



The Government of the
Republic of the Union of Myanmar
Ministry of Education



National Education Strategic Plan 2016-21 Summary





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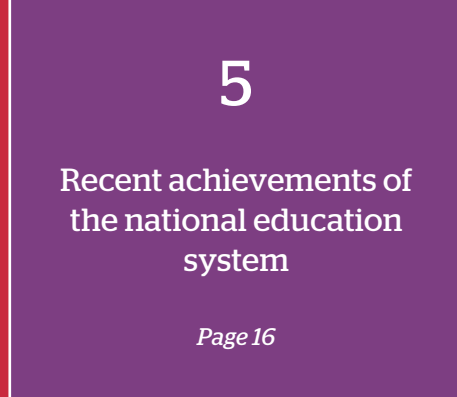
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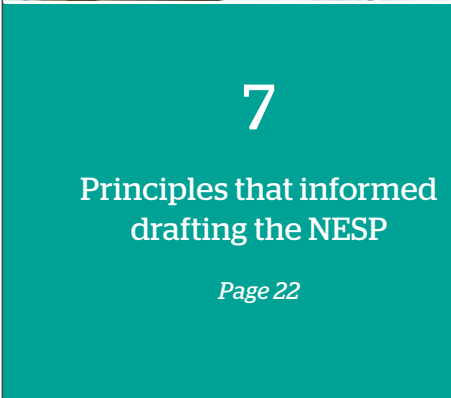
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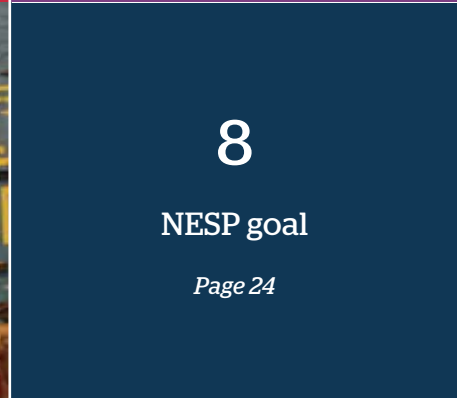
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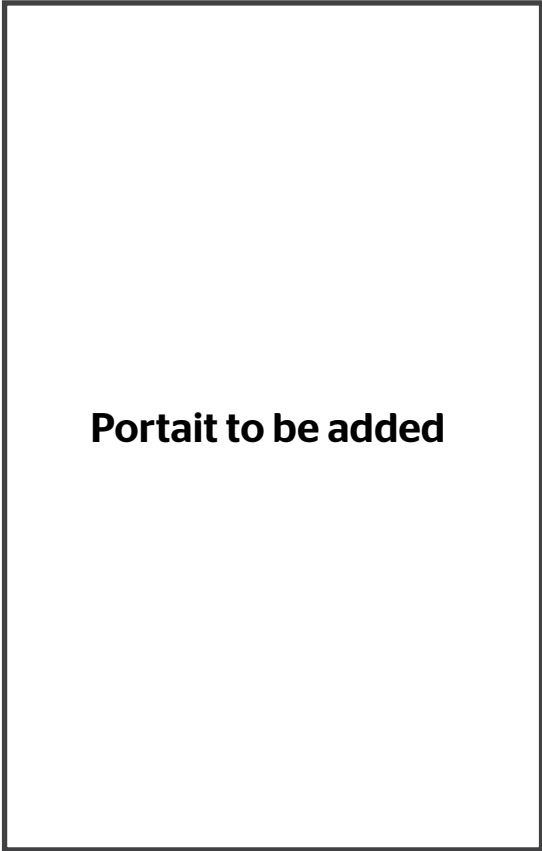
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Foreword



HE Daw Aung San Suu Kyi
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1.0 • Introduction

In today's global economy a nation's success depends fundamentally on the knowledge, skills and competencies of its people. Countries which invest in education are likely to reap substantial long-term benefits, such as greater economic and social prosperity.

Education provides individuals with the opportunity to improve their lives, become successful members of their communities and actively contribute to national socio-economic development. In Myanmar society, education is traditionally valued as a key determinant for social mobility and it is widely recognised as a critical building block for nation building, national unity and sustainable development. Furthermore, education and poverty alleviation have been identified as two key drivers to support the democratic and peace-building process and to achieve the national goal of Myanmar becoming an upper Middle Income Country by 2030.

In recent years Myanmar's national education system has come under increased public scrutiny and debate due to growing expectations from students, parents, employers and citizens for education reforms that will improve access, quality and equity in the main education sub-sectors- preschool, kindergarten, primary, secondary and alternative education, and technical, vocational and higher education.

Furthermore, there is broad consensus that major shifts are required in the coming years to transform the national education system and ensure that all students progress through the education cycle, achieve quality learning standards and fulfil their career and lifelong learning goals and aspirations.

In response to these expectations, the Ministry of Education (MOE) has undertaken a three-and-a-half-year Comprehensive Education Sector Review (CESR) involving three phases: a rapid sector assessment (Phase 1); in-depth research and analysis of critical sub-sector challenges (Phase 2); and drafting and building ownership for an evidence-based and costed National Education Strategic Plan (NESP) for the period 2016–21 (Phase 3).

The NESP provides the government, education stakeholders and citizens with a 'roadmap' for sector-wide education reforms over the next five years that will dramatically improve access to quality education for students at all levels of the national education system.

2.0 • Country context

Myanmar is the largest country in mainland Southeast Asia and is situated geographically at the strategic location between the economic hubs of China, India and the ASEAN countries.

Myanmar has a long coastline, abundant fertile lands, a rich endowment of natural resources and one of the lowest population densities in the region. Myanmar has a population of 53.9 million (2014 Census) and an annual population growth of 0.89 per cent.

Under the 2008 Constitution Myanmar has shifted to a democratic governance system with the establishment of a civilian-led government and two parliaments with elected representatives. In addition, 14 State/Region governments and local parliaments have been established as a foundation for a decentralised governance system. However, there is a need to further clarify the authority and roles and responsibilities of these local governments so that they can play a more active role in expanding access to essential basic services.

In 2015, a second multi-party election was successfully conducted and there was a smooth transfer of power to a new administration. The government is speeding up efforts launched by the previous government to end armed conflicts, undertake national reconciliation and establish peace within the country's borders.

Following the recent handover to a civilian-led government, international sanctions have been eased and foreign investment is expected to increase substantially in the coming years. Myanmar's recent economic growth has been

impressive. The Asian Development Bank estimated GDP growth had increased from 5.5 per cent in 2012 to 6.8 per cent in 2014. Medium-term economic growth is projected to average 8.2 per cent per year.

However, Myanmar's economy is heavily reliant on the agricultural sector and extractive industries. In order to achieve sustainable economic development Myanmar needs to reduce its reliance on natural resources and expand the services and manufacturing sectors. At the same time, there is a need to use modern technology to produce quality products in the agricultural sector. Myanmar currently is facing two major challenges to expand priority development sectors: (a) a shortage of skilled workers, despite increased job opportunities; and (b) limited governance and public sector management capacity. The education sector has a vital role to play to support the government to address these challenges in the coming years.

There are also other key challenges that the country needs to address to achieve sustainable development and equitable economic growth, such as the growing disparity between wealthy and poor citizens within Myanmar society, disparity in access to essential services, especially between citizens living in urban and rural areas, internal and external migration, human trafficking and drug abuse. The provision of quality and equitable education has an important catalyst role to play to help the government to address these challenges.



3.0 • General background on Myanmar's education system

The following section provides a brief overview of the situation of the education sector in Myanmar.

3.1 • Early childhood care and development (ECCD)

The MOE and the Ministry of Social Welfare, Relief and Resettlement (MSWRR) are the lead ministries involved in the provision of ECCD services. In addition, there are a number of non-governmental and private sector organisations actively supporting communities with the provision of ECCD services.

3.2 • Basic education

The current basic education system comprises five years of primary education (KG to Grade 4), four years of lower secondary and two years of upper secondary education. There are currently 47,363 basic education schools in Myanmar reaching approximately 9.26 million students. The majority of these schools are managed by the Department of Basic Education within the MOE. (see Table 3.1 below). In addition, a significant percentage of students access basic education through monastic, private, community and ethnic education schools. The number of schools, teachers and students in the basic education system in the 2015-16 Academic Year are listed in Table 3.1 below.

3.3 • Alternative education (AE)

The MOE provides access to alternative education through a NFE Primary Education Equivalency Programme (NFEP EP) for out-of-school children and a Summer Basic Literacy Programme (SBLP) for adults. The NFEP EP is currently being implemented in 89 townships where it is reaching 11,234 learners. The SBLP was restarted in 2013 and it reached 22,444 learners. This figure doubled in 2014 to 46,478 learners.

3.4 • Higher education

Myanmar has 171 higher education institutions (HEIs) (colleges, degree colleges and universities), which are overseen by eight ministries. In the 2015 academic year, there were 225,178 students studying full-time in HEIs under the responsibility of the MOE, while an additional 411,164 students were accessing higher education through Distance Education Universities.

3.5 • TVET

Access to technical and vocational education and training in Myanmar is provided by relevant ministries and the private sector through 372 technical and vocational education and training centres.



Table 3.1: Number of schools, teachers and students in basic education

<i>School category</i>	<i>No. of basic education schools (2016)</i>	<i>No. of basic education teachers (2016)</i>	<i>No. of basic education students (2016)</i>
<i>Upper secondary</i>	3,513	34,393	873,832
<i>Lower secondary</i>	6,224	129,945	2,795,607
<i>Primary</i>	35,650	158,176	5,184,041
<i>Monastic</i>	1,538	11,044	297,039
<i>Private</i>	438	7,397	107,451
<i>Total</i>	47,363	340,955	9,257,970

4.0 • Overview of recent high-level education policy reforms

This section presents a short overview of recent, high-level education sector laws and policies that have guided the implementation of national programmes to improve access to quality education for all students and citizens.

4.1 *The Constitution of the Republic of the Union of Myanmar (2008)*

The Constitution (2008) provides the foundation legal framework for the education sector in Myanmar. Article 28 of the Constitution stipulates that the Union shall:

- (a) earnestly strive to improve the education and health of the people;
- (b) enact the necessary laws to enable National people to participate in matters of their education and health;
- (c) implement a free, compulsory primary education system; and,
- (d) implement a modern education system that will promote all-around correct thinking and a good moral character, contributing towards the building of the Nation.

Article 366 of the Constitution states that: Every citizen, in accord with the educational policy laid down by the Union:

- (a) has the right to education;
- (b) shall be given basic education which the Union prescribes by law as compulsory; and
- (c) has the right to conduct scientific research, explore science, work with creativity and write to develop the arts and conduct research freely in other branches of culture.

4.2 *National Education Law (NEL) (2014) and NEL Amendment (2015)*

A watershed moment for education sector reform in Myanmar was the approval by Parliament of a National Education Law (NEL) in September 2014 that strengthened the quality, effectiveness and efficiency of the national education system. The NEL was further strengthened with the passing of the NEL Amendment in 2015. The NEL and NEL Amendment provide an excellent national framework for the implementation of a wide range of complementary reforms across the national education system, such as: recognition of the right of all citizens to free, compulsory education at the primary level; establishment of a standards-based education quality assurance system; expansion of the basic education system to 13 years; support for the learning of ethnic languages and culture; and greater decentralisation within the education system. An additional benefit of the NEL is that Myanmar is now fully aligned with ASEAN members in terms of the number of years of schooling under basic education.

4.3 *Education sector reform priorities for the government*

The following section provides a brief overview of the main reform priorities of the government.

1. Establish early childhood care programmes;
2. Improve primary education completion

- for every primary-aged child in school, and dedicated education programmes for children who face difficulties in accessing and achieving primary-level education, such as children with mental or physical disabilities, children living in poverty, and children living in remote areas;
3. Support and promote ethnic languages and cultures, including for primary-age ethnic children who speak different languages;
 4. Achieve an appropriate teacher student ratio;
 5. Improve the abilities and subjectmatter expertise of teachers in all schools;
 6. Prioritise the needs of schools in less developed areas in order to make education more accessible to all, especially in middle and high schools lacking facilities and equipment;
 7. Improve the quality of life of people with limited educational qualifications, through middle and high school equivalency programmes and vocational training;
 8. Develop a world-class higher education system, where universities have autonomy over their own curriculum and governance and the ability to conduct independent research;
 9. Develop a vocational education and training system that is equal in status with academic learning at universities;
 10. Establish effective education services that do not place a burden on parents and communities;
 11. Ensure the effective, efficient and transparent allocation and use of government, private sector, other domestic and international funding; and,
 12. Implement effective educational reforms, as well as management and monitoring programmes, based on accurate information and data.



5.0 • Recent achievements of the national education system

The government has launched a number of new initiatives and national programmes to expand access to quality education across the education sector. A selection of these achievements are briefly described below.

5.1 • CESR – establishing an international-standard evidence base to develop a National Education Strategic Plan

Over the last three-and-a-half years the MOE has successfully co-ordinated and completed a comprehensive review of the entire education sector, including an in-depth policy review by the Education Working Group. This achievement enabled the MOE to identify priority reforms, strategies and programmes through the establishment of an international-standard evidence base that will lead to dramatic improvements in teaching and learning in all schools and educational institutions. This approach will ensure the highest possible return - in terms of impacts on teaching and learning - on government and development partner investments in the education sector over the next five years.

5.2 • Investing in education – committing to measurable changes in education service delivery

The government has increased funding for the education sector in recent years and this has enabled the MOE to introduce new policies and national programmes, such as hiring new teachers, free basic education and the school grants and stipends programme for basic education schools.

5.3 • Dramatic increases in the number of teachers – improving the quality of education

Over the last three years approximately 72,000 new teachers have been hired to ensure that there are more teachers in every school. Furthermore, work is ongoing to improve the professional capacities of these new teachers. This exceptional investment in the basic education sub-sector is expected to result in improvements in education quality and student learning achievement in the beneficiary schools where teachers have been deployed.

5.4 • Strengthening governance and management – enabling more efficient and effective service delivery

In 2016, the government launched a major public sector reform to reduce the number of ministries and improve the overall efficiency of government service delivery. As part of this reform the MOE and the Ministry of Science and Technology were integrated into one ministry. This was followed by a rationalisation of departments within the new ministry and the establishment of a new department dedicated to alternative education. These reforms have established a strong foundation of leadership and management to support implementation of the new strategic plan.

5.5 • Expanding access to basic education – major investments in school infrastructure

A notable achievement over the last four years has been major investments in school infrastructure across the country. Between 2010–11 and 2014–15, the MOE constructed 7,616 new schools and 11,776 new classrooms. In addition, 8,945 existing schools and 13,555 existing classrooms were renovated. For

the 2016-17 school year the MOE has approved and secured funding for upgrading of an additional 3,312 schools. These infrastructure investments have dramatically expanded access to basic education and improved the quality of teaching and learning in the targeted schools.



6.0 • Key challenges of the current education system

The challenges that the Myanmar education system is currently facing are multi-dimensional, and most of them deal with key concepts in education reform, such as access, quality and equity.

Area 1 • Preschool and kindergarten education

The four major challenges facing preschool and kindergarten education are:

- Children living in rural and remote areas have limited access to quality preschool and kindergarten education, and this negatively affects school readiness, student learning achievement, community wellbeing and national economic development.
- Preschool service providers generally need to improve the quality of their services, including supporting more active parental involvement in their child's educational development. The quality of preschool teacher training needs improvement and a national preschool database is needed for the effective management and planning of preschool services.
- More effective co-ordination and management structures are needed at all levels - national, state/region, district, township and community - to improve access to quality preschool services.
- Design, development and implementation of a developmentally appropriate, culturally responsive and educationally relevant kindergarten curriculum is a major priority in order to ensure that all children can access appropriate and quality kindergarten learning.

Area 2 • Basic education – access, quality and inclusion

The four major challenges facing basic education – access, quality and inclusion are:

- The MOE is now implementing free basic education in order to ease the cost among parents and communities. However, children's access to schools, and their retention and completion of basic education, needs to be significantly improved. Moreover, drop-out rates are still high during the transition from primary to middle school and from middle to high school.
- A school quality improvement framework is needed to focus attention on measuring and addressing teaching, school management and school facilities standards. Moreover, a quality assurance system needs to be designed and implemented to improve school performance and ensure greater accountability from head teachers, teachers and education managers.
- Parent Teacher Associations (PTAs) need to be empowered and strengthened in all schools so that they can actively monitor the achievement of school quality standards and support improved student learning.
- With poverty being a key factor affecting access to basic education, more efforts are needed to enable students living in remote and rural areas to enrol in primary and



middle schools. Also, additional resources are needed to attract children with disabilities to schools and provide education services to children from mobile families.

Area 3 • Basic education curriculum

The three major challenges facing the basic education curriculum are:

- Redesigning the basic education curriculum in line with the new KG+12 structure with a focus on 21st century skills.
- Upgrading the professional capacity of curriculum development teams, as well as the capacity of head teachers and teachers to successfully implement the new curriculum.

- Strengthening curriculum management, dissemination and monitoring and evaluation systems.

Area 4 • Student assessment and examinations

The three major challenges facing student assessment and examinations are:

- Development and implementation of a comprehensive assessment policy for basic education schools. The current emphasis on rote memorisation of factual information in teaching, learning and assessment highlights the urgent need for a more balanced system of formative and summative assessments that assesses student learning against national learning standards. Improved co-ordination,

management and monitoring is essential for the MOE to implement integrated student assessment reforms.

- A well-designed capacity development programme needs to be put in place focusing on assessment strategies, test development and analysis, and interpretation and utilisation of test results to inform teaching and improve student learning. In addition, there is a need to upgrade the assessment-related functions and responsibilities of MOE departments.
- Practical mechanisms need to be established to support the effective co-ordination, management and monitoring of new assessment reforms. In addition, awareness of new assessment systems among parents and the public is vital so that they understand and support the new approaches.

Area 5 • Teacher education and management

The three major challenges facing teacher education are:

- There is an immediate need for comprehensive and integrated teacher management reforms that will strengthen teacher recruitment, deployment and retention; establish an effective and transparent performance evaluation and promotion system; and provide clear and equitable career pathways for teachers across the national education system.
- Major changes are needed to improve the quality of teaching, learning, infrastructure and management in teacher education institutions (TEIs), Education colleges (ECs), universities of education (UOEs) and the university for the development of national races (UDNR).

- A high-quality, national continuous professional development (CPD) programme needs to be put in place to upgrade teacher pedagogic knowledge and skills over a sustained period that will lead to measureable improvements in student learning achievement in all basic education schools in Myanmar.

Area 6 • Alternative education

The four major challenges facing alternative education are:

- The MOE needs to research, develop and widely disseminate an alternative education policy that can provide an overall framework for the implementation of alternative education programmes.
- The MOE needs to support the implementation of a range of quality, accessible, flexible and certified alternative education programmes that respond to the diverse needs of out-of-school learners at different stages of their education and career pathways.
- Access to high-quality, learner-centred and demand-responsive alternative education could be significantly improved through establishing and actively measuring national quality standards for all government, non-government, community-based and private sector alternative education service providers.
- The MOE needs to strengthen and expand co-ordination in the alternative education sub-sector to enable more effective partnerships with government and non-government service providers, community-based organisations and the private sector.

Area 7 • TVET

The three major challenges facing TVET are:

- High-quality, accessible and integrated TVET is a prerequisite for increasing employment, poverty reduction and sustainable economic growth. Demand-driven TVET that is accessible to school leavers and those who are interested in TVET has the potential to play an important role in addressing youth unemployment and boosting Myanmar's economy.
- Enhancing the quality of TVET provision is critical in order to sustainably expand TVET access, provide good jobs upon completion and create greater demand from both individuals and employers.
- TVET management and co-ordination needs to be strengthened through a more cohesive legislative and policy framework that covers the entire TVET sector.

Area 8 • Higher education

The four major challenges facing higher education are:

- The traditional centralised model of governance needs to be substituted with a more corporate model that focuses on performance, accountability and autonomy.
- Myanmar's higher education system needs significant improvement in terms of quality-related dimensions, such as curriculum, learning environment, research and teaching processes.
- Issues of affordability and accessibility both impact access to higher education. Support programmes are needed to help students overcome cost barriers to higher education.

- Myanmar's higher education institutions need to improve their research capacity in order to foster the development of new ideas and innovations.

Area 9 • Management, capacity development and quality assurance

The four major challenges facing management, capacity development and quality assurance are:

- A clearly defined, nationally mainstreamed and standards-based quality assurance system needs to be put in place to improve education quality and student learning achievement in all schools and educational institutions.
- Effective and inclusive co-ordination mechanisms are needed at national, sub-sector and sub-national levels to facilitate, support and sustain education reforms through partnerships with ministries and non-governmental organisations.
- A major system challenge is the lack of access to quality education management data (i.e. accurate, timely and strategic) covering overall sector performance and the implementation and results of NESP programmes funded by the government and development partners.
- Successful implementation of the NESP will require a combination of strengthening existing and establishing new management structures, systems and tools. In addition, quality training programmes are needed at all levels of the national education system to develop the capacity of officers in all aspects of education management.

7.0 • Principles that informed drafting the NESP

The NESP has been developed through applying the following best practice principles in strategic planning.

7.1 • Evidence based

Over the last two years the MOE has established and analysed five complementary information resources to inform the drafting the NESP 2016-21 (see Diagram 7.1 below). The MOE has undertaken a thorough triangulation analysis of these five information resources to identify, with a high degree of confidence, priority reforms to implement during the period 2016-21.

7.2 • Consultative

A notable success factor of CESR research and Education Working Group analysis initiatives was extensive consultations with a wide range of education stakeholders from across the country. Between October 2014 and July 2015, CESR colleagues organised 107 meetings with 3,199 stakeholders to discuss and document feedback on nine draft NESP Sub-sector Action Plans.

In July 2015, CESR officers presented the draft NESP Sub-sector Action Plans to more than 13,000 education stakeholders during one-day consultation meetings in 38 districts across the country. There was overwhelming support from these stakeholders for the proposed NESP goal and nine Transformational Shifts, as well as the strategies and programmes outlined in the NESP.

7.3 • Quality focused

One of the most prevalent themes which emerged from an in-depth review of the NESP evidence base was the importance of quality education. In response to this finding the MOE has mainstreamed quality-focused reforms, strategies and programmes across all education sub-sectors in the NESP.

7.4 • Integrated

The NESP has adopted a comprehensive systems approach to education reforms that pays special attention to linkages between different sub-sectors and the overall phasing of reforms.

7.5 • Measuring change

From the initial stages of researching and drafting the NESP, senior MOE officials have stressed the importance of putting in place systems that will enable education managers at all levels of the national education system to actively track and measure the impacts of NESP strategies and programmes.

7.6 • Costed

The MOE has undertaken a thorough costing of the NESP to ensure that the proposed strategies and programmes are affordable in relation to projected government and development partner funding commitments for the education sector over the next five years.

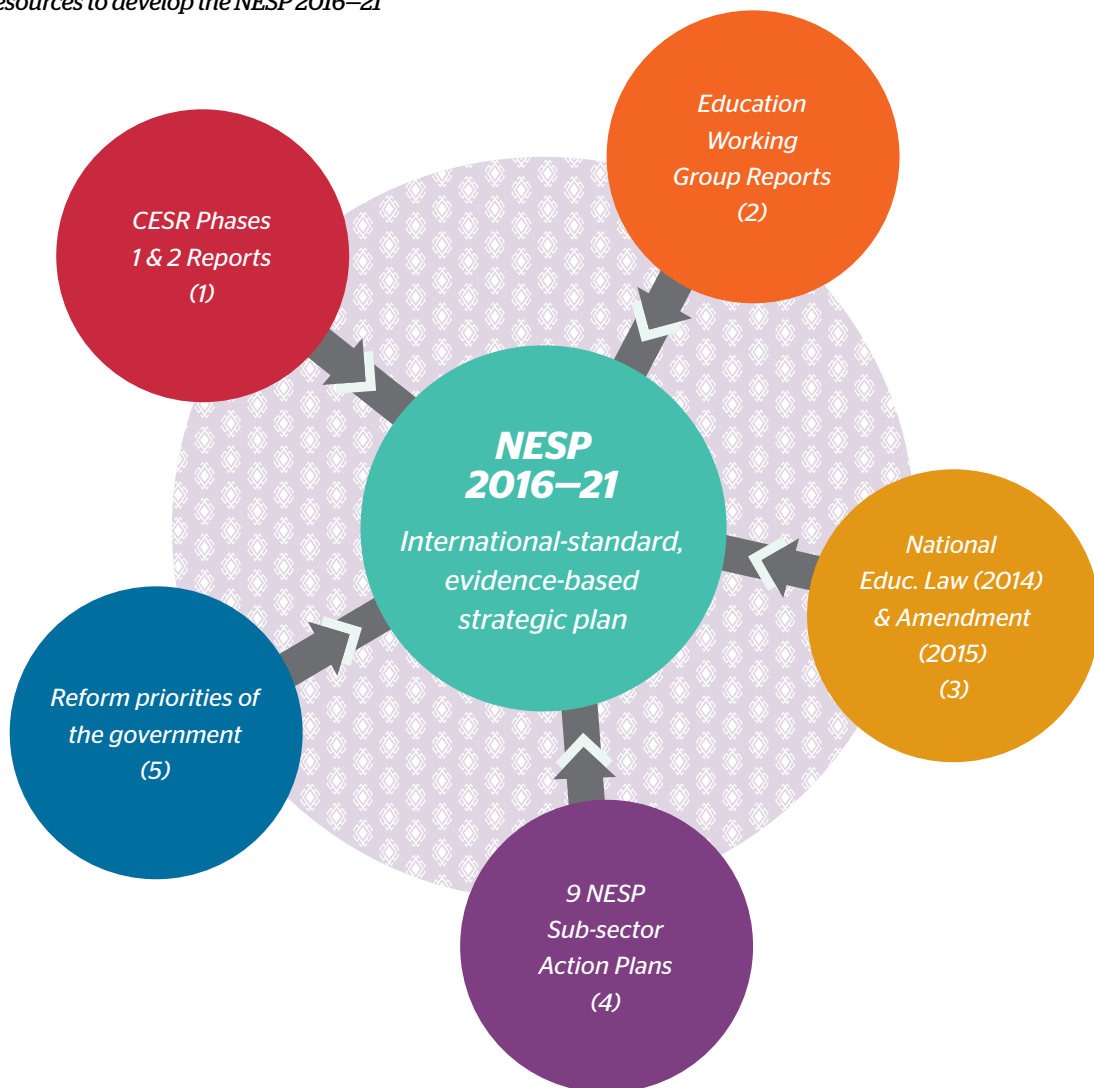
7.7 • Accessible

The MOE has paid special attention to drafting a NESP that is accessible for the widest possible audience.

7.8 • Aligned

The MOE has developed the NESP so that it fully aligns and successfully achieves the reform priorities of the government.

Diagram 7.1: Categories of information resources to develop the NESP 2016–21



8.0 • NESP goal

The MOE commits to achieving the following NESP goal statement by the end of the 2020–21 financial year:

Improved teaching and learning, vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and educational institutions.

The three main reasons for this goal are as follows.

8.1 • High expectations from parents and students

There is universal consensus among education stakeholders consulted to develop the NESP that parents want their children to significantly improve their learning achievement at all levels of the national education system. To address these expectations, wide-ranging reforms and innovative strategies and programmes will be undertaken over the next five years to improve student learning in all schools and educational institutions.

8.2 • Teachers have a key role to play in implementation of NESP reforms

There is convincing national and international research evidence that highlights the crucial role to be played by teachers in the successful implementation of the reforms outlined in the NESP. For example, in the basic education sub-sector teachers will play a key role in the successful roll-out of the new curriculum, as well as adoption of new interactive pedagogy and application of a new assessment system. Therefore, teachers have been placed at the centre of the NESP goal.

8.3 • TVET and higher education are fundamental for Myanmar's long-term social and economic development

High-quality technical and vocational education and training (TVET) that equips Myanmar's economy with a skilled and competitive workforce is vital for sustainable socio-economic development. In the coming years a large number of skilled employees will be needed for the agricultural, energy, manufacturing, infrastructure, livestock, fisheries and tourism sectors. To address this demand the TVET system will need to equip learners with the knowledge, skills and competencies to achieve their career aspirations and contribute to economic growth.

Higher education is responsible for nurturing skilled human capital needed in government, business and industry. Higher education institutions (HEIs) have a key role to play in undertaking research and incubating the innovative and creative thinking needed for an economically competitive society.



9.0 • The nine Transformational Shifts to achieve the NESP goal

The MOE has identified nine Transformational Shifts that will collectively contribute to the achievement of the NESP goal (see Diagram 9.1 right). A Transformational Shift is defined as high-level vision statement that describes a desired future state of a particular part of the education sector in Myanmar in 2021.

Importantly, these nine Transformational Shifts will enable the MOE to make significant advancement towards achievement of the Sustainable Development Goal for Education, namely: *SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*



Diagram 9.1: NESP goal and nine Transformational Shifts



10.0 • Main sub-sectors of the NESP

To successfully achieve the nine Transformational Shifts, responsible departments of the MOE and relevant ministries will need to implement a series of complementary strategies and programmes in a well co-ordinated manner across all sub-sectors. This is essential in order to realise greater efficiencies and better value for money for government and donor investments in the education sector.

The following section presents the sub-sector strategies, programmes and programme components that the MOE will implement to achieve the NESP goal and nine Transformational Shifts by the end of 2021.

10.1 • Preschool and kindergarten education

The government is committed to expanding access to quality preschool and kindergarten education, which together comprise early childhood care and development (ECCD), as an integral part of major ongoing social sector reforms and expanded national economic development. Many economists, child development specialists and social policy researchers in Myanmar and internationally have ranked funding for ECCD services as one of the most important social and economic investments a country can make in order to maximise investments in other education sub-sectors.

The National Education Law (NEL) (2014) states that ECCD “promotes the holistic development using developmentally appropriate methods for children from birth to age eight” (Chapter 1, Clause (n)), while preschool “is for children aged three to five years to develop their physical, intellectual, moral, social and psychological skills and prepare

them for continuing into primary education” (Chapter 1, Clause (o)). In addition, the law states that Kindergarten is “education that promotes holistic development using appropriate methods for five year olds to ease their transition to first grade” (Chapter 1, Clause (p)). The NEL also stipulates “kindergarten will be regarded as the base level of Primary Education” (Chapter 5, Clause 16 (b)).

Currently, access to preschool in Myanmar lags far behind most other countries in the Asia Pacific Region. Limited access to quality preschool and kindergarten education negatively affects school readiness, student learning achievement, community wellbeing and national economic development.

The following four complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for preschool and kindergarten education.



Strategy 1:

Strengthen governance and co-ordination of preschool services

Programme:

ECCD governance and co-ordination programme



Programme Component 1:

Establish ECCD Committees at district and township levels to engage stakeholders from government, civil society and private sectors in expanding access to quality preschool services

Programme Component 2:

Preschool census and mapping baseline to collect quality data on the level of access to preschools across the country (integrated with Department of Basic Education national baseline)



End Outcome (by 2021):

Better governance and co-ordination of preschool services by ECCD committees results in effective delivery of preschool education



Strategy 2:

Expand access to preschool services for children in rural and remote areas

Programme:

Access to preschool services programme



Programme Component 1:

Expand access to school- and community-based preschools through preschool grants to disadvantaged areas to ensure that children with the greatest need can benefit from quality preschool education

Programme Component 2:

Early childhood intervention services for children with special needs aged three to five years so that they can easily transition to mainstream schooling



End Outcome (by 2021):

Improved access to quality preschool services for children aged three to five years, living in rural and remote areas



**Strategy 3:**

Improve preschool quality to better prepare children for primary school

Programme:

Preschool quality improvement programme

**Programme Component 1:**

Provision of integrated packages of interventions for preschools in rural and remote ethnic areas to improve the quality of school- and community-based preschools

Programme Component 2:

National preschool teacher training and preschool management committee training to improve learning in preschools

Programme Component 3:

Quality assurance assessments of the achievement of national preschool standards in all preschools

**End Outcome (by 2021):**

Children are better prepared for entrance to kindergarten after attending preschool

**Strategy 4:**

Implement quality kindergarten education

Programme:

Quality kindergarten programme

**Programme Component 1:**

Provision of kindergarten classroom infrastructure and appropriate teaching and learning materials in all basic education schools

Programme Component 2:

Promotion of parental involvement in kindergarten education

Programme Component 3:

Implement a national teacher training programme for kindergarten specialisation

**End Outcome (by 2021):**

Successful transition to Grade 1 by children who have completed one year of kindergarten



10.2 • Basic education reforms for the 21st century

The MOE has developed a Conceptual Framework for Basic Education Reforms (see Diagram 10.1) to show the key linkages between the main basic education sub-sector reform areas:

- (i) Access, quality and inclusion;
- (ii) Curriculum;
- (iii) Student assessment and examinations; and
- (iv) Teacher education and management.

There are four important principles represented in this framework.

Principle 1: Maximising improvements in student learning achievement through a sequenced and integrated approach to programme implementation

This principle highlights the importance of effective sequencing and co-ordination of strategic reforms in the basic education, curriculum, student assessment and examinations and teacher education and management sub-sectors over the next five years. Reforms in these sub-sectors must be undertaken through a fully harmonised approach as they are all interrelated.

Principle 2: Dynamic accountability relationships to improve student learning

The successful implementation of the basic education reforms are entirely dependent on dynamic accountability relationships operating between education stakeholders across all levels of the national education system. For example, township education officers demand accountability for improved teaching and learning in schools from head teachers and, conversely, head teachers demand quality in-service training for their teachers and school quality grants from township officers.

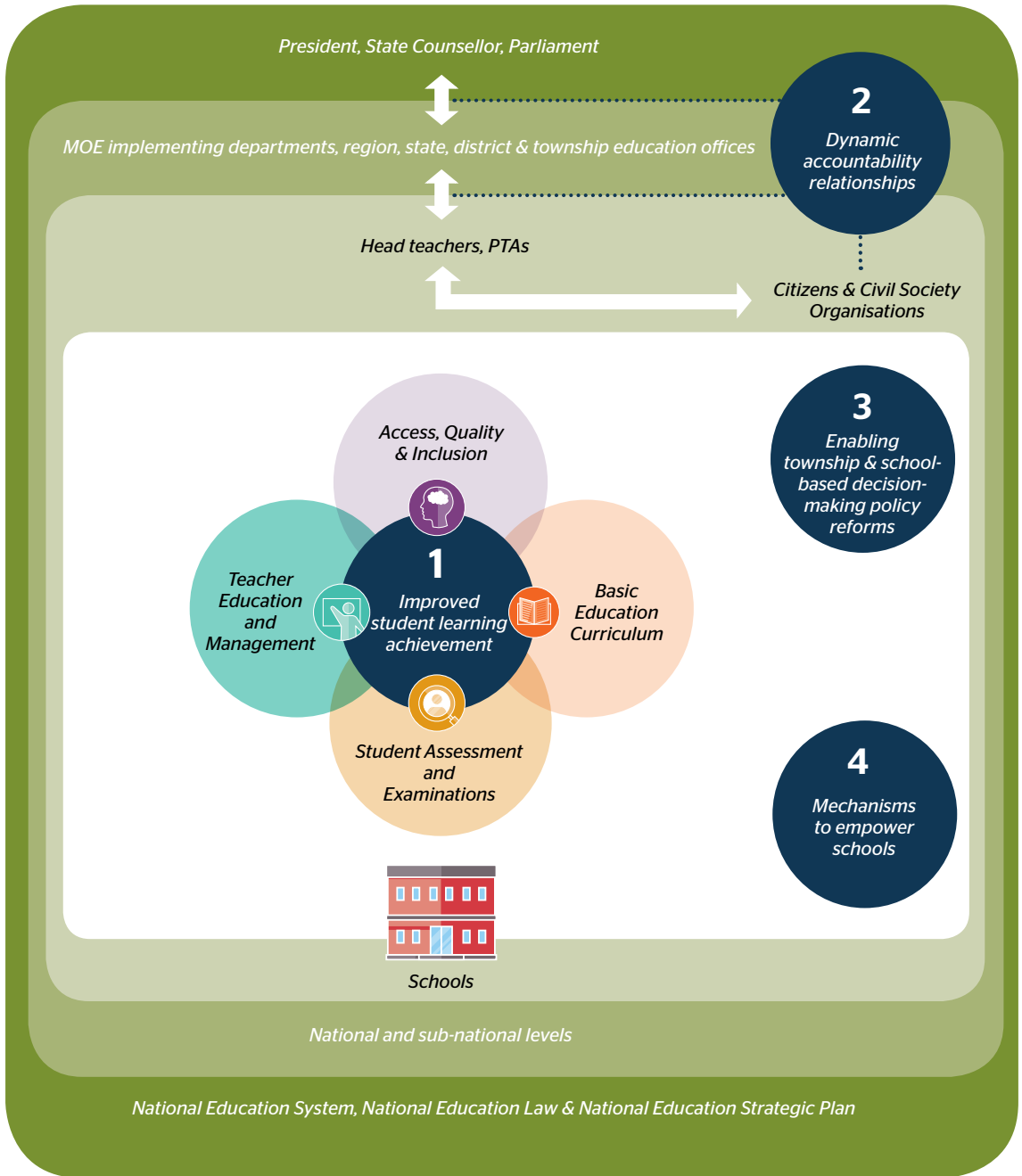
Principle 3: Enabling township and school-based decision-making policy reforms

Head teachers and parent teacher associations (PTAs) all need to be empowered and given greater decision-making responsibilities to be able to make changes in their school to support the successful implementation of the basic education reforms. In addition, township education officials need to be empowered to support schools to implement the basic education reforms.


Principle 4: Mechanisms to empower schools to sustain the basic education reforms

The MOE has identified School Improvement Plans, School Quality Assurance Assessments and School Quality Grants as the key mechanisms to empower schools to support and sustain implementation of the basic education reforms.


Diagram 10.1: Conceptual framework for basic education




The following three complementary and linked strategies and programmes will be implemented to achieve the four principles listed in the Conceptual Framework for Basic Education Reforms.

 **Strategy 1:**
Strengthening policy, legislation and systems

Programme:
Basic education policy, legislation and systems programme

 **Programme Component 1:**
Decision-making in Schools and Townships Policy to enable head teachers and PTAs to support implementation of basic education reforms and to improve student learning achievement

 **End Outcome (by 2021):**
Head teachers and PTAs are empowered and enabled by the Decision-making in Schools and Townships Policy to improve classroom teaching and student learning achievement

 **Strategy 2:**
Strengthening partnerships


Programme:
Basic education partnerships programme

 **Programme Component 1:**
Development of a partnership mechanism to support the participation of different education service providers in the basic education reforms, such as monastic, private sector and community-based schools, schools funded by non-governmental organisations and those managed under ethnic education systems

 **End Outcome (by 2021):**
Increased participation by different education service providers and partner organisations in the basic education sub-sector

 **Strategy 3:**
Advocacy and communication

Programme:
Advocacy and communication programme

 **Programme Component 1:**
Basic education reforms communication campaign to build awareness among key stakeholders regarding what the basic education reforms involve and how they will improve classroom teaching and student learning achievement

Programme Component 2:
Monitoring reform implementation challenges and stakeholder perceptions in order to understand and address any unexpected barriers hindering the successful implementation of the basic education reforms

 **End Outcome (by 2021):**
Education stakeholders across the country are aware of and support the National Education Strategic Plan



10.3 • Basic education – access, quality and inclusion

Increasing access to quality basic education is vital for Myanmar's growth and equity. The NEL (2014) recognises the right of all citizens to education, and in particular free, compulsory primary education. The law also: mandates the establishment of an education quality assurance system; extends the basic education system to 13 years (including a Kindergarten year); allows for the learning of ethnic languages and culture, and the use of ethnic languages as a classroom language; provides a definition of, as well as a commitment to, inclusive education and commits to a decentralised

education system. A number of other types of non-government basic education schools are also recognised by the NEL.

Despite the reform achievements over the last few years the basic education system continues to face major challenges relating to school access, retention and inclusion, and quality assurance of education standards.

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for basic education.



Strategy 1:
Enable universal access to free basic education

Programme:
 Universal access to basic education programme



Programme Component 1:
 School census and mapping baseline in all preschools and basic education schools to establish a sound evidence base upon which education managers can address access gaps and identify schools for expansion and upgrading, especially in disadvantaged areas

Programme Component 2:
 Expansion of existing schools, upgrading of schools and construction of new schools, with a special focus in less-developed areas to make middle and high school education more accessible to all

Programme Component 3:
 Provision of teaching and learning materials packages for basic education schools and students, prioritising schools in disadvantaged areas



End Outcome (by 2021):
 All children, boys and girls, access primary, middle and high schools



Strategy 2:
Support compulsory and inclusive education

Programme:
 Compulsory and inclusive education programme



Programme Component 1:
 Strengthening compulsory primary education (pilot) through testing mechanisms and processes to enrol, return and retain children in schools with high numbers of students dropping out

Programme Component 2:
 Supporting at-risk students for equitable access to basic education through addressing the (opportunity) costs of schooling for children from poor families

Programme Component 3:
 Promote access for children with special educational needs



End Outcomes (by 2021):
 Students complete primary, middle and high school level

Drop-out students are supported to re-enrol and stay in school



Strategy 3:
Improve school quality through a national school-based quality assurance system

Programme:
 School quality improvement programme



Programme Component 1:
 Development of a national School Quality Standards Assurance Framework (SQSAF) that sets out minimum quality standards across all aspects of the school environment in preschools and basic education schools

Programme Component 2:
 School improvement planning against the School Quality Standard Assurance Framework (SQSAF) and linked funding of School Improvement Plans through school quality grants

Programme Component 3:
 School leadership and management training to build the capacity of school leaders to improve teaching and learning, practise decentralised decision making and increase parental and community involvement in schools



End Outcome (by 2021):
 Significant improvements experienced by students in their school and classroom learning environment

10.4 • Basic education curriculum

A quality basic education curriculum is a critical building block for Myanmar's socio-economic development and an essential prerequisite for the provision of quality education and the improvement of student learning achievement.

A key curriculum reform challenge is to develop and successfully implement a new basic education curriculum at primary, middle and high school levels that is more relevant to all students, thereby motivating them to stay in school and complete basic education.

The new curriculum must focus on 21st century skills, soft skills (including personal development

and employability skills) and higher-order thinking skills.

Importantly, the new curriculum must reduce the content to a manageable level to ensure that there is sufficient time: (a) for teachers to adequately cover the full curriculum within each academic year; and (b) for students to understand new concepts and to develop higher-order thinking skills appropriate for Myanmar's modern economy and changing society needs.

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for basic education curriculum.



Strategy 1:

Redesign the basic education curriculum emphasising 21st century skills

Programme:

Basic education curriculum reform programme



Programme Component 1:

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

Programme Component 2:

Development and finalisation of curriculum materials to enable a more interactive style of classroom teaching and learning

Programme Component 3:

Development of local curriculum, including ethnic languages, to support and uphold the languages, literature, culture, arts, customs, heritage and traditions of all nationalities



End Outcomes (by 2021):

Students appreciate and respond to a more relevant basic education curriculum that emphasises 21st century skills

Teachers and students actively and successfully use new curriculum materials, including textbooks and teacher guides



Strategy 2:

Build the professional capacity of curriculum development teams

Programme:

Curriculum capacity development programme



Programme Component 1:

Teacher training on the new basic education curriculum

Programme Component 2:

Capacity development of curriculum development teams

Programme Component 3:

Capacity development for local curriculum developers in states and regions, supported by curriculum development teams



End Outcomes (by 2021):

Curriculum development teams apply competencies (knowledge, skills and attitudes) to develop a new basic education curriculum and linked curriculum materials which incorporates 21st century skills, soft skills and higher-order thinking skills

Basic education teacher competencies are applied to teach the new curriculum following orientation training

**Strategy 3:**

Implement the new curriculum through strengthened curriculum management, dissemination and monitoring and evaluation systems

Programme:

Curriculum management system and M&E system programme

**Programme Component 1:**

Strengthen the curriculum management system including the capacity to print and distribute better quality materials to all schools in a timely manner

Programme Component 2:

Implement new curriculum dissemination through different media to stakeholders, including the public and parents, about the new methods and materials used under the new curriculum

Programme Component 3:

Strengthening curriculum monitoring and evaluation systems

**End Outcomes (by 2021):**

Curriculum development teams successfully manage and monitor implementation of the basic education curriculum, address documented challenges and ensure the on-time delivery of textbooks and teacher guides

All basic education teachers successfully implement the new curriculum through actively using new teaching and learning materials (textbooks and teacher guides)

Improved student learning achievement through implementation of the revised basic education curriculum

Increased awareness and support among parents and the general public about the new curriculum



10.5 • Student assessment and examinations

A key focus of assessment reforms under the NESP is a move away from a system focused on the accurate repetition of acquired content knowledge to a more balanced system that assesses student learning progress against national learning standards.

This shift is in line with international research that demonstrates the importance of monitoring a student's ability to engage in and complete complex

thinking and problem-solving tasks and to develop self-learning skills. These are skills that students need for personal and professional development. They are also essential skills for a globally competitive workforce. An effective assessment system can help a country to improve the equity of their education system, through identifying areas where students need greater support.

The following two complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for student assessment and examinations.





Strategy 1:
Improve assessment and examinations

Programme:
National assessment policy programme



Programme Component 1:
National Assessment Policy to provide an umbrella framework for an integrated basic education assessment system for both classroom and school assessment

Programme Component 2:
Classroom-level assessment to provide teachers and students with formative and summative assessment information about student learning achievement

Programme Component 3:
School-level assessment to help teachers identify the class each student will be attending the following year

Programme Component 4:
Grade 5, Grade 9 and high school completion examinations to provide valid and reliable information regarding student achievement

Programme Component 5:
National sample-based assessments to provide useful evidence about the level of student achievement in identified curriculum areas



End Outcome (by 2021):
Teachers and education managers apply new professional knowledge and skills to successfully implement the National Assessment Policy and procedures



Strategy 2:
Strengthen co-ordination, management and monitoring

Programme:
Strengthening co-ordination, management and monitoring programme



Programme Component 1:
Restructure of Department of Myanmar Examinations so that it has the human resources to successfully implement the basic education assessment reforms

Programme Component 2:
Capacity building and advocacy to enable MOE assessment officers to develop, deliver and maintain high-quality assessment and examinations systems

Programme Component 3:
Development of assessment-related information and communication technology infrastructure to improve current work processes and the provision of examinations-related services

Programme Component 4:
Development of monitoring mechanisms to track achievements regarding Grade 5, Grade 9 and end-of-high-school completion examinations and national sample-based assessments



End Outcome (by 2021):
Better co-ordination, management and monitoring by education personnel involved in assessment and examinations

10.6 • *Teacher education and management*

Improving the quality of teaching is essential to achieve national student learning standards. This demands an integrated approach to teacher education and management reform. In high-performing education systems in countries worldwide, teachers have a central role to play in improving educational outcomes. International research shows that the way that teachers teach has a greater effect on student learning outcomes than any other factor. The National Education Law (NEL) (2014) and NEL Amendment (2015) provide a clear legal framework for progressive, integrated and comprehensive teacher education and management reforms.

Currently, teacher deployment and promotion are not linked to performance but instead are based on years of experience, and teachers are promoted upwards through the levels of the basic education system, away from primary schools. This drains quality teachers from primary schools where they are most needed. Recently recruited daily wage teachers, who receive less formal training, are often sent to the most remote primary schools, meaning that these schools have the least experienced teachers. The KG+12 expansion of basic education will require additional teachers to be placed using an evidence-based teacher management, planning and deployment system.

The planned introduction of a new basic education curriculum will demand establishment of a quality, cost-effective in-service training programme that can train all teachers on how to use new curriculum materials and sustain changes in pedagogy.

In addition, pre-service teacher education also requires complementary reforms to enable teaching that bridges theory and practice and encourages self-reflective practice.

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for teacher education and management.



Strategy 1:

Strengthen teacher quality assurance and teacher management

Programme:

Teacher quality assurance and management programme



Programme Component 1:

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

Programme Component 2:

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

Programme Component 3:

Design and implementation of an equitable teacher recruitment, promotion and deployment system to improve management and achieve an appropriate teacher student ratio



End Outcomes (by 2021):

Teachers achieve Teacher Competency Framework standards after attending teacher training courses

Teachers gain equitable opportunities as a result of implementation of teacher recruitment, deployment and promotion policy and system



Strategy 2:

Improve the quality of pre-service teacher education

Programme:

Pre-service teacher education quality improvement programme



Programme Component 1:

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

Programme Component 2:

Upgrading two-year programmes in education colleges to specialised degree programmes

Programme Component 3:

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

Programme Component 4:

Strengthen management and administration of teacher education institutions (TEIs)



End Outcomes (by 2021):

Graduating teachers deliver interactive teaching in basic education schools and achieve Teacher Competency Framework standards

Revised curriculum is implemented at TEIs

Specialised education degree courses are established in education colleges



Strategy 3:

Improve the quality of in-service teacher professional development

Programme:

Teacher professional development programme



Programme Component 1:

Establishment of a National Centre for Teacher Professional Development (NCTPD) to provide long-term, essential training capacity to successfully implement the teacher professional development programme

Programme Component 2:

Develop a teacher professional development programme to provide professional, long-term in-service professional teacher training and mentoring support to teachers from a designated cluster of schools within each township

Programme Component 3:

Country-wide, comprehensive, short-term in-service training on the new basic education curriculum



End Outcome (by 2021):

In-service teachers actively participate in teaching and mentoring activities implemented by teacher trainers and mentors, and then deliver interactive teaching in basic education schools, and achieve Teacher Competency Framework standards

10.7 • *Alternative education (AE)*

Without question, many of the millions of Myanmar youth who have dropped out of school have the talent, ability and aspirations for a better future and they would greatly benefit from being able to access well-designed alternative education pathways, which will enable youth to transition to high school, TVET, higher education and employment.

Alternative education is an integral part of high-performing education systems in countries around the world. Alternative education differs from the formal education system in its flexibility to accommodate the needs of different groups of learners who have restricted access to formal schooling. However, a key similarity between formal and alternative education is equivalency in learning standards. This is essential to enable learners to transition easily between both systems.

Currently, the education system in Myanmar does not meet the needs of all learners. An estimated 2.7 million learners (aged five to 16 years) have either never enrolled in school or have dropped out of the formal education system, and an estimated 3.5 million adults (over the age of 15) are illiterate.

Out-of-school youth is a tremendous pool of talent and potential that can help close the skills gap in Myanmar and greatly contribute to the country's productivity and competitiveness. These youth deserve a second chance to achieve their learning and career aspirations. In response the MOE will put in place accessible alternative education pathway options that provide out-of-school youth with the competencies and credentials that will open the door to higher wages and lifelong learning opportunities.



The MOE has developed an Alternative Education Pathways Map (see Diagram 10.2 on pages 46-47) to show the multiple and interconnected pathways for students to access alternative education and to progress to employment opportunities.

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for alternative education.

Programme Component 2:

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

Programme Component 3:

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

End Outcome (by 2021):

Learners enrolled in non-formal primary education equivalency and middle school education programmes, as well as all other government-approved AE programmes, graduate and receive government-approved certificates, which recognise their achievements and enable continuous learning



Strategy 1:

Strengthen co-ordination and management

Programme:

Co-ordination and management programme



Programme Component 1:

National AE Co-ordination Committee (AECC), AE policy and Dept. of Alternative Education capacity to support the effective and efficient co-ordination of government and non-government AE providers, community-based organisations and the private sector

Programme Component 2:

National AE baseline and database system design to ensure equity in the provision of AE services



End Outcome (by 2021):

Non-governmental organisations (AE providers) partner with the MOE to deliver quality non-formal primary and middle school education equivalency programmes and other AE programmes for out-of-school learners



Strategy 2:

Expand access through multiple AE pathways

Programme:

Multiple AE pathways programme



Programme Component 1:

Non-formal Primary Education Equivalency Programme (NFPEP), Basic Literacy and Functional Literacy programmes and others AE programmes expansion in disadvantaged areas with the highest number of children dropping out of primary school



Strategy 3:

Strengthen the quality of AE programmes

Programme:

Quality AE programme



Programme Component 1:

Development of a national AE Quality Standards Assessment Framework (AE-QSAF) to enable senior MOE managers to access accurate and reliable data on the performance of AE service providers

Programme Component 2:

Development of national certificates for AE programmes to enable students to access other learning pathways in the AE system

Programme Component 3:

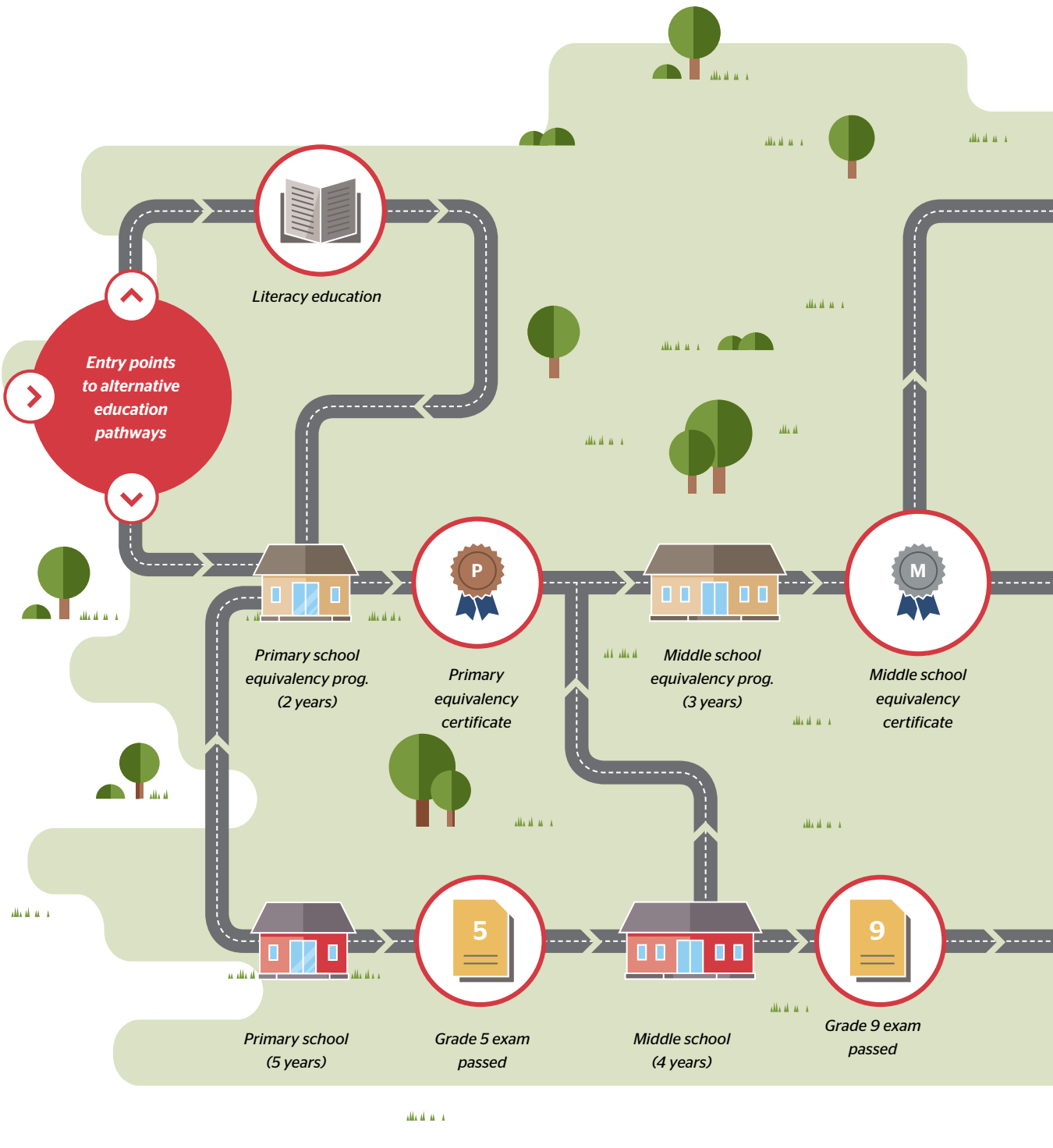
Development of AE teacher competencies and a teacher training programme

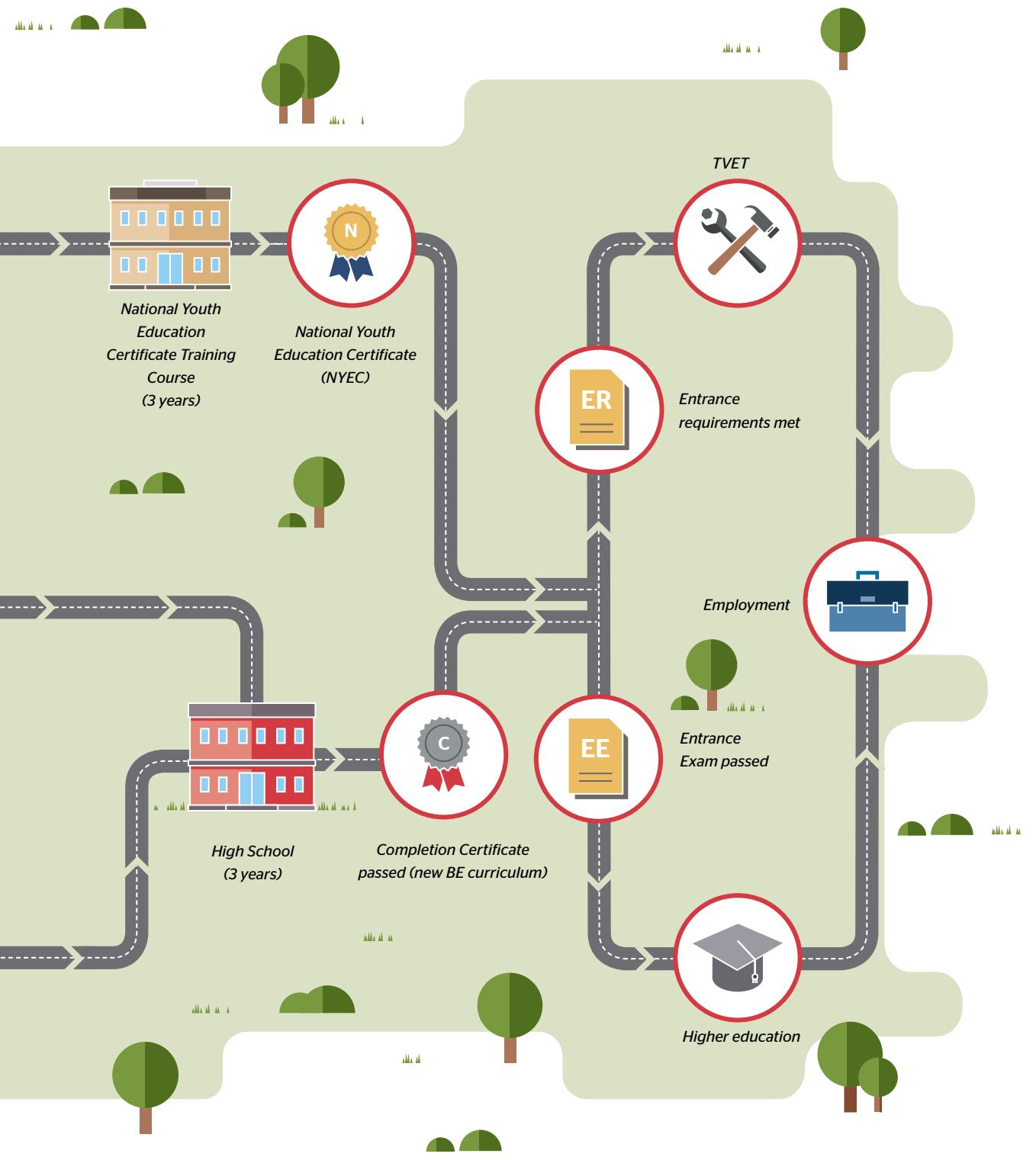


End Outcome (by 2021):

AE providers use the findings from annual Quality Standards Assessments to improve the implementation of AE programmes and achieve minimum national quality standards

Diagram 10.2: Alternative Education Pathways Map





10.8 • Technical and vocational education and training (TVET)

The main objective of TVET is to equip learners with the knowledge, skills and competencies that will enable them to find employment and achieve their career aspirations. High-quality TVET that equips Myanmar's economy with a skilled and competitive workforce will contribute to the economy's sustainable growth.

Myanmar's TVET system needs to develop a highly qualified workforce for the domestic economy in emerging industrial and service sectors, and ensure that skilled workers are able to achieve international and ASEAN TVET skills standards. The system also needs to provide appropriate and demand-specific training for citizens seeking employment and self-employment within the less developed sectors of Myanmar's economy. In 2015, the country had an increasing demand for skilled labour in the agriculture, energy/extractive, manufacturing, infrastructure, and tourism/hospitality sectors.

The MOE has developed a TVET Pathways Map (see Diagram 10.3 on pages 50-51) to show the multiple and interconnected pathways for students to access TVET and to progress to employment opportunities.

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for TVET.



Strategy 1:

Expanding access to TVET for various target groups including ethnic and disadvantaged populations and people with disabilities

Programme:

Integrated TVET programme



Programme Component 1:

Establish an integrated TVET system that strengthens access to all TVET pathways outlined in the TVET Pathways Map

Programme Component 2:

Increase the capacity and upgrade existing TVET programmes

Programme Component 3:

Undertake competency-based modular short courses to increase access to TVET

Programme Component 4:

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

Programme Component 5:

Expand stipends and scholarships for disadvantaged students



End Outcomes (by 2021):

Increased access to TVET opportunities for most TVET learners

More TVET opportunities for students in rural areas on a par with urban areas

More opportunities for students for bridging between levels of TVET

More stipend and scholarship programmes for TVET students

More pathways for students from TVET to higher education



Strategy 2:
Strengthening the quality and relevance of TVET

Programme:
TVET quality and relevance programme



Programme Component 1:
Undertake capacity development for TVET managers/management staff

Programme Component 2:
Provide pedagogical and specific skills training for pre-service and in-service TVET teachers

Programme Component 3:
Establish dual training systems at training institutions and industry workplaces

Programme Component 4:
Develop/upgrade TVET curricula to meet local needs and provide a balance between practical work and theory

Programme Component 5:
Establish a quality assurance system that comprises a TVET National Qualifications Framework, national skills standards, a competency-based curriculum and accreditation of institutions and individuals



End Outcomes (by 2021):
TVET managers and management staff improve the management of TVET institutions

Trained pre-service and in-service teachers develop new competencies to teach in alignment with competency standards

Graduates achieve skill sets and levels required by industries

TVET curricula in place that meet local needs

Quality-assured TVET institutions and graduates achieve national skills standards



Strategy 3:
Strengthening TVET management

Programme:
TVET management programme



Programme Component 1:
Establish a strengthened TVET governance system to enhance sector management and efficiency, increase access, and improve quality and relevance relating to shifting labour market demands

Programme Component 2:
Establish and strengthen the proposed TVET Council and local TVET advisory boards

Programme Component 3:
Establish a TVET financial management and monitoring system to co-ordinate and apply the budget effectively, in a way that is made public

Programme Component 4:
Establishment of an information management system to collect data to better understand Myanmar's changing TVET system and the performance of the labour market in order to inform policy decision making

Programme Component 5:
Conduct TVET research on skill types, localised employment needs, teacher requirements, teaching aids and pedagogies, and updated vocational subjects to support evidence-based decision making

Programme Component 6:
Establish public-private partnerships (PPPs) to expand access to quality TVET services, and strengthen partnerships between the public and private sector



End Outcomes (by 2021):
Better co-operation among ministries, and between government and private sector under the co-ordination of a TVET Council

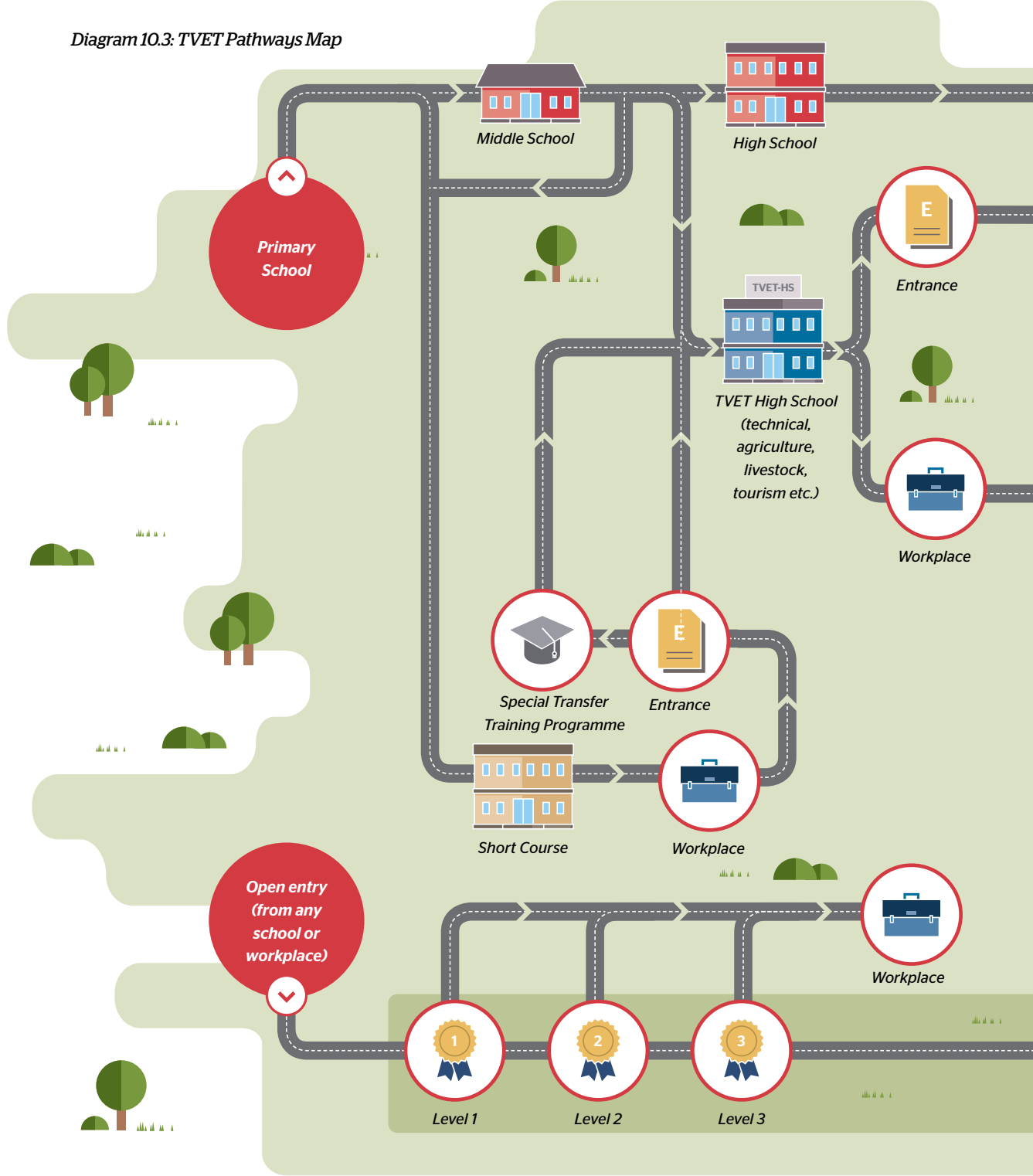
Effective financial management by ministries due to an established financial management system that facilitates budget flow

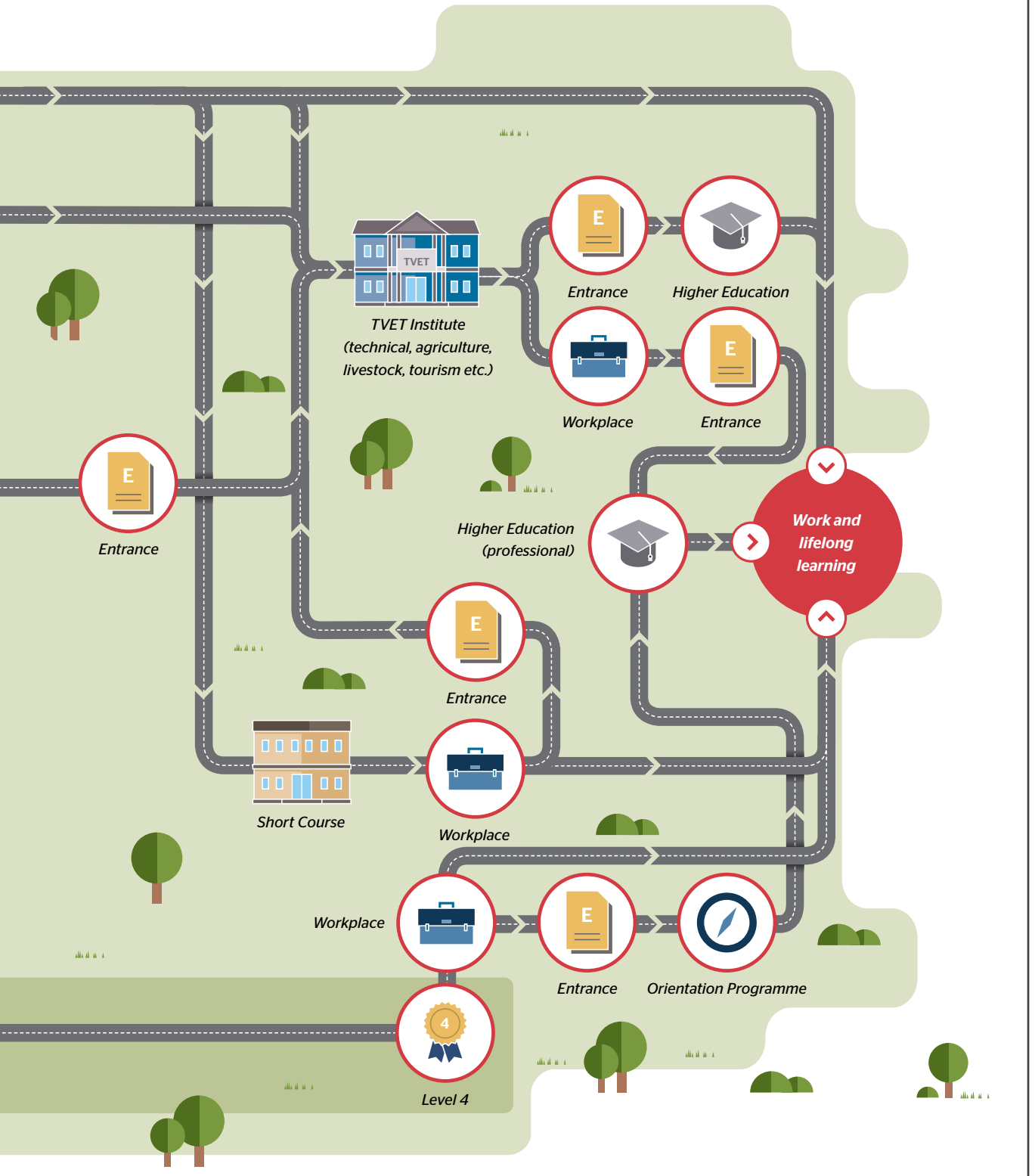
Improvement in data management system collection, analysis, reporting and evidence-based decision making by TVET managers

Senior government officials and industry representatives use research data to strengthen policies and programmes

PPP programmes improve access and quality of TVET

Diagram 10.3: TVET Pathways Map





10.9 • Higher education

Higher education is fundamental to a country's social and economic development. Higher education is responsible for nurturing skilled human capital needed in government, business and industry. Higher education institutions (HEIs) incubate the innovative and creative thinking needed for an economically competitive society. In order to sustain economic growth and compete in the global economy, Myanmar's HEIs will be

reformed to enable greater knowledge production and to develop highly skilled research centres to support social and economic development.

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for higher education.





Strategy 1:
Strengthen higher education governance and management capacity

Programme:
Institutional capacity development programme



Programme Component 1:
Undertake overseas study tours to document best practices and establish partnerships with international universities, research centres and other higher education institutions

Programme Component 2:
Establish a National Institute for Higher Education Development (NIHED) to improve higher education governance and management, build individual skills and strengthen institutional capabilities

Programme Component 3:
Strengthen higher education institutions' governance through university charters and university councils

Programme Component 4:
Strengthen autonomy and accountability of HEIs to realise more efficient and effective management, better value for money and significant improvements in access to quality higher education

Programme Component 5:
Establish a Higher Education Quality Assurance Agency to lead the development of national quality standards for higher education and undertake quality assurance assessments of all HEIs



End Outcome (by 2021):
Strengthened governance and management by officials from MOE and line ministries and managers of HEIs improves access to quality higher education



Strategy 2:
Improve quality and relevance of HEIs

Programme:
Higher education quality and career relevance programme



Programme Component 1:
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

Programme Component 2:
Develop a policy and strategy for world-class national universities and comprehensive universities

Programme Component 3:
Upgrade facilities at selected HEIs

Programme Component 4:
Enhance the status of e-learning centres and e-libraries in HEIs

Programme Component 5:
Improve the effectiveness of the distance education system

Programme Component 6:
Undertake professional development for faculty and laboratory technicians



End Outcome (by 2021):
Non-academic staff deliver effective administration
Academic staff deliver effective teaching and undertake quality research



Strategy 3:
Expand equitable access to higher education

Programme:
Equitable access to higher education programme



Programme Component 1:
Create a good teaching and learning environment at HEIs

Programme Component 2:
Promote student support programmes



End Outcome (by 2021):
Equitable access for students to HEIs regardless of their socio-economic background

10.10 • Management, capacity development and quality assurance

The MOE has undertaken an extensive analysis of the NESP evidence base and identified five strategic drivers of change that will facilitate and sustain education reforms outlined in the NESP over the long term. The drivers of change are:

1. Ministry of Education Quality Assurance System (MQAS)
2. Sector-wide, sub-national and sub-sector co-ordination mechanisms
3. Management structures, systems and tools
4. Human resource capacity
5. Evidence-based decision making

The NEL (2014) and NEL Amendment (2015) provide a unifying national vision to strengthen co-ordination, management structures and systems across the MOE.

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for management, capacity development and quality assurance.



Strategy 1:

Strengthen and sustain sector-wide, sub-sector and sub-national co-ordination mechanisms

Programme:

Sub-national co-ordination programme



Programme Component 1:

Strengthen state and region, district and township education committees to support more effective and efficient education sector co-ordination

Programme Component 2:

Partnerships with state and region education offices to address the most urgent challenges in the provision of quality basic education, alternative education and TVET



End Outcome (by 2021):

Active and constructive participation by government ministries and non-governmental stakeholders in sector-wide, sub-sector and sub-national co-ordination mechanisms improves access to quality education





Strategy 2:

Strengthen education sector management structures, systems and tools

Programme:

Education management, systems and tools programme



Programme Component 1:

Establish the NESP Co-ordination Committee, Programme Management Teams (PMTs) and the NESP Secretariat to support the NESP implementing departments to successfully implement NESP strategies and programmes

Programme Component 2:

Develop NESP Annual Priorities Plan and a NESP Annual Monitoring and Evaluation Plan to support the successful implementation of the NESP

Programme Component 3:

Strengthen education and human resource information systems (EMIS and HRIS) and develop the Education Portal to support evidence-based decision making across the national education system

Programme Component 4:

Development of the Performance Monitoring and Accountability System (PeMAS) dashboard to present the most important performance monitoring data in one integrated system for easy and immediate access by senior officials

Programme Component 5:

Institutionalise education sector annual planning through a joint Annual Sector Performance Review and a joint Annual Sector Budget Review

Programme Component 6:

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



End Outcome (by 2021):

Empowered education managers make evidence-informed decisions and hold schools and educational institutions to account for their performance



Strategy 3:

Strengthen the capacity of education managers to successfully undertake education reforms

Programme:

Leadership and capacity development programme



Programme Component 1:

NESP Annual Capacity Development Plan to describe a range of capacity development initiatives for education managers at head office, state/ region, district and township levels

Programme Component 2:

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

Programme Component 3:

Executive leadership and mentoring targeting senior education officials



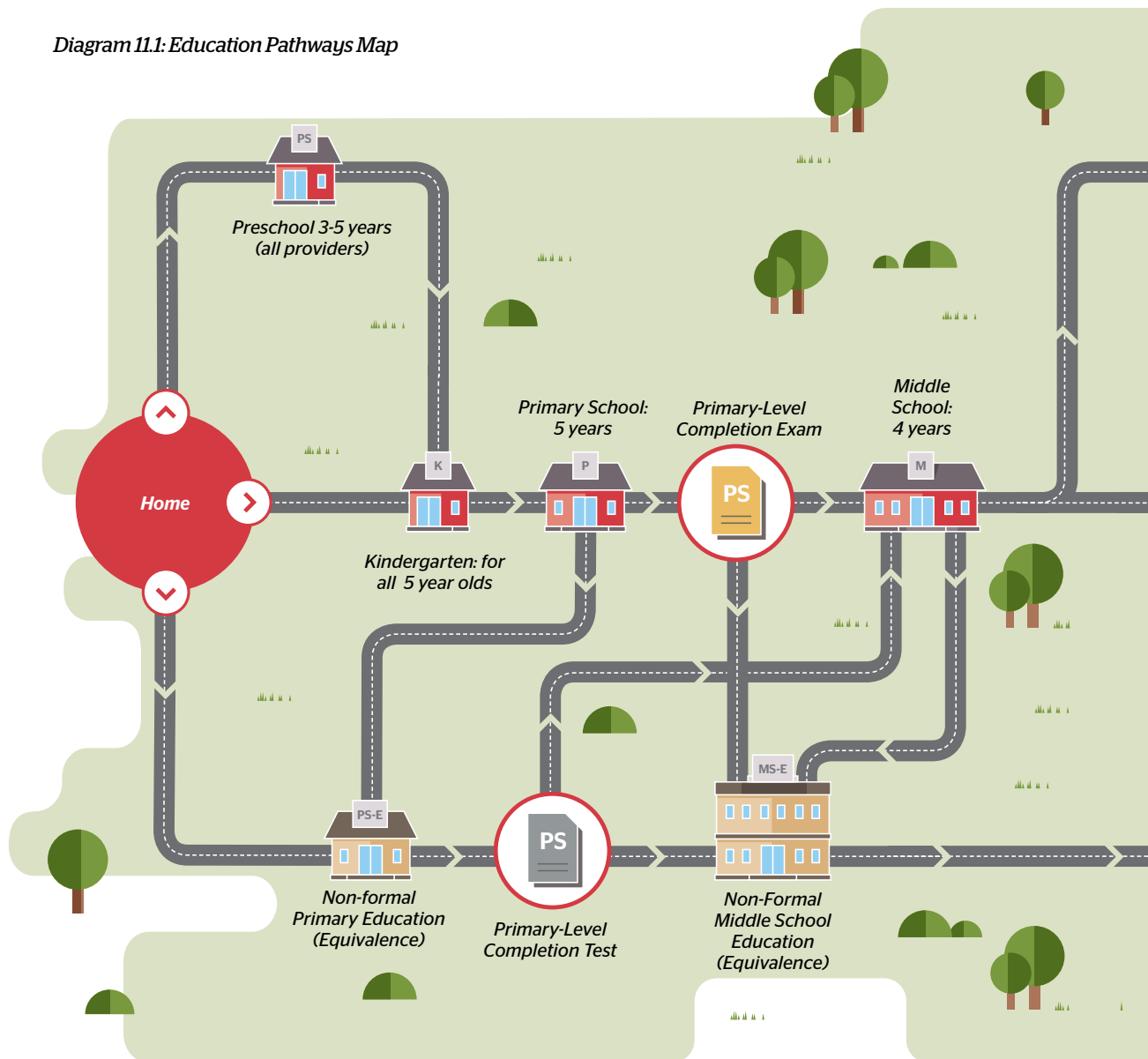
End Outcome (by 2021):

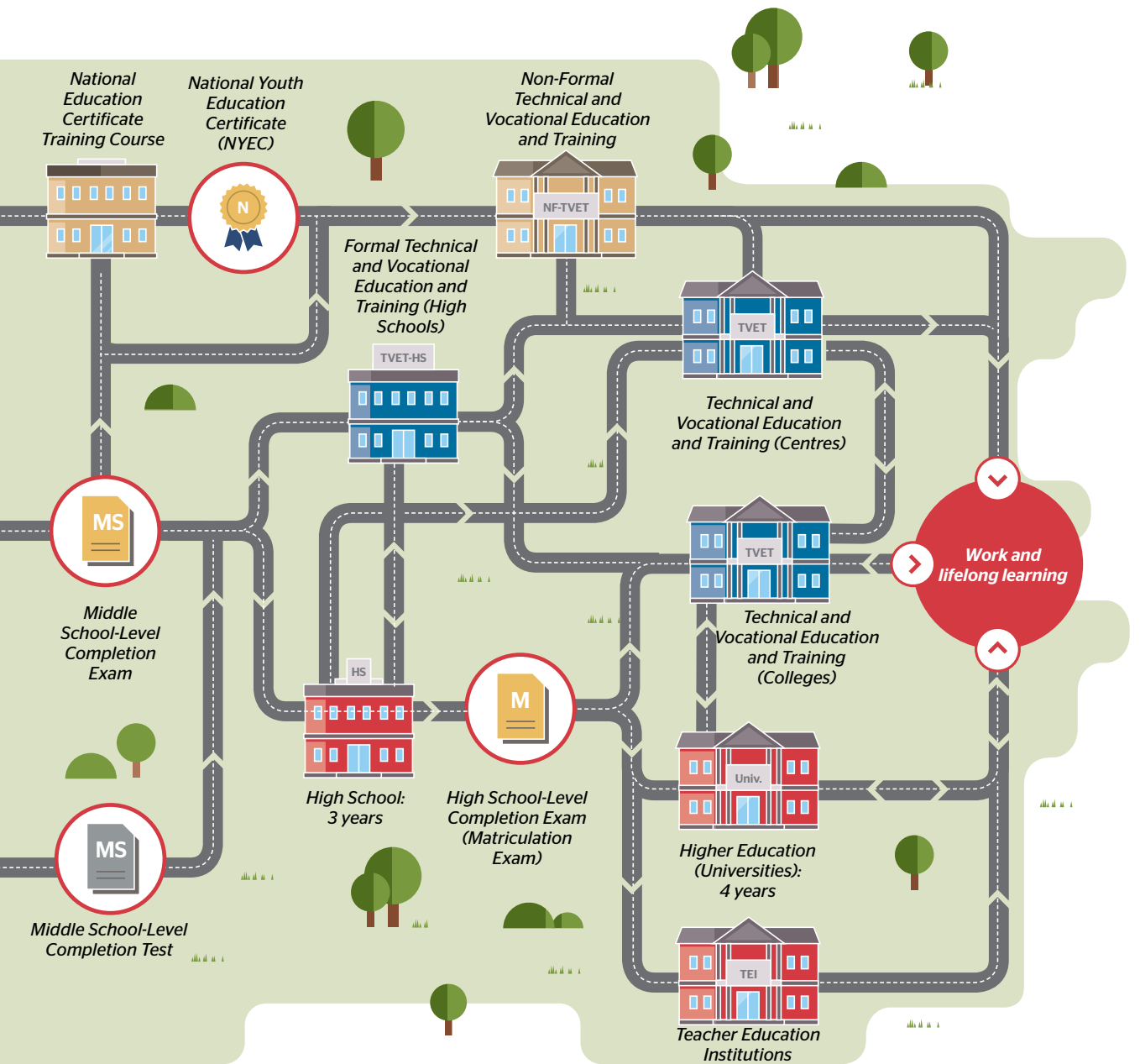
Improvement among education managers in terms of knowledge and skills to successfully implement their NESP programmes and budgets

11.0 • Education pathways for work and lifelong learning

The MOE has developed an Education Pathways Map (see Diagram 11.1 below) which shows the formal and alternative education pathways that students can take to achieve their career and lifelong learning aspirations. Over the next five to ten years the MOE will work to ensure that all students, regardless of where they live, can access quality education pathways listed in the Education Pathways Map below.

Diagram 11.1: Education Pathways Map





12.0 • Financing the NESP

In recent years the government has increased public spending on education (the education sector budget increased by 351 per cent between 2011–12 and 2015–16). In addition, there have been notable efforts made to prioritise quality-focused investments across the sector, such as instructional materials and school infrastructure. Furthermore, civil servants' salaries increased nearly fourfold between 2011–12 and 2014–15.

The NESP presents preliminary estimates of the future cost of education provision over five years (2016–21) based on two performance scenarios – low and high performance. Each scenario includes the regular costs for operating the national education system, such as personnel, operational and regular capital costs, and the costs of NESP strategies, programmes and programme components.

The low performance scenario illustrates how much education services will cost over the next five years (2016–17 to 2020–21) if 80 per cent of NESP programme activities and system targets

are implemented. Under this scenario the annual cost of education more than doubles over the five-year period to 14,474,663 MMK. The high performance scenario involves a wider range of NESP programme activities and higher system targets. The total cost of this scenario is 15,300,033 MMK.

A key finding from the NESP financing analysis is that delivering improved access to quality education services across all sub-sectors will require a combination of better use of existing education finance and continued expansion of investments across the sector.





13.0 • Phased implementation of the NESP

The NESP provides an overall strategic reform agenda for the period 2016–21. However, the MOE recognises that many of these reforms listed will take longer than five years to successfully implement. In response to this situation the MOE will undertake a phased approach to implementation of the NESP.

Phase 1 (2016–21) will focus on establishing and implementing priority reforms that will directly contribute to the achievement of the NESP goal and nine Transformational Shifts. Phase 2 of the NESP (2022–27) will aim to successfully complete priority reforms from Phase 1, and implement additional complementary reforms to further achieve the NESP goal and Transformational Shifts.

Under Phase 1 of the NESP the MOE will identify priority reforms on an annual basis and list them in a NESP Annual Priorities Plan. This planning tool will enable the MOE to adjust course and respond to major changes in the education sector that have

occurred over the previous 12 months, such as new policy announcements, new performance data and/or research findings and unexpected events, such as natural disasters.

Countries with high-performing education systems have identified flexibility in responding to changes in the local education context as an important factor in successful reform implementation. Therefore, the MOE will apply this important lesson through developing and implementing a NESP Annual Priorities Plan as described.





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

