Implementation of NFE Data Systems in Myanmar

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Concepts of NFE Data System in Myanmar

1. Data collection
   - from TEOs’ Report
   - from NGOs’ Report

2. Data processing
   - Requirements analysis

3. Data analysis
   - Requirements study
   - Compilation

4. Reporting
   - Nil

5. Publication
   - Nil

6. Dissemination
   - Presentation
   - Briefing

7. Feedback
   - Yes
1. NFE Data Collection

1. Main source of NFE data:
   TEOs’ Reports, formal schools, NGOs’ Literacy Centres or Reports, Yearly Literacy Movement Reports.

2. Methods:
   through questionnaires, interviews and documentation.

3. Which forms/instruments is used to collect NFE data?
   Reports.

4. How is it ensured that all centers and schools receive the instruments, complete them and send them back on time?
   Mostly.

5. Who collects NFE data?:
   TEOs, Center Heads, reporting or monitoring officers.

6. How often is NFE data collected?:
   yearly.
2. NFE Data Processing

1. Monitoring instruments/systems
   • Approximately, how many questionnaires are completed and returned?
     \textit{Non available}

2. Data entry and cleaning
   • Who is responsible for NFE data entry and cleaning?
     \textit{trained data encoders, data entry clerks.}
   • How closely do the data entry/cleaning officers (encoders) work with survey administrators?
     \textit{They closely work.}
2. NFE Data Processing (cont’d)

3. Data compilation

• Where is NFE data saved?
  
  *computer in the office, external Hard discs.*

• In which format is it complied?
  
  *Both hard copy and soft copy (excel).*

• If data is complied as a hard copy, how long is it usually kept?
  
  *At least five years.*

4. Quality control

• What tools are used to identify missing/ miscoded data? *Non available*

• Computer programmes are protected by kaspersky internet security software.

• Data in hard disc are transformed every two years.
3. NFE Data Analysis

1. Are basic indicators of NFE system’s performance readily available?
   - Net enrollment rate
   - Retention rate
   - Transition rate
   - Youth Literacy rate
   - Adult Literacy rate

2. Are trend statistics and indicators used to supplement analytical reports?
   Yes.

3. Are research results used to augment other reports?
   Yes.

4. Are regional, provincial and district disparity analysis analytical reports incorporated as part of major reports?
   Yes.

5. Is a planning and projection simulation available and used to make different scenarios available for planners?
   Nil
4. Reporting

<table>
<thead>
<tr>
<th>Type of NFE report currently available</th>
<th>The purpose of the report</th>
<th>The main users of the report</th>
<th>Comprehensiveness of the report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports of the Basic Literacy Campaign</td>
<td>To keep evident documents as main source of Adult illiterates and Adult literates according to limited ages</td>
<td>researchers, M&amp;E experts, national and international organizations who use statistics in their reports, student and teachers in educational institutions, research organizations</td>
<td>Background of Basic Literacy campaign, Aims, Geographical coverage, Preparatory Activities, Number of Learning Groups, Learners, Student Volunteer Trainers and Teacher Supervisors, Supervision, Learning Outcomes,</td>
</tr>
</tbody>
</table>
5. Publication

Nil
# 6. Dissemination

<table>
<thead>
<tr>
<th>Type of user</th>
<th>Internal users</th>
<th>External users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>planners, decision-makers, decision support systems, experts and educational administrators of the MoE</td>
<td>outside the MoE, UN organizations and NGOs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissemination form(s)</th>
<th>(Regular) distribution of school/center abstracts, quick references, indicators’ reports</th>
<th>Publication and distribution of pamphlets to users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Publication and distribution of pamphlets to users (Administrative officers at State and Division, TEOs, Headmaster)</td>
<td>(Administrative officers at State and Division, TEOs, Headmaster)</td>
</tr>
</tbody>
</table>
7. Feedback

What mechanism for collecting feedback on NFE data do you, as a NFE data officer, use or exists in your country?

- **A record book** to monitor information from those visiting my office to keep account of what information they require and for what purpose.
- **Use the opportunities I have to attend meetings, individual discussion** to try to read the minds of the professionals and assess information we might be able to work to provide them with the alternatives we can manage.
Record photos of Basic Literacy Campaign - 2014
Record photos of Basic Literacy Campaign - 2015
Record photos of Basic Literacy Campaign - 2016
Record photos of Non-Formal Primary Education Programmes
Record photos of Non-Formal Primary Education Programmes
Record photos of Non-Formal Primary Education Programmes
NFE data collection path

Methods

Main source of NFE data

National (MOE), DAE, Statistic Unit, Dept. of Education Research, Planning and Training

Saved in several computers on the network

Questionnaires (DATA COLLECTION METHODS)

District summary & original

Second-level administrative division (State and Division)

Questionnaires (DATA COLLECTION METHODS)

District summary & original

Questionnaires (DATA COLLECTION METHODS)

Township summary & original

Third-level administrative division (Township, District)

Questionnaires (DATA COLLECTION METHODS)

Other DATA COLLECTION METHODS

Other DATA COLLECTION METHODS

Community Learning Centers (SERVICE PROVIDERS)

Literacy Centers (SERVICE PROVIDERS)

Formal Schools (SERVICE PROVIDERS)
8. Current NFE data collection path

• **Department of Alternative Education** is established on Sept 1, 2016.

• Among the functions of new department, one is to establish database system for National Non-formal education and networking under **Education Management Information System - EMIS**.

• We are now trying to establish NFE Data System.
Department of Alternative Education

• To create alternative learning opportunities for school-age children, youth and adults who cannot reach formal education and do not complete basic education

• Implement **Non-Formal Education Programmes, Life Long Learning Programmes and Community Development Activities** for the development of social economic status of all Myanmar people

• Two major programmes: Non-Formal Education Programmes, Life Long Learning Programmes – Accreditation and Equivalency