British Council Myanmar Needs Analysis
Table of Contents

1. Executive Summary .................................................................3
   1.1. Scope and timing ..................................................................3
   1.2. Key findings .......................................................................3
   1.3. Areas of strength ..................................................................3
   1.4. Key needs ..........................................................................4

2. Political and policy context ..........................................................5
   2.1. National context ...................................................................5
   2.2. HE reform .........................................................................5

3. Findings ....................................................................................6
   3.1. Overview .............................................................................6
   3.2. Workshop consultation ..........................................................6
       3.2.1. Key achievements ........................................................5
       3.2.2. Key enablers ................................................................5
       3.2.3. Present system ...............................................................5
       3.2.4. Future priorities .............................................................5
       3.2.5. The present system .........................................................5
       3.2.6. Priorities for training and development .........................5
       3.2.7. Meeting these priorities ................................................5
       3.2.8. Conclusion ...................................................................5
   3.3. Survey results .......................................................................5
       3.3.1. Response base ...............................................................5
       3.3.2. Programme availability and scope .....................................5
       3.3.3. Training needs ................................................................5
       3.3.4. Understanding the external environment .........................5
       3.3.5. Understanding the Myanmar environment ......................5
       3.3.6. Institution related issues ................................................5
       3.3.7. Strategy related issues .....................................................5
       3.3.8. Summary of results ........................................................5
   3.4. Conclusions ..........................................................................5
1. Executive Summary

1.1. Scope and timing
The review was completed during October-December 2015 with the ‘in country’ consultation involving sixty-seven (67) senior officials and leaders of Myanmar’s Universities over five days (26-30 October), just prior to the country’s national election. A subsequent survey was distributed during mid-December to University leaders and secured one hundred and four (104) responses from 60 Universities (by the extended due date of submission of 28/12/15). Efforts were made to involve as wide a range of universities as possible, not only those in large urban centres, but also those in rural and conflict-affected states and regions.

1.2. Key findings
Officials and University leaders engaged with the review team with enthusiasm, insight and deep reflection.

We found strong agreement on the major issues upon which a future leadership development programme should be established. Central to this is the objective of establishing much greater institutional autonomy. From this objective flows a wide range of leadership and management challenges which this review has identified. In addition, plans to reform key aspects of Myanmar HE such as teaching, research, assessment, quality assurance and knowledge transfer give rise to a range of specific leadership challenges that will need to be addressed.

We have:

- Listened carefully to the advice and guidance of senior officials and consulted with leaders of Myanmar’s Universities on their priorities for developing skills and knowledge to ensure that we fully understand the national context and leaders’ needs.
- Considered these in the context of our own broad experience from working in other nations that are seeking to accomplish similarly extensive transformational change.

1.3. Areas of strength
Our work has identified many areas of strength within the leadership of Myanmar Universities including in particular:

- Core values and the underlying ethos of service
- Morale character and personal resilience
- Energy and enthusiasm
- Intellectual drive
- Leading through example and as role models.
1.4. Key needs

The key needs that require to be met are drawn from the following thematic areas and hinge on being able to effectively manage the transition to an increasingly autonomous HE system:

- Knowledge of Myanmar national government policy and objectives concerning higher education
- System level transformation including funding, quality assurance, institutional accountability, information management, planning and reporting
- Institutional level transformation and systems thinking including governance frameworks and charters
- Establishing a clear vision for the institution
- Leadership behaviours and values encompassing relevant theory, personal resilience and the leader as a role model
- Institutional strategy development, KPIs and delivery including ‘business’ planning
- Institutional quality systems to drive improvement in research, teaching and assessment including training and development of academic staff
- Establishing collaborative partnerships both nationally and with international universities.
- Improving equality, diversity and inclusion
- Understanding and developing the university’s research strategy
- Developing effective university systems and processes
- Producing good quality data and management information
- Establishing effective quality assurance processes
- Establishing effective performance management process.

Although still regarded as important, the area that the lowest percentage of consultees regarded as important to their role is being knowledgeable about engaging with industries and communities. However, and given the importance of ensuring Universities are effectively engaged with economic and societal needs (and the related issue of graduate employability) this may suggest a limited awareness of the potential benefits of effective industry/HE collaboration. It is therefore our advice such topics should be included in any future programme.

There is a clear wish from consultees that any future leadership programme includes a cross section of senior teams and cohorts from different universities, and include Ministry official participants. In listening to senior Ministry officials and university leaders we understand that the overarching goal is to build leadership capacity and capability to lead in a context of system wide and institutional change – and that this requires leaders to develop their understanding of how systems, processes and organisational behaviour intersect and interact. It also means there is an opportunity (and there is clearly a strong interest) in leaders working together on these issues to create feedback loops and build the system infrastructure together.
2. Political and policy context

2.1. National context
Myanmar has taken a major step towards democracy following the elections in November 2015 and is on a journey towards international re-engagement. The contribution of HE reform to the country's national transformation is crucial not least as a means to restore civic life and common values.

HE in Myanmar is in the bottom group of "countries with a high incidence of pre-modern un-development" (Marginson) e.g. Laos, Cambodia, Myanmar, Bangladesh and Nepal. There are several aspects to this; adult literacy rate is low, public spending on education is low, gross enrolment in HE is low.

The structure of HE with 163 institutions accountable to 13 different ministries (though 77% of students are enrolled in HEIs accountable to the Ministry of Education) with disciplines taught separately and managed by different government departments presents particular challenges that will need to be overcome if the sector is to achieve its full potential. This includes developing innovative curriculum appropriate to driving economic change not least to compete with rest of ASEAN countries. Education budgets have been rapidly increasing but from a very low base and the capacity to invest remains limited.

Developing a more autonomous sector is a key feature of the government’s vision for sectoral reform. This means there is a need to address physical facilities, research capacity, speed and provision of internet access, and the wider student experience.

English is the official language of higher education, though courses are typically delivered in Myanmar and it has been the practice for academic staff and institutional leaders to be regularly rotated which has impacted continuity in both provision and management. Pedagogy has hitherto emphasised rote learning and course handbooks (memorised by the students) are the primary written source.

Whilst formal fees are very low students incur additional costs for study guides, handbooks and private tuition. A relatively high proportion of students (60%) are in distance education and 60% of HE students and 82.6% of all staff are female.

At present there are few university wide student associations, no student newspapers, very few international students and no student participation in university committees or councils.

2.2. HE reform
HE reform in Myanmar is a key element of wide ranging plans for education redevelopment encompassing all stages of learning and is a high priority for the government. Key initiatives for creating the necessary pre-conditions for reform include the Comprehensive education Sector Review (the CESR of which the initial assessment is complete with a detailed review in progress); preparation of HE legislation; and plans to revitalise Yangon University. These initiatives represent a multi-year development plan the success of which will be informed both by the available funding and the extent of reform in basic education.
The focus for the planned reforms encompass consolidation of HE policy under a single ministry, establishing autonomous national HEIs and regional HEIs with a faculty system, a focus upon TVET, industry links, joint research programmes and opening up opportunities for private investment.

These plans would result in Myanmar’s HE system undergoing a transformation that will create a wide range of significant demands upon and challenges for leaders in Universities and Ministry officials.

It is the need to build leadership capacity and capability in this context of system wide and institutional change that has been the focus of this review. This is further emphasised in the CESR Phase 3 report as regards ‘Strategy 1 – overseas training for rectors, Pro-Rectors and Senior Administrative Officers’ and in particular ‘Component 2 – Establish a national training institute for HE governance and management’.

3. Findings

3.1. Overview
This section sets out the findings of our consultation with Ministry officials and University leaders. It discusses the results of:

- Interviews and consultative workshops which identify the main themes upon which a leadership development program should be focused.
- A comprehensive survey of university leaders that examined the detailed requirements and their relative priorities.

3.2. Workshop consultation
Through the course of interviews and workshops we sought to understand:

- Those key achievements of which University leaders are most proud and their enablers.
- Which aspects of the present system are most valued
- Leaders’ priorities for the future.
- Leaders’ vision for Myanmar’s HE system.
- Leaders’ priorities for training and development in leadership and management.

3.2.1. Key achievements
Workshop delegates identified a wide range of achievements accomplished by their Universities including increasing instances of international collaboration, establishing MOAs and MOUs, expansion in courses, new teaching facilities and investment in increased English proficiency of teaching staff.

3.2.2. Key enablers
Key enablers of these achievements include student capabilities, increased staff and student mobility, the increasingly open nature of the university and associated academic freedom, greater opportunities to co-operate with local and international partners, increased financial investment, closer relations with foreign universities, an increased
appetite to take risks, government support with assistance from the British Council and VSO, Fulbright Scholarships and Ministerial support and leadership.

3.2.3. Present system

The key aspects of the present system that are most valued include finance and budgetary support by the Ministry, existing and potential international collaborative arrangements including MOUs (e.g. with Universities in Japan), Centres of excellence, increasing autonomy, and overall co-ordination and leadership by the Ministry. Within their own Universities delegates emphasised the availability of increasingly effective Learning Management Systems, careful financial management by institutions, good leadership by the university senate (academic) and administration board (administration), a shared commitment and enthusiasm for change, the progressive move towards greater autonomy, increased networking with other institutions in Myanmar and overseas, increased student exchange, a focus upon increased English language skills, decentralisation of some courses and supporting improved quality of teaching and learning.

3.2.4. Future priorities

Delegates were asked to set out their priorities for the future. At a national ‘system’ level these included support and enablement of institutional autonomy reflected in autonomous administration and academic freedom, how to work within an autonomous system, educational freedom for both teachers and students, increased funding for all activities including estates, equipment for research and an associated financial liberalisation of the overall system together with support for greater domestic and international collaboration between Myanmar Universities including the promotion of staff and student exchange.

At an institutional level these revolved around becoming autonomous and distinguished Universities with more effective governance frameworks reflected in revised charters and regulations, greater investment in staff development to improve practice in teaching and research and overall leadership and management skills and capital investment to create more advanced laboratories and teaching facilities (including ICT such as Managed Learning Environments). There was a shared desire to improve teaching to produce students ready for the 21st Century and who would be better equipped for the labour market and to support the needs of the nation.

3.2.5. The present system

Delegates were asked to express their perceptions of the present HE system and their vision for its future through the use of visual materials. In summarising the present system students were described as struggling to achieve good educational outcomes, the sector itself as being isolated with few ‘friends’ yet led by intelligent people with increasing instances of collaboration. In describing a vision for its future delegates emphasised the creation of many more partnerships, improved university estate, a system that produced employable graduates and which through transformed learning and teaching is acting as a beacon that helps develop the country.

3.2.6. Priorities for training and development

In concluding the workshop phase of the review we explored with delegates their priorities for training and development in leadership and management with particular reference to knowledge, skills and behaviours.
As regards **knowledge** delegates emphasised having a 'good spirit', suitable academic qualifications, sound personal judgement, knowledge of motivational techniques, the core knowledge to be excellent leaders (duty conscious, responsibility, imitative, innovative, information, intervention and interaction), strategy development, establishing KPIs, a good knowledge of the political and economic situation, a belief in one's own goals and understanding staff behaviour, an ability to change the energy in an organisation, knowledge of leadership theory, leadership styles and their strengths and weaknesses and a strong understanding of human psychology, philosophy, law and related fields.

As regards **skills** delegates emphasised leading groups, having a 'good' personality, high intelligence, emotional stability, positive outlook, motivational skills, critical thinking and decision making skills, personal discipline, being computer literate, thoroughly understanding the rules and regulations and having core technical management skills and relevant experience.

As regards **behaviours** delegates emphasised displaying positive thinking, optimism and sympathy, having a positive vision, personal resilience, compassion, honesty, acting as a role model, having a mind-set that includes fairness, sympathy, industriousness and responsibility, a personal attitude that includes self-study, self-control, self-practice, self-confidence, self-criticism, self-principle, good ethics and manners, underlying maturity, endurance, sympathy, empathy, loyalty, respect for others and reliability, positive thinking, high thinking, being realistic, patient, broad minded, being graceful and gracious, accountable and having a 'good heart'.

### 3.2.7. Meeting these priorities

In the final workshop session we asked delegates to consider how best these priorities could be met. An emphasis was placed upon support for personal development being in place from entry level academic staff (tutor) right through to professors, then Pro Rector and finally Rector (and senior administrative staff). Pre-promotion courses were suggested that would enable progression to be both competency and merit based. In recognition of the aim of transforming Myanmar HEIs into increasingly autonomous institutions an ordered approach to development will be required that enables the creation of a learning organisation. This should provide for a management development programme that is made available not only to senior staff but to all personnel based on need and priorities. Solutions should include exchange visits and the sharing experiences with other HEIs and the formation of collaborative development groups focussed upon action and tasked based learning.

### 3.2.8. Conclusion

In conclusion the interviews with officials and workshops with University leaders identified a number of **key areas of training** where any future program of support and development should be focused:

- System level transformation including funding, quality assurance, institutional accountability, information management, planning and reporting
- Institutional level transformation and systems thinking including governance frameworks and charters
- Leadership behaviours and values encompassing relevant theory, personal resilience and the leader as a role model
• Institutional strategy development, KPIs and delivery including ‘business’ planning
• Institutional quality systems to drive improvement in research, teaching and assessment including training and development of academic staff
• Practical management skills including
  o Leading and managing change
  o Motivational skills
  o Stakeholder management including with potential international university partners
  o Analysis and critical thinking
  o Effective decision-making
  o Communications skills

Underpinning these themes is the key driver of increased institutional autonomy, the journey all Myanmar Universities will be taking from their present state of dependency and central control to one of increasing institutional freedom.

3.3. Survey results

3.3.1. Response base

With one hundred and four (104) respondents (by the extended due date of submission of 28/12/15) of whom all are senior staff (53% Rectors and Pro Rectors) the survey has a sound basis for analysis and on which to draw conclusions. At least 97 respondents answered each question, and there is a good balance between those that have been in post for more than three years (45%) and those newer to their positions. **This indicates a range of experience.**

50% of respondents assess their English language skills as good or excellent, and 48% as moderate. **This indicates that where training is to be provided in English, materials, content training would also benefit from being in Myanmar.** 26% have received no formal training in leadership and management, just under 60% have received training in Myanmar and a small minority (12%) have received training overseas. **This indicates that most senior staff have limited experience of training that draws upon thinking, ideas and insights from other nations.**

There is a roughly equal number of male and female respondents (53% female and 47% male). The majority of respondents are from Upper Myanmar (64%), and are mainly from Arts and Sciences Universities (71%) although there is representation across all other categories of universities. The majority of respondents come from a university which has a mix of undergraduate and postgraduate students (82%).

3.3.2. Programme availability and scope

When asked about the scope of the training programme, respondents thought that “the leadership programme should be made available to my senior team as well as myself” was most important, along with “Ministry officials should participate in the leadership programme”. Also ranking as the most important was that “the leadership programme should be organised so that the leaders of different universities may learn together”.

**Table 1** below provides the percentage of respondents who rated the questions Important and Very Important, and ranks these by the percentage rating “Very Important”.
Table 1 – Percentages ranking important or very important, scope of training

<table>
<thead>
<tr>
<th>Statement</th>
<th>Important &amp; Very Important</th>
<th>Very Important</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leadership programme should be made available to my senior team as well as myself</td>
<td>77%</td>
<td>36%</td>
<td>1</td>
</tr>
<tr>
<td>The leadership programme should be organised so that the leaders of different universities may learn together</td>
<td>75%</td>
<td>29%</td>
<td>4</td>
</tr>
<tr>
<td>Ministry officials should participate in the leadership programme</td>
<td>69%</td>
<td>36%</td>
<td>1</td>
</tr>
<tr>
<td>The leadership programme should be made available in the Myanmar language as well as English</td>
<td>67%</td>
<td>30%</td>
<td>3</td>
</tr>
<tr>
<td>The leadership programme should draw upon the experience of other countries</td>
<td>57%</td>
<td>27%</td>
<td>6</td>
</tr>
<tr>
<td>The leadership programme should invite leaders of universities from other countries to share their experience and knowledge</td>
<td>67%</td>
<td>28%</td>
<td>5</td>
</tr>
<tr>
<td>The leadership programme should provide an opportunity for building partnerships with universities in other countries</td>
<td>64%</td>
<td>23%</td>
<td>7</td>
</tr>
</tbody>
</table>

This indicates that the programme should be arranged to include a cross section of senior teams and that cohorts from different universities and ministry officials should participate together.

Analysis was undertaken to assess whether respondents in different positions in the university had different perceptions of what was important and where they needed training. Rectors, Pro Rectors and Senior Professors in particular think that making the training available to their senior team is very important, and that Ministry officials should participate, as the table below indicates.

Table 2 – Percentages rating Very Important by position in University

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rectors &amp; Pro Rectors</th>
<th>Heads and Registrars</th>
<th>Senior Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leadership programme should be made available to my senior team as well as myself</td>
<td>42%</td>
<td>17%</td>
<td>36%</td>
</tr>
<tr>
<td>The leadership programme should be organised so that the leaders of different universities may learn together</td>
<td>35%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Ministry officials should participate in the leadership programme</td>
<td>43%</td>
<td>20%</td>
<td>29%</td>
</tr>
<tr>
<td>The leadership programme should be made available in the Myanmar language as well as English</td>
<td>31%</td>
<td>28%</td>
<td>14%</td>
</tr>
<tr>
<td>The leadership programme should draw upon the experience of other countries</td>
<td>30%</td>
<td>20%</td>
<td>36%</td>
</tr>
<tr>
<td>The leadership programme should invite leaders of universities from other countries to share their experience and knowledge</td>
<td>31%</td>
<td>17%</td>
<td>31%</td>
</tr>
</tbody>
</table>
The leadership programme should provide an opportunity for building partnerships with universities in other countries | 27% | 17% | 14%

A higher percentage of Senior Professors are of the opinion that it is very important that the leadership programme should draw upon the experience of other countries (36%). This reflects a more general understanding amongst the professoriate that internationally of the benefits of collaborative international research in terms of quality and providing solutions to real-world problems. The three areas that scored highest for this group when the Important and Very Important responses are counted together are: “The leadership programme should be organised so that the leaders of different universities may learn together” (85%), “The leadership programme should be made available to my senior team as well as myself” (79%) and “The leadership programme should provide an opportunity for building partnerships with universities in other countries” (79%). Programmes for Senior Professors could offer more modules related to partnership building and offering opportunities to share experience across universities.

67% considered it important or very important the programme be made available in English as well as in Myanmar. However fewer (57%) considered it should draw upon the experience of other countries (rising to 87% when including 'slightly important'). 67% would also wish leaders from other universities to share their experiences (rising to 87% when including 'slightly important') and 65% would wish it to provide an opportunity to build partnerships with universities from other countries (rising to 89% when including 'slightly important'). This affirms that the programme should be made available in English and would benefit from being in Myanmar. As regards contents other country experience will be important and the inclusion of leaders from other countries will generally be welcomed.

3.3.3. Training needs
For the most part (and never less than 70% of respondents) the survey results indicate that it was considered important that:

- All of the topics on which they were asked questions are important to their roles
- That they would wish the programme to deliver training on all the topics that were raised in the questionnaire.

This indicates the wide breadth of training needed.

3.3.4. Understanding the external environment
Respondents were asked to rate how important understanding of various aspects of the “external environment” was to their role, and whether they required training in these aspects. All were seen as very or quite important (never less than by 80% of respondents), however the most important aspect was to have an understanding of Myanmar national government policy and objectives concerning Higher Education (70% rated as Very Important, 95% Very or Quite Important). This is followed by establishing collaborative partnerships with international universities, which 55% rated as Very Important (96% Very or Quite Important).
Table 3 – Percentages rating Very Important, understanding the external environment

<table>
<thead>
<tr>
<th>Question</th>
<th>V. Imp</th>
<th>Statement</th>
<th>V. Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important is an understanding of Myanmar national government policy and objectives concerning Higher Education to your role?</td>
<td>70%</td>
<td>I need more knowledge of Myanmar national government policy and objectives concerning Higher Education</td>
<td>54%</td>
</tr>
<tr>
<td>How important is an understanding of Higher Education systems in other countries to your role?</td>
<td>46%</td>
<td>I need more knowledge of Higher Education systems in other countries</td>
<td>43%</td>
</tr>
<tr>
<td>How important is establishing collaborative partnerships with international universities (including MOUs and MOAs) in your role?</td>
<td>54%</td>
<td>I need training in establishing effective collaborative partnerships with international universities (including MOUs and MOAs)</td>
<td>53%</td>
</tr>
<tr>
<td>How important is being knowledgeable about engaging with industries and communities in your role?</td>
<td>45%</td>
<td>I need training in engaging with industries and communities</td>
<td>31%</td>
</tr>
</tbody>
</table>

Although still regarded as important, the area that the lowest percentage regarded as Very Important to their role is being knowledgeable about engaging with industries and communities (45% Very Important). Given the importance of ensuring Universities are effectively engaged with economic and societal needs (and the related issue of graduate employability) this may suggest a limited awareness of the potential benefits of effective industry/HE collaboration. It is therefore our advice such topics should be included in any future programme.

The areas regarded as most important are also those where the highest percentages overall saw a need for training, therefore **future development** should focus on understanding of Myanmar national government policy and objectives for HE and on establishing collaborative partnerships with international universities.

When the results are analysed by the different positions of the respondents as above, an understanding of Myanmar government policy remains the most important requirement and development need. This is particularly the case for Rectors and Pro Rectors (R & PR). Senior Professors (Profs) however, are more interested in establishing partnerships with international universities (82% rated this as Very Important), and see this as important and an area where they require development.

Table 4 – Percentages rating Very Important by Position in University

<table>
<thead>
<tr>
<th>Question</th>
<th>R &amp; PR</th>
<th>Heads</th>
<th>Profs</th>
<th>Question</th>
<th>PR &amp; R</th>
<th>Heads</th>
<th>Profs</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important is an understanding of Myanmar national government policy and objectives concerning Higher Education</td>
<td>69%</td>
<td>72%</td>
<td>73%</td>
<td>I need more knowledge of Myanmar national government policy and objectives concerning Higher Education</td>
<td>58%</td>
<td>53%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Higher Education to your role?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>I need more knowledge of Higher Education systems in other countries</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important is an understanding of Higher Education systems in other countries to your role?</td>
<td>47%</td>
<td>42%</td>
<td>55%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>How important is establishing collaborative partnerships with international universities (including MOUs and MOAs) in your role?</td>
<td>56%</td>
<td>44%</td>
<td>82%</td>
<td>55%</td>
<td>47%</td>
</tr>
<tr>
<td>How important is being knowledgeable about engaging with industries and communities in your role?</td>
<td>44%</td>
<td>44%</td>
<td>55%</td>
<td>29%</td>
<td>38%</td>
</tr>
</tbody>
</table>

3.3.5. Understanding the Myanmar environment

The survey shows that respondents think that it is more important to be experienced in creating successful partnerships with other universities in Myanmar as part of their role (61% strongly agreed) than with overseas universities (54% strongly agreed – see Table 3 above).

98% agree that being ready to take advantage of the increased autonomy that will be provided under the new law is important in their role (and 76% agree strongly).

Table 5 – Percentages rating Very Important, understanding Myanmar environment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>I need training in establishing effective collaborative partnerships with international universities (including MOUs and MOAs)</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being experienced in creating successful partnerships with other universities in Myanmar is important in my role</td>
<td>61%</td>
<td>44%</td>
<td>44%</td>
<td>44%</td>
<td>38%</td>
</tr>
<tr>
<td>Being ready to take advantage of the increased autonomy that will be provided under the new law is important in my role</td>
<td>76%</td>
<td>38%</td>
<td>38%</td>
<td>72%</td>
<td>38%</td>
</tr>
</tbody>
</table>

When looked at in terms of position in the university, being ready to take advantage of increased autonomy is recognized as particularly important by the Rector and Pro Rector respondents and by Heads of departments (Administration, Finance and other) and Registrars with over three quarters agreeing strongly. This is less the case for Senior Professors, and as a result a smaller percentage felt that they need training to take advantage of the increased autonomy (25% slightly agree and 50% strongly agree).
A higher percentage of those in post for less than 1 year agree strongly with the statements compared to those in post for longer, and are more likely to agree strongly that they require training in these areas.

This may suggest that training to enable participants to take advantage of the autonomy offered by changes in the law is targeted at Pro Rectors, Rectors and Heads of administrative departments.

### 3.3.6. Institution related issues

85% of respondents strongly agreed that understanding how to develop more effective university systems and processes is important to their role, and 70% strongly agreed that they need training in this area (with only 5% slightly or strongly disagreeing). It is therefore identified as an area of importance and training need.

**Table 6 – Percentages rating Very Important, institution related issues**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Statement</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding how to develop more effective university systems and processes is important in my role</td>
<td>85%</td>
<td>I need training in developing more effective university systems and processes</td>
<td>70%</td>
</tr>
<tr>
<td>Understanding how to plan the staffing requirements of my university is important in my role</td>
<td>73%</td>
<td>I need training in planning staffing requirements</td>
<td>61%</td>
</tr>
<tr>
<td>It is important in my role to understand how to improve equality, diversity and inclusion among staff and students in my university</td>
<td>81%</td>
<td>I need training to improve equality, diversity and inclusion in my university</td>
<td>62%</td>
</tr>
<tr>
<td>In my role I have to understand budgeting and financial control processes</td>
<td>66%</td>
<td>I need training in budgeting and financial processes</td>
<td>57%</td>
</tr>
<tr>
<td>In my role it is important that I understand the university’s research strategy</td>
<td>74%</td>
<td>I need training in developing the university’s research strategy</td>
<td>58%</td>
</tr>
<tr>
<td>It is important in my role that I am aware of effective methods of delivering high quality teaching</td>
<td>70%</td>
<td>I need training about effective methods of high quality teaching</td>
<td>40%</td>
</tr>
<tr>
<td>It is important in my role to be aware of effective methods of student assessment</td>
<td>58%</td>
<td>I need training about methods of student assessment</td>
<td>32%</td>
</tr>
<tr>
<td>It is important in my role that I understand curriculum design and development</td>
<td>60%</td>
<td>I need training about curriculum design and development</td>
<td>41%</td>
</tr>
</tbody>
</table>

Also rating highly in terms of importance to respondents’ roles and identified training need are: understanding how to improve diversity, equality and inclusion (81% strongly agreed it is important and 62% strongly agreed they need training) and understanding the university’s research strategy (74% strongly agreed it is important and 58% strongly agreed that they need training in developing the university’s research strategy).

73% strongly agreed that understanding how to plan the staffing requirements of their university is and 61% strongly agreed they require training in this.
Areas that were deemed to be of slightly lesser importance to respondents’ roles related to budgeting and financial control (66% strongly agreed), curriculum design and development (60%) and awareness of effective methods of student assessment (58%). However whilst respondents feel more confident in these areas it is highly questionable as to whether current practice, grown out of a central ‘command and control’ system will be fit for purpose in an autonomous sector which aims to compete internationally.

There are some differences based on the position of the respondent. 80% of Rectors and Pro Rectors strongly agree that understanding how to plan the strategic requirements of the university is important to their role, and 70% perceived this (strongly agreed) as a training need.

Overall Rectors and Pro Rectors were most likely to strongly agree that these aspects are important to their roles. For this group training to develop more effective university processes, training to improve equality, diversity and inclusion, and training to plan strategic requirements were the areas that most strongly agreed they had a need.

75% of Senior Professors strongly agreed that understanding curriculum design and development is important for their role and 50% strongly agreed they require training in this area. This group of respondents were least likely to strongly agree that having to understand budgeting and financial control processes were important to their role (27% strongly agreed) and understandably were least likely to strongly agree (and most likely to disagree) that they require training in this area.

Heads of administrative departments and Registrars were least likely to strongly agree that it was important to be aware of effective methods of student assessment (34%) and as a result only 28% strongly agreed they required training on this. Also, only 41% strongly agreed that they understand curriculum design and development (and only 38% strongly agreed that they required training).

The results suggest that (in the views of participants) the areas of most importance for development in relation to the institution are on developing more effective university systems and processes, training to improve equality, diversity and inclusion, and training in planning staffing requirements. There is less interest in training related to teaching, curriculum development and student assessment.

However we would caution that this may indicate limited awareness of the importance of securing improvement to teaching practice which is crucial both for effective learning and the wider student experience.

3.3.7. Strategy related issues

Overall, five areas emerge as being most important to the roles of respondents:

- Establishing a clear vision for the University (86% strongly agreed)
- Producing good quality and data management information (83% strongly agreed)
- Establishing effective quality assurance processes (81% strongly agreed)
- Being knowledgeable in developing and implementing a strategy for the University (80% strongly agreed)
- Establishing effective governance arrangements for the University (79% strongly agreed).
These also emerge as the areas where the largest percentages strongly agree they require development.

Areas where the lowest percentages perceive that they require training are:

- Establishing a Student Union (31%)
- Establishing an Alumni Association (34%)
- Being effective in managing relationships with students and student unions (43%)

These areas correspond to those areas where the lowest percentages perceived they were important to their role.

**Table 7 – Percentages rating Very Important, strategy related issues**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Statement</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being knowledgeable in developing and implementing a strategy for my university is important in my role</td>
<td>80%</td>
<td>I need training in developing a strategy for my university</td>
<td>66%</td>
</tr>
<tr>
<td>Being knowledgeable in implementing change (both in theory and practice) is important in my role</td>
<td>72%</td>
<td>I need training in implementing change</td>
<td>57%</td>
</tr>
<tr>
<td>Establishing a clear vision for my university is important in my role</td>
<td>86%</td>
<td>I need training in developing a vision for my university</td>
<td>60%</td>
</tr>
<tr>
<td>Being knowledgeable in identifying and bringing in new sources of funding is important in my role</td>
<td>68%</td>
<td>I need training in bringing in new sources of funding</td>
<td>59%</td>
</tr>
<tr>
<td>Being effective in managing relationships with students and student unions is important in my role</td>
<td>64%</td>
<td>I need training in managing relationships with students and student unions</td>
<td>43%</td>
</tr>
<tr>
<td>Establishing effective quality assurance processes is important in my role</td>
<td>81%</td>
<td>I need training in establishing effective quality assurance processes</td>
<td>63%</td>
</tr>
<tr>
<td>Producing good quality data management information is important in my role</td>
<td>83%</td>
<td>I need training in producing good quality data and management information</td>
<td>61%</td>
</tr>
<tr>
<td>Establishing effective governance arrangements for my university is important in my role</td>
<td>79%</td>
<td>I need training in establishing effective governance arrangements</td>
<td>61%</td>
</tr>
<tr>
<td>Establishing an Alumni Association for my university is important in my role</td>
<td>61%</td>
<td>I need training in establishing an Alumni Association</td>
<td>34%</td>
</tr>
<tr>
<td>Establishing a student union is important in my role</td>
<td>42%</td>
<td>I need training in establishing a student union</td>
<td>31%</td>
</tr>
<tr>
<td>Establishing new income generating activities for my university is important in my role</td>
<td>66%</td>
<td>I need training in establishing new income generating activities for my university</td>
<td>61%</td>
</tr>
</tbody>
</table>

Areas that are regarded as most important to the roles of Rector and Pro Rector are:

- Establishing a clear vision for the university (91% strongly agree)
- Being knowledgeable in developing and implementing a strategy for the university (89% strongly agree)
- Establishing effective quality assurance processes (84% strongly agree)
- Producing good quality data management information (84% strongly agree)
- Being knowledgeable in identifying and bringing in new sources of funding (82% strongly agree)

Other areas in which Rectors and Pro Rectors identified that they required training were:

- Bringing in new sources of funding (73% strongly agreed)
- Developing a strategy for my university (71% strongly agreed)
- Establishing effective quality assurance processes (69% strongly agreed.

The findings suggest that **development for Rectors and Pro Rectors should focus on strategy, quality assurance, management information and sources of funding.**

Heads of administrative departments and Registrars identified the following as being most important to their roles (based on highest percentages that strongly agreed):

- Producing good quality data management information (84% strongly agreed)
- Establishing a clear vision for the university (81% strongly agreed)
- Establishing effective governance arrangements (78% strongly agreed)

The areas in which this group most strongly identified a need for training are:

- Establishing effective governance arrangements (66% strongly agreed)
- Developing a strategy for the university (63% strongly agreed)
- Producing good quality data management information (63% strongly agreed)

The findings suggest that **training for administrative Heads and Registrars should focus on data, governance and strategy issues.**

The areas identified as most important to their role by Senior Professors mirror those of the Rectors and Pro Rectors, but with much lower percentages strongly agreeing that they require training in these areas. For no topics did over 50% strongly agree that they require training. However it is not possible to say based on this survey whether it is because they are already in receipt of training in these areas. The areas in which Senior Professors saw as least important to their role are:

- Establishing a Student Union (33% strongly agreed, 8% disagreed)
- Establishing an Alumni Association (42% strongly agreed, 8% disagreed)

### 3.3.8. Team related issues

Although 88% strongly agree that effective team working is important for their role, less than half (46%) strongly agreed that they required training in this area, and 14% disagreed. The area where the largest percentage strongly agreed they require training is
in monitoring the performance of others (57%). Further 81% strongly agreed that being knowledgeable in **establishing an effective performance management process is important to their role**, so this may be a key area for development in relation to teams.

**Table 1 – Percentages rating Very Important, team related issues**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Statement</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective team working is important in my role</td>
<td>88%</td>
<td>I need training in team working</td>
<td>46%</td>
</tr>
<tr>
<td>Being knowledgeable in leadership models, theories and practice is important in my role</td>
<td>79%</td>
<td>I need training about leadership models and how to apply them</td>
<td>55%</td>
</tr>
<tr>
<td>Being knowledgeable at establishing an operating effective performance management process is important in my role</td>
<td>81%</td>
<td>I need training in managing performance of others</td>
<td>57%</td>
</tr>
<tr>
<td>Effective delegation and monitoring the work of others is important in my role</td>
<td>71%</td>
<td>I need training in delegation and monitoring the work of others</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Effective team working** is seen as a particularly important part of the roles of Rectors and Pro Rectors and heads of administrative departments with around 90% strongly agreeing compared with 75% of senior professors. Heads and Registrars see this as a greater training need than other respondents with 59% strongly agreeing that they need training in this. This was reinforced in our experience of the workshops where participants clearly worked well together and enjoyed and learned from an inclusive approach.

**Issues related to teams** are generally an area that Heads and Registrars saw as being particularly important to their role, with a higher percentage strongly agreeing that they need training in this area. Senior Professors were less likely to strongly agree that they require training.

The topics that those with no formal training most strongly agreed that they require training is in **performance management process** (67% strongly agree) and **leadership models** (70% strongly agreed). This suggests that these aspects of team working are important across the board.

**3.3.9. Issues related to individuals**

The statements in this section of the survey (relating to individuals) have the lowest percentage of respondents who strongly agree that they require training, which would suggest it is not a priority area.

**Table 2 – Percentages rating Very Important, individual’s issues**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree strongly</th>
<th>Statement</th>
<th>Agree strongly</th>
</tr>
</thead>
</table>

Page 18 of 21
<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage Agreeing</th>
<th>Need Training</th>
<th>Percentage Needing Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being skilled at influencing and motivating people is important in my role</td>
<td>73%</td>
<td>I need training in influencing and motivating people</td>
<td>43%</td>
</tr>
<tr>
<td>Being effective in making the best use of resources is important in my role</td>
<td>85%</td>
<td>I need training in making the best use of resources</td>
<td>46%</td>
</tr>
<tr>
<td>Being skilled at complex decision making and prioritisation is important in my role</td>
<td>74%</td>
<td>I need training in prioritisation and complex decision making</td>
<td>40%</td>
</tr>
<tr>
<td>Being an effective role model for colleagues is important in my role</td>
<td>65%</td>
<td>I need training to be an effective role model for my colleagues</td>
<td>35%</td>
</tr>
<tr>
<td>Being good at managing my time is important in my role</td>
<td>78%</td>
<td>I need training to be effective at managing my time</td>
<td>37%</td>
</tr>
<tr>
<td>Being resilient in the face of challenges is important in my role</td>
<td>76%</td>
<td>I need training to be resilient in the face of challenges</td>
<td>37%</td>
</tr>
<tr>
<td>Being effective in displaying positive thinking is important in my role</td>
<td>82%</td>
<td>I need training to be effective at displaying positive thinking</td>
<td>40%</td>
</tr>
</tbody>
</table>

The aspect with the highest percentage (46%) strongly agreeing they need training (and the lowest percentage disagreeing at 10%) is training in making the best use of resources. This links with the need identified above in Table 8 for “training in managing performance of others” and is therefore more related with management of the institution than with personal issues (such as time management, or being an effective role model for example).

Although over 80% strongly agree that being effective in displaying positive thinking is important for their role, this is not an area that a majority strongly agreed they needed training in (40% strongly agreed and 20% disagreed).

Analysis was carried out to assess whether these aspects of leadership and management were seen to be more of a training need for those newer to their roles or with no formal training. However, the results are comparable in terms of percentages strongly agreeing and disagreeing.

### 3.3.10. Summary of results

All topics on which questions were asked were seen as important and respondents would wish the programme to deliver training on all the topics, and for it to be made available in English and Myanmar.

The programme should be arranged to include a cross section of senior teams and cohorts from different universities, and include Ministry official participants.

Areas of particular importance and where the strongest need for training was perceived are:

- Knowledge of Myanmar national government policy and objectives concerning higher education.
- Establishing collaborative partnerships with international universities.
- Taking advantage of increased autonomy.
- Establishing a clear vision.
- Improving equality, diversity and inclusion.
- Understanding the university’s research strategy.
- Developing effective university systems and processes
- Producing good quality data management information
- Establishing effective quality assurance processes
- Being knowledgeable in developing and implementing a strategy for the university
- Establishing effective performance management process

**These topics could therefore form the minimum core set of compulsory modules.**

The following topics were notable for being those where more than 20% of respondents were of the view either that they disagreed slightly /strongly with the need for training:

- I need training about curriculum design and development (20% disagreed)
- I need training in establishing a student union (21% disagreed)
- I need training to be effective at managing my time (22% disagreed)
- I need training to be effective at displaying positive thinking (20% disagreed)

The following further topics were those where more than 15% but less than 20% of respondents of the view either that they disagreed slightly /strongly with the need for training:

- I need training in creating successful partnerships with other Myanmar universities’ (15% disagreed)
- I need training about effective methods of high quality teaching (19% disagreed)
- I need training in prioritisation and complex decision making (17% disagreed)
- I need training to be an effective role model for my colleagues (18% disagreed)
- I need training to be resilient in the face of challenges (15% disagreed)

However, and despite this analysis, we would strongly caution against excluding these topics from a core programme. In particular, there is wider evidence to indicate the need to improve teaching, assessment and curriculum design in Myanmar HE and we therefore recommend these topics certainly be included as compulsory modules.

### 3.4. Conclusions

The results from the workshops and survey are consistent and clearly indicate a very strong interest in and enthusiasm for a comprehensive development programme. Whilst participants and respondents rated certain areas very highly for development (and these have been noted in the preceding section), some of the lower rated skills development needs will in our view become more important in a more devolved and autonomous HE system. These include:

- Proactive, anticipatory strategic thinking
- Working with ambiguity and uncertainty
- Independent and complex decision making
- Diversification of funding and financial income streams
- International strategy development
- The student experience and linked to this, estate and infrastructure development, teaching, learning and assessment practice
- Efficiencies achievement to secure future investment funds for the HEI
• Human resource management strategy development
• Effective governance and governing policies, processes and behaviours.