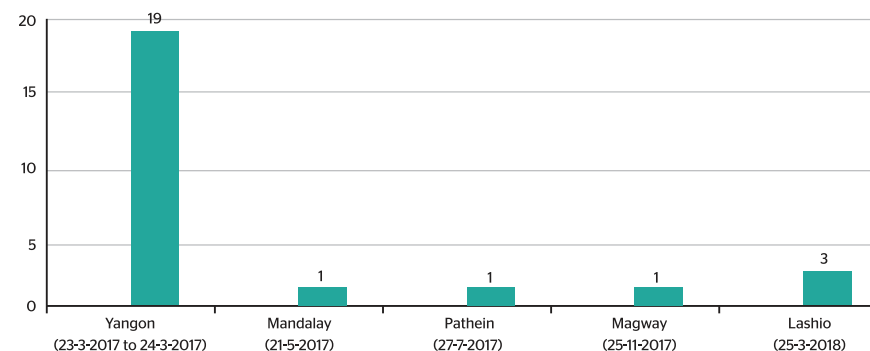


Figure (4.8.11) Annual budget expenditure

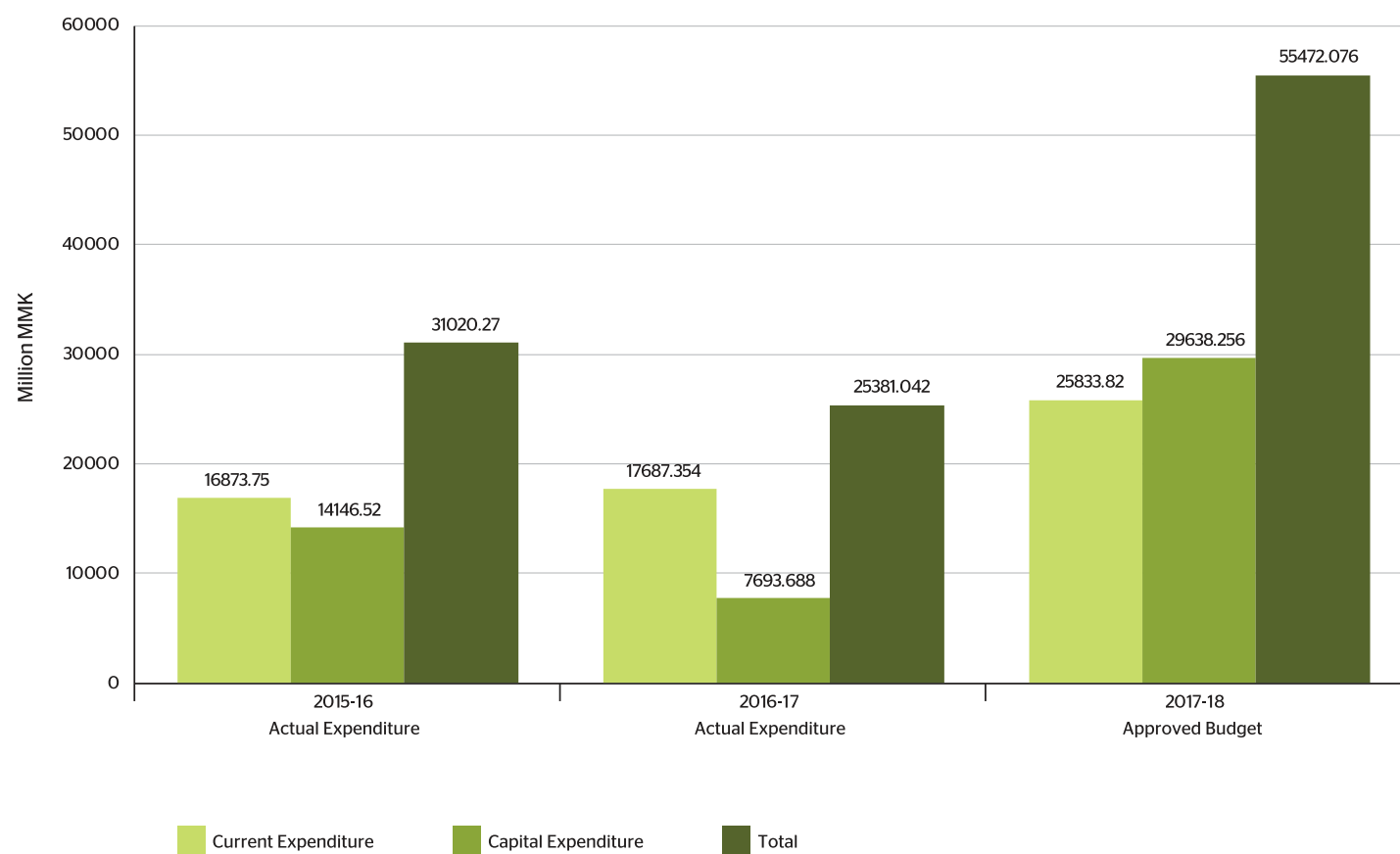


Figure (4.8.12) Construction and renovation of classrooms, workshops and staff housings-FY 2016-17 to FY 2017-18

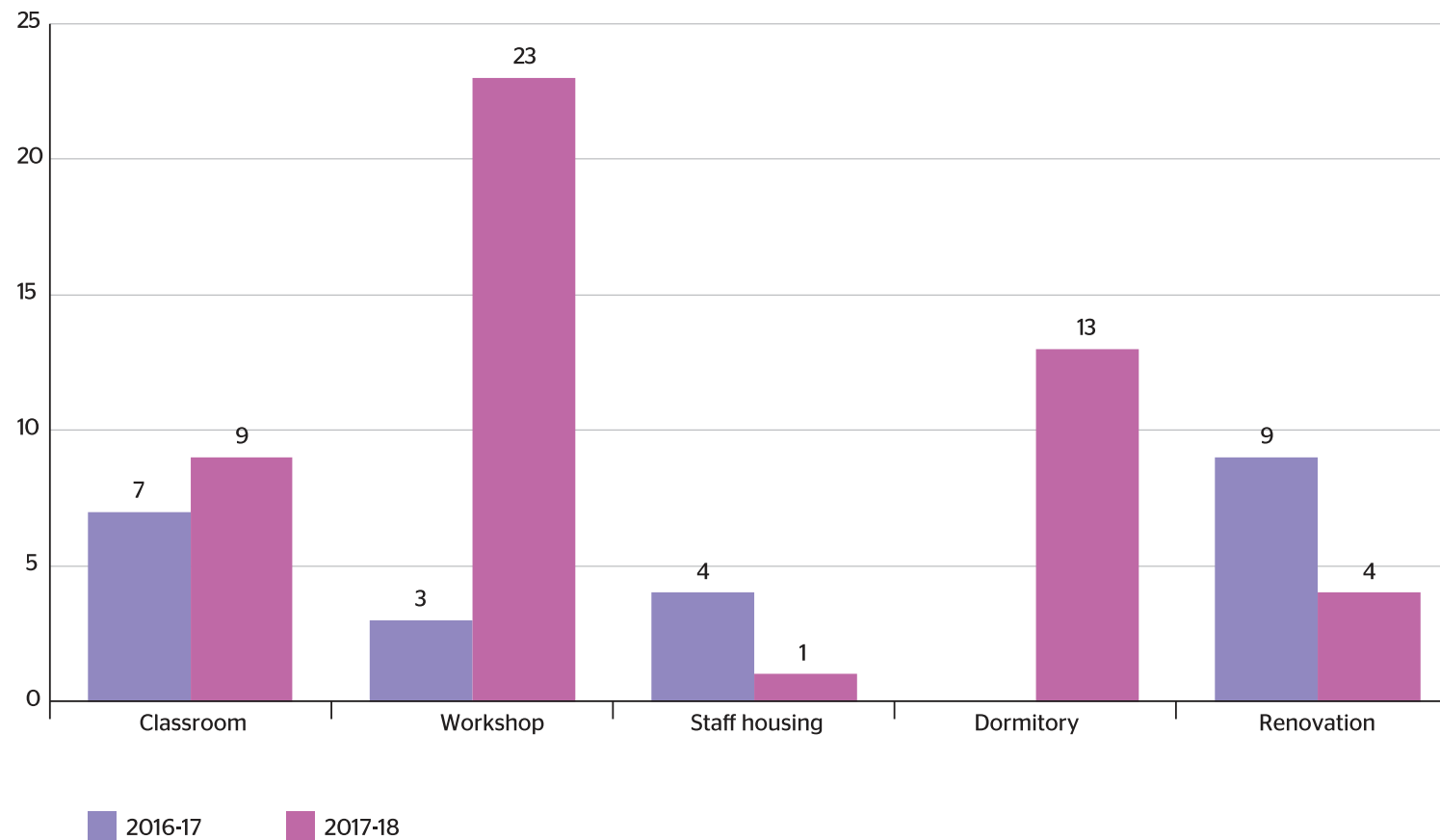


Figure (4.8.13) Number of students who received stipends-FY 2016-17 to FY 2017-18

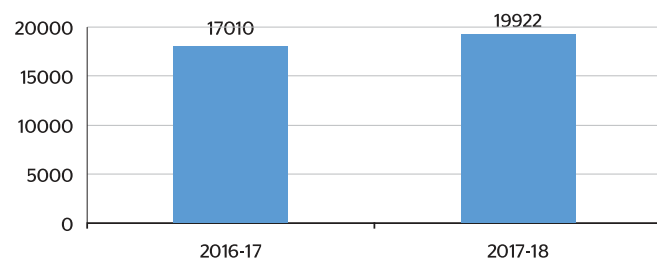
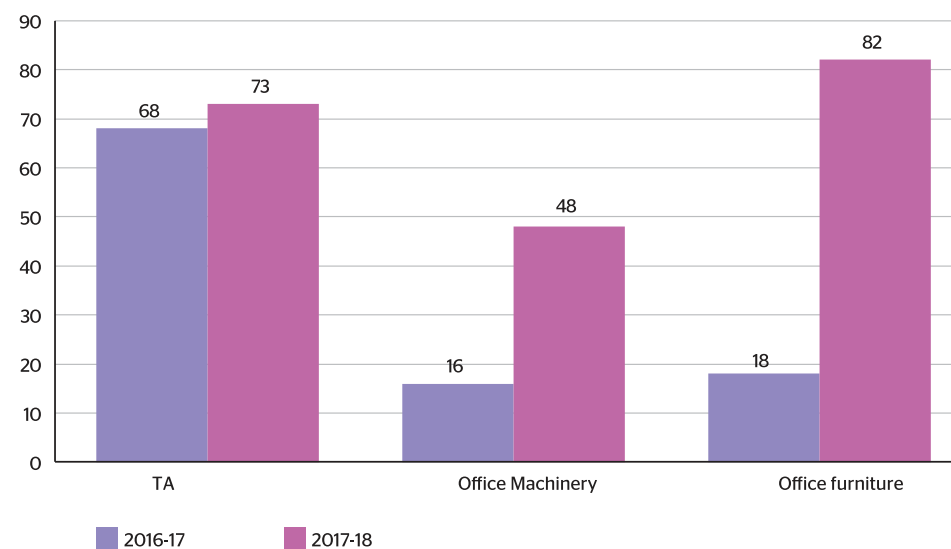


Figure (4.8.14) Provision of teaching aids-FY 2016-17 to FY 2017-18







## 4.9 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Research and Innovation

### 1. Budget expenditures

Higher Education  
(7598.794 Million MMK)

#### Strategies

Strengthen higher education governance and management capacity (85.618 Million MMK)

Improve the quality and relevance of higher education (3627.590 Million MMK)

Supporting NESP Programmes (3885.586 Million MMK)

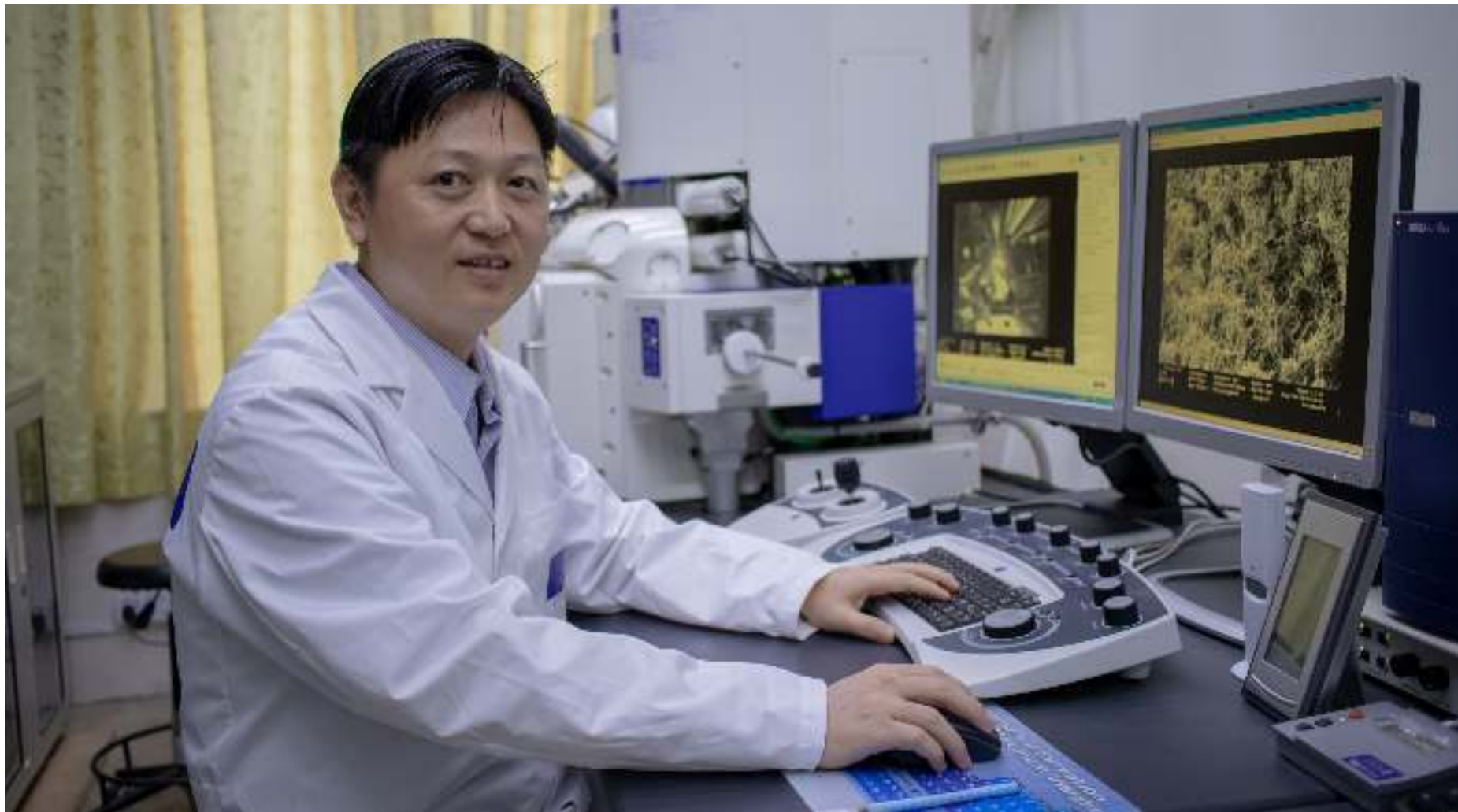
#### Programme Components

Undertake overseas study tours to document best practices and establish partnerships with international universities, research centres and other higher education institutions (85.618 Million MMK)

Establish a National Research and Innovation Fund and Research and Development Centres at HEIs to benefit university teaching and learning, and develop university-managed income streams (2272.427 Million MMK)

Upgrade facilities at selected HEIs (1314.818 Million MMK)

Undertake professional development for faculty and laboratory technicians (40.345 Million MMK)



## 2. Achievements



The Analytical Department completed the following services for testing: 2,790 samples and all 9999 classification in FY 2017-18



2,791 elements from 450 samples were analyzed for mineral mining and research



The Metrology Department completed the service of calibration for 463 measuring instruments in FY 2017-18



366 trainees training in ten different courses from Communication Technology Research Centre in FY 2017-18



299 trainees in three different courses from Department of Renewable Energy in FY 2017-18



58 trainees in three different courses from Department of Nuclear Energy in FY 2017-18



Bio Technology Research Center completed the following service for testing: 47 research samples in FY 2017-18



33 trainees in three different courses from Biological Technology research Center in FY 2017-18





48 research papers in international research journals, 43 research papers in national research journals, 4 research reports, 28 research papers and 4 projects paper were published in FY 2017-18



4 seminars were held by National Standard and Qualification Department, a seminar was held by Electronic Technology Research Center, 4 seminars were held by Bio Technology Research Center, 3 seminars were held by Material Science Research Division, a seminar was held by Intellectual Department



2 workshops were held by Department of Renewable Energy in FY 2017-18, 8 workshops were held by Chemical Technology Research Center, a workshop was held by National Laboratory, 12 workshops was held National Standard and Qualification Department, a workshop was held by Bio Technology Research Center, 6 workshops were held by Nuclear Energy Department, 5 workshops were held by Intellectual Property Department



Knowledge dissemination was carried out 5 times by Renewable Energy Department in FY 2017-18, Knowledge dissemination was carried out 2 times by Chemical Technology Research Center in FY 2017-18, Knowledge dissemination was carried out 3 times by National Standard and Qualification Department, Knowledge dissemination was carried out 7 times by Bio Technology Research Center, Knowledge dissemination was carried out 8 times by Material Science Research Division, Knowledge dissemination was carried out 2 times by Department of Nuclear Energy, Knowledge dissemination was carried out 3 times by Intellectual Property Department, Knowledge dissemination was carried out 1 time by Communication Technology Research Center



4 technology transfer were undertaken by Chemical Technology Research Center in FY 2017-18



Knowledge dissemination was carried out 16 times to SMEs by Chemical Technology Research Center in FY 2017-18, Knowledge dissemination was carried out 7 times by Renewable Energy Department in FY 2017-18



Figure (4.9.1) Sample Testing

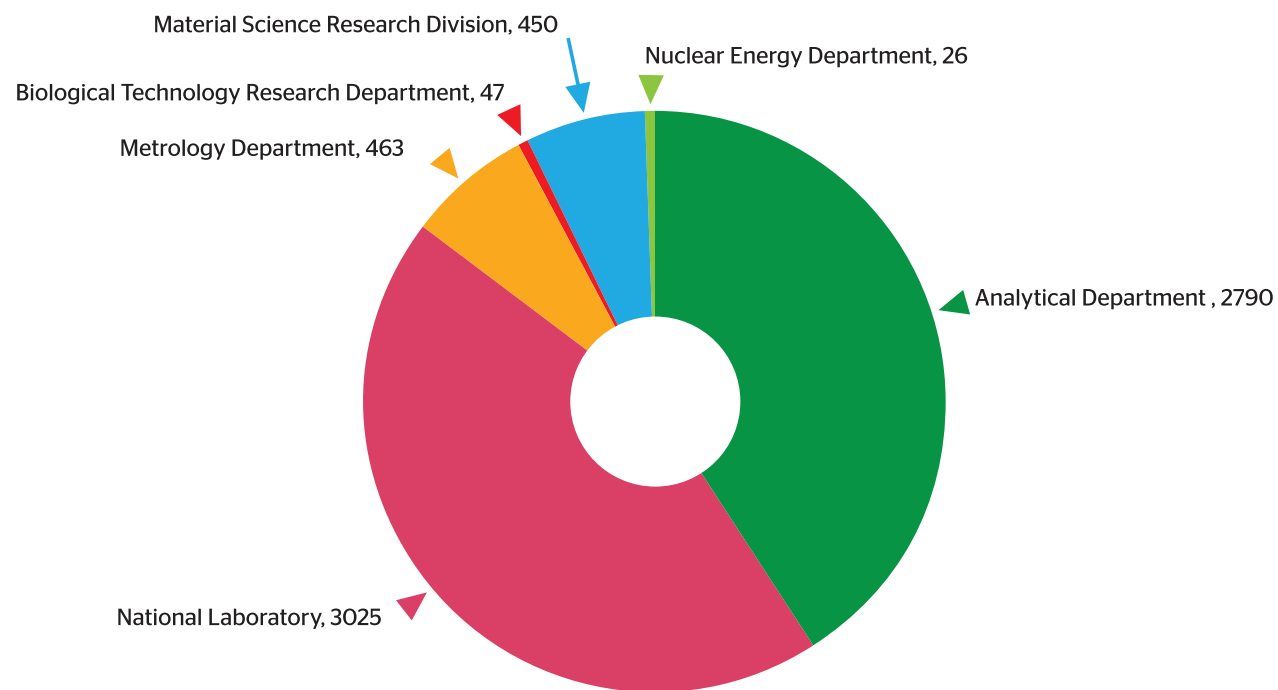


Figure (4.9.2) Technical Trainings provided in FY 2017-18

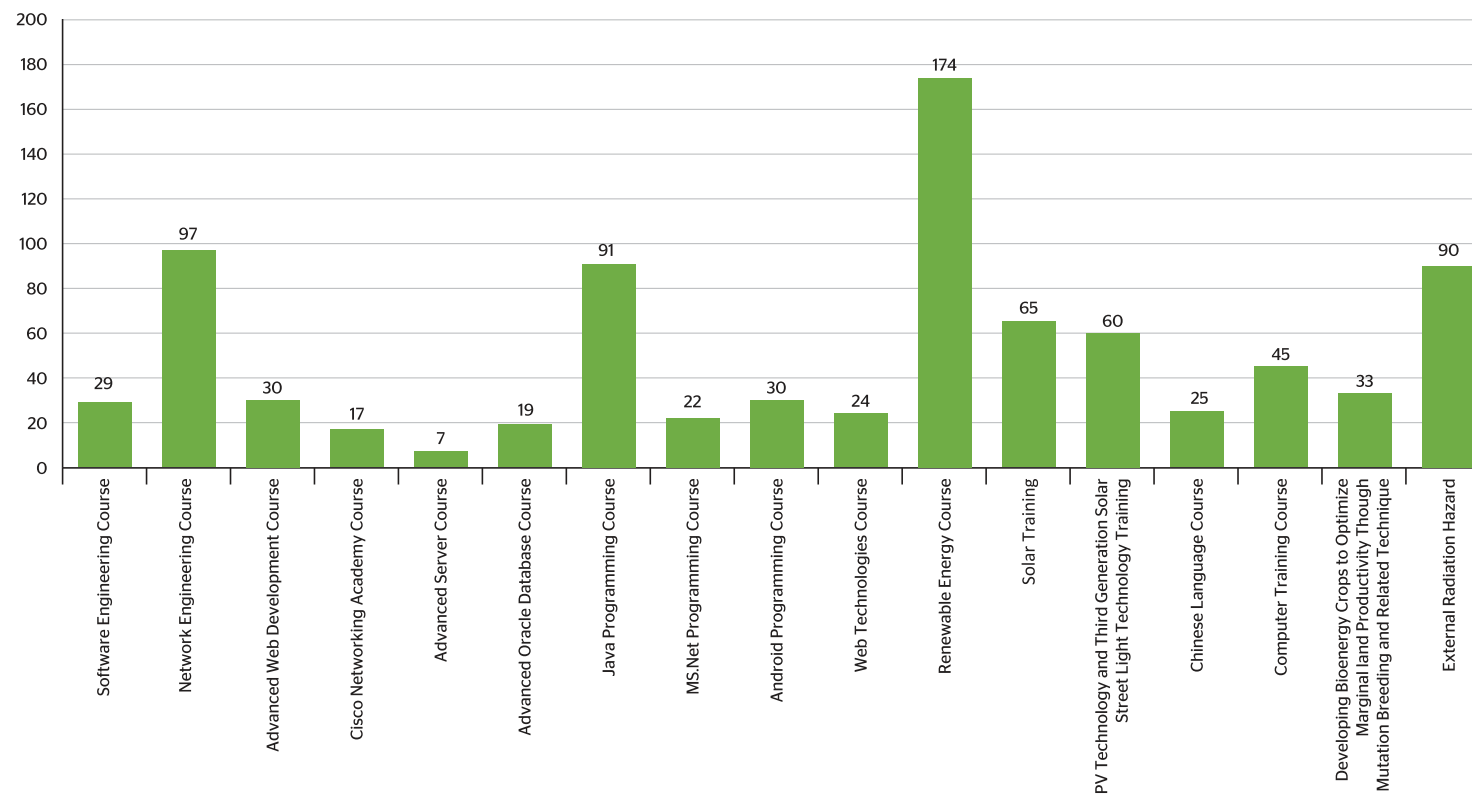


Figure (4.9.3) Publication of research paper in national and international journals

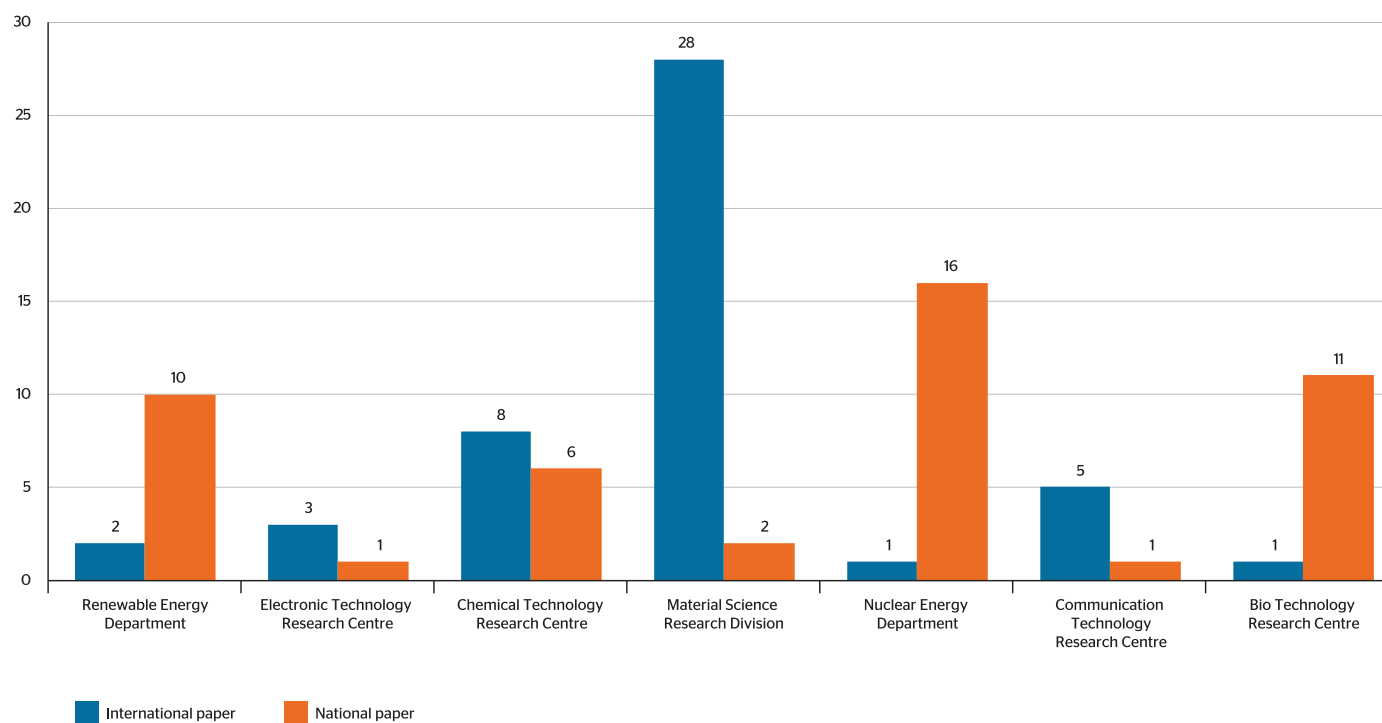


Figure (4.9.4) Seminars

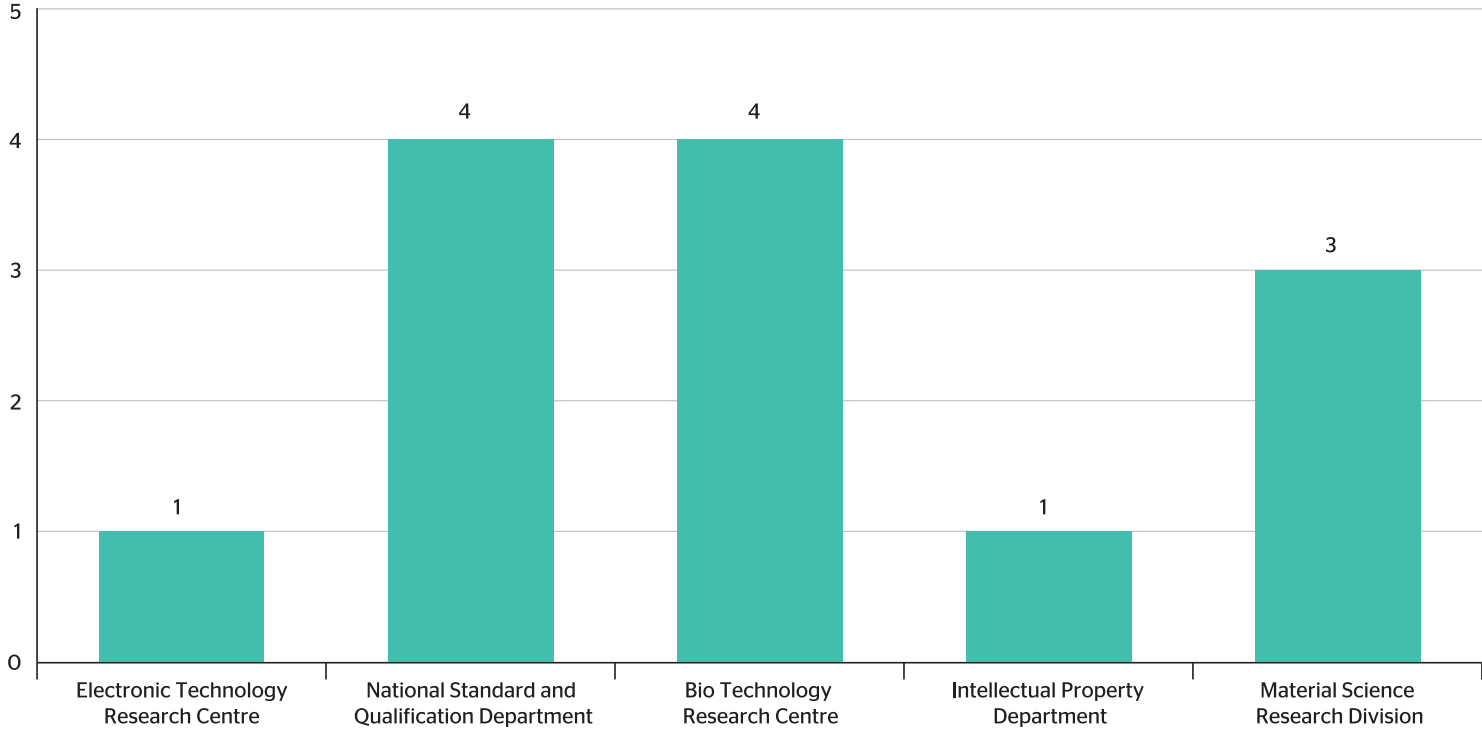


Figure (4.9.5) Workshops

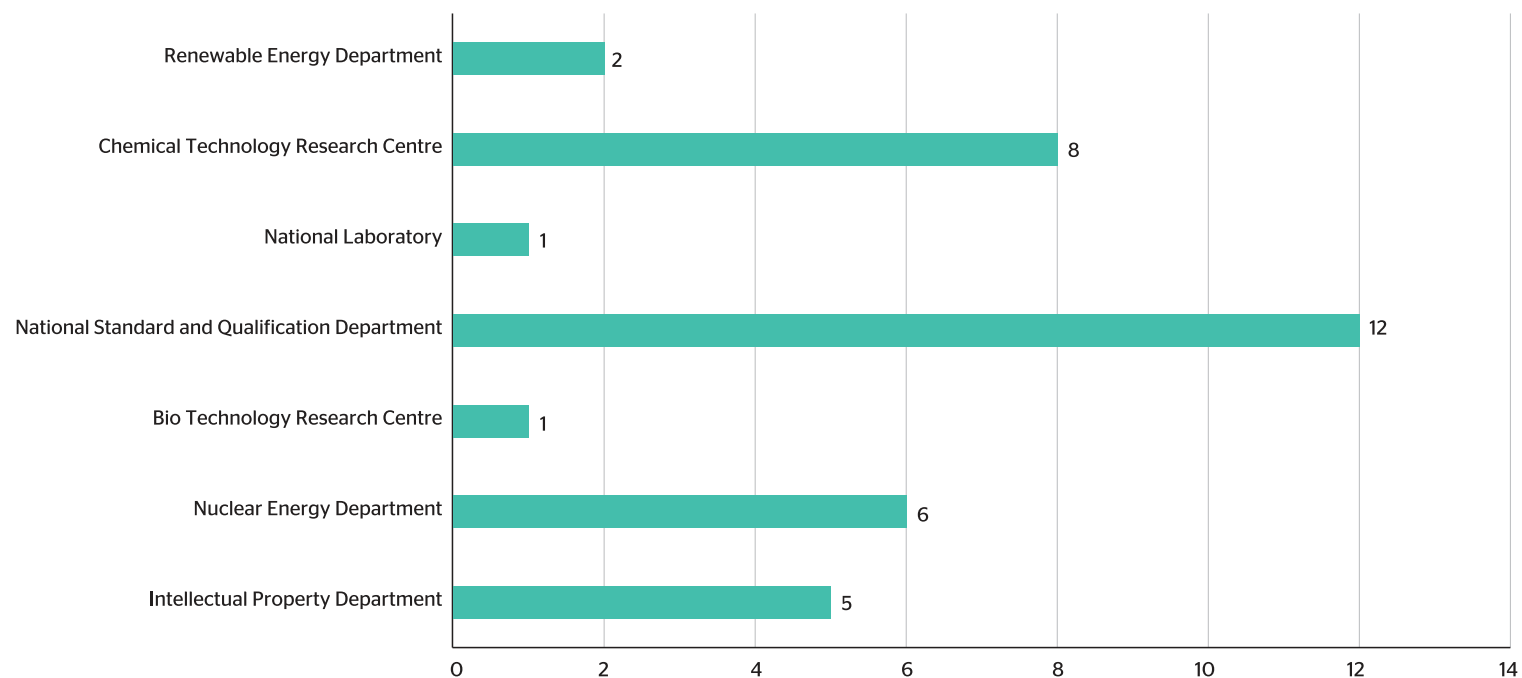




Figure (4.9.6) Knowledge Dissemination

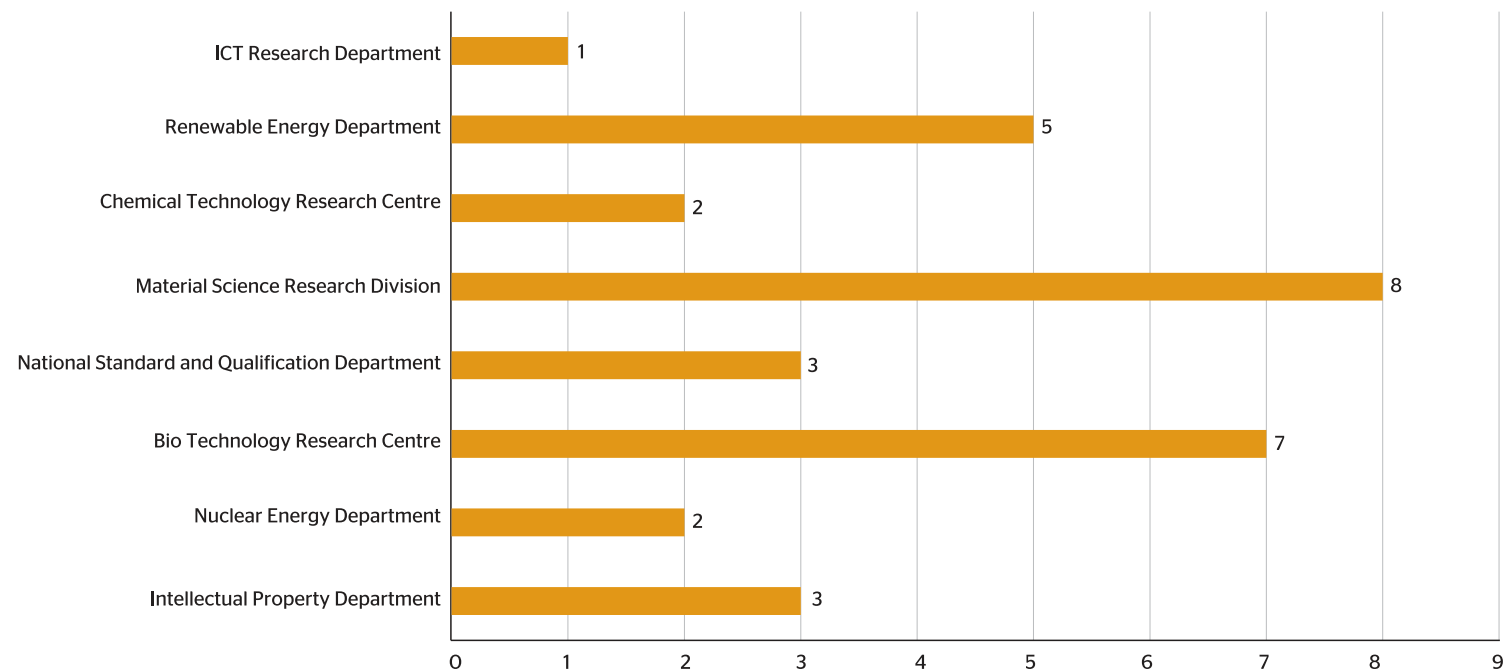


Figure (4.9.7) Technology Transfer

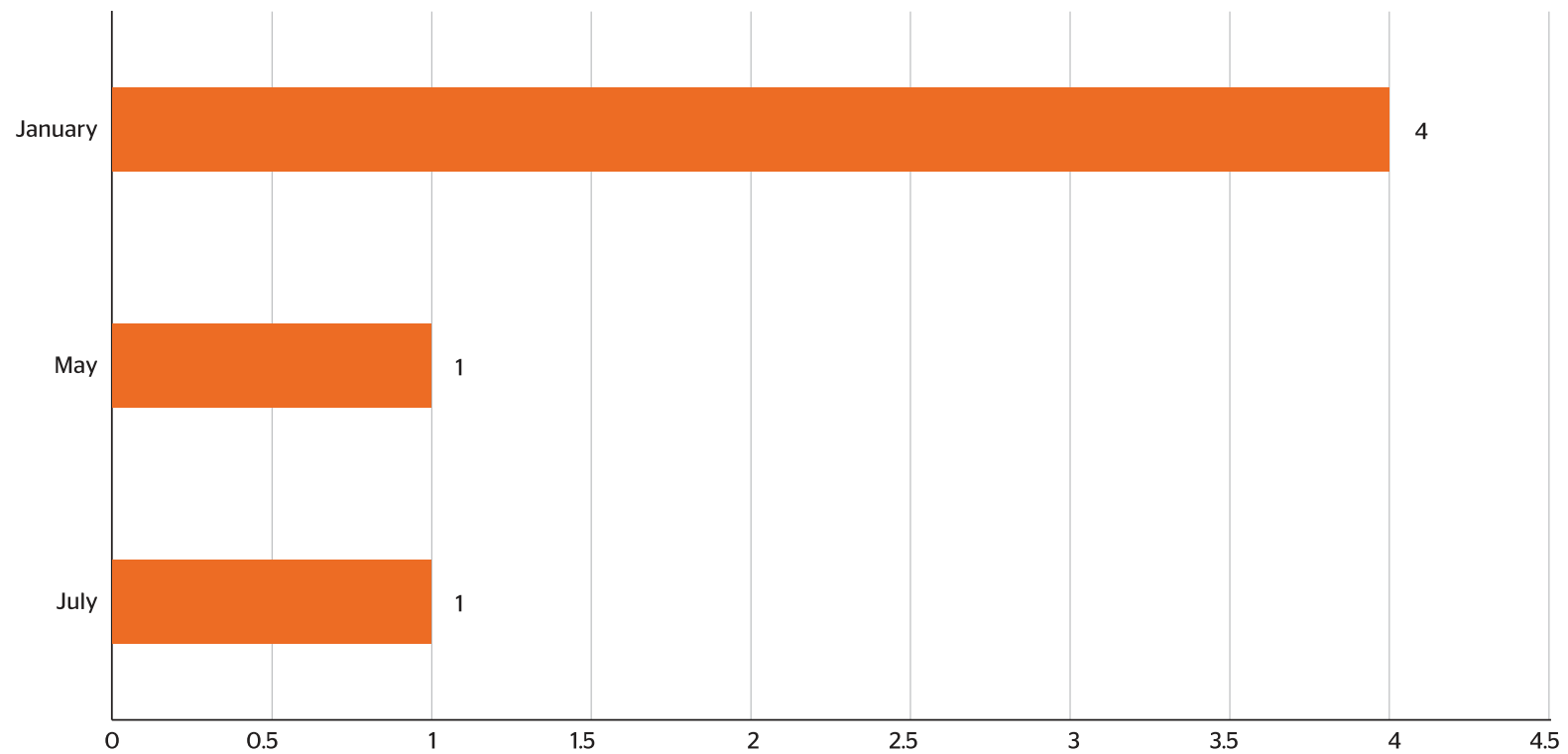
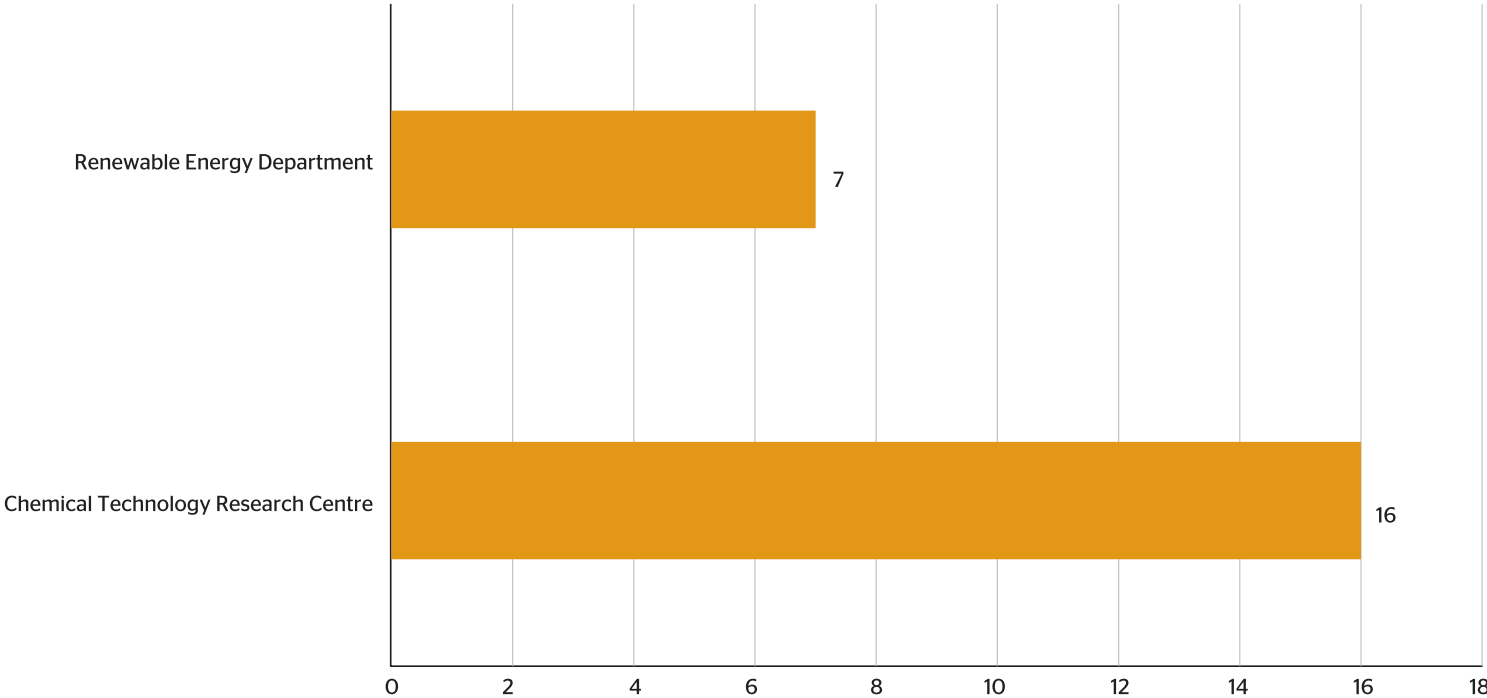


Figure (4.9.8) Technology Dissemination



## 4.10 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Technical Promotion and Coordination

### 1. Budget expenditures

Management, capacity development and quality assurance  
(1586.656 Million MMK)

#### Strategies

Strengthen education sector management structures, systems and tools (234.872 Million MMK)  
Supporting NESP Programmes (1351.784 Million MMK)

#### Programme Components

Strengthen HRIS and EMIS and develop the Education Portal to support evidence-based decision making across the national education system (90.184 Million MMK)

Provide basic ICT tools and undertake pilots using new ICTs, to strengthen education management efficiency and effectiveness at all levels of the national education system (144.688 Million MMK)





### Technical and Vocational Education and Training (73.905 Million MMK)

#### Strategies

Expanding access to TVET for various target groups including disadvantaged populations and people with disabilities  
(72.355 Million MMK)

Strengthening TVET management (1.550 Million MMK)

#### Programme Components

Increase the capacity and upgrade existing TVET programmes (72.355 Million MMK)

Conduct TVET research on skill types, localised employment needs, teacher requirements, teaching aids and pedagogies, and updated vocational subjects to support evidence-based decision-making (1.550 Million MMK)





## 4.11 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Myanmar Nationalities' Languages

### 1. Budget expenditures

Basic education curriculum  
(1655.387 Million MMK)

#### Strategies

Redesign the basic education curriculum emphasising 21st century skills (0.852 Million MMK)

Build the professional capacity of Curriculum Development Teams (80.442 Million MMK)

Implement the new curriculum through strengthened curriculum management, dissemination and monitoring and evaluation systems (796.544 Million MMK)

Supporting NESP Programmes (777.549 Million MMK)

#### Programme Components

Supporting Nationalities for the proficiency of Myanmar and Nationalities' Languages (0.852 Million MMK)

Capacity building for Nationalities' Languages (80.442 Million MMK)

Dissemination for the upgrading of Languages (796.544 Million MMK)





## (A) Supporting nationalities to be literate in Myanmar language and Nationalities' Languages

## Achievements

- Having discussion with the Nationalities' language and Culture committees to publish nationalities' languages dictionaries.
- Director General met Chief Minister of Mon State to discuss development of nationalities' languages.
- Director General met Chief Minister of Shan State to discuss development of nationalities' languages.
- Director General met Chief Minister of Kayah State to discuss development of nationalities' languages.
- Conducting consultation meeting with members of Myanmar Languages and professors from universities to promote Myanmar languages.
- Conducting research on Salon ethnic group in Tanintharyi Region to promote socioeconomic status and conserve their traditions and making plans to use the Salon textbook that was written by Daw Naw Say Pay, retired lecturer from History Department of Yangon University to teach Salon Language to the Salon people
- Doing research on the regional dialect of Yaw people in the north and in the Magway Region.
- Editing and checking the use of Myanmar Languages in 22 textbooks developed for the new curriculum of Grade 2

## Outcomes

- Publishing dictionaries for Kachin, Kayah, Kayin, Chin, Mon, Rakhine and Shan and 8 items of vocabulary wallpaper for teaching aids.
- Discussing the current issues of Myanmar literature and arrived at solutions to overcome the challenges.
- Promoting languages and preserving traditions of salon ethnic group.
- Conducting researches on the development of Nationalities' languages.
- Recording the regional dialect of Yaw
- Editing and checking the use of Myanmar Language in the textbooks of new curriculum



## (B) Developing and publishing language books

### Achievements

- Printing and publishing Myanmar dictionary and five kinds of books.
- Publishing seven dictionaries for Kachin, Kayah, Kayin, Chin, Mon, Rakhine and Shan.
- Distributing 8 items of vocabulary wallpapers for teaching aids.

### Outcomes

- Publishing dictionaries for Kachin, Kayah, Kayin, Chin, Mon, Rakhine and Shan and 8 items of vocabulary wallpaper for teaching aids.
- Promoting and preserving Myanmar Language and Nationalities' Language.
- Publishing many kinds of dictionaries.
- Publishing grammars and books on orthography
- Publishing books and bulletins on languages, aesthetics and books that provide knowledge



## (C) Developing capacity of ethnic languages by the supervision of State and Region Government

## Achievements

- Holding Basic Education Level Myanmar language competition on 21st January 2018 and awarding prizes on 22nd January 2018 to promote the use of Myanmar language.
- Submitting the paper of Nationalities' language by of U Sai Aung Khaing from Nationalities' language section at the seminar that was conducted in Taunggyi to develop the capacity.
- Holding the discussion on “transmission knowledge” by members of Myanmar language team and experts from 18 December, 2017 to 20 December 2017
- Appointing 14 Staff officer/assistant editor and 37 literatures assistant to promote Nationalities' language
- Submitting the request of Myo ethnic group to teach Myo language to executive committee of MoE
- Submitting the matter relating to teaching Shan Ni Language to executive committee of MoE

## Outcomes

- Awarding prizes to three upper secondary students and three lower secondary students
- Promoting capacity of Nationalities in developing their language skills by the supervision of Sate and Region Governments.
- Promoting capacity of language by the supervision of State and Region Government.
- Effectively implementing tasks related to development of Nationalities' language in the supervision of Sate and Region Governments
- Promoting the use of Myo Language with supervision of Rakhine State Government.
- Promoting the use of languages for Shan Ni Language

# (D) Educating for the promotion of languages

## Achievements

- Writing a newspaper article on Myanmar preposition that are often confusing
- Broadcasting TV a programme on Myanmar preposition lower secondary students

## Outcomes

- Performing the correct use of Myanmar language which is the official language
- Student and the public can make better use of Myanmar orthography

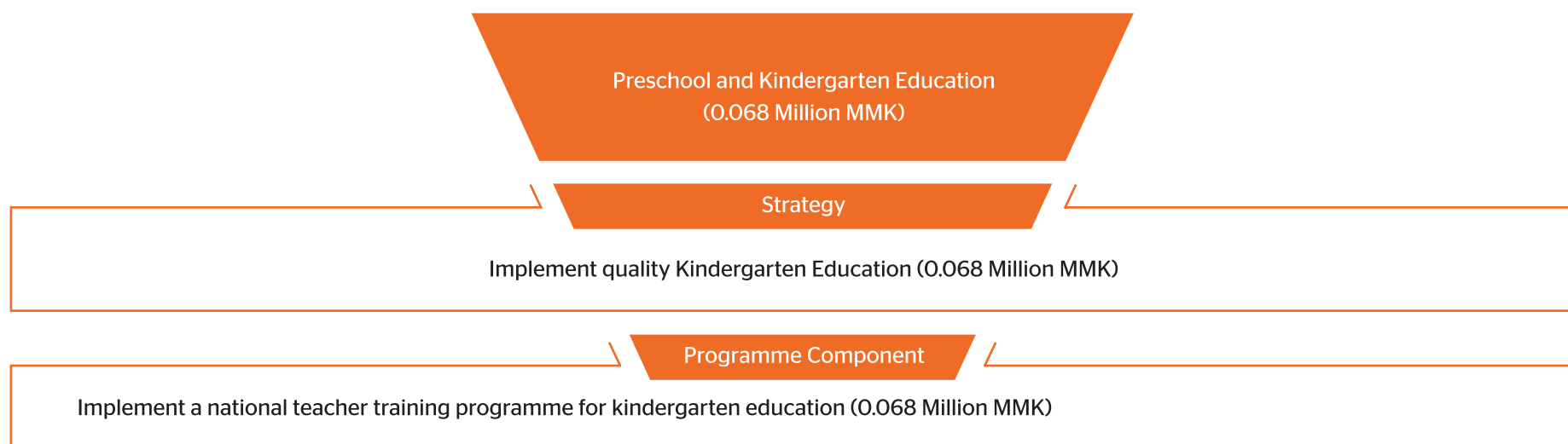


Publishing seven dictionaries for Kachin, Kayah, Kayin, Chin, Mon, Rakhine, Shan Language and printing 8 items of vocabulary wallpaper to be use as teaching aids.



## 4.12 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Monitoring and Evaluation (Education)

### 1. Budget expenditures









Basic education – access, quality and inclusion  
(0.183 Million MMK)

Strategy

Improve school quality through a national school-based quality assurance system (0.183 Million MMK)

Programme Component

Development of a national School Quality Standards Assurance Framework (SQSAF) that sets out minimum quality standards across all aspects of the school environment in preschools and basic education schools (0.183 Million MMK)



Basic education curriculum  
(0.141 Million MMK)

Strategy

Build the professional capacity of Curriculum Development Teams (0.141 Million MMK)

Programme Component

Teacher training on the new basic education curriculum (0.141 Million MMK)





Student assessment and examinations  
(0.091 Million MMK)

Strategy

Improve assessment and examinations (0.091 Million MMK)

Programme Component

National Assessment Policy to provide an umbrella framework for an integrated basic education assessment system for both classroom and school assessment (0.091 Million MMK)



Higher Education  
(1.537 Million MMK)

Strategy

Improve the quality and relevance of higher education (1.537 Million MMK)

Programme Component

Upgrade facilities at selected HEIs (1.537 Million MMK)



Management, capacity development and quality assurance  
(118.632 Million MMK)

### Strategies

Strengthen education sector management structures, systems and tools (1.249 Million MMK)  
Strengthen the capacity of education managers to successfully undertake education reforms (0.044 Million MMK)  
Supporting NESP Programmes (117.339 Million MMK)

### Programme Components

Development of the Performance Monitoring and Accountability System (PeMAS) dashboard to present the most important performance monitoring data on one integrated system for easy and immediate access by senior officials (0.165 Million MMK)  
Institutionalise education sector annual planning through a joint Annual Sector Performance Review and a joint Annual Sector Budget Review (1.084 Million MMK)  
Executive leadership and mentoring targeting senior education officials (0.044 Million MMK)





## 2. Achievements



Evaluating 444 SAT and 870 students from 7 Regions and 2 States by using questionnaires to develop SQSAF



Evaluating KG teachers from 100 schools in Tanintharyi Region

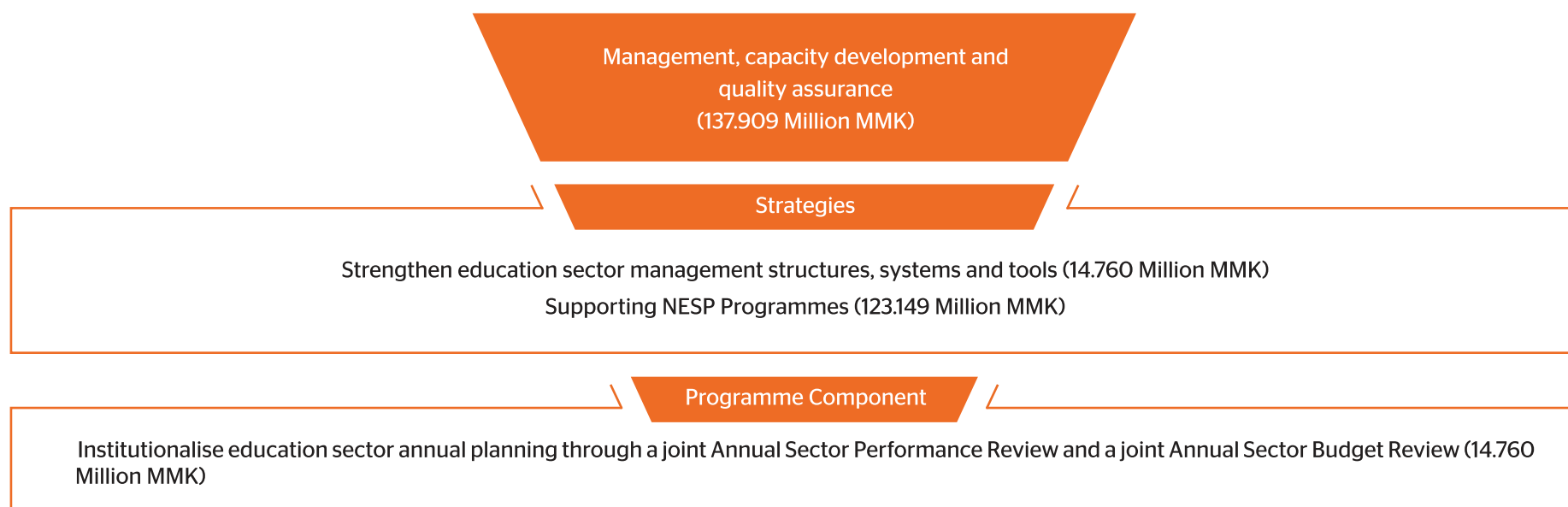


Holding workshops on the evaluation of departmental budget expenditures



## 4.13 Budget Expenditures and achievements for FY 2017-18 by NESP Strategies and Program Components for Department of Monitoring and Evaluation (Research)

### 1. Budget expenditures



### 2. Achievement



Printing and delivering Annual Performance Review Report (2016-17) in Myanmar and English Version





## Chapter 5



# Department Priorities for FY 2018-19





## Chapter 5

# Department Priorities for FY 2018-19

## 5.1 Introduction

This chapter presents priorities set by departments for the coming FY 2018-19. These priorities were identified, discussed and agreed during the 2nd Annual Performance Review Workshop held from June 20th to 22nd, 2018. During this workshop seven Sub-sector Working Groups (SSWGs), which are a coordination structure under the ETVSCG, were tasked with identifying priorities to be implemented by various departments in the next financial year. These priorities are outlined below.



## 5.2 Department of Higher Education

- |  |   |
|--|---|
| (1) Sending administrative and academic staff to countries of development partners on training and study tours                               | (12) Holding research competitions, seminars , conducting research projects and publishing research journals  |
| (2) Conducting capacity development training for administrative and academic staff   | (13) Establishing websites or online database and research centres  |
| (3) Expanding programmes which have been carried out in collaboration with development partners  | (14) Holding seminars, inviting scholars from countries that universities have signed MoU and MoA with for academic excellence  |
| (4) Coordinating with teacher and student organizations, stakeholders when necessary   | (15) Upgrading facilities of higher education institutions and collecting updated books and periodicals   |
| (5) Coordinating with Rectors' Committee for effective administration and teaching   | (16) Installing high speed Internet access in libraries and providing trainings on e-library application to librarians and academic staff   |
| (6) Holding meetings with teacher and student organizations and stakeholders to seek their opinions in order to draft universities' charters | (17) Expanding online courses of universities of distance education and providing teaching aids to the universities   |
| (7) Providing capacity development trainings, holding language contests, conferences and IT fairs and competitions                           | (18) Implementing one campus two systems in universities of distance education  |
| (8) Evaluating of the performance of universities carried out by Department of Monitoring and Evaluation                                     | (19) Appointing the required laboratory technicians and new academic staff and training them  |
| (9) Providing capacity building training to representatives of quality management teams in universities                                      | (20) Providing laboratory equipment   |
| (10) Providing trainings to assessors from NAQAC   | (21) Constructing hostels and providing necessary furniture, for the hostels, constructing classrooms, workshops, staff housings, stadiums, canteens, toilets and pavements in 133 universities |
| (11) Developing university curricula that are in line with the new KG+12 Basic Education Curricula   | (22) Awarding scholarships, prizes and stipends and providing free education  |
|  | (23) Awarding stipends to disadvantaged students  |





## 5.2.1 Department of Higher Education (Teacher Education and Training)

- |   |   |
|---|---|
| (1) Establishing Teacher Education Council by forming Teacher Task Force with the coordination of MOE, DHE and UNESCO and developing comprehensive Teacher Policy                           | (10) Piloting the curriculum for 4 year Education Degree Colleges in Yankin EC and Mandalay EC before October, 2019   |
| (2) Conducting coordinating meetings for the drafting of Teacher Competency Standard Framework  | (11) Printing and publishing teachers' guides and textbooks, purchasing teaching-learning materials for the 4 year Education Degree Colleges before October, 2019         |
| (3) Holding seminars to make improvements to the draft Teacher Competency Framework   | (12) Constructing classrooms, hostels and providing utensils, machineries, office equipment, office furniture and educational books                                       |
| (4) Drafting policies for equitable teacher recruitment, promotion and teacher deployment system, in coordination with Teachers' Federation   | (13) Establishing partnership schools and holding workshops for upgrading education colleges to 4 year Education Degree Colleges  |
| (5) Providing Pre-service Teacher Training for the holders of Master of Science and Master of Arts  | (14) Establishing a National Center for Teacher Professional Development (NCTPD) and holding workshops and trainings for the sustainable development of teacher education |
| (6) Providing TOT trainings on the new G 3, G 6 curriculums to the teachers from basic education schools and education colleges   | (15) Providing refresher's courses for education subjects to the teachers who are newly appointed   |
| (7) Conducting cascade trainings for new G3, G6 curriculums to the teachers' training students and pre-service diploma in Teacher Education students in education colleges on April and May | (16) Providing training to teachers from private schools have not got any certificate on teacher training   |
| (8) Establishing Board of Studies in Education Colleges and holding coordination meetings   | (17) Developing modules for In-service Teacher Training and providing central level trainings in AY 2018-19   |
| (9) Providing Human resources and infrastructure for the 4 year Education Degree programme to be launched before October, 2019  |   |

### 5.3 Department of Basic Education

- (1) Providing teaching learning materials and classrooms, appointing teachers for the KG pupils and training them
- (2) Constructing new buildings in places of school that are deemed dangerous in order of priority
- (3) Identifying minimum standards of basic requirements schools
- (4) Developing school quality assurance framework, identifying schools' needs and fulfilling them
- (5) Providing orientation on inclusive education
- (6) Implementing compulsory primary education in 5 pilot townships
- (7) Having discussions on the maintenance of school-based preschools
- (8) Considering KG teachers to be involved in mentoring programme
- (9) Reviewing promotion for primary and secondary teachers and recruiting new teachers
- (10) Making field trips to monitor constructions, teaching learning activities and the implementation of rules and regulations
- (11) Providing trainings on Education in Emergency and Disaster Risk Reduction





## 5.4 Department of Alternative Education

- |  |  |
|--|--|
| (1) Undertaking programmes on Partnerships Coordination Framework.   | (8) Developing curriculum of each level for National Youth Education Certificate-NYEC.                                       |
| (2) Disseminating information on Alternative Education Sub-sector Framework from National Level to State and Region Level.             | (9) Evaluating and Reviewing of the pilot testing of Non-Formal Middle Education-NFME  |
| (3) Identifying duties and responsibilities and provide capacity development training for staff of Department of Alternative Education | (10) Providing guidelines for the pilot testing of National Youth Education Certificate-NYEC.                                |
| (4) Providing coordination and management capacity development Training for staff of Department of Alternative Education               | (11) Evaluating Alternative Education Quality Standards Assessment Framework- AE QSAF (Draft) and improving it.              |
| (5) Continuing to implement NFPE programmes in 81 townships  | (12) Performing pilot test of Alternative Education Quality Standards Assessment Framework- AE QSAF (Draft).                 |
| (6) Implementing adult literacy programmes in selected townships of State and Region.  | (13) Finalizing Alternative Education Quality Standards Assessment Framework- AE QSAF (Draft) and obtaining approval for it. |
| (7) Developing curriculum for National Youth Education Certificate (NYEC) and perform pilot testing programmes.                        |  |



## 5.5 Department of Myanmar Examinations

- (1) Providing honorarium to those who are involved in matriculation examinations administered at 10 Universities and 1721 exam centers
- (2) Monitoring 10 Universities and exam centers and issuing exam marks by mobile teams
- (3) Providing expenses for the service charges and answer sheets of matriculation examinations.
- (4) Conducting workshops for the capacity development of the staff for completion exams
- (5) Providing machineries and furniture for the department staff so that they would provide quality service
- (6) Providing assessment-related information and communication technology infrastructure to the staff



## 5.6 Department of Educational Research, Planning and Training

- |  |   |
|--|---|
| (1) Carrying and follow up actions of Out-of-School Children Initiative- (OOSCI) research  | (10) Providing trainings for teachers on new curricula of Grade -3, Grade -6  |
| (2) MoE Budget Brief Development and Follow Up Action  | (11) Conducting Social Inclusion Implementation Programme (SIIP)  |
| (3) Carrying out a project on Curriculum Reform at Primary Level of Basic Education (CREATE)   | (12) Developing assessment of South East Asia Primary Learning Metrics (SEAPLM)   |
| (4) Developing Textbooks and Teachers' guides for Grade 3 and Grade 4  | (13) Carrying out research on Early Grade Reading/ Mathematics Assessment (EGRA/EGMA)                                     |
| (5) Developing lesson plans, piloting, reviewing and assessing/ developing Test items for Grade 3 and Grade 4 textbook                   | (14) Carrying out researches on Basic Education Sector.   |
| (6) Equipping Youths for Employment Sector Development Project-EYE   | (15) Implementing and revising the HRD Plan   |
| (7) Developing textbooks for Grade-6, Grade-7, Grade-10 and teacher manuals  | (16) Implementing Myanmar Education Quality Improvement Programme. (My EQIP)  |
| (8) Developing lesson plans, piloting, reviewing and revising, assessing / developing test items for Grade-6, Grade-7, Grade-10 textbook | (17) Implementing Education Management Information System. (EMIS)   |
| (9) Implementing programmes under EU Budget Support and Complementary Support Programme  | (18) Implementing Capacity development program concerning planning, International Institute of Education Planning. (IIEP) |
|  | (19) Implementing Teacher Mentoring Programme   |



## 5.7 Department of Technical, Vocational Education and Training

- (1) Enabling the bridging of GTI/GTC and Technical Universities for qualified students
- (2) Enabling the bridging of GTHS and Singapore-Myanmar Vocational Training and GTC/GTI for outstanding students
- (3) Providing practical equipment for short courses and regular courses
- (4) Transferring management of constructions to State and Region governments
- (5) Creating job opportunities by opening short courses at Nyaung Shwe Vocational and Technical Institute (NVTI), Government Technical Institutes/Government Technical Colleges and Government Technical High Schools on their own or by cooperating with developing partners
- (6) Awarding stipends
- (7) Providing two weeks General School Management Training at Baelin in collaboration with GIZ
- (8) Aiming to provide training for 16 Master trainers for TVET Teacher
- (9) Training and cultivating master trainers for professional development from 10 Government Technical Institutes and Government Technical High Schools to establish Institutional-Base Professional Development Centre
- (10) Aiming to provide practical training at Baelin for TVET teachers by developing annual plans at Technical Promotion Training Centre (Baelin)
- (11) Providing trainings for newly appointed teachers at Baelin and Southern branch (Yangon)
- (12) Aiming to provide trainings on ICT, English Communicative skills and teaching methodology
- (13) Opening courses on how to repair farm machinery and cooking in collaboration with Swiss contact in Government Technical Institute (Shwepyithar)
- (14) Hiring external consultants to develop curriculums and providing stationeries items for curriculum development team
- (15) Identifying capacity building plans for curriculum development team with experts from EU and JICA



- (16) Holdings workshops to identify topics for practical, tutorial and assignments for two meetings specializations of AGTI courses; and central level workshop for the approval of these the topics.
- (17) Printing and delivery of textbooks, answer books and answer sheets for Government Technical High Schools, Government Technical Institute and Government Technical Colleges.
- (18) Obtaining approval for the introduction of performing mechanical engineering specialization from NCC
- (19) Holding workshops on upgrading curriculum with the support of INGO Network and EU
- (20) Upgrading the curriculum of short courses with the support of EU
- (21) Setting standards of skills required to obtain Diploma in Auto Motive Maintenance and Electric power courses at JMAVTI with the support of JICA.
- (22) Making plans for the collaboration between government and private sectors for the development of human resource and holding consultation meetings for five times.
- (23) Recruiting 351 new administrative staff and academic staff for GTC/ GTI and supporting units
- (24) Updating data of departments and schools





## 5.8 Department of Research and Innovation

- |  |  |
|--|--|
| <p>(1) Conducting Renewable Energy Research Projects by using Natural Energy Resources.</p> <p>(2) Providing Renewable Energy Practical Training Course.</p> <p>(3) Establishing a China-Myanmar joint laboratory in the field of Satellite Communication, Radar and Microelectronic Platform and conducting researches</p> <p>(4) Attending local training and abroad</p> <p>(5) Providing training courses and internship programs to undergraduate students from Universities and knowledge sharing programmes to lecturers and publishing research papers.</p> <p>(6) Performing of technology distributions, doing research projects and publishing research papers related to chemical technology.</p> <p>(7) Holding of technology transfer events and seminars.</p> <p>(8) Analyzing and testing materials, natural resources, food and water offering services and supporting universities' research</p> <p>(9) Adopting of proposed 172 standards by technical committees of Standardization and finalizing of draft Standards Manual.</p> | <p>(10) Implementing the responsibilities of ISO as a correspondence member and adopting of suitable standards for Myanmar, citing ISO standards.</p> <p>(11) Implementing to approve the National Standardization Strategy (Draft).</p> <p>(12) Endorsement of the National Quality Policy.</p> <p>(13) Purchasing the laboratory equipment and extending the services of calibration.</p> <p>(14) Performing accreditation services for technical competence of Laboratories.</p> <p>(15) Implementing to provide lead assessor training course in compliance with the requirement of standards.</p> <p>(16) Conducting researches on Mutation Induction of Crop through Gamma Radiation</p> <p>(17) Carrying out isolation and Identification of the Active Compounds from Myanmar Medical Plant Extracts</p> <p>(18) Carrying out a Fish Diversity in Swon Ye Lake and Conservation of the Ecosystem</p> |
|--|--|

- (19) Conducting training on Plant Tissue Culture Techniques
- (20) Providing training on Microbial Culture and Their Maintenance for Bio fertilizers application
- (21) Carrying out regulatory control in accordance with issuing prior permission, registration and license for ensuring peaceful use of nuclear energy in order to protect people and the environment against harmful nuclear and radiation effects.
- (22) Performing the elementary analysis of rice by nuclear analytical method and doing research by nuclear application.
- (23) Opening Human Resource Development training courses by using information and communication technology and undertaking research activities that benefits the regions
- (24) Undertaking activities on the implementation of Intellectual Property
- (25) Undertaking research activities on the production of metal and metal alloy, the production of rare earth element and implementing the radiation processing project and radiation monitoring project.



## 5.9 Department of Technical Promotion and Coordination

- (1) Providing support for Government Technical Institute
- (2) Continuing to conduct skill based short-term training
- (3) Continuing to carry out Microcontroller Based Automobile Power Window System Training Kit Project (50)
- (4) Conducting skill-based short-term training on vehicle maintenance
- (5) Making preparations to get Japanese Junior Volunteers with the support of JICA
- (6) Preparing to open vehicle technical diploma trainings
- (7) Conducting an in-service training on skill and technical development training
- (8) Conducting trainings on (Computer Aided Design/ Computer Aided Manufacturing & Computer Numerical Control)
- (9) Conducting training on Digitizing Drawing, 3D printer and solid works training
- (10) Conducting short-term basic computer skill



## 5.10 Department of Myanmar Nationalities' Languages

- |   |   |
|---|---|
| <p>(1) Conducting Nationalities' Language and Culture committee meetings to support the teaching and learning of Nationalities' Language.</p> <p>(2) Carrying researches and broadcasting for the development of Myanmar Nationalities' Language.</p> <p>(3) Establishing Myanmar Lexical Database for the publishing Myanmar dictionaries and online dictionaries</p> <p>(4) Publishing educational issues for students, writing articles in newspaper and capturing stories for television broadcasts.</p> <p>(5) Supporting for Myanmar Nationalities' Language enrichment.</p> <p>(6) Providing capacity development training, ICT training and office letters writing training.</p> <p>(7) Invention and Utilization of modern ICT systems, application and software for the development of Myanmar Nationalities' Languages</p> <p>(a) Window Application, Online Application, Mobile Application (with Audio file) for English-Myanmar Dictionary (2018 Edition)</p> <p>(b) Window Application, Online Application, Mobile Application (with Audio file) for Myanmar Dictionary</p> <p>(c) Window Application, Online Application, Mobile Application (with Audio file) for Myanmar Dictation</p> <p>(d) Window Application, Online Application, Mobile Application (with Audio file) for Grade 1, Grade 2, and Grade 3 to make Myanmar language more accessible to ethnic teachers and children</p> | <p>(e) Developing Natural Language Processing (NLP) which includes Myanmar spell checker, word count, sorting, searching, indexing, word breaking, line breaking for window computer</p> <p>(f) Building digital library management system</p> <p>(8) Invention and Utilization of modern ICT systems, application and software for the development of Myanmar Nationalities' Languages</p> <p>(a) 7 dictionaries of nationalities' languages</p> <p>(b) 8 English-Myanmar pictorial dictionaries (with audio files) for Grade 1, Grade 2, and Grade 3.</p> <p>(c) English-Myanmar vocabulary charts with pictures and audio files for Grade 1, Grade 2, and Grade 3.</p> <p>(d) Developing manuscripts for emotional, psychological and intellectual development of primary, lower secondary and upper secondary students</p> <p>(e) Dictionaries and books developed by Myanmar language commission.</p> <p>(9) Developing different kinds of language dictionaries, editing, revising and publishing.</p> <p>(10) Holding Myanmar language competitions for lower secondary and upper secondary students and arranging excursions for the prize winners.</p> |
|---|---|



## 5.11 Department of Monitoring and Evaluation (Education)

- (1) Monitoring and evaluation of the implementation of the results of consultation meetings and capacity building trainings at universities and Colleges under DHE
- (2) Monitoring and evaluation of Pre-service Teacher Training to the holders of Master of Science and Master of Art
- (3) Monitoring and evaluation of the instruction of trained teachers
- (4) Monitoring and evaluation of the trainings of new curriculum and implementation of new curriculum.
- (5) Monitoring and evaluation of educational administration trainings and capacity trainings in States and Regions.
- (6) Implementation of monitoring and evaluation plans for all departments
- (7) implementation of monitoring and evaluation system at State and Region level, district level and township level
- (8) Supporting Mid-term Review of NESP
- (9) Workshop for NESP 2
- (10) Monitoring and evaluation of the application new ICT and support the materials in Institutions, education offices of States and Regions.





## 5.12 Department of Monitoring and Evaluation (Research)

- (1) Mid-term review of the NESP
- (2) Holding Seminars on drafting the Second NESP
- (3) Conducting meetings and workshops for building the capacity of the staff according to the capacity development fund
- (4) Conducting workshops on departmental strategic monitoring and evaluation, and writing reports
- (5) Holding workshops on annual performance review and writing APR reports
- (6) Holding Education and Technical Vocational Sector Coordination Group (ETVSCG) Meetings
- (7) Providing support in conducting capacity building training (critical thinking, English, microsoft, education management and competencies) for officials and staff from the Minister's office, departments, regions and states, districts and townships.
- (8) Providing support in drafting Monitoring and Evaluation Plans of 11 departments
- (9) Providing support to children from some marginalized areas to have access to quality education through pilot survey.



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