

(8-12-2020) Draft NESP (2021-2030) Table of Contents with Strategies and Components

Executive Summary	
Chapter 1: NESP 2016-21 - Achievements and Challenges	<ul style="list-style-type: none">• All Departments will have a section listing what they have achieved under NESP (2016-21) and challenges to be addressed under NESP (2021-2030).
Chapter 2: Situation Analysis of the Education Sector	<ul style="list-style-type: none">• This chapter will present the latest MOE quantitative data on the situation of the education sector, e.g. enrollment, transition, teacher-student ratio, drop-outs.
Chapter 3: NESP Goal and Transformational Shifts	<ul style="list-style-type: none">• This chapter will update contents from NESP (2016-21) Chapter 3, using the same Goal and Transformational Shifts.
Chapter 4: Education for SDG and 21st Century, Including IQ and EQ	<ul style="list-style-type: none">• This chapter will explain MOE Education for SDG and 21st Century, including IQ (Intelligence Quotient) and EQ (Emotional Quotient) for the next 10 years to support the achievement of MSDP (2018-2030) targets and improve Myanmar's Human Capital Development Index ranking.• This chapter will explain the Digital Learning (DL), Continuous Professional Development (CPD) System and lifelong learning to support the transformation of teaching and learning at all levels of the national education system.

Chapter 5: Basic Education

Pillar 1: Access

Strategy 1: Strengthening Kindergarten + Primary Education	
Component 1	Providing KG infrastructure, recruitment of KG + Primary school teachers, and appropriate teaching and learning materials, including Teacher's Manuals and KG Kits
Strategy 2: Enabling Universal Access to Free, Equitable and Inclusive Basic Education	
Component 1	Supporting all school-age children with equitable access to free basic education, prioritizing the ethnic areas
Component 2	Upgrading schools, providing school buildings, technology and infrastructure and promoting a culture of healthy, safe and resilience in schools to ensure learning continuity
Component 3	Developing and implementing an inclusive and equitable education policy and Programmes including Monastic Basic Education Support Programme, Alternative Education, Special Education Programme
Component 4	Revitalizing the school library system in BE in order to enhance Reading Programmes, including Reading Book Boxes for schools with no library
Component 5	Promoting access to education and investment in learners through school-based programmes aiming to improve health and nutrition of school age children
Strategy 3: Strengthening Free and Compulsory Primary Education	
Component 1	Improving Compulsory Primary Education
Strategy 4: Expanding the Pre-vocational Programme in Basic Education high schools for G 11, G12 students	

Component 1	Strengthening and supporting Pre-Vocational programmes in high schools for G11 and G12 students to access job opportunities (various Pathways in accordance with NQF)
Strategy 5: Supporting Inclusive Education including Education Services for Disadvantaged Students / Vulnerable and Marginalized Areas with Special Needs	
Component 1	Supporting students with special needs and who need special services, and disadvantaged students from vulnerable areas and marginalized areas, for inclusive and equitable access to quality basic education
Component 2	Promoting inclusive access and quality basic education for migrant children in Myanmar

Pillar 2: Curriculum

Strategy 1: Strengthening the Basic Education Curriculum Management System	
Component 1	Developing and launching a systematic curriculum management system
Component 2	Strengthening the Curriculum Monitoring and Evaluation System
Component 3	Undertaking periodic assessments of curriculum quality, to align with Myanmar's socioeconomic transformation and Global Value Chains
Strategy 2: Enhancing capacity building of curriculum development	
Component 1	Building the professional capacity of curriculum development teams
Component 2	Supporting capacity development for evidence-based integration of cost effective ICTs and other technical support
Strategy 3: Developing and updating the Basic Education Curriculum for knowledge, skills, attitudes and values	
Component 1	Completing the Basic Education Curriculum reforms during (2021-2022 AY)-(2022-2023 AY)

Component 2	Developing and producing updated and supplementary curriculum materials to meet IQ, EQ and 21 st Century Skills
Component 3	Updating and Integrating curricula (Social, Myanmar language, English, Morale and Civics, Life Skills) to prevent the use of narcotic drugs, cigarettes, alcohol, road safety, healthy lifestyle, reproductive health education, games
Component 4	Supporting ethnic languages textbooks and learning materials for local curricula of Grade 1,2,3
Strategy 4: Developing curricula for inclusive education in terms of an equivalency framework (including Face to Face learning, digital learning and blended learning)	
Component 1	Reviewing and revising non-formal primary and middle school curricula and syllabi to achieve responsible citizenship, skills, attitudes and values and align with that of the formal education system
Component 2	Reviewing and revising teaching-learning process of basic literacy programme
Component 3	Developing 21st century skills materials for lifelong learning

Pillar 3: Teaching and Learning

Strategy 1: Improving the Quality of Kindergarten + Primary Education	
Component 1	Implementing Continuous Professional Development for KG + Primary Teachers
Component 2	Capacity building of KG teachers to ensure the smooth transition of children to basic primary education
Strategy 2: Improving the Quality of In-service Teacher Training and Continuous Professional Development	
Component 1	Implementing a Continuous Professional Development Framework for teachers for sustainable human resource development <ul style="list-style-type: none"> • Teacher training for inclusive education and special education • Training and refresher courses

Strategy 3: Basic Education Information and Communication Technology (ICT for Basic Education)	
Component 1	Establishing Digital Learning Resource Centers (e-Libraries) in lower and upper secondary schools to support self-learning and access to digital content and learning tools
Component 2	<p>Providing ICT facilities and infrastructure to enable ICT-based teacher training and student learning processes</p> <ul style="list-style-type: none"> • Supporting teaching and learning activities using ICT with Digital Teaching and Learning Toolkits for all BE schools • Developing websites at Basic Education Schools • Enabling Internet access for Basic Education schools • Providing free internet access to all BE schools and educational institutions
Strategy 4: Expanding opportunities for Basic Education students to improve IQ, EQ and 21st century skills	
Component 1	Promoting Extracurricular activities in basic education schools
Component 2	Establishing the national outstanding student award scheme

Pillar 4: Assessment

Strategy 1: Strengthening Early Grade Reading Assessment and Early Grade Mathematics Assessment	
Component 1	Strengthening Early Grade Reading Assessment and Early Grade Mathematics Assessment
Strategy 2: Improving School Based Assessment	
Component 1	Micro-assessment
Strategy 3: Improving National Assessments and Examinations	
Component 1	Meso-assessment (capacity building for teachers and informing parents about the nature of micro-assessment)

Component 2	Completion assessments
Component 3	National Matriculation examination
Component 4	Reforming DME, including capacity building and information delivery
Component 5	Developing DME systems for reporting and keeping records of assessment of BE, TVET, HE
Strategy 4: Supporting International Assessments (South East Asia Primary Learning Metrics- SEA-PLM, IMO, PISA, etc.)	
Component 1	National sample-based/ national level assessments
Strategy 5: Improving assessment of Programmes for Inclusive Education in terms of an equivalency framework (including Face to Face learning, digital learning and blended learning)	
Component 1	Developing certification criteria and a certificates system for non-formal primary and middle school Programmes
Component 2	Supporting reintegration of out of school children through an accreditation system that allows linkages with formal education for graduates from non-formal education programs

Pillar 5: Management and Quality Assurance

Strategy 1: Recruitment, Transfer, Promotion and Quality Improvement of BE Teachers	
Component 1	Supporting Recruitment, Transfer, Promotion of Quality Improvement of BE Teachers, prioritizing ethnic areas
Component 2	Supporting recruitment and training of LT, TA in ethnic areas
Component 3	Supporting training for non-formal education
Strategy 2: Strengthening Educational Quality Management, Policy, Legislation and Systems	
Component 1	Strengthening a Decentralized Management System in schools and townships policy and Standard Operating Procedures (SOPs), including school-based management, township-led school quality standards

	assessments (extremal QA system), and equity focused education planning and budgeting based on data at township, state/region and departmental levels
Component 2	<p>Strengthening Human Resource Management and a Human Resource Development Policy</p> <ul style="list-style-type: none"> • Strengthening management capacities of education officials at all levels to address the needs of schools, teachers, students and parents and to promote effective teaching and learning for all (no drop-outs, no child left behind, no discrimination and no learning loss) • Head Teacher Competencies Framework • Review and restructure of township, district and state/region offices and staffing to support the Decentralized Management System, policy and SOPs
Component 3	Developing policy guidelines and implementing a text book reusing programme
Component 4	<p>Strengthening Open School Data and Monitoring and Evaluation system in Basic Education</p> <ul style="list-style-type: none"> • Strengthening the policy for monitoring and evaluation of all public and private sector schools
Component 5	Strengthening Innovative management and implementation of education sector plans to improve quality education
Component 6	Improving Education Management Training to provide skills, upskills reskills and continuous professional development of education officers and staff from the education sector
Strategy 3: Ensuring Implementation of Quality Basic Education	
Component 1	Strengthening Education Management Information System (EMIS) and Performance Monitoring and Accountability System (PeMAS)
Component 2	Planning and managing the allocation of resources based on Education Management Information System (EMIS) and Performance Monitoring and Accountability System (PeMAS)
Strategy 4: Improving the quality of schools through a School-Based Quality Assurance System under a National Quality Assurance System	

Component 1	Implementing School Improvement Plans on the Basic Education School Quality Assurance Standards Framework (BE-SQASF)
Component 2	Supporting initiatives for external Quality Assurance of Basic Education Schools
Strategy 5: Strengthening the quality of Inclusive Education programmes	
Component 1	Developing teacher competencies and a teacher training programme

Pillar 6: Financing

Strategy 1: Supporting Technology and Infrastructure for Basic Education Schools	
Component 1	Strengthening financial support for Technology and Infrastructure for the Basic Education sector, prioritizing ethnic areas
Strategy 2: Providing Education Financing with a Focus on Schools and Students with the highest needs and disadvantaged and vulnerable children	
Component 1	Systematic identification and reporting on the highest needs based on the feedback of stakeholders on Open Data and Monitoring and Evaluation outcomes and provision of additional financing to address those needs
Strategy 3: Encouraging Effective School-Based Public Financial Management (under a National PFM System)	
Component 1	Promoting financial management for implementation of basic education sector
Component 2	Supporting schools and education offices to become more efficient and effective in public financial management procedures and practices utilizing ICT equipment

Component 3	Strengthening the capacity of basic education officials in Public Financial Management (PFM) through trainings, seminars and workshops
Strategy 4: Supporting Technology and Infrastructure for education media resources and technologies	
Component 1	Supporting TV Education Channel for remote/distance learning and/or homebased learning
Component 2	Developing digital contents for MDEP, DBE Box, DAE Box, TV education channel, FM radio

Pillar 7: Internationalization & Partnerships

Strategy 1: Strengthening Governance and Co-ordination of Preschool Services	
Component 1	Strengthening the coordination of preschool services among all stakeholders
Strategy 2 : Strengthening Governance and Coordination of Quality Basic Education	
Component 1	Promoting Stakeholder involvement in KG + Primary Education
Component 2	Promoting capacity building for basic education teachers and staff with collaboration from development partners
Component 3	Providing teaching learning materials and resources for the basic education sector with cooperation from development partners
Component 4	Encouraging an Ethnic Basic Education Providers Programme
Strategy 3: Strengthening International Partnership Mechanisms	
Component 1	<p>Developing a partnership mechanism to support the participation of different education service providers in basic education reforms</p> <ul style="list-style-type: none"> • Strengthening partnership programmes that are set out to cooperate with DPs, public-private partnerships (PPPs), partnerships with regional and local governments, and partnerships with parents and communities

Strategy 4: Strengthening Advocacy and Communication	
Component 1	Strengthening Advocacy and Communication for basic education reforms through various communication channels
Component 2	Monitoring and evaluation of education reforms based on stakeholder perceptions and challenges
Strategy 5: Strengthening Parent-Teacher Associations for Quality Basic Education	
Component 1	Promoting PTAs and the Involvement of Parents and Community Participation in Education

Chapter 6: Technical and Vocational Education and Training

Pillar 1: Access

Strategy 1 : Expanding TVET training opportunities for High School Completion Certificate (HSCC) holders	
Component 1	Developing and implementing Policies and regulations to expand access
Component 2	Conducting feasibility studies on TVET needs of local industries
Component 3	Providing resources for training schools to offer training courses
Component 4	Implementing TVET training programmes for High School Completion Certificate holders
Component 5	Creating job-oriented training opportunities for HSCC holders in collaboration with local industries
Strategy 2 : Expanding training opportunities through access to regular TVET courses	
Component 1	Expanding the formal training courses offered by Technical and Vocational Institutes and providing Career Guidance Counselling
Component 2	Improving training and employment opportunities for regular TVET courses, prioritizing ethnic areas
Strategy 3 : Expanding training opportunities through access to competency based (modular) short courses	
Component 1	Expanding competency based short courses and language courses that meet local needs, prioritizing ethnic areas
Component 2	Collaborating and coordinating with other Government Ministries and Departments to implement training courses

Component 3	Developing policy guidelines and procedures for admission requirements for all courses and monitoring results
Strategy 4 : Creating TVET learning opportunities for women	
Component 1	Developing and implementing programmes to support for women's access to TVET
Component 2	Supporting women TVET graduates to secure employment opportunities and monitoring results
Strategy 5 : Supporting access to TVET education for disadvantaged students with less opportunities and for persons with disabilities	
Component 1	Supporting learning opportunities for persons with disabilities
Component 2	Conducting TVET training courses in marginalized areas through Digital Learning Centres
Component 3	Implementing National Vocational Foundation Certificate (NVFC) courses, prioritizing ethnic areas
Strategy 6 : Providing access to TVET lifelong learning opportunities	
Component 1	Developing and Implementing policy guidelines and procedures for Credit Transfer Systems among TVET Institutions and Higher Education Institutions
Component 2	Providing bridging (interdisciplinary) training courses within the TVET system
Component 3	Providing bridging (interdisciplinary) training courses for lifelong learning opportunities from TVET to higher education to achieve the Reskills, Upskills and Continuous Professional Development

Pillar 2: Curriculum

Strategy 1 : Strengthening curriculum development mechanism	
Component 1	Strengthening curriculum development cooperation mechanism among DERPT, BE, TVET, HE Sectors and NCC
Component 2	Providing resources to support curriculum implementation
Strategy 2 : Developing and Designing the TVET Curriculum to strengthen 21st Century skills	
Component 1	Strengthening TVET Curriculum design for regular TVET courses focusing on learning concepts, applied learning and IQ, EQ, 21 st Century knowledge, skills, attitudes and values
Component 2	Strengthening TVET Curriculum design for competency based short courses to achieve soft skills and hard skills on TVET
Component 3	Strengthening TVET Curriculum design for High School Completion Certificate holders to achieve 21 st Century skills
Component 4	Developing and providing teaching and learning materials to support the TVET Curriculum
Strategy 3 : Implementing the Curriculum capacity development programmes	
Component 1	Conducting professional capacity building training courses for TVET Curriculum Development Teams
Component 2	Conducting training courses on TVET Curriculum for TVET trainers
Strategy 4 : Strengthening curriculum management and monitoring and evaluation systems	
Component 1	Strengthening Curriculum management systems to implement the TVET Curriculum
Component 2	Strengthening monitoring and evaluation systems for the TVET Curriculum
Strategy 5 : Developing and Upgrading New Curriculum for TVET through high-tech learning and high-touch learning	

Component 1	Redesigning the TVET Curriculum, including face to face, online and blended learning methodologies and self-directed learning
Component 2	Implementing the redesigned TVET Curriculum for online, offline, face to face and blended teaching and learning and self-directed learning

Pillar 3: Teaching and Learning

Strategy 1 : Improving the Quality of TVET Pre-Service and In-Service Trainers	
Component 1	Developing and implementing TVET Teacher Competency Standard Framework for TVET
Component 2	Providing Training and Conducting Capacity Building Programmes
Component 3	Providing Training for Industrial Experience in collaboration with Industries and private sector
Strategy 2 : School and Industry Partnership for upskilling and reskilling	
Component 1	Undertaking Research including Upskilling and Reskilling to support School and Industry Partnership (SIP) Programmes
Component 2	Encouraging Job Fair Programmes
Component 3	Expanding the dual apprenticeship training system
Strategy 3 : Implementing the TVET Digital Learning Management System	
Component 1	Establishing the TVET Digital Learning Management System and Digital Learning Centres in TVET schools and disadvantaged communities to expand access to life-long learning and training
Component 2	Establishing Websites, Domains and Content Production Studios in TVET Schools
Component 3	Developing Teaching Courses under the TVET Digital Learning Management System

Pillar 4: Assessment

Strategy 1 : Strengthening the TVET Institution-based Assessment System	
Component 1	Developing and implementing the policy guidelines and procedures for the Assessment System of all TVET Institutions
Component 2	Reviewing and Revising the Assessment system for TVET Institutions
Component 3	Conferring certificates and Diplomas
Strategy 2 : Strengthening the PPP-based Assessment System	
Component 1	Developing and implementing the policy guidelines and procedures for the PPP-based Assessment System for all TVET Courses
Component 2	Reviewing and Revising of the Assessment system for TVET Courses
Component 3	Conferring recognized certificates

Pillar 5: Management

Strategy 1: Design and Implementation of Human Resource Management for TVET development	
Component 1	Developing and implementing the policy guidelines and procedures for the recruitment of TVET trainers, prioritizing ethnic trainers
Component 2	Developing and implementing the policy guidelines and procedures for promotion and transfer of TVET trainers
Strategy 2 : Improving the Quality of Staff Management	
Component 1	Developing a Quality Development Framework for Staff Management

Component 2	Conducting capacity building programme for Staff Management
Strategy 3 : Improving TVET Governance and Management Systems	
Component 1	Enacting TVET Law and developing a TVET Governance System
Component 2	Enforcing the TVET Law and organizing TVET Council and Working Committee
Component 3	Issuing Guidelines, Rules and Regulations for effective TVET implementation at all levels and Regions and States
Component 4	Developing a National TVET Information Management System based on accurate information
Component 5	Establishing TVET research and development center
Strategy 4 : Enhancing the Quality Assurance of TVET (IQA and EQA)	
Component 1	Developing an Internal Quality Assurance System for the TVET sector
Component 2	Supporting NAQAC for External Quality Assurance System at TVET Institutions

Pillar 6: Financing

Strategy 1 : Enhancing innovative technologies and developing infrastructure for TVET	
Component 1	Investing in TVET Sector, prioritizing ethnic areas
Component 2	Supporting technology and infrastructure at TVET Institutions, prioritizing ethnic areas
Strategy 2 : Establishing sustainable TVET development cooperation mechanism	
Component 1	Cooperating with private sector and DPs for the sustainable TVET development under the supervision of the TVET council
Component 2	Providing TVET Council for the development of Centres for Research and Innovation at TVET Institutions

Pillar 7: Internationalization and partnerships

Strategy 1 : School and Industry Partnership	
Component 1	Conducting local needs-based training programmes in collaboration between the public and private sector organizations and industries in Regions and States
Component 2	Establishing SIP Committees in each State and Region (in partnership with DHE)
Component 3	Establishing Centres for Research and Innovation (CRI) in one GTI in each State and Region for collaboration between GTIs & GTHSs, local industries and private sector
Strategy 2 : Improving collaboration and coordination with stakeholders	
Component 1	Supporting collaboration and exchange with Development Partners
Component 2	Strengthening coordination of support from multilateral and bilateral donors and INGOs/NGOs
Component 3	Encouraging strategic partnerships with key national and international TVET private sector providers
Strategy 3 : Improving collaboration and coordination between departments	
Component 1	Strengthening coordination mechanism with other relevant Government Ministries and Departments
Component 2	Supporting training resources and teaching learning materials within relevant TVET Ministries and Departments

Chapter 7: Higher Education, Research and Innovation

Pillar 1: Access and Inclusion

Strategy 1: Expanding equitable and inclusive access to Higher Education

Component 1	Developing and implementing of a national strategy to expand inclusive and equitable access to Higher Education, prioritizing ethnic areas, disabled students and marginalized areas
Component 2	Supporting HEIs to establish new Faculties to address national and regional development priorities and skills demanded by the labor market
Component 3	Providing scholarships and stipends and loans to students in ethnic areas and marginalized areas, and low-income students and disabled students
Component 4	Supporting technology and infrastructure at HEIs, prioritizing ethnic areas and marginalized areas
Component 5	Encouraging comprehensive universities offering a wider range of disciplines
Component 6	Eliminating non-monetary barriers to equitable access and success through academic and career counseling in high schools, outreach and bridge programs between universities and high schools, preferential admission, and retention programs at higher education institutions
Component 7	Undertaking a Feasibility Study and establishing 10 Joint HE and TVET Community Colleges (pilot) in ethnic areas
Strategy 2: Encouraging the National Open University	
Component 1	Encouraging the National Open University (NOU) with adequate governance and budget arrangements
Component 2	Providing quality, integrated curricula with a wider range of qualifications under the NOU
Component 3	Supporting flexible, inclusive and equitable access to open universities
Component 4	Improving the effectiveness of distance education system through the modernized distance education and providing blended learning, and MOOCs
Strategy 3: Expanding and strengthening certificate, diploma, bachelor, master and Ph.D. courses	
Component 1	Offering and expanding education programmes that meet local needs and national needs under the Schools and Industry Partnership (SIP)
Component 2	Providing quality lifelong learning opportunities for Continuous Professional Development

Strategy 4: Strengthening a comprehensive Teacher Policy	
Component 1	Establishing the Teacher Council
Component 2	Designing and implementing an equitable teacher recruitment, deployment system
Component 3	Establishing and implementing a teacher licensing or accreditation system
Strategy 5: Developing and implementing inclusive teacher Education	
Component 1	Strengthening Education for Peace and Sustainable Development
Component 2	Developing and implementing Centres of Excellence in TEIs

Pillar 2: Modern Curriculum

Strategy 1: Developing HE curricula with IQ, EQ and 21st Century Competencies to meet the needs of MSDP and industries	
Component 1	Establishing Curriculum Development Teams in HEIs and providing training on the new HE curricula
Component 2	Reviewing and improving curricula at HEIs to enhance graduate employability through 21 st Century Competencies and STEM education, research and innovation
Component 3	Establishing and strengthening academic support, career guidance and alumni networks
Component 4	Develop and implement a Higher Education Language Policy and Strategy, reviewing the use of English as a Medium of Instruction (EMI)
Strategy 2: Reviewing and improving curricula for both pre-service and in-service Teacher Education Training	
Component 1	Reviewing, revising and improving the curricula of pre-service teacher education
Component 2	Reviewing, revising and improving the curricula of in-service teacher education

Pillar 3: Innovative Teaching and Learning

Strategy 1: Providing pre-service training for education workforce	
Component 1	Training newly-appointed faculty and existing faculty in the use of innovative pedagogical methods
Component 2	Providing training courses in English and ICT skills for all existing and newly appointed education workforce
Strategy 2: Providing Continuous Professional Development Programmes for the Education Workforce	
Component 1	Developing subject-matter and pedagogy teacher competencies standards framework for the education workforce at HEIs
Component 2	Prioritizing and providing CPD programmes for the education workforce every year
Component 3	Strengthening capacity to teach and do research in English
Component 3	Establishing Teaching and Learning Services Departments and improving the capacity of their specialists
Strategy 3: Providing digital technologies and upgrading facilities	
Component 1	Providing digital teaching and learning materials for faculties and students
Component 2	Establishing a Digital Learning Management System for HEIs
Component 3	Establishing Digital Learning Centres (e-libraries/e-learning facilities) in all HEIs
Component 4	Building the national digital infrastructure for the Myanmar Research and Education Network (mmREN) linking all Universities, TVET Centres, High schools, etc. under one national digital network
Component 5	Establishing the mmREN organisation to manage and maintain the mmREN network
Strategy 4: Improving the quality of Pre-service Teacher Education	
Component 1	Improving pedagogies to be in line with competency standards in pre-service training
Component 2	Improving ICT technology and enhancing online, offline and blended teaching learning
Component 3	Strengthening collaboration with partnership schools to provide practicum in pre-service teacher education

Strategy 5: Enhancing Continuous Professional Development of In-service Teacher Education	
Component 1	Providing CPD programmes to in-service teachers
Component 2	Establishing and implementing a National Centre for Teacher Professional Development (NCTPD)

Pillar 4: Aligned Assessment

Strategy 1: Strengthening Institution-based assessment systems of HEIs	
Component 1	Enhancing formative and summative assessment in all courses offered at HEIs to be compatible with international standards
Component 2	Establishing an assessment system for practical performance of students in the outside work environment
Strategy 2: Strengthening Institution-based assessment systems in TEIs	
Component 1	Establishing an assessment system and strengthening the credit system for TEIs
Strategy 3: Supporting International Assessments, Competitions and Challenges	
Component 1	Providing the capacity training to the teachers and students for International Assessments, Competitions and Challenges at all HEIs

Pillar 5: Modern Management and Quality Assurance

Strategy 1: Improving university autonomy in HEIs	
Component 1	Strengthening autonomous governance of HEIs through University Charters and University Councils, Senate, Administrative Board, in line with the University Autonomy Roadmap

Component 2	Supporting shared accountability and responsibility for the university autonomy of HEIs, with a gradual increase in the number of autonomous universities
Strategy 2: Strengthening governance and management of the education workforce in HEIs	
Component 1	Establishing a National Institute for Higher Education Development (NIHED) to improve higher education governance and management, build individual skills and strengthen institutional capabilities
Component 2	Supporting strategic planning and providing the required budget funding for HEIs to meet State/Region socio-economic development priorities, industry and private sector demands and have 21 st Century relevance
Component 3	Developing a policy and strategic plans, and investing to establish ASEAN-standard national universities and comprehensive universities
Component 4	Developing the HRD Road Map (policy guidelines and procedures) for HEIs through reforms in recruitment, transfers, advanced training and career progression of faculty and staff (linked with teaching and/or research performance, as relevant) to support quality improvement
Component 5	Developing the formal and informal mechanisms for the facilitation of cross-sectoral communication, coordination and collaboration, including elected members of the university teacher unions and student unions according to university charters and all HEIs
Component 6	Strengthening the management and administration of senior education workforce
Component 7	Define the legal framework for private higher education providers
Strategy 3: Upgrading quality assurance structures and processes	
Component 1	Supporting National Accreditation and Quality Assurance Committee (NAQAC) to lead HEIs for the development of national quality assurance guidelines and standards, orient and advise universities or

	programmes seeking accreditation and undertake quality assurance assessments of all HEIs (public and private)
Component 2	Developing the partnership between NAQAC and ASEAN members states (AMS) for QA of respective universities.
Component 3	Developing policy guidelines and procedures to enhance mobility, credit transfer system and recognition of qualification.
Strategy 4: Encouraging IQ, EQ and 21st Century Competencies of the education workforce	
Component 1	Improving IQ, EQ and 21 st Century competency standards for pre-service and in-service teacher training courses
Strategy 5: Encouraging CTS, NQF and RQF	
Component 1	Utilizing CTS in HEIs compatible with NQF and RQF

Pillar 6: Sustainable Financing

Strategy 1: Investing in Higher Education Institutions	
Component 1	Investing more government budget for the HEIs' Annual Development Plans according to the National Education Law, prioritizing well-beings, technology and infrastructure
Component 2	Establishing a Research and Innovation Fund managed by the National Research Council to invest in research and innovation projects in all Regions and States (e.g. robots, IoTs, AI technologies)
Component 3	Establishing a new financial management system for annual operational budgets to support Rector's Committee, NEPC, NIHED, NAQAC, University CRIs, mmREN organisation, National Research Council, and CRESTI

Component 4	Establishing new Financial Management Procedures for HEIs to access additional resources from the Union and Regions and States governments, development partners, international universities and private sector for curricula, research and innovation projects
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Pillar 7: Internationalization and Partnerships

Strategy 1: Strengthening international relations through the networks between Myanmar HEIs and international universities/ institutions/ organizations	
Component 1	Undertaking overseas seminars, workshops, research conferences, including short term trainings
Component 2	Promoting international faculty and student mobility programmes through Mutual Recognition of Qualifications (MRQ) and credit transfer systems with other countries (ASEAN as a priority)
Component 3	Strengthening the research collaboration with national and international research institutes
Component 4	Leverage diaspora networks to help build education and research capacities
Strategy 2: Strengthening Technology Promotion and Cooperation	
Component 1	Providing technical assistance to create an innovative blended teaching and learning environment
Strategy 3: Strengthening internationalization and partnership in teacher education	
Component 1	Strengthening collaboration with development partners to improve the quality of HEIs and pre-service and in-service teacher training

Pillar 8: Research and Innovation

Strategy 1: Supporting infrastructure for research and innovation	
Component 1	Establishing a National Research Council and development of National Research Strategy Policy Guidelines for the Schools and Industry Partnership (SIP) Programme to enhance technology and research development cooperation across all universities
Component 2	Establishing a National Centre for Research, Science, Technology and Innovation (CRESTI) including annual operational budgets
Component 3	Implementing the Schools and Industry Partnership (SIP) Programme in partnership with DTVET and establishing a Centre for Research and Innovation (CRI) at one University in each State and Region (including annual operational CRI budgets), and Research and Development Teams in all other HEIs to benefit university teaching and learning and develop university-managed income streams
Component 4	Establishing research scholar exchange programmes across universities in Myanmar and with international HEIs
Component 5	Expanding the Myanmar Education, Research and Learning (MERAL) Portal to cover all HEIs
Strategy 2: Developing capacity for research	
Component 1	Undertaking capacity development for researchers in all HEIs
Component 2	Organizing National and International Research Conferences
Strategy 3: Encouraging applied research, innovation and technology transfer	
Component 1	Encouraging applied research and innovation and enhancement of collaboration and co-operation
Component 2	Developing science, technology and innovation to promote manufacturing and service industries which support socio-economic development
Component 3	Strengthening collaboration among universities, research institutes and industries

Chapter 8: Management, Coordination, Capacity Development and Quality Assurance (MCCQ)

Strategy 1: Strengthen and sustain Education Coordination Mechanism

Component 1	Strengthen transparency and coordination in the budget allocation, disbursement of funding, and programme implementation through coordination committees (1) NESP Secretariat
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Strategy 2: Strengthen management structures, systems and tools

Component 1	Implementation of NSDES
Component 2	Strengthen Education Management Information System- EMIS and develop the Education Portal
Component 3	Establish an entity/institute to develop, manage and sustain MDEP (Myanmar Digital Education Platform)
Component 4	Implement the Communication, Knowledge and Information Management (CKIM) Strategy
Component 5	Develop an ICT master plan, to map out a costed work plan for the ICT investments to support the strategic goals of the NESPII [U1]

Strategy 3: Establish NESP (2021-2030) Monitoring and Evaluation System

Component 1	Develop NESP (2021-2030) Monitoring and Evaluation Framework outlining the overall M&E system, strategy, key indicators and targets, data collection, reporting and responsibilities
Component 2	Establish National Education Monitoring System (NEMS)
Component 3	Strengthen and sustain NESP (2021-2030) Annual Planning and Budget Cycle (APBC)
Component 4	Conduct NESP (2021-2030) mid-term and end-term evaluations

Strategy 4: Strengthen MOE Departmental level monitoring and evaluation systems	
Component 1	Reengineering coordination and management structures and support M&E capacity development in MoE Departments.
Component 2	Strengthen Departmental Annual Implementation Plans (DAIP) against NESP to support M&E processes
Component 3	Strengthen Departmental Monitoring Reporting (DMR) against Annual Implementation Plans (DAIP)
Component 4	Conduct Monitoring and Evaluation studies (routine and strategic)

Strategy 5: Strengthen and institutionalize research quality frameworks and coordination mechanisms	
Component 1	Develop a research quality framework ensuring common criteria, norms and standards for research across all MOE departments
Component 2	Develop an effective MOE wide mechanism that enables the systematic and transparent use of research in national education decision-making

Strategy 6: Strengthen and Institutionalize Quality Assurance Systems	
Component 1	Establish and implement an external quality assurance system for all education sectors
Component 2	Institutionalize the MoE Quality Assurance System (MQAS) for internal quality assurance for institutions under the MOE

Strategy 7: Strengthen PFM systems within MOE	
Component 1	Institutionalize an effective MOE wide (horizontal and vertical) mechanism ensuring linkages between policy adherence, strategic planning, and medium-term fiscal and budgetary frameworks for efficient and effective education service delivery across Regions and States of the Union

Component 2	Institutionalize a MOE wide (horizontal and vertical) financial data collection system on key service delivery metrics', linking financial/spending data with education data to form a solid foundation for budget allocation, prioritisation and monitoring
Component 3	Fully functional procurement system in line with Ministry of Planning, Finance and Industry (MoPFI) rules and regulations and reflecting good international practices for the education sector, operational in the MoE
Component 4	MOE accounting system and fully automated financial management system in place aligned with Ministry of Planning, Finance and Industry (MoPFI) reforms and international standards
Component 5	Fully operational internal control system for strengthening oversight and accountability mechanisms encompassing Union level departments and sub-national entities

Strategy 8: Strengthen Human Resource Management (HRM) systems and capacities

Component 1	Developing and Operating HR policy through the use of operation guidelines.
Component 2	Using HR Modules under EMIS in the MoE for planning and support all staff management functions, including training, recruitment, deployment, transfer, and promotion
Component 3	Implementing operational training system for all staff in place in the MoE
Component 4	Developing institutionalize a MoE-wide Performance Appraisal System with measurable key performance indicators
Component 5	Establishing HR division/section for each department within the MoE

Strategy 9: Promotion of inclusive and equitable delivery of education services and integrate inclusion in management systems

Component 1	Institutionalize responsibility for inclusion within the MoE and operationalize a MoE-wide mechanism to manage and enable the delivery of inclusive and equitable education service at all levels
Component 2	Mainstream inclusion into key management systems (including planning, information, M&E, human resource development, budgeting) through systems adaptations, capacity building and development of tools and processes
Component 3	Strengthening Resilience and Continuity of the Education System
Chapter 9: Financing	<ul style="list-style-type: none"> • Cost and Finance Framework of all Departments • NESP costing scenarios – high, medium and low (like in NESP Chapter)