



# Annual Performance Review Report

## FY 2018-19







Ministry of Education

# **National Education Strategic Plan 2016–2021**

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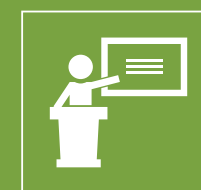


# Foreword



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## Foreword

The Annual Performance Review (APR) Report for FY 2018–19 provides a comprehensive overall picture of what the Ministry of Education has achieved during implementation of the third year of the National Education Strategic Plan (NESP) 2016–2021.

The Ministry of Education has achieved a very good overall performance rating for NESP implementation in FY 2018–19. This is a significant improvement over the first and second years of NESP implementation (FY 2016–17 and FY 2017–18) where the Ministry achieved a good overall performance rating.

This APR Report presents performance data covering achievements for FY 2018–19 and future priorities. Chapter 2 presents performance data from the main education sectors: (1) basic education; (2) alternative education; (3) TVET; and (4) higher education. Chapter 3 presents performance data across all States and Regions. Chapter 4 presents findings from the Annual Budget and Outputs Evaluation for FY 2018 (6 month mini budget) and FY 2018–19 involving all 11 Ministry Departments. Lastly, Chapter 5 outlines Department priority areas for investment in the 2019–2020 financial year starting from 1<sup>st</sup> October.

I would like to take this opportunity to thank officers and staff from all 11 Ministry Departments for actively contributing to this report. The participation of Department officers and staff has been a useful capacity building exercise for all those involved. I would like to thank the Department of Monitoring and Evaluation (M&E) (Research) for successfully coordinating the Annual Performance Review for FY 2018 (6 month mini budget) and FY 2018-19, with support from the Department of M&E (Education) and the Capacity Development Team.

I would like to thank members of the National Education Policy Commission (NEPC), the National Curriculum Committee (NCC), the National Accreditation and Quality Assurance Committee (NAQAC), Rectors' Committee, Hluttaws' representatives, members of the State/Region governments and officials from partner Ministries who have supported the Ministry of Education to successfully implement the NESP in FY 2018 (mini budget) and FY 2018-19.

The Ministry of Education would like to express sincere thanks to all Development Partners and non-governmental organizations who have supported development of the education sector in Myanmar in FY 2018 (mini budget) and FY 2018-19.

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 staff 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, TVET principals and trainers, Rectors and University faculty and Ministry officials across the national education system.

Over the last year there has been good progress made in achieving our high-level targets, such as making sure that all school-aged children have access to quality education without discrimination and ensuring that no one is left behind so that all students and learners can fulfil their individual education, vocational and life-long learning aspirations and goals. Together we have worked hard and collaborated with the public during the last three years to improve our national education system. Therefore, I would like to encourage all Ministry officials and staff to work closely with our local and international partners in order to build upon our strengths and achievements and ensure access to quality education for all students and learners and the successful implementation of the final two years of the NESP (2016-2021).

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



# Chapter 1



## Evidence-Based Reporting on Education Sector Performance







## Chapter 1

# Evidence-Based Reporting on Education Sector Performance

## 1.0 Introduction

The MOE has developed a new management planning and monitoring system, called the Annual Planning and Budget Cycle, to support the successful implementation of the National Education Strategic Plan 2016–2021 (see Diagram 1.1)

Evidence-based planning and decision-making is the overall aim of the NESP Transformational Shift for Chapter 13, called Management, Capacity Development and Quality Assurance. This Transformational Shift is: *Education managers all levels apply evidence-based decision making and demand accountability for improved teaching in schools and educational institutions.* The Annual Planning and Budget Cycle is listed under NESP Chapter 13, Strategy 2, Component 2 called: Implement the NESP Annual Planning and Budget Cycle.

Over the last 12 months the MOE has strengthened the Annual Planning and Budget Cycle based on lessons learned to date. One of the key challenges that needed to be addressed to strengthen implementation of the Cycle was the sequencing and timing of steps to fully align with the recently changed government financial year. This issue has been addressed in the latest version of the Annual Planning and Budget Cycle shown in Diagram 1.1.

Diagram 1.1: Annual Planning and Budget Cycle





The Annual Planning and Budget Cycle starts, at the beginning of the government financial year on 1<sup>st</sup> October, with implementation of approved Department budgets (see Step 1, Diagram 1.1.). At the start of the financial year the Department of M&E (Education) will launch the Annual Budget and Outputs Evaluation (see Step 2) with analysis of evidence collected by Departments on the achievement of their budgeted outputs and actual budget expenditure from the previous financial year. Before the end of the previous financial year all Departments will have already identified outputs that they planned to achieve during implementation of their Department budget.

The next step in the Annual Planning and Budget Cycle is the joint Annual Performance Review (APR) and Annual Budget Review (ABR) Workshop (Step 3), which is held in December. In this workshop MOE officials and stakeholders will look back at Department achievements and challenges from the previous financial year (i.e. APR) and to look forward with Department plans and budget priorities for the forthcoming financial year (i.e. ABR). The joint APR and ABR Workshop will generate information for Departments to use in: (i) updating their Department Annual Implementation Plans (DAIPs) (Step 4) in January and February; and, (ii) drafting Department budgets for the following year (Step 6). Following the APR and ABR Workshop the MOE will publish and disseminate the APR Report and the ABR Report. The ABR Report will outline Department priorities that will inform the Department annual budgets in the next financial year.

In March each year the MOE will draft the Annual Performance Review Report (Step 5), that will include information from the Annual Budget and Outputs Evaluation (Step 2) and the ABR Workshop (Step 3) (i.e. future Department budget priorities).

Immediately following government approval of the MOE annual budget all Departments will be able to implement Step 7 of the Annual Planning and Budget Cycle, which involves drafting annual M&E Plans for the forthcoming financial year. It is important that these plans are in place prior to the start of the next financial year.

## 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 cross-sector coordination, information sharing, decision making, critical analysis and policy dialogue carried out by the Ministry.

The MOE has successfully held 12<sup>th</sup> ETVSCG meetings over the last few years to coordinate implementation of the NESP in partnership with ETVSCG members.

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

### 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 systems, and building the capacity of 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 once 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 Budget and Outputs Evaluation

The overall aim of the Annual Budget and Outputs Evaluation is to systemically review the performance of each Department in implementing their budget over the last financial year. This report examines four budget implementation performance areas: (1) budget savings; (2) achievement of budget targets, i.e. outputs; (3) quality of evidence submitted to verify the achievement of targets; and, (4) expenditure performance, i.e. was all approved funds spent.

Based on a detailed analysis of the evidence collected and analysed during the Annual Budget and Outputs Evaluation FY 2018 (6 month mini budget) and FY 2018–19 the MOE has achieved a very good overall performance rating for NESP implementation in FY 2018–19 based on the Overall Performance Assessment Categories for NESP implementation, see Table 1 below. This is a significant improvement over the first and second year of NESP implementation – FY 2016–17 and FY 2017–18 – when the Ministry was achieved a good overall performance rating.



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. <i>Definition:</i> 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. <i>Definition:</i> 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 <i>Definition:</i> 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. <i>Definition:</i> 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. <i>Definition:</i> 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

The data presented in this chapter comes from data collected by Department of Basic Education, Department of Higher Education, Department of Technical, Vocational Education and Training and Department of Alternative Education.



## 2.2 Basic Education

Figure (2.2.1) Gross Enrollment Rate – AY 2009-10 to AY 2018-19

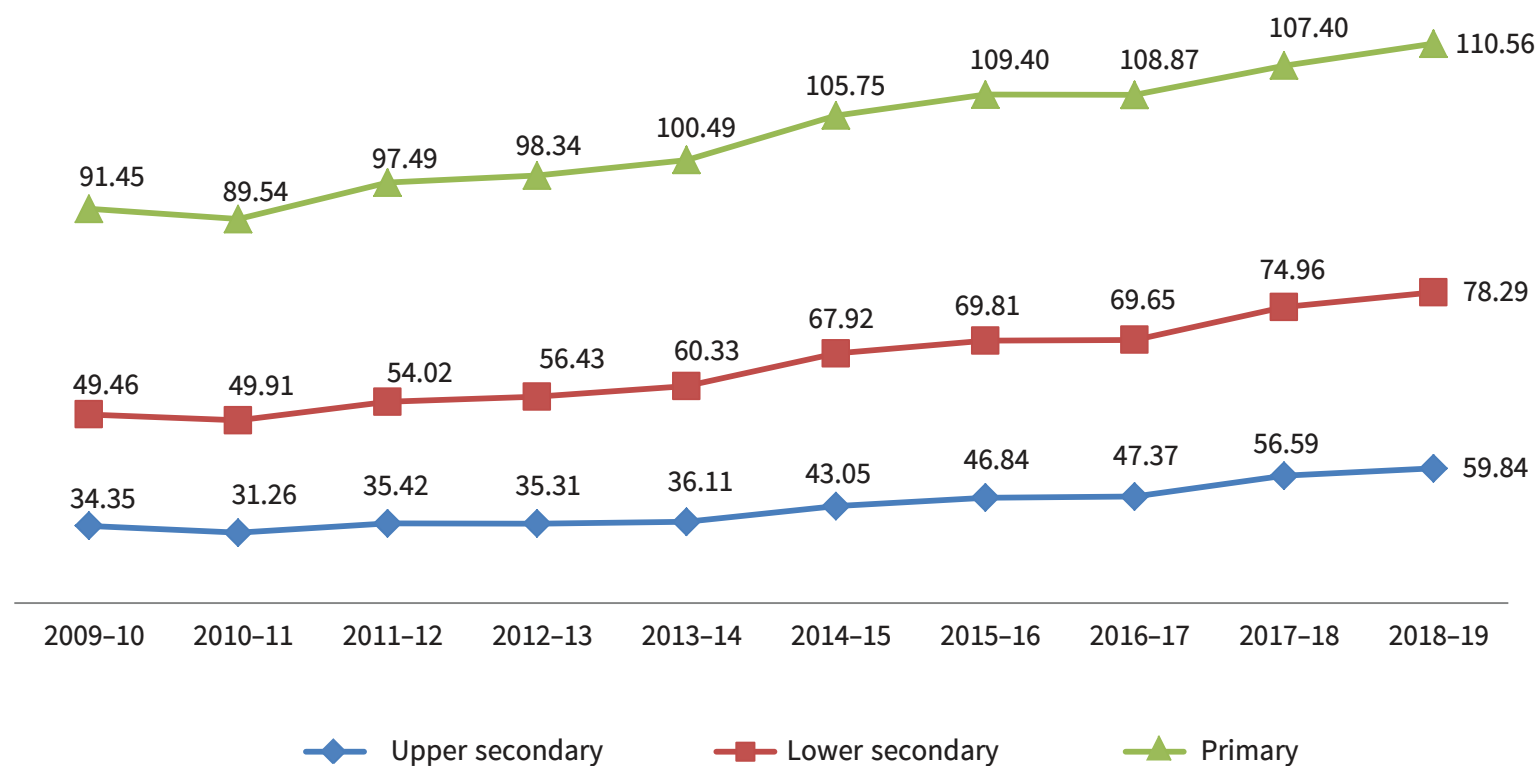


Figure 2.2.1 shows that the Gross Enrollment Rate (GER) for primary level, lower secondary level and upper secondary level increased in AY 2018-19 compared to AY 2017-18. The GER for primary level increased by 2.94%, lower secondary level increased by 4.45% and upper secondary level increased by 5.74%.



Figure (2.2.2) Net Enrollment Rate – AY 2009-10 to AY 2018-19

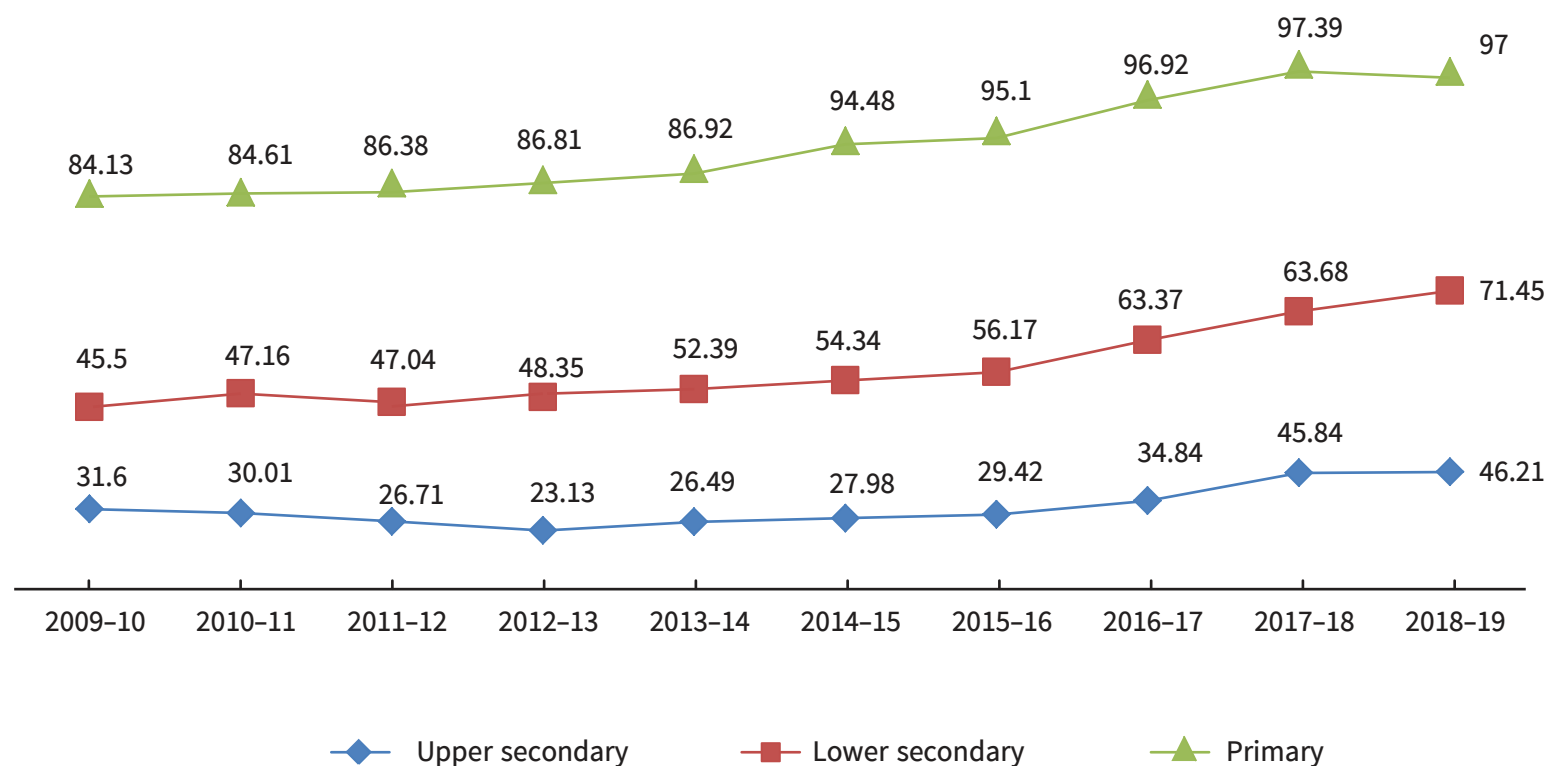


Figure 2.2.2 shows that the Net Enrollment Rate (NER) increased in AY 2018-19 compared to AY 2017-18 for upper secondary level and lower secondary level but decreased in Primary level : by; 12.19% in lower secondary level ; 0.81%in Upper secondary level ; and 0.4% decreased in the primary level.

Figure (2.2.3) Teacher-Student Ratio – AY 2009-10 to AY 2018-19

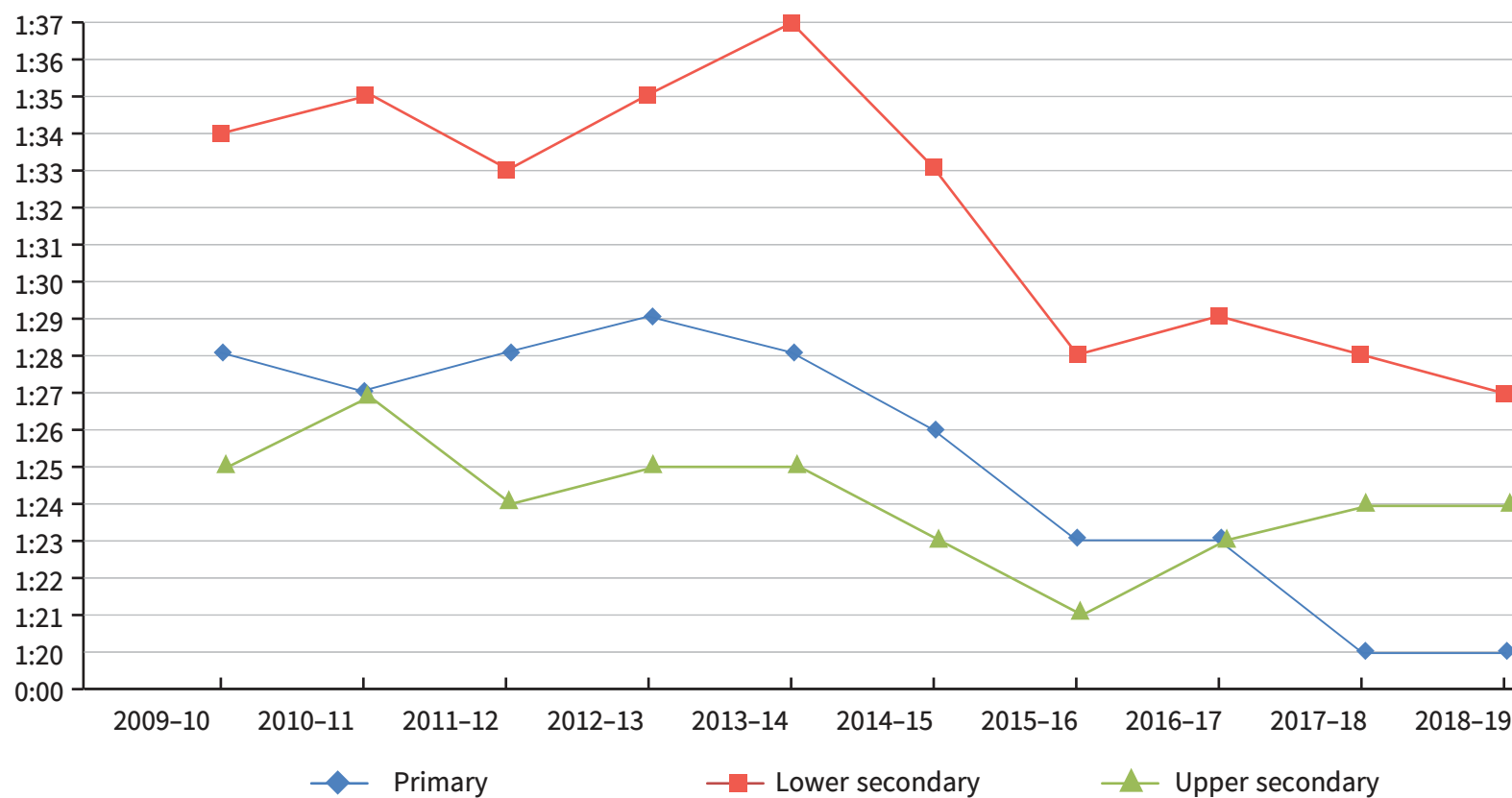


Figure 2.2.3 Show that the teacher-student ratio at the primary school level were the same in AY 2017-18 and AY 2018-19 i.e, 1:20. At the lower secondary level, it was 1:28 in AY 2017-18, but it was reduced to 1:27 in AY 2018-19. At the upper secondary level the teacher-student ratio were the same in AY 2017-18 and AY 2018-19 i.e, 1:24.

Figure (2.2.4) Completion Rate – AY 2009-10 to AY 2018-19

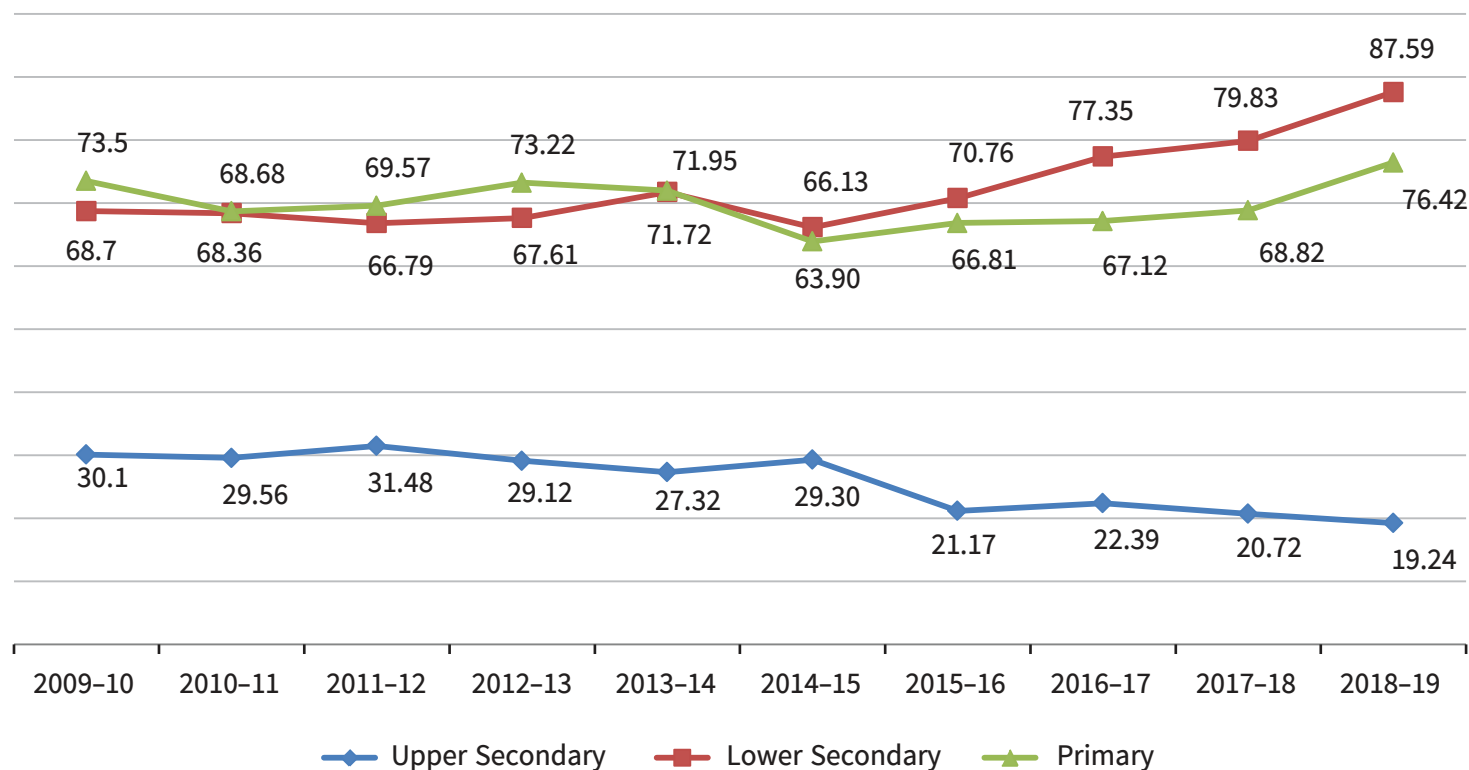


Figure 2.2.4 shows that the completion rate at primary and lower secondary levels increased in AY 2018-19 compared with AY 2017-18. But upper secondary level completion rate decreased in AY 2018-19 compared with AY 2017-18.



Figure (2.2.5) Appointment of new teachers – AY 2016-17 to AY 2018-19

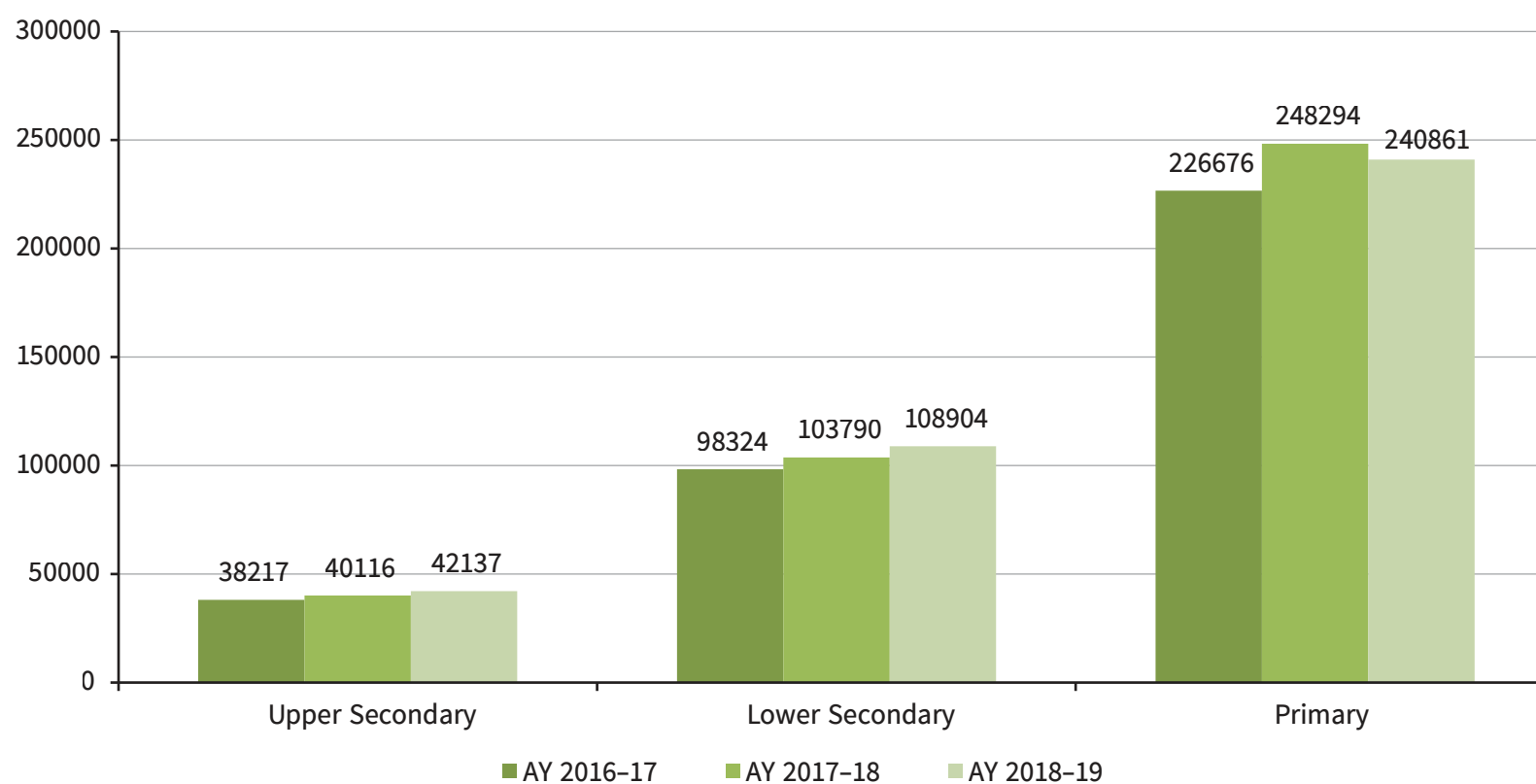


Figure 2.2.5 shows that the number of primary school teachers appointed in AY 2018-19 decreased by 2.99% compared to AY 2017-18. They increased at the lower secondary level by 4.93% and at the upper secondary level by 5.04%.

Figure (2.2.6) Student enrollment - AY 2013-14 to AY 2018-19

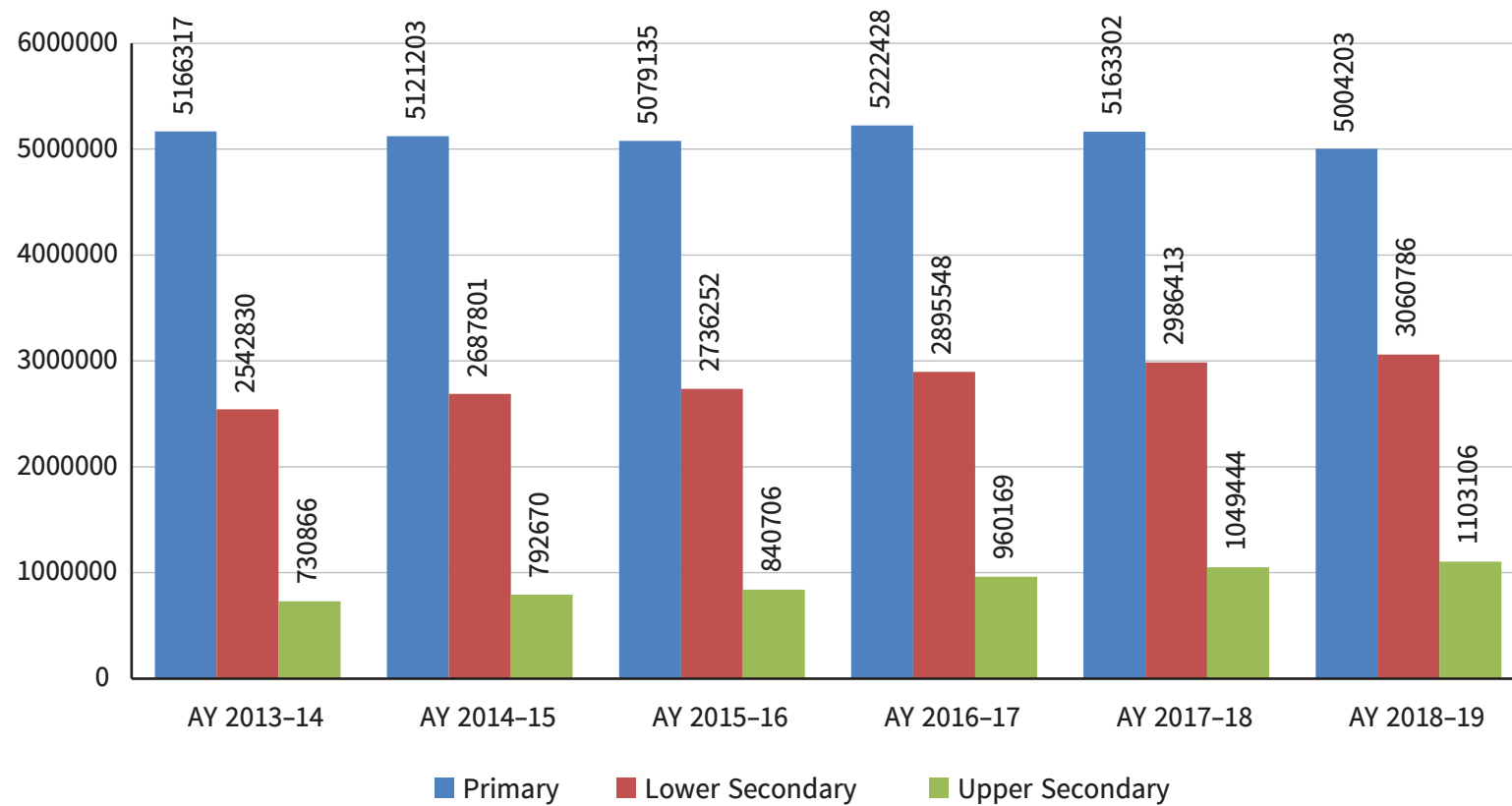


Figure 2.2.6 shows a decrease of 3.08% in the number of primary students in AY 2018-19 compared to AY 2017-18. It also shows that the number of lower secondary level students increased by 2.49% and upper secondary students increased by 5.11%.





Figure (2.2.7) Total number of schools and teachers  
(AY 2016-17 to AY 2018-19)

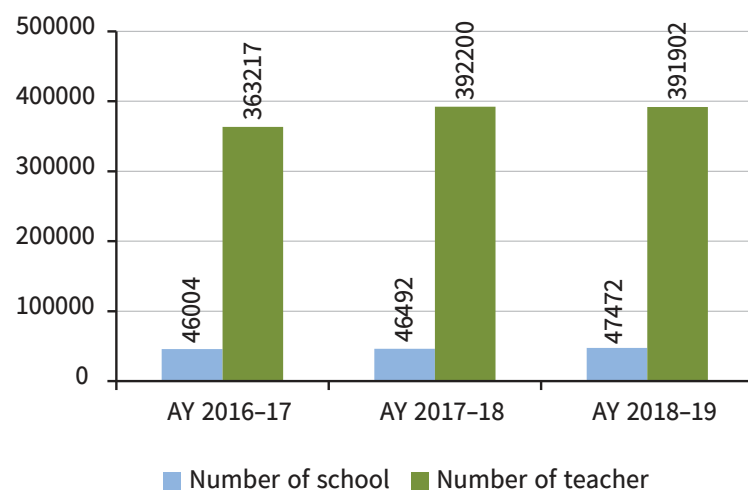


Figure 2.2.7 shows that the number of teachers decrease by 0.08% and the number of schools increase by 2.11 % in AY 2018-19 compared to AY 2017-18.

Figure (2.2.8) Total number of students  
(AY 2013-14 to AY 2018-19)

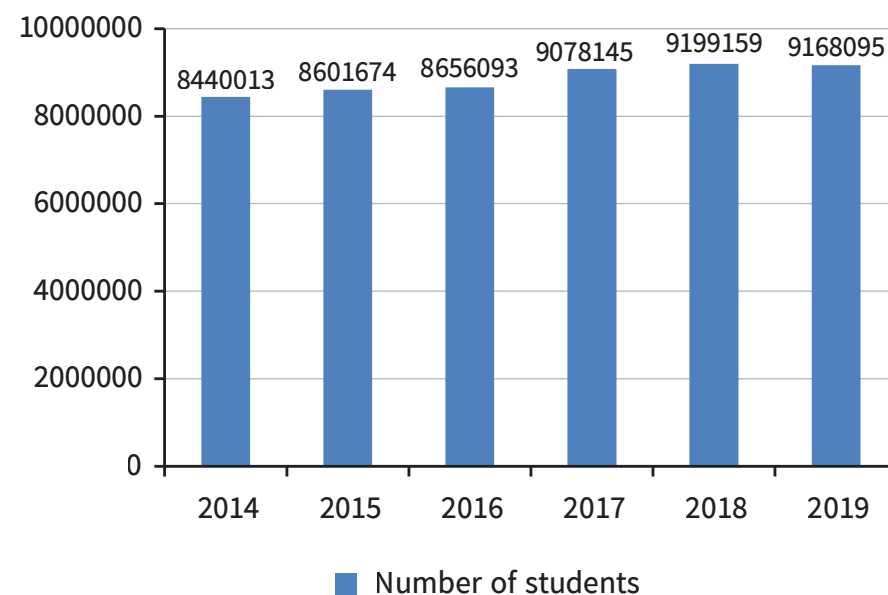


Figure 2.2.8 shows that the number of students decreased by 0.34% in AY 2018-19 compared to AY 2017-18.

Figure (2.2.9) Total number of students who sat and passed the Primary Completion Exam – AY 2016-17 to AY 2018-19

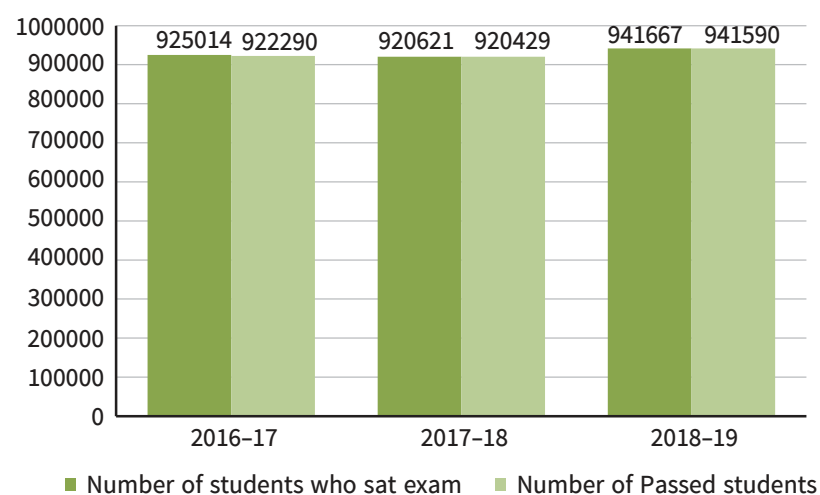


Figure 2.2.9 shows an increase in the pass rate at the primary school level in AY 2018-19 compared to AY 2017-18. It was found that the pass rate in 2017-18 AY was 99.98% and in AY 2018-19, 99.99%.

Figure (2.2.10) Total number of students who sat and passed the Lower Secondary Completion Exam – AY 2016-17 to AY 2018-19

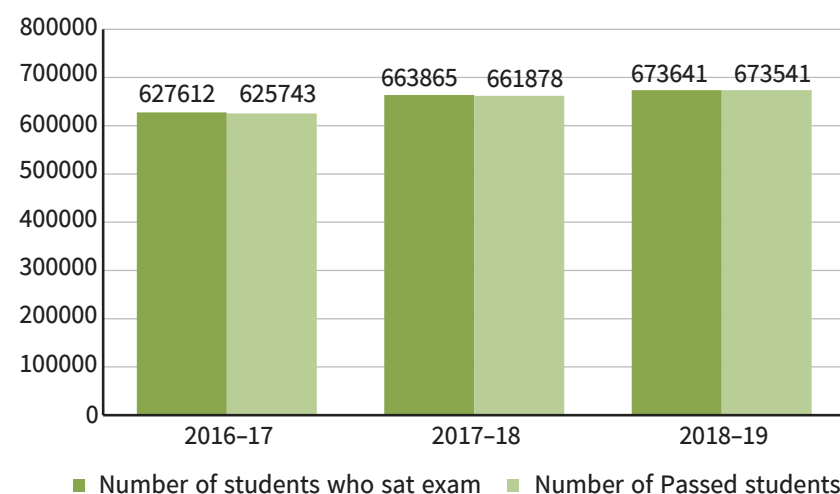


Figure 2.2.10 shows that the pass rate of the lower secondary completion exam was 99.7% in AY 2017-18 and it was increased 99.99% in AY 2018-19.

Figure (2.2.11) New Basic Education Curriculum Implementation Schedule

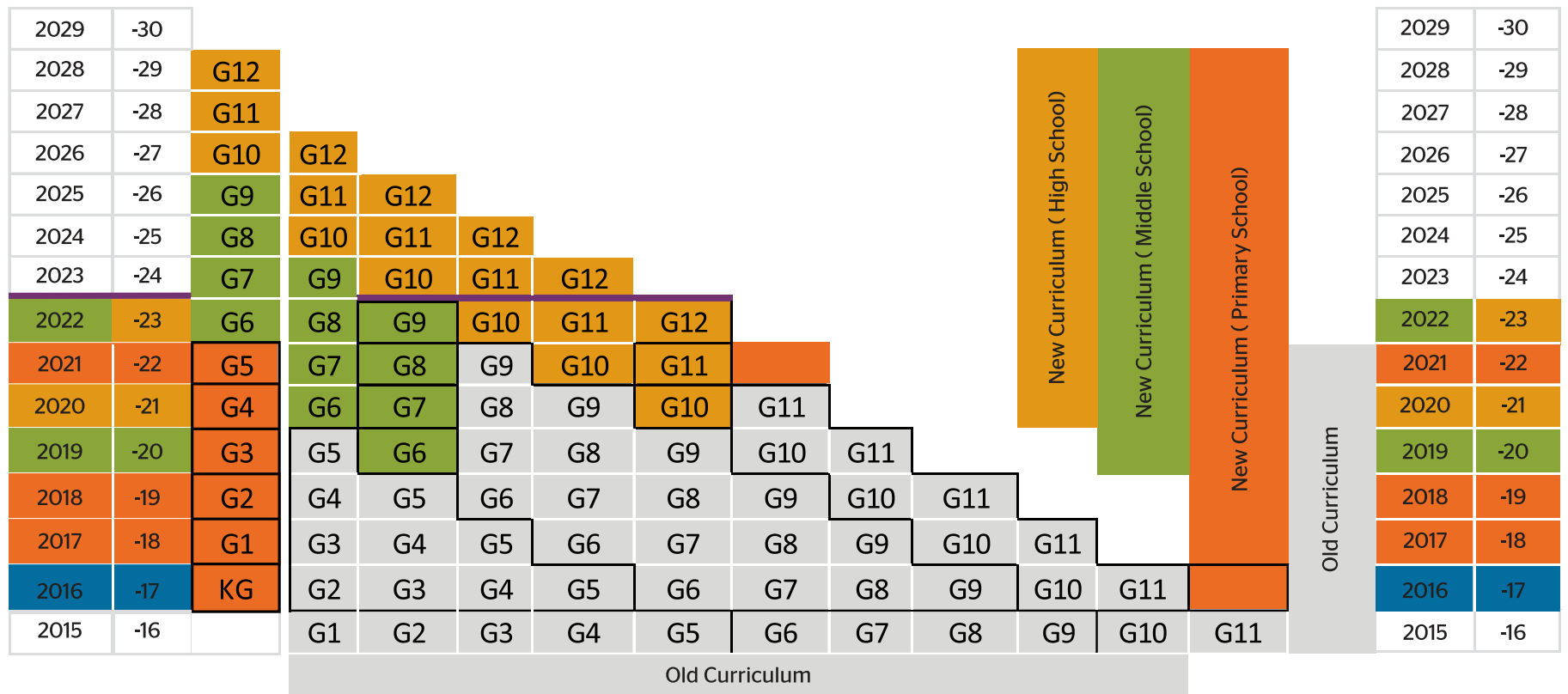






Figure (2.2.12) Number of students who were on primary completion examination (Grade 5) those who sat the examination, those who passed and those who graded (AY 2016-17 to AY 2018-19)

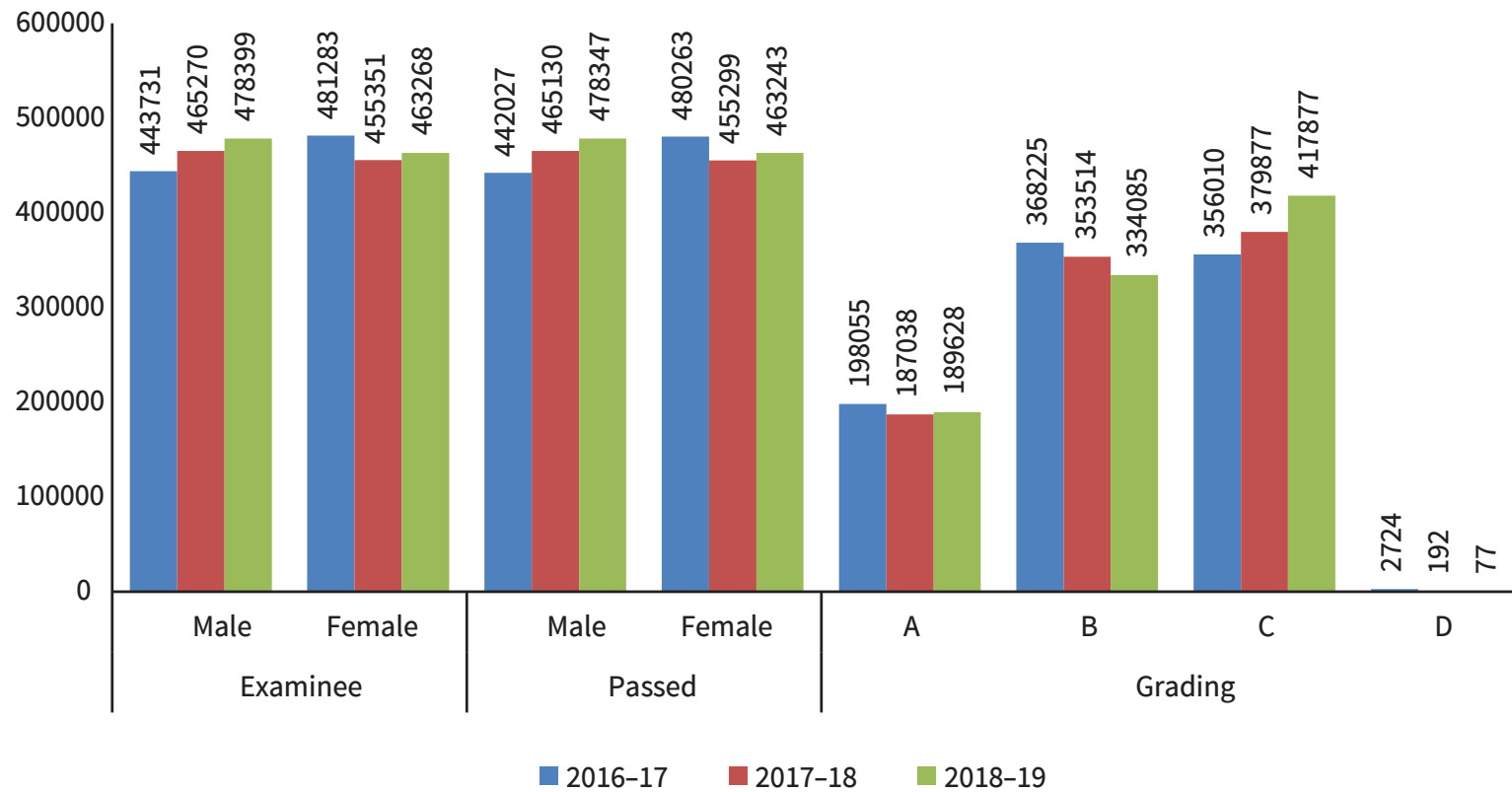


Figure (2.2.13) Number of students who were on lower secondary completion examination(Grade 9), those who sat the examination, those who passed and those who graded (AY 2016-17 to AY 2018-19)

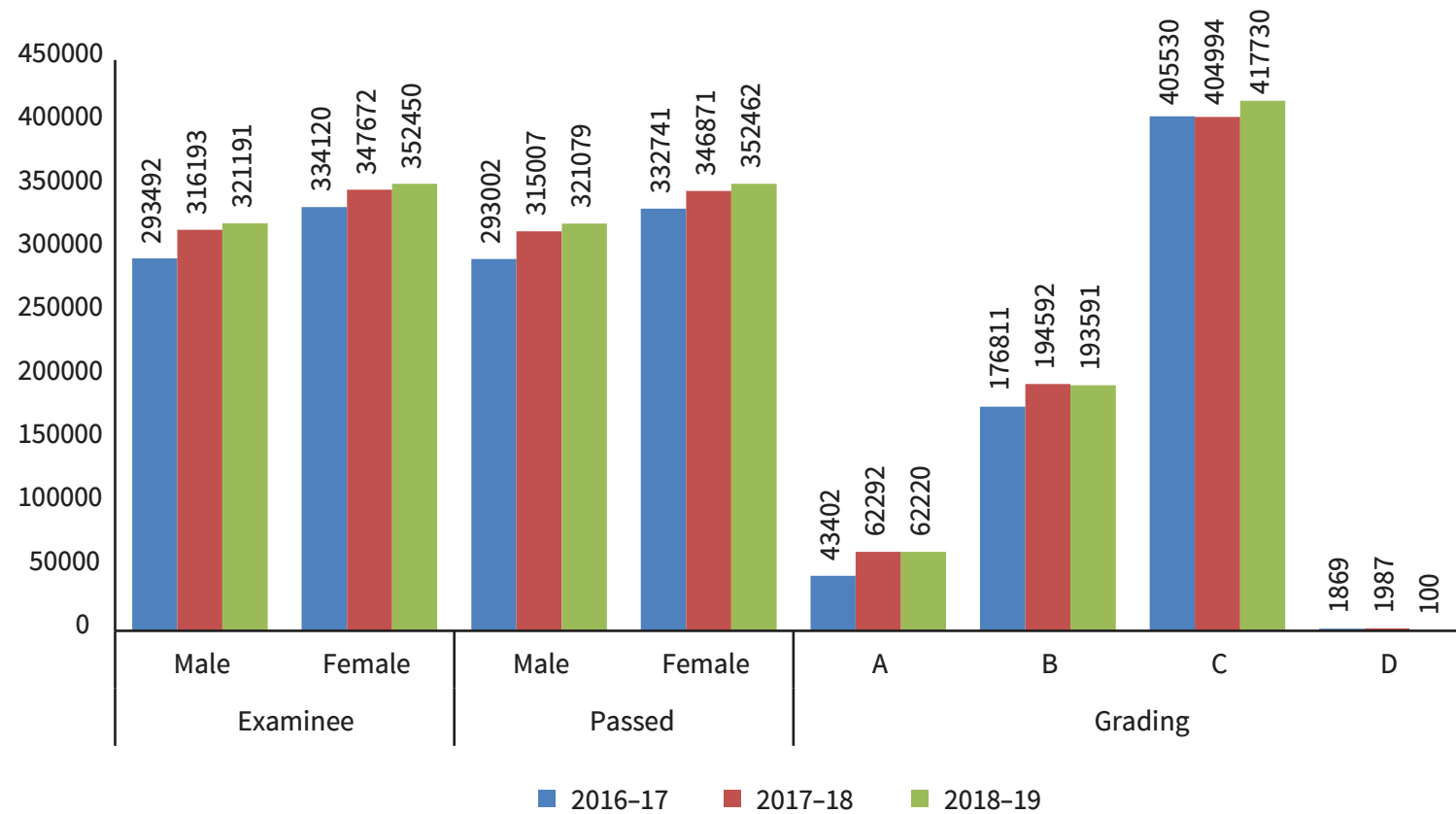
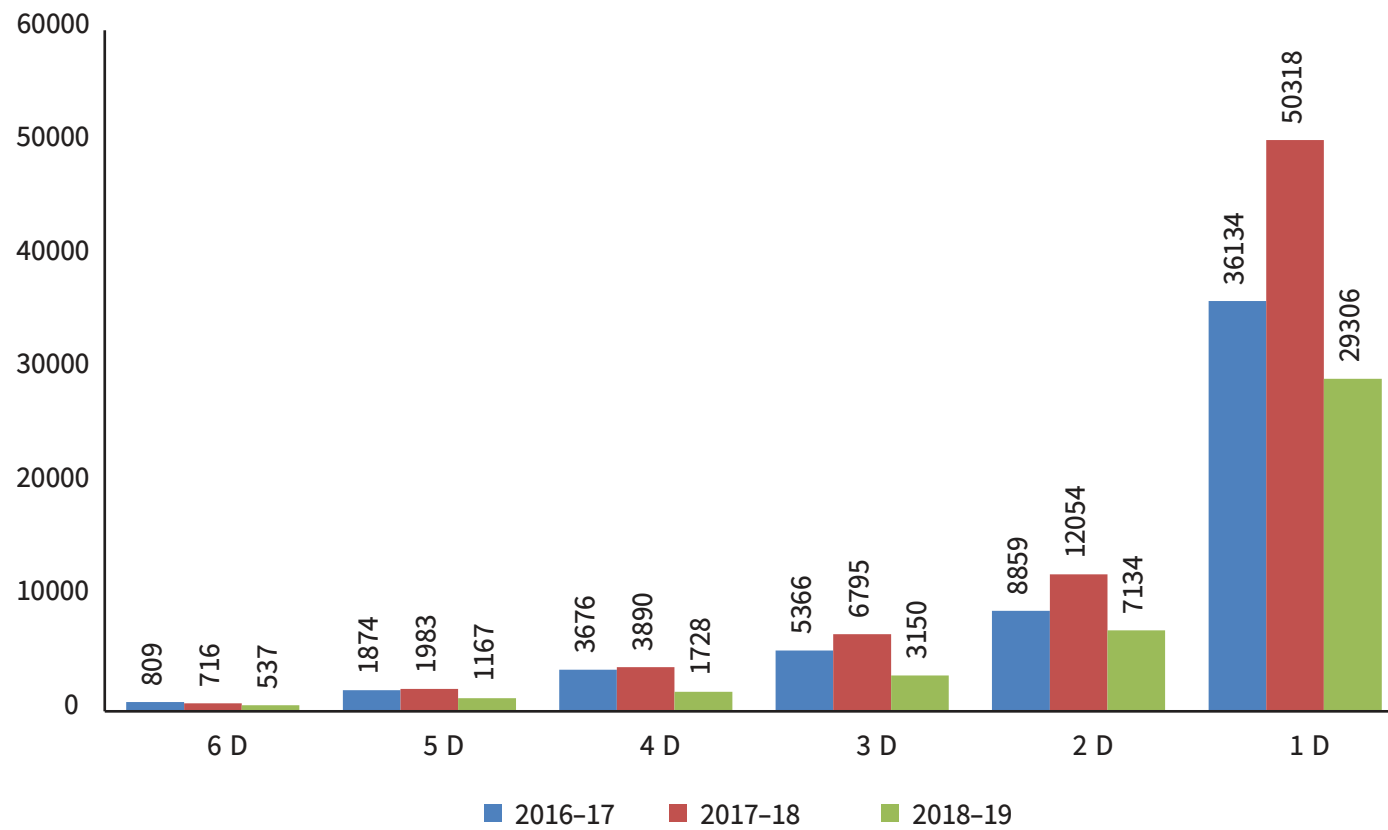




Figure (2.2.14) Number of students who sat the matriculation examination and those who passed the examination  
(AY 2016-17 to AY 2018-19)



Figure (2.2.15) Number of students who passed the matriculation examination with distinctions (AY 2016-17 to AY 2018-19)









## 2.3 Alternative Education

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

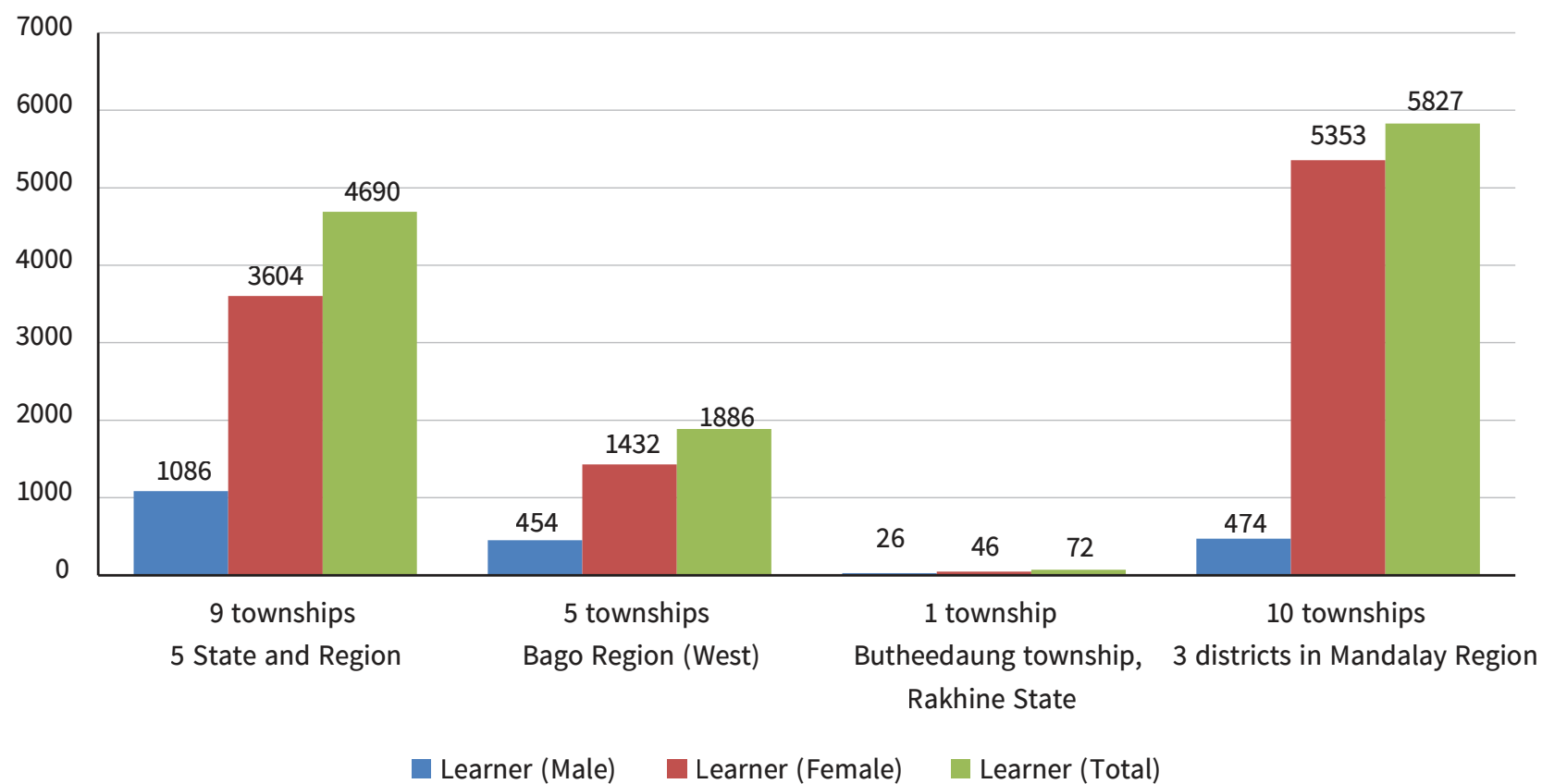
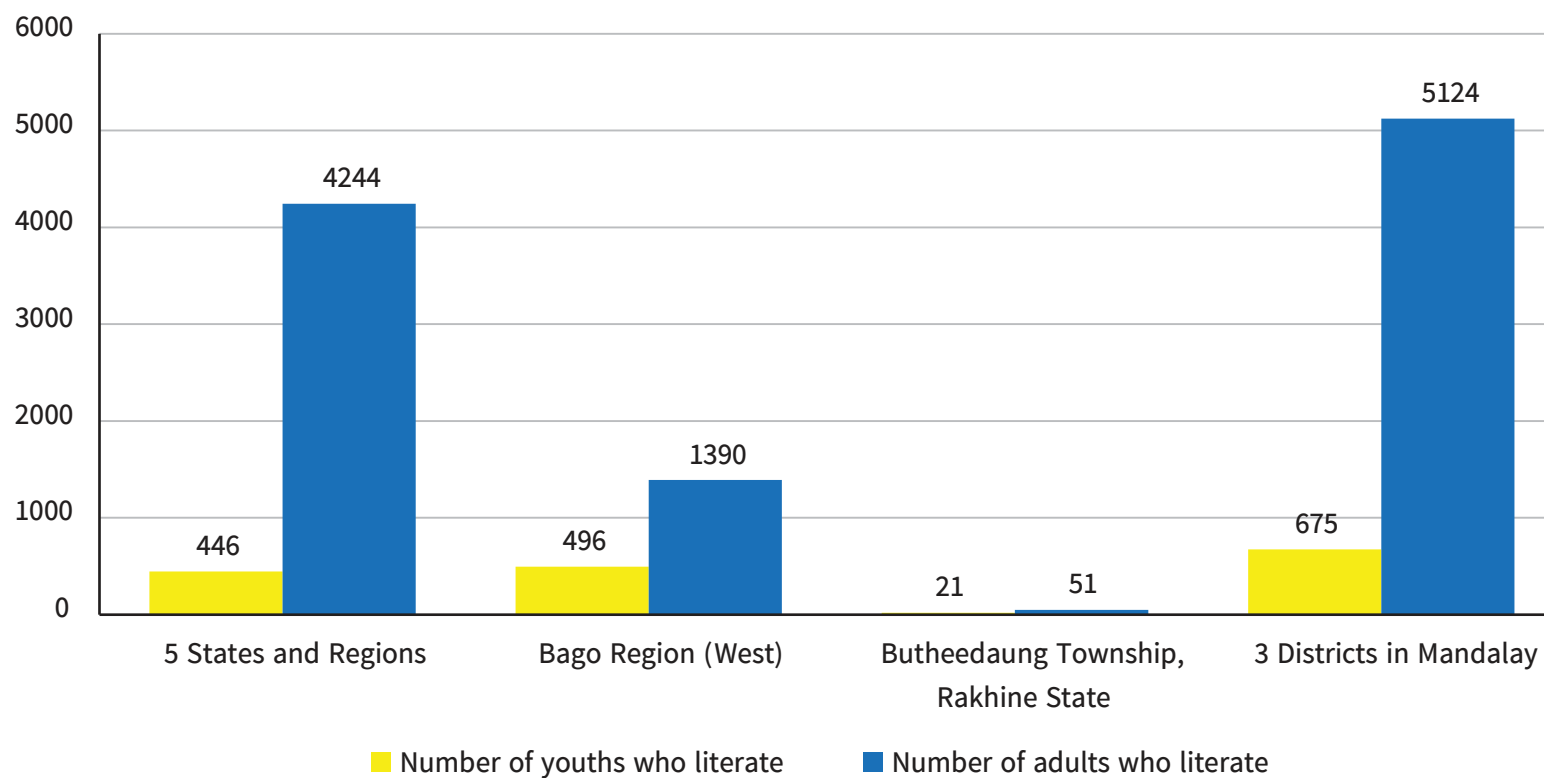


Figure (2.3.2) SDG Indicator 4.6- Youth/ adult literacy rates











Alternative Education



## 2.4 Technical and Vocational Education and Training

Figure (2.4.1) Total number of students in TVET institutions from 2016-17 to 2018-19

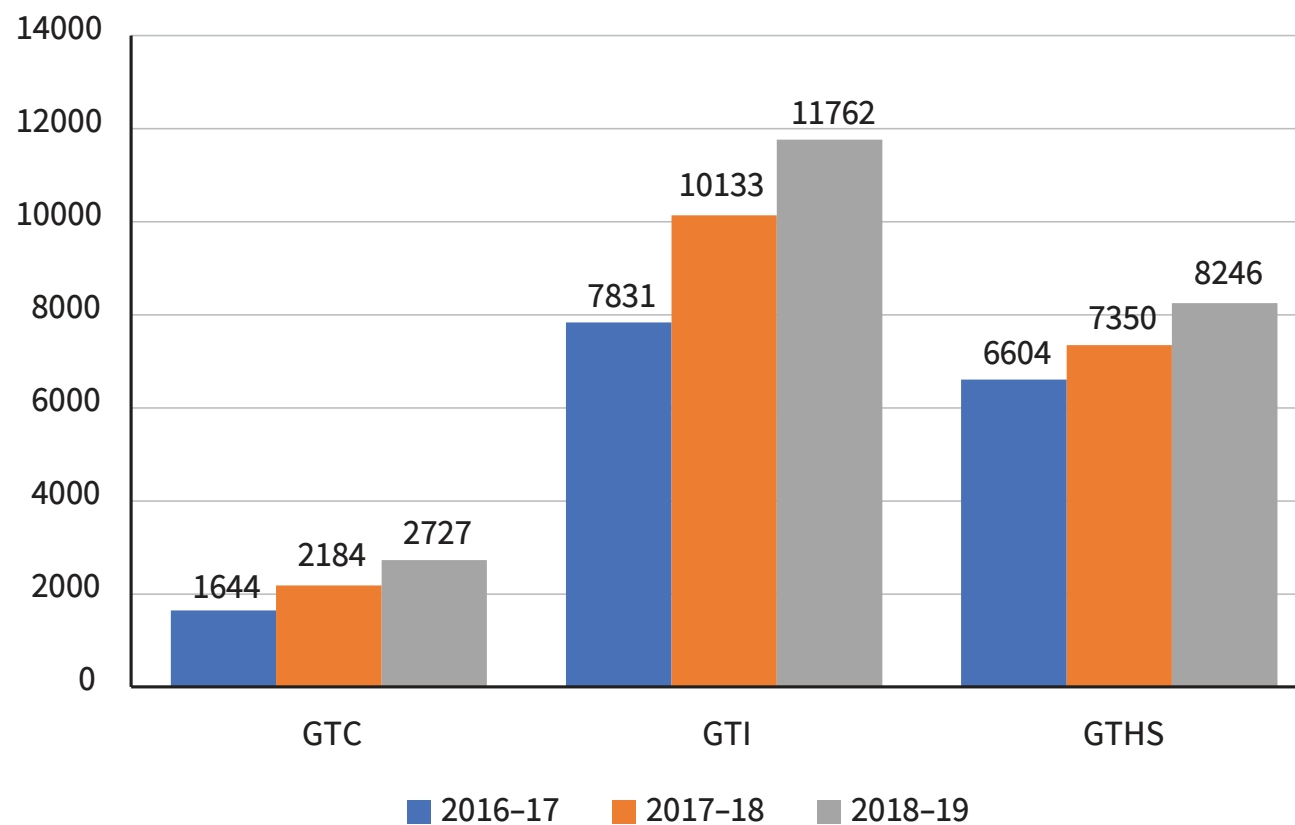




Figure (2.4.2) Number of students enrolled in short courses from 2016-17 to 2018-19

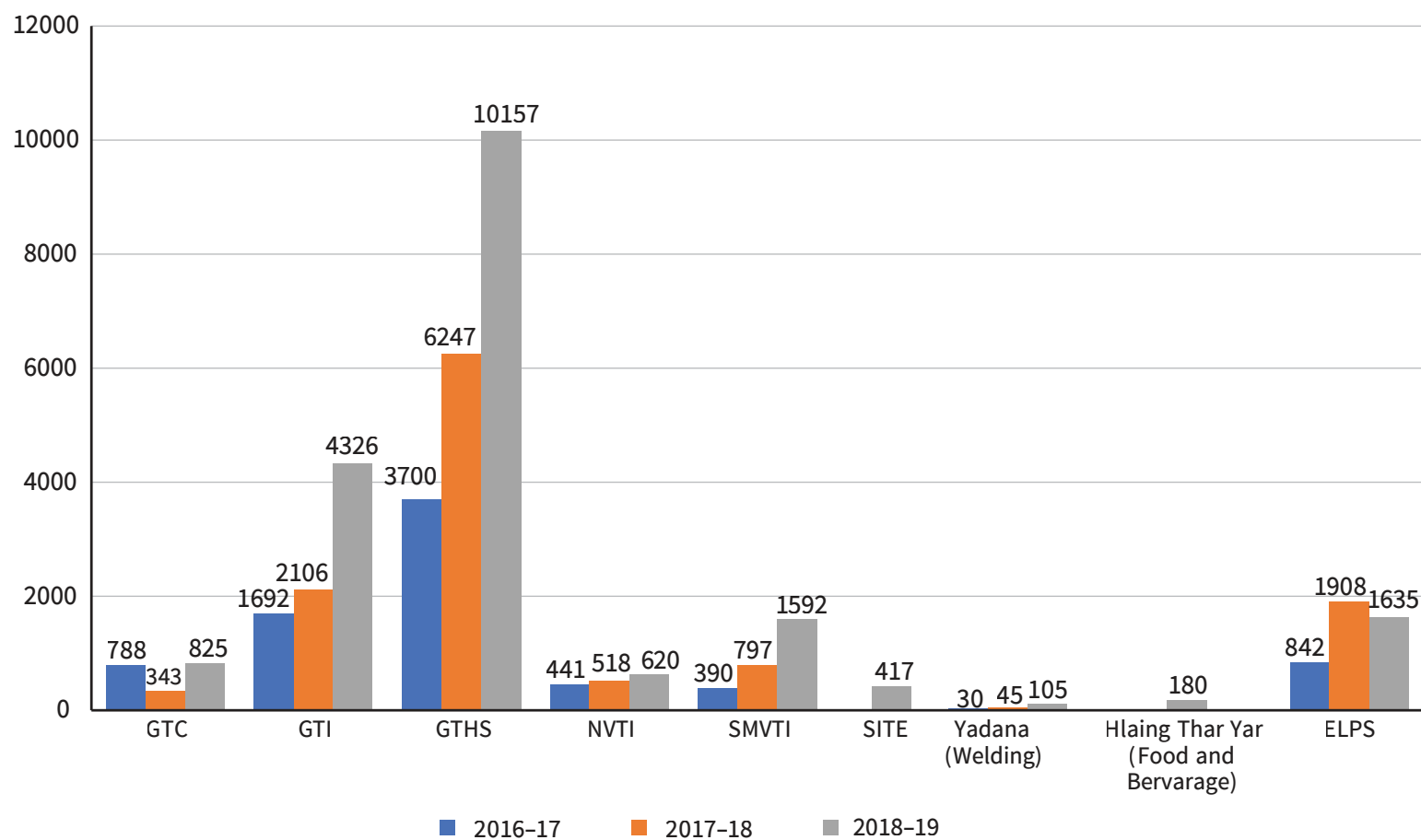


Figure (2.4.3) Number of TVET schools - FY 2015-16 to FY 2018-19

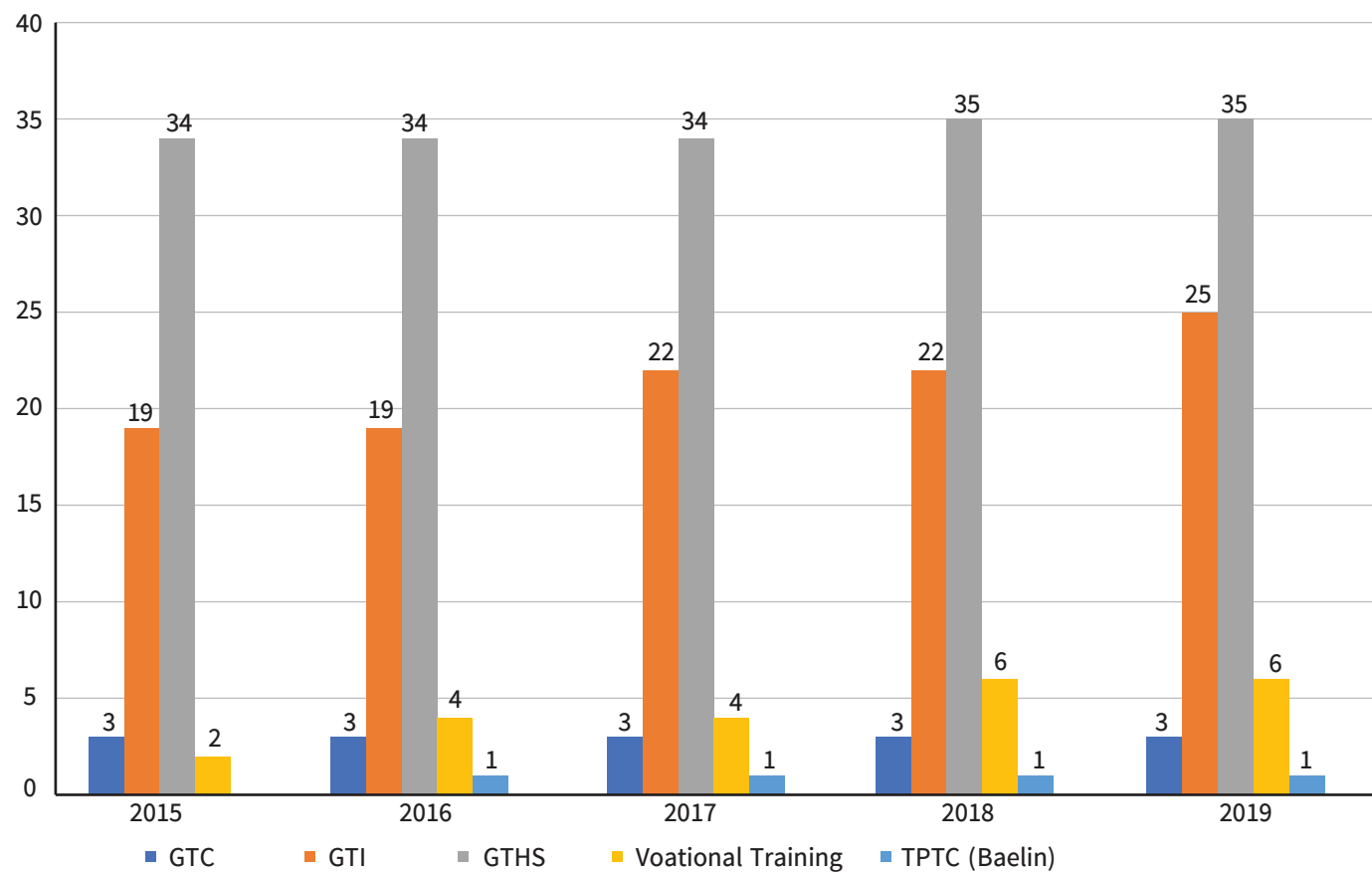


Figure 2.4.3 shows that 3 Government Technical Institutes are newly opened in 2019

Figure (2.4.4) Number of students enrolled in formal training courses – AY 2015-16 to AY 2018-19

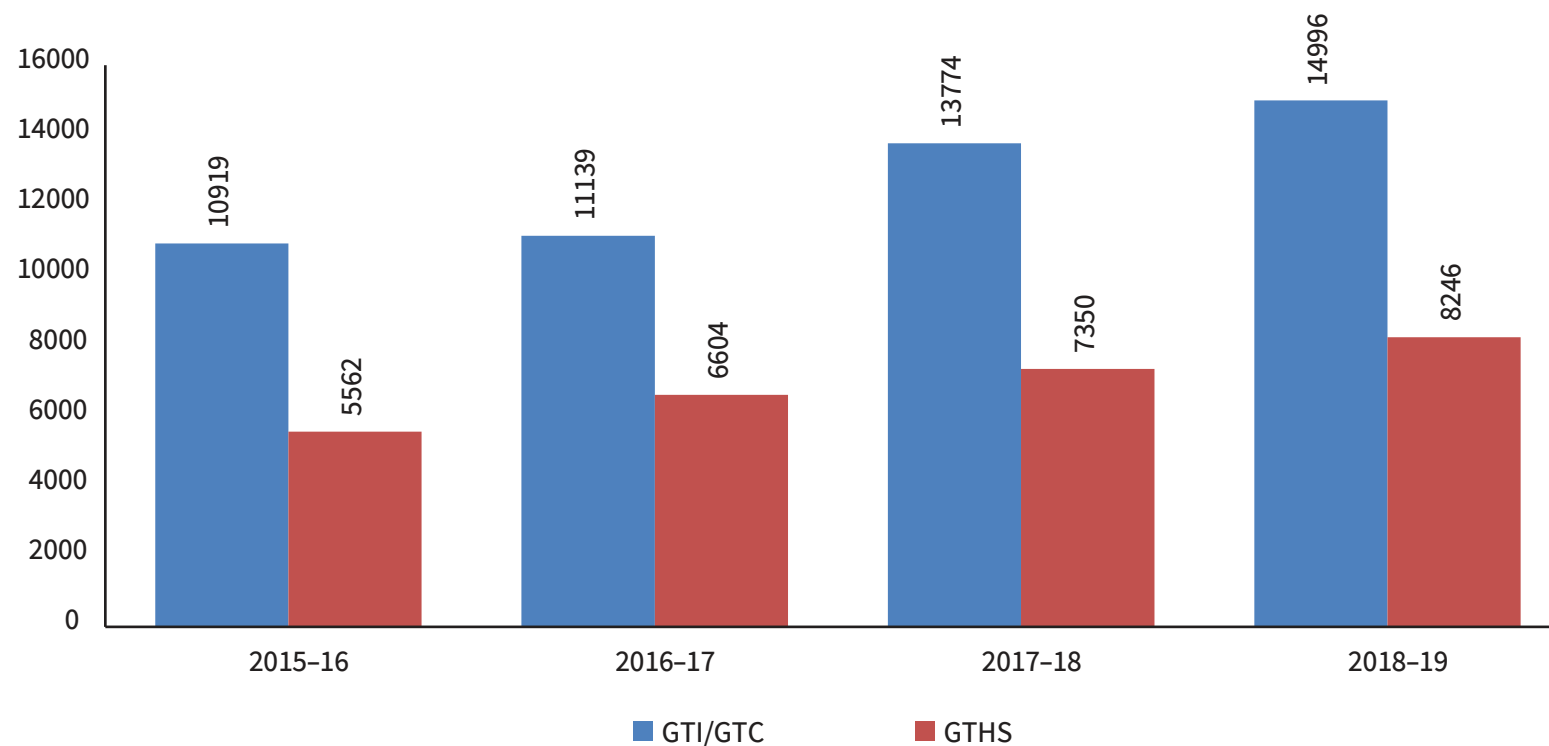


Figure 2.4.4 indicates an increase of 10.03% in the total number of students who attended regular TVET courses in AY 2017-18 compared to AY 2018-19.



Figure (2.4.5) Construction of buildings for TVET schools FY 2016-17 to FY 2018-19

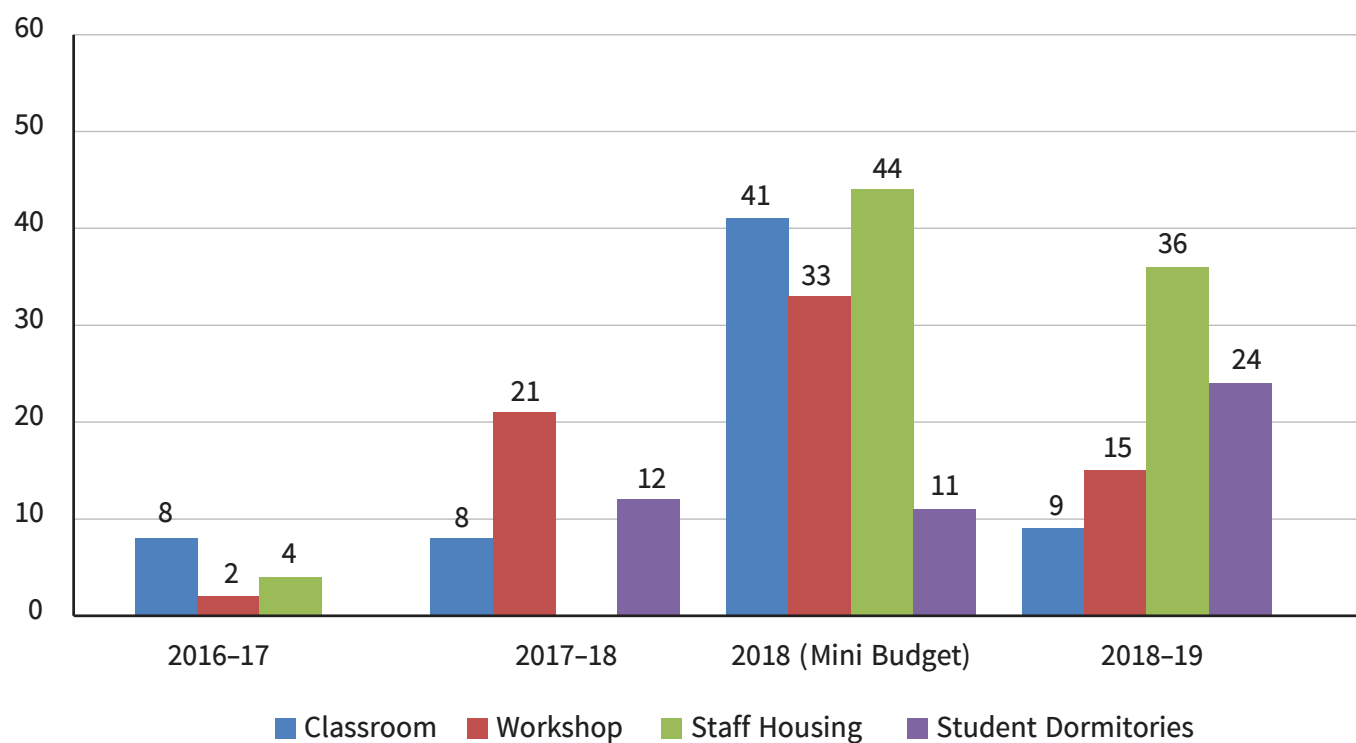


Figure 2.4.5 shows the number of new classrooms, workshops, student dormitories and other buildings were built in FY 2018 (6 months mini budget) and FY 2018-19.

Figure (2.4.6) Number of new teachers recruited by their qualifications

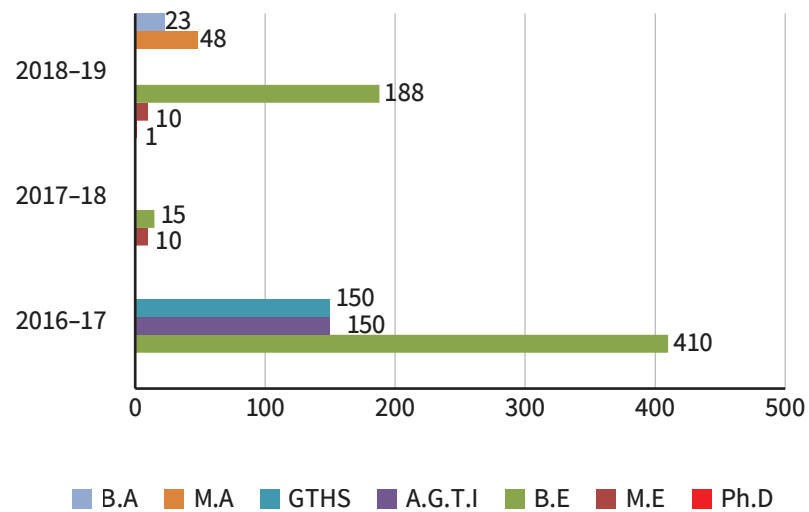
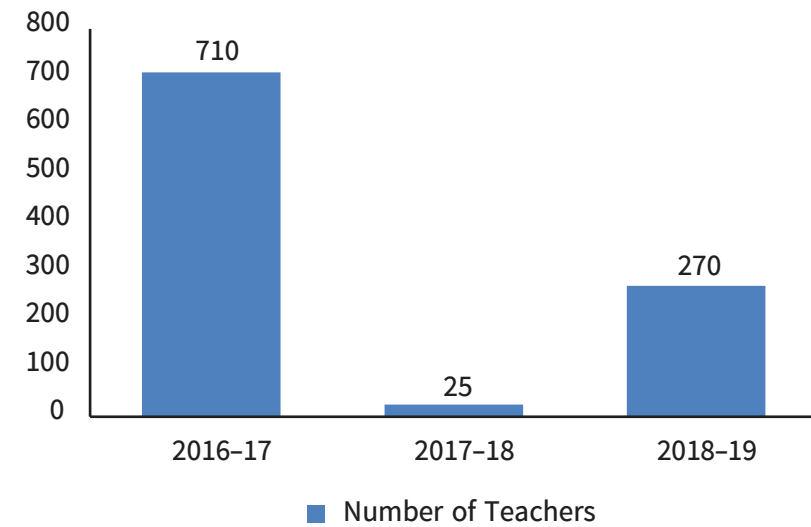


Figure (2.4.7) Total number of new staff hired









## 2.5 Teacher Education and Management

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

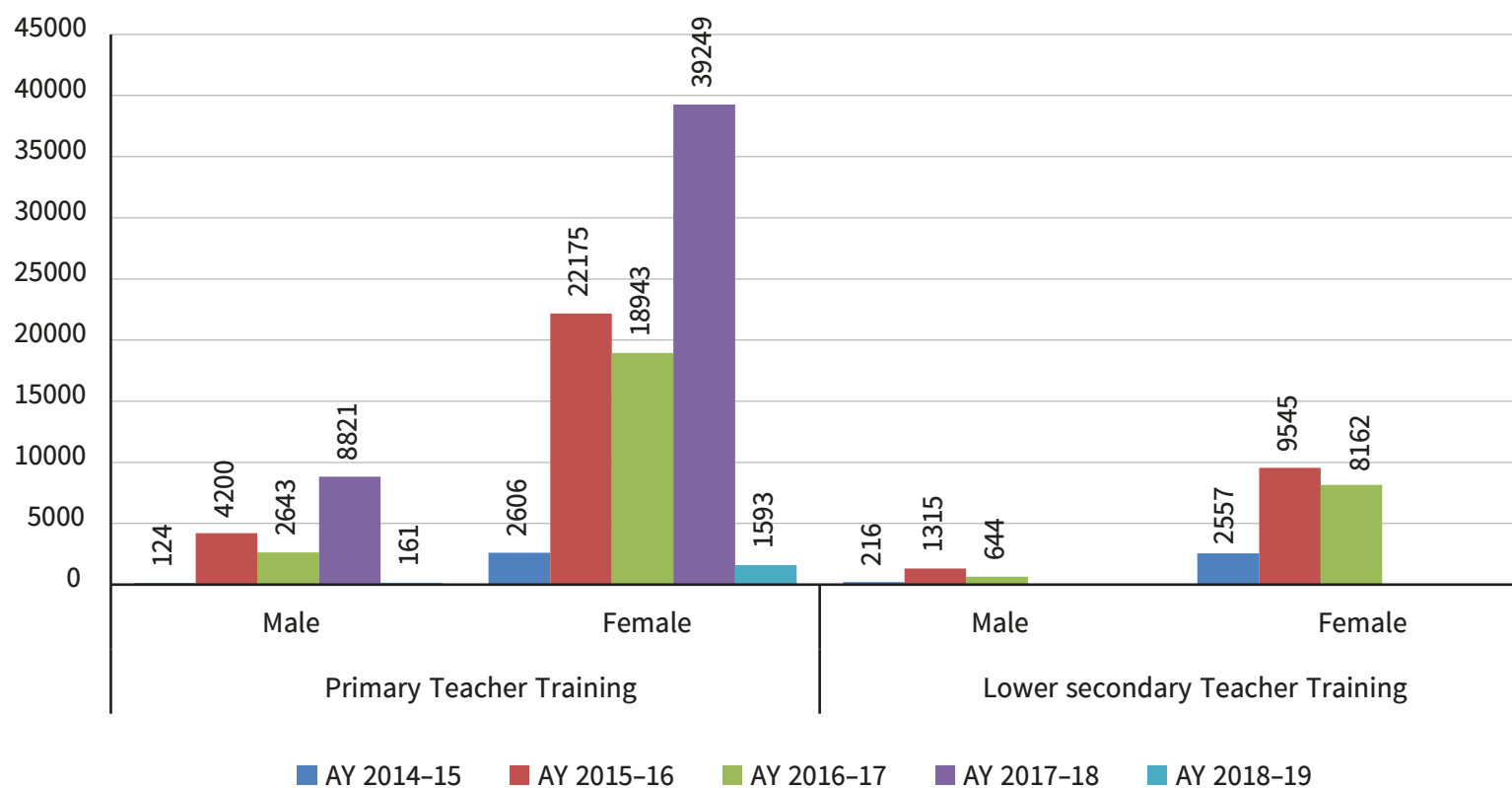


Figure 2.5.1 shows that the number of teachers who have been awarded primary teacher certificates decreased in AY 2018-19.



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

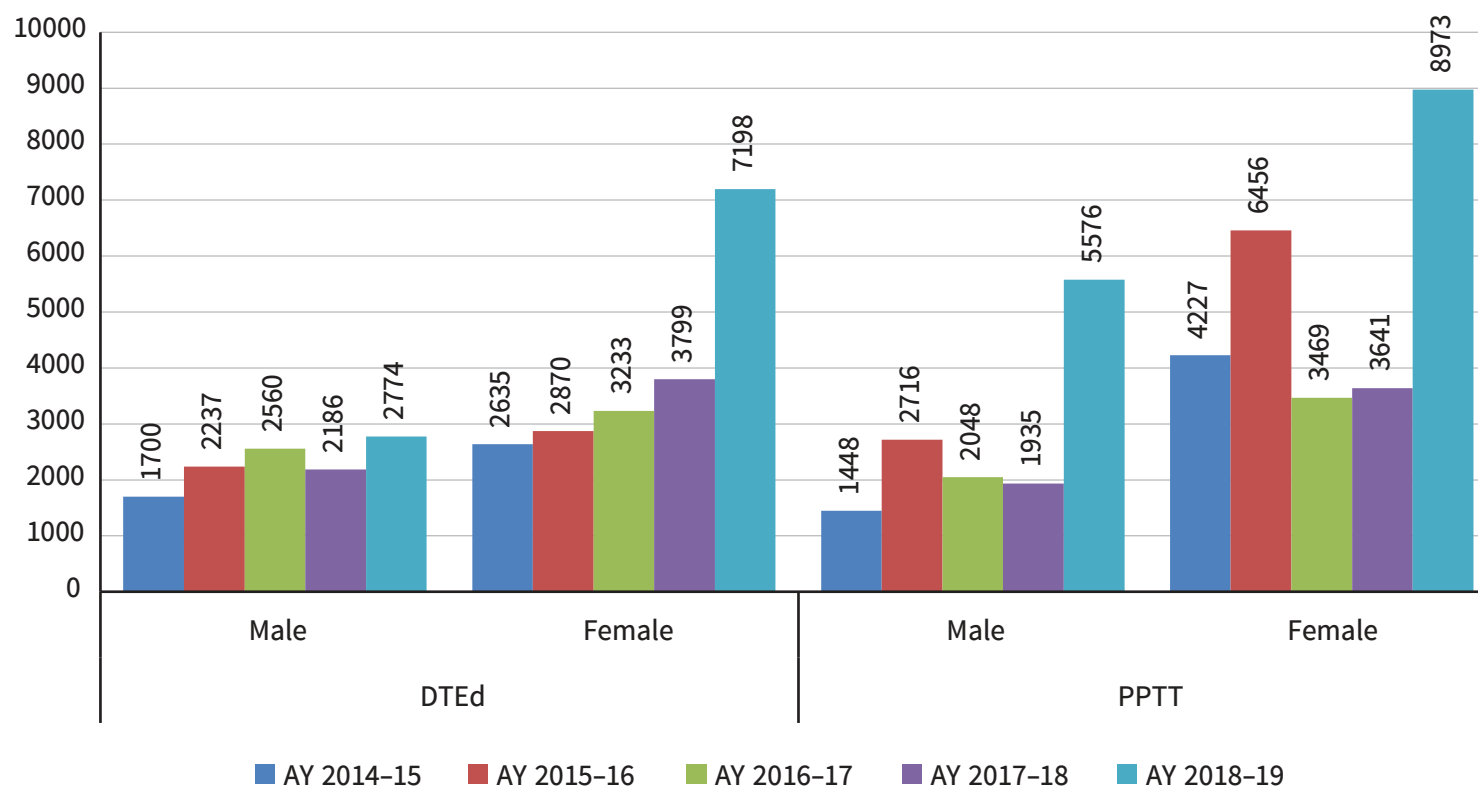
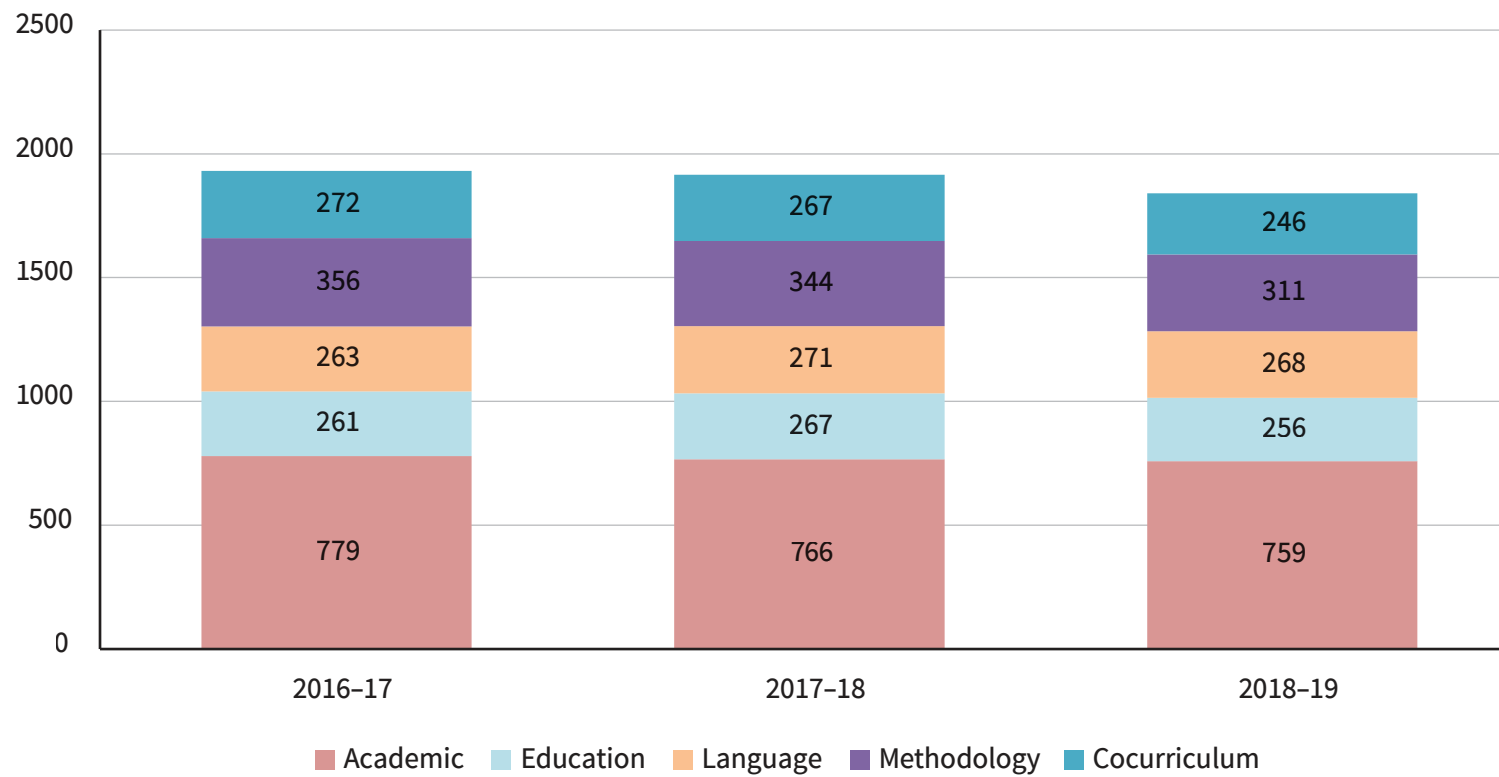


Figure 2.5.2 shows an increase in the number of teachers who have been awarded DTed and PPTT in AY 2018-19.



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

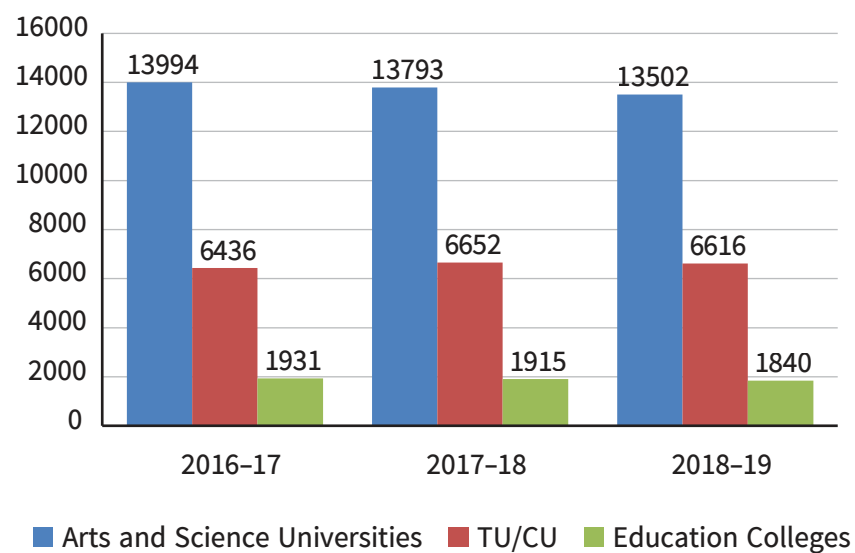


Figure 2.6.1 shows that the total number of faculty decreased by 1.8% in AY 2018-19 compared to AY 2017-18.

Figure (2.6.2) Total number of students enrolled in all Universities, Degree Colleges and Colleges in AY 2018-19

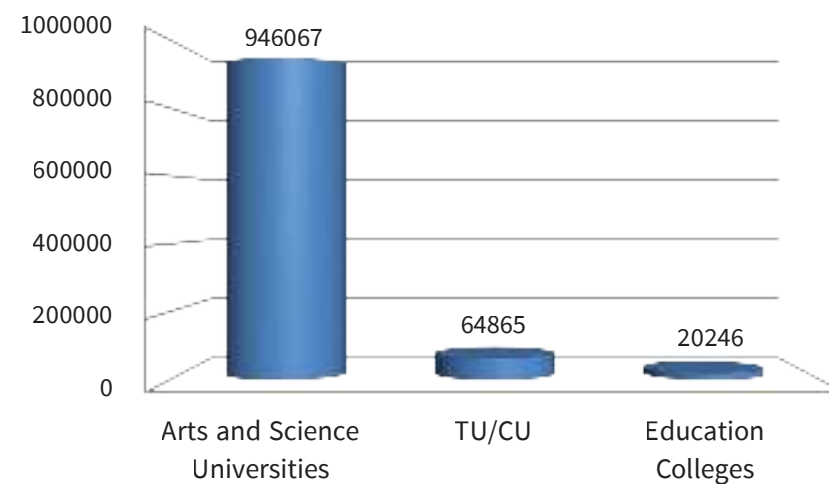




Figure (2.6.3) Total number of research papers

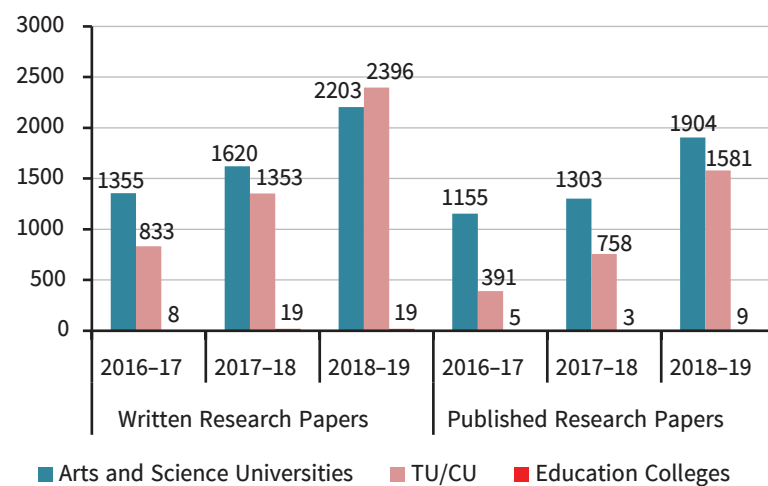


Figure 2.6.3 shows that the number of written research papers increased in Arts and Science Universities and Technological Universities, Universities of Computer Studies in 2018-19 but it also indicates a increase in the number of published research papers in Arts and Science Universities, Technological Universities, Universities of Computer Studies and Education Colleges in 2018-19.

Figure (2.6.4) Number of MoU and MoA by Universities

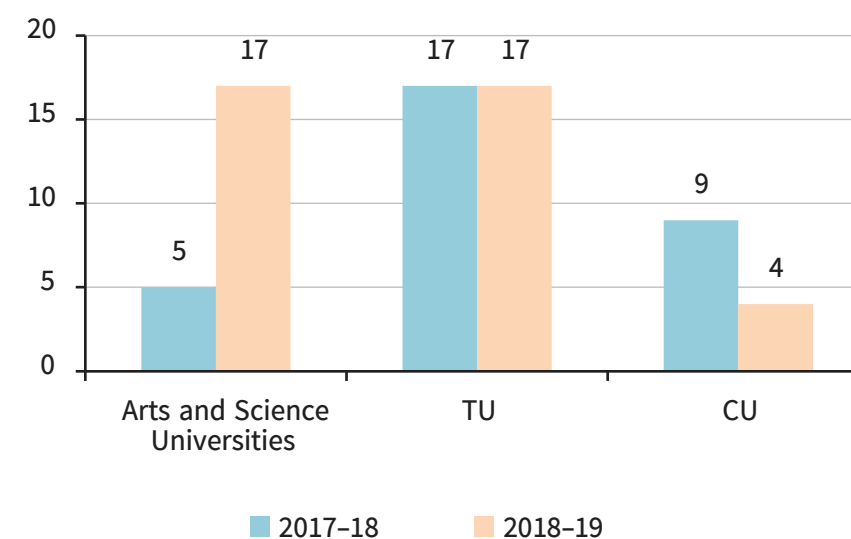


Figure (2.6.5) Number of foreign experts by Universities

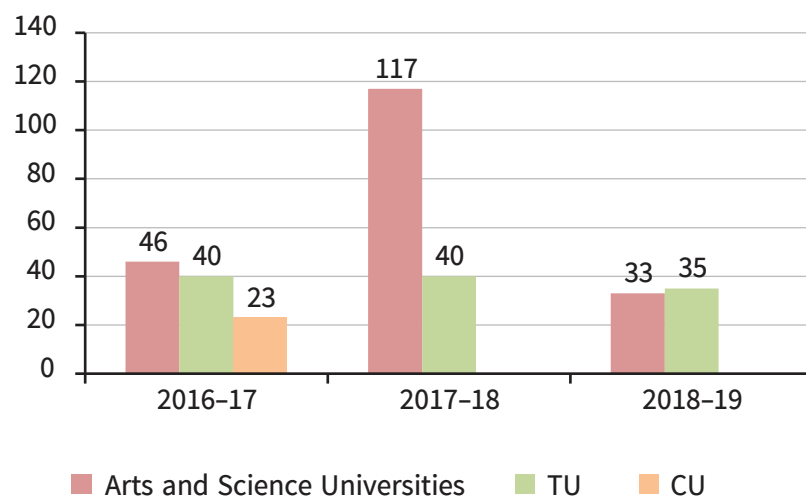
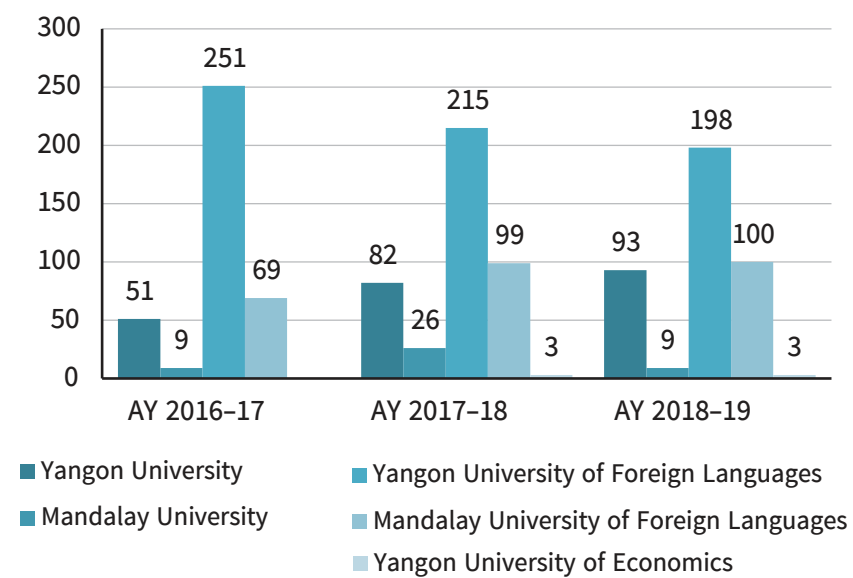


Figure (2.6.6) Total number of foreign students by Universities







## Higher Education

Figure (2.6.7) Number of foreign students in AY 2016-17 by Universities

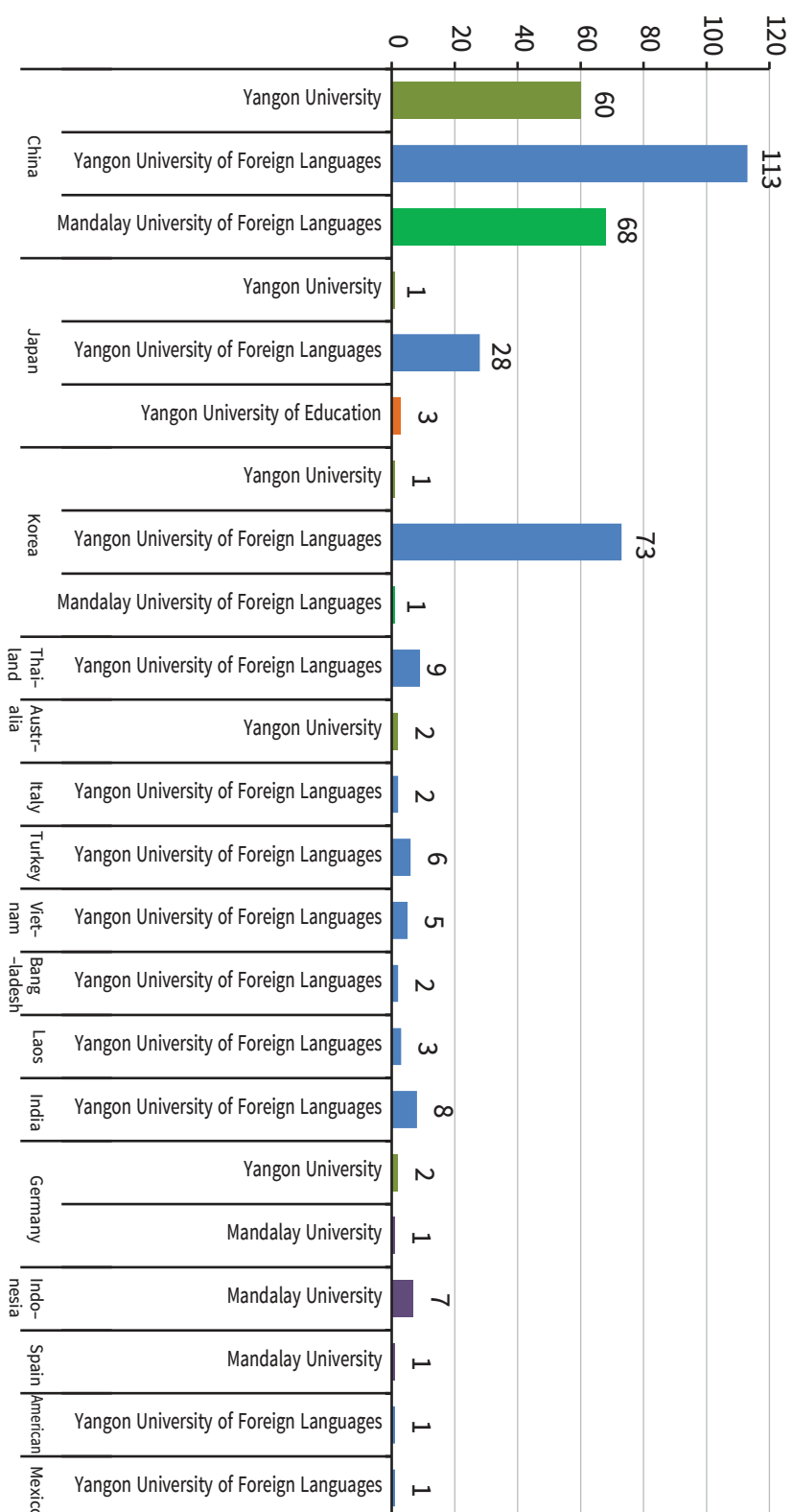
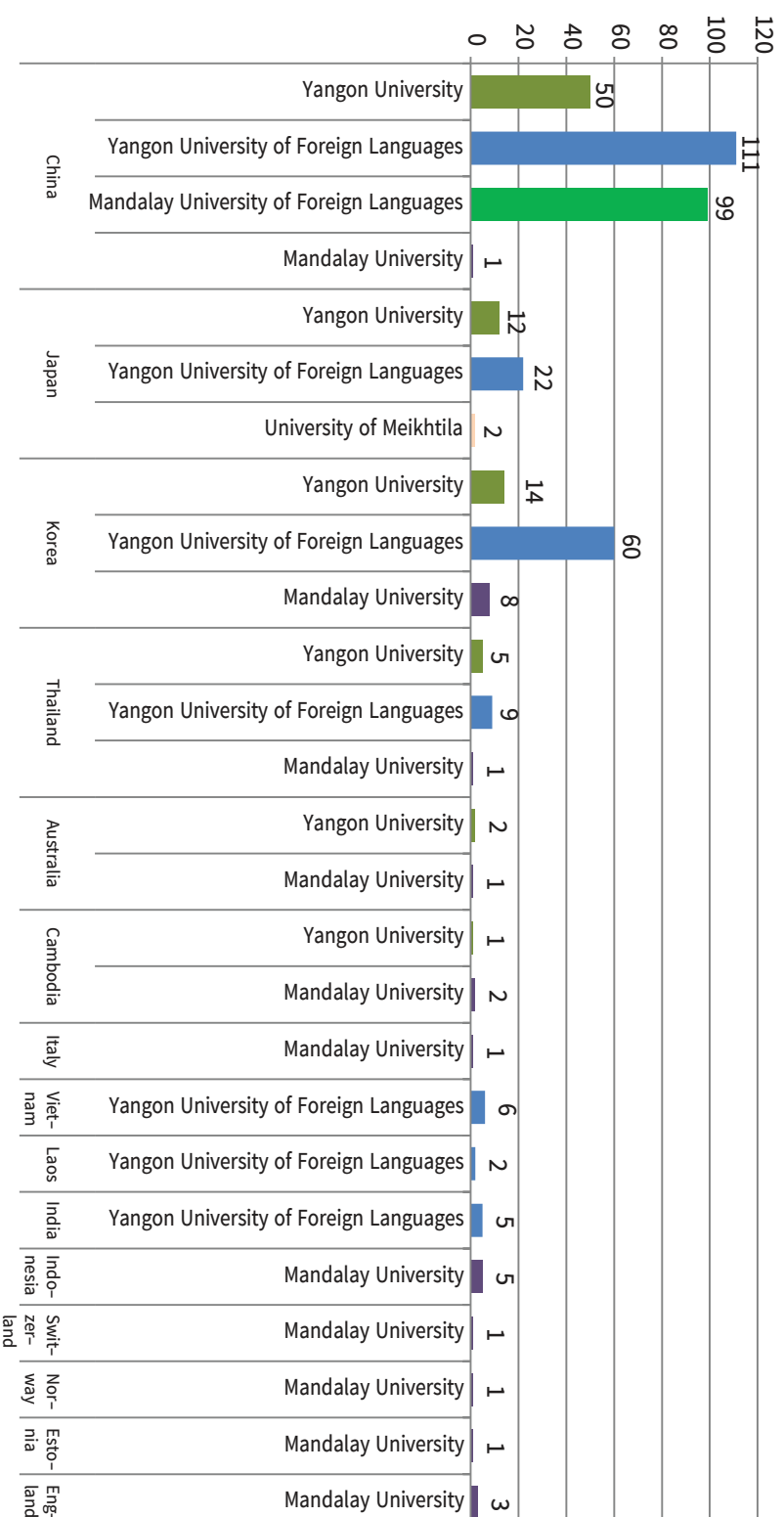


Figure (2.6.8) Number of foreign students in AY 2017-18 by Universities



## Higher Education

Figure (2.6.9) Number of foreign students in AY 2018-19 by Universities

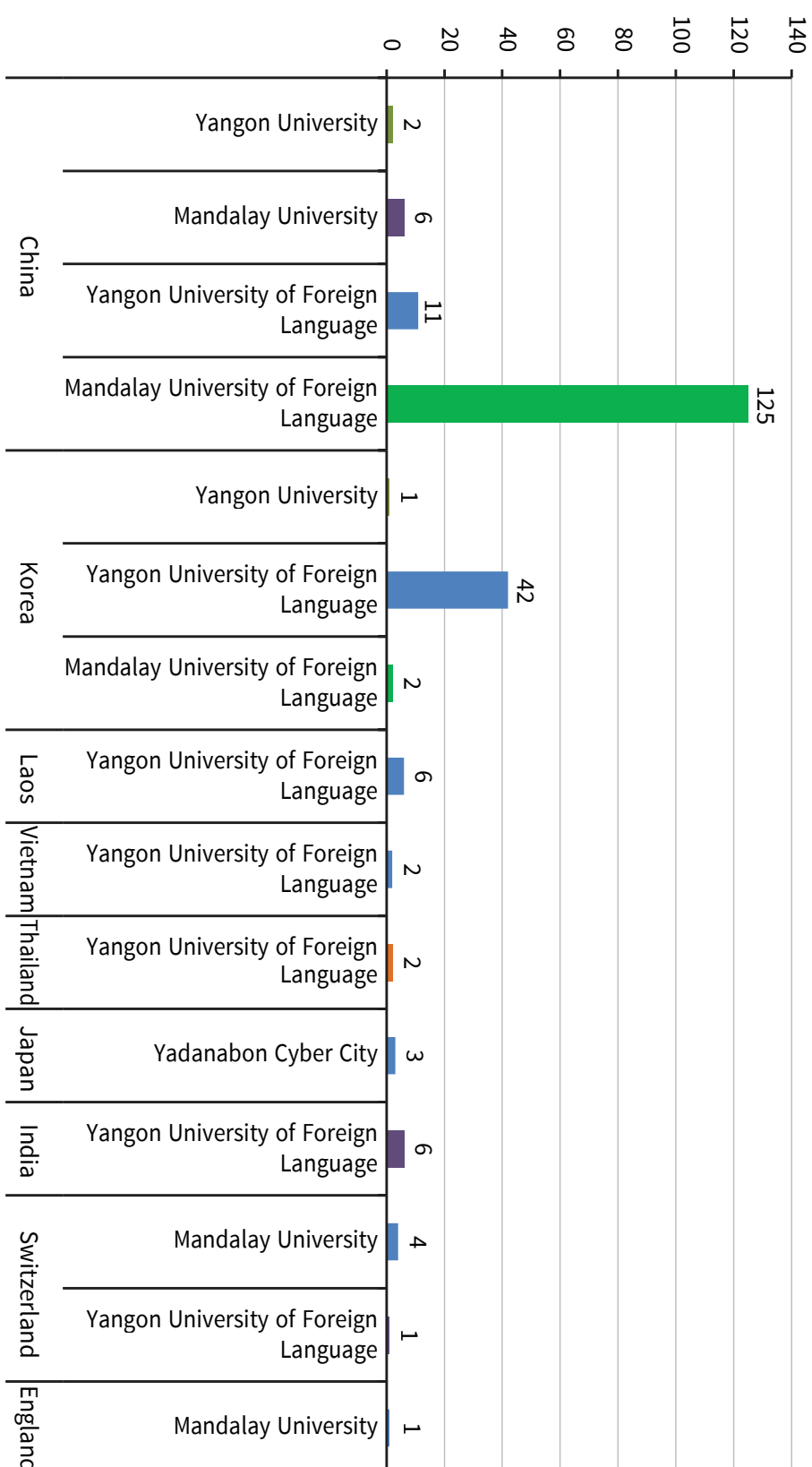




Figure (2.6.10) Number of research papers in International Research Journals

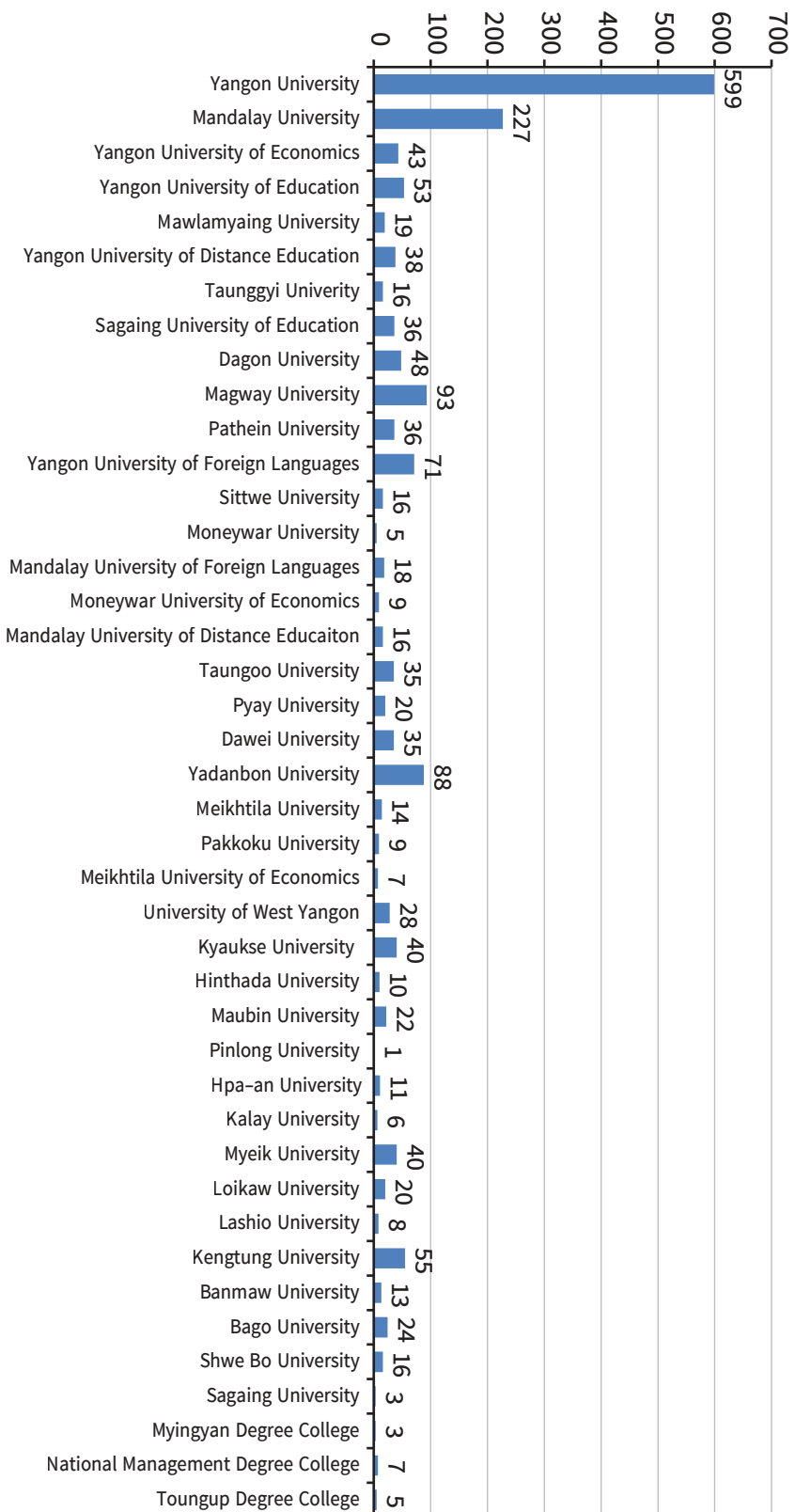


Figure (2.6.11) Number of new universities and universities upgraded

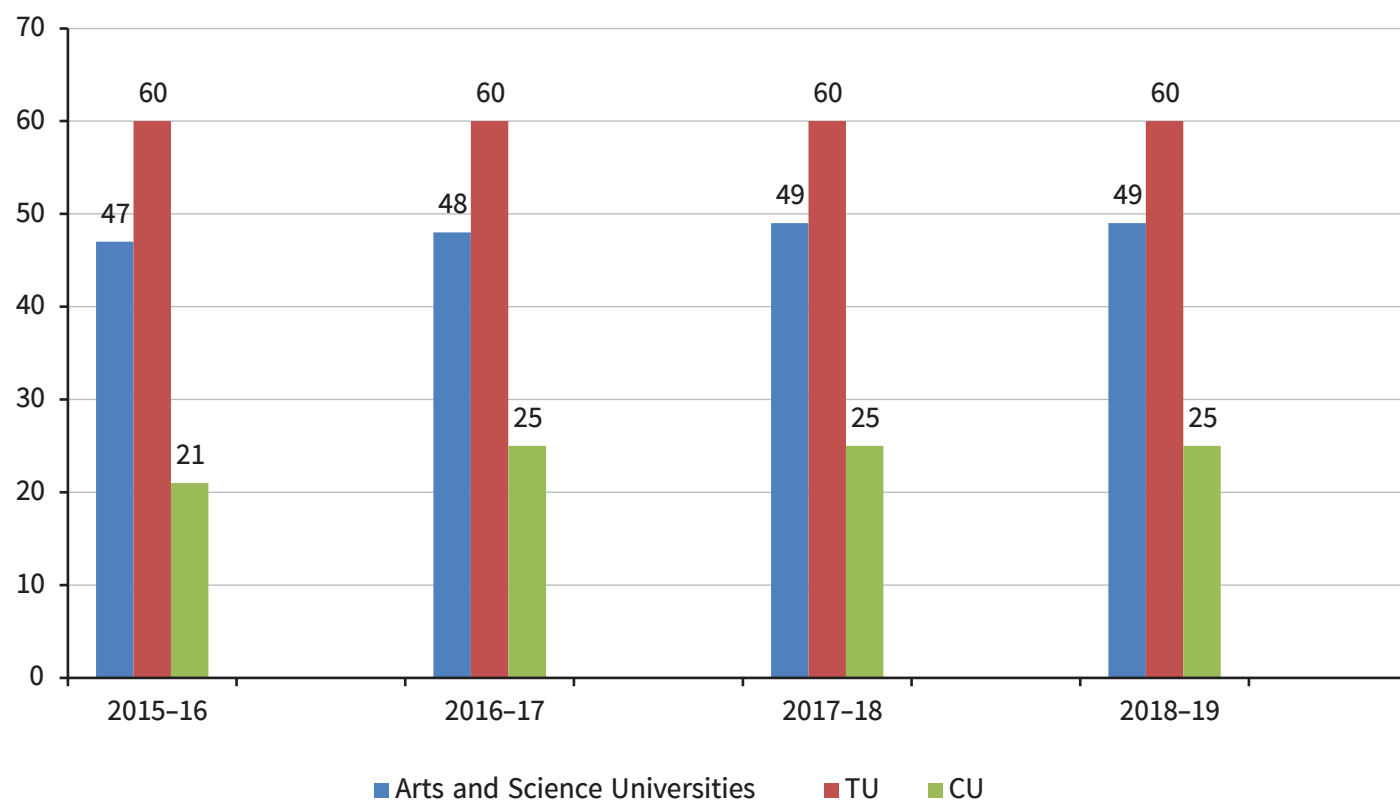
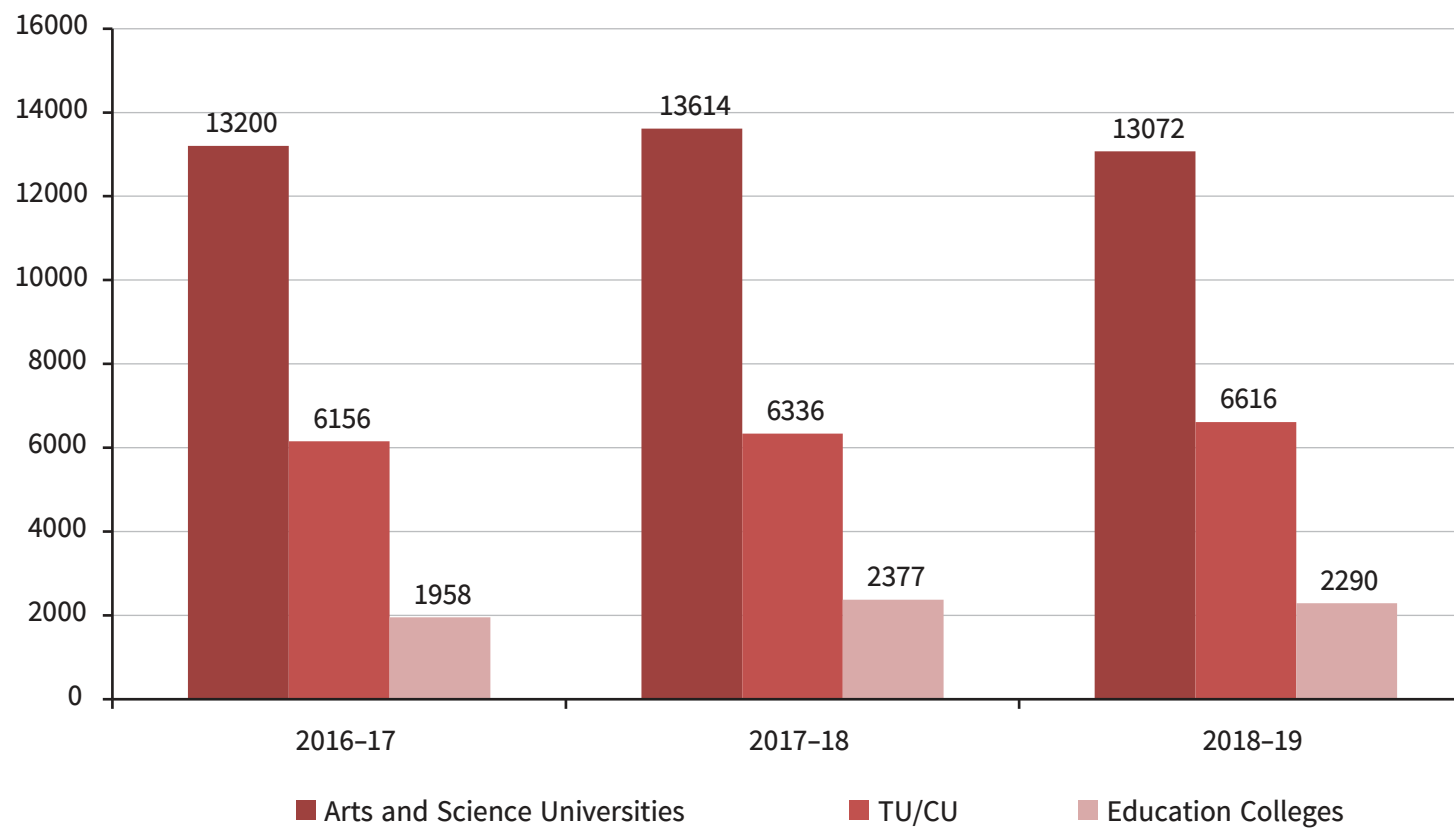


Figure (2.6.12) Recruitment of new teachers



## Chapter 3



# State/Region Education Sector Performance Review









## Chapter 3

# State/Region Education Sector Performance Review

## 3.1 Introduction

The following chapter presents State and Region education sector performance achievements across the main sectors -- basic education, alternative education, TVET and higher education – using Education Management Information System (EMIS) data covering access, such as net enrollment rate, school expansion in states and regions, appointment of teachers and the number of students in basic education sector, enrollment in basic literacy campaign and NFPE programmes in the alternative education sector, student enrollment in TVET -- GTI and GTHS, the number of students who have received certificates and diplomas, and the number of teachers in the TVET sector, and higher education student enrollment and the number of faculty employed.



## 3.2 Basic Education

### Achievements

In states and regions 925041 students sat primary level completion examination in AY 2016-17 and 922290 students have passed it. 920621 students sat that exam in AY 2017-18 and 920429 students have passed it. 941667 students sat that exam in AY 2018-19 and 941590 students have passed it. So the primary level completion rate in AY 2016-17 was 99.7 percent and 99.99 percent in AY 2018-19.

In the same way 627612 students sat lower secondary level completion examination in AY 2016-17 and 625743 students have passed it. 663865 students sat that exam in AY 2017-18 and 661878 students have passed it. 673641 students sat that exam in AY 2018-19 and 673541 students have passed it. So the lower secondary level completion rate in AY 2016-17 was 99.7 percent and 99.99 percent in AY 2018-19.

In states and regions there are 46004 basic education schools (primary and secondary schools) in AY 2016-17, 46492 schools in AY 2017-18, 47472 schools in AY 2018-19. So the number of schools has increased by 3.19 percent from AY 2016-17 to AY 2018-19.

Overall, at the primary and secondary schools there are 363217 teachers in AY 2016-17, 392200 teachers in AY 2017-18, 391902 teachers in AY 2018-19. The number of teachers has also increased by 7.90 percent from AY 2016-17 to AY 2018-19.

At the primary and secondary schools of states and regions there are 9078145 students in AY 2016-17, 9199159 students in AY 2017-18, 9168095 students in AY 2018-19. The number of students has increased by 0.99 percent from AY 2016-17 to AY 2018-19.



Figure (3.2.1) Net total enrollment rates for primary, lower secondary and upper secondary school by State and Region (AY 2018-19)

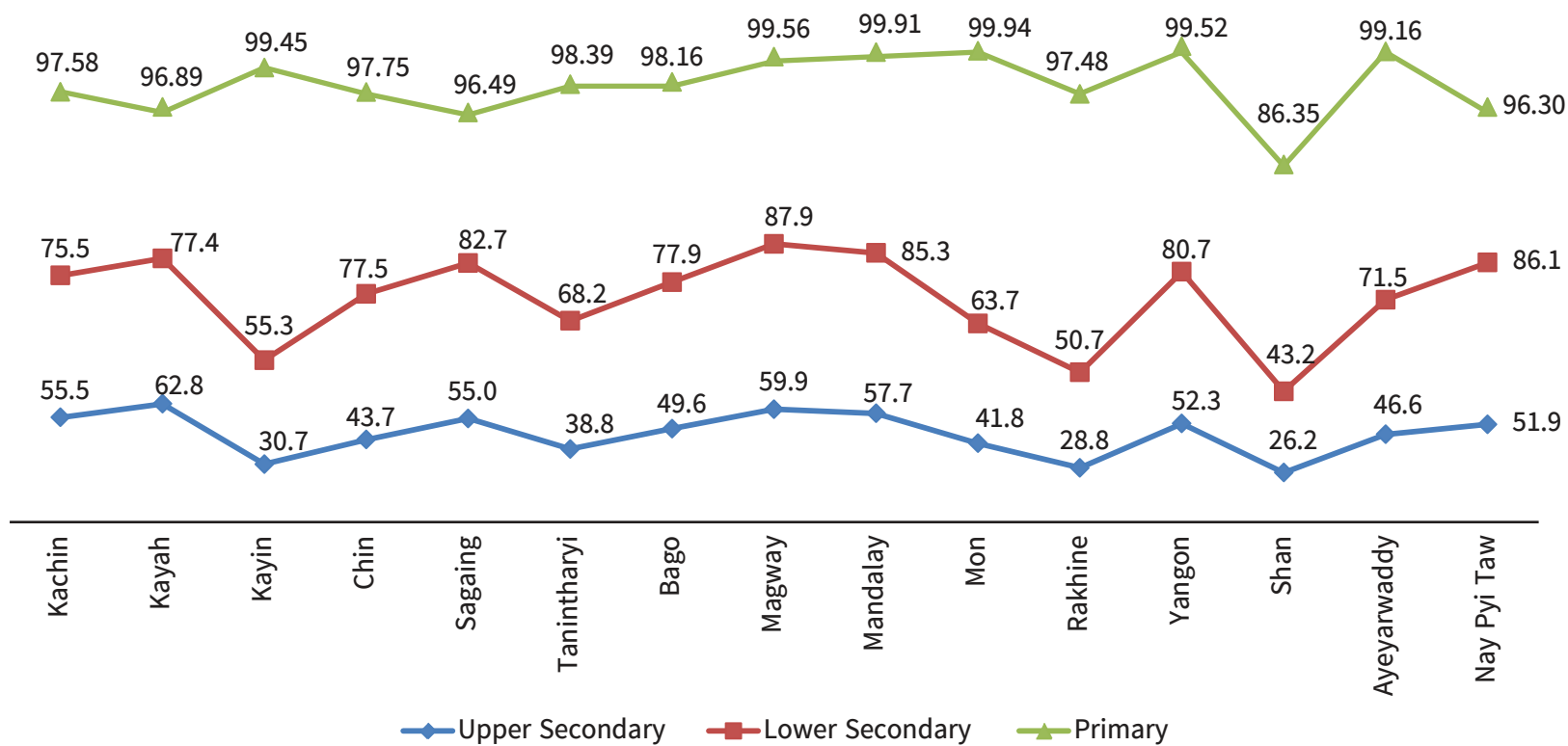




Figure (3.2.2) Number of schools by State and Region (AY 2016-17 to AY 2018-19)

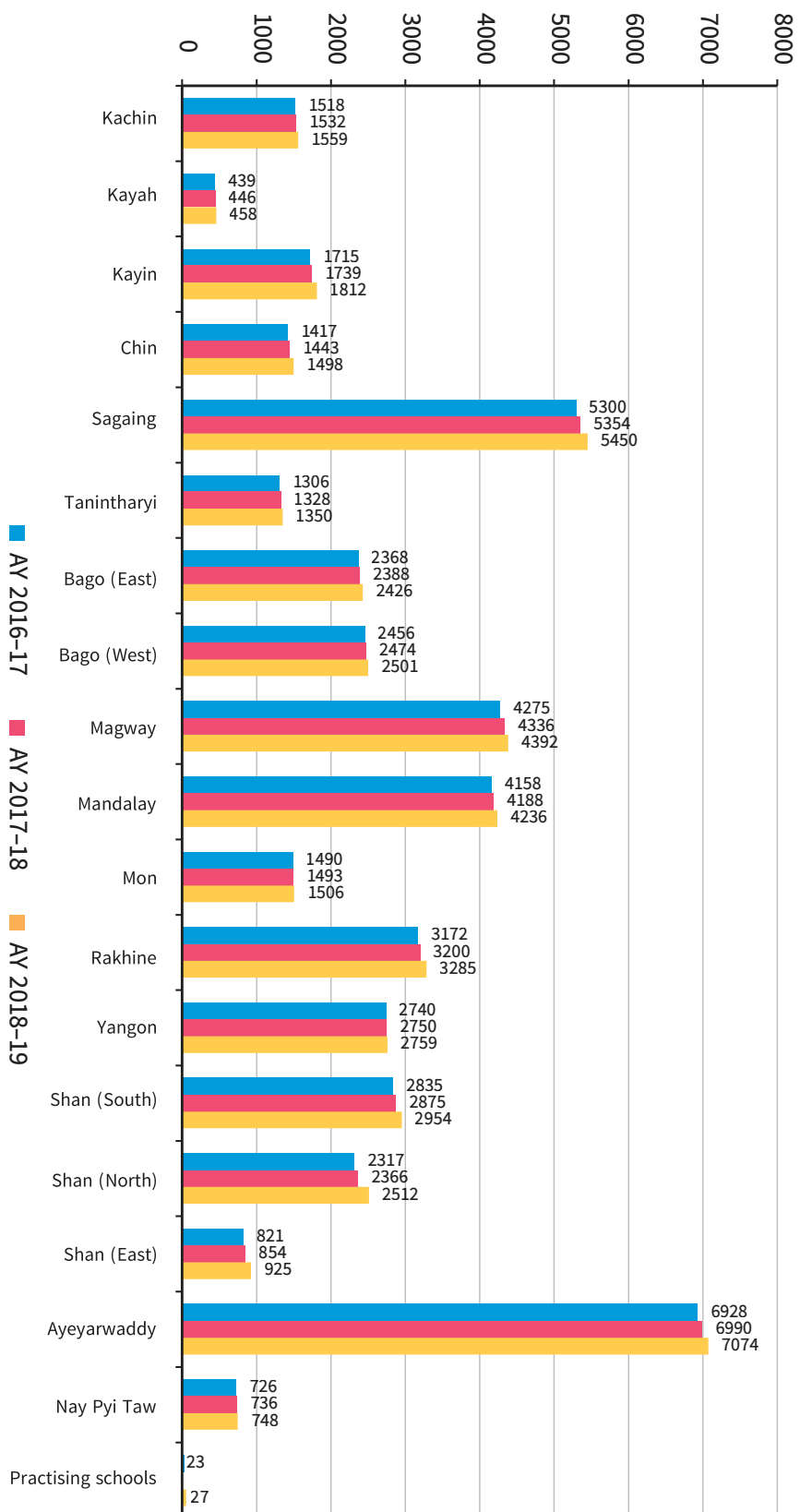


Figure (3.2.3) Number of teachers by State and Region (AY 2016-17 to AY 2018-19)

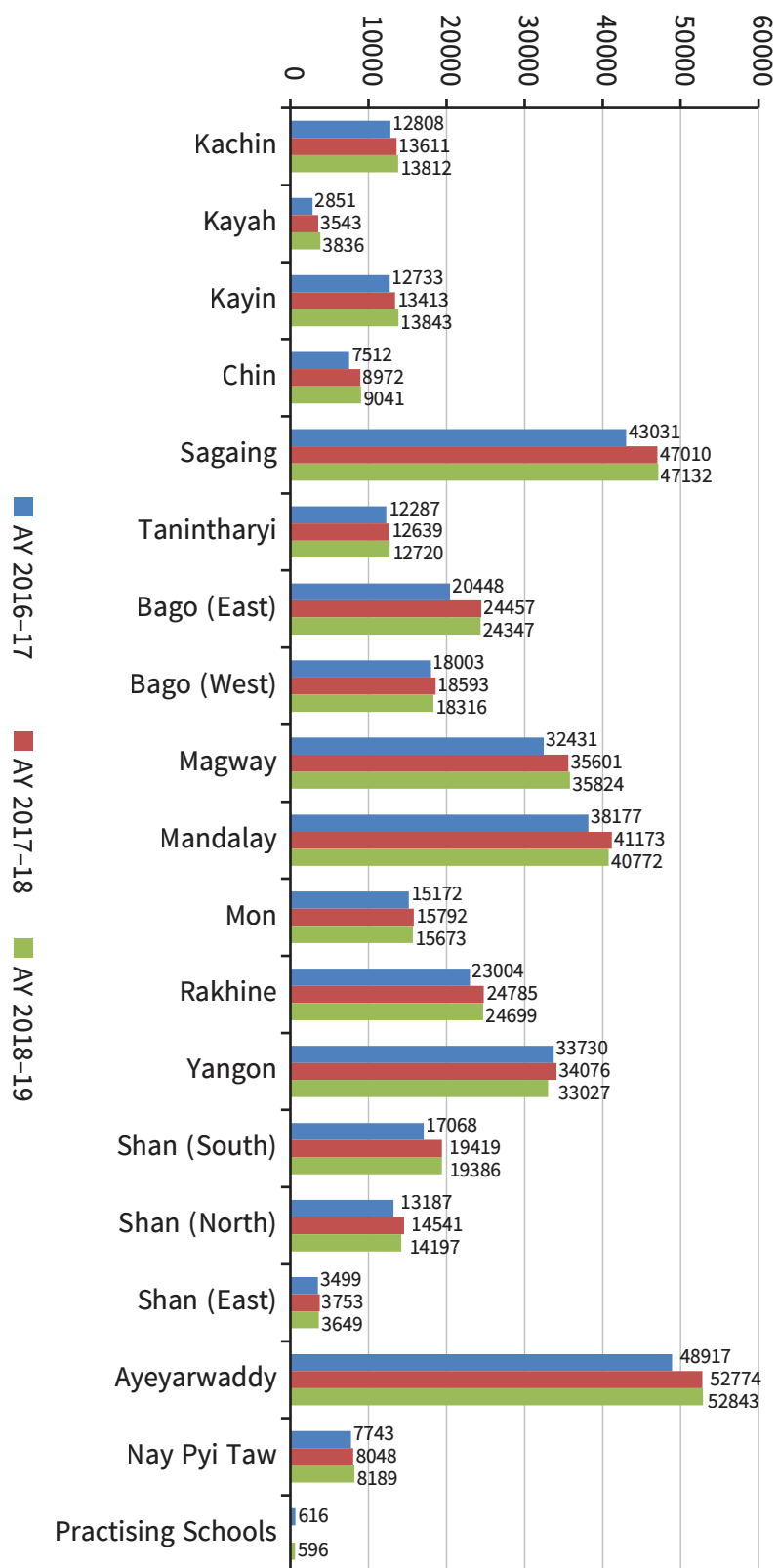


Figure (3.2.4) Number of students by State and Region (AY 2016-17 to AY 2018-19)

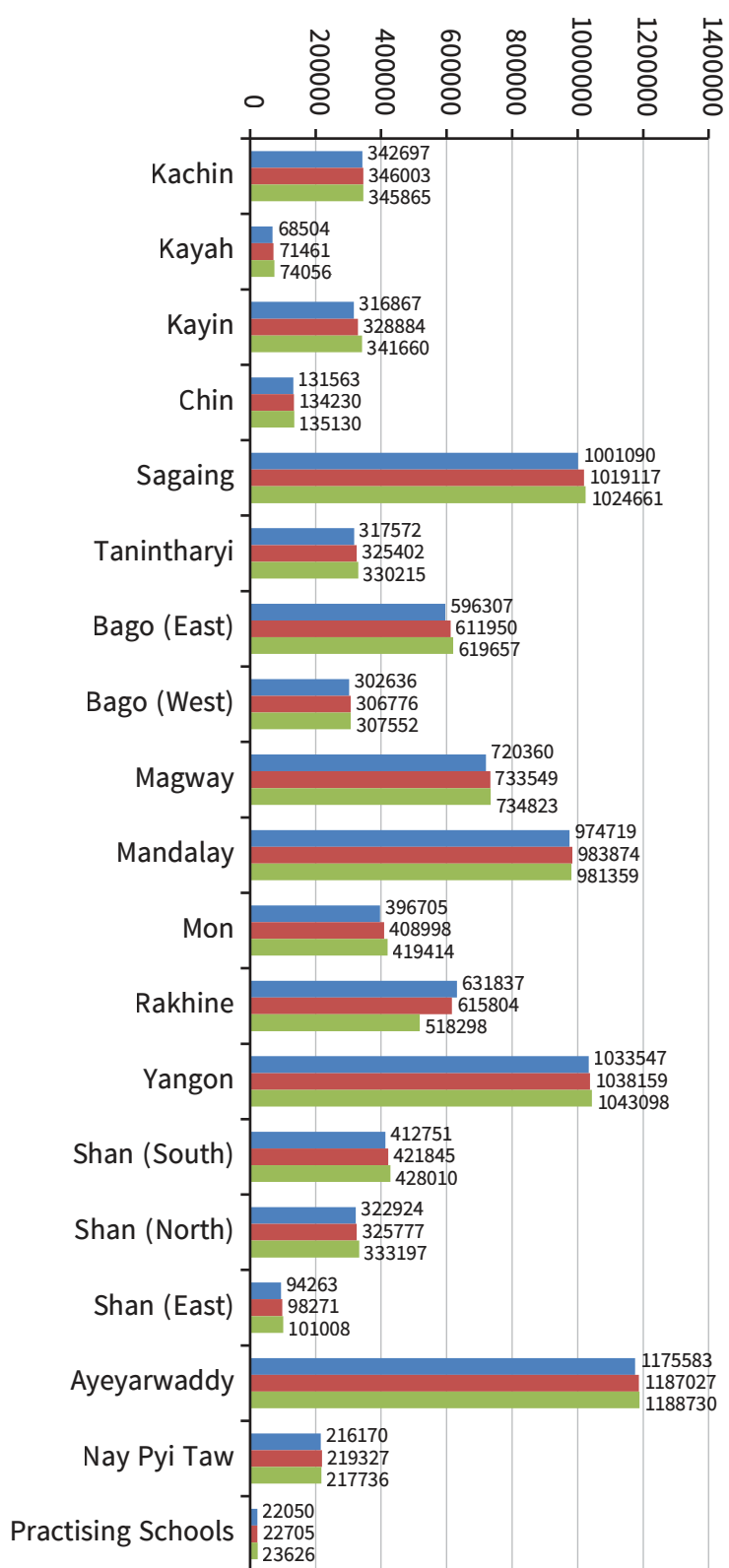


Figure (3.2.5) Number of students in Kachin State

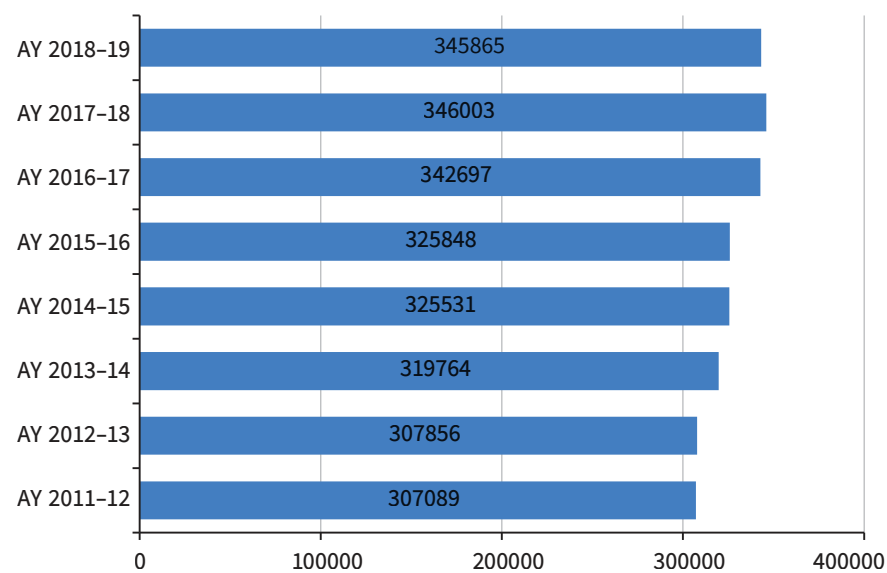


Figure (3.2.6) Number of students in Kayah State

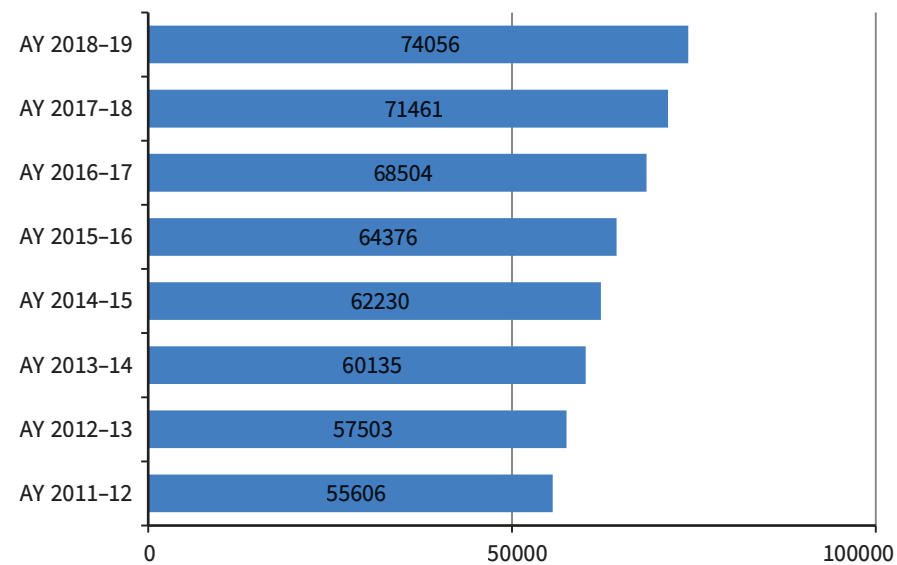




Figure (3.2.7) Number of students in Kayin State

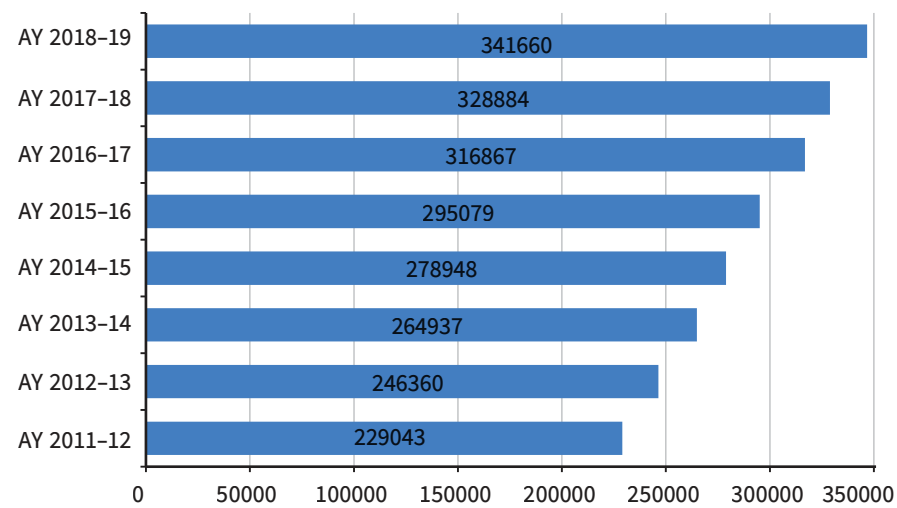


Figure (3.2.8) Number of Students in Chin State

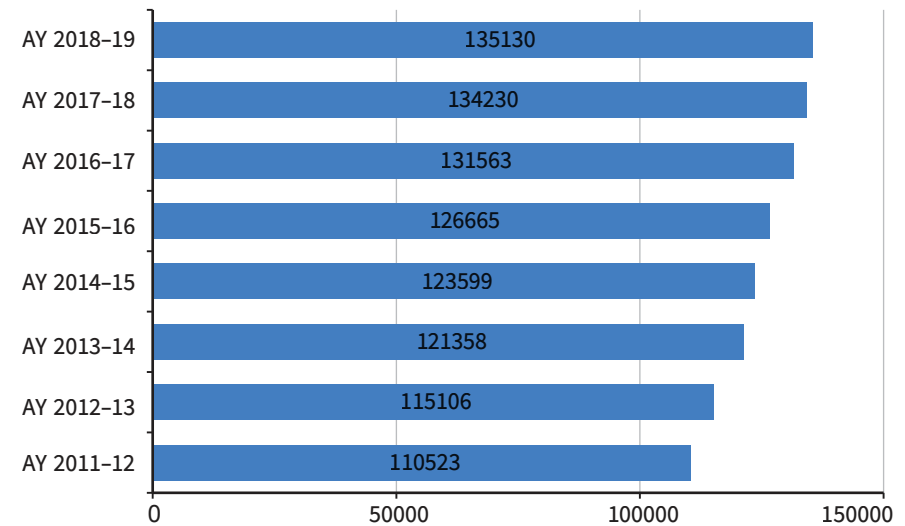


Figure (3.2.9) Number of students in Sagaing Region

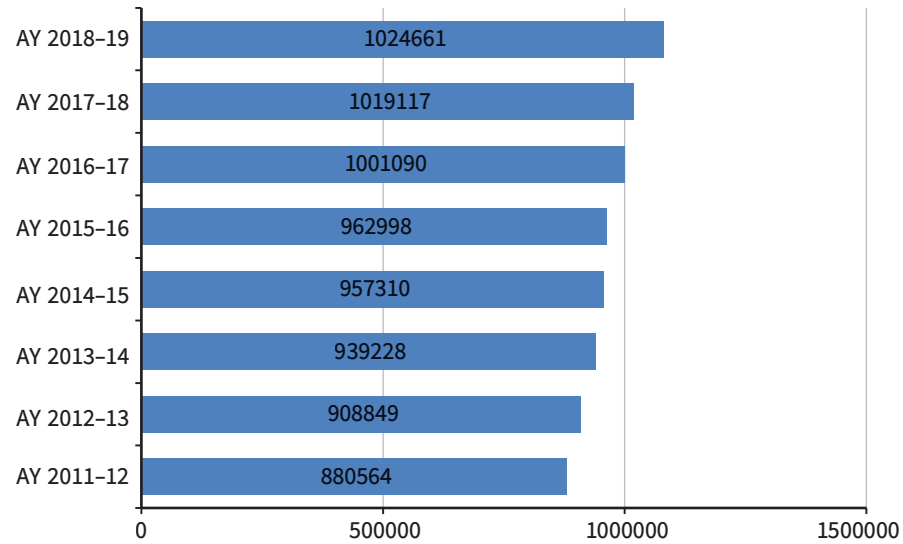


Figure (3.2.10) Number of students in Tanintharyi Region

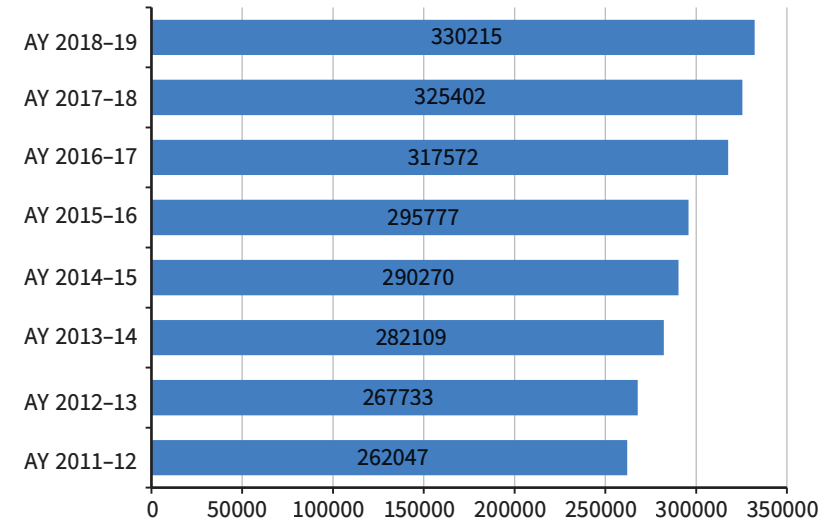


Figure (3.2.11) Number of students in Bago Region (East)

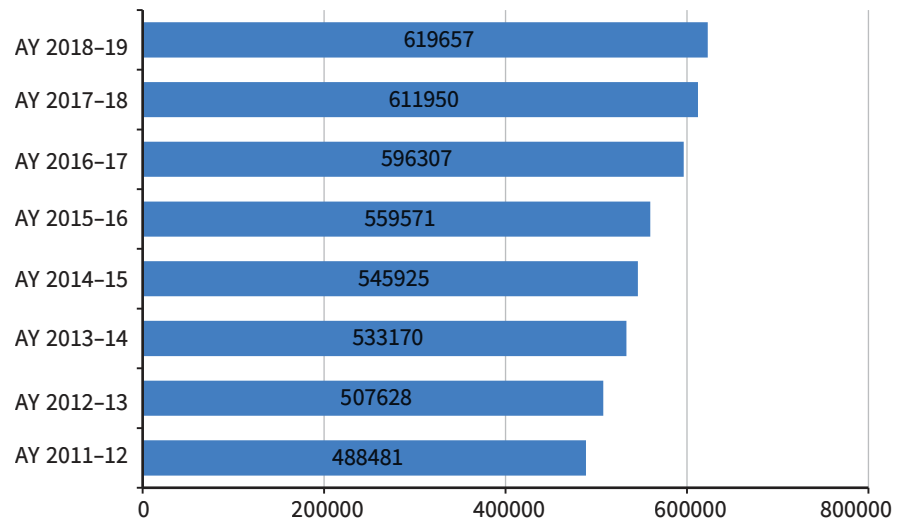


Figure (3.2.12) Number of students in Bago Region (West)

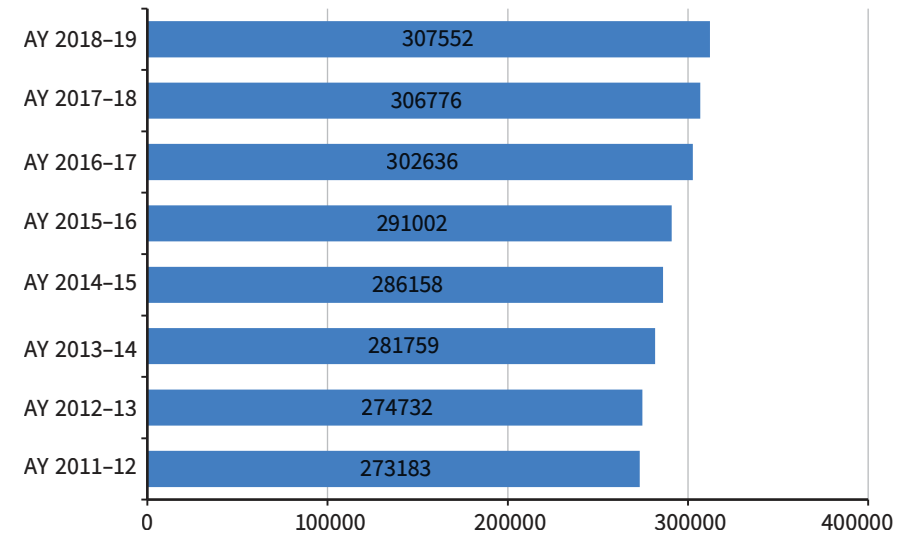


Figure (3.2.13) Number of students in Magway Region

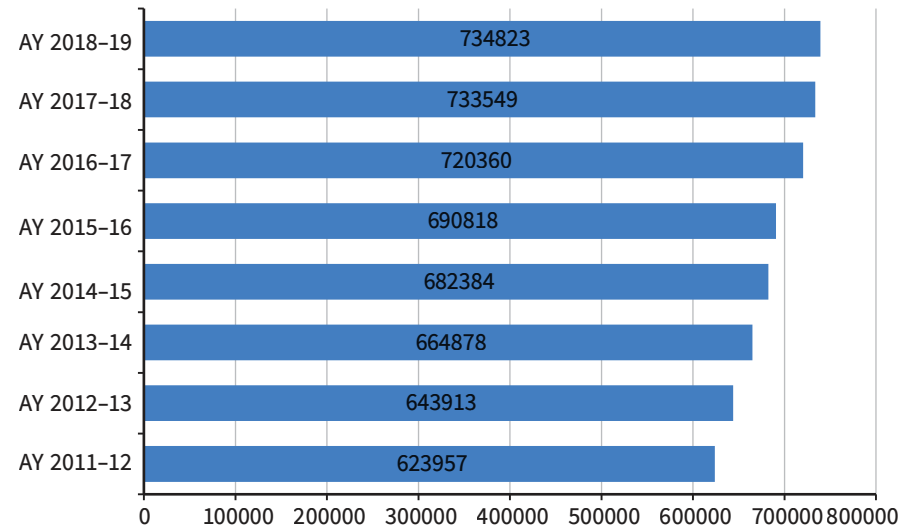


Figure (3.2.14) Number of students in Mandalay Region

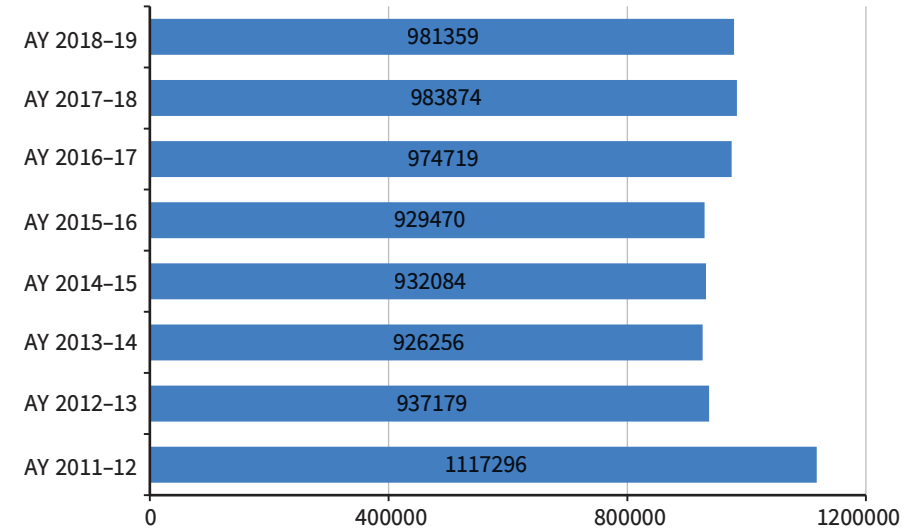




Figure (3.2.15) Number of students in Mon State

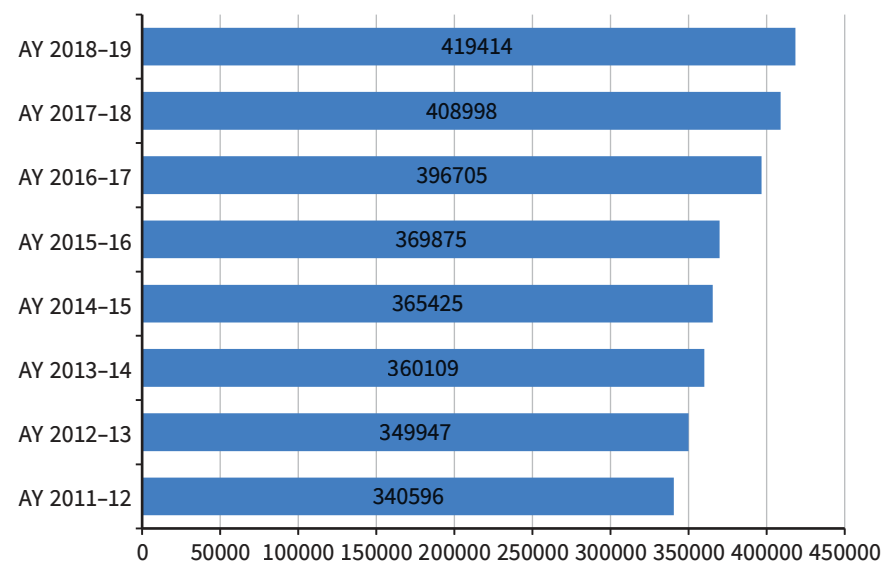


Figure (3.2.16) Number of students in Rakhine State

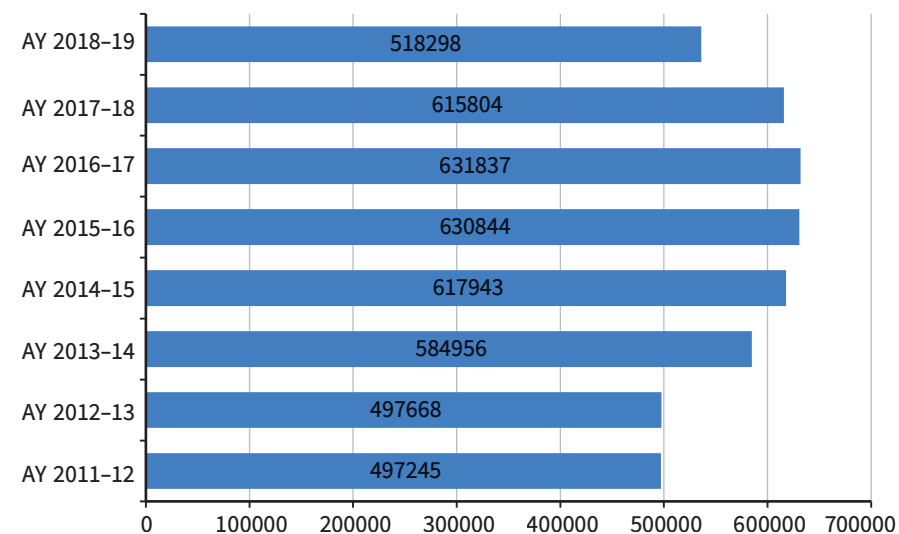


Figure (3.2.17) Number of students in Yangon Region

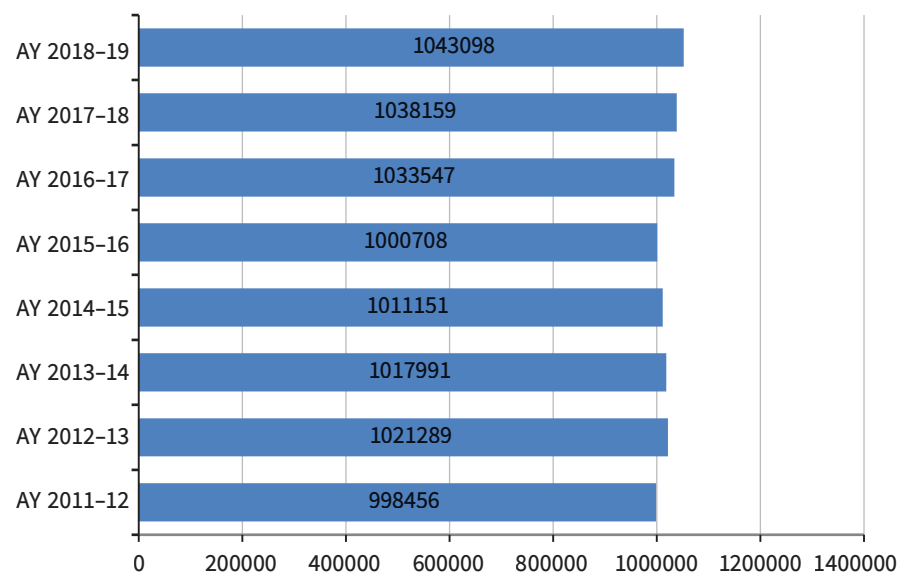


Figure (3.2.18) Number of students in Shan State (South)

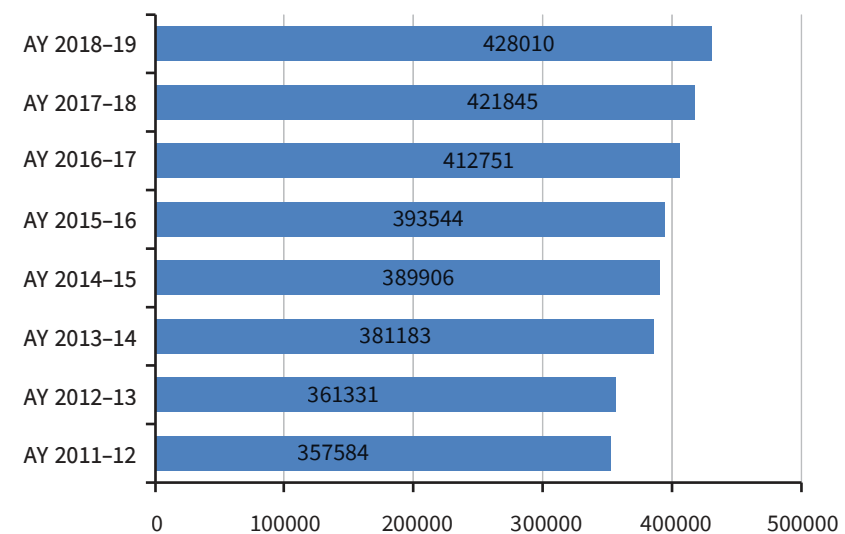


Figure (3.2.19) Number of students in Shan State (North)

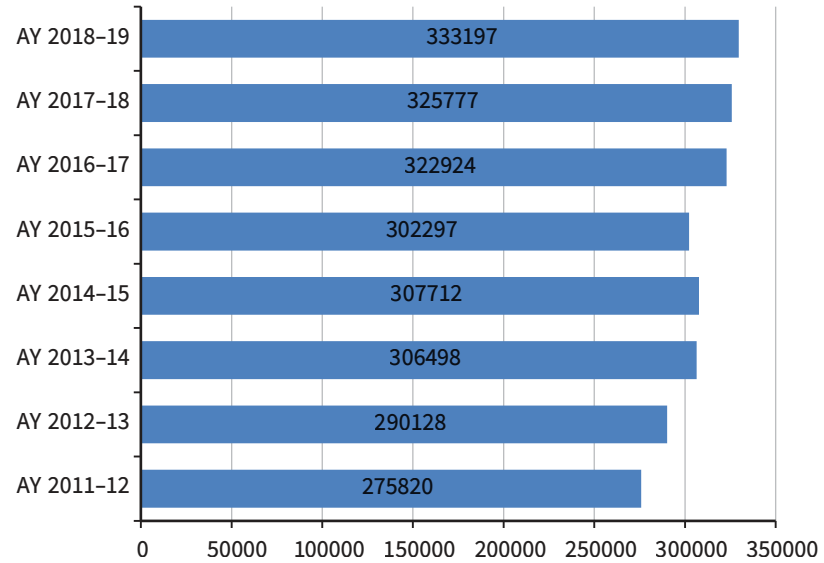


Figure (3.2.20) Number of students in Shan State (East)

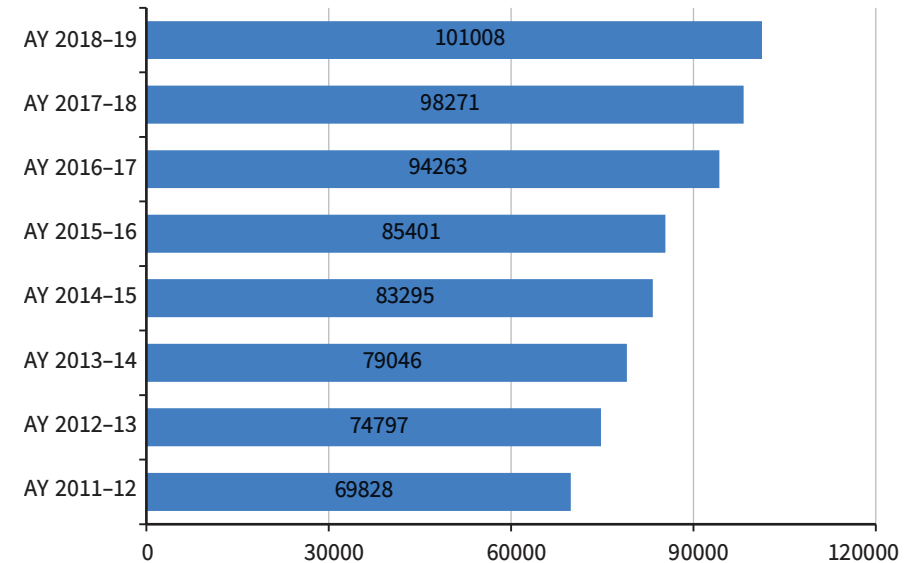


Figure (3.2.21) Number of students in Ayeyarwaddy Region

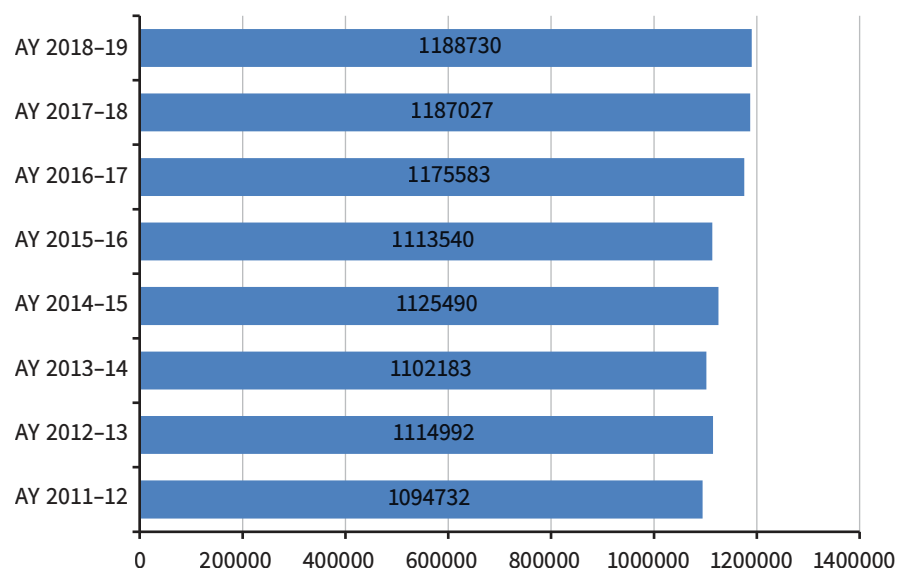


Figure (3.2.22) Number of students in Nay Pyi Taw

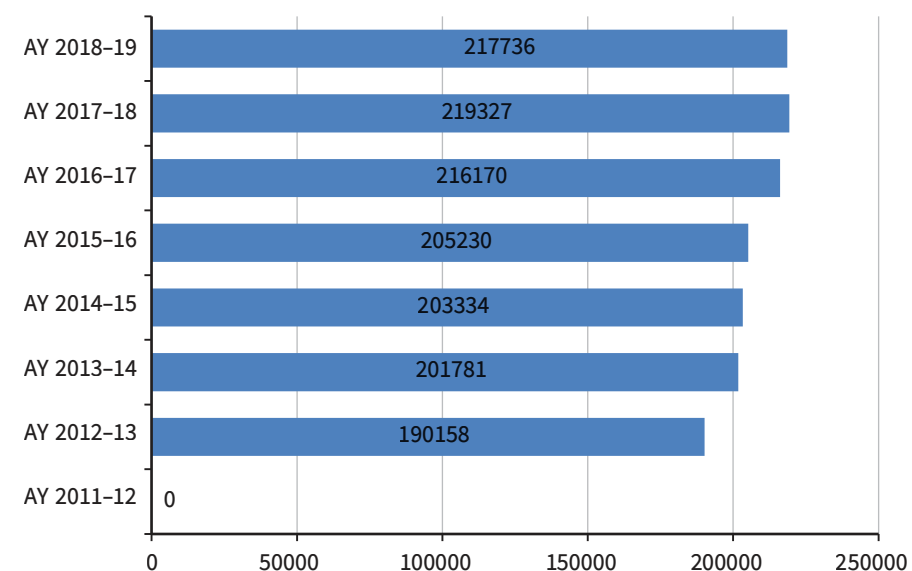




Figure (3.2.23) Number of students in Practicing Schools

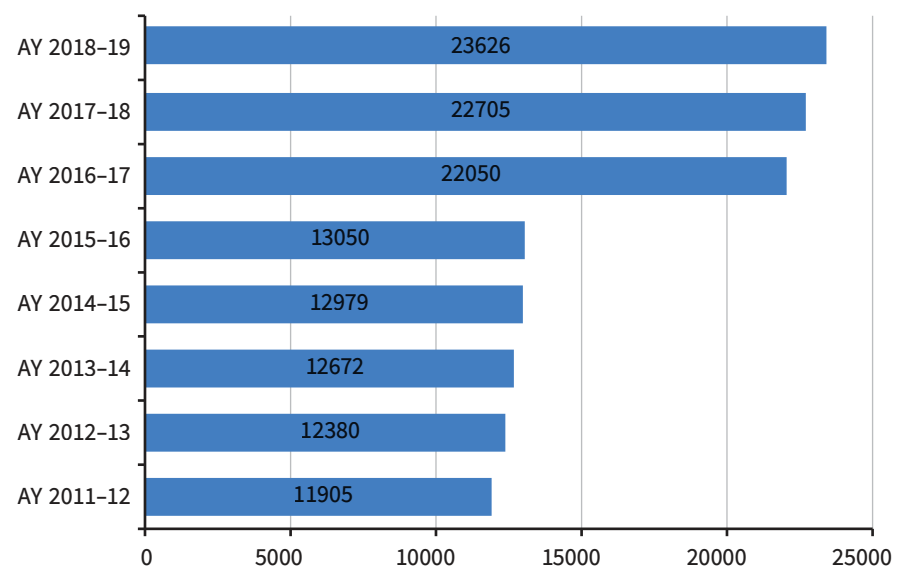


Figure (3.2.24) Number of students in all basic education schools including TTCs by academic year

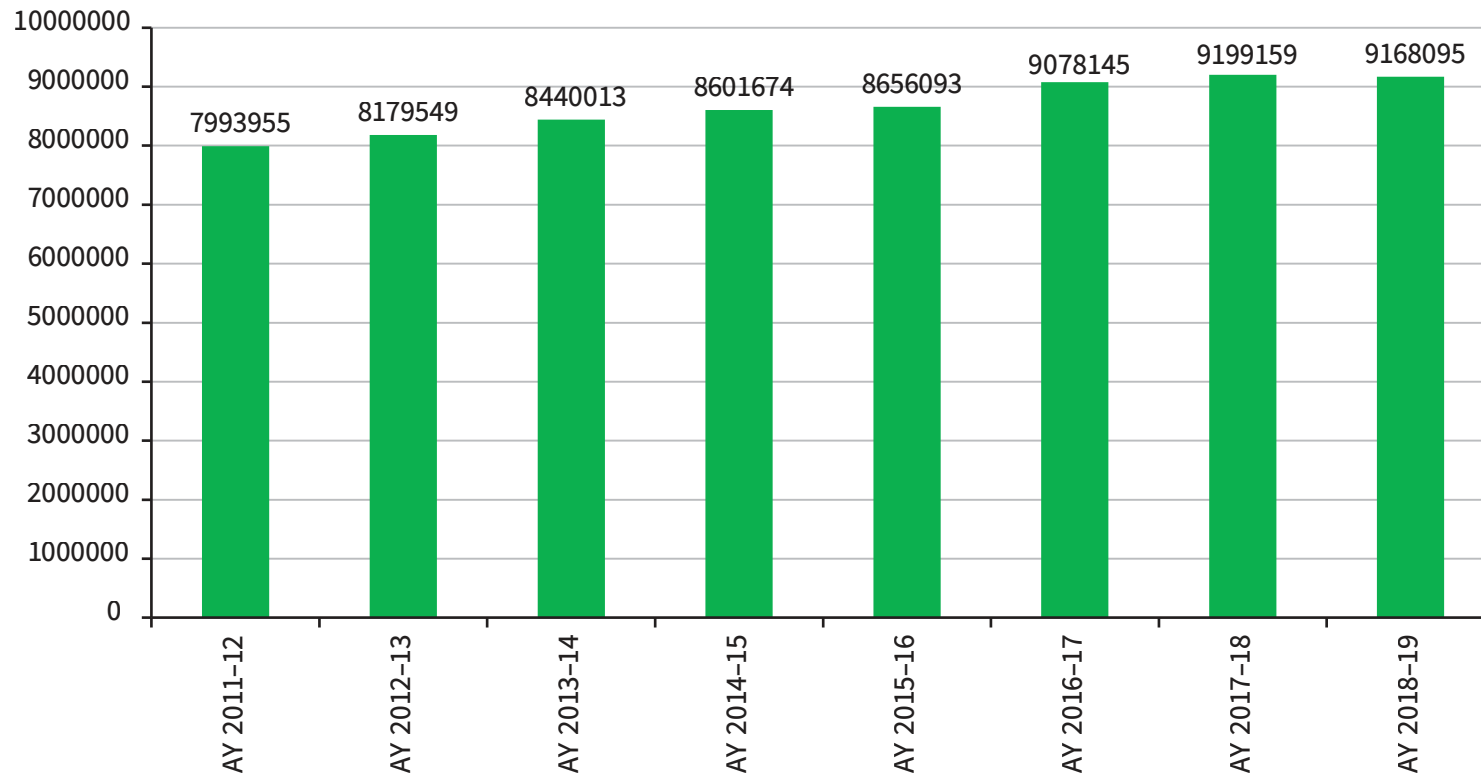


Figure (3.2.25) Number of students who sat and pass G5 completion examination in AY 2016-17 by State and Region

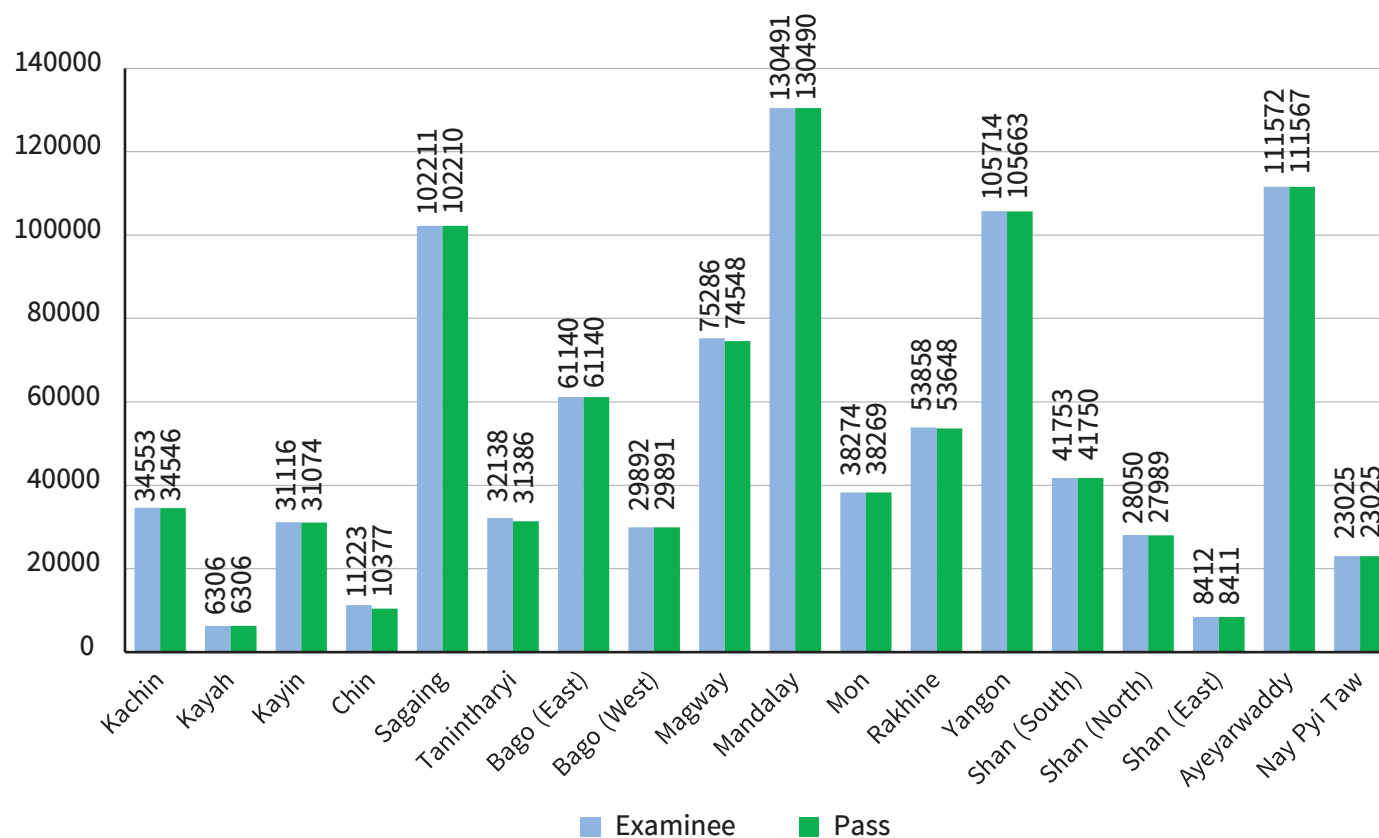


Figure (3.2.26) Number of students who sat and pass G5 completion examination in AY 2017-18 by State and Region

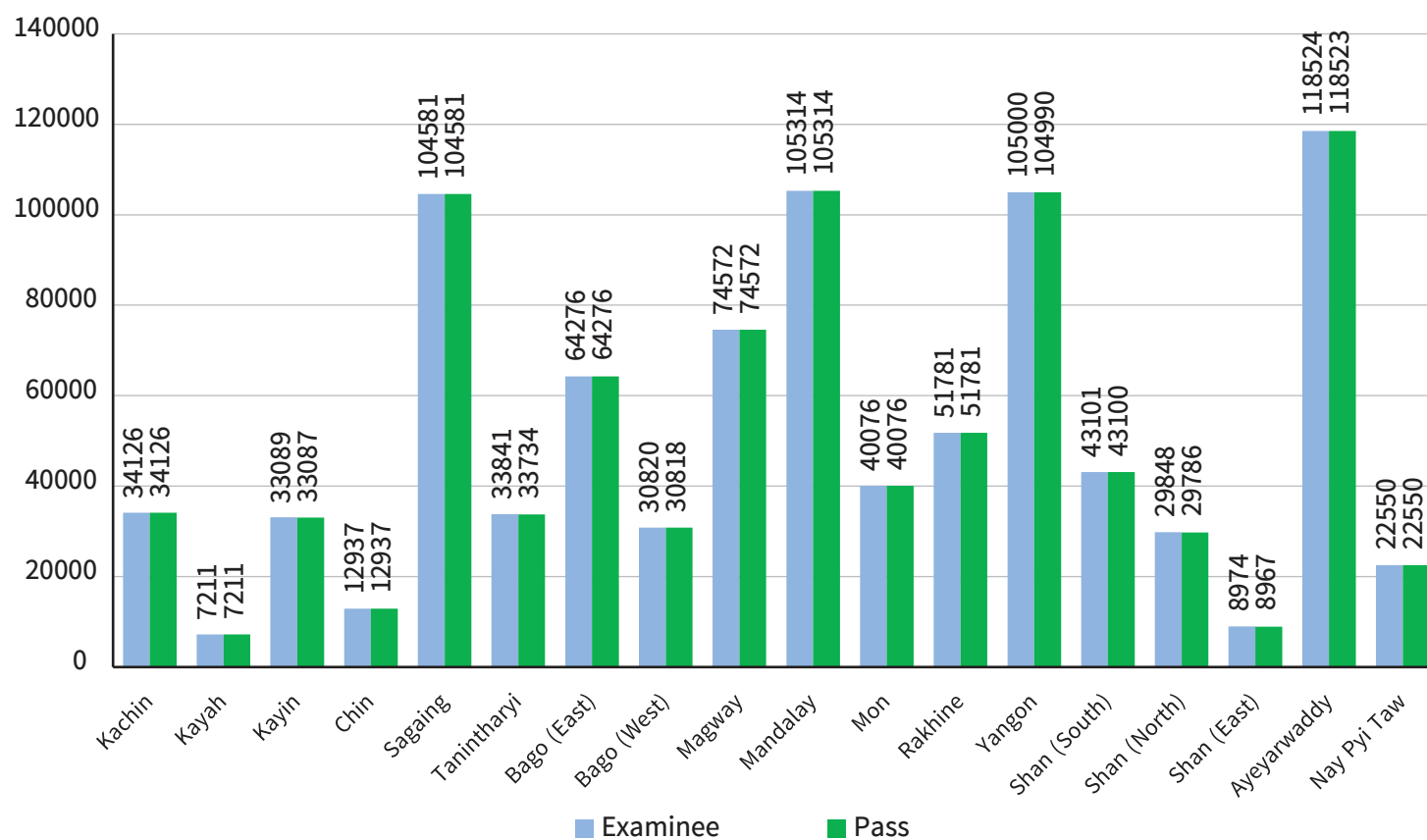




Figure (3.2.27) Number of students who sat and pass G5 completion examination in AY 2018-19 by State and Region

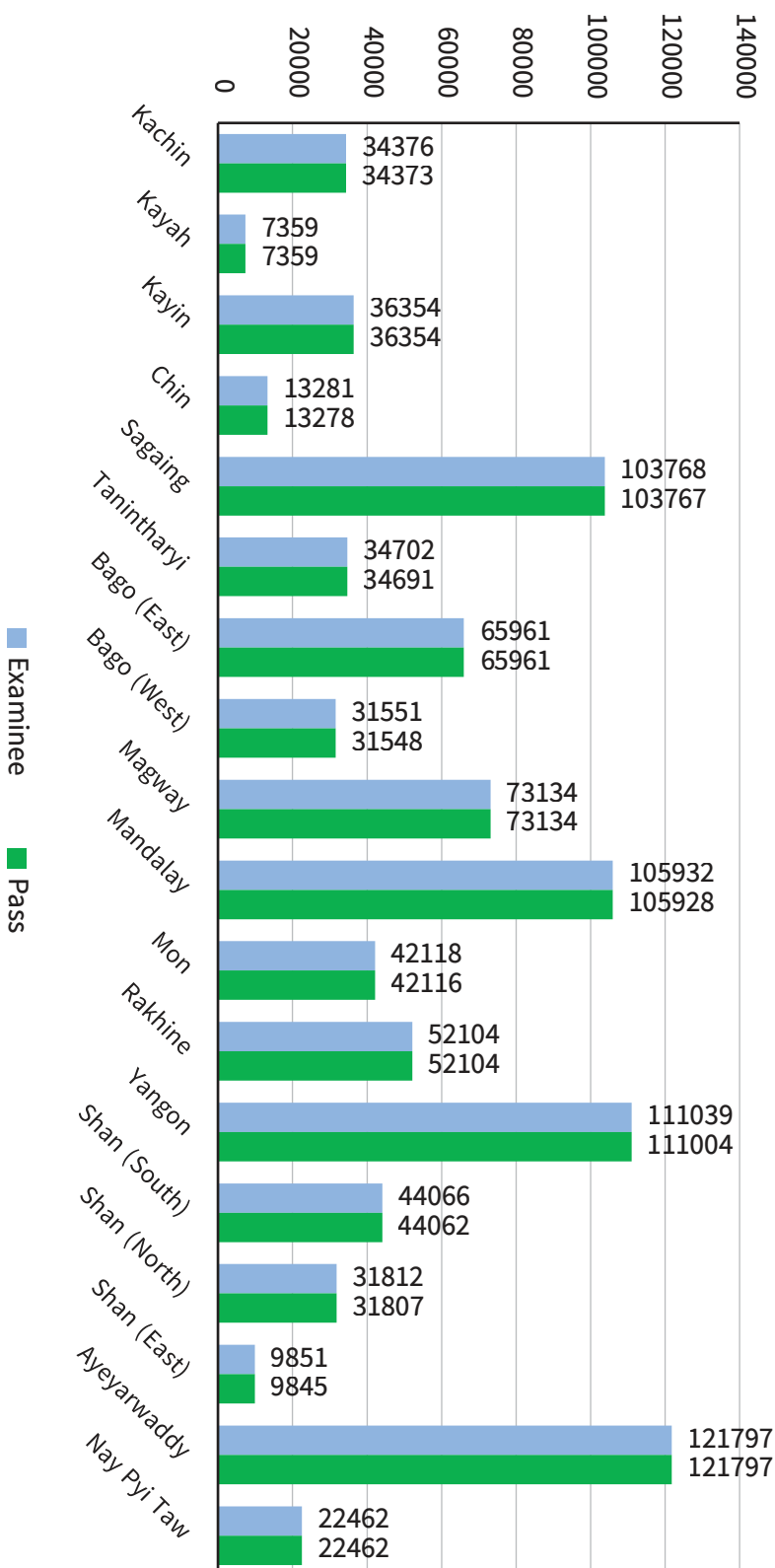


Figure (3.2.28) Number of students who sat and pass G9 completion examination in AY 2016-17 by State and Region

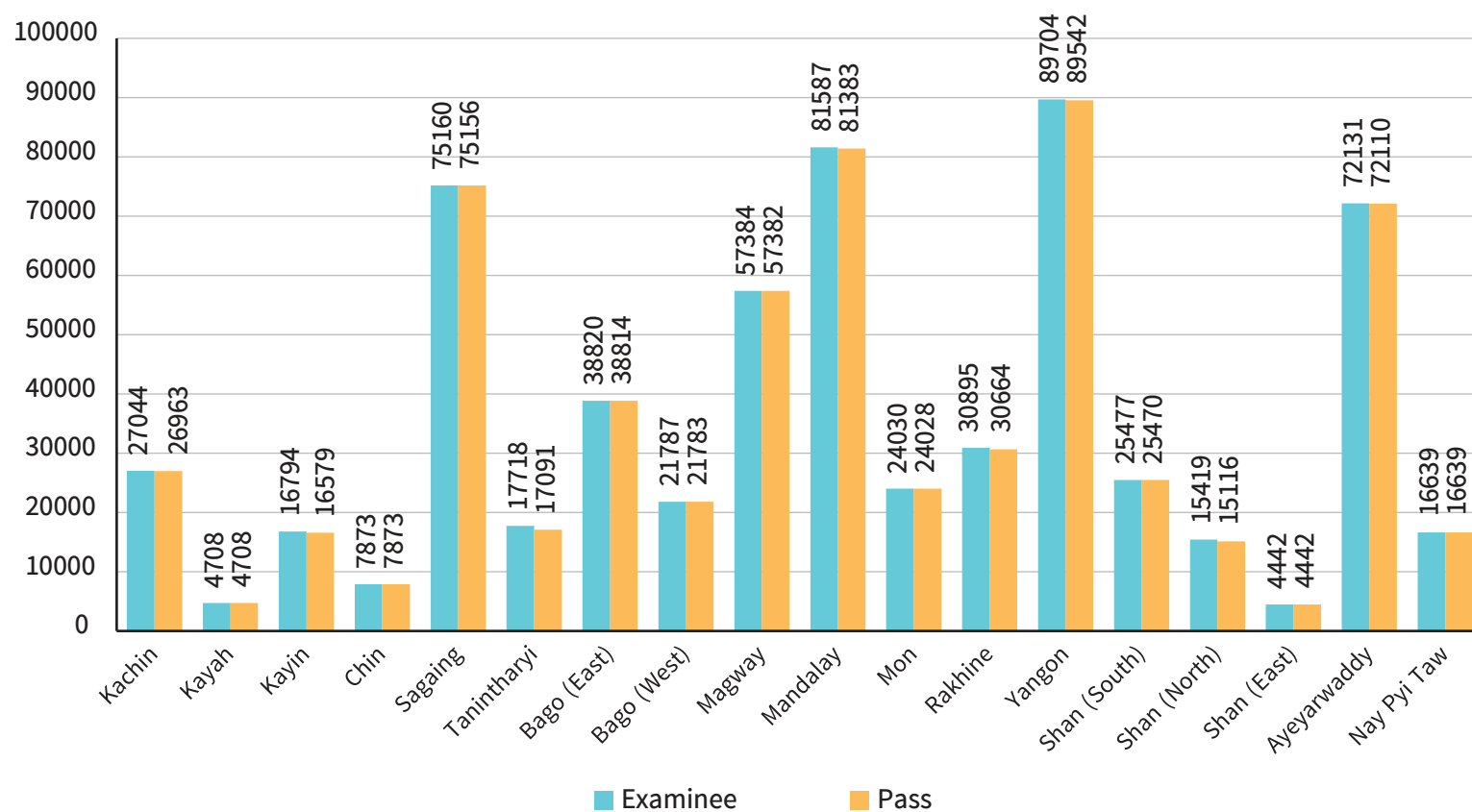


Figure (3.2.29) Number of students who sat and pass G9 completion examination in AY 2017-18 by State and Region

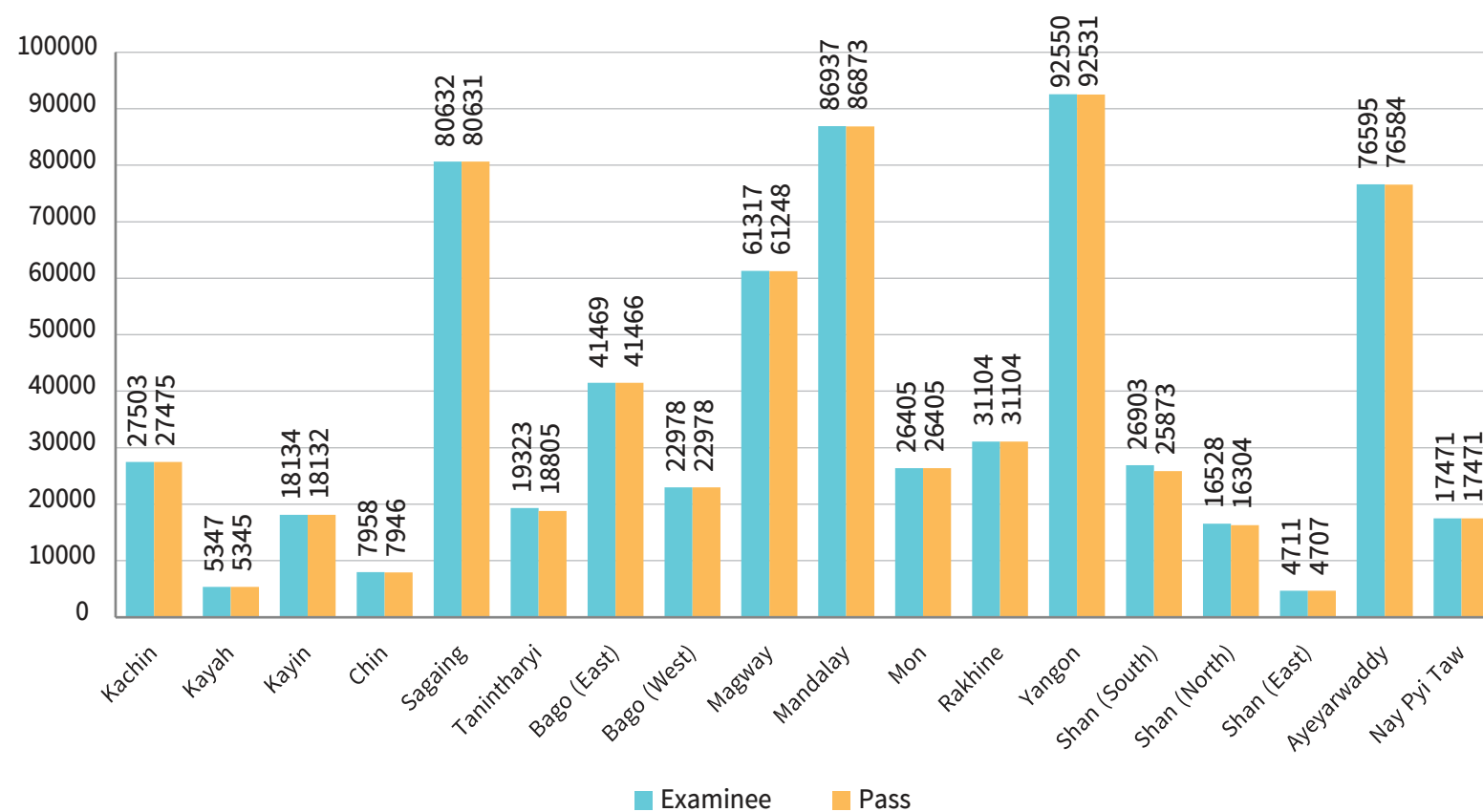


Figure (3.2.30) Number of students who sat and pass G9 completion examination in AY 2018-19 by State and Region

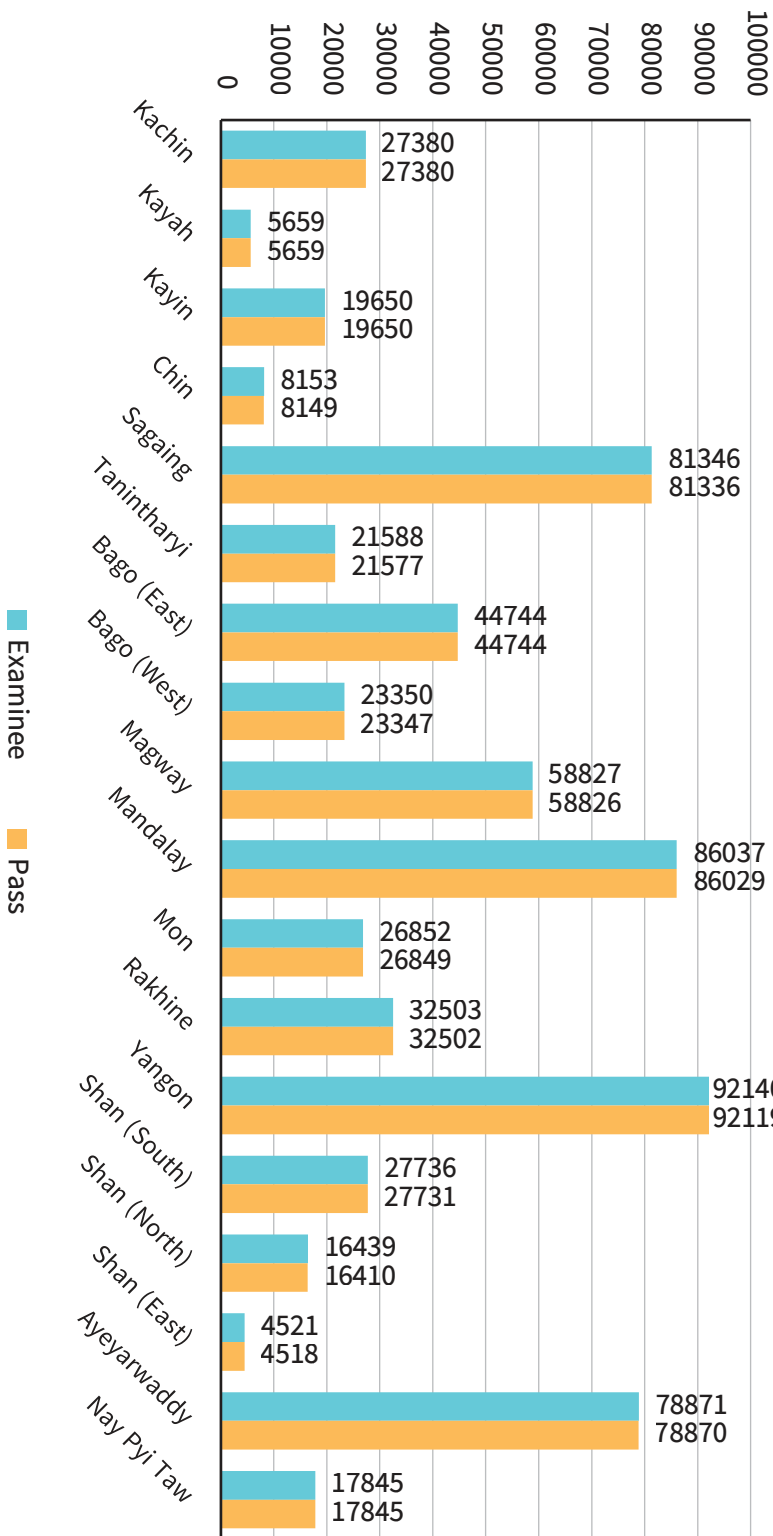




Figure (3.2.31) Number of students who sat and pass Matriculation examination in AY 2016-17 by State and Region

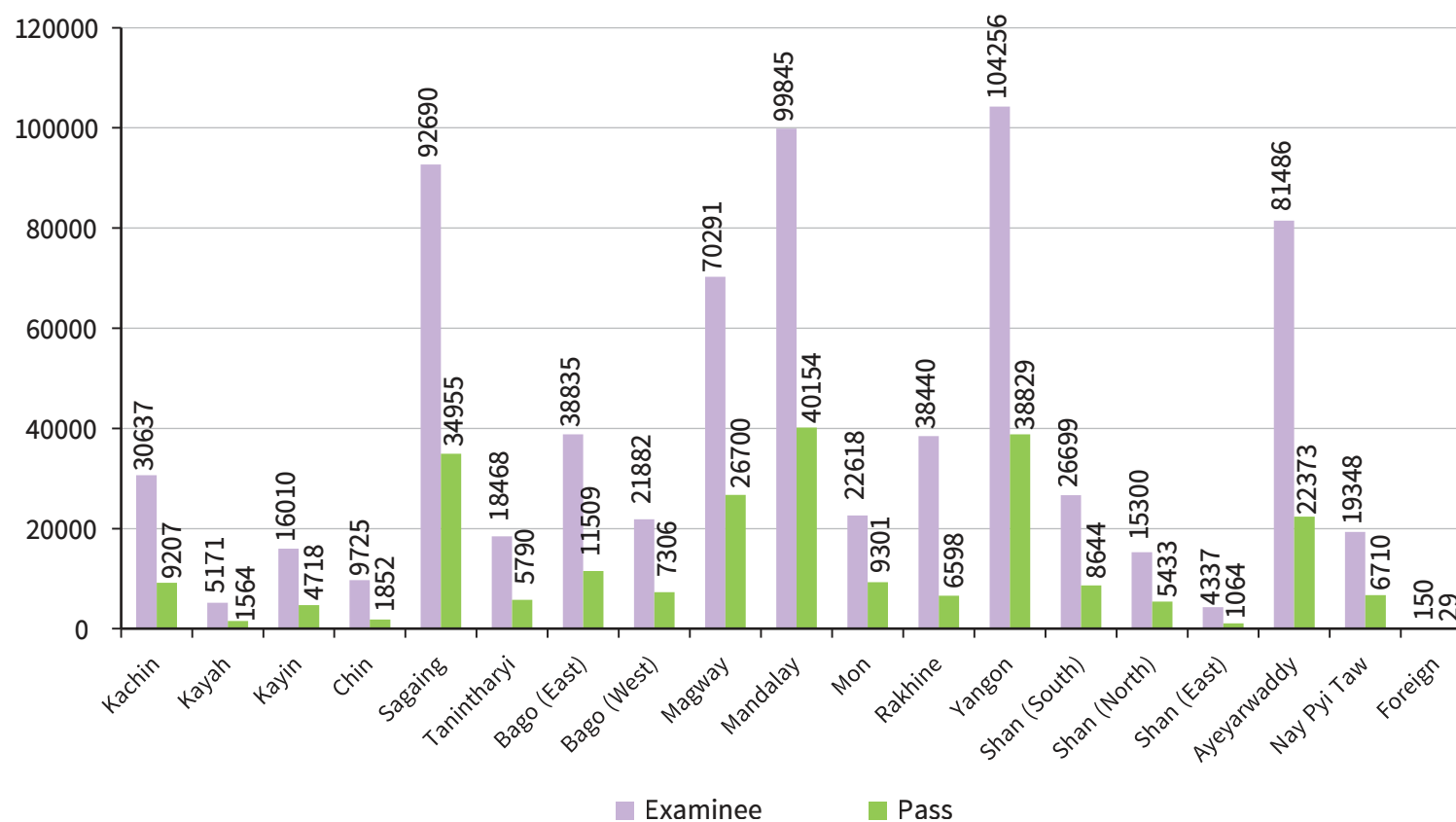








Figure (3.2.32) Number of students who sat and pass Matriculation examination in AY 2017-18 by State and Region

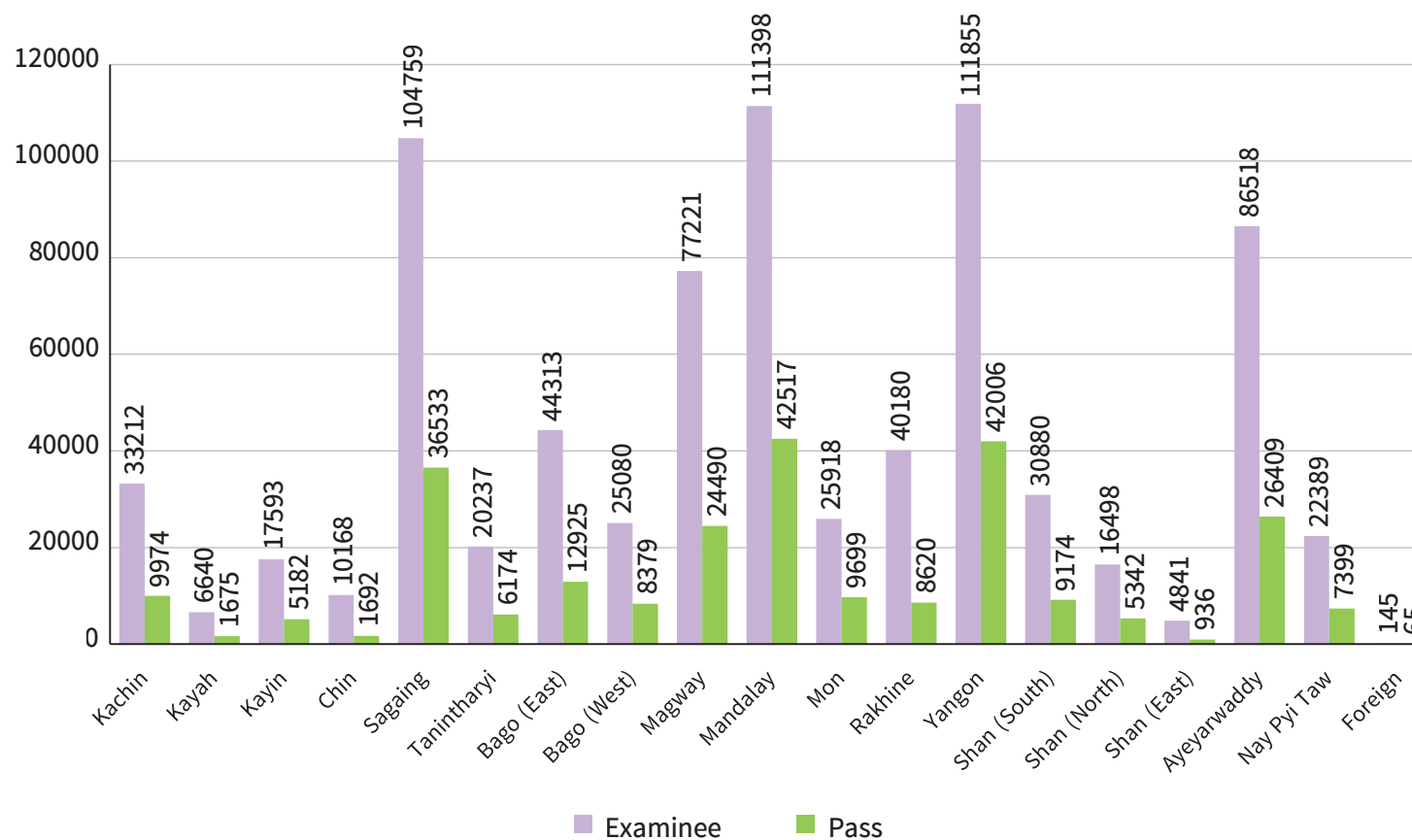




Figure (3.2.33) Number of students who sat and pass Matriculation examination in AY 2018-19 by State and Region

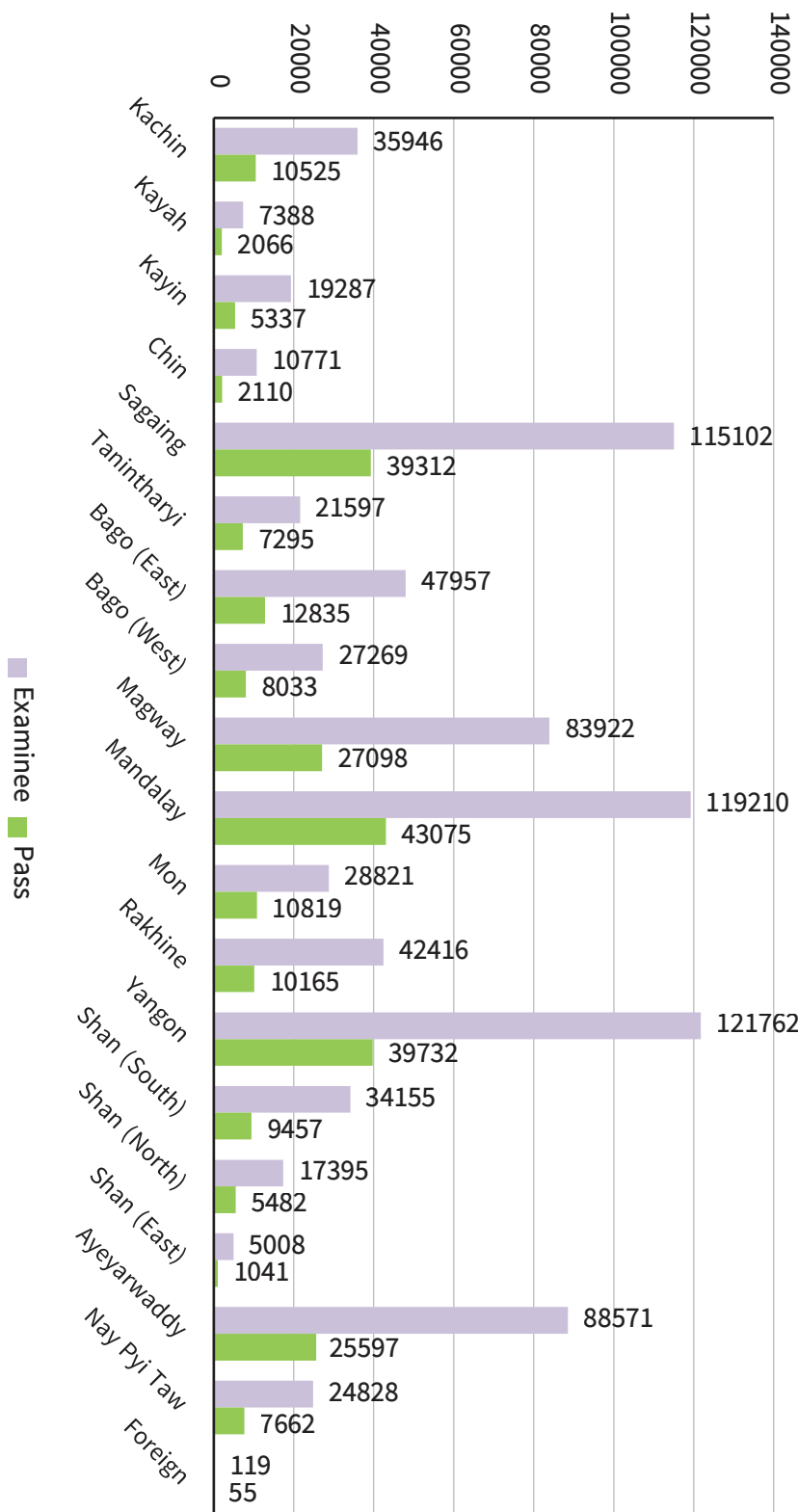


Figure (3.2.34) Numbers of schools that need upper secondary teachers and total numbers of teacher required (FY 2018-19 to FY 2020-21)

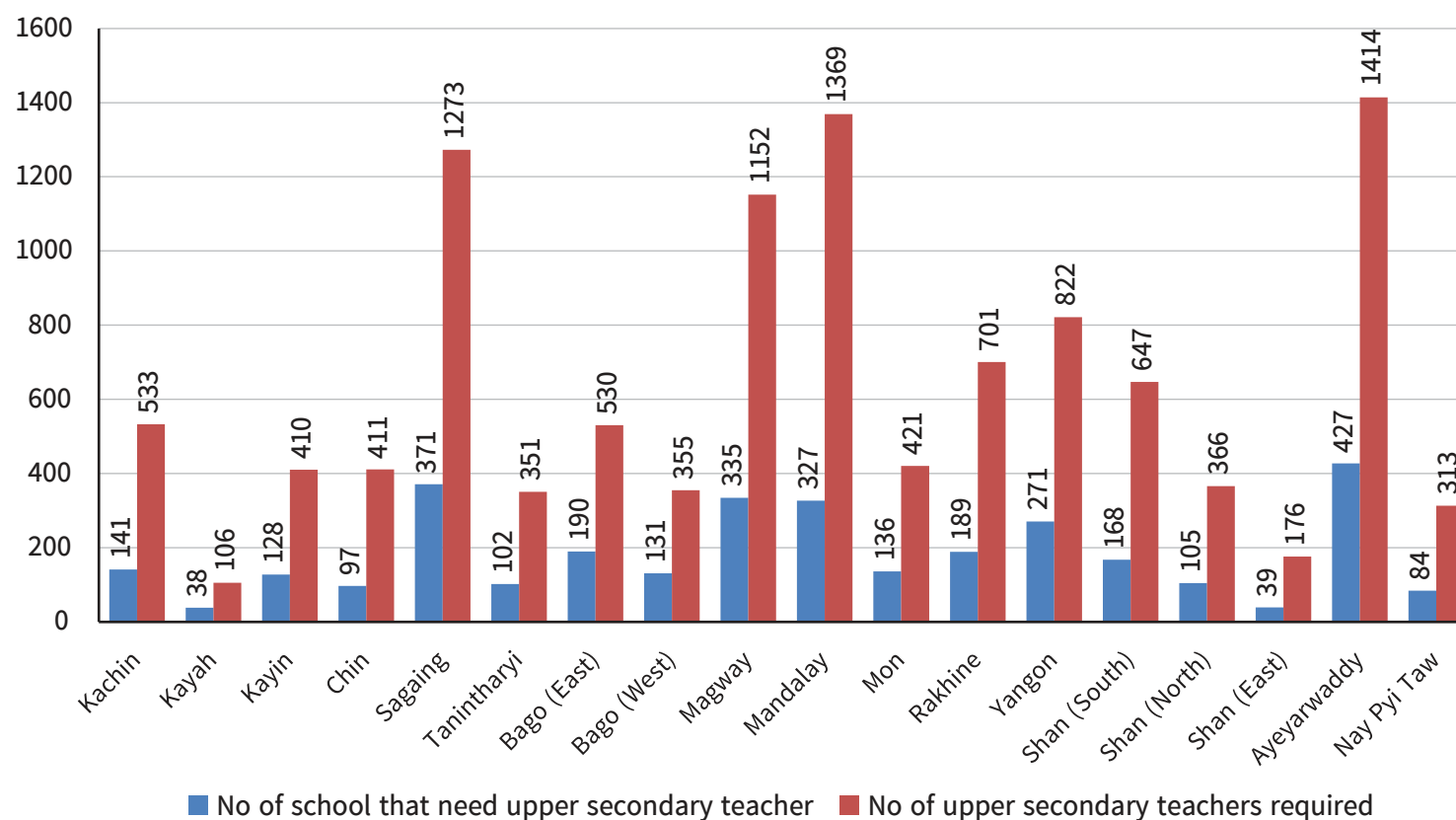


Figure (3.2.35) Numbers of schools that need lower secondary teachers and total numbers of teacher required (FY 2018-19 to FY 2020-21)

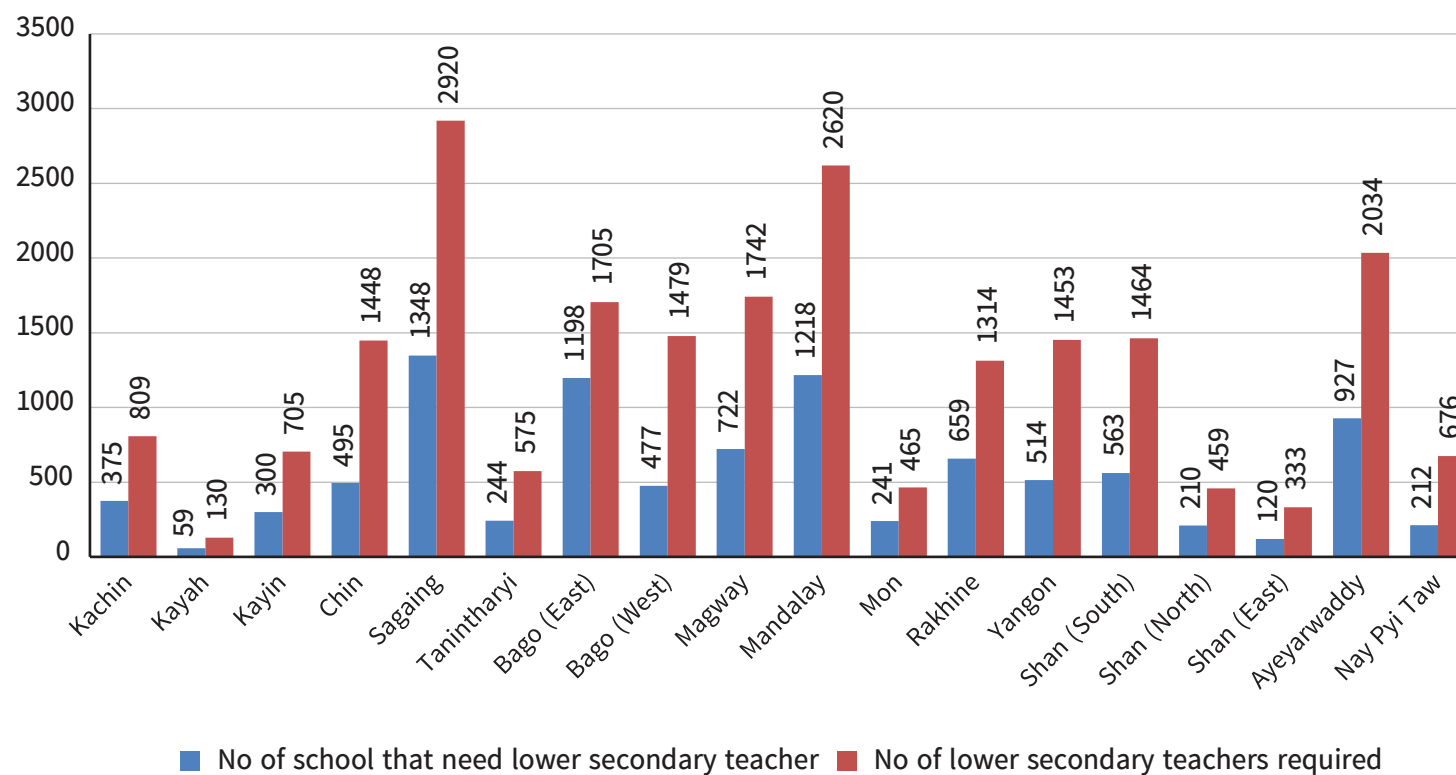


Figure (3.2.36) Numbers of primary teacher required (FY 2018-19 to FY 2020-21)

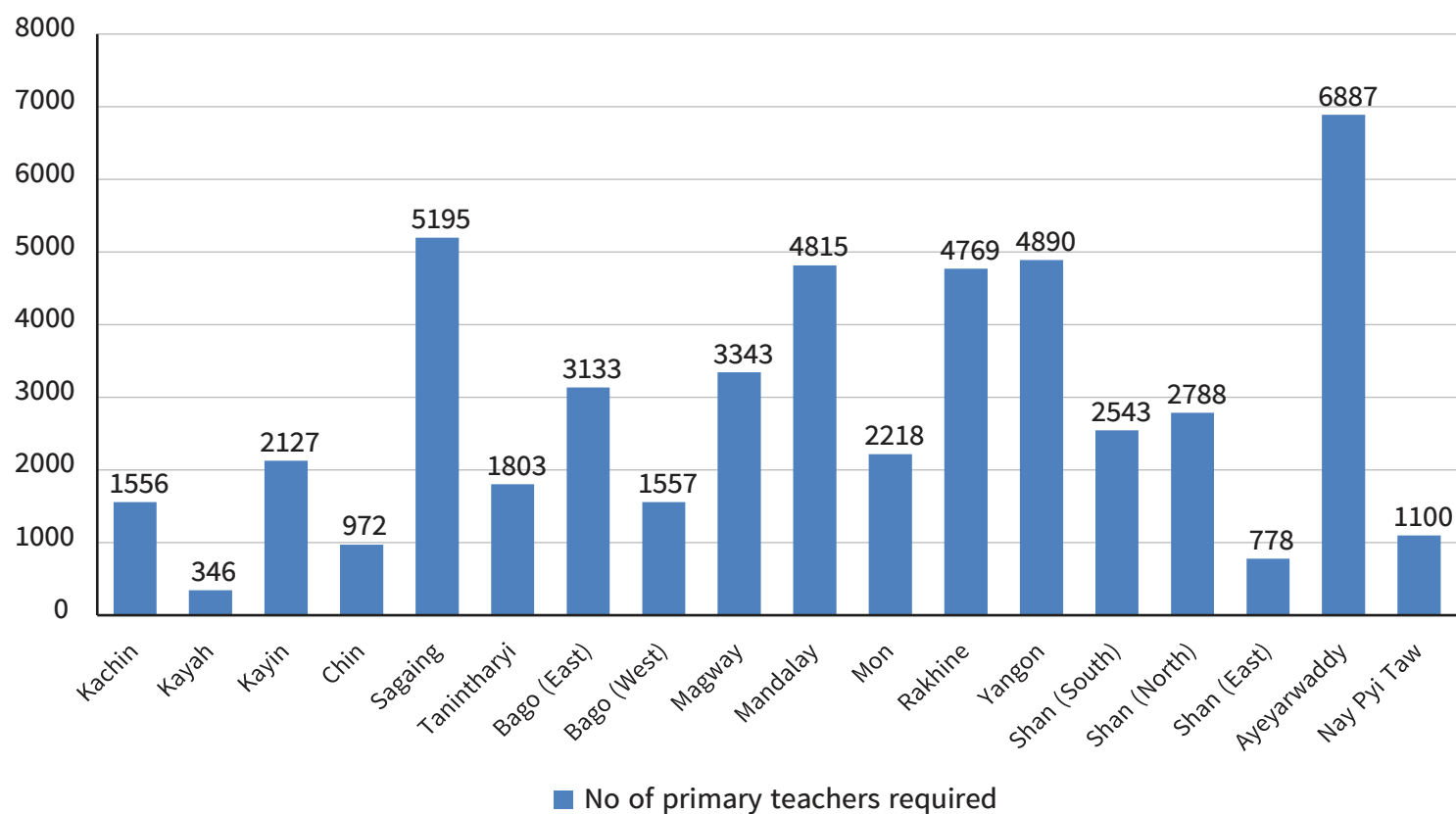
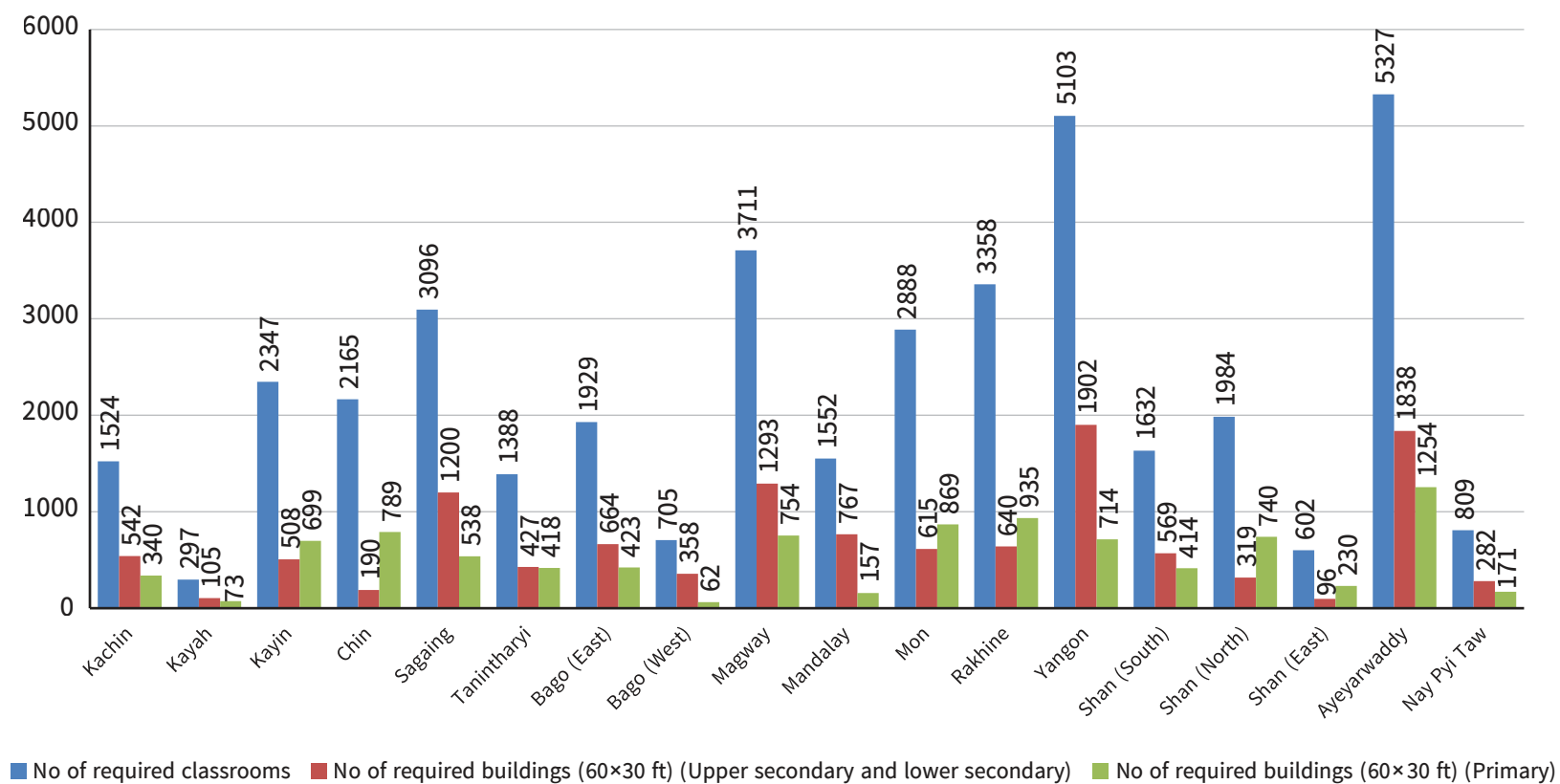




Figure (3.2.37) Number of required classrooms and required buildings (FY 2018-19 to FY 2022-23)



### 3.3 Alternative Education

#### Achievements

Department of Alternative Education conducted the Basic Literacy Campaign for 70 persons in Kachin State, 1092 persons in Chin State, 1119 persons in Mon State, 926 persons in Sagaing Region, 1483 persons in Magway Region, 72 persons in Rakhine State, 1886 persons in Bago Region and 5827 persons in Mandalay Region who learned to read and write.

Figure (3.3.1) Implementation of the Basic Literacy Campaign FY 2018-19 (Circles and facilitators)

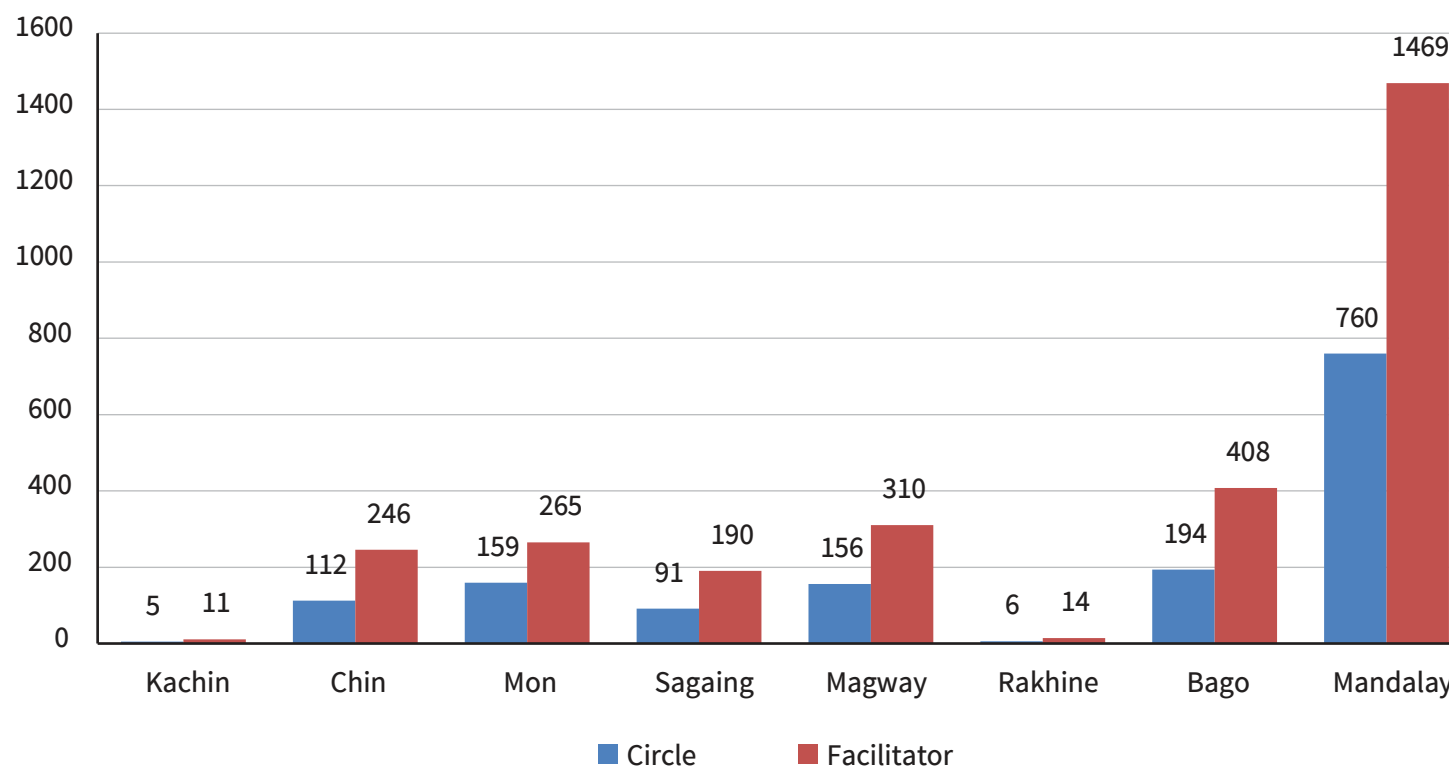
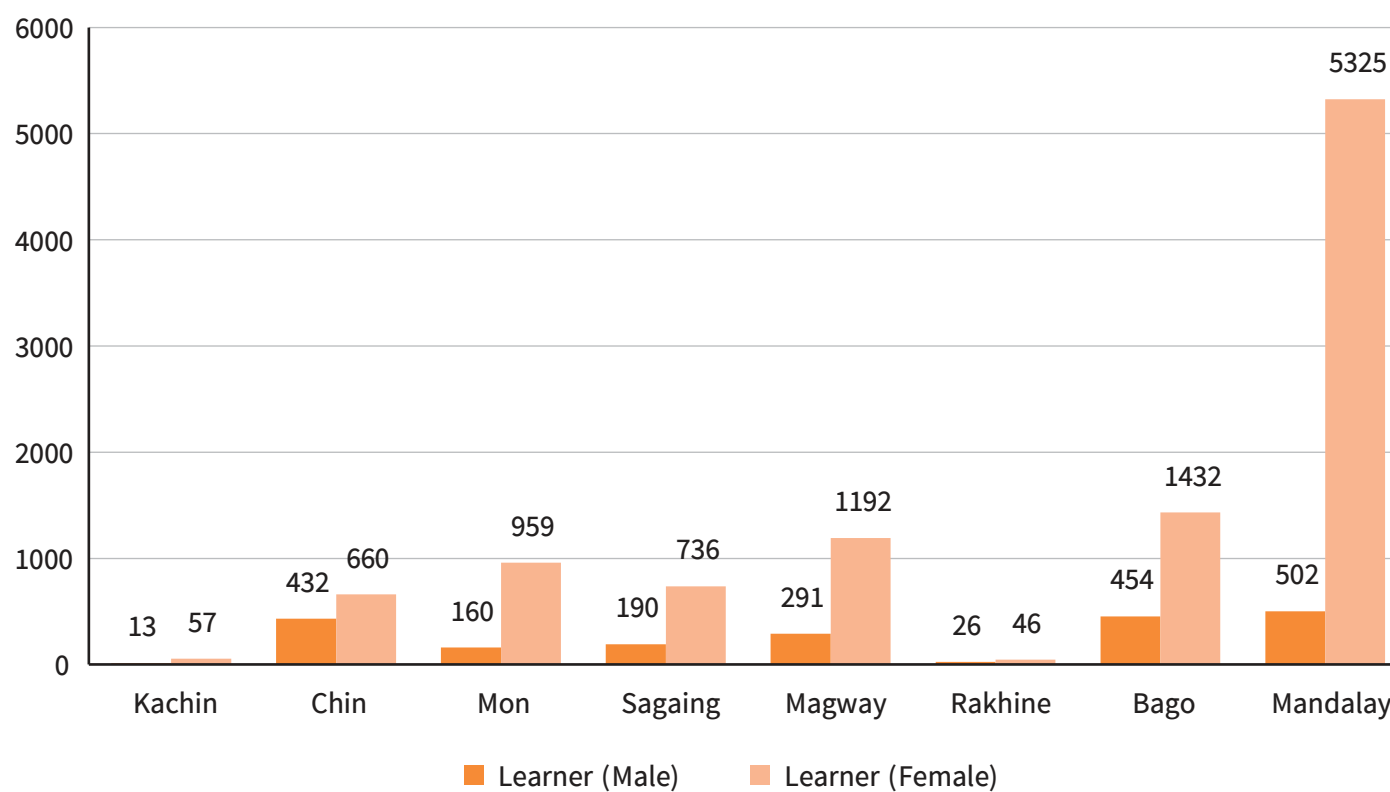


Figure (3.3.2) Implementation of the Basic Literacy Campaign FY 2018-19 (Learners)



Implementation of Non-formal Primary Education (NFPE) AY 2018-19 carried out by Department of Alternative Education is as follows:

- In Kayin State, 33 circles, 78 Facilitators, Level-1(766), Level-2(541), Total-1307 persons
- In Sagaing Region, 29 circles, 52 Facilitators, Level-1(278), Level-2(302), Total-580 persons
- In Shan State, 3 circles, 8 Facilitators, Level-1(68), Level-2(37), Total-105 persons
- In Magway Region, 19 circles, 33 Facilitators, Level-1(137), Level-2(124), Total-261 persons
- In Tanintharyi Region, 18 circles, 32 Facilitators, Level-1(156), Level-2(173), Total-329 persons
- In Mandalay Region, 31 circles, 61 Facilitators, Level-1(293), Level-2(307), Total-600 persons
- In Yangon Region, 41 circles, 81 Facilitators, Level-1(452), Level-2(361), Total-813 persons
- In Bago-East Region, 10 circles, 16 Facilitators, Level-1 (49), Level-2(94), Total-143 persons
- In Bago-West Region, 27circles, 40 Facilitators, Level-1 (227), Level-2 (182), Total-409 persons
- In Nay Pyi Taw, 3 circles, 4 Facilitators, Level-1(16), Level-2(14), Total-30 persons
- In Mon State, 49 circles, 82 Facilitators, Level-1 (389), Level-2(385), Total-774 persons
- In Chin State, 1 circle, 1 Facilitator, Level-1(7), Total-7 persons
- In Ayeyarwaddy Region, 86 circles, 159 Facilitators, Level-1 (684), Level-2(703), Total-1387 persons
- In Rakhine State, 59 circles, 114 Facilitators, Level-1(567), Level-2(584), Total-1151 persons



Figure (3.3.3) Number of circles and facilitators in implementation of NFPE in AY 2018-19

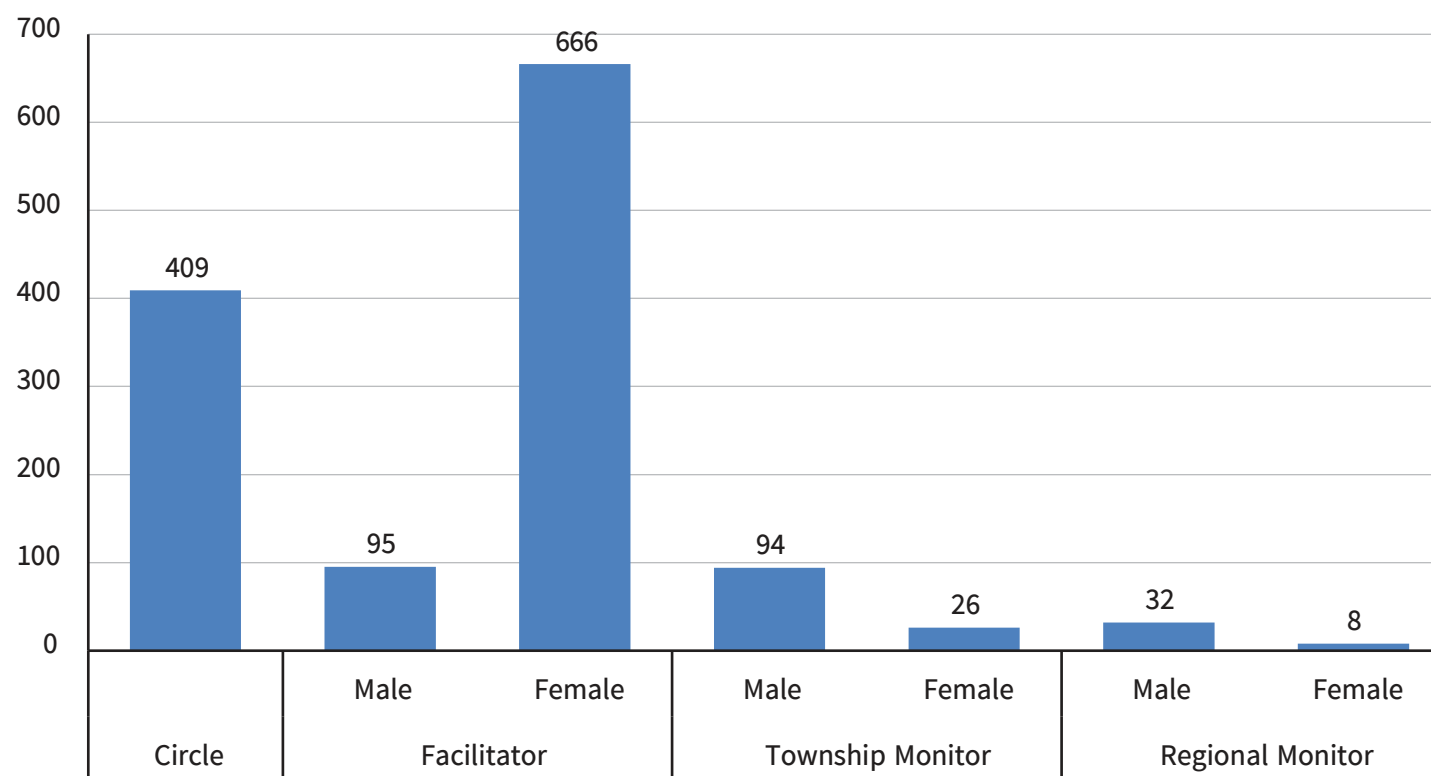


Figure (3.3.4) Number of learners (Level 1+ 2) in implementation of NFPE in AY 2018-19

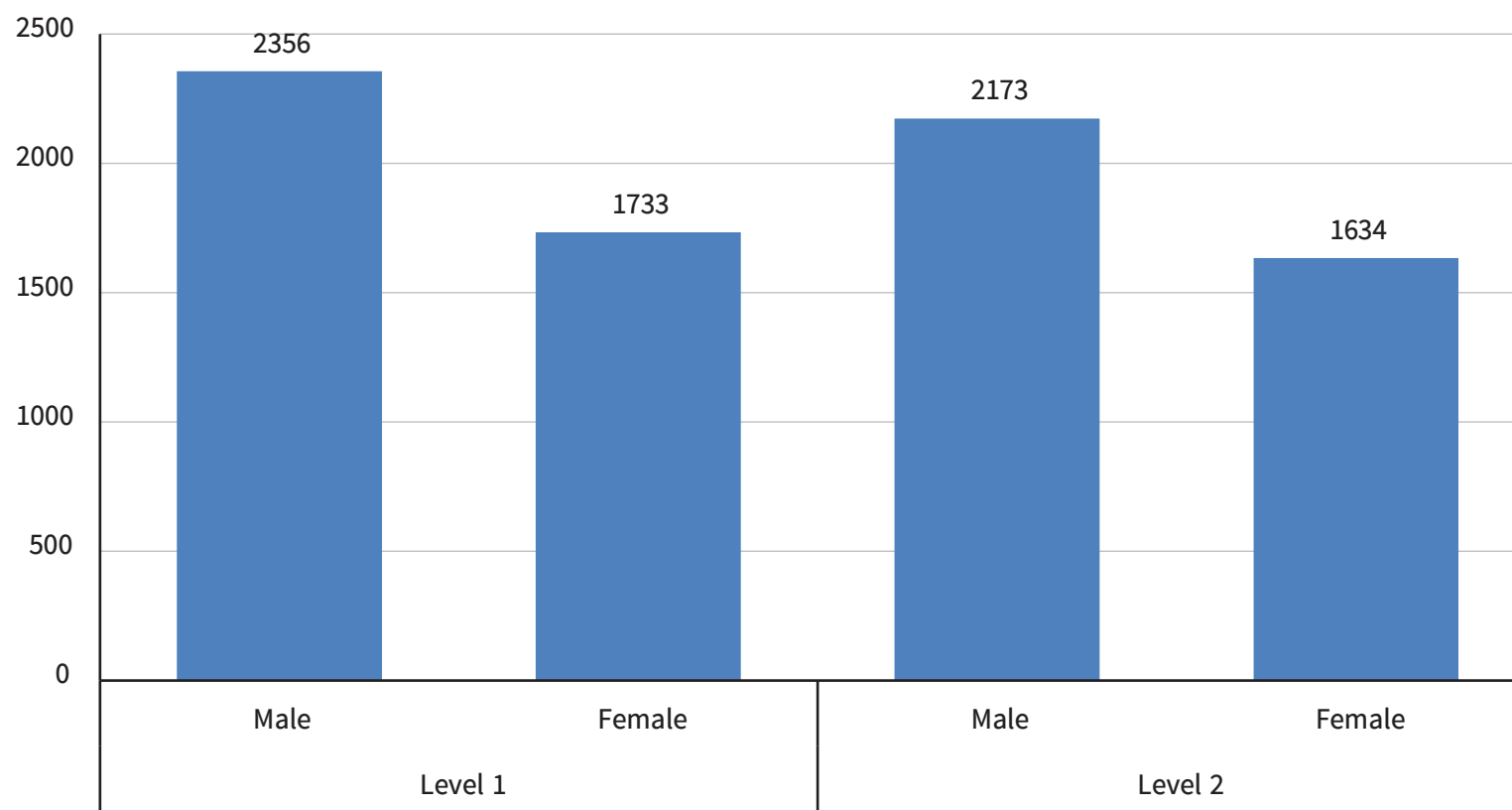
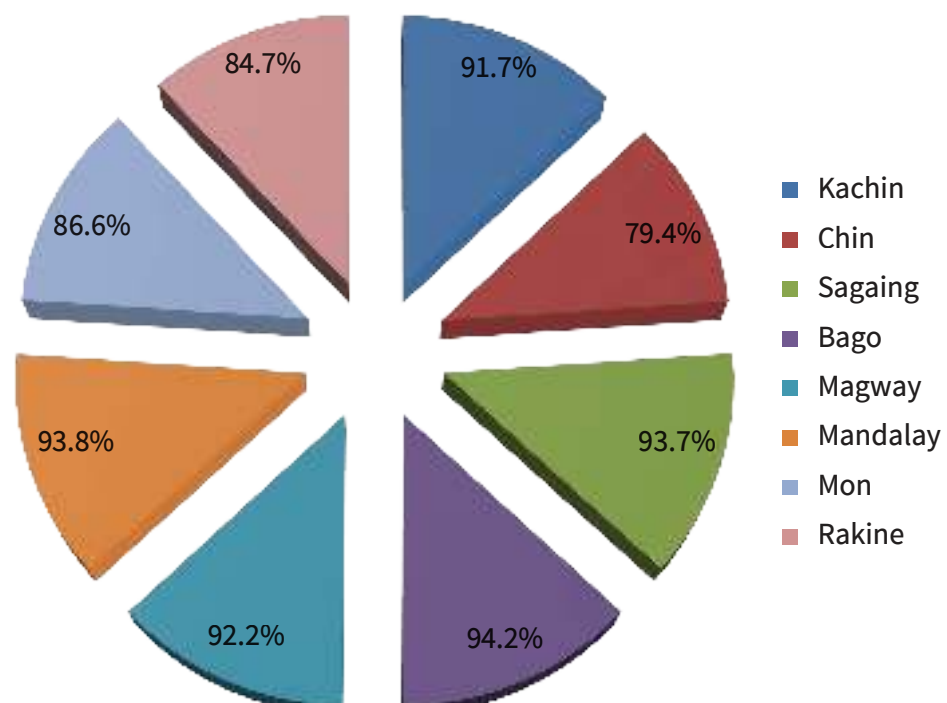
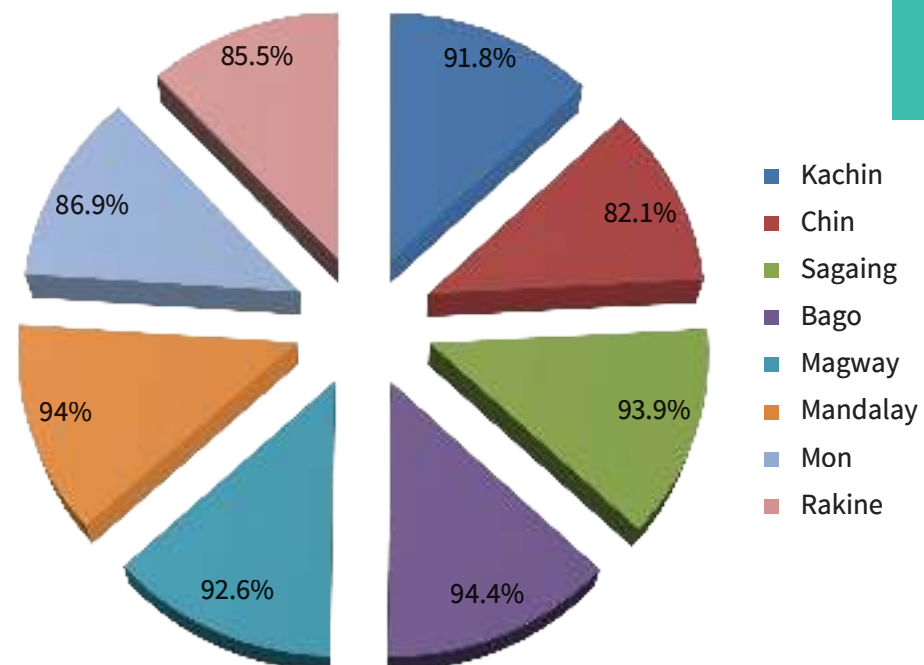


Figure (3.3.5) Comparison of percentages of literacy growth aged 15 and 15 above by State and Region

Literacy rate according to 2014 Census report (%)



Literacy rate after literacy programme (May, 2019 ) (%) (DAE)



### 3.4 Technical and Vocational Education and Training

#### Achievements

According to the data collected in December 2018, 894 students in Kachin State, 578 students in Chin State, 2222 students in Sagaing Region, 529 students in Bago Region, 3170 students in Magway Region, 3519 students in Mandalay Region, 794 students in Mon State, 844 students in Rakhine State, 999 students in Yangon Region, 1447 students in Ayeyarwaddy Region, were trained in their respective Government Technical Colleges/Institutes (GTC/GTI).





Figure (3.4.1) Number of students in GTI/GTC in FY 2018-19

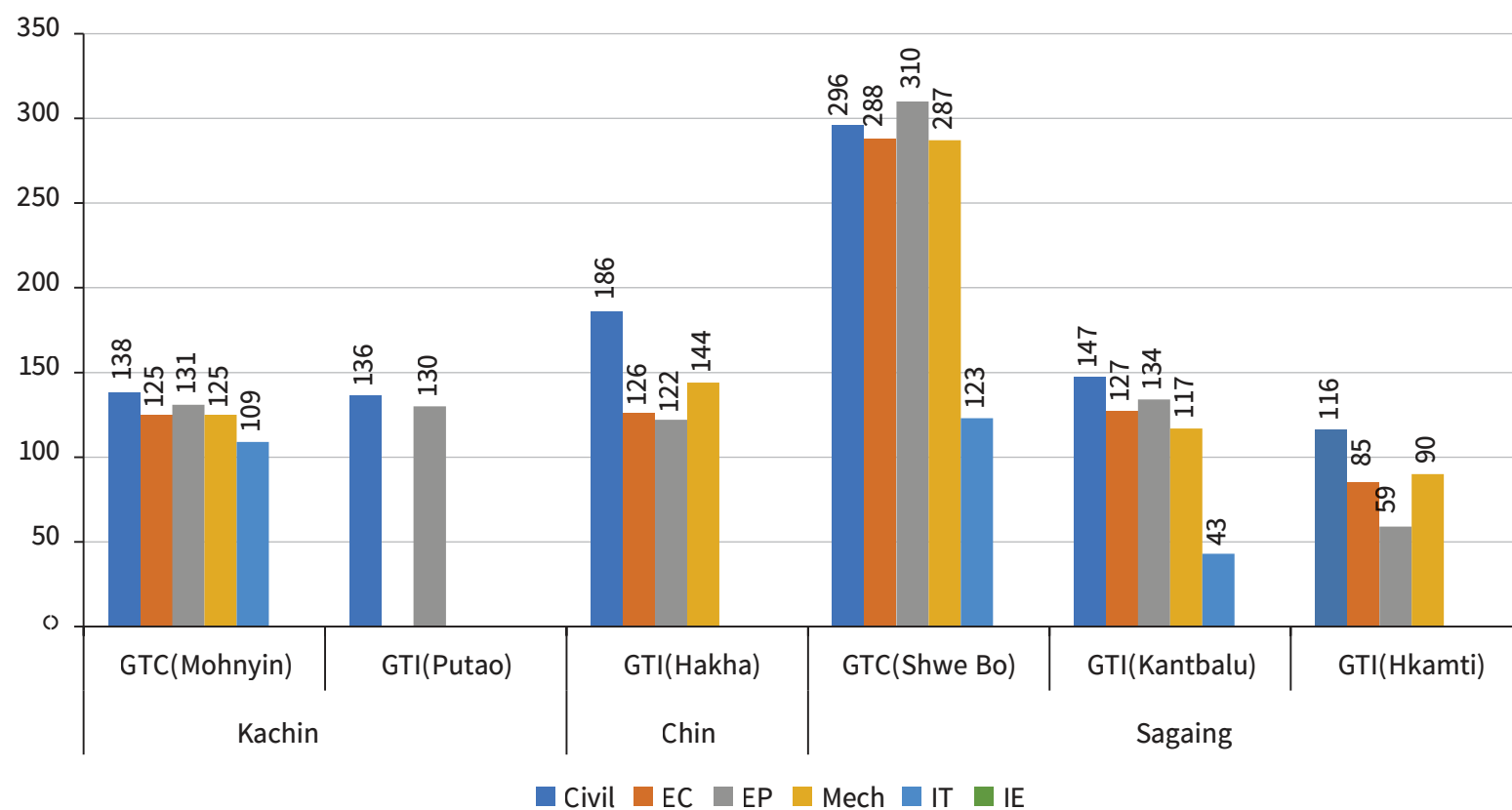


Figure (3.4.2) Number of students in GTI/GTC in FY 2018-19

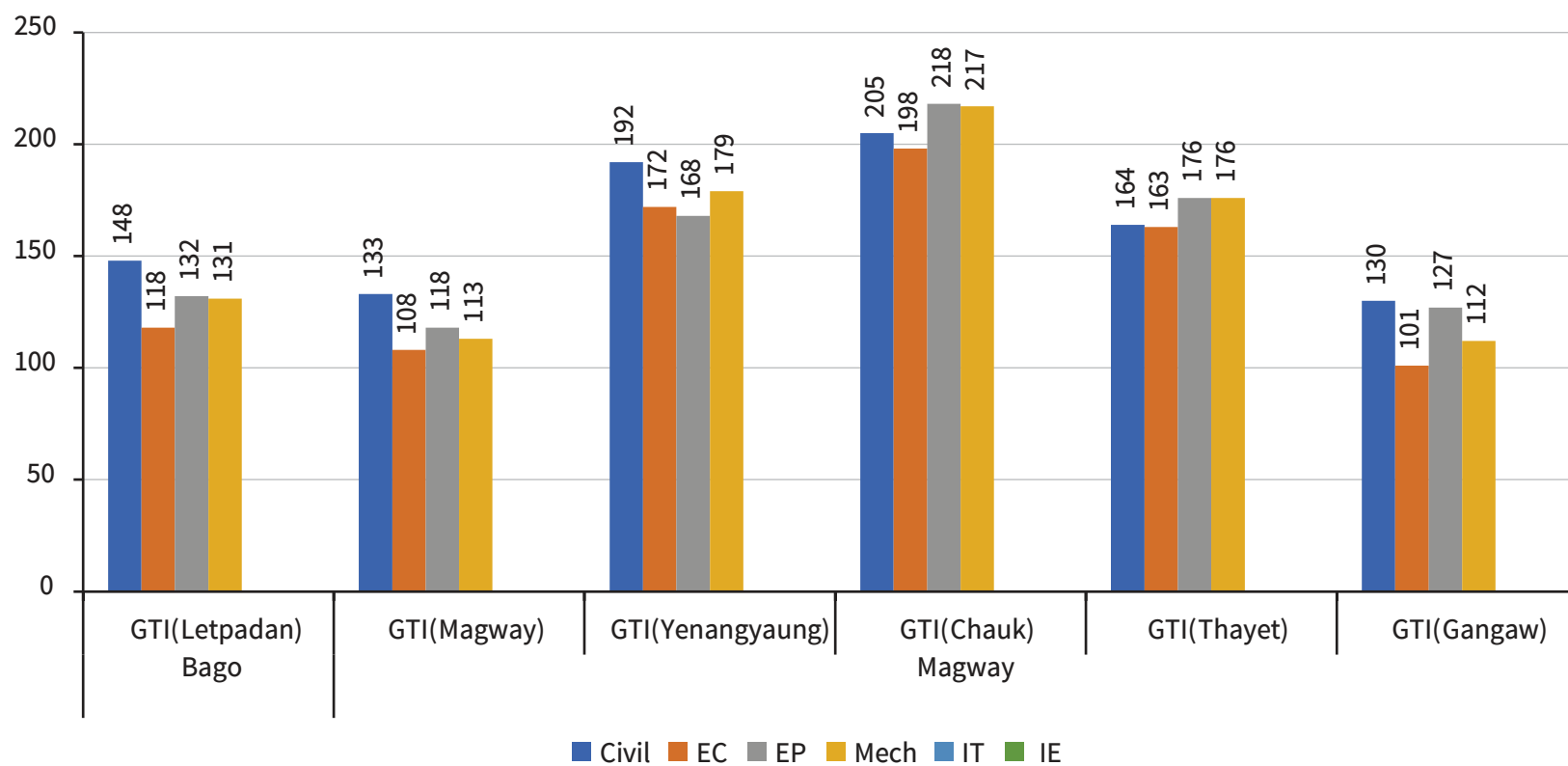


Figure (3.4.3) Number of students in GTI/GTC in FY 2018-19

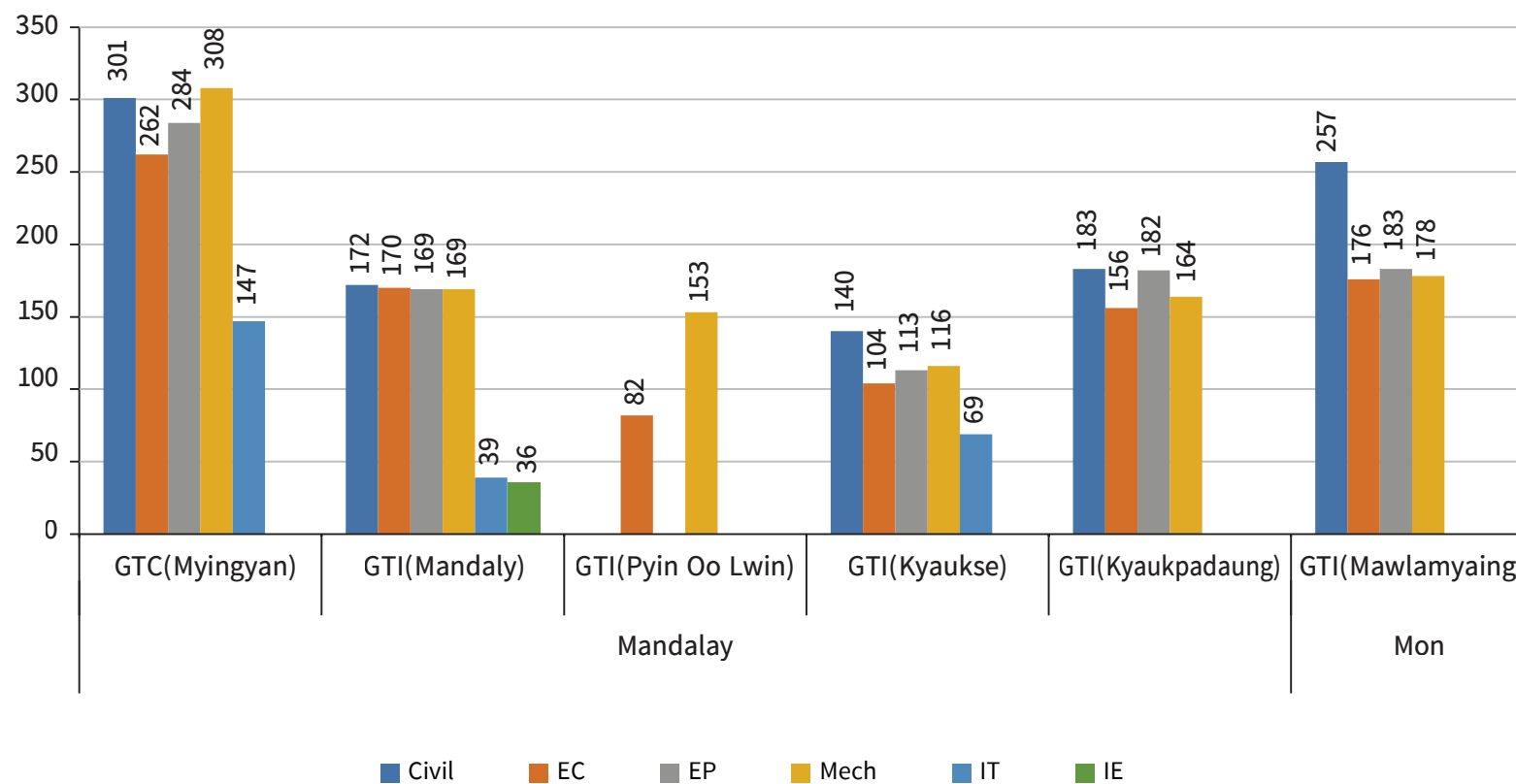


Figure (3.4.4) Number of students in GTI/GTC in FY 2018-19

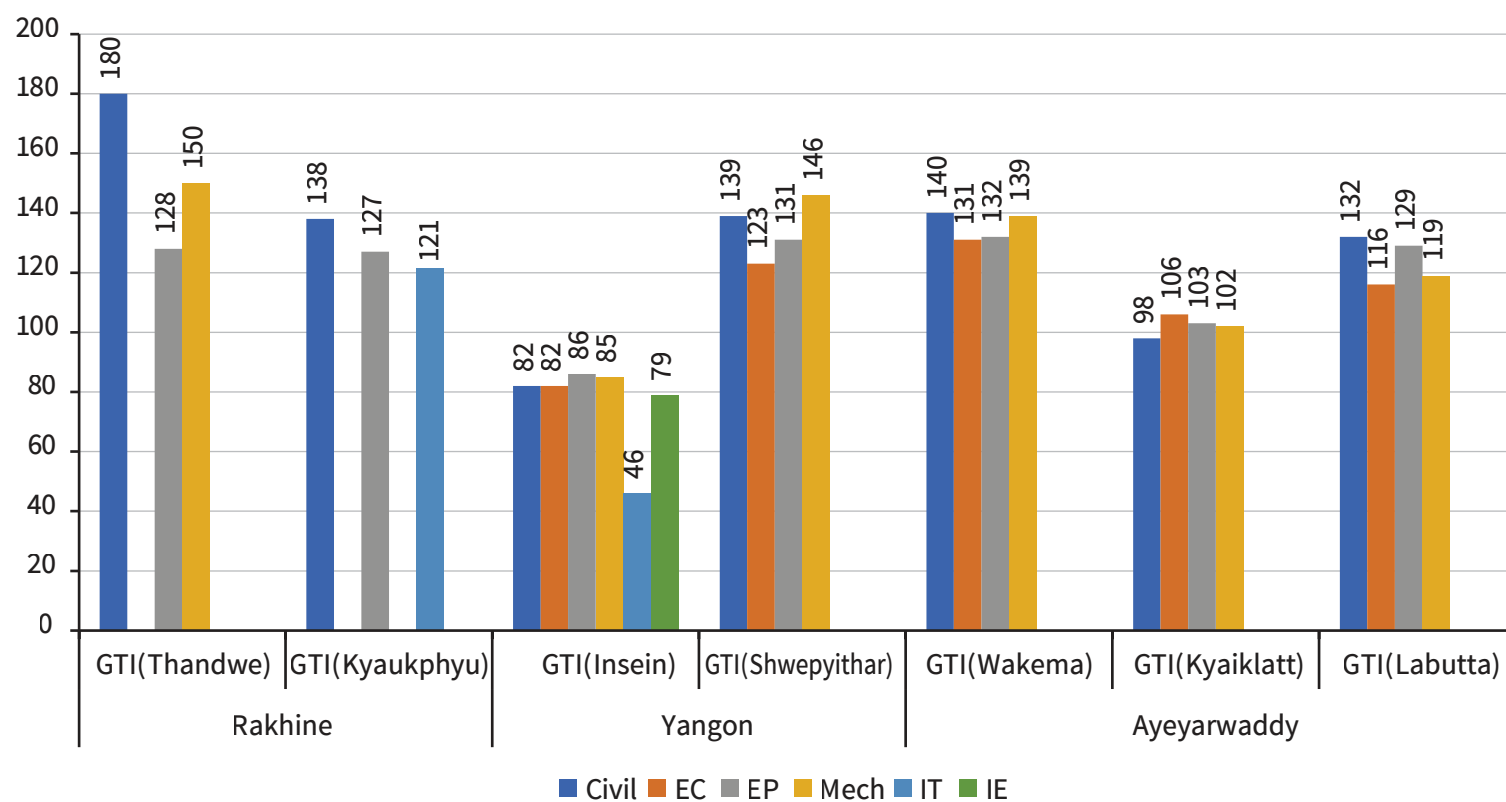
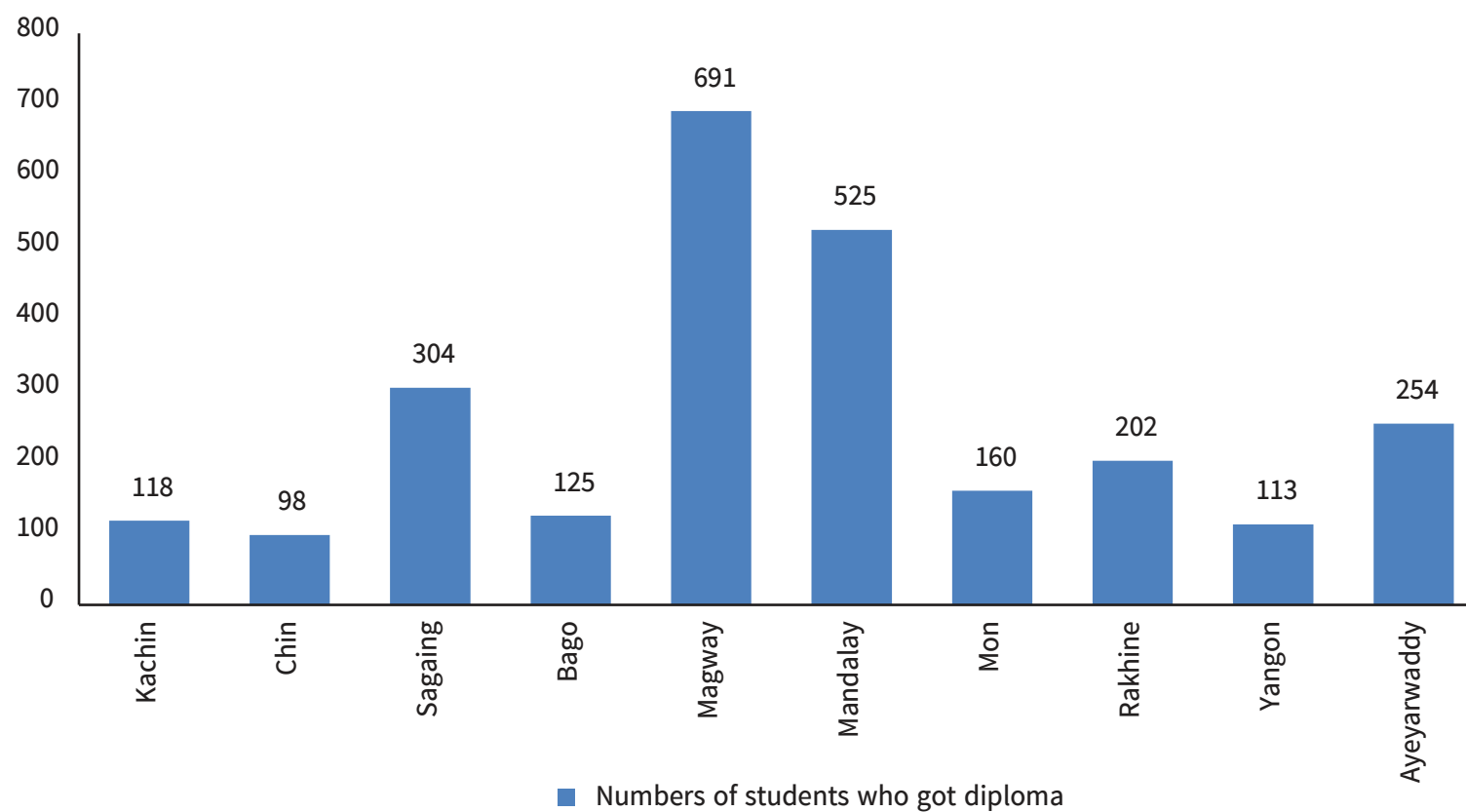




Figure (3.4.5) Number of students who got diploma from GTI/GTC in FY 2018-19 (October, 2018)



## Achievements

According to the data collected in June 2018, 592 students in Kachin State, 281 students in Kayah State, 309 students in Kayin State, 254 students in Chin State, 706 students in Sagaing Region, 462 students in Tanintharyi Region, 706 students in Bago Region, 645 students in Magway Region, 1103 students in Mandalay Region, 357 students in Mon State, 221 students in Rakhine State, 433 students in Yangon Region, 809 students in Shan State, 1064 students in Ayeyarwaddy Region, 304 students in Nay Pyi Taw, were trained in their respective Government Technical High School (GTHSs).



Figure (3.4.6) Number of students in GTHSs in AY 2018-19

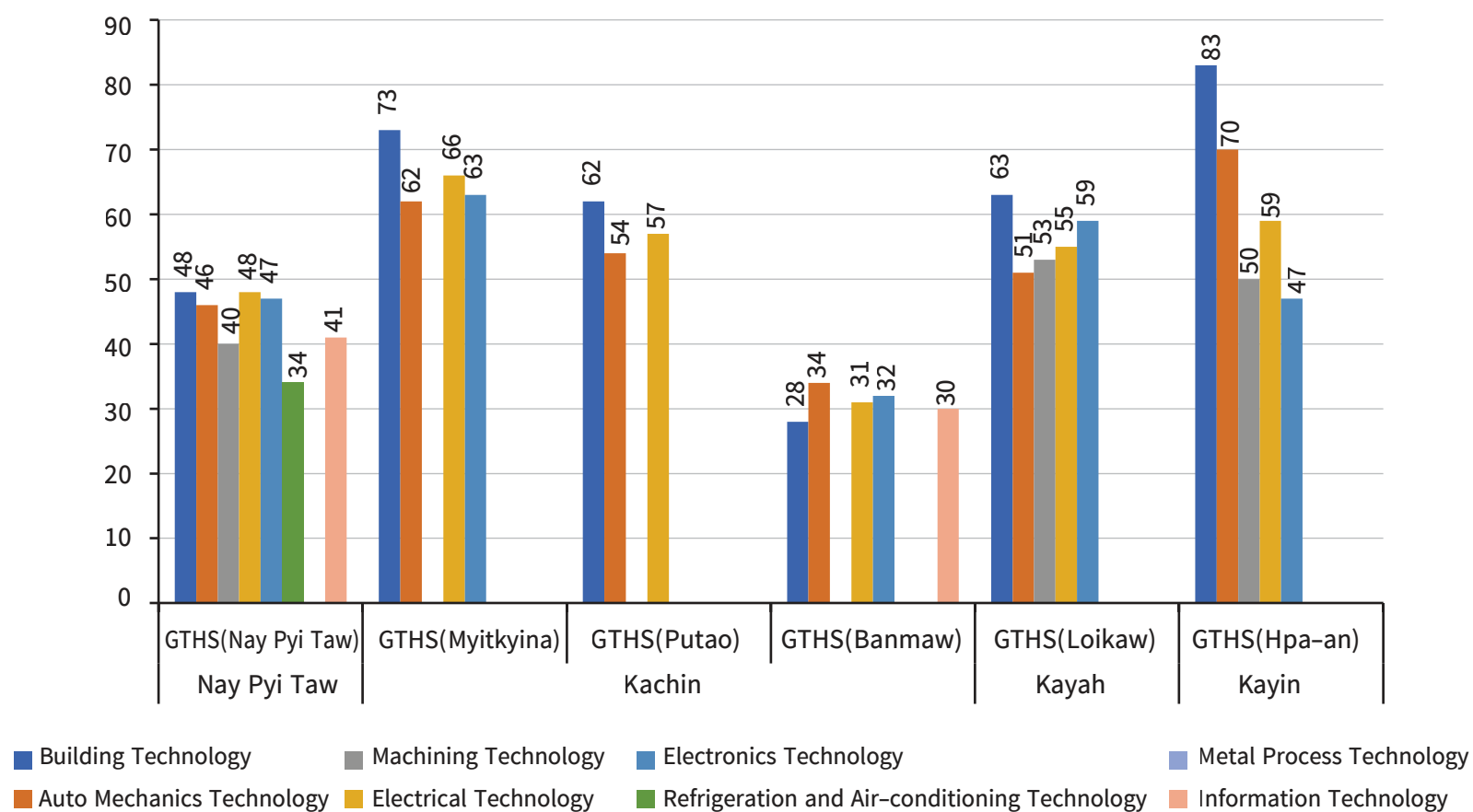


Figure (3.4.7) Number of students in GTHSs in AY 2018-19

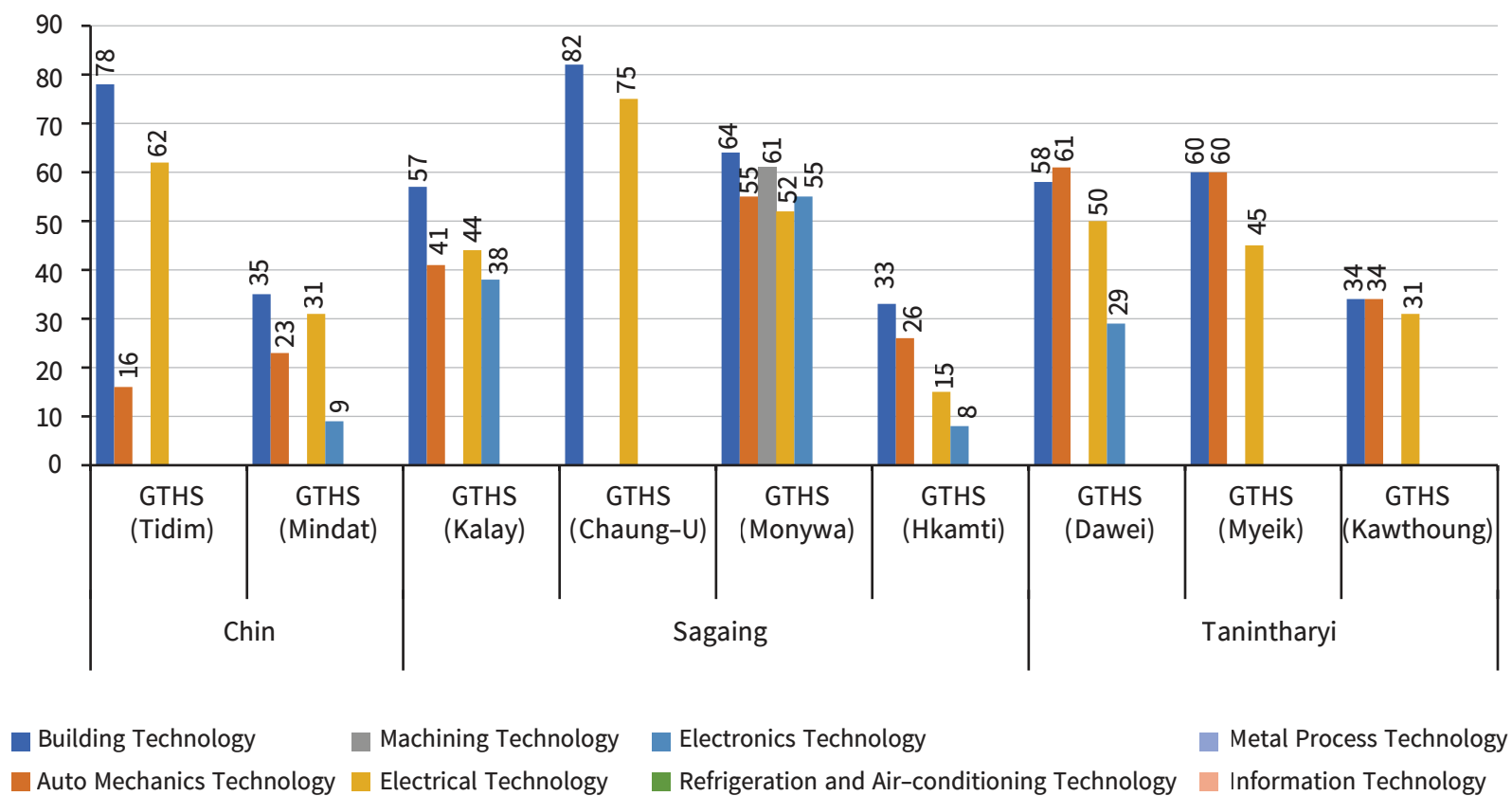


Figure (3.4.8) Number of students in GTHSs in AY 2018-19

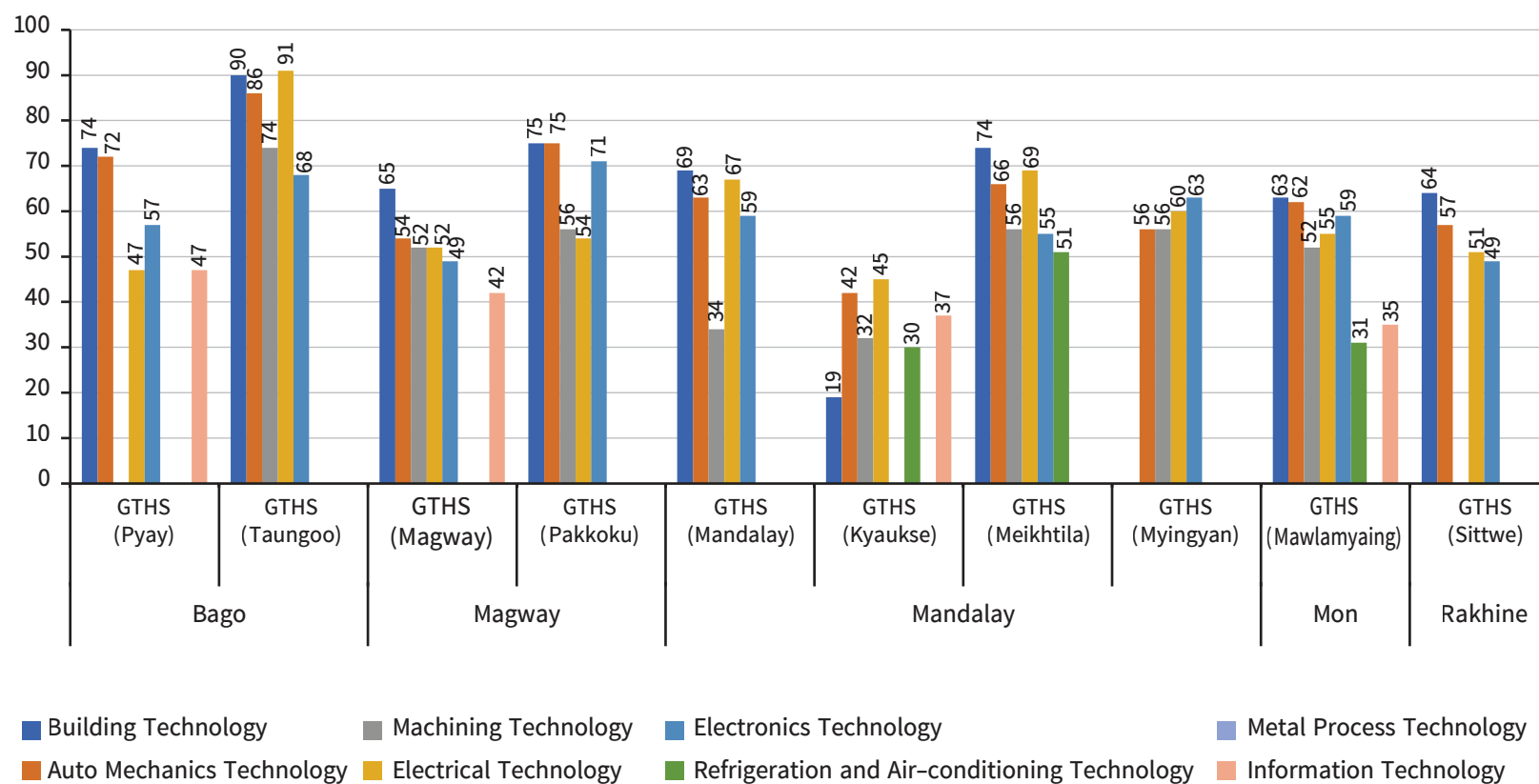




Figure (3.4.9) Number of students in GTHSs in AY 2018-19

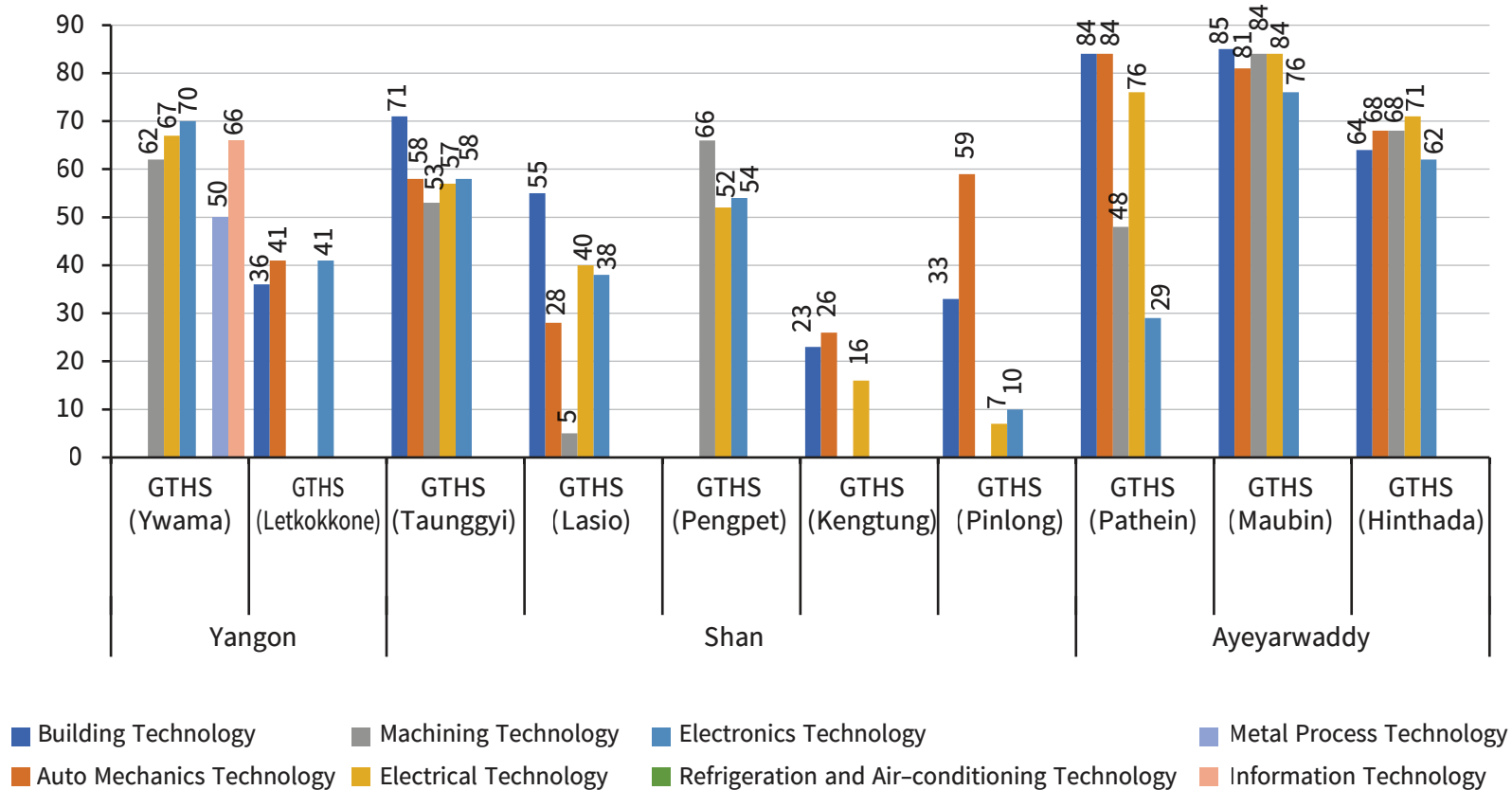
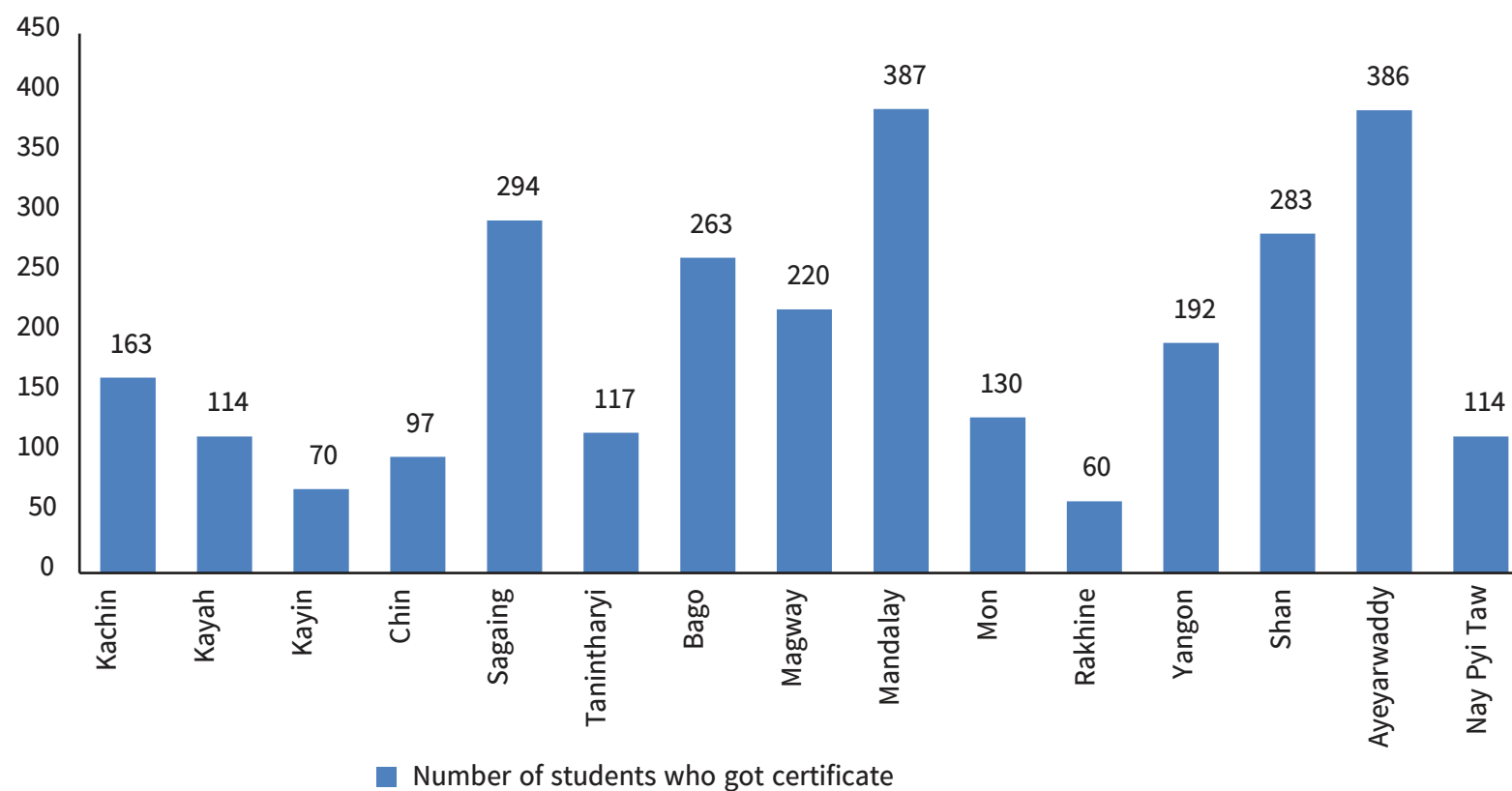


Figure (3.4.10) Number of students who got certificate from GTHSs in AY 2018-19 (March,2019)



## Achievements

271 teachers were appointed in FY 2018-19.

Figure (3.4.11) Number of teachers appointed at Government Technical Colleges/Institutes in FY 2018-19 in States and Regions

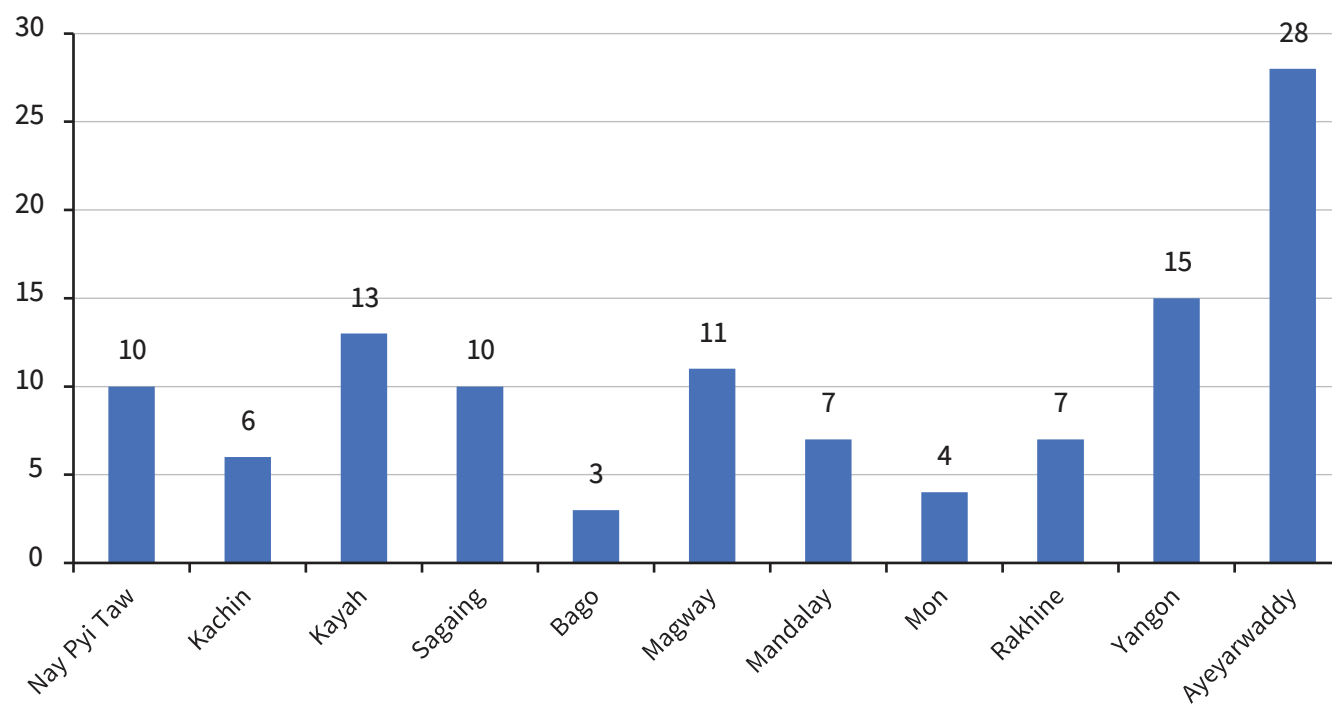


Figure (3.4.12) Number of teachers appointed at Government Technical High Schools in FY 2018-19 in States and Regions

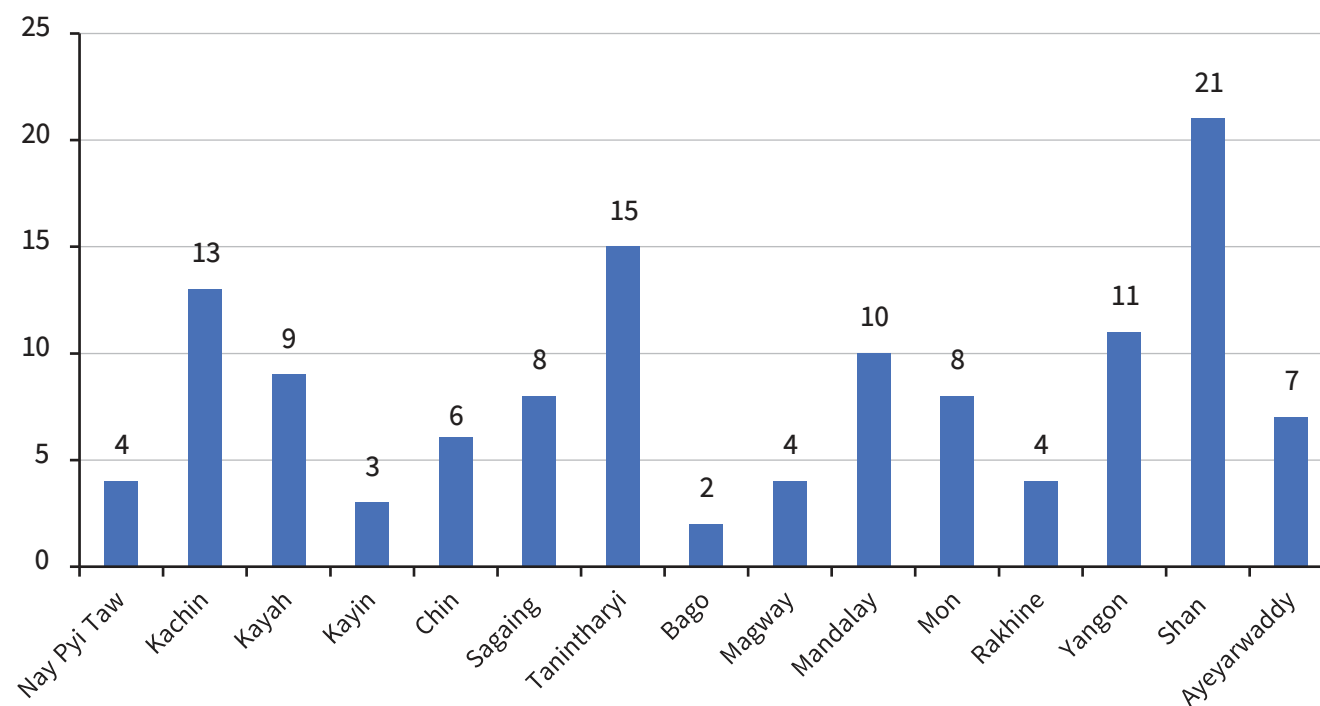


Figure (3.4.13) Number of teachers appointed at Vocational Training Institutes in FY 2018-19

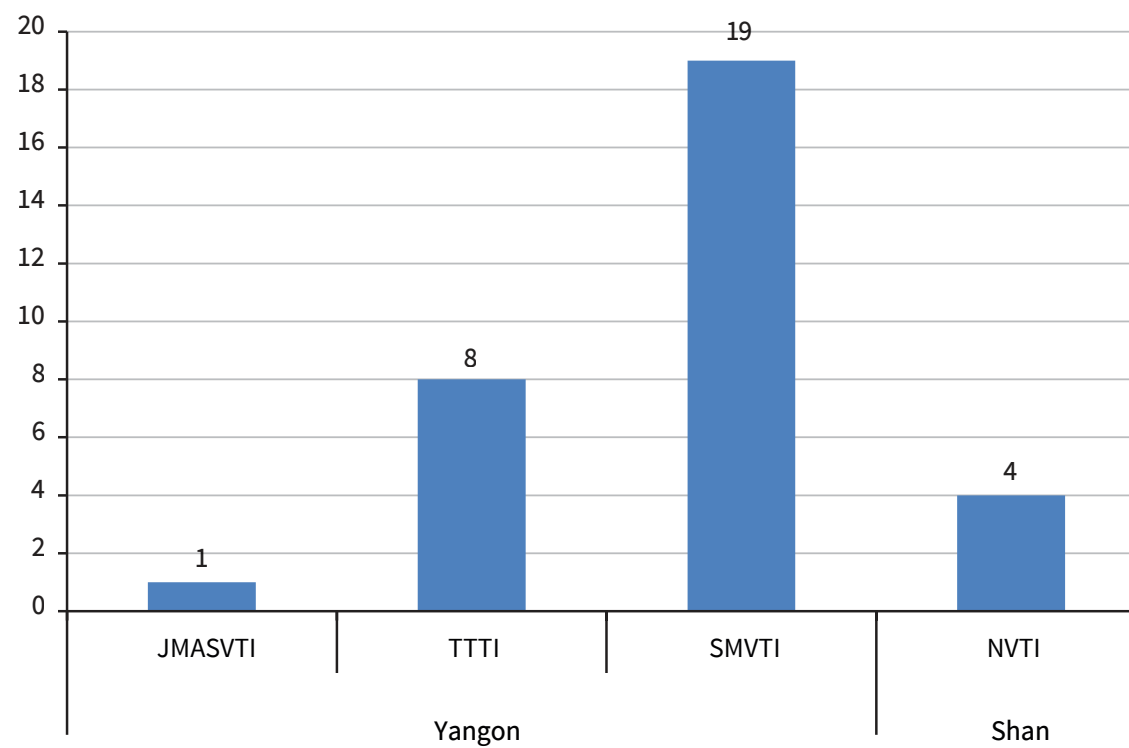




Figure (3.4.14) Number of students in 2014 and number of students who received a diploma in 2017 according to 2014 intake in Government Technical Institutes/Government Technical Colleges (GTI/GTCs) by State/Region

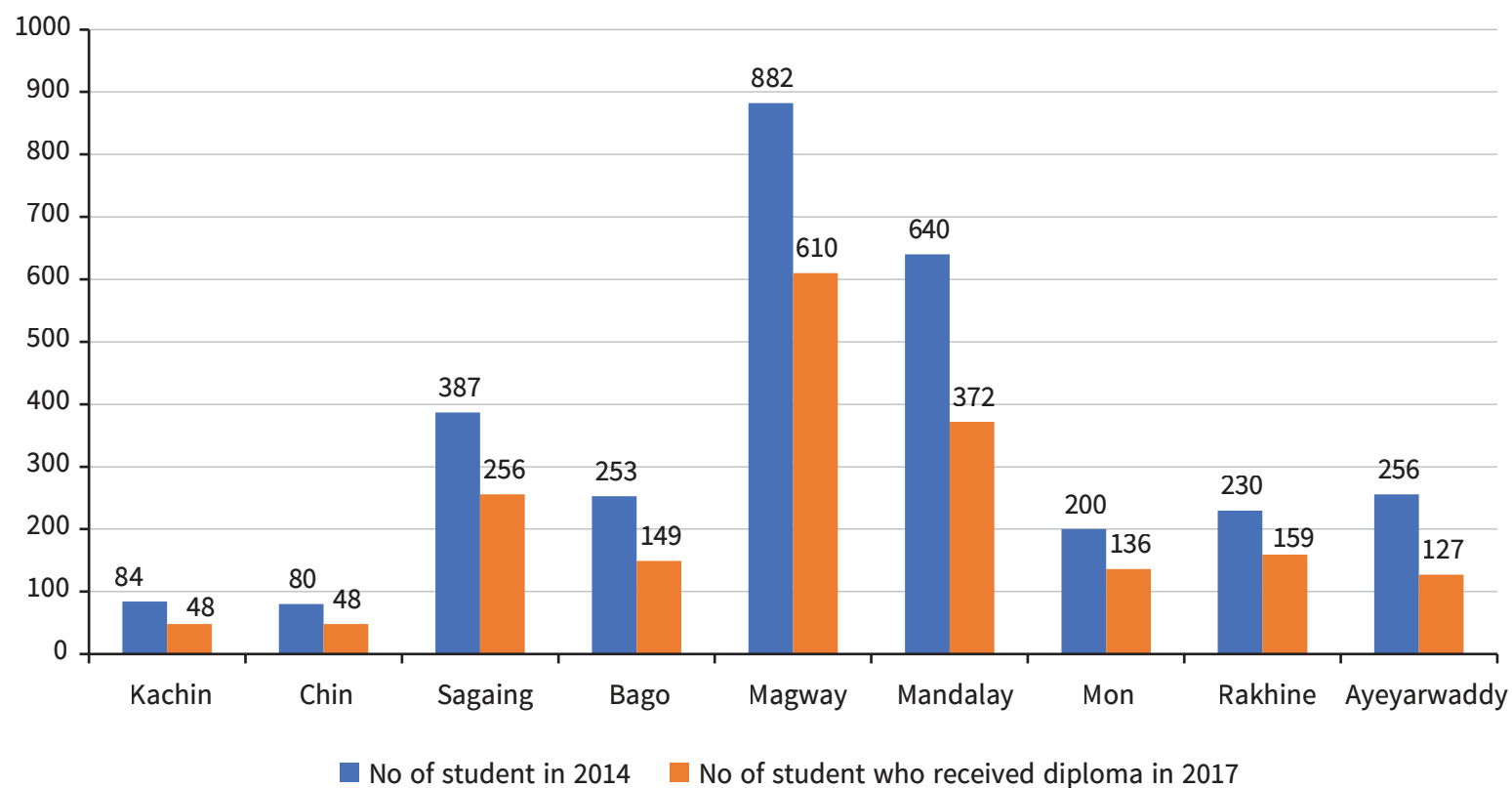


Figure (3.4.15) Number of students in 2015 and number of students who received a diploma in 2018 according to 2015 intake in Government Technical Institutes/Government Technical Colleges (GTI/GTCs) by State/Region

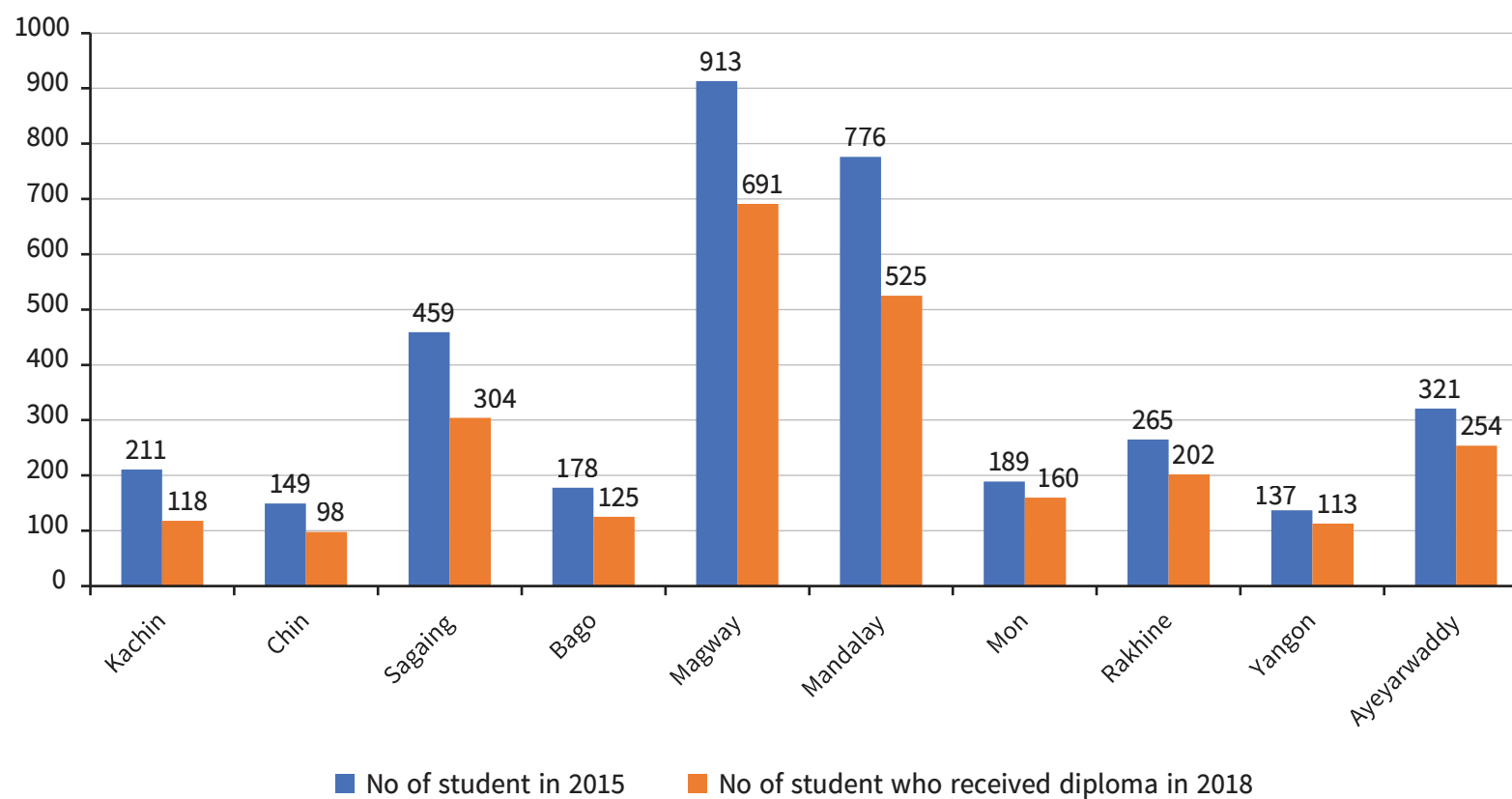


Figure (3.4.16) Number of students in 2016 and number of students who received a diploma in 2019 according to 2016 intake in Government Technical Institutes/Government Technical Colleges (GTI/GTCs) by State/Region

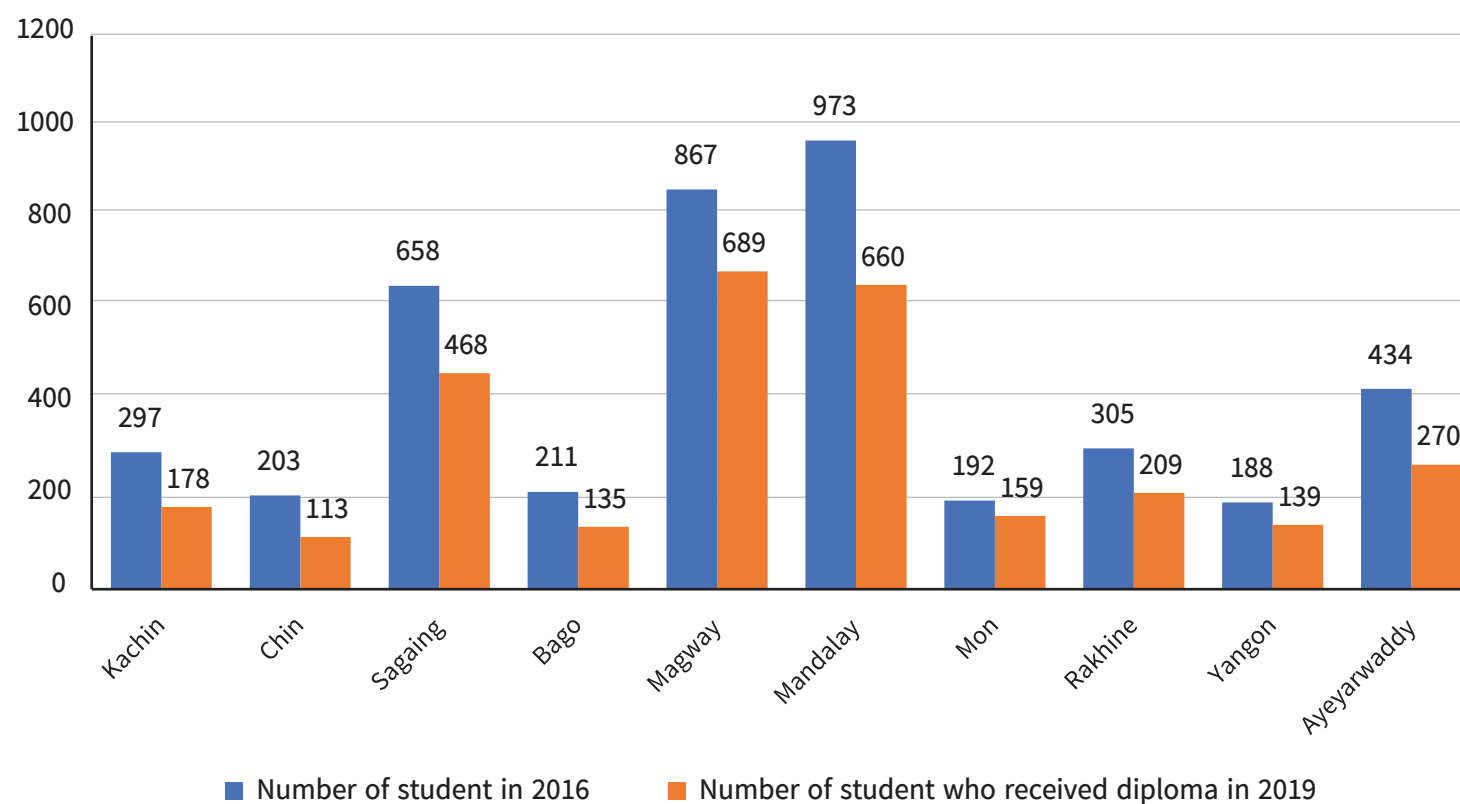


Figure (3.4.17) Number of students in 2013 and number of students who received a certificate in 2015 according to 2013 intake in Government Technical High Schools (GTHSs) by State/Region

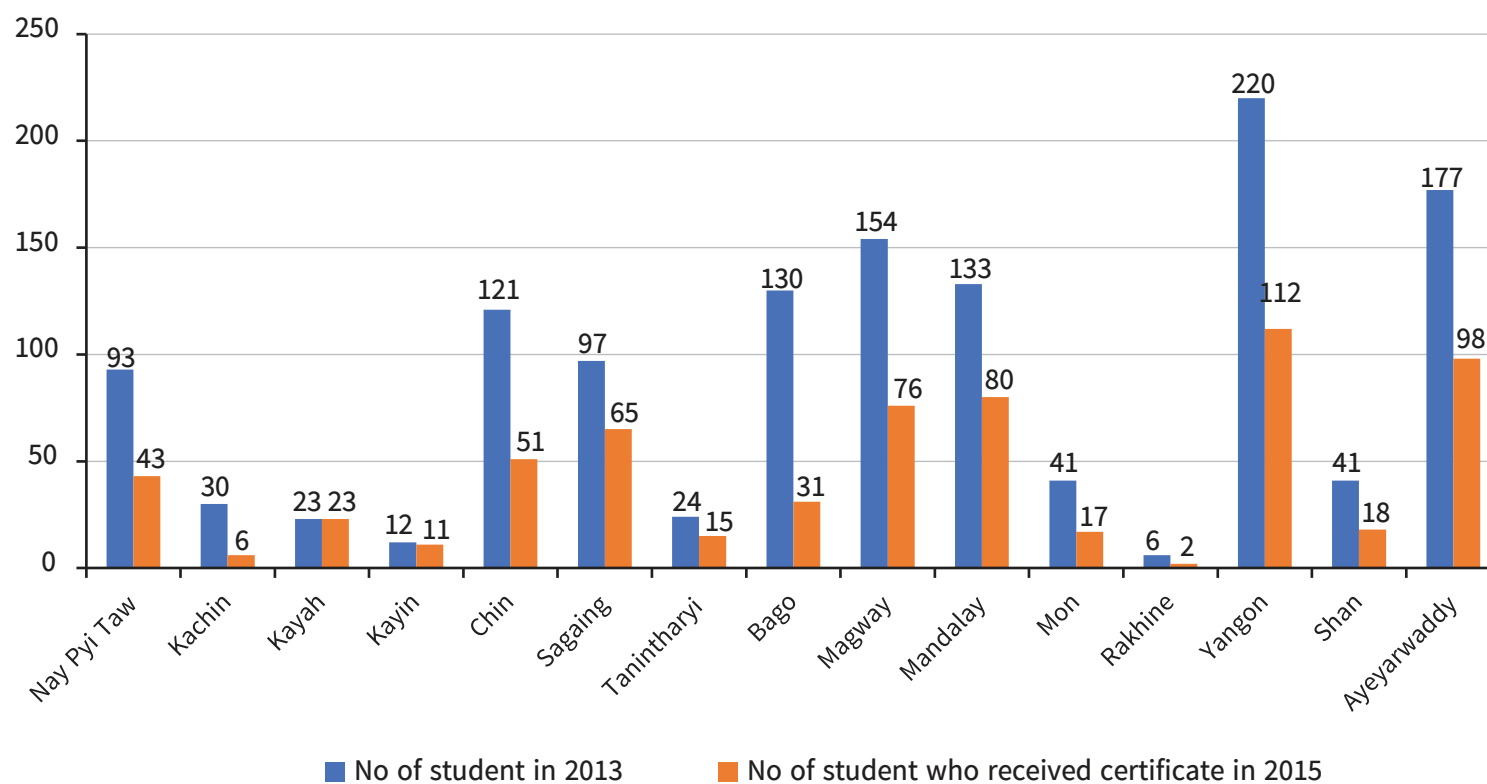


Figure (3.4.18) Number of students in 2014 and number of students who received a certificate in 2016 according to 2014 intake in Government Technical High Schools (GTHSs) by State/Region

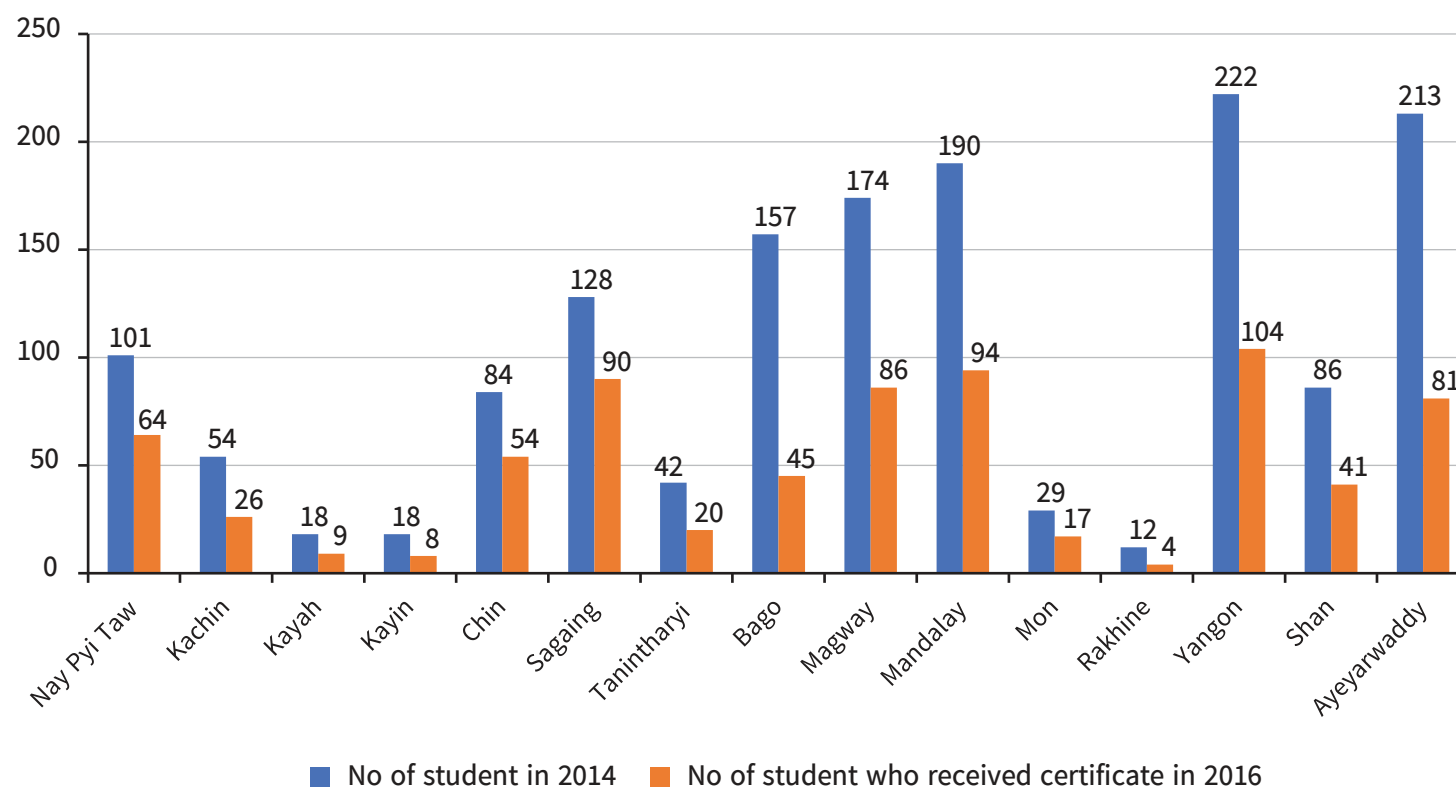




Figure (3.4.19) Number of students in 2015 and number of students who received a certificate in 2017 according to 2015 intake in Government Technical High Schools (GTHSs) by State/Region

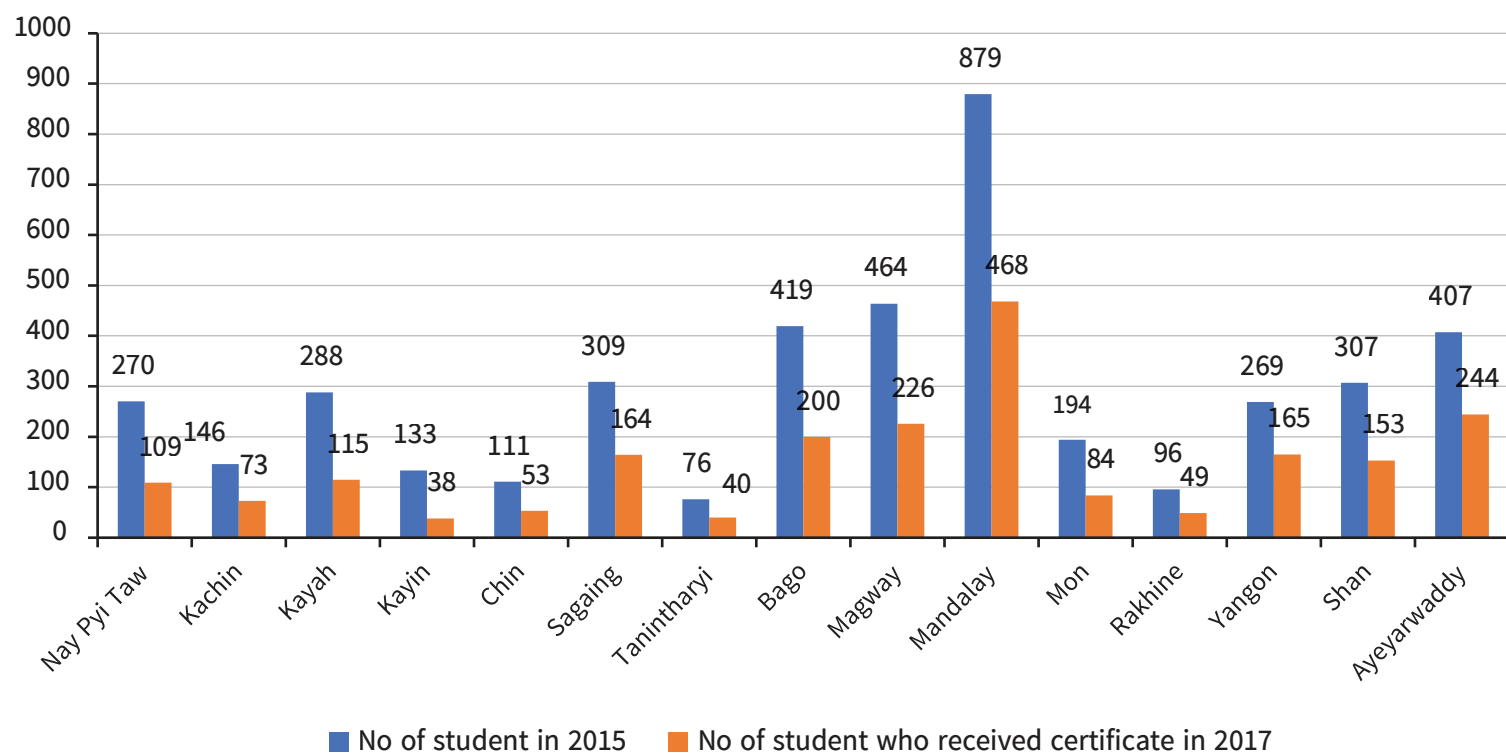


Figure (3.4.20) Number of students in 2016 and number of students who received a certificate in 2018 according to 2016 intake in Government Technical High Schools (GTHSs) by State/Region

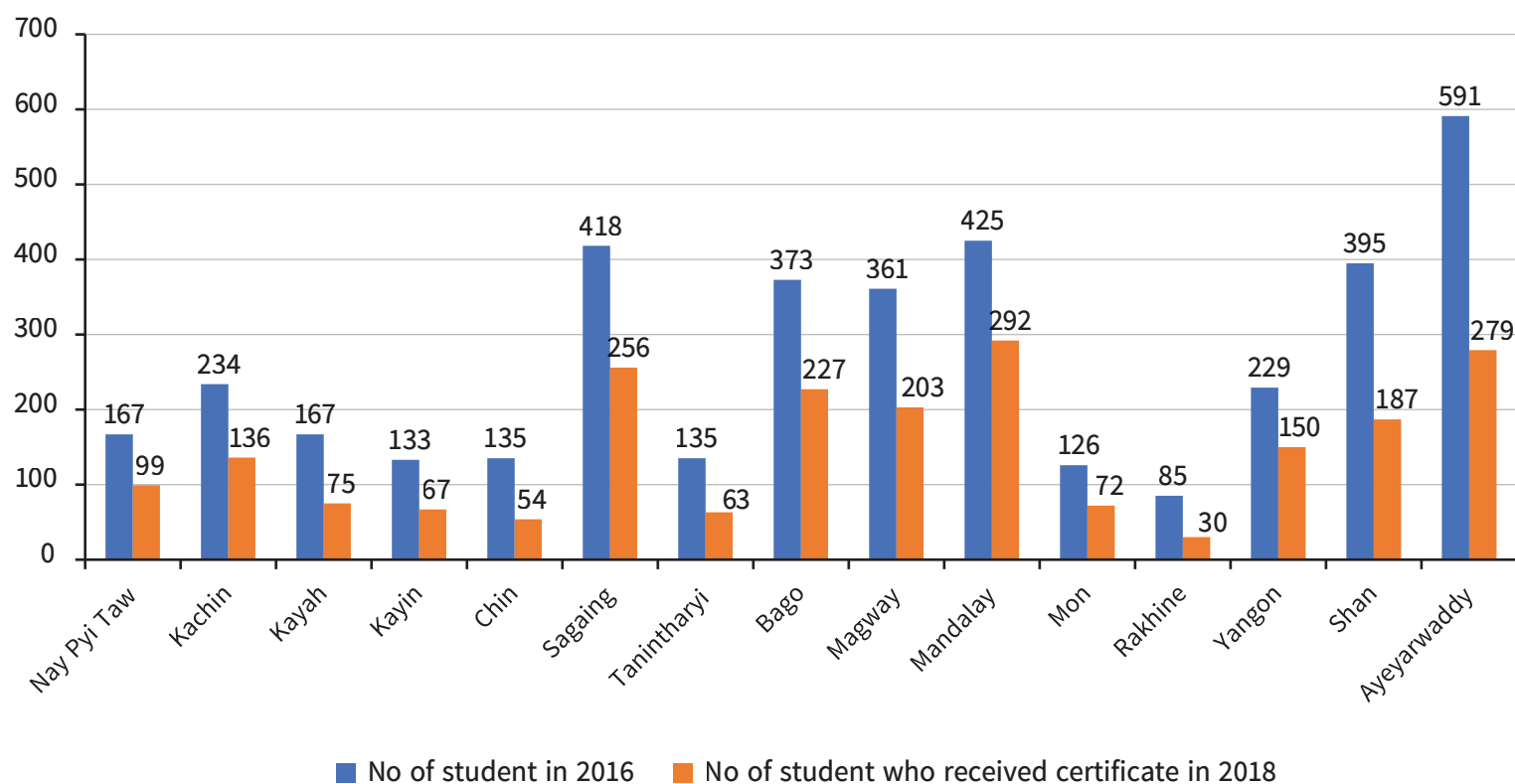


Figure (3.4.21) Number of students in 2017 and number of students who received a certificate in 2019 according to 2017 intake in Government Technical High Schools (GTHSs) by State/Region

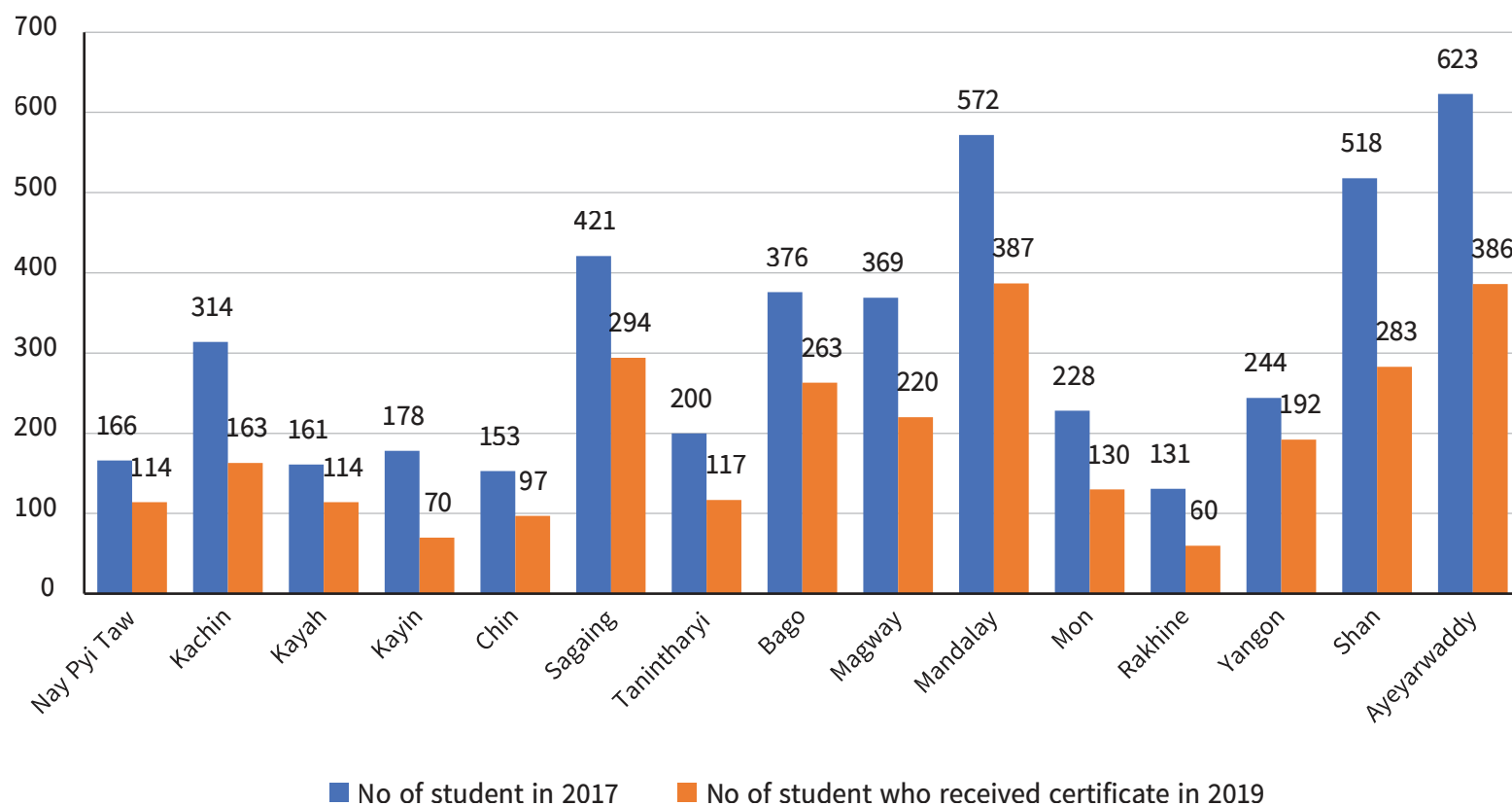


Figure (3.4.22) Number of registered students and number of students who received a certificate by intake in Singapore Myanmar Vocational Technical Institute (SMVTI)

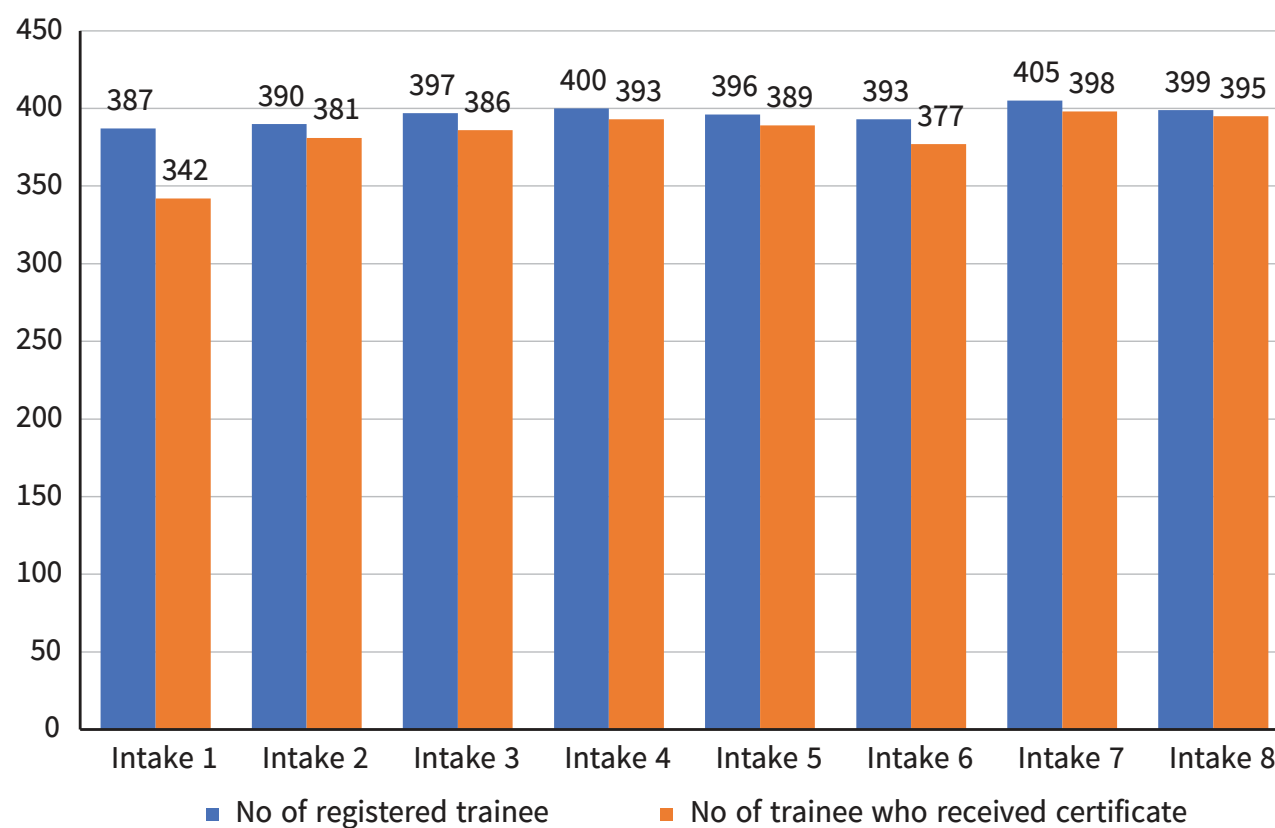


Figure (3.4.23) Number of registered students and number of students who received a certificate by intake in Nyaung-Shwe Vocational Technical Institute (NVTI)

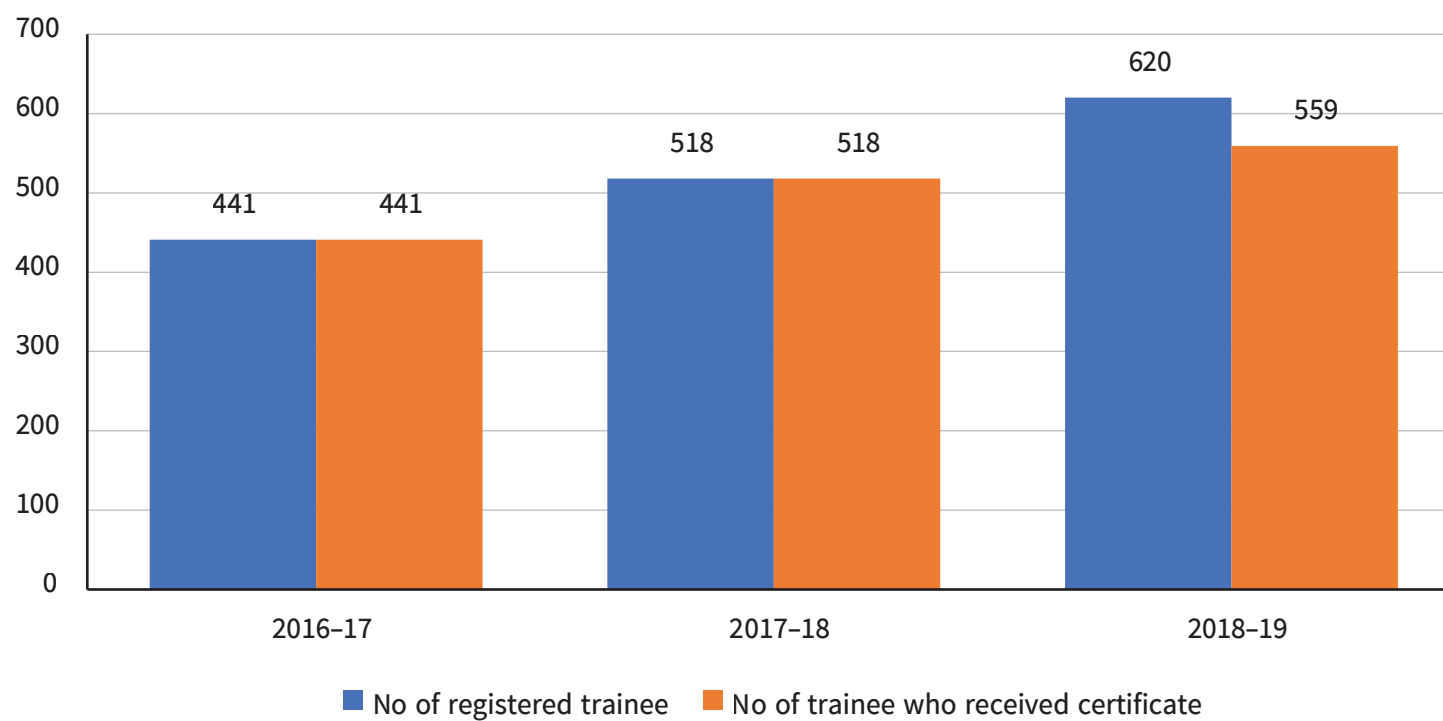




Figure (3.4.24) Number of registered students and number of students who received a certificate by intake in Yadana Welding Vocational School

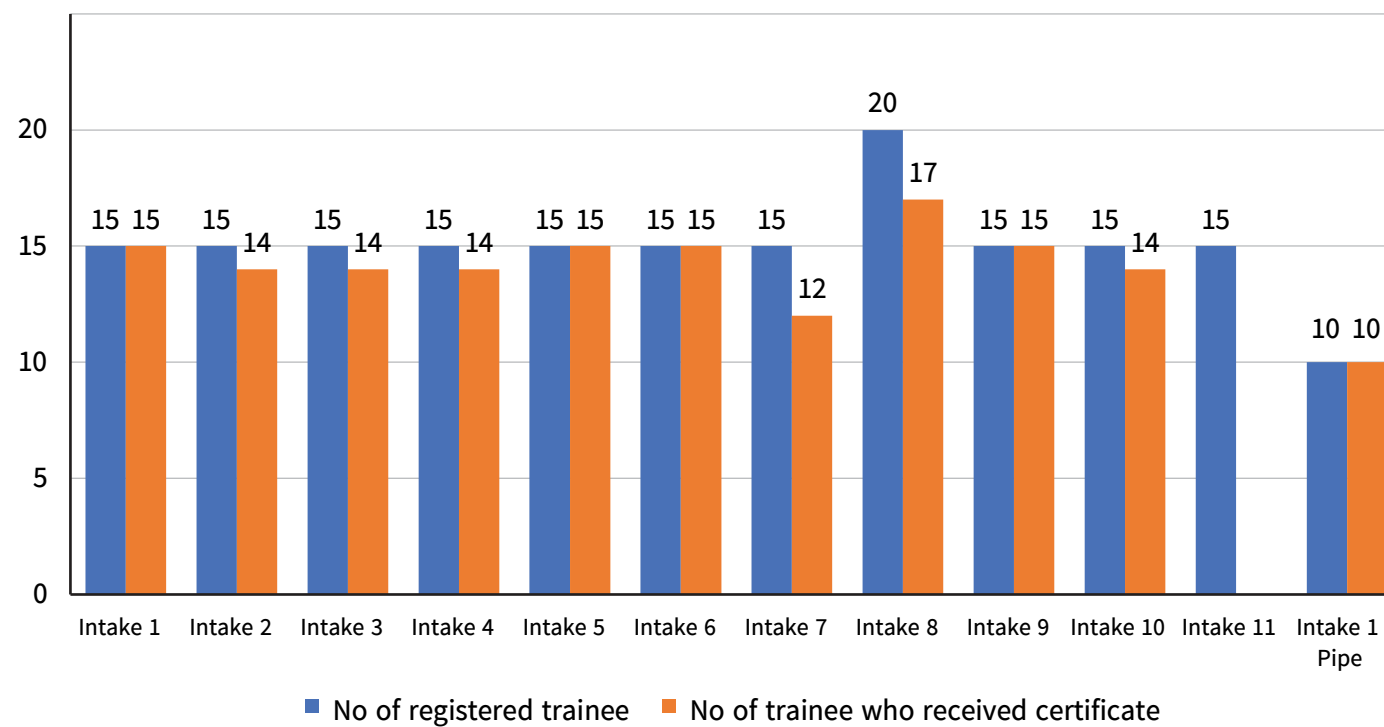


Figure (3.4.25) Number of registered students and number of students who received a certificate by intake in Food and Beverage Vocational School (Hlaing Thar Yar)

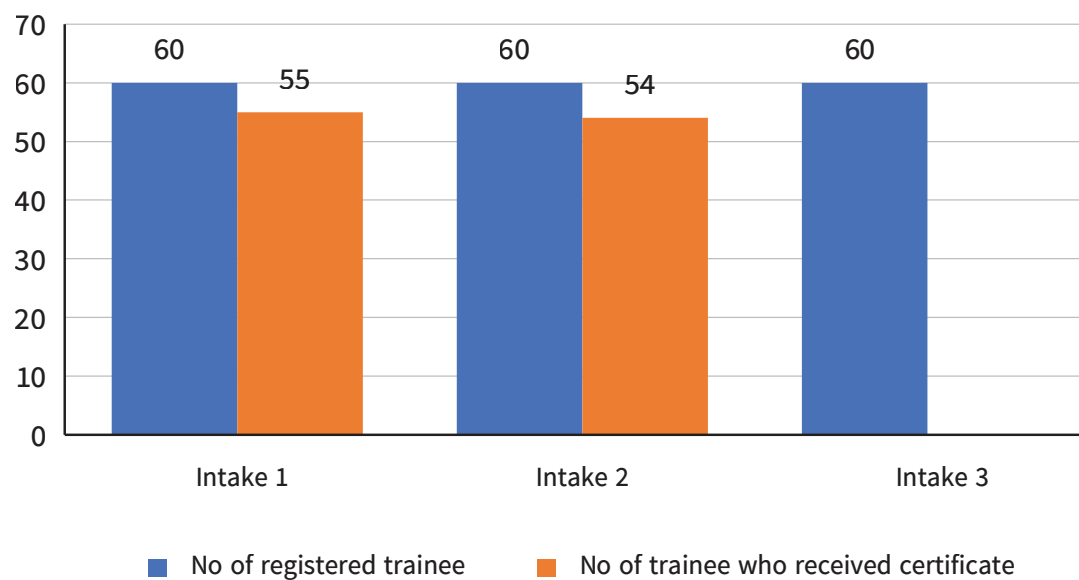


Figure (3.4.26) Number of registered students and number of students who received a certificate by intake in SITE











### 3.5 Higher Education

#### Achievements

In FY 2018-19, the day students who attended (Undergraduate, Honours, Master, Master of Research and PhD) programmes at Arts and Science Universities in their respective States and Regions are as follows: 11853 students in Kachin State, 2114 students in Kayah State, 8159 students in Kayin State, 735 students in Chin State, 49070 students in Sagaing Region, 9968 students in Tanintharyi Region, 24945 students in Bago Region, 22099 students in Magway Region, 63269 students in Mandalay Region, 16297 students in Mon State, 5795 students in Rakine State, 74306 students in Yangon Region, 13909 students in Shan State, 17194 students in Ayeyarwaddy Region.

In FY 2018-19, the students who were awarded (Bachelor, Honours, Master and PhD) degrees from Arts and Science Universities in their respective States and Regions were as follows: 2166 students in Kachin State, 377 students in Kayah State, 954 students in Kayin State, 9027 students in Sagaing Region, 1515 students in Tanintharyi Region, 3322 students in Bago Region, 3053 students in Magway Region, 47239 students in Mandalay Region, 2349 students in Mon State, 826 students in Rakhine State, 47927 students in Yangon Region, 2282 students in Shan State and 2979 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 2017-18 and FY 2018-19

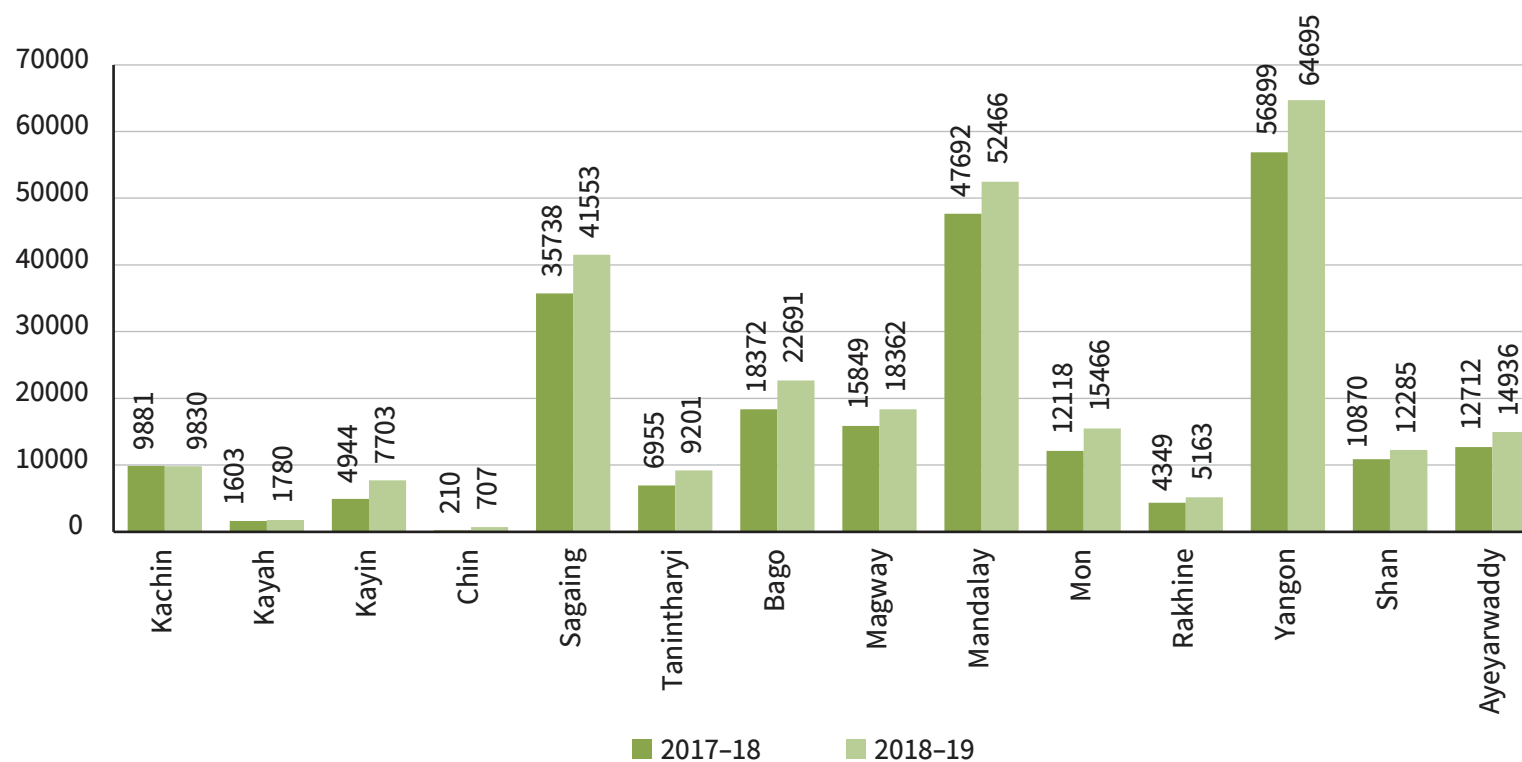


Figure (3.5.2) Number of Honors students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

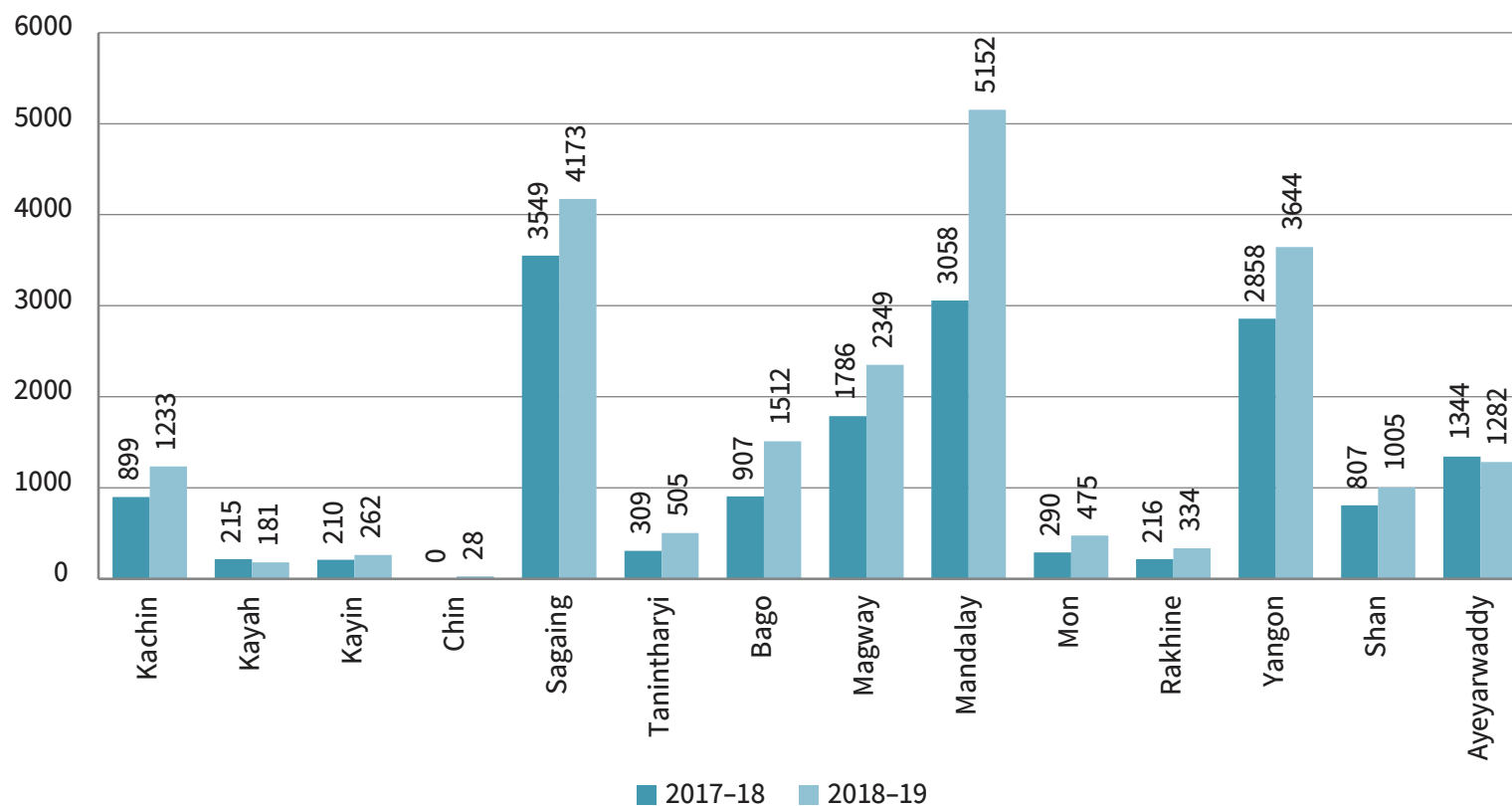


Figure (3.5.3) Number of M.A/M.Sc (Qualifying) students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

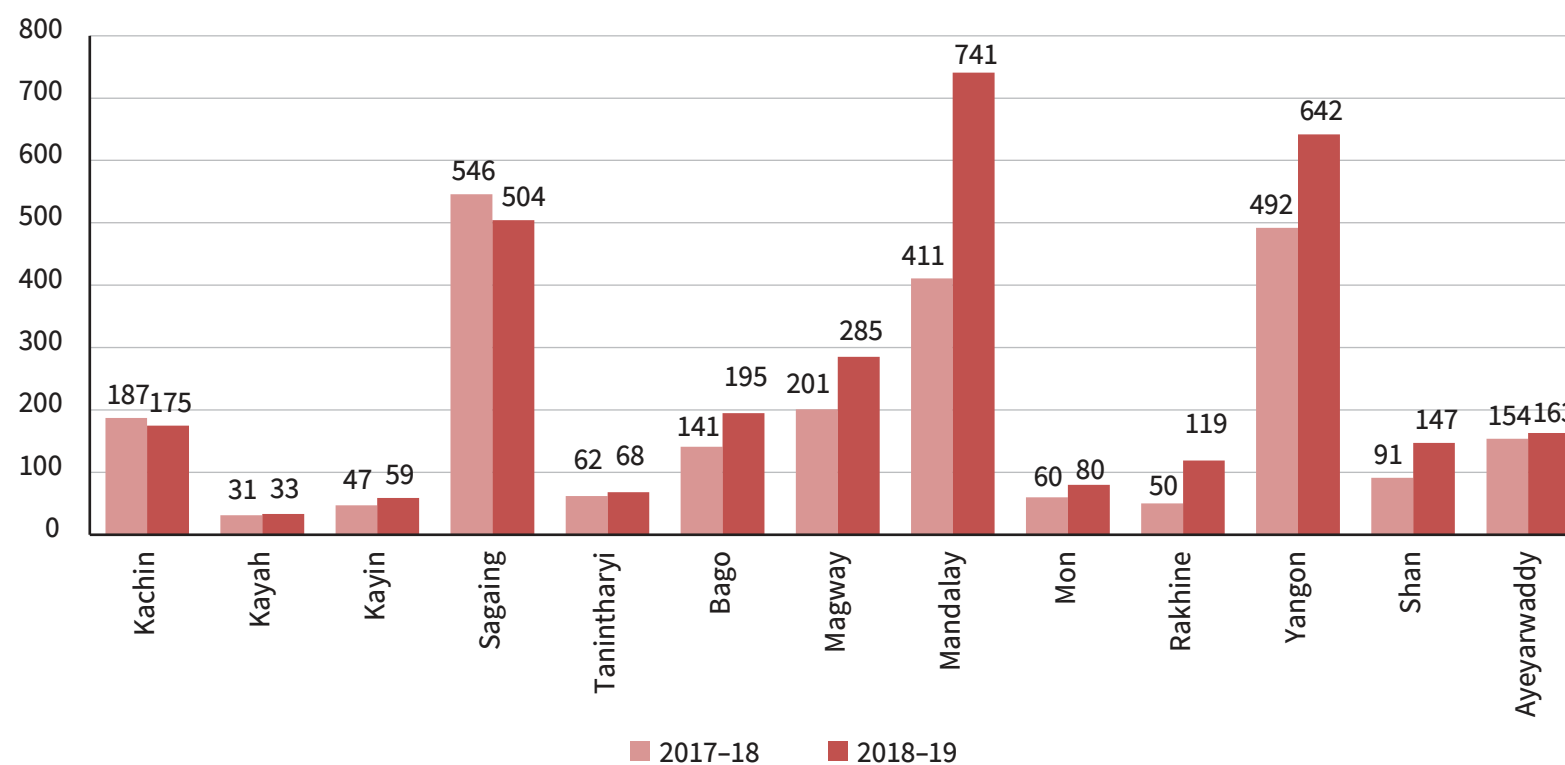


Figure (3.5.4) Number of Master students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

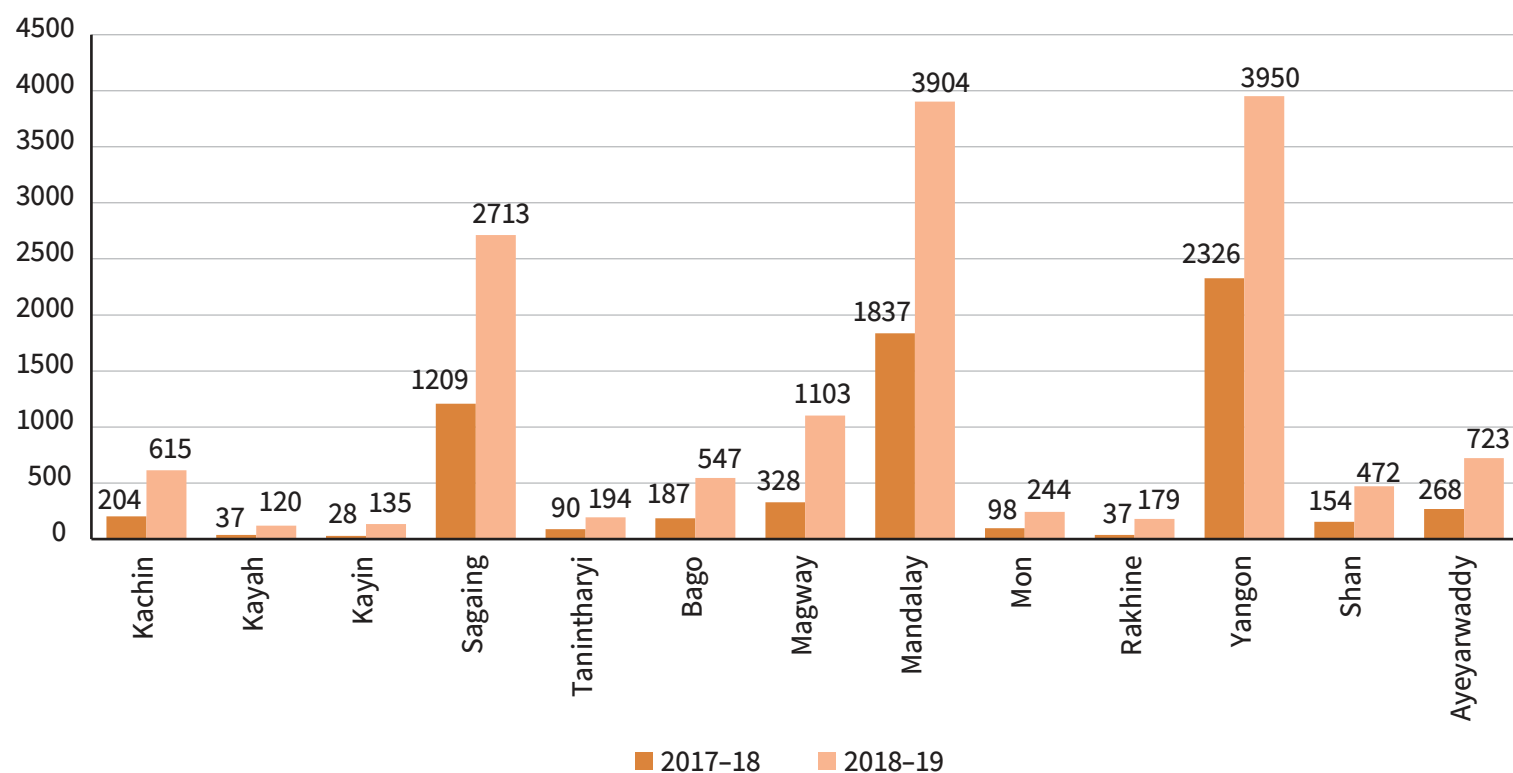




Figure (3.5.5) Number of Ph.D students at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

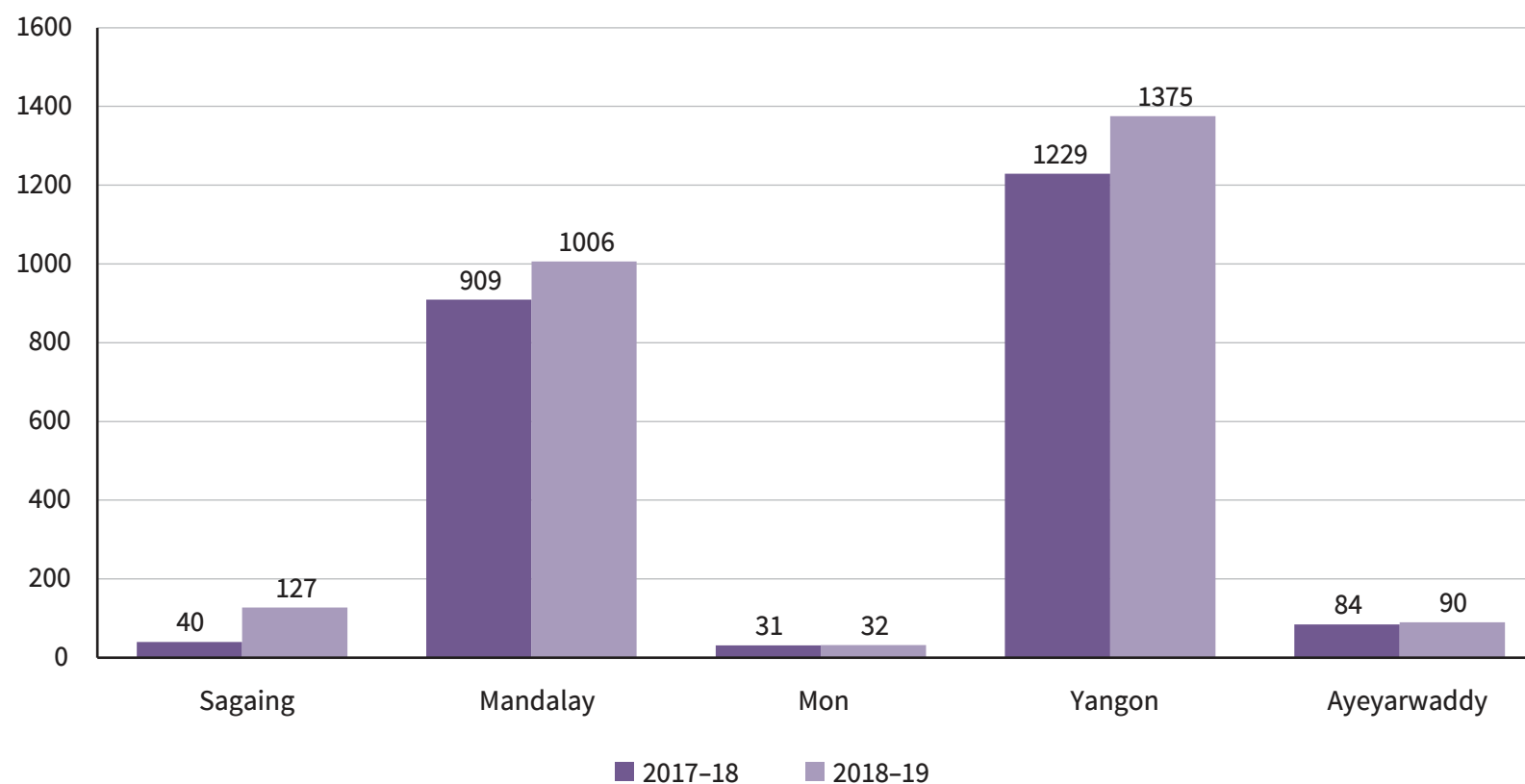


Figure (3.5.6) Number of Bachelor degrees holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

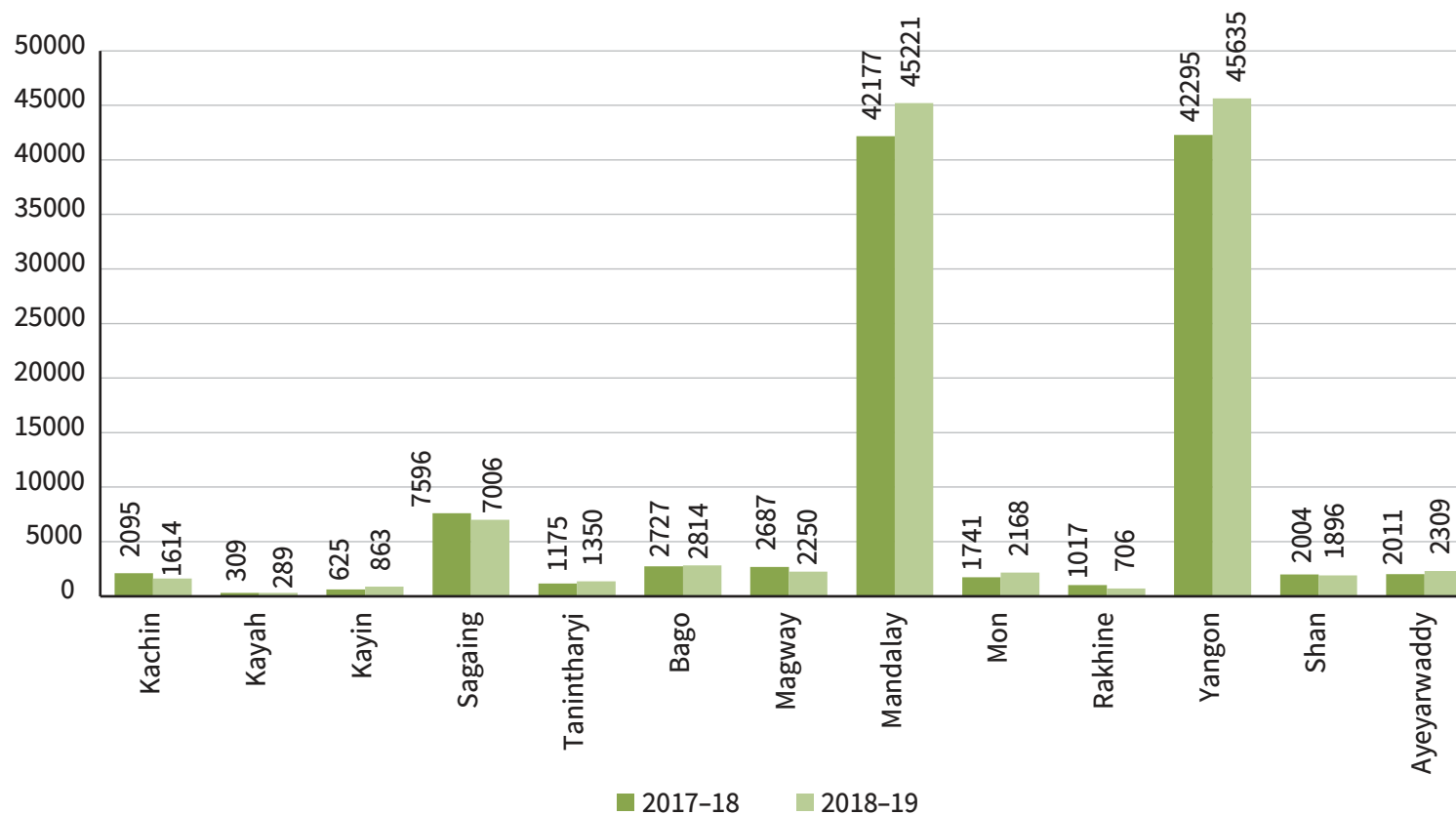


Figure (3.5.7) Number of B.Sc/B.A (Hons) degree holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

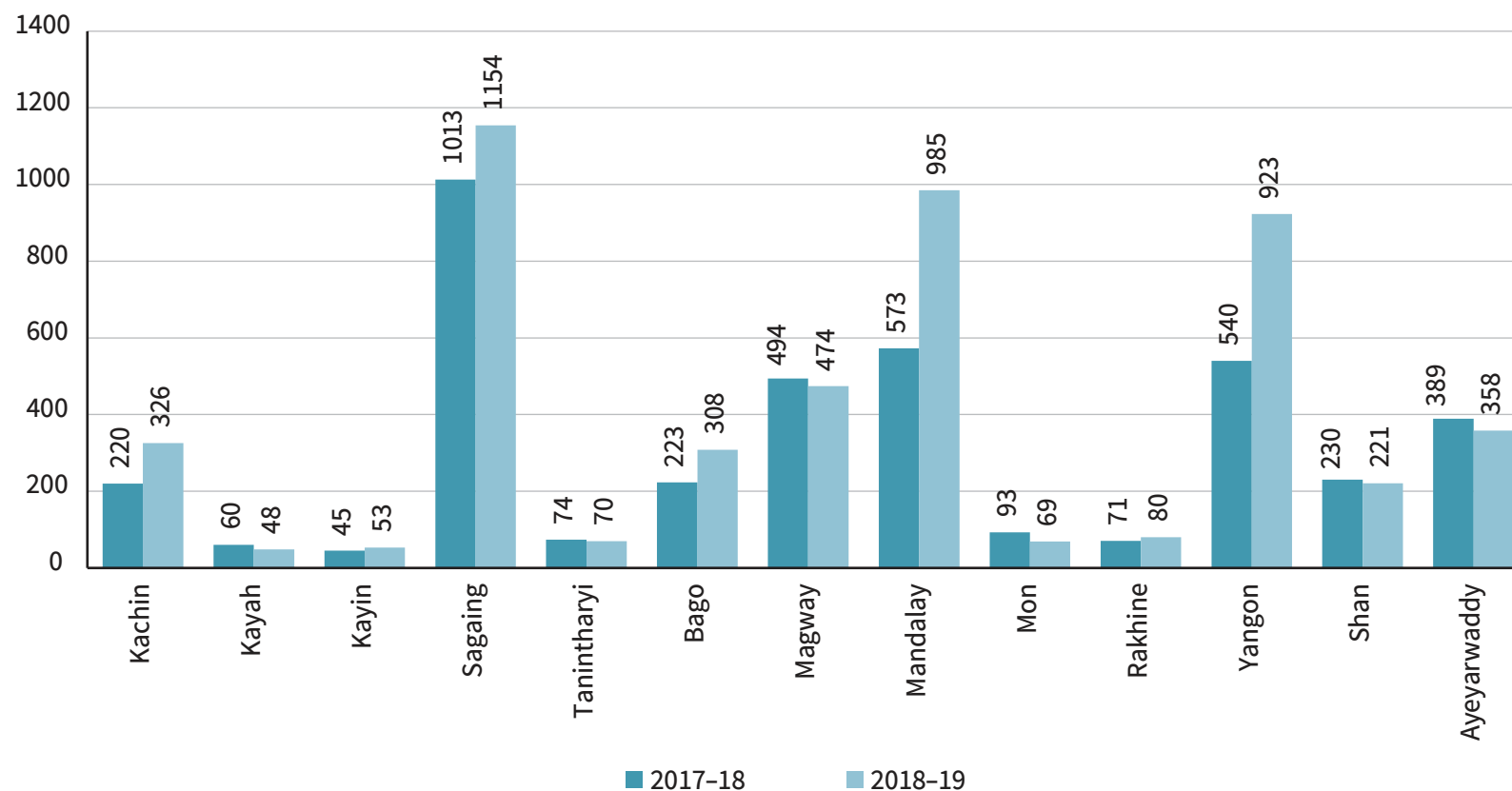


Figure (3.5.8) Number of Master degree holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

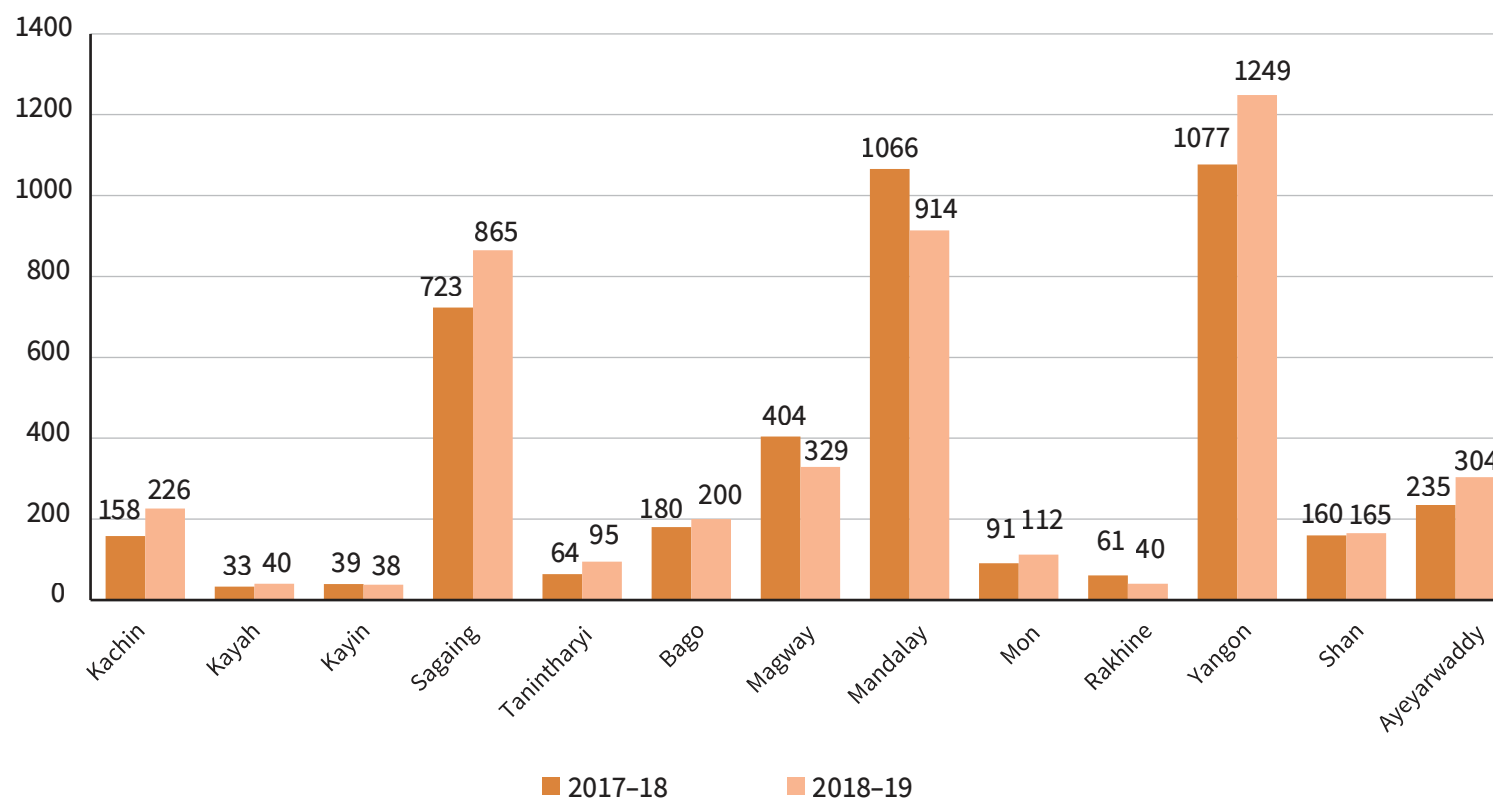


Figure (3.5.9) Number of Ph.D degree holders at Universities of Arts and Science, Universities of Economics, Universities of Education and Universities of Foreign Languages in FY 2017-18 and FY 2018-19

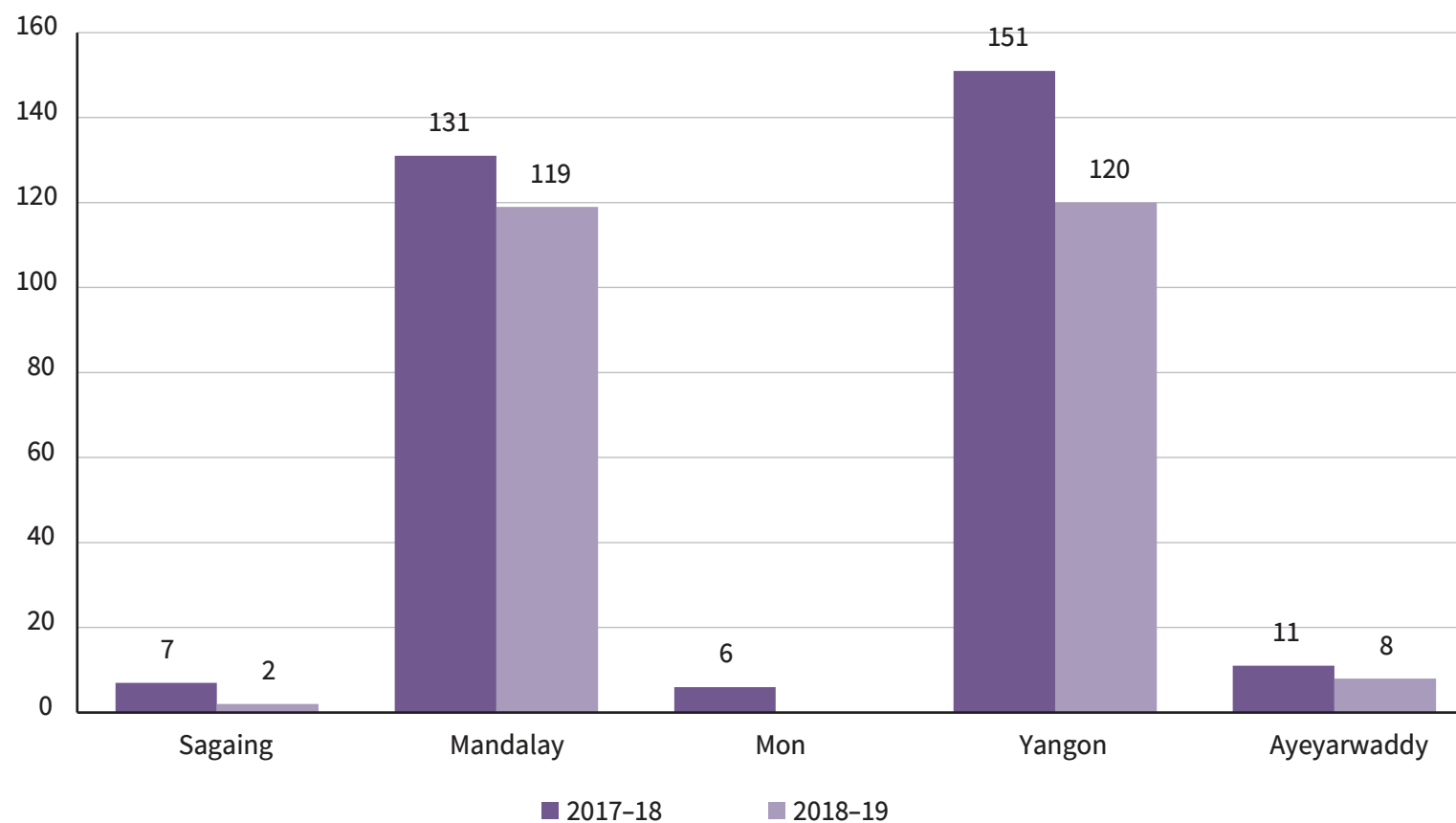






Figure (3.5.10) Number of students at Universities of Distance Education in FY 2017-18 and FY 2018-19 in States and Regions

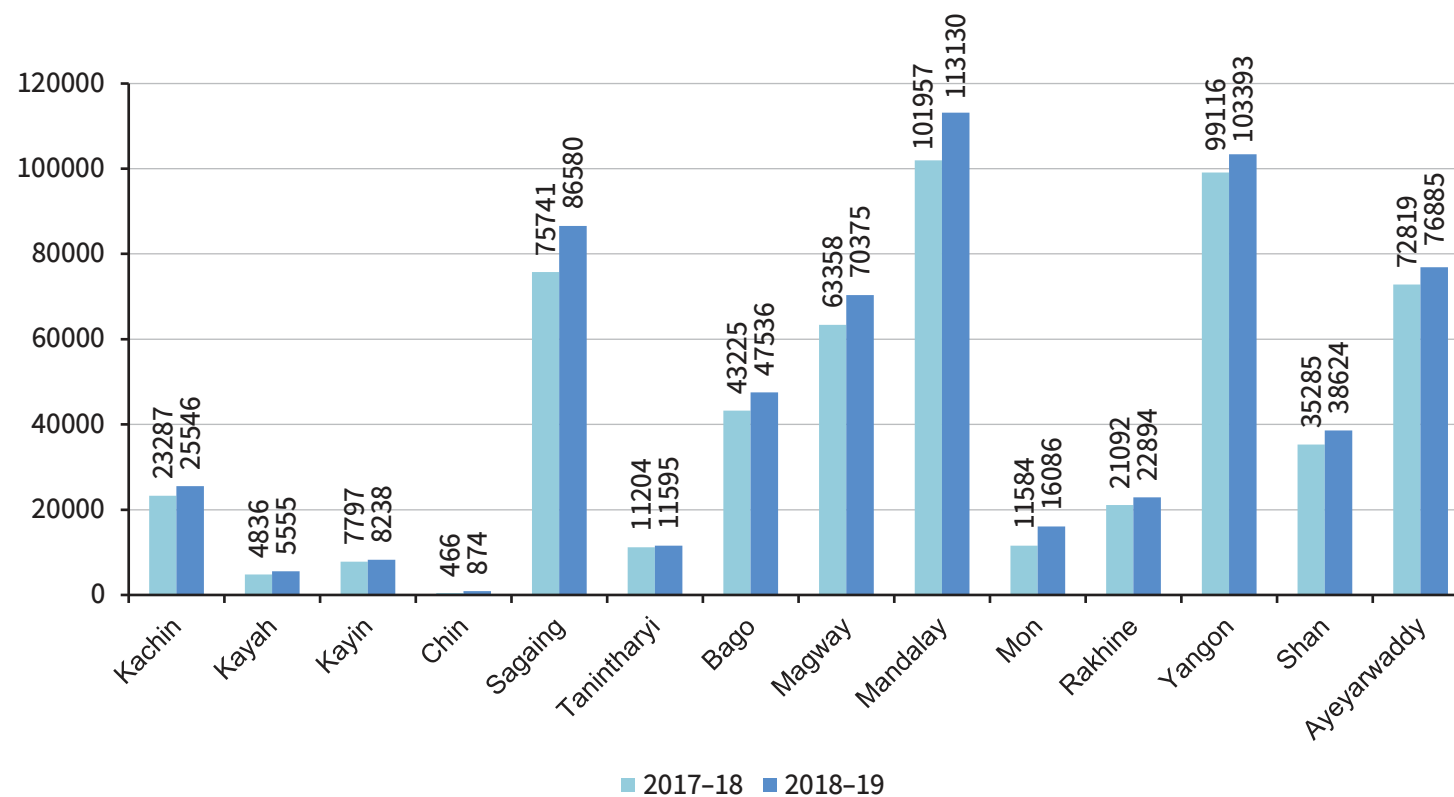


Figure (3.5.11) Number of students at Universities of Technology in FY 2017-18 and FY 2018-19 in States and Regions

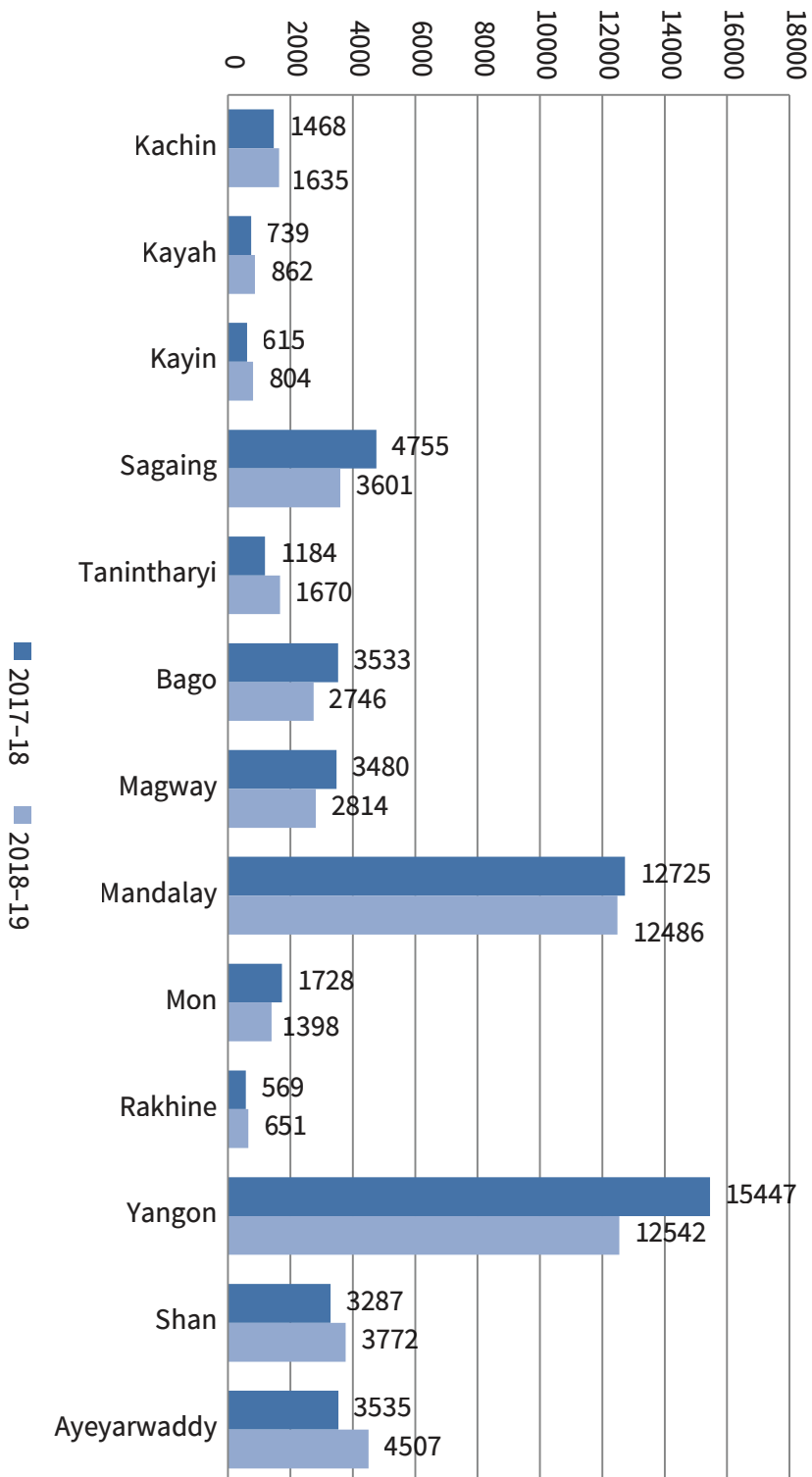


Figure (3.5.12) Number of graduates from Universities of Technology in FY 2017-18 and FY 2018-19  
(B.Tech, B.S, B.E, Diploma, M.E/M.S, M.Arch, Ph.D)

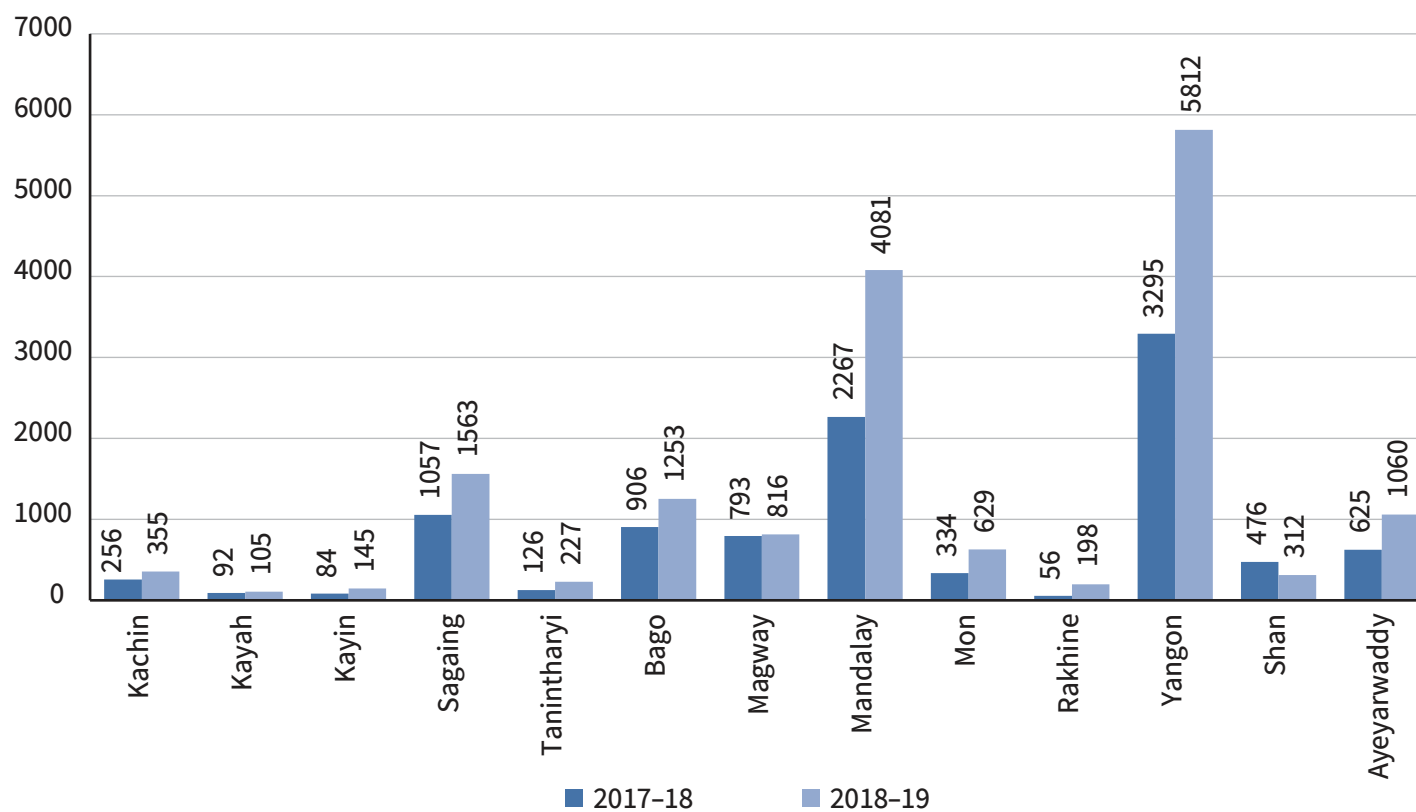


Figure (3.5.13) Number of students at Universities of Computer Science in FY 2017-18 and FY 2018-19 in States and Regions

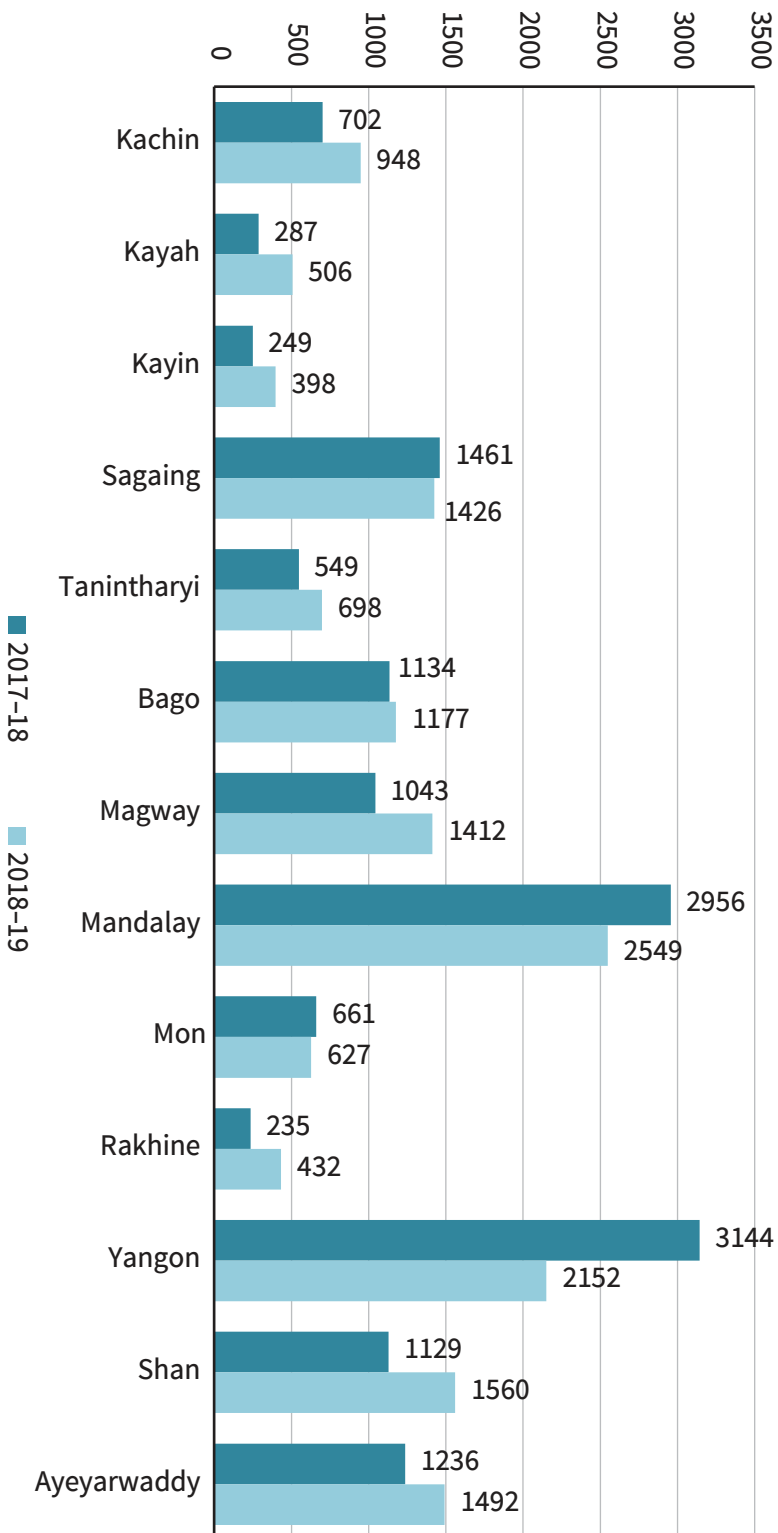
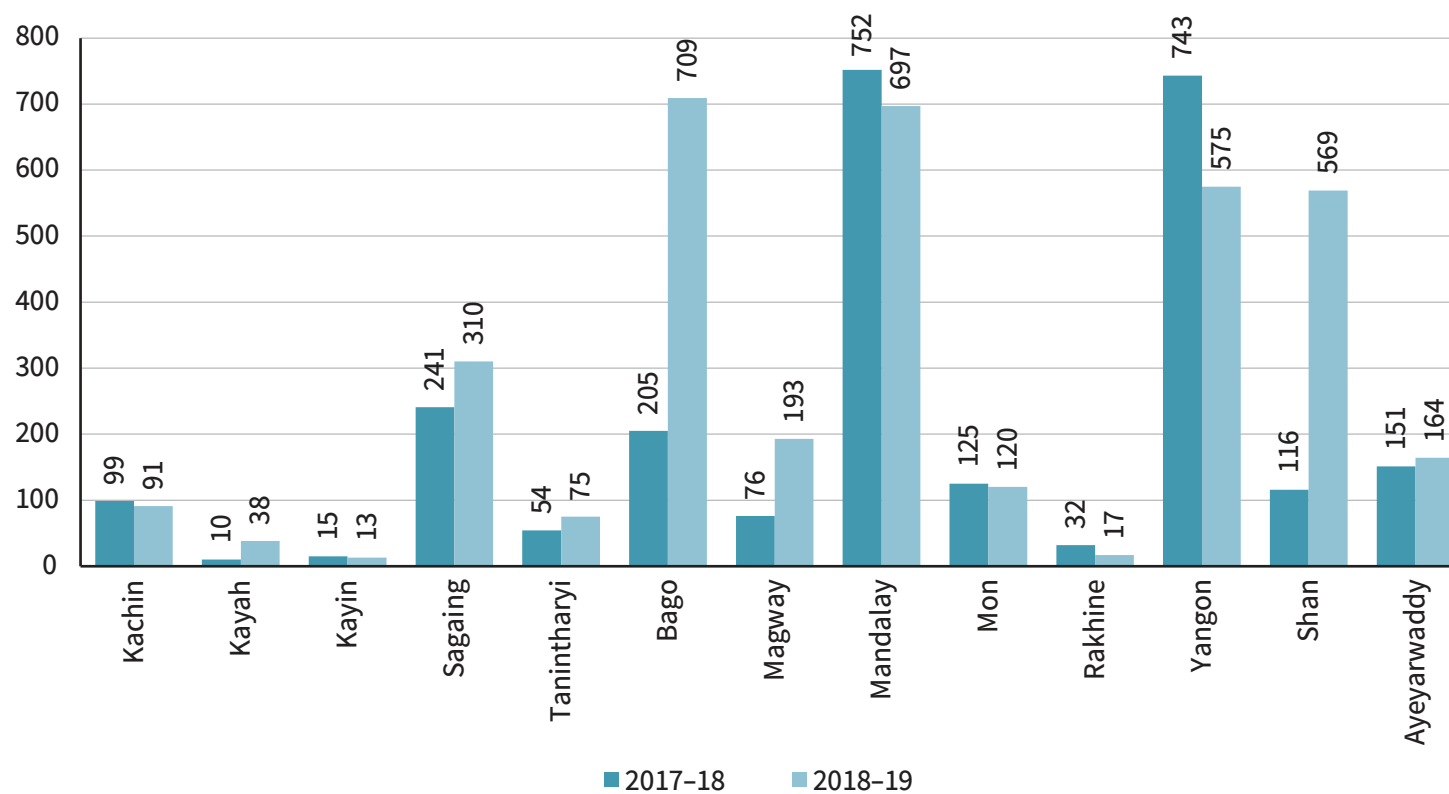




Figure (3.5.14) Number of graduates at Universities of Computer Science in FY 2017-18 and FY 2018-19 in States and Regions

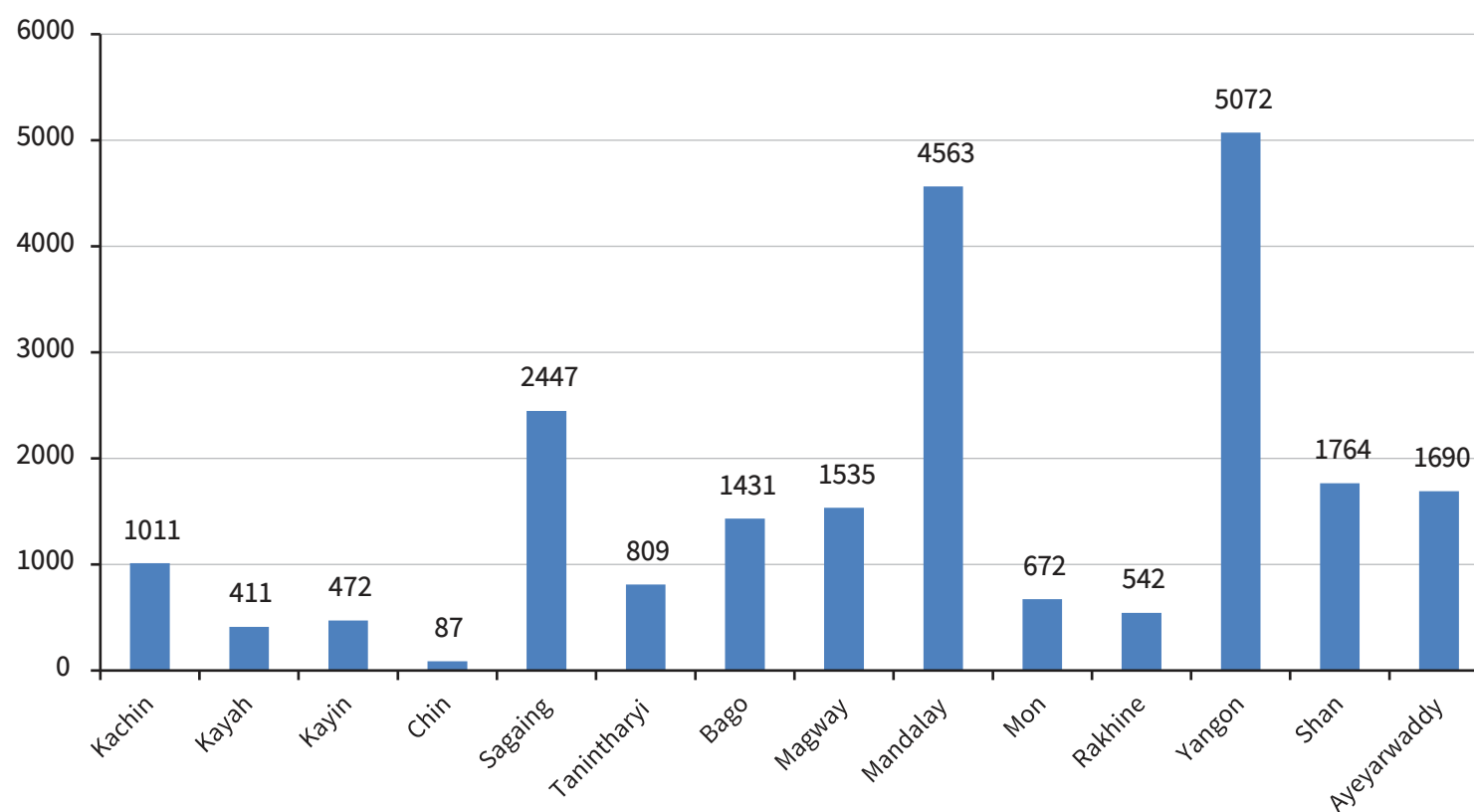


## Achievements

In FY 2018-19, the faculty at higher education institution in States and Regions are as follows: 1011 teachers in Kachin State, 411 teachers in Kayah State, 472 teachers in Kayin State, 87 teachers in Chin State, 2447 teachers in Sagaing Region, 809 teachers in Tanintharyi Region, 1431 teachers in Bago Region, 1535 teachers in Magway Region, 4563 teachers in Mandalay Region, 672 teachers in Mon State, 542 teachers in Rakhine State, 5072 teachers in Yangon Region, 1764 teachers in Shan State and 1690 teachers in Ayeyarwaddy Region.



Figure (3.5.15) Number of teachers at Higher Education Institutions by States and Regions in FY 2018-19



## Chapter 4



# Department Performance in Budget Implementation in FY 2018 (6 month mini budget) and FY 2018-19







## Chapter 4

# Department Performance in Budget Implementation in FY 2018 (6 month mini budget) and FY 2018–19

## 4.1 Introduction

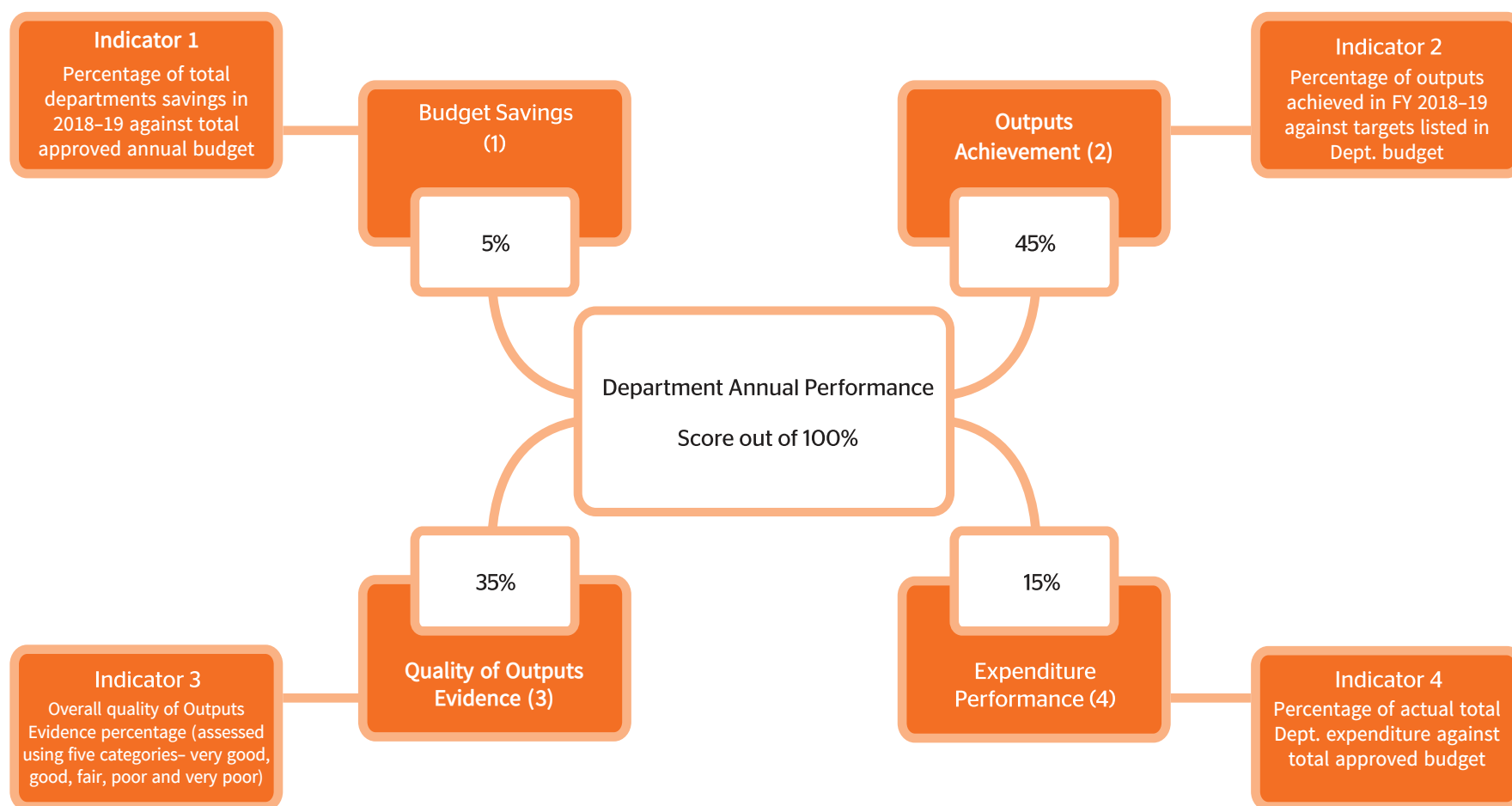
This chapter presents the main findings from two Annual Budget and Outputs Evaluations undertaken in FY 2018 (6 month, mini budget) and FY 2018–19. The overall aim of this activity was to independently evaluate all 11 Departments in budget implementation performance using the Performance Assessment Framework (PAF) listed in Diagram 4.1. This PAF covers the following four performance assessment areas:

- (a) Department budget savings<sup>1</sup>;
- (b) Achievement of outputs;
- (c) Quality of evidence submitted to verify the achievement of outputs; and,
- (d) Expenditure performance (actual budget expenditure as a percentage of the approved budget)

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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)



## 4.2 High level results from Annual Budget Expenditure and Outputs Evaluation in FY 2018 (6 month mini budget)

This section presents findings from the Annual Budget and Outputs Evaluation FY 2018 (Mini Budget), which involved assessment of all Departments using the PAF listed in Diagram 4.1.

The top 5 Departments in terms of their overall annual Performance Assessment Framework (PAF) score, based on the four PAF categories were: (1) DERPT; (2) DHE; (3) DRI; (4) DTVET; and, (5) DBE (see Table 1, Column 6).



Table 1 : Annual Budget and Outputs Evaluation FY 2018 (6 month mini budget) Scores

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)	NESP Performance Total Scores (Col. 5)	Depts. and Perf. Score Rank (Col. 6)
1	DBE	648321.0791	645928.9311		58	44.34	0.000	22.810	14.94	82.10	DBE(5)
2	DTVET	22130.428	20158.57		37	42.29	0.002	26.865	13.66	82.82	DTVET (4)
3	DHE	105889.224	105832.868		13361	43.05	0.003	28.158	13.56	84.77	DHE (2)
4	DAE	1144.636	1018.808		61	42.55	0.000	25.361	13.35	81.62	DAE (6)
5	DERPT	4649.83901	4647.48835		42	43.92	0.001	28.500	14.99	87.41	DERPT (1)
6	DMNL	562.017	538.721		32	35.41	0.017	28.438	14.38	78.25	DMNL (7)
7	DME	3852.404	3798.325		16	41.97	0.000	17.500	15.13	74.60	DME(8)
8	DTPC	1379.787	1323.764		29	34.29	0.000	24.379	14.39	73.06	DTPC (9)
9	DRI	3162.175	2749.772		67	43.81	0.262	26.537	13.04	83.65	DRI (3)

High level results

## High level results

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)	NESP Performance Total Scores (Col. 5)	Depts. and Perf. Score Rank (Col. 6)
10	DM&E (E)	76.706	82.411		28	29.01	0.000	27.500	16.12	72.63	DM&E (E) (10)
11	DM&E (R)	1404.92555	484.86755		48	22.58	0.001	20.271	5.18	48.03	DM&E (R) (11)
Average Performance Score across 11 Departments										77.18	
DHE	Universities	61203.203	61149.508		37	42.71	0.003	27.432	13.63	83.78	
	DHE-TE	11054.855	11054.346		53	44.39	0.009	29.189	14.71	88.29	
	DHE- TU/CU	33631.166	33629.014		43	41.68	0.000	27.512	13.06	82.25	

DBE = Department of Basic Education  
 DHE = Department of Higher Education  
 DTVET = Department of Technical, Vocational Education and Training  
 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&E (E) = Department of Monitoring and Evaluation(Education)  
 DM&E (R) = Department of Monitoring and Evaluation (Research)  
 TE = Teacher Education  
 TU = Technological Universities  
 CU = Computer Universities



### 4.3 High level results from Annual Budget Expenditure and Outputs Evaluation in FY 2018–19

This section presents findings from the Annual Budget and Outputs Evaluation FY 2018–19, which involved assessment of all Departments using the PAF listed in Diagram 4.1.

The top 5 Departments in terms of their overall annual Performance Assessment Framework (PAF) score, based on the four PAF categories were: (1) DM&E(R); (2) DHE; (3) DMNL; (4) DERPT; and, (5) DTVET (see Table 2, Column 6).

Table 2: Annual Budget and Outputs Evaluation FY 2018–19

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 Score (Col. 5)	Depts. and Perf. Score Rank (Col. 6)
1 DBE	1710738.618	1613156.685		76	38.96	0.012	19.342	14.14	72.46	DBE (8)
2 DTVET	93832.614	74186.369		51	38.01	0.120	29.235	11.86	79.22	DTVET (5)
3 DHE	362681.131	361444.44		163	43.94	0.007	26.282	14.95	85.17	DHE (2)
4 DAE	5811.104	4648.269		48	38.87	0.902	24.792	12.00	76.57	DAE (7)
5 DERPT	11696.4468	11565.4678		61	39.56	0.001	29.607	14.83	84.00	DERPT (4)
6 DMNL	1739.74	1720.421		41	44.69	0.043	24.927	14.83	84.49	DMNL (3)

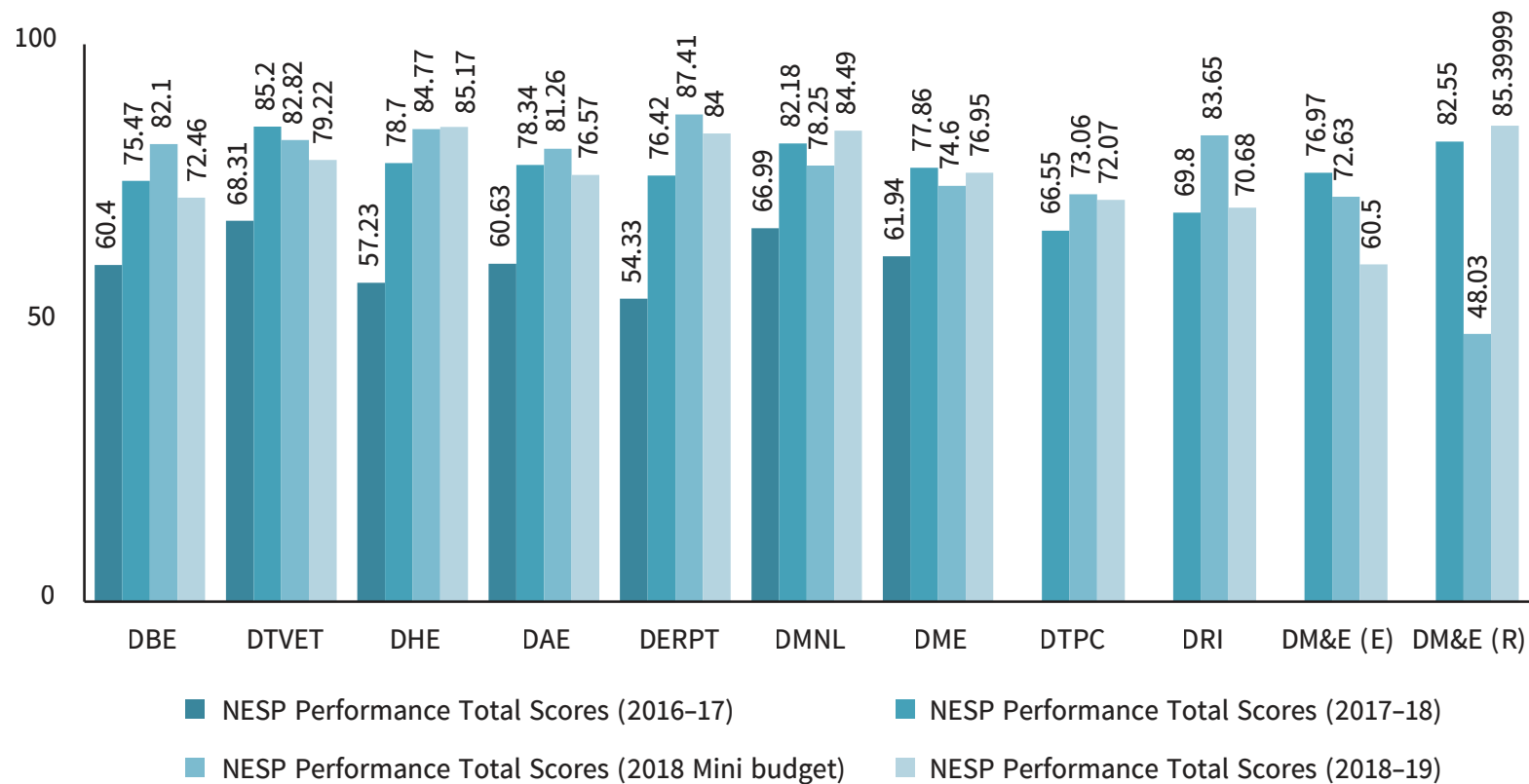
Departments		Approved Budget (Million MMK)	Actual Expenditure (Million MMK)	Actual Expenditure (US\$ Million)	Total Number of Activities	Achievement of Target plans (45%) (Col. 1)	Budget Savings Score (5%) (Col. 2)	Quality of Evidence- base Output Score (35%) (Col. 3)	Expenditure Performance Score (15%) (Col. 4)	Performance Total Score (Col. 5)	Depts. and Perf. Score Rank (Col. 6)
7	DME	5836.672	5836.668		40	39.25	0.000	22.750	14.95	76.95	DME (6)
8	DTPC	2738.658	2578.533		30	31.51	0.071	26.367	14.12	72.07	DTPC (9)
9	DRI	9876.449	7721.142		91	37.82	0.131	21.000	11.73	70.68	DRI (10)
10	DM&E (E)	193.234	178.391		29	26.71	0.186	27.759	13.85	68.50	DM&E (E)(11)
11	DM&E (R)	2455.812	2455.811		35	45.00	0.000	25.400	14.99999	85.39999	DM&E (R)(1)
Average Performance Score across 11 Departments										77.77	
DHE	Universiti- es	183248.208	183102.787		49	44.96	0.004	20.000	14.99	79.95	
	DHE-TE	47875.775	46788.611		73	42.65	0.042	31.932	14.66	89.28	
	DHE-TU/ CU	131557.148	131553.042		41	45.00	0.000	23.732	14.9995	83.73	

DBE = Department of Basic Education  
 DHE = Department of Higher Education  
 DTVET = Department of Technical, Vocational Education and Training  
 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&E (E) = Department of Monitoring and Evaluation(Education)  
 DM&E (R) = Department of Monitoring and Evaluation (Research)  
 TE = Teacher Education  
 TU = Technological Universities  
 CU = Computer Universities

Figure (4.3.1) Annual Budget and Outputs Evaluation results for FY 2016-17, FY 2017-18, FY 2018 (6 month mini budget) and FY 2018-19

Figure 4.3.1 below shows trends in Department Annual Budget and Outputs Evaluation scores over 3.5 years -- FY 2016-17, FY 2017-18, FY 2018 (6 month) and FY 2018-19.



## 4.4 Budget expenditures and achievements for FY 2018 (Mini budget)

### 4.4.1 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Higher Education

#### 1. Budget expenditures

Higher Education  
(112844.34 Million MMK)

Strategies

Strengthen higher education governance and management capacity (10632.410 Million MMK)  
Improve the quality and relevance of higher education (5955.769 Million MMK)  
Expand equitable access to higher education (21907.824 Million MMK)  
Supporting NESP Programmes (74348.337 Million MMK)

### Programme Components

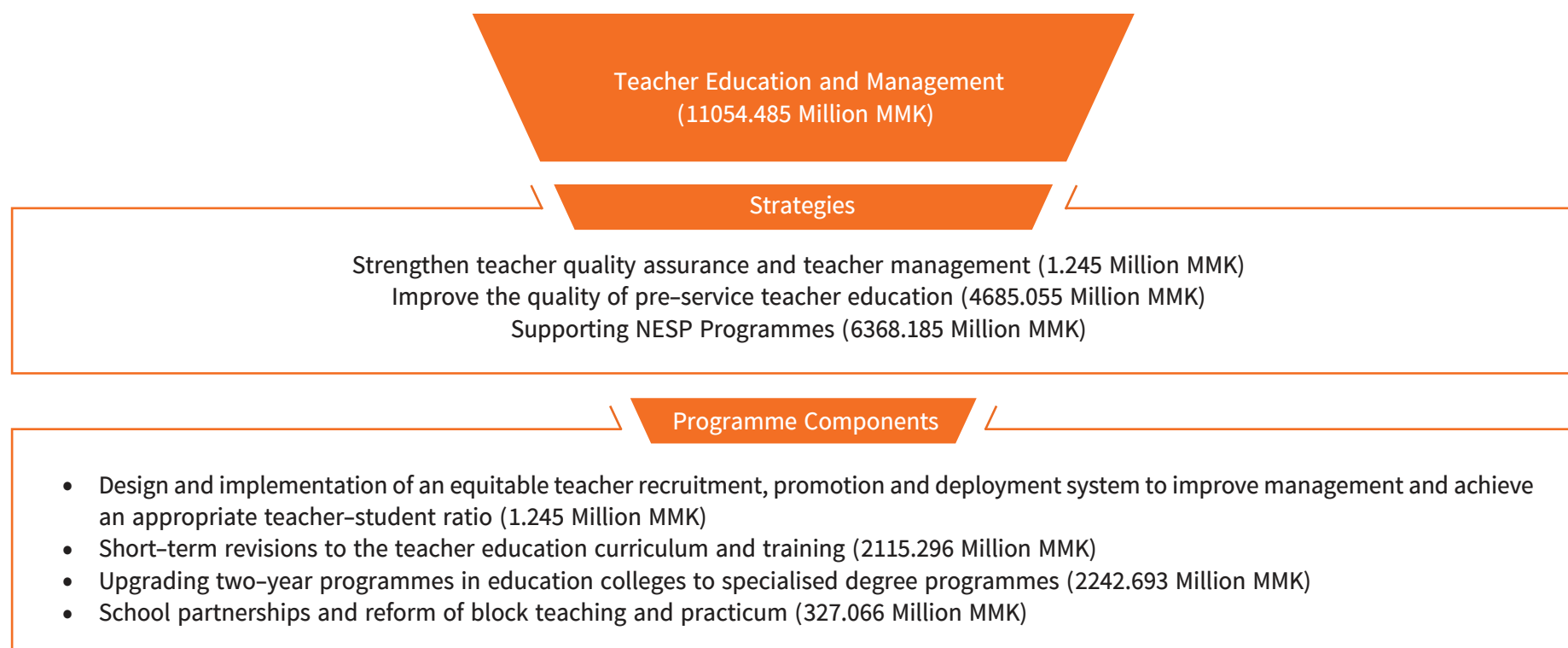
- Undertake overseas study tours to document best practices and establish partnerships (298.791 Million MMK)
- Establish a National Institute for Higher Education Development (NIHED) (129.360 Million MMK)
- Strengthen autonomy and accountability of Higher Education Institutions (10204.252 Million MMK)
- Establish a National Research and Innovation Fund and Research and Development Centers at Higher Education Institutions (381.193 Million MMK)
- Develop a policy and strategy for world-class national universities and comprehensive universities (6.255 Million MMK)
- Upgrade facilities at selected Higher Education Institutions (5525.864 Million MMK)
- Enhance the status of e-learning centers and e-libraries (42.457 Million MMK)
- Create a good teaching and learning environment at Higher Education Institutions (21274.524 Million MMK)
- Promote student support programme (633.300 Million MMK)





#### 4.4.1.1 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Higher Education (Teacher Education and Training)

##### 1. Budget expenditures





## 4.4.2 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Basic Education

### 1. Budget expenditures

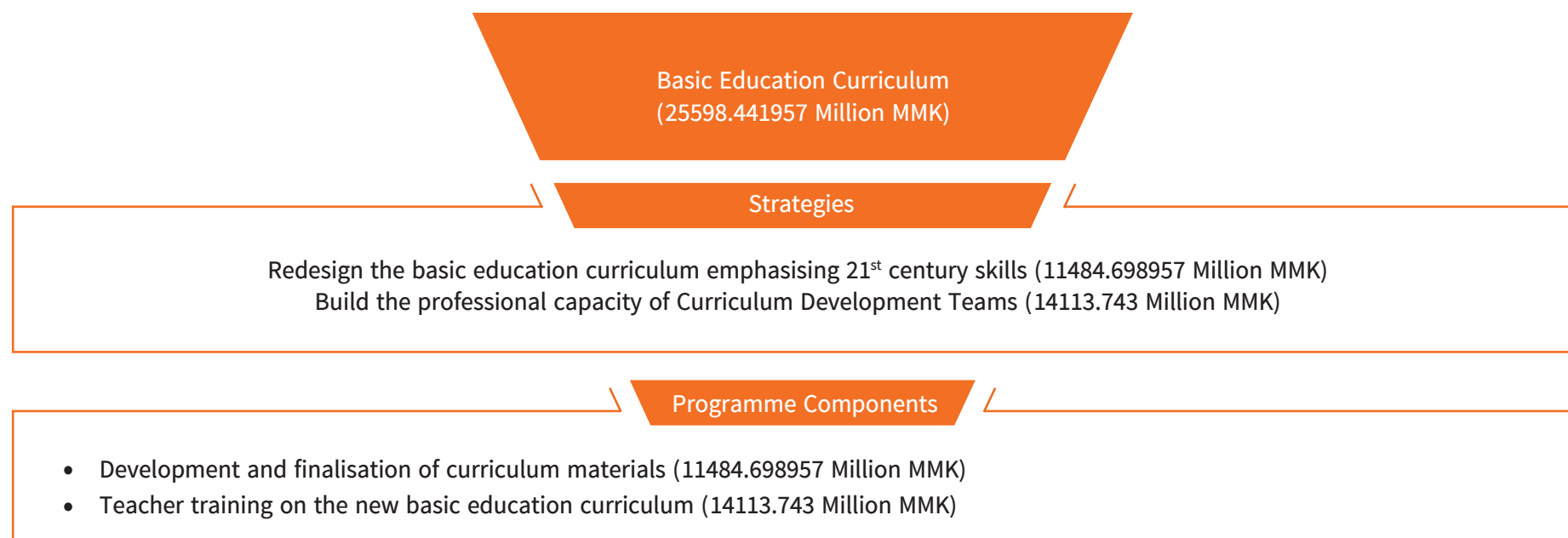
Basic Education – Access, Quality and Inclusion  
(619849.551 Million MMK)

#### Strategies

Enable universal access to free basic education (2540.7735 Million MMK)  
Support compulsory and inclusive education (11597.4895 Million MMK)  
Improve school quality through a national school-based quality assurance system (23890.785 Million MMK)  
Supporting NESP Programmes (581820.503315 Million MMK)

#### Programme Components

- Expansion of existing schools, upgrading of schools and construction of new schools (2540.7735 Million MMK)
- Supporting at-risk students for equitable access to basic education (11597.4895 Million MMK)
- School improvement planning against the SQSAF (23890.785 Million MMK)



Student Assessment and Examinations  
(480.6978 Million MMK)

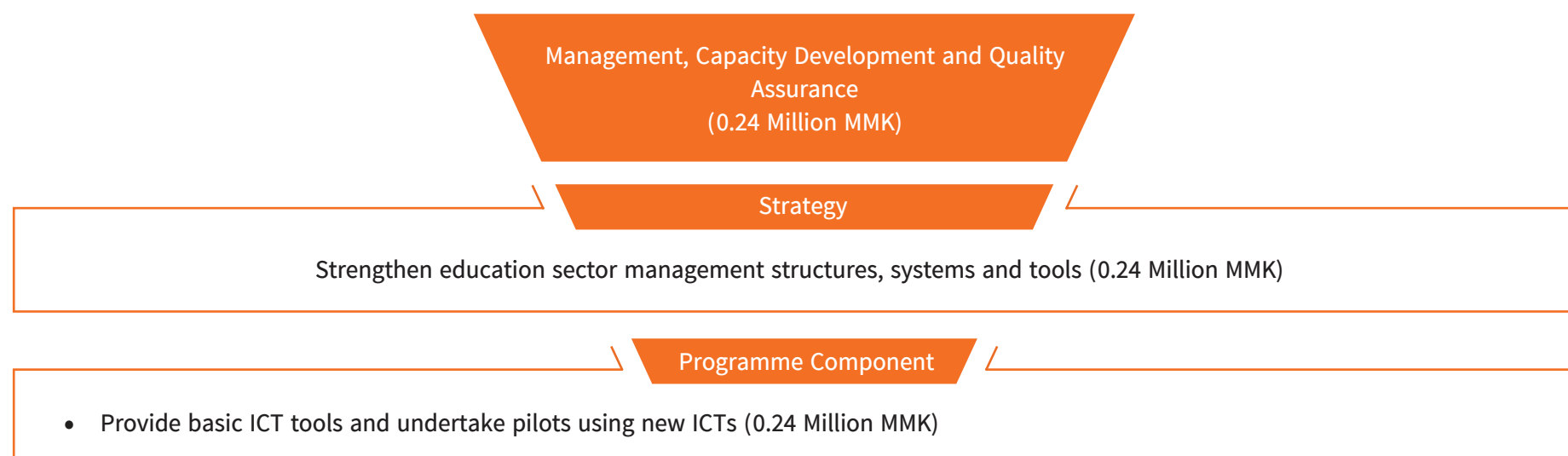
Strategy

Improve assessment and examinations (480.6978 Million MMK)

Programme Component

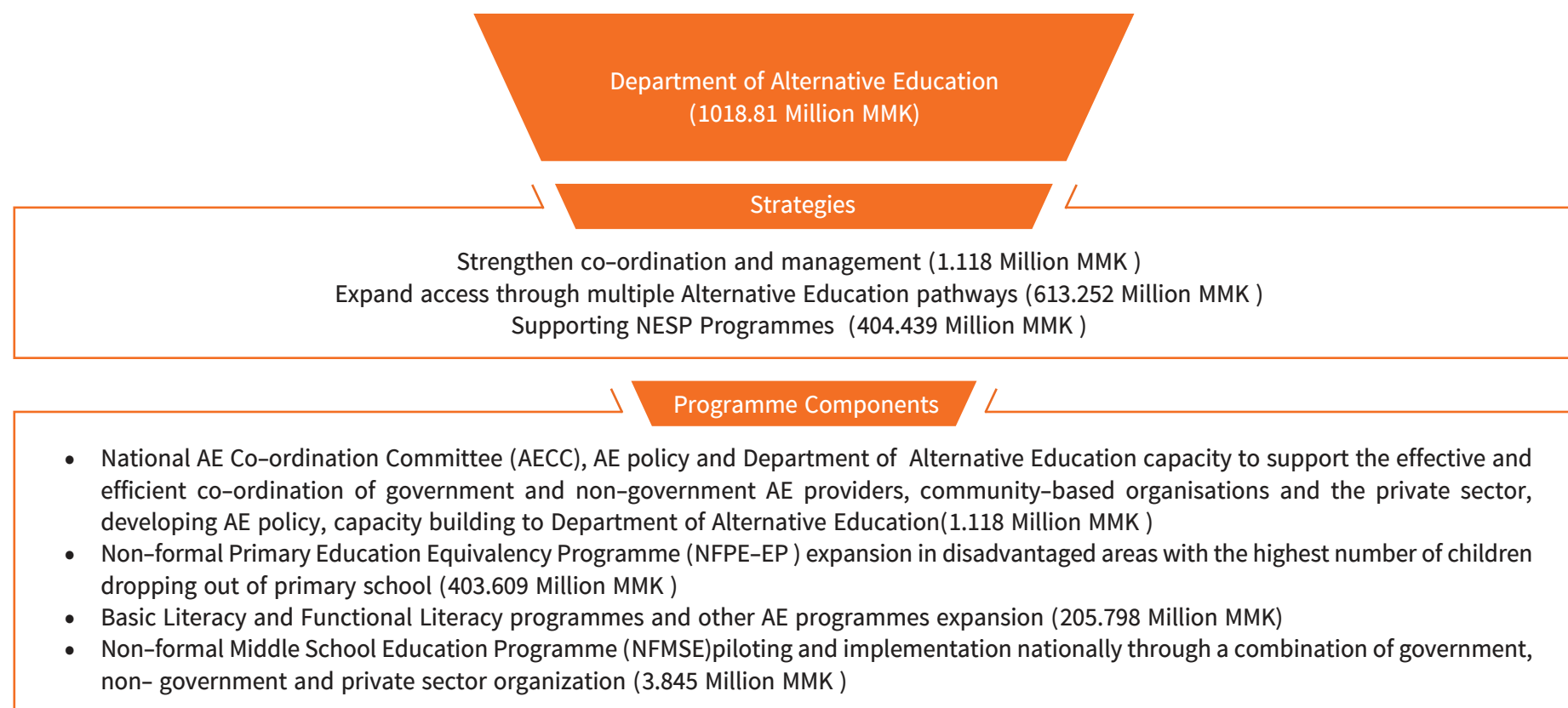
- Grade 5, Grade 9 and high school Completion Examinations (480.6978 Million MMK)





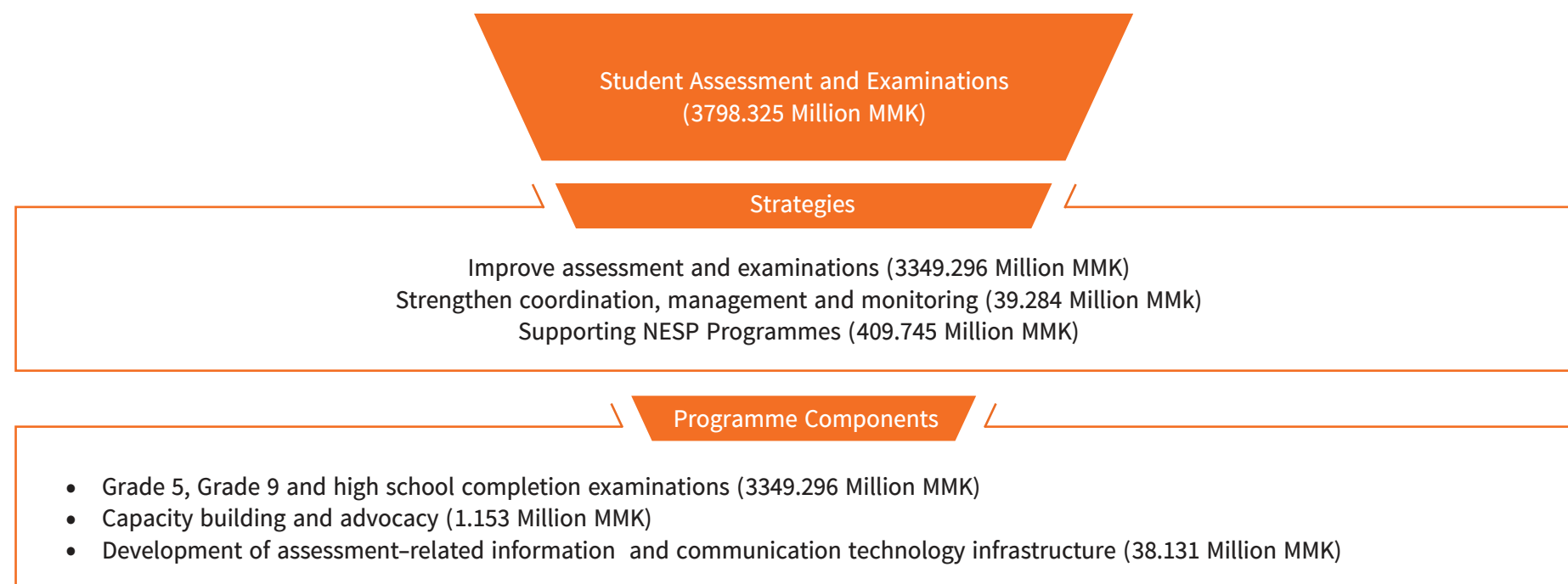
### 4.4.3 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Alternative Education

#### 1. Budget expenditures



#### 4.4.4 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Myanmar Examinations

##### 1. Budget expenditures



#### 4.4.5 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Educational Research, Planning and Training

##### 1. Budget expenditures

Basic Education — Access, Quality and Inclusion  
(48.794 Million MMK)

Strategy

Support compulsory and inclusive education (48.794 Million MMK)

Programme Component

- Supporting at-risk students for equitable access to basic education (48.794 Million MMK)

### Basic Education Curriculum (1109.91 Million MMK)

#### Strategies

Redesign the basic education curriculum emphasizing 21<sup>st</sup> century skills (1101.768 Million MMK)  
Implement the new curriculum through strengthened curriculum management, dissemination and monitoring, and evaluation systems (8.142 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 (1083.603 Million MMK)
- Development and finalization of curriculum materials to enable a more interactive style of classroom teaching and learning (18.165 Million MMK)
- Strengthen the curriculum management system including the capacity to print and distribute better quality materials to all schools in a timely manner (8.142 Million MMK)



### Student Assessment And Examinations (9.5652 Million MMK)

#### Strategy

Improve assessment and examinations (9.5652 Million MMK)

#### Programme Component

- National sample-based assessments to provide useful evidence about the level of student achievement in identified curriculum areas (9.5652 Million MMK)

### Management, Capacity Development and Quality Assurance (3478.969 Million MMK)

#### Strategies

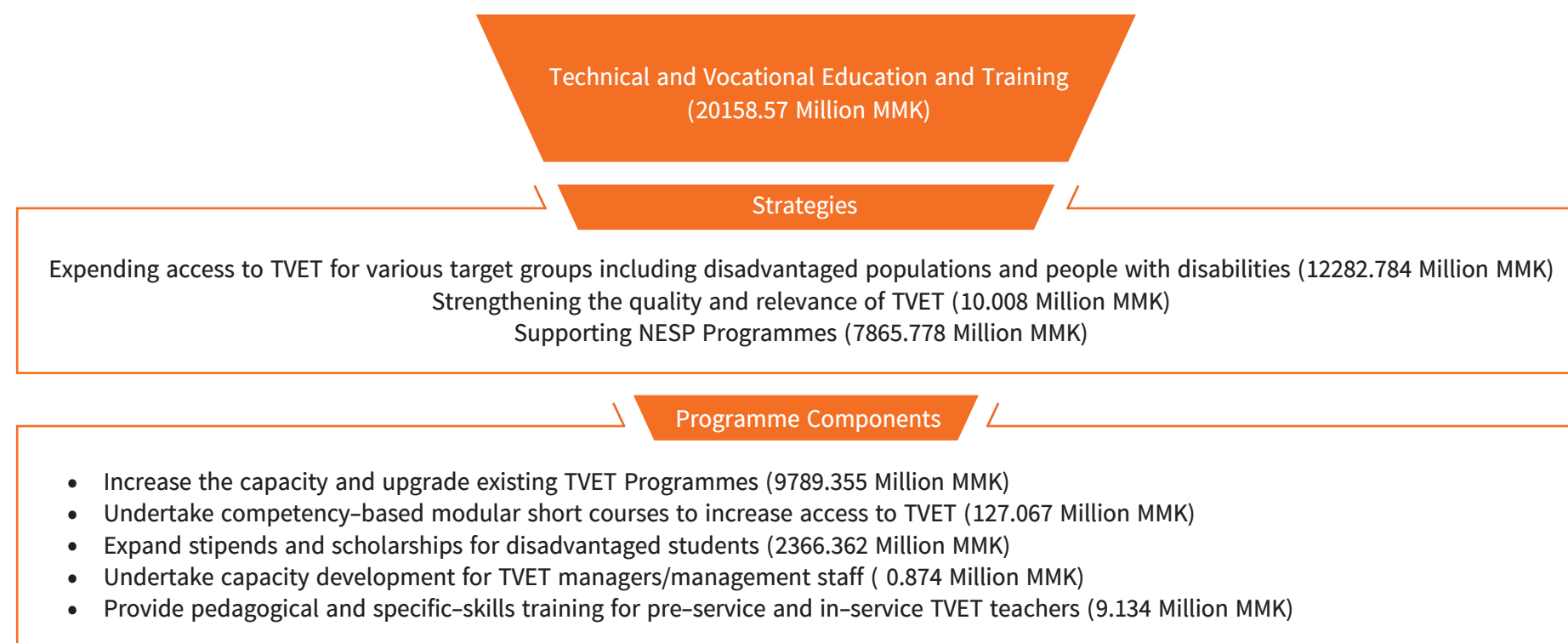
Strengthen education sector management structures, systems and tools (335.783 Million MMK)  
Strengthen the capacity of education managers to successfully undertake education reforms (2840.236 Million MMK)  
Supporting NESP Programmes (302.95 Million MMK)

#### Programme Components

- Implement the NESP Annual Planning and Budget Cycle (269.561 Million MMK)
- Strengthen education management information systems and human resource information systems (EMIS and HRIS) and develop the Education Portal to support evidence-based decision making across the national education system (66.222 Million MMK)
- Education Management Training Programme to strengthen the capacity of officers working at headquarters, state/region, district and township levels (2840.236 Million MMK)

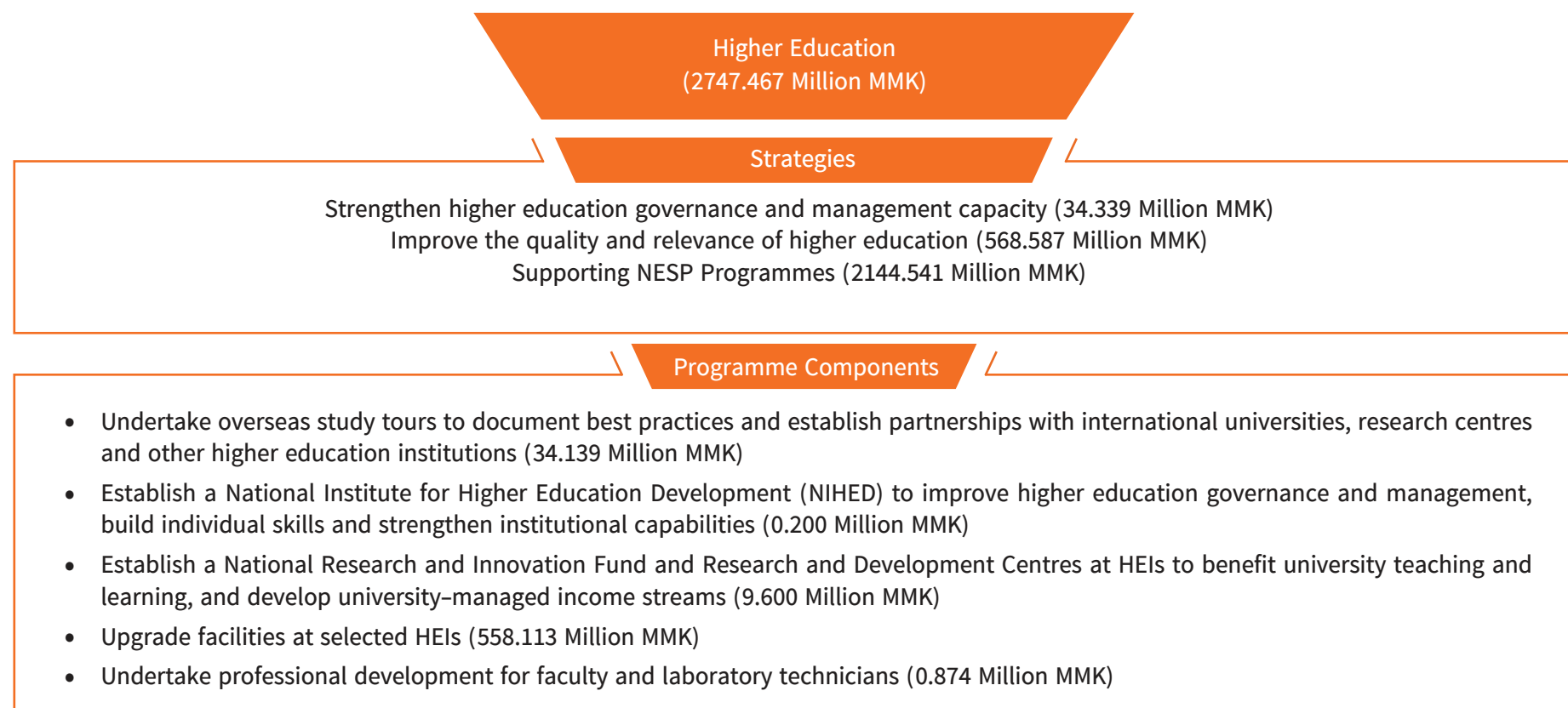
#### 4.4.6 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Technical, Vocational Education and Training

##### 1. Budget expenditures



#### 4.4.7 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Research and Innovation

##### 1. Budget expenditures





#### 4.4.8 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Technical Promotion and Coordination

##### 1. Budget expenditures



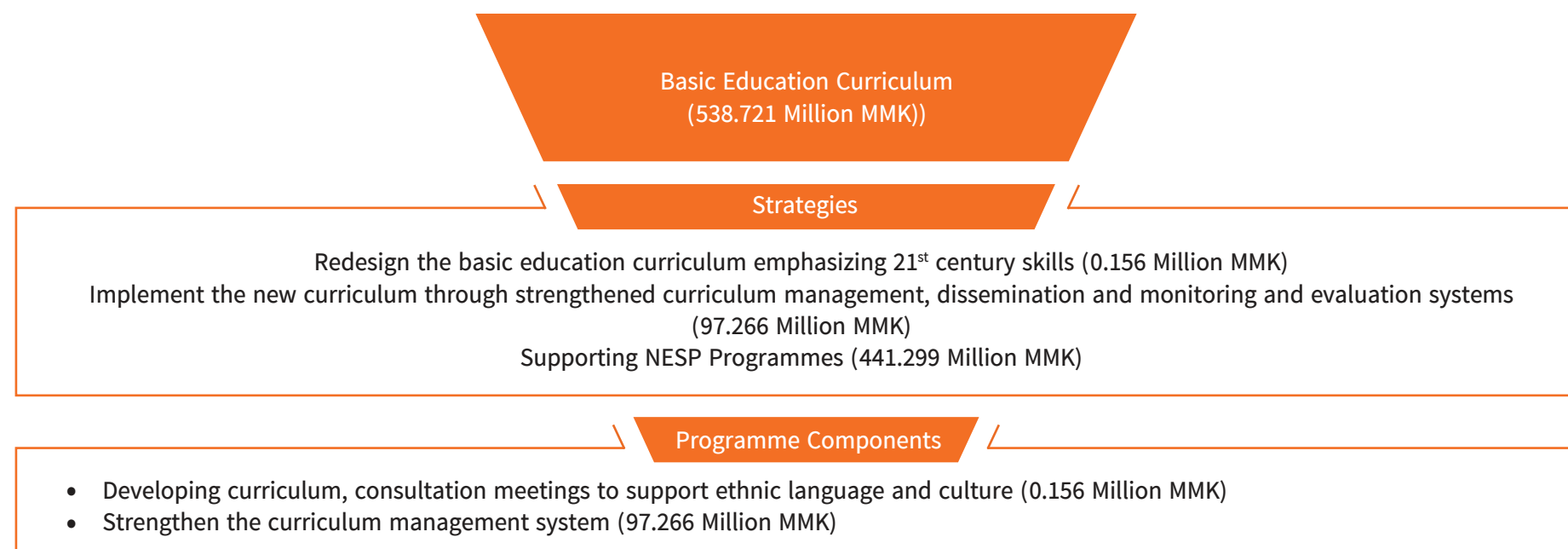
Strategy

Supporting NESP Programmes (1323.764 Million MMK)



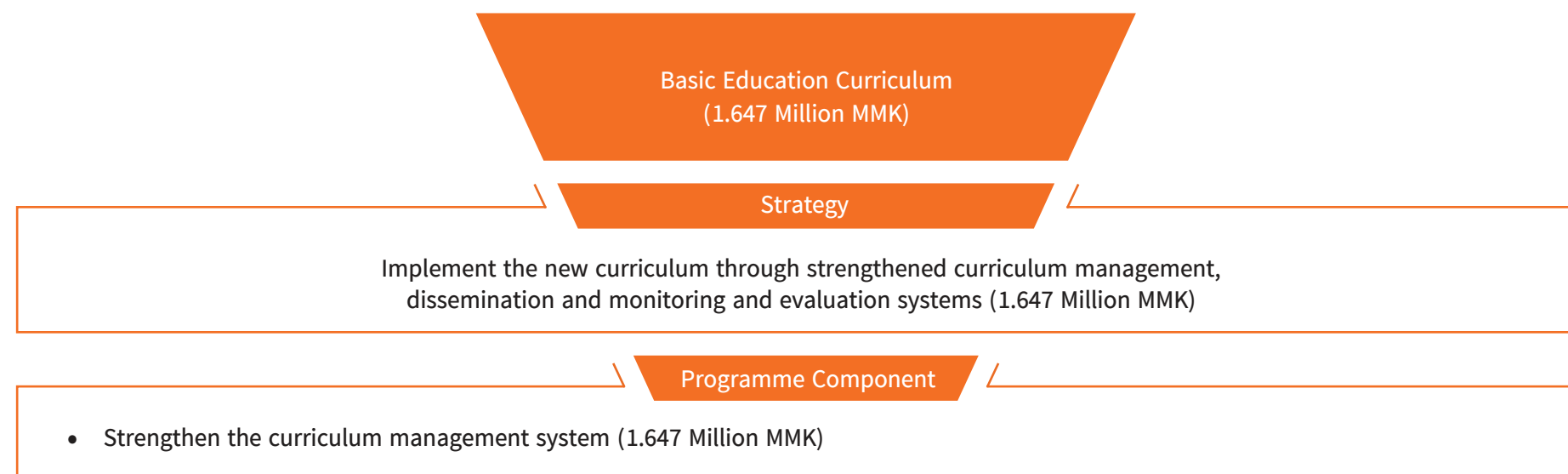
#### 4.4.9 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Myanmar Nationalities' Languages

##### 1. Budget expenditures



#### 4.4.10 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Monitoring and Evaluation (Education)

##### 1. Budget expenditures



### Higher Education (0.786 Million MMK)

#### Strategy

Improve the quality and relevance of higher education (0.786 Million MMK)

#### Programme Component

- Upgrade facilities at selected HEIs (0.786 Million MMK)

### Management, Capacity Development and Quality Assurance (0.133 Million MMK)

#### Strategy

Strengthen education sector management structures, systems and tools (0.133 Million MMK)

#### Programme Component

- Institutionalise education sector annual planning(0.133 Million MMK)

#### 4.4.11 Budget expenditures and achievements for FY 2018 (Mini budget) by NESP Strategies and Programme Components for Department of Monitoring and Evaluation (Research)

##### 1. Budget expenditures

Management, Capacity Development and  
Quality Assurance  
(484.868 Million MMK)

##### Strategies

Strengthen education sector management structures, systems and tools (66.165 Million MMK)  
Strengthen the capacity of education managers to successfully undertake education reforms (84.949 Million MMK)  
Supporting NESP Programmes (333.754 Million MMK)

##### Programme Components

- Institutionalise education sector annual planning through a joint Annual Sector Performance Review and a joint Annual Sector Budget Review (0.452 Million MMK)
- Development of the Performance Monitoring and Accountability System (PeMAS) dashboard (0.560 Million MMK)
- Institutionalise education sector annual planning (65.153 Million MMK)
- Annual Capacity Development Plan and Executive leadership and mentoring (84.949 Million MMK)





## 4.5 Budget expenditures and achievements for FY 2018-19

### 4.5.1 Budget expenditures and achievements for FY 2018-19 by NESP Strategies and Programme Components for Department of Higher Education

#### 1. Budget expenditures

Higher Education  
(314655.829 Million MMK)

Strategies

Strengthen higher education governance and management capacity (3773.661 Million MMK)  
Improve the quality and relevance of higher education (24921.681 Million MMK)  
Expand equitable access to higher education (149867.936 Million MMK)  
Supporting NESP Programmes (136092.551 Million MMK)

### Programme Components

- Undertake overseas study tours to document best practices and establish partnerships (631.251 Million MMK)
- Establish a National Institute for Higher Education Development (NIHED) (55.921 Million MMK)
- Strengthen governance of HEIs through university charters and university councils (88.998 Million MMK)
- Strengthen autonomy and accountability of Higher Education Institutions (2672.491 Million MMK)
- Establish a Higher Education Quality Assurance Agency (325.000 Million MMK)
- Establish a National Research and Innovation Fund and Research and Development Centers at Higher Education Institutions (1225.330 Million MMK)
- Develop a policy and strategy for world-class national universities and comprehensive universities (22.325 Million MMK)
- Upgrade facilities at selected Higher Education Institutions (16598.917 Million MMK)
- Enhance the status of e-learning centers and e-libraries (77.000 Million MMK)
- Improve the effectiveness of the distance education system (6998.108 Million MMK)
- Create a good teaching and learning environment at Higher Education Institutions (138563.989 Million MMK)
- Promote student support programme (11303.947 Million MMK)

### 4.5.1.1 Budget expenditures and achievements for FY 2018-19 by NESP Strategies and Programme Components for Department of Higher Education (Teacher Education and Training)

#### 1. Budget expenditures

Teacher Education and Management  
(46788.159 Million MMK)

#### Strategies

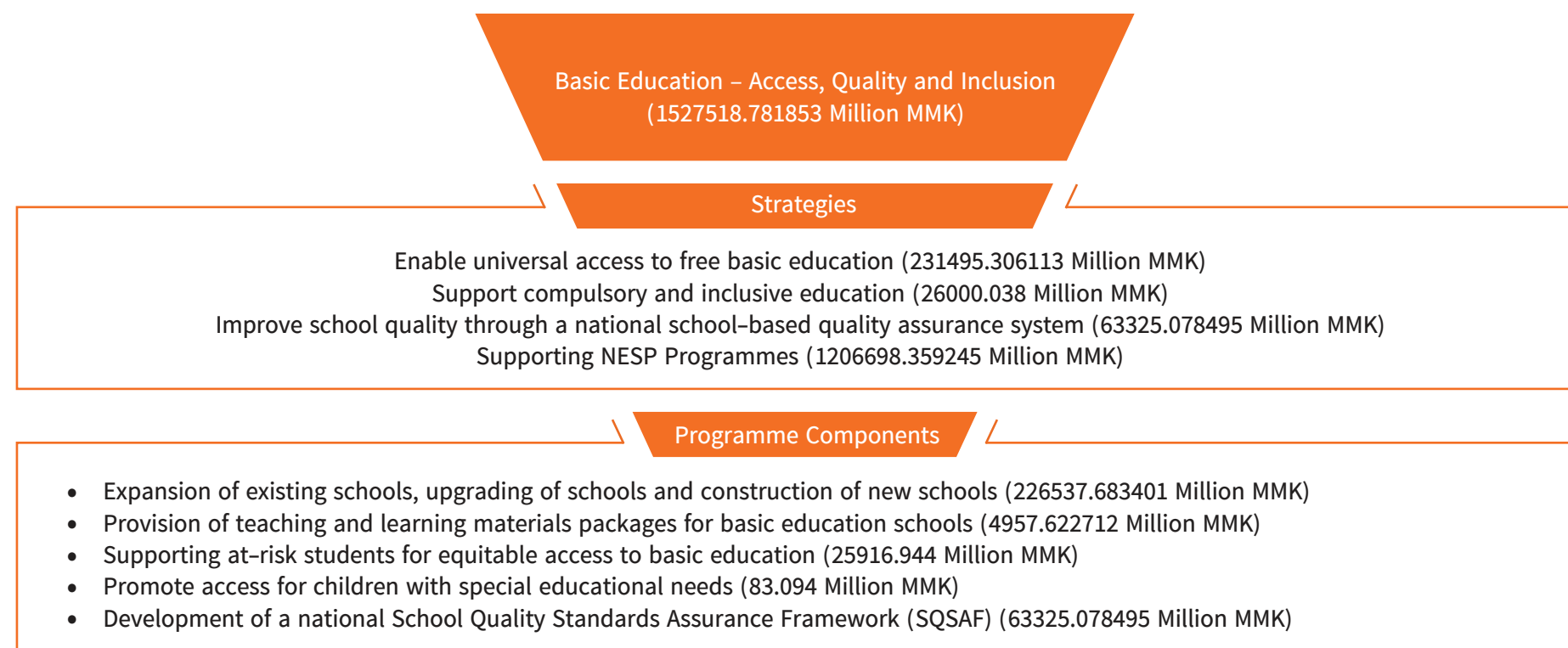
Strengthen teacher quality assurance and teacher management (5.245 Million MMK)  
Improve the quality of pre-service teacher education (30543.502 Million MMK)  
Improve the quality of in-service teacher professional development (36.946 Million MMK)  
Supporting NESP Programmes (16202.918 Million MMK)

#### Programme Components

- Establishment of a teacher quality assurance system (5.245 Million MMK)
- Short-term revisions to the teacher education curriculum and training (4787.99 Million MMK)
- Upgrading two-year programmes in education colleges to specialised degree programmes (24841.172 Million MMK)
- School partnerships and reform of block teaching and practicum (914.34 Million MMK)
- Country-wide comprehensive short-term in-service training on the new basic education curriculum (36.946 Million MMK)

## 4.5.2 Budget expenditures and achievements for FY 2018–19 by NESP Strategies and Programme Components for Department of Basic Education

### 1. Budget expenditures



### Basic Education Curriculum (84712.649728 Million MMK)

#### Strategies

Redesign the basic education curriculum emphasising 21<sup>st</sup> century skills (13329.192 Million MMK)  
 Build the professional capacity of Curriculum Development Teams (20230.091880 Million MMK)  
 Implement the new curriculum through strengthened curriculum management, dissemination and monitoring and evaluation systems (51153.365848 Million MMK)

#### Programme Components

- Development and finalisation of curriculum materials (13329.192 Million MMK)
- Teacher training on the new basic education curriculum (20230.091880 Million MMK)
- Strengthen the curriculum management system (51153.365848 Million MMK)

### Management, Capacity Development and Quality Assurance (925.25324 Million MMK)

#### Strategy

Strengthen education sector management structures, systems and tools (925.25324 Million MMK)

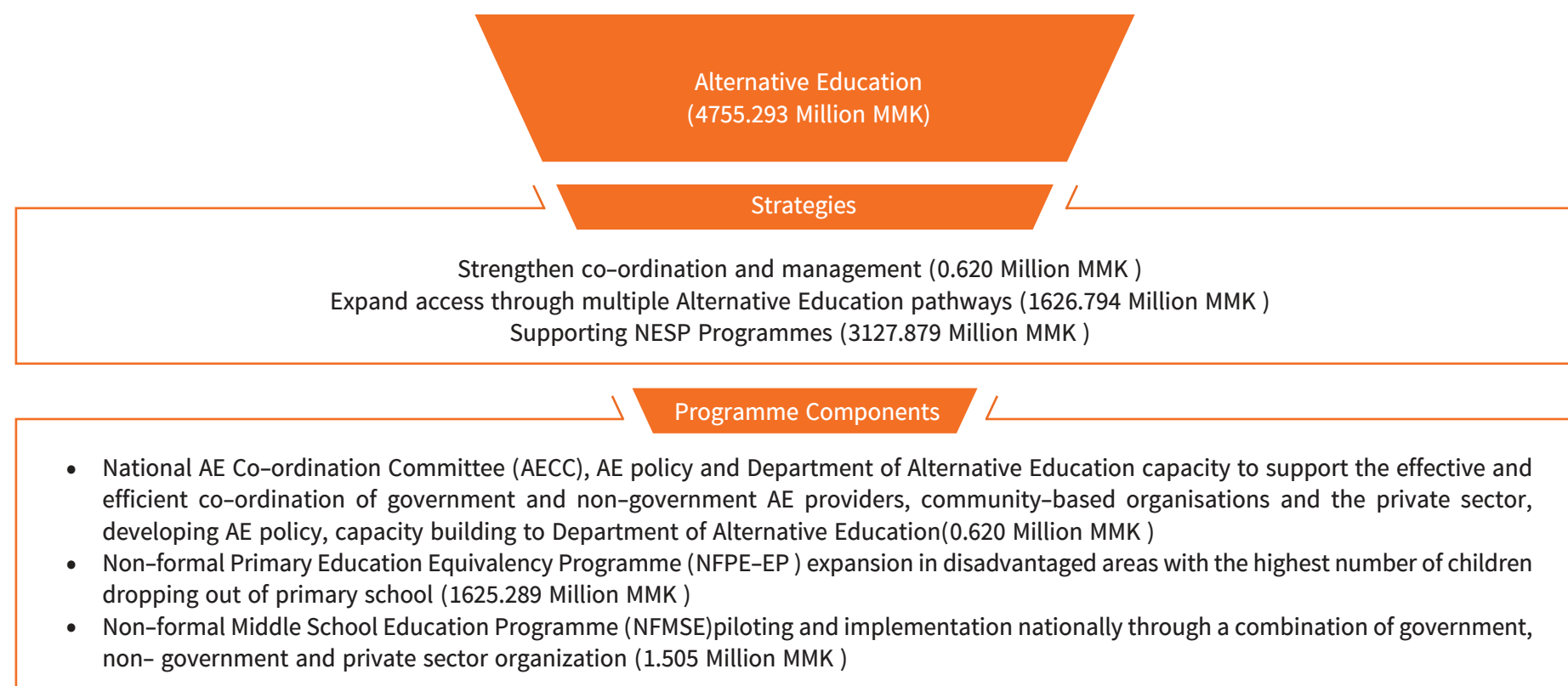
#### Programme Component

- Provide basic ICT tools and undertake pilots using new ICTs (925.25324 Million MMK)



### 4.5.3 Budget expenditures and achievements for FY 2018-19 by NESP Strategies and Programme Components for Department of Alternative Education

#### 1. Budget expenditures



## 4.5.4 Budget expenditures and achievements for FY 2018-19 by NESP Strategies and Programme Components for Department of Myanmar Examinations

### 1. Budget expenditures

Student Assessment and Examinations  
(5836.668 Million MMK)

#### Strategies

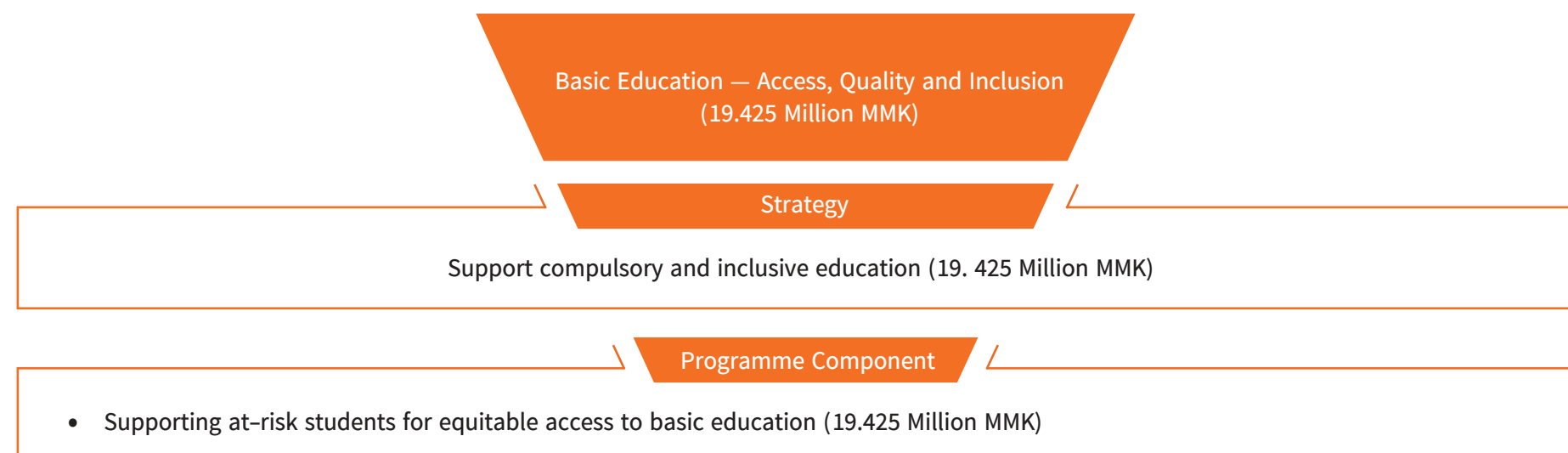
Improve assessment and examinations (4865.13 Million MMK)  
Strengthen co-ordination, management and monitoring (126.206 Million MMK)  
Supporting NESP Programmes (845.332 Million MMK)

#### Programme Components

- National Assessment Policy (672.814 Million MMK)
- Grade 5, Grade 9 and high school completion examinations (4192.316 Million MMK)
- Capacity building and advocacy (80.393 Million MMK)
- Development of assessment-related information and communication technology infrastructure (45.813 Million MMK)

## 4.5.5 Budget expenditures and achievements for FY 2018 -19 by NESP Strategies and Programme Components for Department of Educational Research, Planning and Training

### 1. Budget expenditures



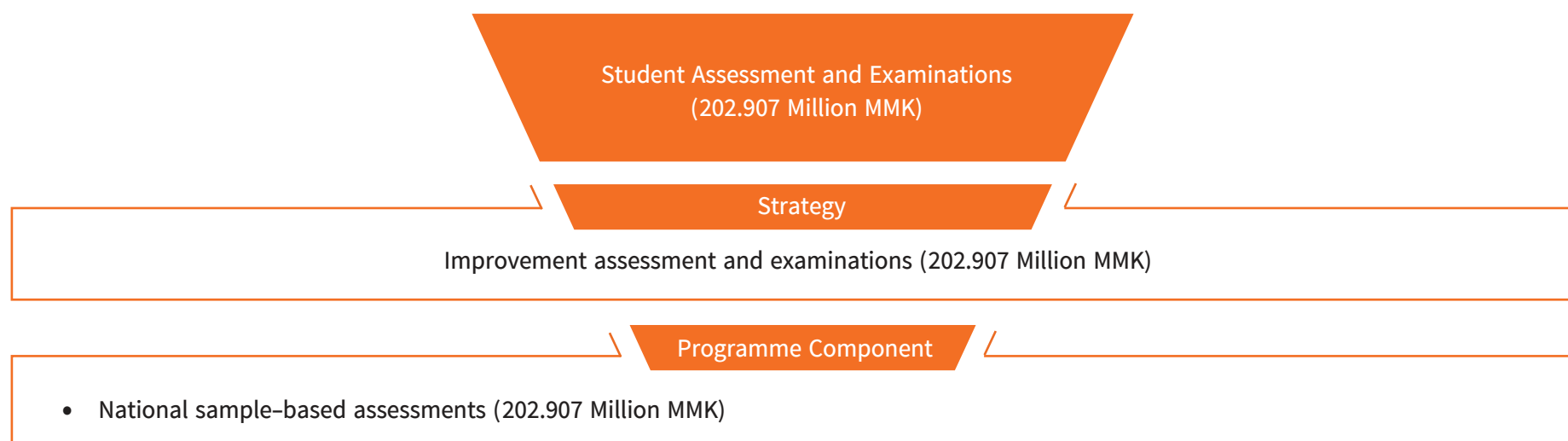
### Basic Education Curriculum (4615.236 Million MMK)

#### Strategies

Redesign the basic education curriculum emphasizing 21<sup>st</sup> century skills (4614.304 Million MMK)  
 Establish a Curriculum Centre and build the professional capacity of Curriculum Development Teams (0.281 Million MMK)  
 Implement the new curriculum through strengthened curriculum management, dissemination and monitoring and evaluation systems (0.651 Million MMK)

#### Programme Components

- Preparation of the new curriculum design for basic education(4252.974 Million MMK)
- Development and finalization of curriculum materials (461.329 Million MMK)
- Establishment of the Curriculum Centre and capacity development of Curriculum Development Teams(0.281 Million MMK)
- Strengthen the curriculum management system (0.651 Million MMK)





Management, Capacity Development and  
Quality Assurance  
(6727.591 Million MMK)

Strategies

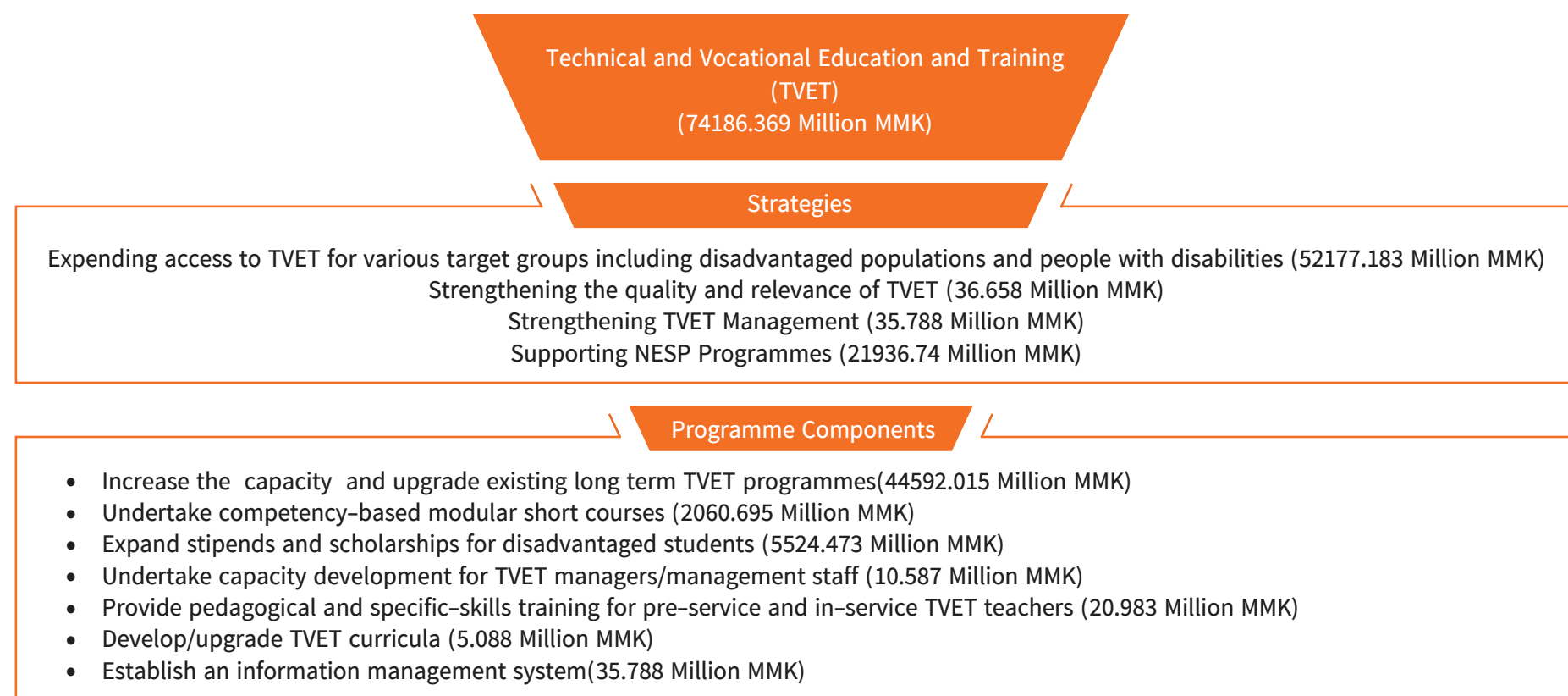
Strengthen and sustain sector-wide, sub-sector and sub-national co-ordination mechanisms (29.808 Million MMK)  
Strengthen education sector management structures, systems and tools (529.688 Million MMK)  
Strengthen the capacity of education managers to successfully undertake education reforms (5378.484 Million MMK)  
Supporting NESP Programmes (789.611 Million MMK)

Programme Components

- Strengthen state/region, district and township education committees (29.808 Million MMK)
- Implement the NESP Annual Planning and Budget Cycle (491.300 Million MMK)
- Strengthen HRIS and EMIS and develop the Education Portal (38.388 Million MMK)
- NESP Annual Capacity Development Plan (5327.707 Million MMK)
- Education Management Training Programme (50.777 Million MMK)

## 4.5.6 Budget expenditures and achievements for FY 2018–19 by NESP Strategies and Programme Components for Department of Technical, Vocational Education and Training

### 1. Budget expenditures



## 4.5.7 Budget expenditures and achievements for FY 2018 –19 by NESP Strategies and Programme Components for Department of Research and Innovation

### 1. Budget expenditures

Higher Education  
(7935.217 Million MMK)

#### Strategies

Strengthen higher education governance and management capacity(158.123 Million MMK)  
Improve the quality and relevance of higher education (2960.428 Million MMK)  
Supporting NESP Programmes (4816.666 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 (158.123 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 (201.616 Million MMK)
- Upgrade facilities at selected HEIs (2695.929 Million MMK)
- Undertake professional development for faculty and laboratory technicians (62.883 Million MMK)

### Technical and Vocational Education and Training (TVET) (2.497 Million MMK)

#### Strategy

Expanding access to TVET for various target groups including disadvantaged populations and people with disabilities (2.497 Million MMK)

#### Programme Component

- Undertake competency-based modular short courses (2.497 Million MMK)

### Management, Capacity Development and Quality Assurance (2.81 Million MMK)

#### Strategy

Strengthen the capacity of education managers to successfully undertake education reforms (2.81 Million MMK)

#### Programme Component

- Education Management Training Programme (2.81 Million MMK)

## 4.5.8 Budget expenditures and achievements for FY 2018 -19 by NESP Strategies and Programme Components for Department of Technical Promotion and Coordination

### 1. Budget expenditures

Technical and Vocational Education and Training  
(2578.533 Million MMK)

#### Strategies

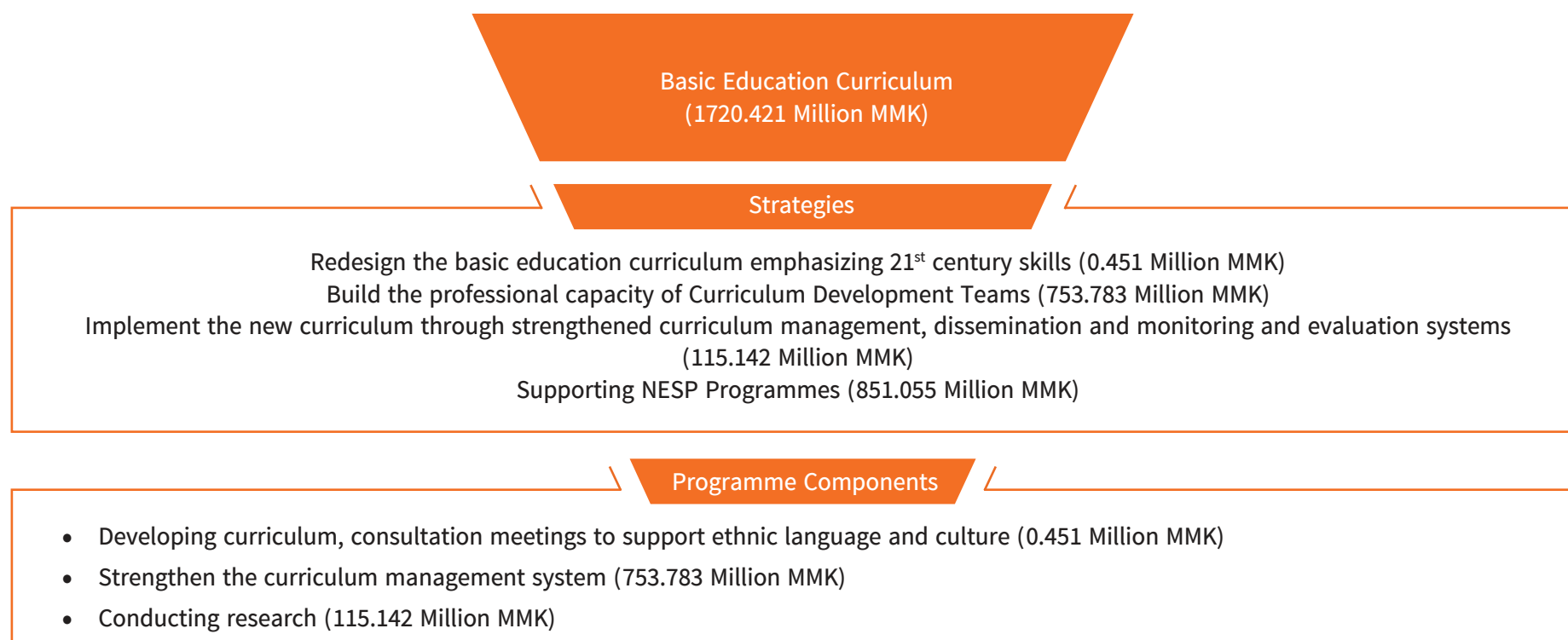
Expending access to TVET for various target groups including disadvantaged populations and people with disabilities (1232.121 Million MMK)  
Supporting NESP Programmes (1346.412 Million MMK)

#### Programme Component

- Establish an integrated TVET system that strengthens all TVET pathways (1232.121 Million MMK)

## 4.5.9 Budget expenditures and achievements for FY 2018–19 by NESP Strategies and Programme Components for Department of Myanmar Nationalities' Languages

### 1. Budget expenditures





#### 4.5.10 Budget expenditures and achievements for FY 2018-19 by NESP Strategies and Programme Components for Department of Monitoring and Evaluation (Education)

##### 1. Budget expenditures

Management, Capacity Development and  
Quality Assurance  
(178.391 Million MMK)

##### Strategies

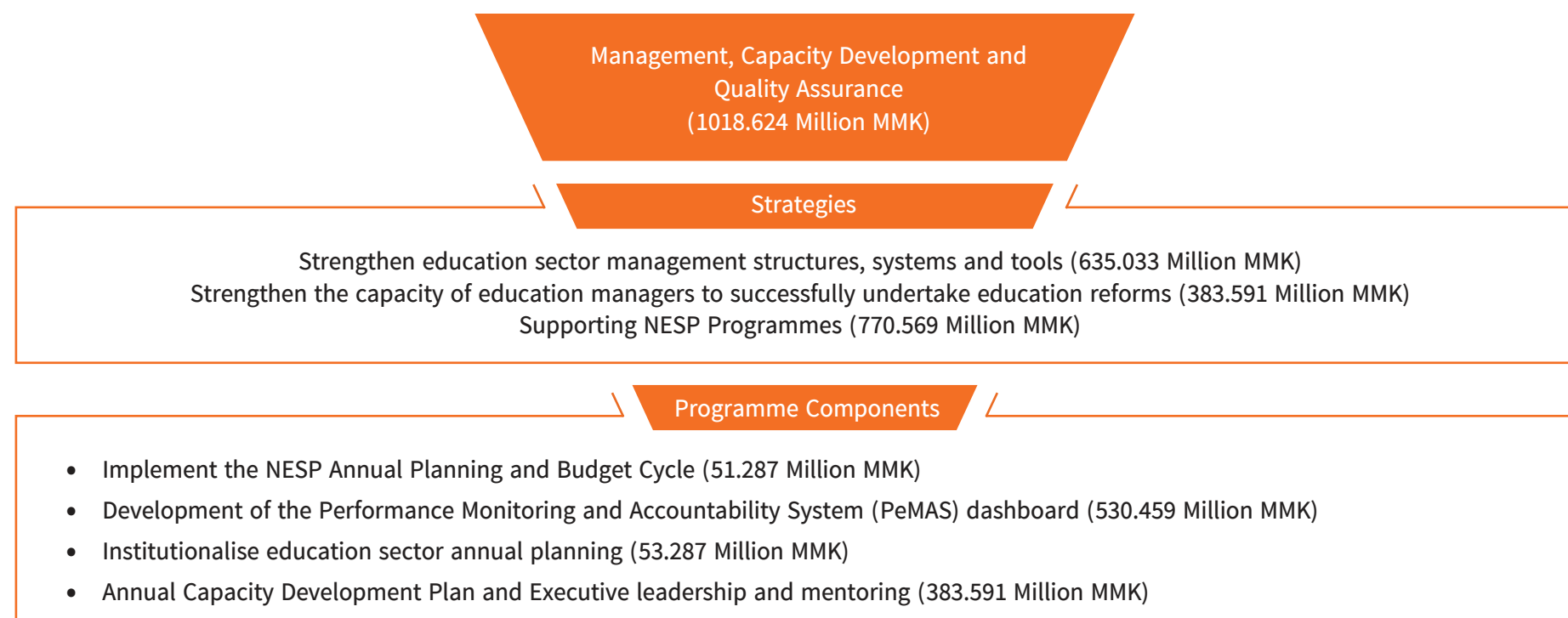
Strengthen education sector management structures, systems and tools (2.434 Million MMK)  
Supporting NESP Programmes (175.957 Million MMK)

##### Programme Components

- Implement the NESP Annual Planning and Budget Cycle (2.373 Million MMK)
- Institutionalise education sector annual planning (0.061 Million MMK)

#### 4.5.11 Budget expenditures and achievements for FY 2018–19 by NESP Strategies and Programme Components for Department of Monitoring and Evaluation (Research)

##### 1. Budget expenditures



Basic Education – Access, Quality and Inclusion  
(617.23 Million MMK)

Strategy

Improve school quality through a national school-based quality assurance system (617.23 Million MMK)

Programme Component

- School leadership and management (617.23 Million MMK)

Technical and Vocational Education and  
Training  
(49.388 Million MMK)

Strategy

Strengthening TVET management (49.388 Million MMK)

Programme Component

- Establish public-private partnerships (PPPs) (49.388 Million MMK)

## 4.6 Achievements and budget expenditures by departments in FY 2018-19

### 4.6.1 Department of Higher Education



Sending overseas study tours for 2239 senior management officials



Signing Memoranda of Understanding (MoU) and Memoranda of Agreement (MoA) with International Universities



Conducting professional capacity development training for 100 faculties and administration staffs



Upgrading infrastructure and facilities in Higher Education Institutions



Holding Conference of Rectors' Committee for 4 times



Establishing library including equipment, collecting and fulfilling of e-books, more modern books, journals and research papers



Conducting the awareness seminar training for quality management representatives in all Universities



Supporting teaching aids in Universities of Distance Education (4 times)



Holding research conference/ seminar in all Universities



Supporting more modern laboratory facilities, including equipment and chemicals to all Universities



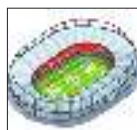
Constructing 182 hostels for male and female students at Universities



Constructing 10 buildings



Constructing 117 staff quarters and dining rooms



Constructing the total of 16 sport ground and sports stadium



Providing scholarships for 342 outstanding students



Providing stipends for 14609 students from poor households



Providing wiring for lighting purposes for canteens, toilets, streets and bridges and providing water and electricity in all Universities



Held consultation meetings, 10<sup>th</sup> SOMED and associated meetings, SEABED meeting, signing MOU and MOA



Held 19<sup>th</sup> ASEAN Universities Games successfully



Held book fairs, Science & Technology Fair, selling books for 100 years YU



Appointed 55 experts according to Higher Education Quality Assurance Agency



Providing 28 kinds of furniture, 7 office machineries, Text Book & Reference Books, 24 machines and machineries to 48 Universities/Degree colleges/Colleges and Head office



Constructing 59 dormitories, 46 classrooms, 60 staff housings, 12 workshops, constructing restaurants, toilets, streets, bridges and water and electricity

Figure (4.6.1.1) Budget expenditures from FY 2016-17 to FY 2018-19 (Current expenditures) (Million MMK)

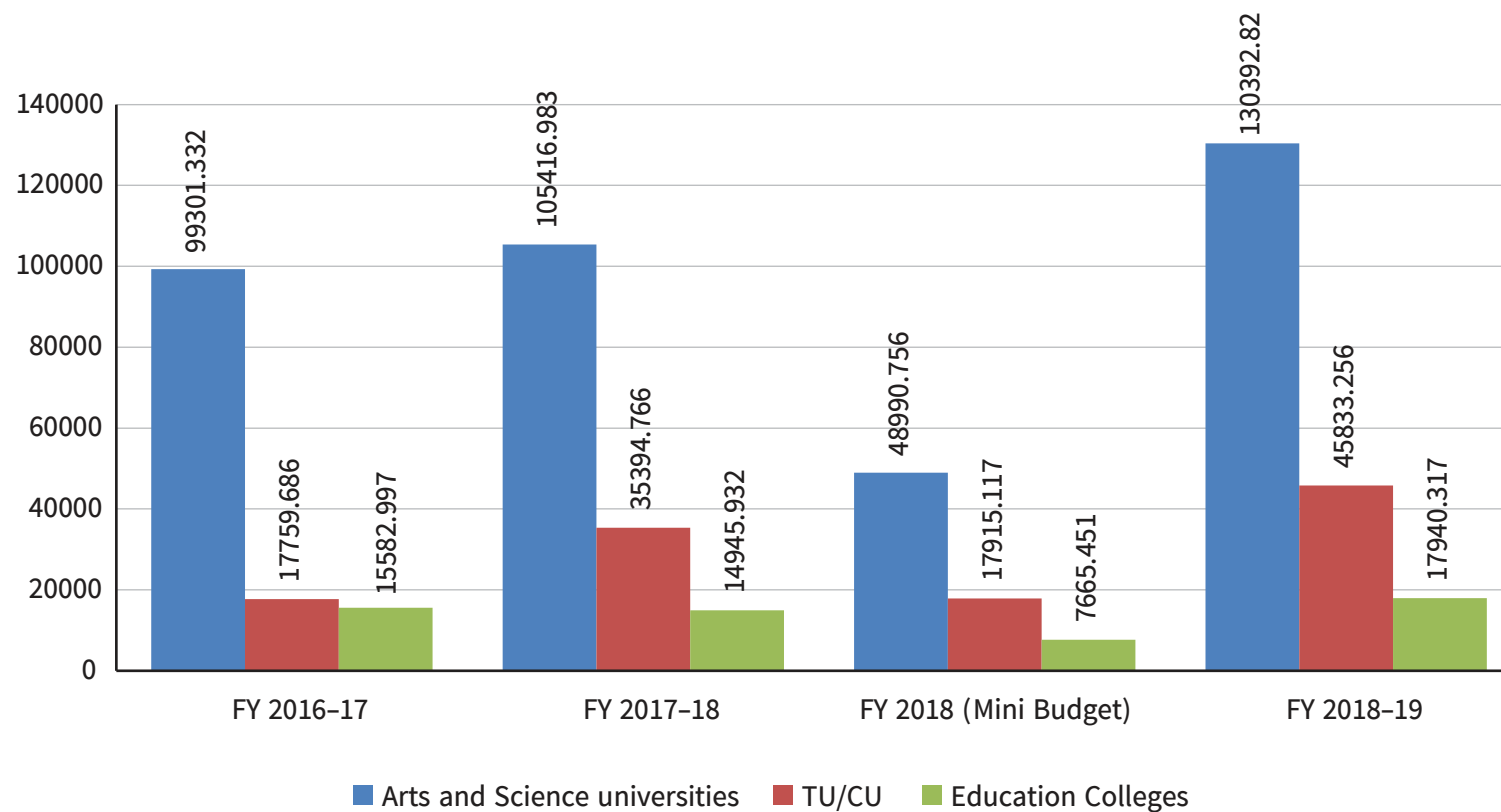




Figure (4.6.1.2) Budget expenditures from FY 2016-17 to FY 2018-19 (Capital) (Million MMK)

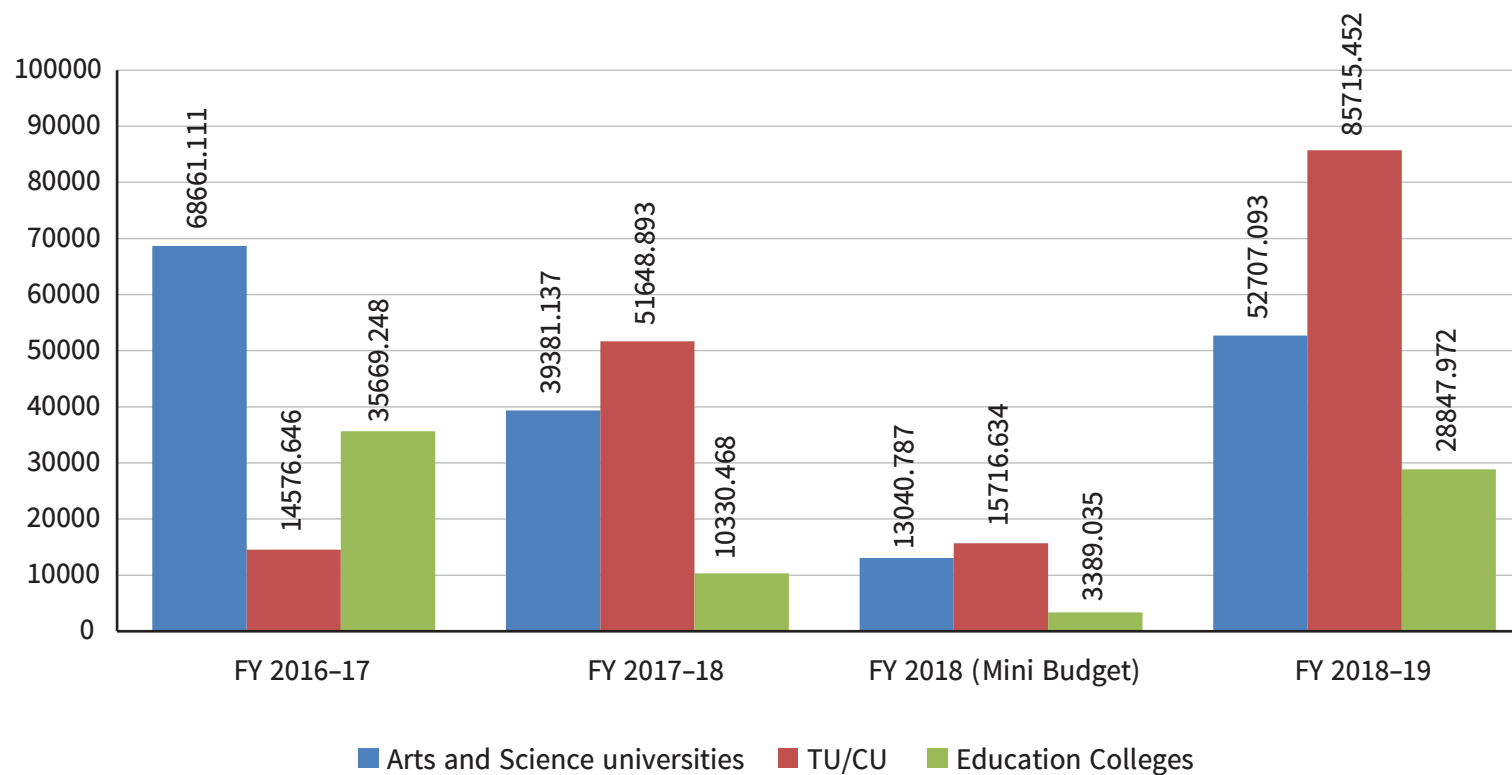


Figure (4.6.1.3) Stipend from FY 2016-17 to FY 2018-19 (Million MMK)

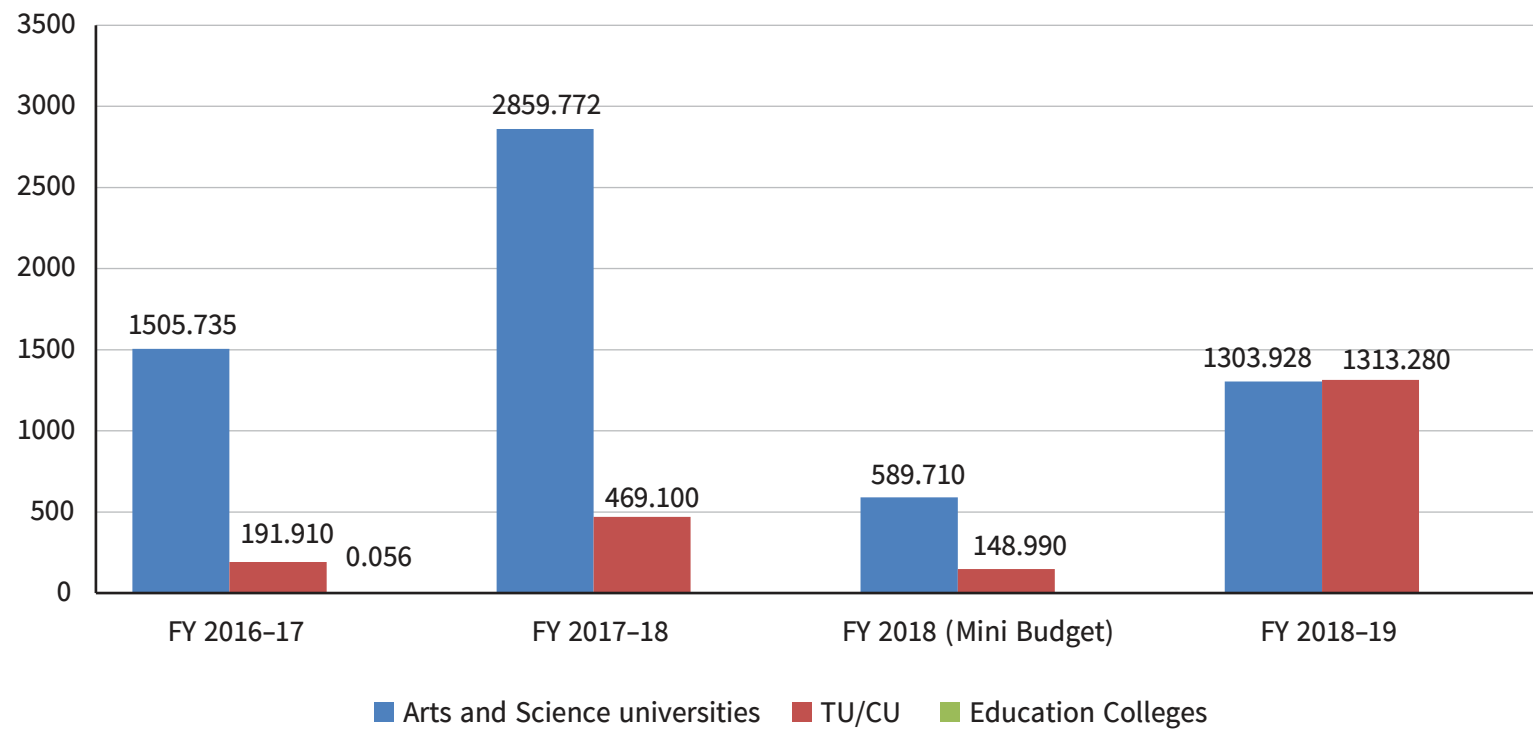


Figure (4.6.1.4) Sending abroad from FY 2016-17 to FY 2018-19

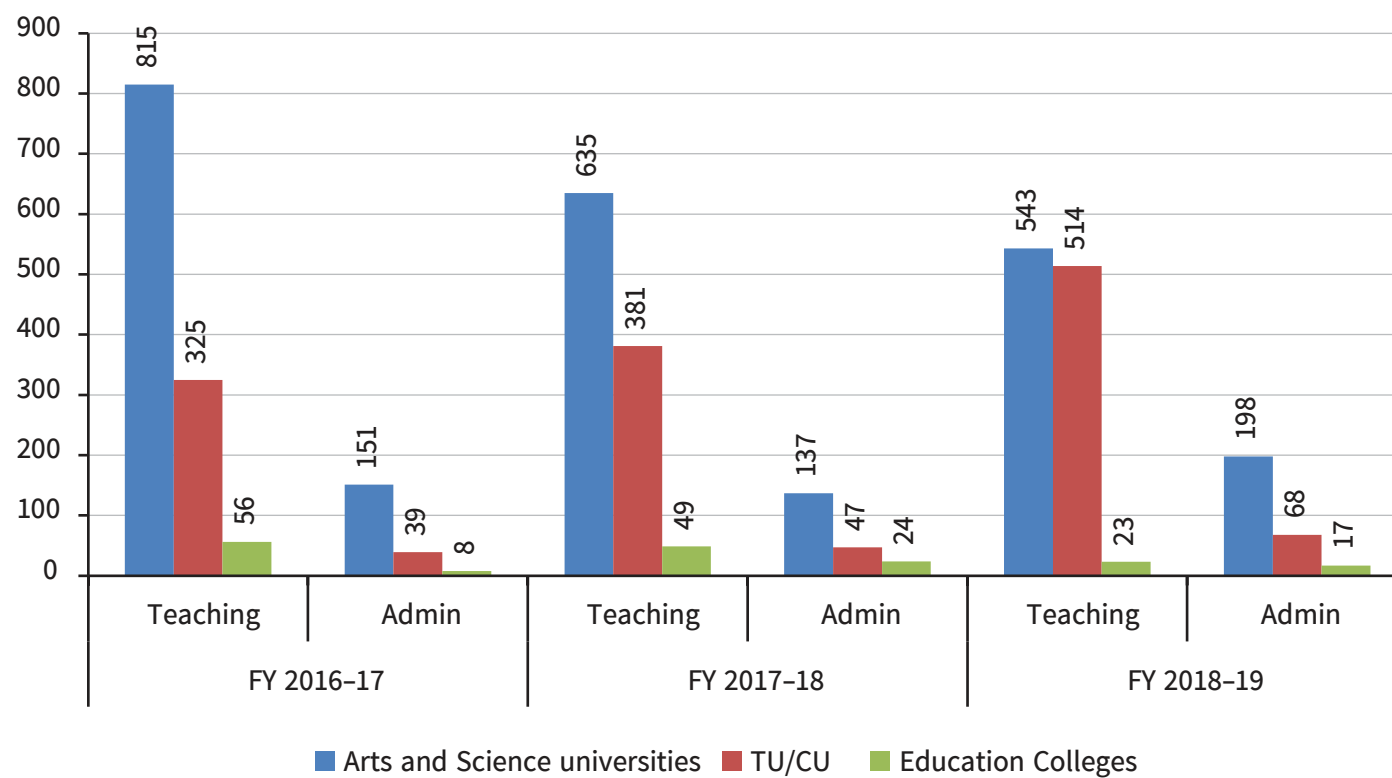


Figure (4.6.1.5) Budget Expenditures for construction from FY 2016-17 to FY 2018-19 (Minllion MMK)

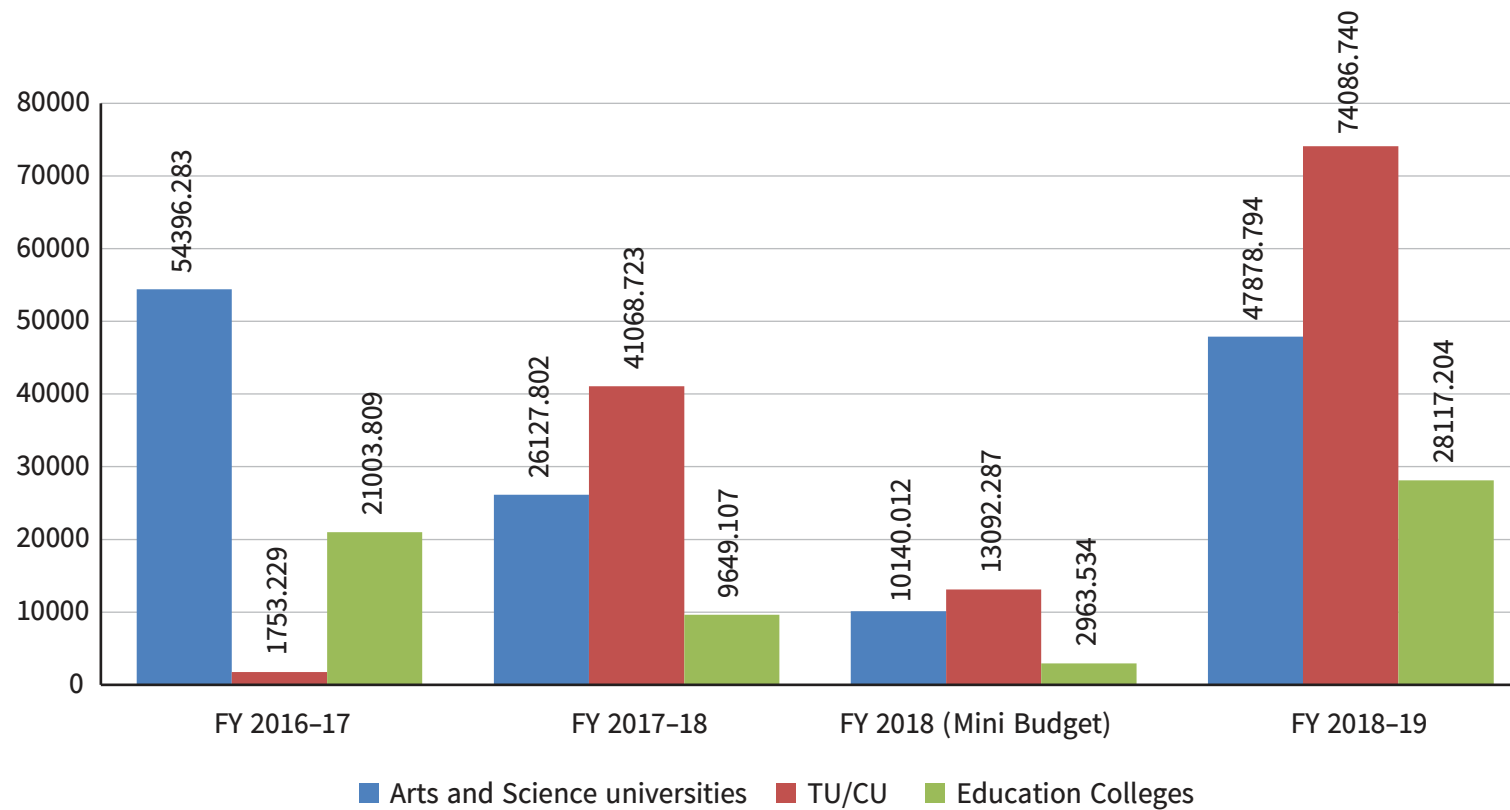


Figure (4.6.1.6) Budget Expenditures for NCI from FY 2016-17 to FY 2018-19 (Million MMK)

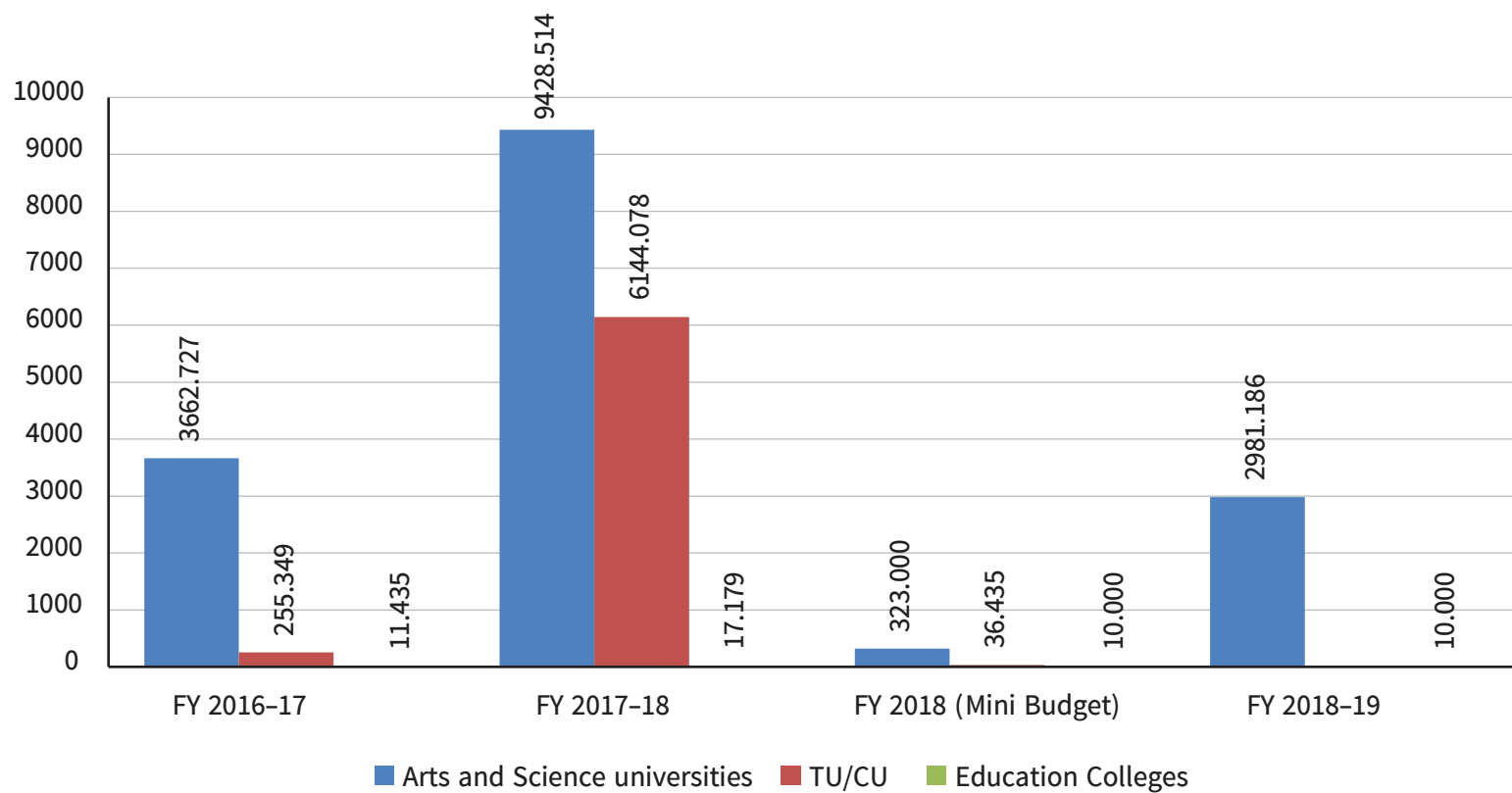


Figure (4.6.1.7) Supplying books to library from FY 2016-17 to FY 2018-19 (Million MMK)

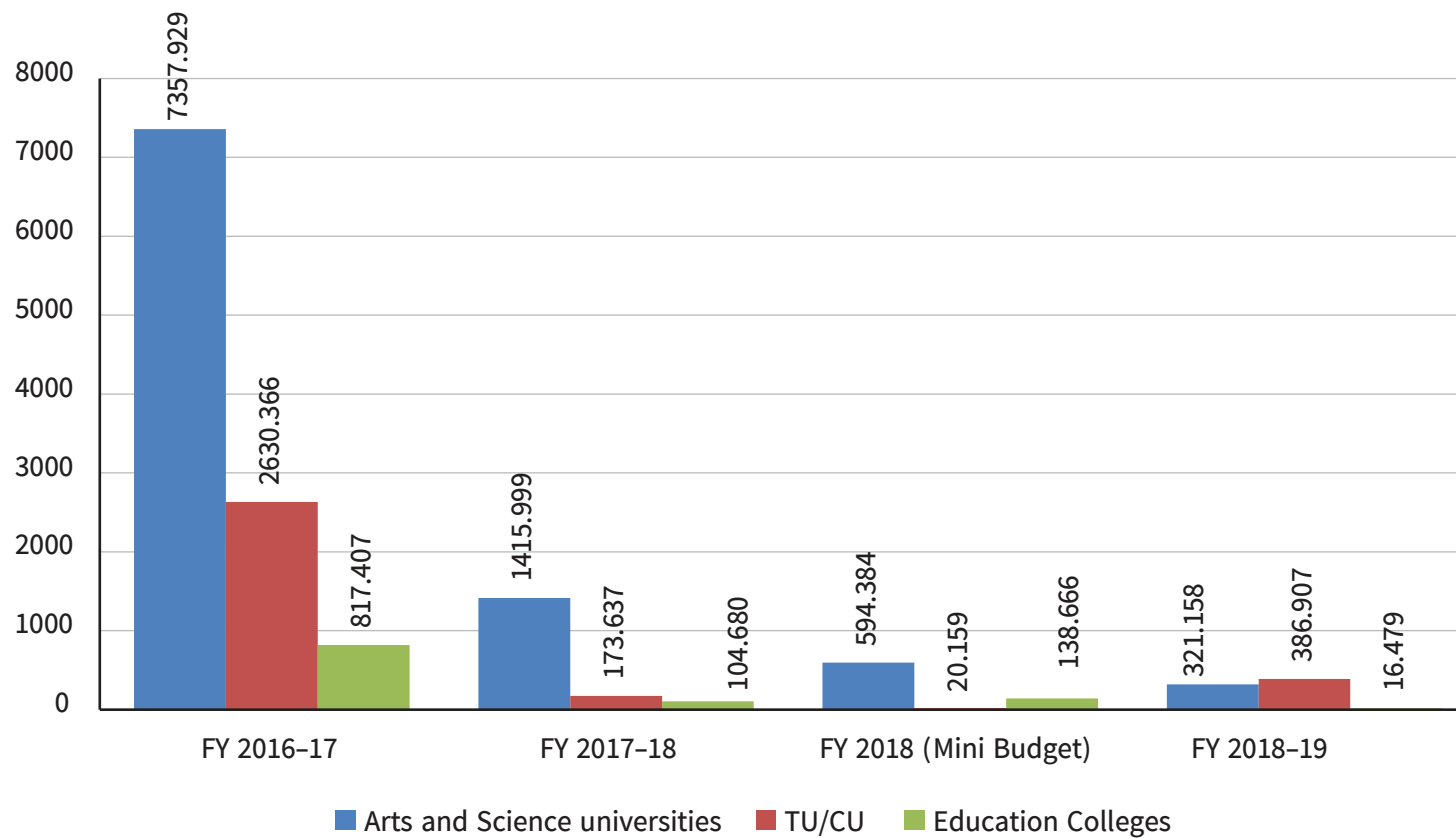




Figure (4.6.1.8) Maintenance cost from FY 2016-17 to FY 2018-19 (Million MMK)

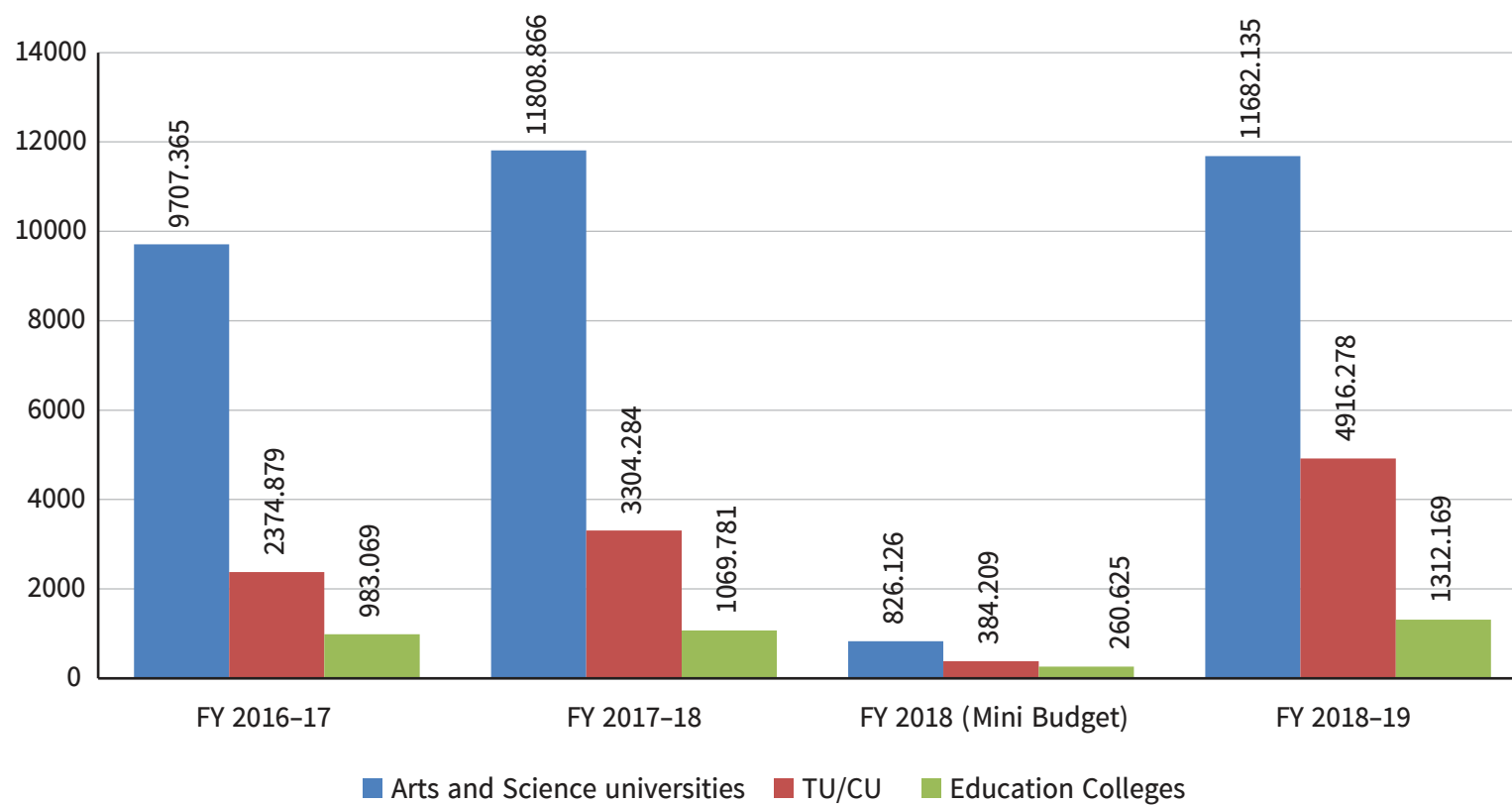
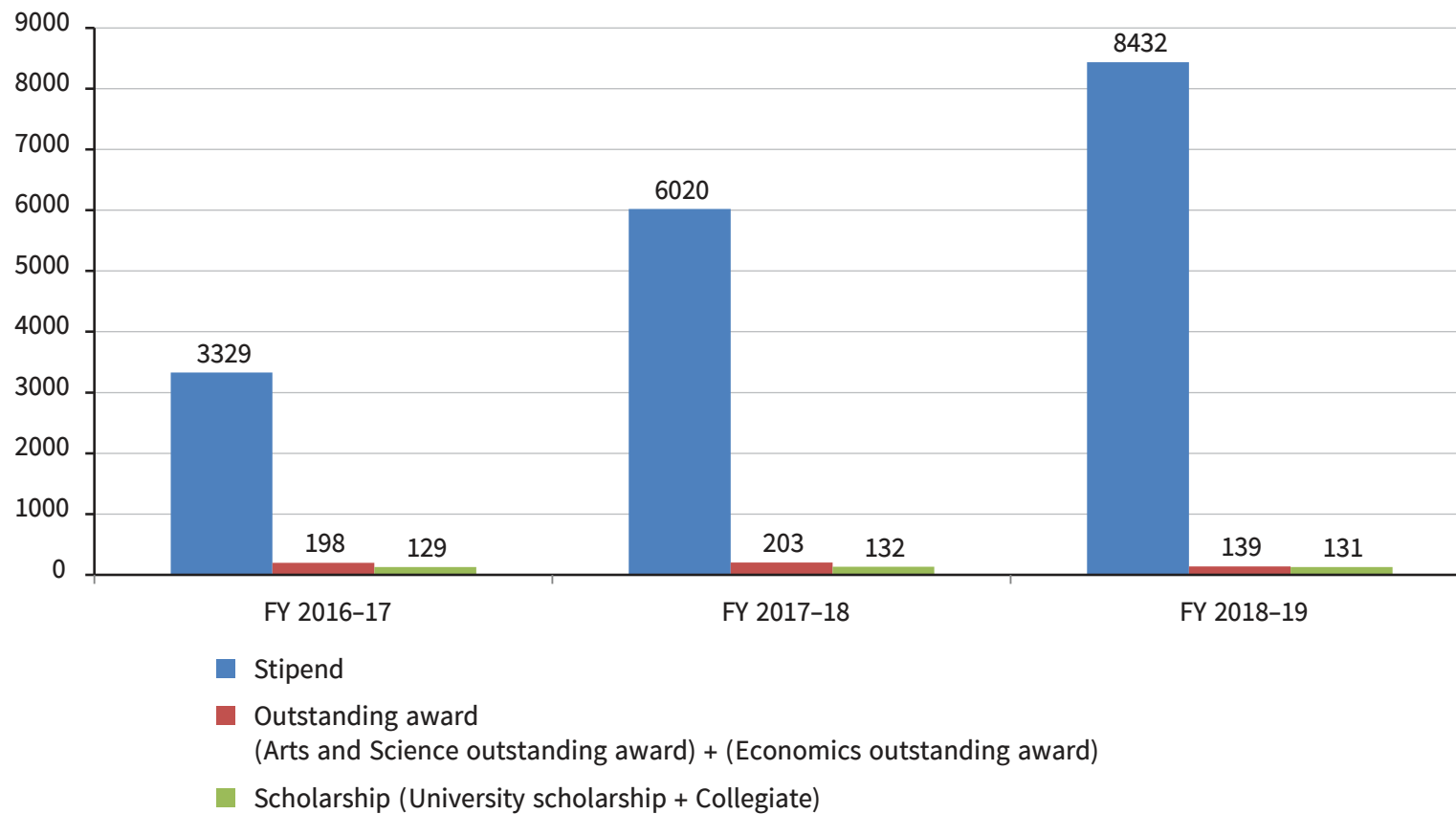


Figure (4.6.1.9) Providing stipends, scholarships and outstanding award in Universities, Degree Colleges, Colleges from FY 2016-17 to FY 2018-19



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



Holding meeting to establish Teacher Task Force



Conducting teaching aids competitions and action research competition of DTEs in Taungoo Education College and Magway Education College



Sharing information and consultation with State and Region Education Offices and Education Colleges for awareness of TCSF implementation



Decoding for PPTT (6/19) entrance examination



Copying a draft of TCSF framework to experts



Supporting of teaching aids



Holding seminar of Gender Main Streaming in Teacher Education



Conducting workshop to review of First Draft Year -1 Books for 4 - year Degree College



Holding refresher course of educational subjects for teachers in Taungoo Education colleges



Conducting workshop on Curriculum Development for Sustainable Development and Review of Second Draft Year-1 Books for 4-year education degree colleges



Holding consultation meeting to layout design of printing first year textbooks and teachers' guides



Holding third Curriculum Development for Sustainable Development seminar



Second time seminar for printing second year textbook, teachers' guides, contents of 4-year education degree colleges and training for CCT Facilitator



Pilot testing for 1<sup>st</sup> year curriculum of 4-year degree college in Yakin Education College and Mandalay Education College



Building 15 hostels, dining halls and kitchen in Pathein, Pyay, Bokalay, Magway, Mawlamyine, Monywa, Mandalay, Myaungmya, Yankin, Lashio, Loikaw, Hakha, Kengtung (1 building), Katha (2 buildings)



Constructing 10 school buildings (Daewi, Bogalay, Mawlamyine, Mandalay, Yankin, Thingangyun, Hakha, Katha, Kengtung (1 building), Kengtung (Lakaya) (1 building), Taunggyi, Myitkyina, Hlegu, Loikaw )



Supporting utensil



Supporting machines and equipment



Supporting office machineries



Supporting office furniture



Copying Grade 3 Module and textbooks for introducing new primary curriculum summit to Union Minister



Getting evidence from experts for Teachers Competency Standard Framework (Beginner Level)



Identify sample size and criteria to conduct Teachers Competency Standard Framework Teacher Survey



Develop programmes about TCSF draft and progress activities getting decisions from working group members



Getting TCSF evidence for TCSF teachers and survey forms from teachers at second level



Getting discussion results from teacher education working group members to establish Teacher Education Council



Copying and distributing questionnaires that will be used in information sharing and consultation for TCSF and education reforms



Sending TCSF draft to experts, getting advice and revising



Identify and discuss gender equity in Gender and Education Module Training for Teacher Educations with teachers educators and student teachers from education colleges



Sharing education subjects knowledge and teaching methods to 96 newly appointed tutors, assistant lectures of education colleges



Identifying in-service challenges, strengths and weaknesses in work and linkage with practical activities to improve the quality of teaching-learning process in pre-service teacher education diploma trainings, improving in practical activities



Providing 7 types of teaching aids to 24 ECs according to the requirements of education colleges (Science, chemistry, mechanics, agricultural, sports, domestic chores, arts and music)



Supporting meal cost to 31854 trainees (PPTT(5/18), (6/19), DTEd (22/17) 2<sup>nd</sup> year, (23/18) 1<sup>st</sup> year) of 24 ECs



Printing and distributing textbooks for DTEd(23/18) 1<sup>st</sup> year, (22/17) 2<sup>nd</sup> year, PPTT(6/19) to improve the quality of pre-service teacher education



Discussing the strengths and weaknesses of the development of pre-service teacher education because of STEM Steering Committee meeting and supporting the requirements



Getting suggestions and recommendations from NEPC, NCC on 4 year Degree colleges curriculum (draft)



Getting advice from YUOE Board of Study 2 times on 4 year Degree colleges new curriculum draft and getting approval of Subject Syllabi



Estimating the requirement of teachers in ECs to improve the quality of pre-service teacher education



Developing draft Year-1 of 4 year Degree colleges new curriculum, getting knowledge of continuous professional development for curriculum development team members



Conducting Year-1 of 4 year Degree colleges new curriculum and implementing Year 1 curriculum in ECs



Distributing textbooks and teacher guides of 14 subjects that will be used in pilot testing of Year-1 of 4 year Degree colleges new curriculum



Constructing 14 dormitories, dining rooms and kitchen to improve the quality of 4 year degree colleges



Constructing 14 classrooms to improve the quality of 4 year degree colleges



Supporting office machineries for 25 ECs to improve the quality of 4 year degree colleges



Supporting office furniture for 25 ECs to improve the quality of 4 year degree colleges



Providing the cost of Bloc teaching to 22968 student teachers who attended PPTT(6/19), DTED (21/16) 2<sup>nd</sup> year, DTED (22/17) 1<sup>st</sup> year in 24 ECs



## 4.6.2 Department of Basic Education



Construction of 109 schools with 2017-18 capital



Construction of 2566 schools with 2018-19 capital



Construction of 82 schools with JICA grants



Construction of 21 schools in Ayeyarwaddy and Rakhine



Water system for 11 buildings of staff housing in Nay Pyi Taw



Among the functions that were handed over to the Ministry of Construction, the rest 319 were finalized



Construction of 3873 toilets



Providing 5900 sets of single desk and chair, 15892 sets of long bench and 10690 sets of low bench to basic education schools/ offices in States and Regions



Delivering Grade 2, Grade 3 and Grade 6 teaching learning materials



Providing stipends to 236915 students from remote and boarder areas



Providing free exercise books to 4350679 students at Primary Level



Supporting life jackets to 46614 students and teachers who attend their schools across the river



Providing stipends to 1456 disable students



Workshop for SQSAF (1 time and 18 participants)



Workshop for developing School Quality Improvement Plan(SQIP) in accordance with SQSAF (10 times and 398 participants)



Supporting school improvement fund to basic education schools, practicing schools of Education Colleges and University of Education and monastic schools (School Improvement Fund – SIF)



Printing teachers' guides of Grade 3 and Grade 6 new curriculum



Providing teaching learning materials of Grade 2 and Grade 3



Grade 2 new curriculum training for 294225 teachers



Grade 3 new curriculum training for 292353 teachers



Grade 6 new curriculum training for 162408 teachers



Delivering KG workbooks



Delivering Grade 1, Grade 2, Grade 3 and Grade 6 textbooks



Delivering old curriculum textbooks



Providing 18 sets of drum and bugle corps, 473 desktop computers, 32 laptops, 59 laser printers and 50 digital multifunction copiers

### 4.6.3 Department of Alternative Education



Developing Alternative Education Subsector Framework



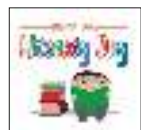
Holding 5 times of Alternative Education Sub-sector Working Group Meeting (AESSWG )



Developing Alternative Education Subsector Framework (draft) that is repaired in line with the recommendation of NEPC and presented to the MoE EC meeting and translated this approved framework to English



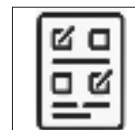
Developing data collection forms for Non-formal Education Centers and confirmation



Implementing International Literacy ceremony



Conducting Non-formal Primary Education programme in 81 townships for AY 2018-19



On- ground testing of 81 townships with Non- formal Primary Education of AY 2018-19 and evaluation



Pilot testing of Non-formal Middle School Education Programme in Dala township for AY 2018-19



Evaluation of implementing Non-formal Middle School Education pilot testing (NFMSE)



Implementing Basic Literacy Programme in Kachin State, Chin State, Mon State, Sagaing Region, Magway Region, 5 Townships in Bago Region (West), Buthitaung township, Maung daw District in Rakhine State, 3 Districts in Mandalay Region



On- ground testing of Basic Literacy Programme in Kachin State, Chin State, Mon State, Sagaing Region, Magway Region, 5 Townships in Bago Region (West), Buthitaung township, Maung daw District in Rakhine State, 3 Districts in Mandalay Region



Holding the National Youth Education Certificate Consultation Meeting at Diamond Jubilee Hall, Yangon University in (30.4.2018)



Holding Alternative Education Quality Standards Assessment Framework in Consultation Meeting 4 times



Workshop for developing the Alternative Education Partnership Coordination Framework (1 time) and consultation meeting for this draft framework (1 time)



Printing report for Implementing Literacy Program in Kayin State and in Tanintharyi Region, Dawei District in 2017, in East Shan State, Kengtung and Mong Phyat Districts, and 5 States and Regions in 2018



Developing and testing data collection forms of NFE centers (Developing EMIS Software and Reviewing reports)



Conducting mapping system for the non-formal primary education learners in Rakhine State



Develop final draft of the evaluation of the outcomes of NFME pilot



Conduct refresher courses and pre consultation meetings for NFPE ToT training at central level, zone level and old teachers (2 times)



Expanding Basic Literacy Programme, Functional Literacy Programmes and other Alternative Education Programmes



Capacity Building to Department of Alternative Education



Education Technology and Information Dissemination



Conducting the broadcasting of Myanmar Education Channel (MyEC)

#### 4.6.4 Department of Myanmar Examination



Providing honorarium to those who are involved in matriculation examinations administered in 2018



Purchasing necessary materials, printing, providing travel allowance and honorarium for matriculation examination



Purchasing ICT materials



Opening 144 examination centers for 2019 matriculation examination



Printing 2,000,000 books of National Assessment Policy



Holding examination for 897994 students in 2019



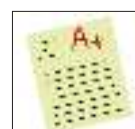
Holding workshops of National Assessment Policy



Announce AY 2019 Matriculation Examination results



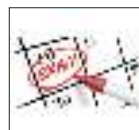
Coordinate to hold AY 2018-19 first semester test and semester end test for each grade



Delivering scores of examinees of Matriculation Examination in 2019



Delivering certificates to examinees who pass Matriculation Examination in 2019



Performing activities for 2020 Matriculation Examination



Providing international study tour and seminars for student assessment



Providing primary and lower secondary level question development training to 828 trainees, Matriculation supervisor training to 2787 trainees and purchasing bags, books, files for trainees



Hiring for the use of server for website: [www.myanmarexam.org](http://www.myanmarexam.org) in order to watch simultaneously by 100,000 at the time of exam result announcement



Paying for broadcasting the activities of department by [www.dmemyanmar.org](http://www.dmemyanmar.org)



Broadcasting timetable for AY 2019 Matriculation Examination at DME website



Broadcasting lectures of each subject for AY 2019 Matriculation Examination at TV and website



Using DME website for communication, for providing examination related information such as timetable, and summary of examinees and the important announcement before examination



Purchasing computers, file server and IT tools for new ICT system (20 computers, 20 UPSs, 25 Laser Printers, 5 Laptop computers, 2 server)



### 4.6.5 Department of Educational Research, Planning and Training



2 times Technical Working Group Meeting and 7 times Sub-National Level Dissemination Workshops in 7 States for Out-of-School Children Initiative (OOSCI) research in Myanmar, developed follow-up plans for each state and region, survey to assess current practices of teachers in 32 schools in 8 townships, data collection and data entry



Lower Secondary and Upper Secondary Education reform of the Equipping Youth for Employment Project (EYE-project), to implement Technical and Vocational Education and Training services, developed new curriculum of lower secondary and upper secondary, performing activities of Technical and Vocational Education and Training, competency-based short courses, constructing hostels and school buildings



Holding workshops on curriculum development in order to obtain basic education level curriculum framework, holding workshops by subject



Developing Textbooks for Grade 3 and Grade 6, teacher guides and teaching learning materials and holding workshops



Developing Textbooks for Grade 4, teacher guides and teaching learning materials and getting approval



Holding workshops on lower secondary and upper secondary curriculum development, developing textbooks, teacher guides and teaching learning materials, holding meetings and workshops for the approval for developing Textbooks for Grade 7 and Grade 10, teacher guides and teaching learning materials



Teacher training in Grade 3 new curriculum (in charge workshop, central level, Region/State level training)



Teacher training in Grade 6 new curriculum (in charge workshop, central level, Region/State level training)



Capacity building for new curriculum development members – 10 primary curriculum developers including chairman of subject-wise curriculum committee and Director from DERPT were sent to Japan for the training of editing textbook within Nov-Dec, 2019



Holding the Sub Sector Working Group(SSWG) to discuss implementation activities, difficulties and not to overlap implementation activities



Training to use in States/Regions for Kindergarten school-based teacher education book



Cooperated with UNICEF, holding In country sampling workshop for South-East Asia Primary Learning Metrics – SEA-PLM and orientation meeting and regular meeting 2 times



Developed EGRI Guide Book and Training Module, developed operational guideline, EGRA – Reading Intervention Training to 88 teachers of Grade 1,2,3, EGRA- Reading Intervention TOT Training to 18 representatives from 18 States and Regions, 13 teachers from Myanmar Methodology Department at 13 ECs, Data Analysis of EGRA(2018), EGMA(2017) and National Level Assessment and submitted Draft Report



Conducted Field Trial Test for SEA-PLM main survey, sampling (School + Classroom), Item Review activities, training to exam supervisors 282 and school coordinators 202, SEA-PLM main survey and capacity building workshop for item development based on SEA-PLM to primary level question developers 126, performed coding Process and held regular meetings for SEA PLM



Technical Working Group meeting 3 times for Myanmar Education Quality Improvement Programme (My-EQIP), Joint Steering Committee meeting 2 times, one time meeting of findings from the Department's M&E Diagnostic



20 times workshop for School Quality Assurance Standard Framework –SQASF (draft), 16 meetings for Communication Strategy Task Team, 11 meetings for Research Task Team and 4 meetings for M&E Core Team



Developed M&E Plan based on department annual performance, SQASF (Draft) and pilot testing, discussion for modifying Web Portal



Cooperated with UNICEF, holding coordination meeting of Budget Brief Development (2018) for Public Finance for Children in Education, data analysis workshop and findings reporting workshop



Enhancing the education and skills base in Myanmar for Financial and Social Inclusion in Myanmar (EU support), developed Social Content Guideline, published approved Social Content Guideline



EMIS Phase I & Phase II consultation meeting & workshop for Education Management Information System-EMIS, providing software application training to staffs from 7 Universities, Colleges and schools that will make pilot testing for EMIS Phase II (HE/TVET) Module Software, conducting EMIS Phase II Software pilot testing, and purchase machinery and equipment, office equipment needed for use of the software for EMIS Phase I, Phase II (BE, HR, HE/TVET, NFE, FAP modules)



Cooperated with UNESCO, simulation modeling training for capacity building in planning 4 times, planning and management training 3 times, access to education policy dialogue workshop 1 time



According to the Humanitarian Development Scholarship Programme, there are 44 master degree students and 3 people from MoE, 4 doctorate students from ministries (one from MoE) to attend the master's degree for 2 years and PhD dissertation for 3 years in Japan



On the Job training to MoE planner and manager, conducted simulation model seminar, data mapping, data quality assessment



Prepared modules for developing project in line with NESP, simulation modelling training and workshop for reproduction, nature and social life knowledge and developing national strategy (2019-2023) for the development of educational statistics



Cooperated with UNICEF, Human Resource Development preliminary meeting for Human Resource Development-HRD Plan by department, Human Resource Development by department (draft) workshop and Human Resource Development by department (approve) workshop



As the activities of Education, Health and Human Resource, sending scholars and workers to abroad, asking permission for scholars from abroad submitted negotiated educational policies and activities to government



Technical working group coordination meeting for Out-of-School Children Initiative (OOSCI) research in Myanmar, township level integrated work plan with budget for reduction of OOSCI has been able to work in Rakhine State and has a report that includes priorities



Reports by State/Department discussed at Sub National Level were published in Myanmar and English versions, report distribution ceremony by State discussed at National Level



Consultation meeting for In-depth Analysis of Barriers Focusing on Teacher Absenteeism research, township level key informant interview in Nay Pyi Taw, Bago(west), Magway and Ayeyarwaddy Region, and data Collection and data Analysis, school level field trip in Nay Pyi Taw, Bago(west) and Magway, and data entry and data analysis framework



For Equipping Youth for Employment (EYE) Project, payment for salaries and other costs for EYE Project Consultant (PIC) Firm, International Financial Management Expert, National Financial Management Specialist, Environmental Specialist, 2 Finance Officers, Procurement coordinator (National), Civil Works Coordinator (National) National Project Assistant, Payment for advertising in newspapers



For EYE Project, holding presentation and review of the middle and high school (G6,G7,G10) new curriculum for assessment programme 167 times



Coordination meeting for 1 time the course of the social content guideline(draft) for enhancing the education and skills base in Myanmar (EU support)(cash from government) with responsibilities from curriculum team, submitting the revised social content guideline (1 time), publishing social content guideline



Developing Grade 3 new textbooks, teacher guides and holding workshops for teaching learning materials



Holding workshops by subjects for Grade 4, developing and finalizing new textbooks, teacher guides and teaching learning materials



Capacity building for new curriculum developers



Holding the Sub Sector Working Group (SSWG)meeting



Teacher training in Grade 3 new curriculum (in charge workshop, central level, Region/State level training)



Cooperated with UNICEF, publication of SEA-PLM booklet for South-East Asia Primary Learning Metrics (SEA-PLM), conducting Test Administrator and School Coordinator Training Workshop and SEA-PLM Main Survey for 2 times, coordination meeting SEA-PLM Main Survey and annual monthly meeting for 2 times



Capacity Building Workshop for Item Development based on SEA-PLM and conducting SEA-PLM Pre-Coding Process, preliminary meeting SEA-PLM Coding Process



Cooperated with World Bank, training of 88 teachers who teach Myanmar at the lower primary level from 30 schools, ten townships in southern Shan State for Early Grade Reading Assessment-EGRA/EGMA, and monitoring has been done at 6 schools in southern Shan State for 2 times



Holding EGRI (TOT) Workshop for 13 teachers from Education colleges and 16 teachers from Regions/States education offices ( by the help of World Bank)



With the cooperation of UNICEF, conducting planning and financing workshops for reviewing HRD Plan by each state/region and developing the departmental annual implementation plan



Developing annual M&E plans of MoE and departments for My-EQIP, implementing annual M&E plans of MoE and departments, supporting the implementation of NESP and APR, supporting departments to write the APR, supporting the NESP mid-term review, and developing the departmental annual implementation plan



Developing Basic Education School Quality Assurance Standard Framework for My-EQIP, developing TVET schools' Quality Standard framework, developing AE schools' Quality Standard framework, developing HEIs Quality Standard framework, developing Ministry Quality Assurance System (MQAS) framework, conducting workshop for reflection and analysis, design for long-term research and implementation, analyzing research findings, pilot testing for action research



Undertaking education research and policy of My-EQIP, developing educational information communication and Media Strategy, knowledge sharing activities, introducing M&E information through social media as a pilot, doing professional learning activities, doing research, developing training manual and conducting pilot training for the development of quality education





M&E awareness pilot training in States / Regions for My-EQIP and implemented in 2873 basic education schools, carrying out that the stakeholders involve in education quality development, EQIS services in States/Regions (pilot), implementing educational governance mechanisms, supporting organization structure for EQIS meeting for the M&E Plan and M&E activities of the Department, writing M&E report for SQASF, conducting meeting TWG and JSC



Pre-coordination meeting for 13 times to hold ICT For Education Forum of My-EQIP, ICT for Education Forum, discussion of word usage for disable and courses that affect social inclusion due to the economic status, 4 times of Report Writing Training, Data Analysis Training, Research Strategy Training, Facilitating Training concerning with Research Task Team(RTT), meeting concerning with ongoing process of RTT for 2 times, Initial Design Meeting for Research Design



M&E Plan Launching Workshop for My-EQIP for 1 time, coordination meeting for Finalization of the DAIP for 3 times, M&E Core Team meeting for 30 times, SQASF draft preliminary coordination meeting, finalizing SQASF, SQASF Draft pilot testing and Results Review and reviewing SQASF Animation Video for 4 times and pilot testing results for 2 times



Budget Brief Development report (2018) (Myanmar and English versions ) for Public Finance for Children in Education has been published



Professional Development Training Monitoring for My-EQIP for 2 times, reviewing and analyzing ICT Readiness Assessment, Newsletter for 9 times, conducting workshops for Communication Situational Analysis for 11 times, CSA Phase-2 coordination meeting for 9 times, meeting for Social Inclusion for 5 times, meeting for Social Inclusion Stakeholder Mapping Report writing for 2 times, related discussion with Social Inclusion Glossaries, adding Social Inclusion content in SQASF Training



Phase I Software presentation for Education Management Information System(EMIS), Analytical Process discussion, Holding a workshop for the Phase II Software Design Confirmation and budgetary discussion and training for School Mapping System and GIS using method, Phase II (HE/ TVET Module ) Report Design, NFE and FAP Module Design Confirmation workshop





Holding EMIS Current situation and Future process Workshop for Education Management Information System, EMIS Development Review Meeting, Meeting on EMIS current situation review and update workshop, review of Software Design of EMIS Implementation workshop, workshop for EMIS future process and software requirement to fill, Consultation Meeting on EMIS Procedure Framework (draft)



Training on education planning and management for capacity building in developing IIEP, Simulation Modeling training, conducting policy workshops for educational access, quality, inclusion, monitoring and evaluation concerning with high level officers, conducting workshop for National Strategy for Development of Education Statistics (NSDES), Peace and Sustainable Development Education workshop for Quality Education



Reviewing strengths and weaknesses of Teacher Mentor from previous 80 townships for the Teacher Mentor and School Cluster Supporting Programme, Pre meeting with 70 townships for implementation of Teacher Mentoring, Training for Teacher Mentor from 70 new townships, Providing TOT to implement Teacher Mentoring in 70 townships



## 4.6.6 Department of Technical, Vocational Education and Training



Develop bridging courses



Carry out major renovation of classrooms, workshops , staff housing and undertaken for other construction



Opening Polytechnic Schools/Institutes



Providing teaching materials for practical (long -term, short -term)



Provide Teaching/ learning materials required for the TVET institutes



Providing dormitories for students



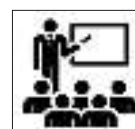
Providing necessary office machinery and furniture for long -term training institutes



Providing food for students



Providing dormitories for students and teachers



Opening mobile short- courses in school





Short- term courses are provided in accordance with local need



Establish Centre of Excellence (COE)



Providing stipends



Recruiting external expert



Producing master trainers



Training to principals and head of department



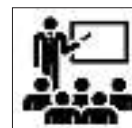
Supply vehicles



Provide teaching learning materials for (a) CNC Course (b) Mold (c)MT Course (d)EC Course (e) EP Course (f) ATM Course



Holding Workshop to promote performance of TVET Managers



Providing Pre-service and In-service Training



Recruiting external expert



Producing master trainers



Providing specific skills Training for teachers



Providing staff housing for teacher



Opening Training for pre-service teachers



Opening Training for in-service teachers



Conduct pilot programmes



Carry out Dual Training



Providing required office materials for curriculum team



Recruiting external expert to develop curriculum



Cultivating the required curriculum developers/experts required



Conduct workshops/discussions for relevant subjects



Distributing textbooks, answer booklets and answer sheets to students



Develop new subject field for regular training



Develop new subject field for short-term training



Renovate the curriculum



Providing necessary support for the development of TVET Qualification Framework(external expert)



Established accreditation and certification system



Collaboration for developing competency standards



Hold high level forums and meeting for policy development (including senior officials, industry representative, and DPs)



Holding workshops to develop policy including duties and responsibilities



Holding meeting for the review of financial policy



Establish offices of TVET council



Recruiting advisors(council office)/(local office)



Supplying stationery to council offices



Supplying furniture, machine and other facilities to council offices





Holding workshops



Pathways developed form TVET to Higher Education



Establish offices of local advisory board and recruiting advisor



Establish career counseling offices in TVET training schools/ institution



Appointing staff who can provide career guidance



Providing labour exchange offices



Providing stationery to advisory offices and exchange offices



Providing furniture , machinery and other equipments to advisory offices and exchange offices



Develop procedures and TVET financing schemes manual



Supply equipment required for filming the documentary on TVET



Conduct training courses to disseminate information through media



Collect information and data on TVET institutes and store on Data Base



Distribute Journals, newspaper and book for schools



Update regularly the established website once in every 6 months



Appointing researchers



Provide stationery to conduct TVET research



Recruit external experts



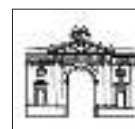
Establish Testing Centers that can assess skill in partnership with private sector



Establish Testing Centers and train skills assessors



Strengthening cooperation with industry



Establish NESP Coordinating Committee, Programme Management Team-PMTs, and NESP Secretariat



Providing computer and accessories and furniture



Providing operational costs

Figure (4.6.6.1) Supporting teaching aids (Million MMK)

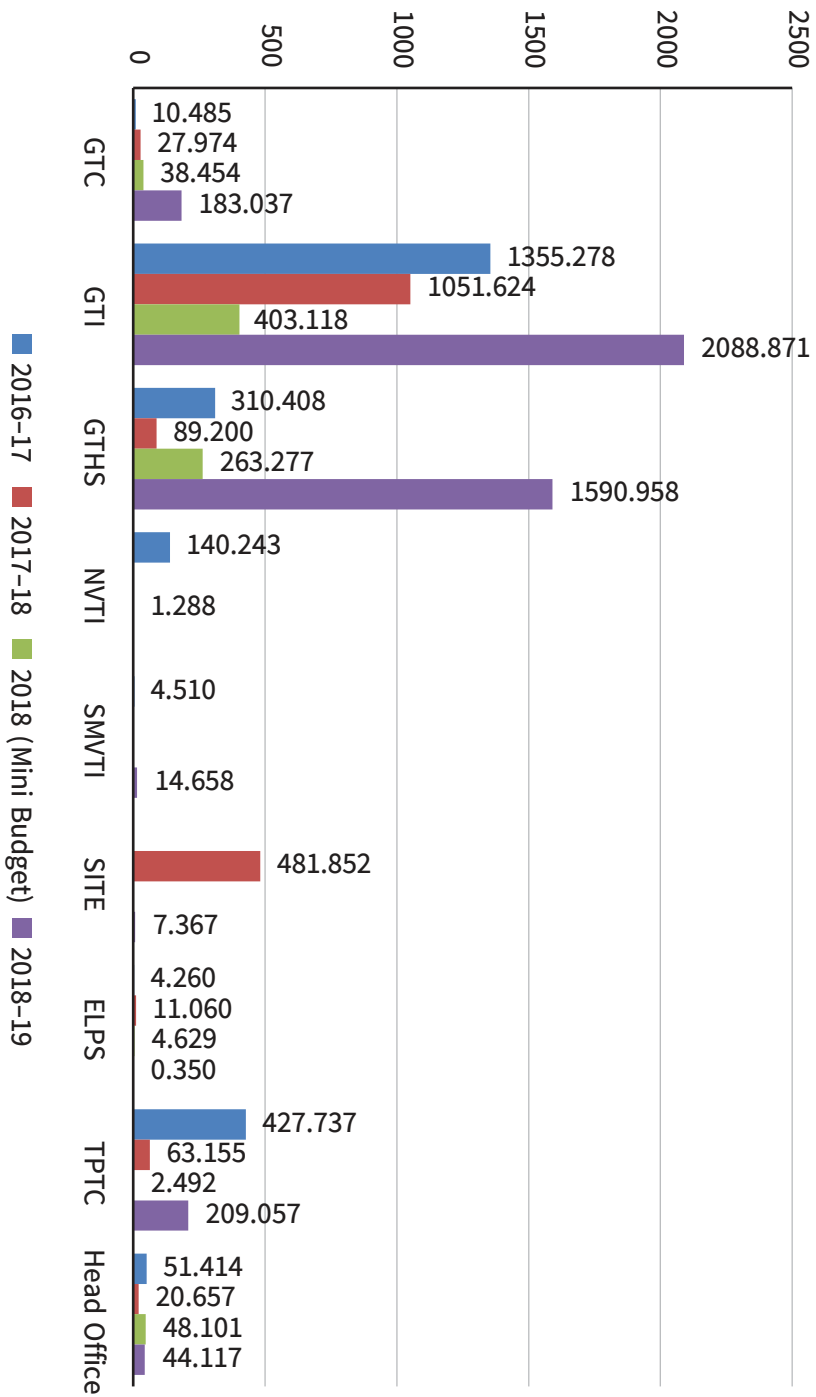


Figure (4.6.6.2) Supporting stipend (Million MMK)(FY 2016-17 to FY 2018-19)

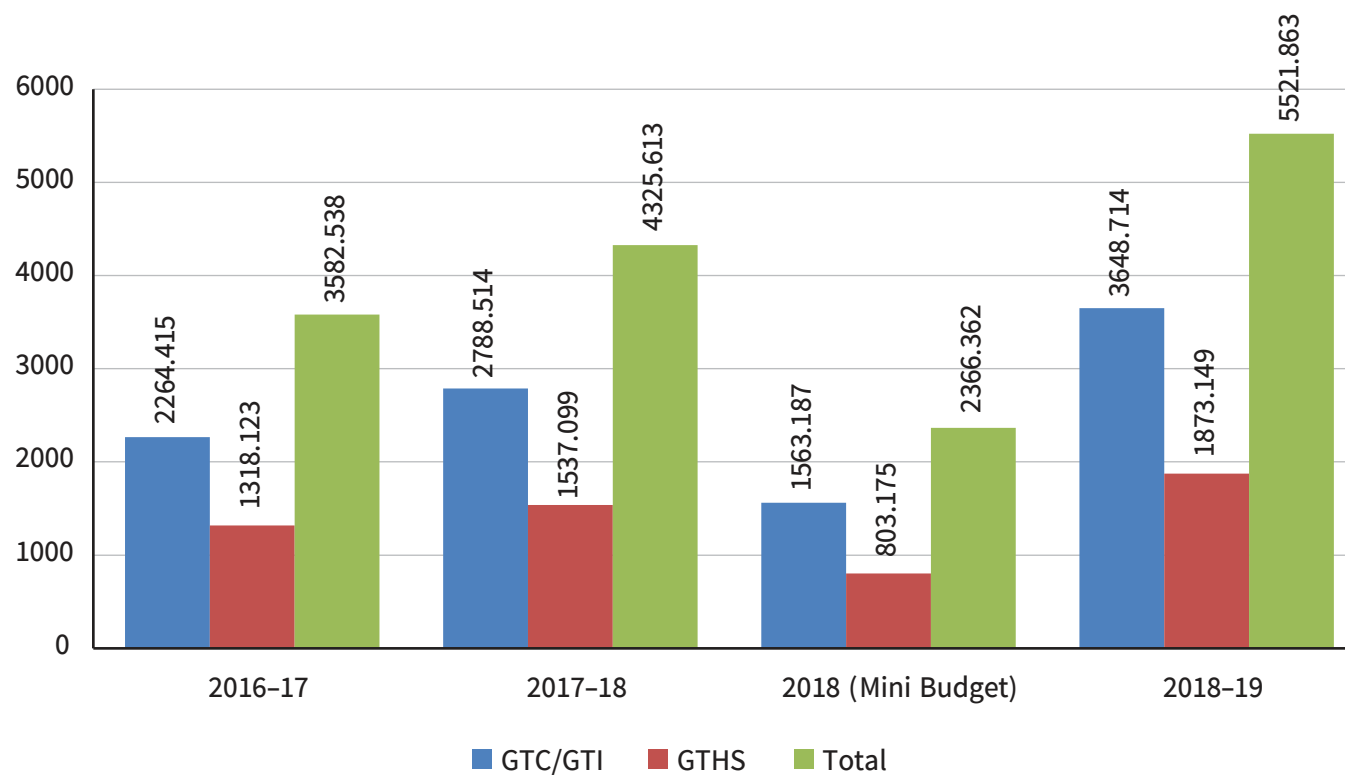


Figure (4.6.6.3) Total number of trainings (FY 2016-17 to FY 2018-19)

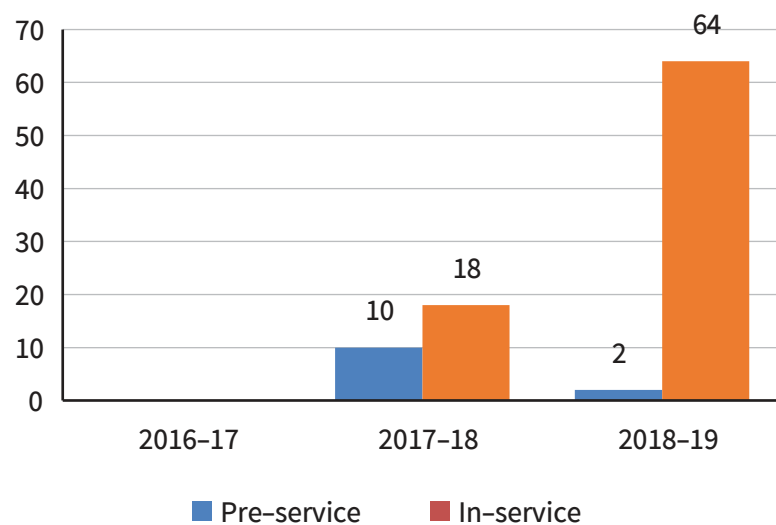


Figure (4.6.6.4) Total number of teachers who attended trainings (FY 2016-17 to FY 2018-19)

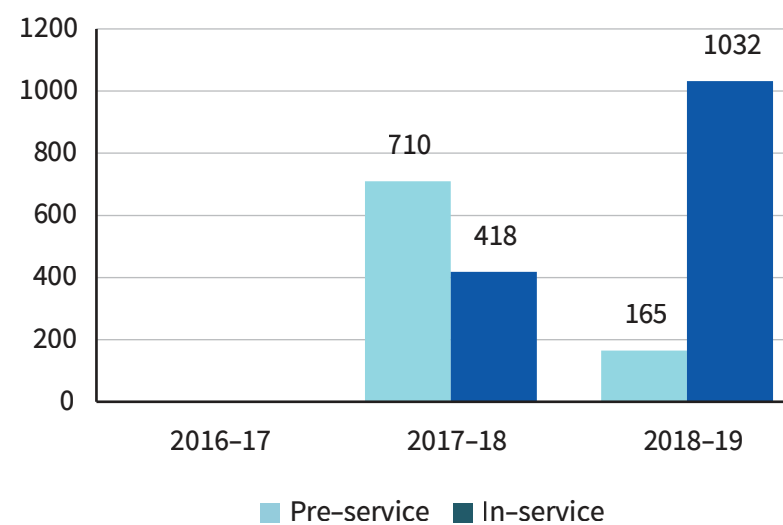


Figure (4.6.6.5) Total number of teachers who attended curriculum and academic workshops (FY 2016-17 to FY 2018-19)

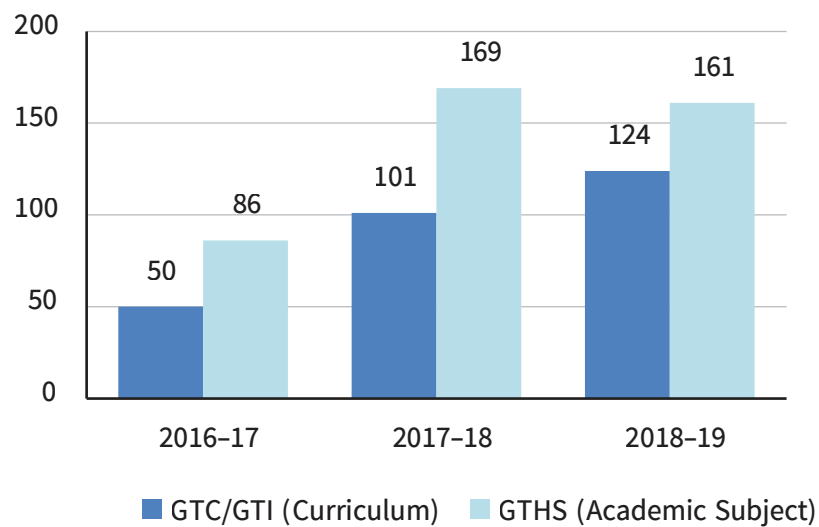


Figure (4.6.6.6) Total number of curriculum and academic workshops (FY 2016-17 to FY 2018-19)

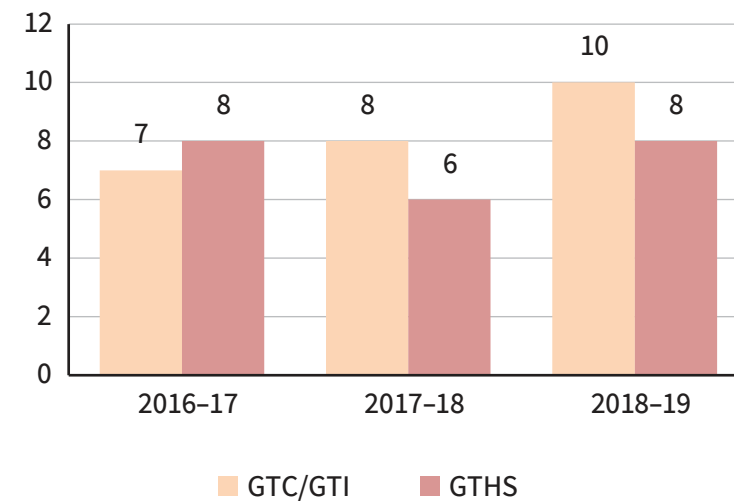




Figure (4.6.6.7) Sending abroad (FY 2016-17 to FY 2018-19)

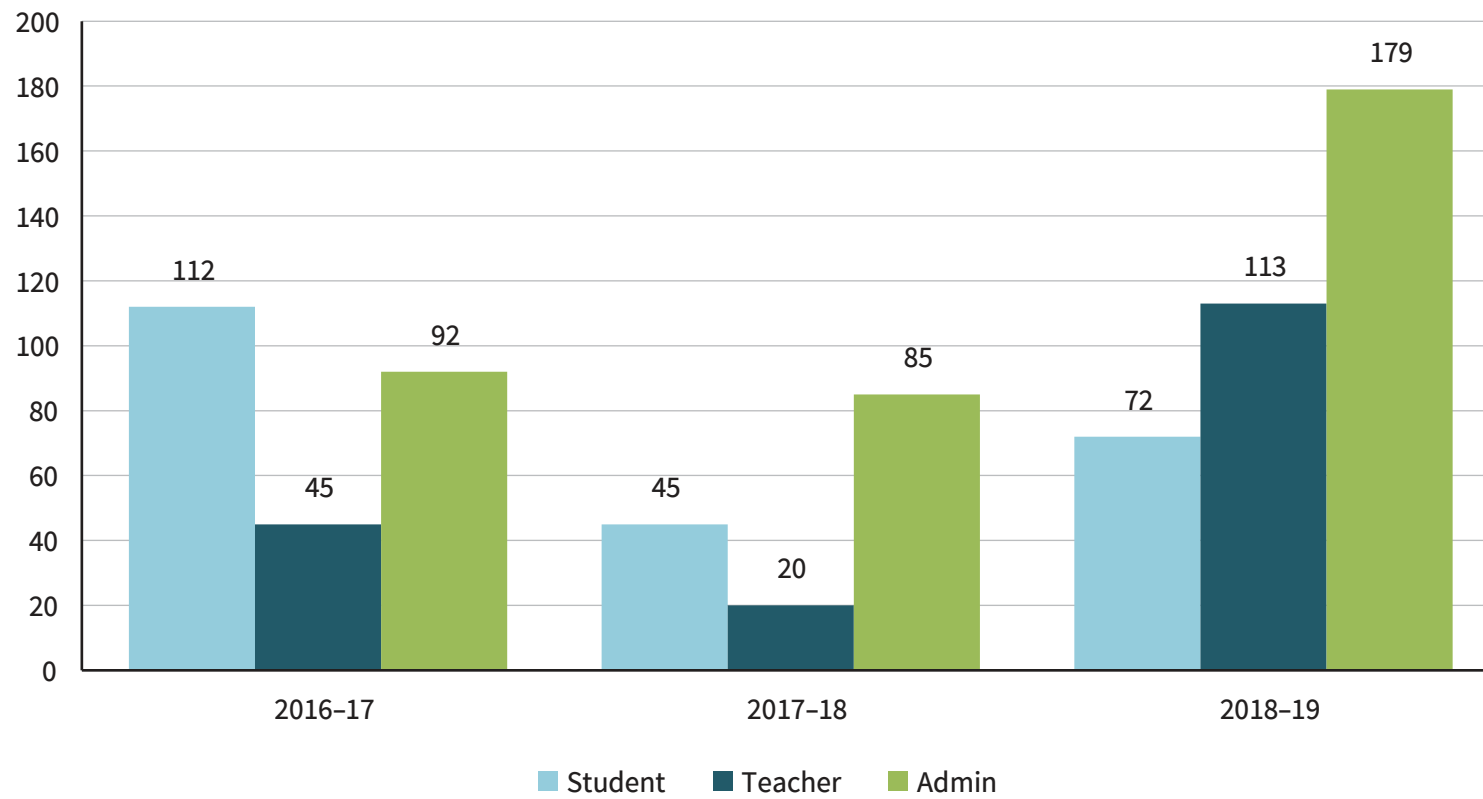


Figure (4.6.6.8) Partnerships with government and private organizations (FY 2018-19)

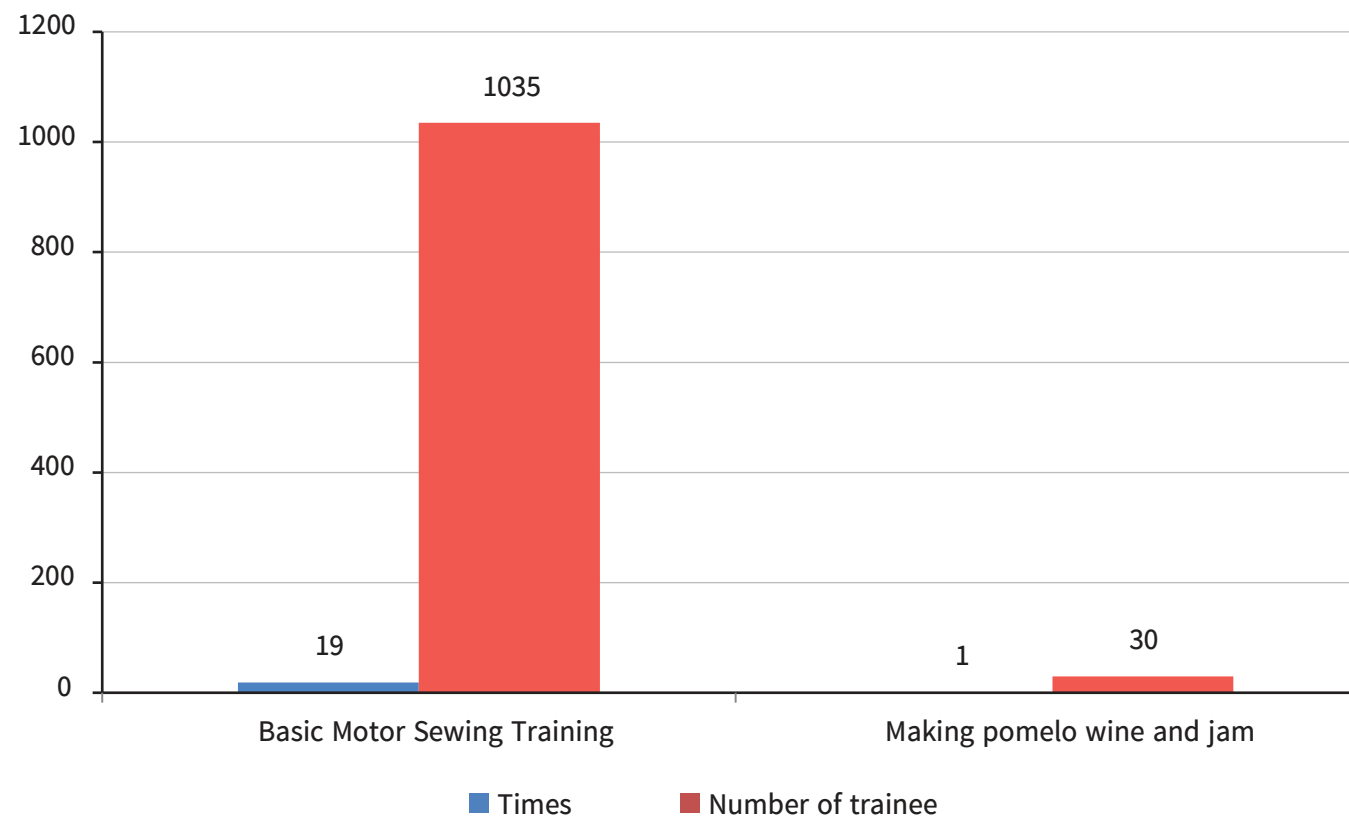


Figure (4.6.6.9) Annual Budget Expenditures (FY 2016-17 to FY 2018-19)

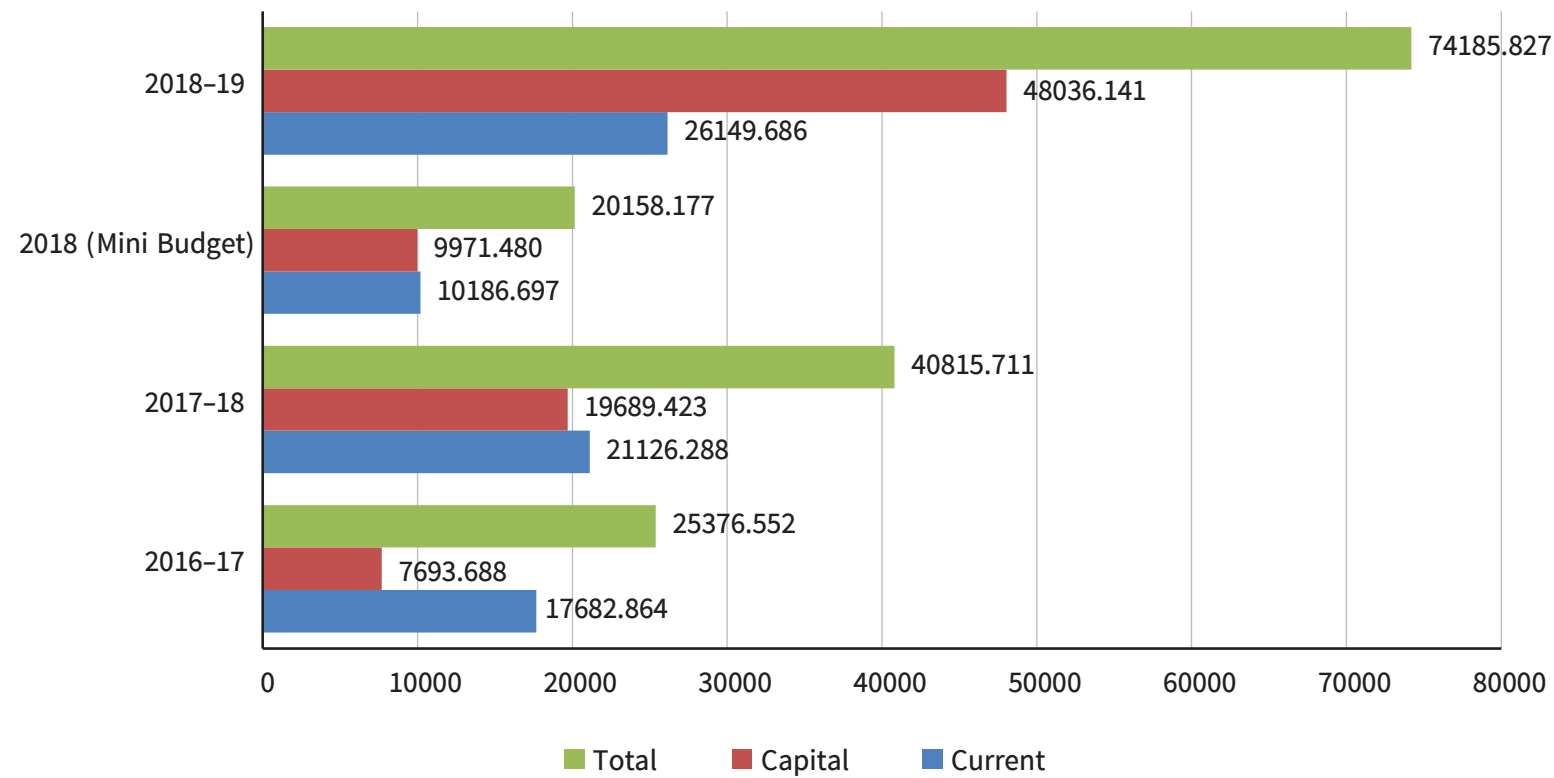


Figure (4.6.6.10) Construction and maintenance

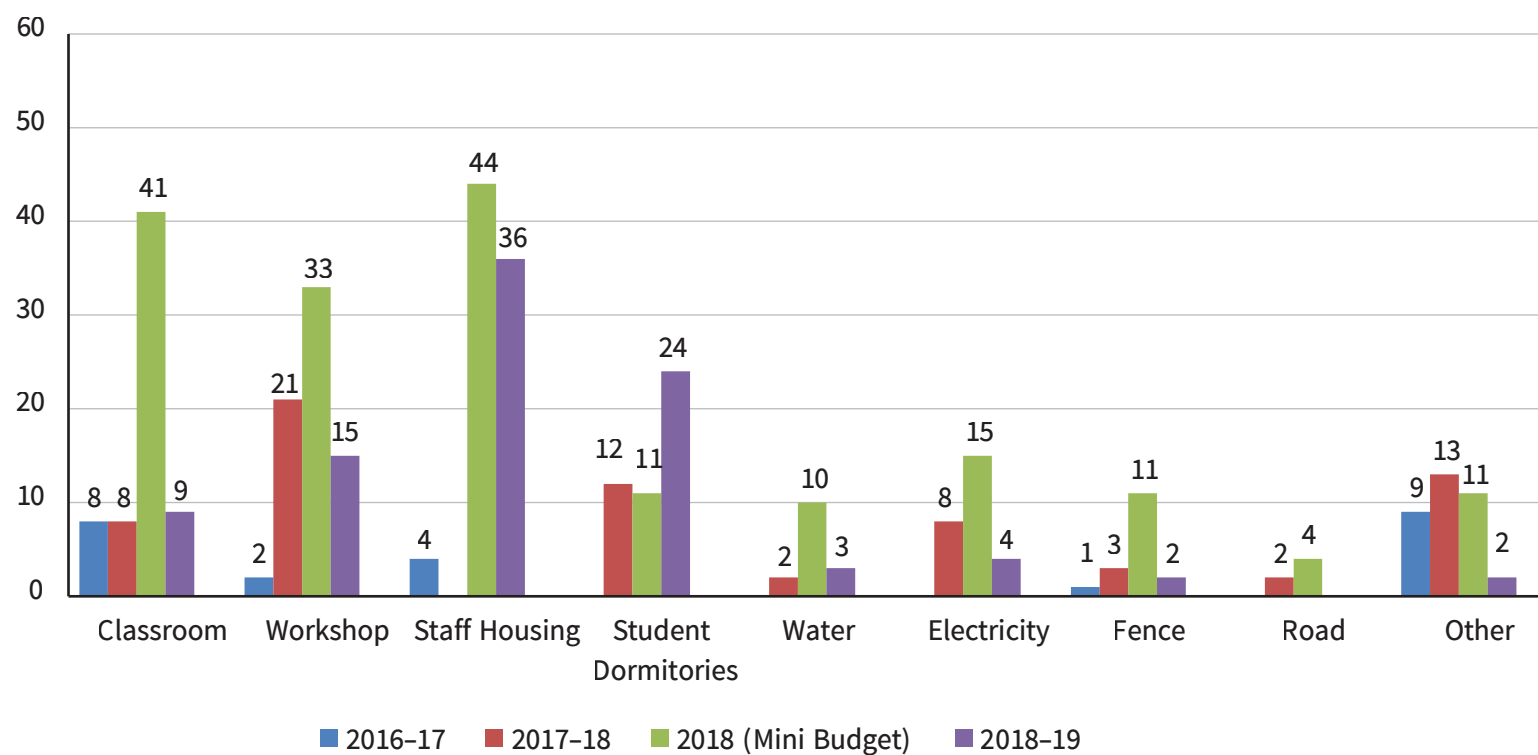


Figure (4.6.6.11) Number of students who got stipends

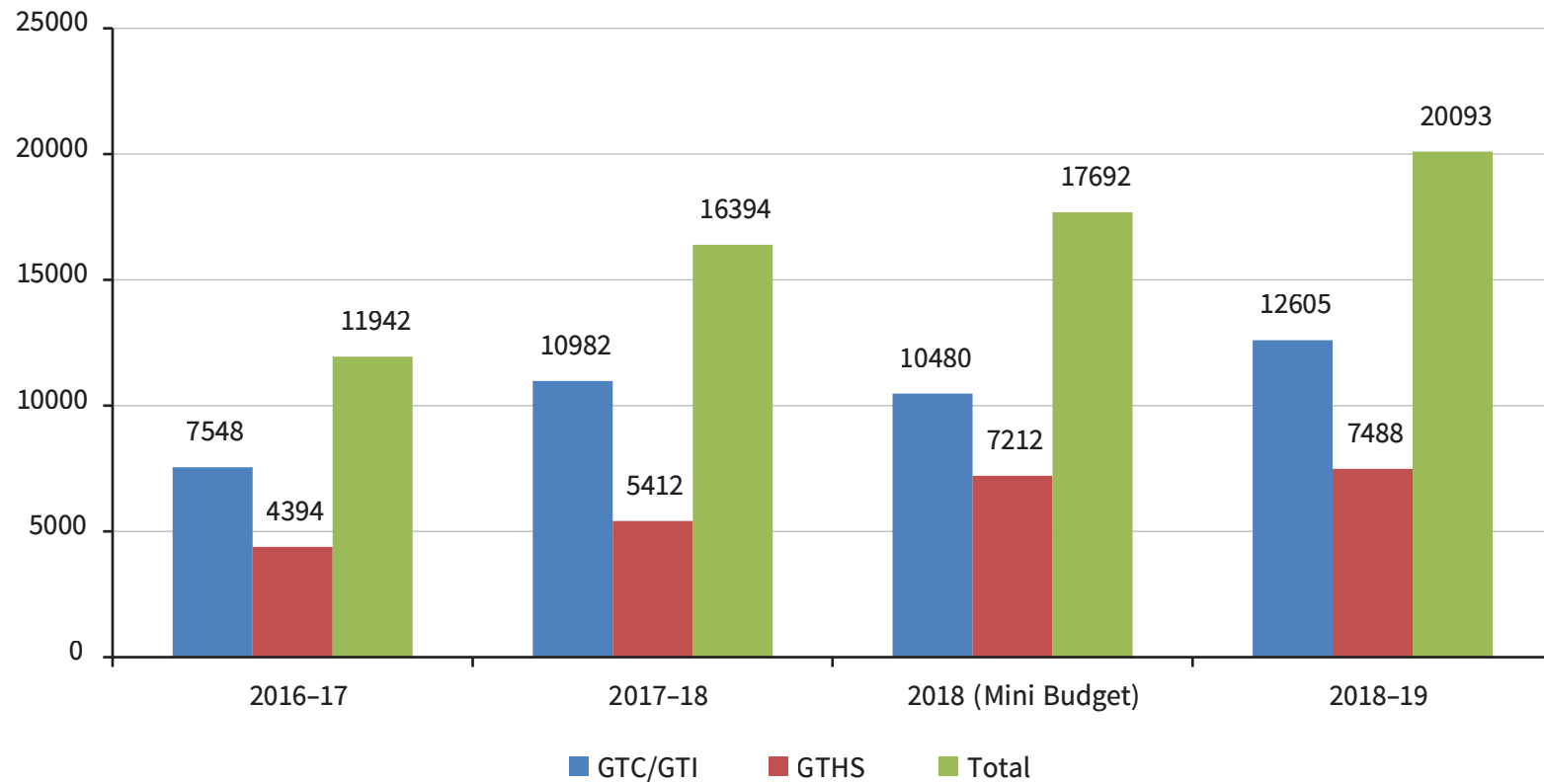
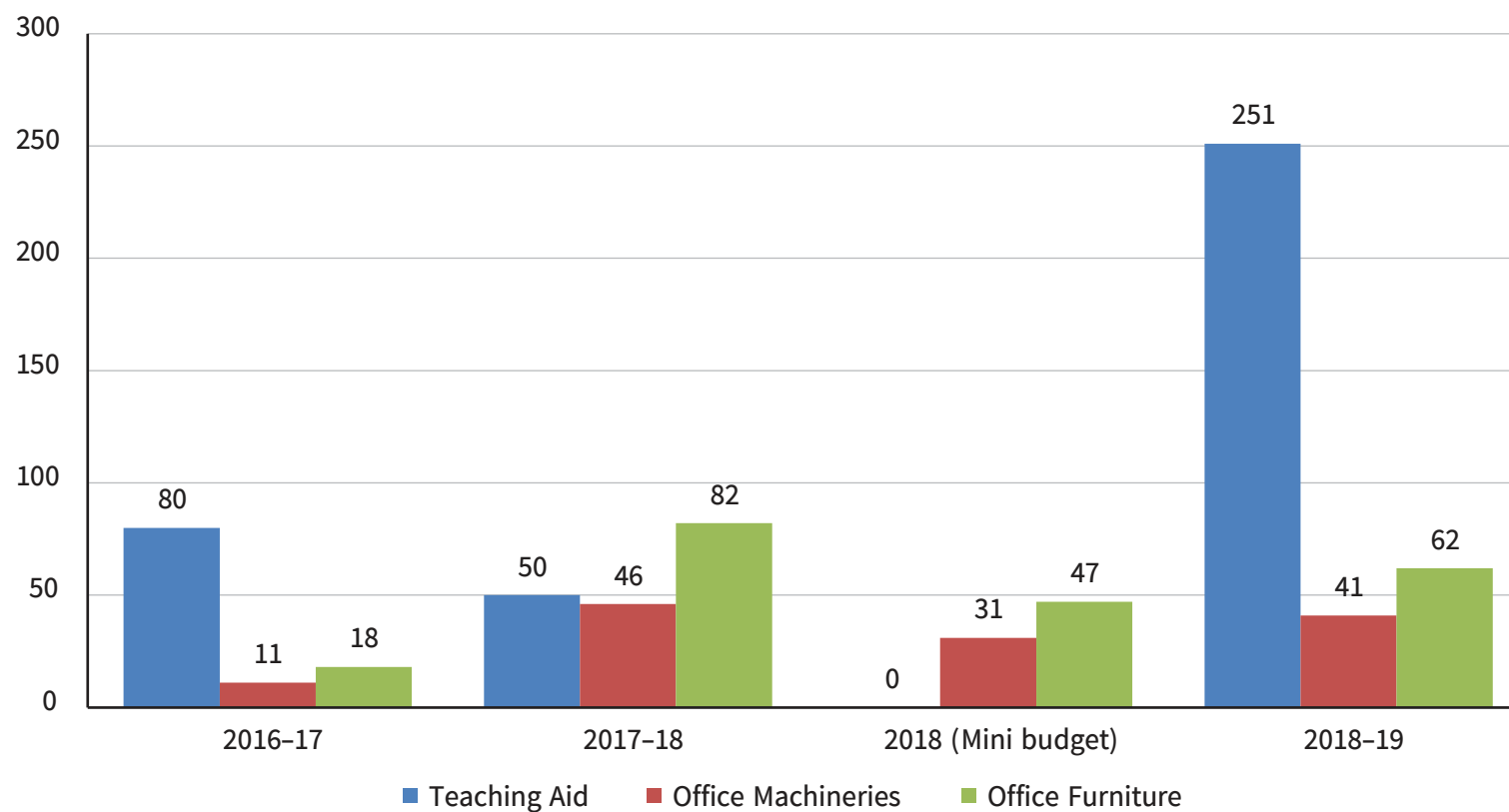


Fig (4.6.6.12) Provision of teaching aids (FY 2016-17 to FY 2018-19)





### 4.6.7 Department of Research and Innovation



Department of Renewable Energy Research conducts six short term courses on renewable energy



Chemical Technology Research Center conducts 10 training courses on food safety



7 Researchers from Electronics Technology Research Department attended the Radar Technology Training Course which was conducted by the experts from the Beijing Institute of Radio Measurement, People's Republic of China in Beijing



Sending researchers from the Department of Renewable Energy to International conferences, workshops, meetings, seminars and training to gain knowledge and to improve management quality and skills for the (1 conference, 6 workshops, 1 meeting, 3 trainings)



Sending researchers from Chemical Technology Research Center to international conferences, workshops, seminars, meetings and trainings in order to improve the researchers' knowledge and management skills and to get the good experience (5 conferences, 8 workshops, 7 meetings, 7 trainings and 1 study tour)



National Standards and Quality Department attended International and regional Standardization conferences, meetings, workshops and training (7 workshops, 3 Trainings, 1 Study Visit)



National Standards and Quality Department attended the regular and related meetings of ASEAN Consultative Committee for Standards and Quality- Working Group 1 on standards and attending related meetings and seminars hosted by ASEAN (one meeting)



4 trainees from National Standards and Quality Department attended the international and regional meetings and workshops



One delegate from National Standards and Quality Department attended the Asia Pacific Accreditation Cooperation (APAC) annual meeting



National Standards and Quality Department attended the ASEAN Consultative Committee for Standards and Quality- Working Group 2 (ACCSQ-WG2) on Accreditation and Conformity Assessment meetings and its related workshops hosted by ASEAN (3 meetings)



10 trainees from National Standard and Quality Department attended the workshops and training by international organization's sponsor



1 participant to Asia Pacific Metrology Programme (APMP) meeting and 2 participants to ACCSQ-WG3 meeting from National Standards and Quality Department



Information and Communication Technology Research Centre send the faculties to the international conferences, workshops, seminars and meetings (6 conferences, 3 workshops) in order to get good experiences and build partnerships



According to their professional skills, officials from Department of Atomic Energy participated the International Conferences, Forums, Meetings, and Workshops, to gain and share the nuclear technology development (72 participants)



88 representatives from the Intellectual Property Department attended the meetings, workshops and seminars invited by the World Intellectual organizations and other regional Intellectual organizations



18 trainees from Intellectual Property Department attended the trainings abroad sponsored by the international organizations



Intellectual Property Department has taken the necessary preparations to establish the Myanmar Intellectual Property Office using electronics system



The National Analytical Laboratory conducts the overseas conferences, seminars, meetings and workshops to develop of laboratory techniques and international study in collaboration with international organizations (2 conferences, 4 workshops, 1 conference, 5 trainings, 5 meetings)



Representative from Analysis Department attended International conference, meetings and workshops



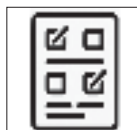
The National Analytical Laboratory conducted one research paper published; 4 times technology distribution; 6 research papers; 23 research conferences in each month



Department of Atomic Energy conducted the nuclear safety training to the Department which applies nuclear technology in their work place for the purpose of radiation protection and for the development of skilled technologists (99 Trainees)



The sale of 27 ISO standard books and the sale of 123 Myanmar standard books were made in the national budget. 30% of ISO standard book sales must be paid by the state budget for Royalties



The National Standards and Quality Department had adopted 50 Myanmar Standards



The National Standards and Quality Department paid ISO membership Fee (CHF 4904) (Swiss franco Four thousands nine hundred and four) for the second half of the year 2018, and Funds in Trust (CHF 392) (Swiss franco three hundred and ninety-two) for one year 2018, total (CHF 5296) (Swiss franco five thousands , two hundred and ninety-six) ISO membership Fee (CHF 4904) (Swiss francs Four thousands nine hundred and four) for the first half of the year 2019, and Funds in Trust (CHF 392) (Swiss francs three hundred and ninety-two) for one year (2019), total (CHF 5296) (Swiss francs five thousands, two hundred and ninety-six) and ISO membership Fee (CHF 4904) (Swiss francs Four thousands nine hundred and four) for the second half of the year(2019) by the state budget



The National Standards and Quality Department provided the training for the Myanmar Accreditation Body's assessors and 20 trainees have successfully completed training for laboratory accreditation



The National Standards and Quality Department organised ISO/IEC 17020, ISO/IEC 17025, Assessor Training and ISO15189 courses which were supported by Singapore Accreditation Council (SAC) and 113 participants attended



The National Standards and Quality Department provides accreditation service to the microbiology laboratories in the Department of Food and Drug Administration (Yangon) by conducting jointly pre-assessment with Myanmar Accreditation Body and SAC in order to provide international recognized accreditation



The National Standards and Quality Department provided accreditation service to the Food Microbiology Laboratory in the Department of Food and Drug Administration (Nay Pyi Taw) for Initial assessment and Building Research Laboratories Office in the Building Department, Ministry of Construction and the Food Industry in Union of Myanmar Federation of Chambers of Commerce and Industry (UMFCCI) by conducting joint assessment with Myanmar Accreditation Body and SAC



The National Analytical Laboratory provides national research and development services to benefit the university's learning and development of university-managed revenue streams (Private 3954, University 565, 137 Local Research)



Chemical Technology Research Center conducts innovative and applied research to support the demand of the production technology for SMEs, demand-based research projects completed, the research findings and developed technology are transfer/shared/disseminated for the targeted users (3 research paper publication, 13 technology transfers, 15 research projects, 11 technology disseminations, 26 research project reports, 43 monthly research seminars, 2 workshop seminars)



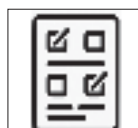
The Electronic Technology Research Department conducts three electronic research projects



Department of Renewable Energy conducts 8 renewable energy research projects



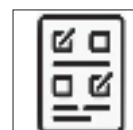
The National Standards and Quality Department has purchased 31 measuring equipment to provide measurement equipment and provided 240 Calibration Certificates for measurement equipment from the small and medium scale enterprises. 848 calibration certificates have been provided to the factory and earned 18,118,000 kyats income



The Department of Atomic Energy (DAE) serves as Nuclear Regulatory Body to enhance nuclear technology applications for the safe use of radiation for people and the environment. In order to control the safe use of radioactive sources and irradiation apparatus, according to the existing Atomic Energy Law, DAE granted 413 Prior-permission for the import, 327 registration certificates, 1099 licenses, 75 re-export licenses; were issued and each service is charged. A total of 433 inspections; were carried out in compliance with Atomic Energy law



The 11 agricultural crops samples were measured for radiation contamination for export. Each service is also charged



Department of Atomic Energy conducts Personal Monitoring Service to monitor and control of radiation exposure. A total number of 11,988 measurements were carried out OSLD Badges from Government Hospitals, Military Hospitals, Departments, Universities, Companies, Private Hospitals and Clinics per two months basis



Department of Research and Innovation (Head office) supports necessary facilities to operate functions for Supporting Departments and Research Departments



Electronic Technology Research Department supports the Practical Research Equipment (6)



Department of Renewable Energy purchasing the equipment and assessing the quality and cost of equipment (5)



Department of Renewable Energy cooperated with University/ College Partnership to improve the renewable energy



The National Standards and Quality Department has established a rice moisture laboratory by JICA ODA project to measure and test the accuracy of rice moisture testers in the country



The National Analytical Laboratories is promoting facilities in selected higher education (TEM,SEM,XRF,FTIR maintenance)



Chemical Technology Research Center supports technical assistance and provides the practical skills to the universities' students as part of their degree courses (Doctor of Philosophy Chemistry Student(1), 14 master of engineering students, 73 undergraduate students for internship training, 54 undergraduate students for mini thesis)



Implementation to get ISO/IEC 17025 for mass laboratory under National Institute of Metrology-Myanmar(NIMM)



Upgrades the Measuring equipment of the Pressure laboratory, Mass laboratory and Temperature laboratory for Traceability and provided measurement services (2 laboratories)



National Institute of Metrology-Myanmar(NIMM) under the National Standards and Quality Department is responsible to maintain the primary standards for Mass and provide measurement services. F1 Class weight has been maintained and provided about 100 Calibration Certificates to Measuring Equipment from industries and laboratories



Information and Communication Technology Research Centre opened ICTTI (Phase – 23, 24 & 25) and IMCEITS (Phase – 20, 21 & 22) and produced altogether 580 trainees and also held capacity building workshop such as Cloud Computing Seminar on 29th March, 2019



Department of Atomic Energy upgrades nuclear laboratories to international standard (8 Laboratories)



Department of Atomic Energy upgrades Secondary Standard Dosimetry Lab (SSDL) (Myanmar) prepared to Join IAEA / WHO Secondary Standard Dosimetry laboratory (SSDL) Network



The Department of Atomic Energy strengthens the governance and management of higher education (meetings, conferences, knowledge sharing programme, and collaboration with other relevant departments 23 times)



Research on the effectiveness of Myanmar medicinal plants to prevent the important link between tissue and sugar for curing diabetes



Genetic diversity research on Myanmar Mango varieties by using DNA Fingerprinting technology, SSR and ISSR Molecular Markers





Isolation and Identification of Yeast Strains to make Probiotics



18 participants at international workshop



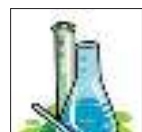
Further studies 42 persons



Conference, meeting, workshop and oversea study visits to develop laboratory techniques in collaboration with international organizations (3 research studies, 2 study visits with 300 delegates)



Biotechnology Research Department is dedicated to enhancing the capacity of researchers and conducting qualitative meetings and trainings internationally. 29 researchers participated in the training



Biotechnology Research Department purchased Laboratory equipment and Glass Ware



The Biotechnology Research Department commercially produces the varieties of Brazil banana (cultivated yellow, red, fern, and blue bird) by Plant tissue reproductive technology (16 item)



International Paper Publication (33)



Weekly Seminar 48 times



Shwe Zi Wa Biofertilizer income 19,040,000 Kyats to Bank Account MD-011606

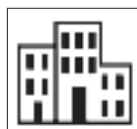


Shwe Sein Plant Growth Stimulator income 66,581,900 Kyat to Bank Account MD-011606



Income from the determination of product's effectiveness 1,525,000 Kyat to Bank Account MD-011606

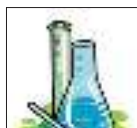




Analysis Department upgrades the laboratories to international standards



Analysis Department conducts analytical service on 6770 sample from research institutions, ministries and private institutions and income kyats 184,502,450 to national budget



Materials Science Research Division purchased chemical, Glass Ware and laboratory equipment



Materials Science Research Division holds a national seminar on radiation processing technology



Materials Science Research Division do the research for materials science research and development (9) numbers



Materials Science Research Division do the research on marine environment and environmental radiation monitoring (2) numbers



Material Science Research Division do the research of radiation processing technology on food and agriculture, industry, health care and environmental pollutant treatment (18) numbers



Materials Science Research Division sends research staffs to international conferences, meetings, workshops and training and sends scholarships to study in developed countries



Materials Science Research Division sends researchers to over sea meeting (22 persons) , workshop (14 persons), conference (10 persons), and training (21 persons)



Material Science Research Division do analytical service on 4191 sample from research institutions, ministries and private institutions and income kyats 20,163,000 to national budget



Material Science Research Division supports to 157 university students for practical experience of field trip and 12 Master students for their thesis



Material Science Research Division submitted and oral presentation on 16 numbers of national and international papers



Electronic Technology Research Department conducts training on Satellite Communication, radar and micro-electronics training and Internship program for Technical Universities' students (2 numbers)



The National Analytical Laboratory offers Basic statistics courses, Training on Method validation, Food safety and HACCP, Advanced Transmission Electron Microscope technology training, Training on laboratory and laboratory research in chemical laboratory, microbiology lab, for water resources and environmental conservation (3 trainings, 219 trainees)



The National Standards and Quality Department conducted Standardization seminars, workshops, trainings and world standard day events (26 meetings, 12 workshops, one event, 150 Representation had attended the World standards Day event and were assessed their needs and recorded their responses)



The National Standards and Quality Department held two times of World Accreditation Day to disseminate the accreditation information in Myanmar which was attended 325 participants



The National Standards and Quality Department conducted the two awareness accreditation workshop and also conducted Workshop on Regulators which was attended 200 representatives from relevant Regulatory bodies



The National Standards and Quality Department conducted two awareness events for World Metrology Day (2018, 2019) which involved 300 participants, analyzing their needs and recording feedback



The Nuclear Energy Department provides capacity development training for 26 staff members



Information and Communication Technology Research center is dedicated to enhancing the quality of teachers, improving teaching methods, and improving the quality of teaching. Workshop on Awareness of IP Right Protection in Digital Environment on (4-7-2018) and 26-7-2018, Project Management Seminar on (2-3-2019), C-DAC training course from C-DAC, India, from 11-6-2019 to 14-6-2019



The Intellectual Property Department held the workshops and seminars in collaboration with the World Intellectual Property Organization, Local Intellectual property organizations and Offices, and international Intellectual property organizations (5)



The Intellectual Property Department held the workshops and seminars to improve the use of IP system and the exploitation of IP information and to encourage invention, innovation and creativity amongst Universities, research departments and small and medium enterprises. (26 workshops)



The Intellectual Property Department celebrates the World Intellectual Property Day Ceremony and Intellectual Property Shows and Competitions



The Intellectual Property Department has taken the necessary preparations for the establishment of an Intellectual Property Office in Myanmar and conducts training for the Department staff for Human Resource Development; Attending Practical Training.(5)



Chemical Technology Research Center provides professional development trainings for in-service staffs and laboratory technicians {Official Writing Training(21), Food Safety Training (29)}



The Intellectual Property Department held five workshops to disseminate IP knowledge to around 1100 participants



16 workshops were held to understand that using intellectual property system in the community is a good support for nation development







## 4.6.8 Department of Technical Promotion and Coordination



3 years A.G.T.I (Diploma) trainings (Vehicle research division) are provided



Applied AutoCAD engineering trainings are provided 6 times



1 main four-stored buildings are constructed



Microsoft Office/ Page Maker /Adobe Photoshop competency trainings are provided 6 times



Reuse of electrical appliances and electronics competency trainings are provided 2 times



CNC/CAM Operator Trainings are provided 6 times



Vehicle technical competency trainings are provided 6 times



Producing research-based Microcontroller Based Power Window System Trainer Kit



Air-con installation and maintenance competency trainings are provided 5 times



Producing research-based Residential Air Conditioning Trainer Unit Kit



Producing Vehicle body electrical Trainer Unit Kit as a pilot



Producing research-based Automotive Air Conditioning Trainer Unit Kit



Ordinary Lathe to PC Based CNC Lathe for TU students are changed



Data center support the necessities for HRIS and EMIS system



Establishing data center and supporting online services



Applied ICT trainings are provided for education staffs



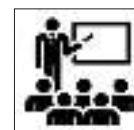
Website Administrator trainings, Staff Management System Administrator trainings are provided



Establishing online library system and coordinating and teaching technology to use the established online library system widely and usefully and replication Servers are placed in Private Cloud Data Center at Office 21



Developing education information system



Developing Non-formal education management system



Developing the job matching system



Applied web site training is provided



Establishing and broadcasting MoE Portal



Establishing Mail System



### 4.6.9 Department of Myanmar Nationalities' Languages



Visiting the respective ethnic literature and cultural committee in Taungyi and Loikaw



Conducting research of the effectiveness of teaching of ethnic language



Holding capacity building training 2 days



Conducting research for Yaw dialect



Holding language competency competition 1 time



15 staffs were attending language competency competitions



Publishing 7 types of Ethnic-Myanmar two languages Dictionary



Publishing 8 types of Grade 1, Grade 2, Grade 3 Myanmar-Ethnic-English Vocabulary picture dictionary



Publishing 8 types of Grade 1, Grade 2, Grade 3 Myanmar-Ethnic-English Vocabulary picture card



Developing Audio mobile Application, Windows Application, Web Application of Grade 1, Grade 2, Grade 3 Myanmar Textbooks teaching aids and online sharing



Publishing primary level, lower secondary level and upper secondary level Chicken Soup for the Soul and distributing to the libraries



Publishing Myanmar Dictionary (2018), Myanmar-English Dictionary (2019), Myanmar Dictation (2019) and 7 types of books



Conducting Myanmar writing and dictation training to Township Education Officers from Yangon Region in Diamond Jubilee Hall, Yangon University



#### 4.6.10 Department of Monitoring and Evaluation (Education)



Analysis on the required laboratory equipment and teaching aids for students in 4 Universities and colleges



Examine the receiving of textbooks for AY 2017-18 in 9 States and Regions



Supporting the development of M & E Plan for all departments



Analysis on the effectiveness of new basic education curriculum (Grade 3 and Grade 6) trainings



Evaluation of departmental budget expenditures for FY 2017-18 and FY 2018 Mini budget for all departments to support APR





### 4.6.11 Department of Monitoring and Evaluation (Research)



Design APR report and conduct NESP awareness meetings in States and Regions



Contract with a Software Company and pilot PeMAS Module 1 , purchase ICT tools, train Township Education Office staffs from 6 State and Regions to apply C4M according to PeMAS Module 1



Coordinate with departments to start new system and open Procurement training(international recognized procurement training will be opened with the coordination with UNDP)



Disseminate guidelines for headteachers and parents with PTA support programme and conduct ToT training



Pilot SIP project in Ayeyarwaddy Region and Sagaing Region according to SIP project



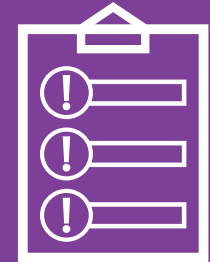
Conduct Leadership and Management Seminars, Critical thinking, Applied English and MS office training, English Language Proficiency Training for Senior Officials, Education Management Training







## Chapter 5



# Department Priorities for FY 2019–2020







## Chapter 5

# Department Priorities for FY 2019–2020

## 5.1 Introduction

This chapter presents priorities set by departments for the coming FY 2019–2020. These priorities were identified, discussed and agreed during the 3<sup>rd</sup> Annual Performance Review Workshop held from December 10 to 11, 2019. 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

### Department Priorities for FY 2019 – 2020

- |   |   |
|---|---|
| (1) Sending overseas study tours for 1363 senior management officials   | (12) Constructing 89 hostels for male and female students at Universities   |
| (2) Conducting professional capacity development training for 300 faculties and administration staffs         | (13) Constructing 48 buildings  |
| (3) Holding Conference of Rectors' Committee for two times  | (14) Constructing 82 staff quarters and dining rooms  |
| (4) Conducting the awareness seminar and training for quality management representatives in all Universities  | (15) Constructing total 4 buildings for multi-purpose use and convocation building  |
| (5) Holding research conference/ seminar in all Universities  | (16) Constructing the total of 32 Sports ground and Sports Stadium  |
| (6) Signing Memoranda of Understanding (MoU) and Memoranda of Agreement (MoA) with International Universities | (17) Providing sport equipment to all Universities  |
| (7) Upgrading infrastructure and facilities in Higher Education Institutions                                  | (18) Providing wiring for lighting purposes for canteens, toilets, streets and bridges and water and fire to all Universities |
| (8) Establishing library and data-base center   | (19) Providing scholarship to 142 outstanding students  |
| (9) Collecting and fulfilling of e-books, more modern books, journals and research papers                     | (20) Providing stipend to 8520 students from poor households  |
| (10) Supporting teaching aids in Universities of Distance Education   |   |
| (11) Supporting more modern laboratory facilities, including equipment and chemicals in all Universities      |   |

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

### Department Priorities for FY 2019 – 2020

- |  |  |
|--|--|
| (1) Finalizing TCSF (Myanmar + English) and getting approval   | (12) Workshop for developing 2 <sup>nd</sup> year curriculum of 4-year education degree colleges                                     |
| (2) Consultation meeting for Beginner Teacher Level of TCSF and implementing   | (13) Workshop on Sustainable Development for central level curriculum developers of 4-year education degree colleges for three times |
| (3) Consultation meeting to develop TCSF(draft) for the rest teachers-experienced teachers, expert teachers, lead teachers                                       | (14) Providing Bloc-teaching cost for 3300 first year trainees of 25 ECs   |
| (4) Printing and distributing TCSF (Beginner Teachers) (Myanmar + English) to departments, State and Region Education Offices, Basic Education Schools under MoE | (15) Providing meal cost for 3300 first year trainees of 25 ECs  |
| (5) Awareness Training for TCSF  | (16) Review of draft e-learning platform workshop  |
| (6) TCSF Implementation Consultations for awareness and advocacy   | (17) ICT teaching methodology workshop for ICT tutors from ECs   |
| (7) Monitoring basic education schools for TCSF implementation   | (18) Providing HIV, AIDS training to students/teacher educators of ECs   |
| (8) Printing for PPTT, DTed, La-sa-ya trainees   | (19) Training ECs' teachers for Year 1 Semester 2 and Year 2 Semester 1 of new curriculum  |
| (9) Purchasing teaching aids   | (20) Printing the textbooks for Year 1 Semester 2 and Year 2 Semester 1 and teacher guides for Year 2 for 25 ECs                     |
| (10) Providing meal cost for Pre-service teacher education trainees  |  |
| (11) Providing Bloc-teaching cost for Pre-service teacher education trainees   |  |

- |  |   |
|--|---|
| (21) Monitoring education colleges for Year 1, 2 curriculum  | (33) Mobile Training  |
| (22) Constructing dormitories (Kyaukphyu, Sagaing, Dawei, Pakkoku, Pathein, Pyay, Magway, Mawlamyaing, Meikhtila, Myitkyina, Myaungmya, Yankin, Hlegu, Lashio, Thingangyaun, Loikaw, Kengteng) (Mandalay, Dawei, Moneywa, Hakha) | (34) Holding teaching aid competitions and research paper competitions of ECs                               |
| (23) Constructing classrooms (Sagaing, Taungyi, Pyay, Pha-an, Magway, Moneywa, Thingangyaun) (Mandalay, Hakha, Katha)  | (35) Conduct Educational gender social training   |
| (24) Constructing Science rooms (Taungyi, Hakha)   | (36) Purchasing teaching aids for Grade 7 central level trainings and printing textbooks and teacher guides |
| (25) Constructing Hall/Basketball playground (Taungyi, Loikaw, Katha)  | (37) Purchasing teaching aids for Grade 4 central level trainings and printing textbooks and teacher guides |
| (26) Constructing libraries (Sagaing, Bogale, Hakha)   |   |
| (27) Purchasing NCI utensils   |   |
| (28) Purchasing ME, Machines and machineries (Keyboard with stand, (ORGAN), Air Con, TV, Multimedia projector, Tripod Screen, Sound System, Water Cooler)  |   |
| (29) Purchasing OE office machineries (Computer)   |   |
| (30) Purchasing Furniture (Computer Table & Chair Single Bedstead, Single desk, Single Chair, Stool, Table Tennis, Reading Table, Dining Table, Dining Chair, Combine Desk, Stage)   |   |
| (31) Purchasing other Educational Book/Reference Book  |   |
| (32) Developing Research Paper for 25 ECs  |   |



## Challenges

- (1) Need special pathways to direct the comprehensive teacher policy
- (2) Need to review and revise 1<sup>st</sup> year curriculum
- (3) Need to develop assessment framework aligned with national assessment policy
- (4) Need to improve the awareness of inclusive education and conduct consultation meetings
- (5) Need to develop term of reference for students, student teachers and admin staff to implement Bloc-teaching
- (6) Need to implement module for continuous professional development, teacher education and management, ICT for student teachers and admin staff
- (7) Need to establish National Teacher Competency Development Center
- (8) Need human resource, budget and infrastructure



## 5.3 Department of Basic Education

### Department Priorities for FY 2019 – 2020

- |   |  |
|---|--|
| (1) Provide support for ECCD in rural and remote areas and expand community based ECCD  | (11) Provide teaching and learning materials for Basic Education Schools   |
| (2) Provide methodology and teaching and learning materials for KG  | (12) Pilot free and compulsory primary education in 6 townships  |
| (3) Conduct Basic Education Sub Sector Working Group (BESSWG) and State and Regional level Basic Education Sector coordination Group meetings | (13) Support at risk students to get equal access in basic education   |
| (4) Conduct consultation meeting of awareness raising for basic education reforms   | (14) Implement Stipend programme   |
| (5) Develop school mapping and collect baseline data of basic education schools   | (15) Implement Scholarship programme   |
| (6) Expand and upgrade schools and construct new schools  | (16) Implement public mobilization programme for outstanding students  |
| (7) Construct school buildings, staff housing, libraries, science laboratory and toilets  | (17) Appoint ethnic language teaching assistants (TAs) teachers to be more effective teaching and learning for ethnic children |
| (8) Procure and install science equipment   | (18) Appoint ethnic language teachers (LTs) to be more effective teaching and learning for ethnic children                     |
| (9) Construct infrastructure for WASH in School and toilets to be self-hygiene, get clean water and environment                               | (19) Publish ethnic language textbooks   |
| (10) Provide library facilities   | (20) Support stipends to students (Upper secondary, lower secondary and primary level) in boarder areas                        |
|   | (21) Provide school improvement fund   |

- |  |  |
|--|--|
| (22) Conduct teacher mentoring and school cluster improvement plan   | (34) Hold knowledge sharing exhibitions and competitions   |
| (23) Provide more learning opportunities to children with special educational needs                                | (35) Conduct completion examinations for Grade 5, Grade 9 and Grade 11   |
| (24) Implement Stipend programme for deaf students and blind students  | (36) Develop and implement the Teacher Professional Development Programme  |
| (25) Implement Stipend programme for disabled students   | (37) Conduct trainings for the development of Township Education Improvement Plan (TEIPs) in states and regions  |
| (26) Hold discussions about access to education for children with disability                                       | (38) Conduct trainings for the development of State/Region Education Improvement Plan in some states and regions   |
| (27) Launch School Quality Assurance Standard Framework, review and revise BE-SQASF guideline                      | (39) Develop plans/consult with education stakeholders (education officers, head teachers, teachers, parents, private schools) for education development |
| (28) Conduct facilitator training to school cluster head teachers  | (40) Strengthen Human Resource Information System- HRIS and Education Management Information System- EMIS  |
| (29) Develop plan for school quality improvement according to the School Quality Assurance Standard Framework      | (41) Conduct education management trainings  |
| (30) Conduct Science Practical Training (Upper Secondary Level)  | (42) Provide capacity development trainings for new school principals to be posted at middle and high schools  |
| (31) Conduct M&E Training at central, State and region, District and Township Level                                | (43) Provide capacity development trainings for head teachers, education officers and staffs   |
| (32) Launch competency standard guideline to head teachers and education officers                                  |  |
| (33) Develop and distribute text books and teachers guide books for all grades and conduct new curricula trainings |  |

## Challenges

- (1) Difficult in space and teacher to open ECCD
- (2) Difficult in internet access, technical support and limited human resources in collecting baseline data of basic education schools
- (3) Need teachers and classrooms in expansion of schools and upgrading schools
- (4) Delay in tender process to end new schools construction in time
- (5) Delay in receiving supplementary grant
- (6) Weakness in the work process and quality control of construction companies
- (7) Not getting the textbooks in time and no warehouse in district offices
- (8) There may be various difficulties in piloting free and compulsory primary education in 6 townships because of different condition of these townships
- (9) TEIPs are not linked with the budget and budget is not included in them
- (10) Delay in delivering SIF timely, based on the receiving data
- (11) Discussions to identify the procedures for the appointment of Teaching Assistants(TA)
- (12) Following the BE SQASF, need to set the clear guidelines for the linkages between the SIP and SQIP
- (13) Insufficient subject teachers to attend the training of new curriculum
- (14) Weakness in development of clear and concise guidelines about school level examinations
- (15) Weakness in information dissemination about completion certificate to parents and stakeholders
- (16) Weakness in appointment teachers

## 5.4 Department of Alternative Education

### Department Priorities for FY 2019 – 2020

- (1) Sending abroad to strengthen capacity of Department of Alternative Education (Attending the promotion of non-formal Education Course in Japan)
- (2) Holding Alternative Education Sub-sector Working Group Meeting (AESSWG) (6 times)
- (3) Launching of Alternative Education Sub-sector Framework
- (4) Disseminating information about Alternative Education Sub-Sector Framework in each Region and State to broaden
- (5) Developing Alternative Education Partnership Coordination Framework
- (6) Staff Capacity Building Training for the emergence of professional staff in the field of non-formal Education
- (7) Holding Alternative Education Forum (1 time)
- (8) Conducting Software Pilot Test and on-ground testing of non-formal Education Centers data
- (9) Conducting Non-formal Primary Education in 86 townships for AY 2019-2020 and on-ground testing of central level
- (10) Conducting 2<sup>nd</sup> pilot testing on non-formal Middle School Education (NFMSE) in AY 2019-2020 in Dala township
- (11) Conducting fieldwork in 86 townships with Alternative Education Quality Standards Assessment Framework -AE QSAF(Draft)& Questionnaires (1 time) led by TWG
- (12) Finalize developing for Alternative Education Quality Standards Assessment Framework
- (13) Developing AEP Certification System
- (14) Developing teachers' competencies and training programmes



## Challenges

- (1) Need to involve all non-formal education stakeholders in the IAQE's DLI 9 for Alternative Education Partnership Framework developing
- (2) Need to involve collaboration involved Htuttaw representatives, offices of General Administration Department, Department of Basic Education, headteachers and local supporter for getting children out of school, improve retention and getting the support of local donors
- (3) Need to strengthen the connection in collecting data before the camps are opened
- (4) Need qualified teachers
- (5) Need to coordinate with relevant departments such as DAE, DBE, DTVET
- (6) Need to conduct 2020-21 School Year IAQE Project DLI 10 Timely Completion
- (7) Need to identify qualification for improving AE teacher's teaching ability





## 5.5 Department of Myanmar Examinations

### Departments Priorities for FY 2019 – 2020

- (1) Developing guidelines for assessment policy
- (2) Coordinating to hold AY 2019–2020 first semester test and semester end test for each grade
- (3) Preparing activities for AY 2020 Matriculation Examination (National Examination)
- (4) Announcing timetable for AY 2020 Matriculation Examination
- (5) Opening new examination centers for AY 2020 Matriculation Examination
- (6) Holding AY 2020 Matriculation Examination in nation and foreign examination centers simultaneously
- (7) Doing activities after AY 2020 Matriculation Examination (National Examination)
- (8) Announcing AY 2020 Matriculation Examination results
- (9) Issue the exam marks of the examinees for AY 2020 Matriculation Examination
- (10) Issue the certificates of passing examination for those who pass the matriculation examination in AY 2020
- (11) Revising the process of AY 2020 Matriculation Examination
- (12) Developing 2 year plan for development of sub-department of educational expert in Department of Myanmar Examinations
- (13) Providing international study tour and seminars for student assessment
- (14) Holding workshops for primary and lower secondary completion exams
- (15) Holding workshops of matriculation examination disciplines for examinees with supervisors, co-supervisors and assistant supervisors in Naypyidaw, Yangon and Mandalay
- (16) Hiring the server for the website so that 100,000 people can watch [www.myanmarexam.org](http://www.myanmarexam.org) simultaneously at the time of exam result announcement
- (17) Using website for broadcasting the activities of department by [www.dmemyanmar.org](http://www.dmemyanmar.org)
- (18) Using DME website to announce the information of matriculation examination such as exam entrance application forms, the examinees list, exam timetable, subject lecture and exam results
- (19) Purchasing ICT materials

### Challenge

- (1) Need to receive recommendations from responsible persons in time

## 5.6 Department of Educational Research, Planning and Training

### Department Priorities for FY 2019-2020

- (1) In-depth analysis for barriers focusing on Teacher Absenteeism of OOSCI and field trip at township and school level, report writing, report distribution were done
- (2) Holding Curriculum Assessment Workshop on enhancing the education and skills base in Myanmar for Social Content Guideline Grade 7 and Grade 10, reviewing on Grade 8 and Grade 11 by using Social Content Guideline, holding coordination meeting with line Ministries concerning with reviewed contents of Grade 8 and Grade 11, editing the requirements for Grade 7 and Grade 10 after coordination meeting
- (3) Submitting edited contents of Grade 8 and Grade 11 to Curriculum chairmen, report writing
- (4) Holding Tender process for buildings of selected 8 States and regions for EYE Project, interviewing to choose International and national Procurement specialist, Project management specialist
- (5) Review Mission on EYE Project, quality assessment meeting for constructing of school buildings and hostels in 48 of Basic Education Schools, Meeting on contracts to revise the contract (Draft) for e-Gen consultant
- (6) Providing monthly fee for Internet
- (7) Installation of air conditioner unit for Curriculum Development Team in Yangon
- (8) Workshops, seminars, trainings, stationary, consumables, other office utilities and items and Miscellaneous
- (9) Conducting workshops for completion of textbooks, teachers' manuals, teaching aids in Primary Level
- (10) Conducting workshops for Middle and High School levels by subjects according to EYE Project, developing Text Books, Teachers' manuals, Teaching aids, conducting trainings for teachers on new curriculum guidelines of Grade 4, Grade 7 and Grade 10 (supervisors discussion, Central level training, States and Regions level training)
- (11) Conducting workshop for Social Inclusion, conducting workshop on Social Inclusion for Practical Action for School Module training
- (12) According to SEA-PLM, SEA-PLM Coder Training, Coding, Data Entry Training and Data Entry Process, Item Development and Scoring Rubric Module developing and Training

- (13) According to Early Grade Reading Assessment(EGRA/EGMA), coordination meeting with technical teams and trainers for the EGRA/EGMA National Survey, conducting EGRA/EGMA National Survey Training, conducting research survey at 266 schools from 76 townships in 16 states and regions, data entry and launching ceremony
- (14) According to HRD Plan, conducting workshop on Human Resource Development, reviewing developed project with officials, staff from states/regions, pre meeting with states/regions education officers
- (15) Conducting My-EQIP Technical Working Group meetings
- (16) Conducting workshops on Departmental Annual Implementation Plan
- (17) Holding M&E Core Team meetings
- (18) According to My-EQIP, conducting awareness meeting for completion of departmental M&E Plan, Organizational Change Analysis meeting, SQASF Poster Development meetings, SQASF (draft) workshops, SQASF National Awareness Campaigns workshops, Data Collection of SQASF workshops and holding workshops on SQASF (draft) implementation at central level
- (19) Holding reviewing meetings on My-EQIP 6 months plan
- (20) Holding meeting for Communication Situation Analysis Completion and findings review, Communication Strategy Task Team, Qualitative Data Analysis and Internal and External Communication Training, holding workshop for finalizing Communication Situation Analysis completion report(draft), ICT Readiness Assessment report (draft) and ICT for Education Forum report(draft), holding discussions of the Literature Review on Communication Knowledge and Information Management (CKIMS), conducting Literature Reviews on CKIMS
- (21) Holding 13<sup>th</sup> SSWG meetings on Management Capacity Development and Quality Assurance (MCQ)
- (22) Conducting EMIS Phase I & Phase II Consultation Meetings & Workshops according to the EMIS, HR Module Software Application Training, HE/TVET Module Software Application Training, Capacity Building Training, and HE /TVET, NFE Module Software Pilot Testing
- (23) Under the Human Resources Development Scholarship Program, send to Japan master degree for two years and doctoral degree for three years
- (24) Conducting research for Public Finance for Children in Education in Myanmar
- (25) According to Teacher Mentor and School Cluster Supporting Program, Pre meeting to implement Teacher Mentoring in 90 new townships, mentoring training for ATEOs from 90 new townships, Reviewing strengths and weaknesses of Teacher Mentor and refresher training in previous 70 townships

- (26) Conducting workshop for Reviewing strengths and weaknesses of Teacher Mentor and refresher training in previous 90 townships in 2019-2020, workshop for supervising task, mentoring training for ATEOs from 90 new townships, reviewing strengths and weaknesses of Teacher Mentor and refresher training in 90 new townships in 2020-21

## Challenges

- (1) Difficulty of travelling in local area to do OOSCI, required the numbers of Laptop for data entry
- (2) If there have meetings in Yangon( curriculum branch), it's difficult for accommodation
- (3) Required the numbers of Laptop for data entry to implement SEA-PLM
- (4) Difficulty of travelling in local area to assess Early Grade Reading Assessment-EGRA/Early Grade Mathematics Assessment-EGMA
- (5) Difficulty negotiation time to do workshop for HRD Plan
- (6) Inconvenience in working because frequently change Work plan in My-EQIP, no clear Budget Rule, inconvenience because variety of the change International Consultant
- (7) Inadequate human resources and infrastructure for ICT in implementing EMIS
- (8) Difficulty in place to hold training according to Teacher Mentor and School Cluster Supporting Program

## 5.7 Department of Technical, Vocational Education and Training

### Department Priorities for FY 2019-2020

- (1) Undertaken bridging to attend high level training
- (2) Support qualified 3<sup>rd</sup> year AGTI students to engage in bridging programme of Technological Universities
- (3) Support qualified students who passed 2<sup>nd</sup> year G.T.H.S to be able to bridge Government Technical Institutes and Government Technical Colleges
- (4) Undertaken to be able to bridge Vocational school to Government Technical Institutes
- (5) Call for tender for teaching materials and machines
- (6) Provide teaching materials for short courses and regular courses
- (7) Call for tender to purchase office machines and furniture
- (8) Hand-over function to States' and Regions' government for building construction
- (9) Hand-over function to States' and Regions' government for major maintenance
- (10) Provide food for short course training participants (EYE Project )
- (11) Provide short course in TVET school with their own plan and cooperation with DPs in line with local need
- (12) Provide stipends
- (13) Propose School Management Training additionally Administrative Training in coordination with GIZ
- (14) Provide vehicles for Dual Training and Mobile Trainings
- (15) Propose trainings selected and assign 16 master trainers for TVET Teacher Training Institute (TTTI)
- (16) Propose chosen 20 schools from Government Technical Institutes and Government Technical High schools and produce Master Trainers for professional Development
- (17) Develop annual training plan for TVET teachers at Baelin to enhance their practical skills
- (18) Run technical enhancement training for newly appointed teaching staff at Baelin and branch (Yangon)
- (19) Propose lecture for ICT, English 4 Skills and Teaching Method training

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| <p>(20) Opening agricultural machine maintenance and cooking training programme in GTI (Shwe Pyi Thar) or GTI(Insein) collaboration with Swiss contact and continue implementation</p> <p>(21) Establish of curriculum development team</p> <p>(22) Development of new curriculum</p> <p>(23) Meeting with JICA and EU Expert to conduct capacity building for curriculum development team</p> <p>(24) Conduct workshops to identify practical, tutorial and Assignments for AGTI's special subjects by conducting central level workshops and developed practical, tutorial and Assignments process to get approval</p> <p>(25) Conduct workshops to identify practical, tutorial and Assignments for Government Technical High Schools' special subjects and to develop practical, tutorial and Assignments by conducting workshops</p> <p>(26) Publishing and dissemination of text books, answer papers for Government Technical Institutes and Government Technical High Schools</p> <p>(27) Proceed to get NCC certificate for mechanical engineering subjects</p> <p>(28) Conduct workshops to enhance INGO network short courses curriculum with EU support. Enhance existing undertake curriculum for short courses with EU support</p> <p>(29) Curriculum are being developed for Skill-based short course through EYE Project with ADB Loan</p> | <p>(30) Develop competency standards for Automotive Technology (Maintenance) and Electrical Engineering (Industrial) trainings in collaboration with technical experts from JICA, which will be running in Japan-Myanmar Aung San Vocational Training Institute</p> <p>(31) Hold meetings of Human Capital Working Committee to strengthen the coordination of government and private sector</p> <p>(32) Hold government and private sector jointly planning forums on human resource development in private sector</p> <p>(33) Provide trainings by the coordination of government and private sector according to the forums</p> <p>(34) Admin and teaching staff for existing and new Government Technical Institutes, Government Technical High schools and Departments recruited</p> <p>(35) Holding Management Training/Meeting for Finance</p> <p>(36) Calculation Education budget expense for individual students and by subjects</p> <p>(37) Implement to use TVET Unit Costing Programme</p> <p>(38) Conduct field trip</p> <p>(39) Conduct to entry data from schools information</p> <p>(40) Conduct pick up, collect and update information of Departments and schools by using technology</p> <p>(41) Providing research programmes and Reporting</p> |
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## Challenges

- (1) Require to provide technical assistance for curriculum experts
- (2) Need to support the cost of the Human Capital Working Committee seminars
- (3) Although no training costs are required for engineering courses, travel allowance, accommodation fees, daily allowance and honorarium for other technical short-term trainers are required



## 5.8 Department of Research and Innovation

### Department Priorities for FY 2019 – 2020

- (1) Department of Renewable Energy Research conducts five short term courses on renewable energy
- (2) The Electronic Technology Research Department, implement the X-band Phased Array Weather Radar Project in collaboration with (BIRM), assisted by China MOST in order to performing the X-band Phased Array Weather Radar Co-Study Project
- (3) The National Analytical Laboratory conducts International conferences, workshops, meetings, seminars and training to develop the laboratory technology in collaboration with international organizations (7 workshops, 1 conference, 4 trainings, 1 forum)
- (4) Sending researchers from Electronic Technology Research Department and the Department of Renewable Energy to International conferences, workshops, meetings, seminars and training to gain knowledge and to improve management quality and skills (15 times)
- (5) Sending researchers from Chemical Technology Research Center to international conferences, workshops, seminars, meetings and trainings in order to improve the researchers' knowledge and management skills and to get the good experience (2 workshops, 1 meeting, 3 trainings)
- (6) Sending researchers from Information and Communication Technology Research Center to oversea study tours to get the good experience and establish partnerships (1 conference, 2 meetings)
- (7) National Standard and Quality Department attended International and regional conferences, meetings, workshops and training (4 meetings, 6 workshops, 4 trainings, 2 study visits)
- (8) National Standard and Quality Department attended the international and regional meetings and workshops concerning accreditation (1 meeting, 6 workshops, 1 training)
- (9) National Standard and Quality Department attended the regular and related meetings of ASEAN Consultative Committee for Standards and Quality- Working Group 1 on standards and seminars hosted by ASEAN (1 meeting)
- (10) National Standards and Quality Department attended the ASEAN Consultative Committee for Standards and Quality- Working Group 2 (ACCSQ-WG2) on Accreditation and Conformity Assessment meetings and its related workshops hosted by ASEAN (1 meeting)
- (11) 5 Trainee form the National Standard and Quality Department attended the international conferences, workshops and training to gain the knowledge of metrology

- (12) According to their professional skills, officials from Department of Atomic Energy participated the International Conferences, Forums, Meetings, and Workshops, to gain and share the nuclear technology development (25 persons)
- (13) The Intellectual Property Department is setting up technology and innovation support centers, TISCs in universities and research institute in collaboration with the World Intellectual Property Organization to promote innovation in the field
- (14) The Intellectual Property Department participates meetings, workshops and seminars invited by the World Intellectual Property Organization and other regional Intellectual Property Organization
- (15) The Intellectual Property Department has taken the necessary preparations for the establishment of the Myanmar Intellectual Property Office using electronic system
- (16) Department of Atomic Energy conducted the nuclear safety training to the Department which applies nuclear technology in their work place for the purpose of radiation protection and for the development of skilled technologists (35 persons)
- (17) The National Standard and Quality Department has been developing Myanmar Standards 82 Myanmar standards can be adopted. It is estimated that 175 Myanmar standards will be adopted more
- (18) The National Standards and Quality Department paid ISO membership fee (CHF 4904) for the first half of the year 2020 and Funds in Trust (CHF 392) (Swiss franc three hundred and ninety-two), for one year 2020, (Total CHF 5296). The ISO membership fee (CHF 4904) (Swiss franc 4900) for the second half year, 2020 is intended to be paid from the State budget
- (19) The National Standards and Quality Department sold the ISO and Myanmar Standard Books (The sale of 20 ISO standard books and the sale of 150 Myanmar standard books were made in the State budget.)
- (20) Royalties Fee (30% of ISO standard book sales must be paid by the state budget)
- (21) The National Standards and Quality Department allocate the costs and honorarium fees for the National Standards Council members and Working Committee Members (2 meetings)
- (22) The National Standards and Quality Department conducted 2 workshops to implement the Accreditation Action Plan with the assistance of PTB (Germany)
- (23) The National Standards and Quality Department support the accreditation services to conformity assessment bodies by conducting Myanmar Accreditation Body assessment
- (24) Electronic technology Research Department do three Electronic technology Research

- (25) The department of Renewable Energy Research do eight Renewable Energy Research
- (26) Chemical Technology Research Center conducts innovative and applied research to support the demand of the production technology for SMEs, demand-based research projects completed, the research findings and developed technology are transfer/shared/disseminated for the targeted users
- (27) National Analytical Laboratory support the National Research and Development and service Delivery (1097 samples and 22307000 kyats were made in national budget)
- (28) The National Standards and Quality Department planned to purchase the 20 different measuring equipment and provide calibration services to factories and laboratories
- (29) Electronic technology Research Department purchases the support supplies (2)
- (30) The National Standard and Quality Department purchase the metrological equipment and upgrade three metrological Labs
- (31) The Department of Atomic Energy (DAE) serves as Nuclear Regulatory Body to enhance nuclear technology applications for the safe use of radiation for people and the environment. In order to control the safe use of radioactive sources and irradiation apparatus, according to the existing Atomic Energy Law, DAE granted 69 Prior-permission for the import, 45 registration certificates, 199 licenses, 11 re-export licenses were issued and each service is charged. A total of 53 inspections were carried out in compliance with Atomic Energy law
- (32) Department of Atomic Energy conducts Personal Monitoring Service to monitor and control of radiation exposure. A total number of 2524 measurements were carried out from Government Hospitals, Military Hospitals, Departments, Universities, Companies, Private Hospitals and Clinics per two months basis
- (33) The National Standards and Quality Department has one accredited laboratory (ISO/IEC 17025:2017) and provides traceability of other measurement laboratories and ISO/IEC 17025:2017 accredited calibration services
- (34) The National Standards and Quality Department implements the laboratory for weight measurement at E Class level as a national highest standards
- (35) National Analytical Laboratory maintains the instruments and accessories, increases parameters of microbiology service to food and water, upgrade internationally recognized ISO/IEC 17025: 2017 laboratories
- (36) Electronic technology Research Department collaborate with Universities/Colleges for the Development of Electronic Technology (2 times)
- (37) The department of Renewable Energy Research purchases equipment to support research and training (1 item)
- (38) The department of Renewable Energy Research collaborates with the Universities/Colleges for the development of renewable energy technologies (1 time)

- (39) Chemical Technology Research Center supports technical assistance and provides the practical skills to the universities' students as part of their degree courses (Doctor of Philosophy Chemistry Student(1), 4 master of engineering students, 11 undergraduate students for mini thesis, 41 undergraduate students for internship training)
- (40) Information and Communication Technology Research Center launches the ICT skills trainings and capacity building workshops (ICTT batch 26 and 23 are opened and 161 participants)
- (41) Department of Atomic Energy upgrades nuclear laboratories to international standard (8 Laboratories)
- (42) Department of Atomic Energy upgrades Secondary Standard Dosimetry Laboratory (SSDL) (Myanmar) prepared to Join IAEA / WHO SSDL Network)
- (43) The Department of Atomic Energy enhances the governance and management of higher education (meetings, conferences, knowledge sharing programme, and other departments) (10 times)
- (44) Material Science Research Division sends researchers to international conference ( 1 no), meeting ( 3 nos) , workshop(5 nos) and training ( 6 nos) in the field of nuclear safety, security, nuclear technology and radiation processing technology
- (45) Material Science Research Division do the material science research and development activities 7 numbers
- (46) Material Science Research Division do the research on marine environment and environmental radiation monitoring research 3 numbers
- (47) Material Science Research Division do the research for radiation processing on food and agriculture, industry, health care and environmental pollutants treatment 24 numbers
- (48) Material Science Research Division do the analytical services for 1913 samples from Ministries, research institutions and private sectors and income kyats 28,619,000 to national budget
- (49) Material Science Research Division supports to 88 university students for practical experience of field trip
- (50) Material Science Research Division submitted and oral presentation for 6 numbers of national and international papers
- (51) The identification of Myanmar Hilsa Shad (Tenualosailisha) Species and Their Morphological Characterization and Genetic Diversity by using Molecular Techniques
- (52) Micropropagation of Banana varieties (Brazil, Red Gold, Pheegyan, Blue bird) and Anthurium Plants by Plant Tissue Culture Techniques
- (53) Developing new varieties of tomatoes and bamboos that are adaptable to the changing climate and enhancing the quality of tomatoes and bamboos (1)
- (54) The Research on Potentialities from Myanmar medicinal plant extract having Hypertension, Anti-oxidant (anti-cancer), Anti-Inflammation and Skin Care (1)



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| <p>(55) Observation on the morphological and genetic diversity of some Myanmar mangoes' varieties around Kyaukse district and Studies on their related genes and long non-coding RNA by using bioinformatics</p> <p>(56) Bio-pesticide Research (1)</p> <p>(57) Research on Agronomic characteristics and genetic characterization of Myanmar rice varieties having salt tolerance by using Molecular Markers</p> <p>(58) Observation on dye degrading and iron producing microorganisms from Amarapura and Wundwin township and their application in textile waste water treatment</p> <p>(59) Research on finding microbes that can reduce chemical residues of agricultural land and study their capacities (1)</p> <p>(60) Biotechnology Research Department research on the use of probiotic to make yogurt powder</p> <p>(61) Production of Protein Bait Spray for Fruit Fly Control (1)</p> <p>(62) Research on the use of Sterile Insect Technique for the dengue mosquito control through gamma radiation</p> <p>(63) Aquaponics and aeroponics System Research (1)</p> <p>(64) Isolation and characterization of Zinc and Potassium solubilizing bacteria and yeast strains for probiotics</p> | <p>(65) Observation on abiotic stress (heat, salt) tolerant microorganisms in the application of soil fertility as an alternative nitrogen fertilizer</p> <p>(66) Attending International Workshop (20 people)</p> <p>(67) 32 delegates travel Abroad</p> <p>(68) Purchasing research/laboratory equipment</p> <p>(69) Seminar; Meeting; Developing laboratory techniques and international visits in collaboration with international organizations (1 technical assistant, 1 study group-44 people)</p> <p>(70) Purchasing furniture</p> <p>(71) National Analytical Laboratories produce qualified laboratory staff (4 local meetings, 4 training sessions, 3 seminars)</p> <p>(72) National Standards and Quality Department conducts standardized seminars, seminars and workshops, training and world standard day events (20 meetings, 10 seminars, 1 event)</p> <p>(73) National Standards and Quality Department celebrates World Accreditation Day to enhance the accreditation and conformity assessment activities</p> <p>(74) The National Standards and Quality Department has to conduct a World Metrology Day on May 2020 and one workshop (already held on 4-2-2020) sponsored by PTB Germany</p> |
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- (75) Information and Communication Technology Research Centre offered English Communication Skills Training Course to improve the quality of teachers and improve teaching methods and also conducted CCNA Cyber Security Operations Instructor Training from 25<sup>th</sup> October, 2019 to 2<sup>nd</sup> November, 2019
- (76) The Atomic Energy Department provides 362 staff training for staff development
- (77) Maintenance of instruments and increasing parameter of microbiology service to food and water, National Analytical Laboratories work together with laboratories to upgrade internationally recognized ISO/IEC 17025: 2017 laboratories
- (78) The Intellectual Property Department cooperates with international intellectual property organizations, local Intellectual property organizations and Offices to hold Workshops
- (79) The Intellectual Property Department working together with Universities, Colleges and Research department to hold seminars and talks to foster the exploitation of IP Information and to encourage invention, innovation and creativity
- (80) The Intellectual Property Department conducts training for staff for human resource development
- (81) The Intellectual Property Department celebrates World Intellectual Property Day and IP Shows and competitions
- (82) Analysis Department conducts analytical service on 1346 samples from research institutions, ministries and private institutions and income kyats 29,069,300 to national budget

## Challenges

- (1) Insufficient budget and skillful staffs for collaboration in advanced research with international organizations and gap of technical experts as a result of recruitment professional staffs.
- (2) Need further training for researcher.
- (3) Need for the implementation of the Technology Innovation supporting Centers (TISC) to communicate among Universities, Research Centers and Industrial Enterprises.
- (4) Need for Joint Research projects to carry out more National Research in collaboration with Research Centers and Universities.
- (5) Need to promote awareness and compliant of the development of the pillars of Quality infrastructure such as Standardization, Accreditation and Metrology.
- (6) Need financial support by Government Budget to attend Regional meetings,
- (7) Need for trainings for all staffs (at all levels) to be aware of international laboratory technologies and related methods (Safety, Risk, ..).
- (8) Need for the Annual maintenance costs for highly priced modern equipments, additional equipments and budget for the Preventive Maintenance of Laboratory Equipments.
- (9) Need for the support of laboratory measurement technology between local and international organizations.
- (10) Need for collaboration between laboratories in local and international.
- (11) Need for effective international collaboration, qualified teachers and teaching methods.
- (12) Need on job practice and training equipments.

## 5.9 Department of Technical Promotion and Coordination

### Department Priorities for FY 2019-2020

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| (1) 3 years A.G.T.I (Diploma) trainings (Vehicle research division) will be provided   | (6) Ordinary Lathe to PC Based CNC Lathe for TU students will be changed                             |
| (2) Reuse of electrical appliances and electronics competency trainings and vehicle technical competency trainings will be provided  | (7) Coordinate and teach technology to use the established online library system widely and usefully |
| (3) Air-con installation and maintenance competency trainings will be provided   | (8) Maintaining and upgrading cable and wireless network system for Office 21                        |
| (4) Applied AutoCAD engineering trainings, Microsoft Office/Page Maker/Adobe Photoshop competency trainings and CNC/CAM operator trainings will be provided                            | (9) Upgrading Security & Network system of Data Center   |
| (5) Research-based Microcontroller Based Power Window System Trainer Kit, Residential Air Conditioning Trainer Unit Kit, Automotive Air Conditioning Trainer Unit Kit will be produced | (10) Installing software for Data Center and extension of annual licenses                            |
|  | (11) Maintaining Data Center and providing necessary support   |
|  | (12) Develop Web, Mobile and Computer software for Ministry of Education to use                      |

### Challenges

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| (1) Competency-based curriculum is needed to develop and update teaching aids are needed sufficiently          | (4) Unstable Network Speed from MPT internet service   |
| (2) Dual trainings between job and schools are needed  | (5) Low Network Service and Network Speed and destroyed in office computer because of attacks such as Malware Attack, DoS Attack in network security |
| (3) Network Performance is low because of the limited Network Speed and many computers that are using internet |  |

## 5.10 Department of Myanmar Nationalities' Languages

### Department Priorities for FY 2019-2020

- (1) Holding language competency competition
- (2) Meeting with respective ethnic literature and cultural committees
- (3) Publishing dictionary and documents
- (4) Publishing Ethnic – Myanmar dictionary
- (5) Publishing Myanmar-Ethnic-English Picture dictionary and Vocabulary Picture card
- (6) Translating Chicken Soup for the Soul in ethnic language and publishing
- (7) Capacity building training

## 5.11 Department of Monitoring and Evaluation (Education)

### Department Priorities for FY 2019-2020

- (1) Supporting M & E Plan for all departments
- (2) Analysis on the effectiveness of new basic education curriculum (Grade 4, Grade 7, Grade 10) trainings
- (3) Analysis on the usage of laboratory equipment for students in Universities and colleges to upgrade the facilities
- (4) Analysis on the usage of teaching aids for new basic education curriculum in basic education schools
- (5) Evaluation of departmental budget expenditures for FY 2018-19 for all departments to support APR

### Challenges

- (1) Responsible M & E person of each department (a) is needed to give M & E technical training, (b) has regular duties and functions of department
- (2) Some departments are delayed for sending information about budget, output and evidence on time for APR annually

## 5.12 Department of Monitoring and Evaluation (Research)

### Department Priorities for FY 2019-2020

- (1) Annual Performance Review (APR) process will be conducted to strengthen the capacity of MOE officers to systemically and transparently report on budget outputs and targets achievements over the last 12 months
- (2) Annual Budget Review (ABR) Workshops will be held and made budget expenditure recommendations for the MOE and Departments to consider in their annual budget submissions to MoPFI to support NESP implementation
- (3) Performance Management and Accountability System (PEMAS) Module 1 – Communication for Education Management (C4M) (launched in targeted basic education schools and townships) improves the efficiency of administrative requests made by head teachers and strengthens accountability between schools, township, state/region and HQ offices
- (4) All capacity development activities will be successfully coordinated by Capacity Development Management Committee (CDMC) using a six-month Capacity Development Plan
- (5) Department of TVET partners with States and Regions to implement the NVFC and this improves access for out-of-school, working youth to quality, foundation vocational knowledge and skills
- (6) PTA EC School Improvement Programme implemented in target schools improves the involvement of parents in activities organised by their PTA leading to improvements in the quality of education in their school
- (7) Inclusive SIP Committees (with key stakeholders) in pilot States/Regions coordinate demand-responsive training courses for youth based on priority occupations/career pathways recommended in their Baseline Survey Reports of Private Sector Companies (PSCs)
- (8) MoE officers complete leadership and management training courses and apply newly acquired knowledge and skills in their day-to-day work environments









The Government of the Republic of the Union of Myanmar  
Ministry of Education, Nay Pyi Taw