Monitoring & Evaluation and Data System of Myanmar

Planning and Statistics Division
Ministry of Education, Myanmar
The Republic of the Union of Myanmar

Located in South Eastern Asia

Total land area is 677,000 sq.km.

China, Laos, Thailand, India and Bangladesh are neighbours

Enjoys a tropical monsoon climate

Population is over 51.4 million by 2014 Census with 0.89% of population growth
**Administration**

- Democratic Republic Government
- Administration in two tires:
  - Union government
  - State and Regional governments
- 5-year periodically election
- Union of 7 states and 7 Regions with seats of government located in the central city, Nay Pyi Taw.
10 Priorities by FESR

1. Finance and taxation reforms
2. Monetary sector reforms
3. Relaxation of regulations on trade and investments
4. Undertakings for private sector development
5. Health and education sectors reforms
6. Plan for food sufficiency and agricultural sectors development
7. Plan for governing system and transparency
8. Plan for upgrading of mobile communication service and internet system
9. Infrastructural development programme
10. Programme for emergence of effective and efficient governing system
• Basic Education
  • under Department of Basic Education
  • New System KG + 12 in 2016-17 Academic Year
• Higher Education
  • under Department of Higher Education
  • 136 HEIs will be compiled under MoE in 2016
• Teacher Education
  • under Department of Teacher Education and Training
• Vocational Education
  • under Department of Technical and Vocational Education
Education System of Myanmar

Basic Education
- Primary School
  - Entry Age 5 Years
  - Grade 1-5
- Middle School
  - Grade 6-9
- High School
  - Grade 10-11

Higher Education
- Professional Universities
- Arts and Sciences Universities
- Technical Colleges
- Education Colleges
- Technical Institutes

Technical High Schools
Vocational Schools
Vocational Education
At all levels

- **Township Education Office** → Primary Schools (every 3 months)
- **District Education Office** → Middle Schools (twice a year)
- **State /Regional Education Office** → High Schools (twice a year)
- Inspection rather than M&E
Criteria

1. Capability of Head Teacher
2. Students’ attendance
3. Teaching by monthly content
4. Students’ learning achievement
5. Learning Equipment and Lab
6. Moral and Discipline
7. Sufficient number of teachers
8. Classrooms and facilities
9. Water and Sanitation
10. Teaching aids and media
11. Greening of school campus
12. Building Condition
M&E in Higher Education

- Each HEI is monitoring itself
- Evaluation is only for Administrative and Teaching Staff
Criteria

1. Dutiful
2. Capability
3. Trust
4. Learning
5. Hard-working
6. Research and Innovation
7. Discipline
8. Volunteer Services
9. Communication Skills
10. Leadership Skills
Since 1980, Statistical Information System (SIS) was implemented

SIS - data collection, processing, analyzing and reporting of educational information including schools, students, teachers and staff

disseminated into school level, township level, district level, state and region level, departmental level and union level

collected quarterly, semiannually and annually

published for departmental purpose as a Yearbook
• DHE also collects data from HEIs under its administration.

• profile of HEI, number of students by level and specialization, number of teacher by rank and specialization and so on.

• Data are collected annually and published for departmental purpose.
- DBE in collaboration with UNICEF implemented the Township Education Management Information System (TEMIS)
- It is not finished yet.
- Now, UNESCO is supporting to implement the Education Management Information System (EMIS)
- We are trying to conduct School Census in 2016.
1. To implement a free, compulsory primary education
2. To increase the enrolment rate in the basic education
3. To nurture new generations as intellectuals and intelligentsia in human resource development
4. To improve the capacities of teachers
5. To utilize teaching aids more effectively
6. To upgrade the quality and socio-economic status of education personnel
7. To provide scholarships, stipends and awards both locally and internationally
8. To promulgate relevant laws for the participation and contribution of private sector in education services
9. To collaborate with international and local development partners
10. To upgrade education standards to an international level.
3 Phases of Myanmar CESR

CESR Phase 1
Rapid Assessment
Aug–Dec, 2012

 CESR Phase 2
In-depth Analysis
April–Dec, 2013

 CESR Phase 3
Strategic Planning
At the end of 2015

6 Areas
11 Reports

11 Areas
11 Reports

Costed National Education Strategic Plan (NESP)
4 Major Challenges

1. Establishment of quality assurance system
2. Strengthening coordinating mechanism
3. Strengthening EMIS and
4. Capacity building for effective management.
To implement the capacity building programmes to strengthen and knowledge and skills of education managers at all levels

To strengthen its own organization culture to encourage teamwork, greater transparency, partnership with other organizations and evidence-based decision making

To mainstream a competency-based performance management system
Future Plan for EMIS

- Enhance the capacity of data collectors
- Use collected data at all levels, from schools to central level
- Give training to implement evidence-based practice and thereby better control the quality of statistics
- Provide trainings to enhance understanding
- Ensure MoE takes a leading role in establishing the National Education Database
- Foster more cooperation and collaboration
- Urgently implement the national EMIS master plan and blueprint by studying the current EMIS and pilot TEMIS.
- Enhance the use of modern ICTs in Education
Conclusion

- Myanmar is currently in transition
- MoE is reforming organization structure and decentralizing
- To be systematic monitoring and evaluation system, EMIS is urgently needed.
- So, under the guidance of NEL we will have systematic quality assurance system for future.
Thank you for your attention