

Country Level Workshop in Myanmar on SEA-TVET Harmonisation and Mobility

TVET Policy for Harmonisation and Internationalisation of Myanmar

Presentation

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Current Structure of TVET in Myanmar

- **(18)** Ministries is implementing various Vocational Education Program according to their specific aims, procedure and functions.
- Private TVET Institutions

Key Issues of TVET in Myanmar (1/2)

1. High fragmentation of the TVET system

- Provision of TVET through different line ministries
- Increasing number of private TVET providers without certification and accreditation systems in place

2. Quality | Relevance

- Lack of labour market orientation; almost no involvement of employers in the development and implementation of the formal TVET system
- Provision of TVET very much theory-oriented; lack of relevant practical training opportunities mainly because of lack of qualification and experience of TVET teachers and trainers, and due to outdated and/or dysfunctional equipment

Key Issues of TVET in Myanmar (2/2)

3. Access

- Leaves approximately one million primary graduates or lower-secondary drop outs without access to TVET
- Limited access to TVET especially for disadvantaged youths, i.e. young population from low-income families, ethnic minorities or from remote areas and border zones

4. Finance

- Current TVET system is seriously under-financed and input-based

Challenges for an appropriate TVET policy in Myanmar

- Reflecting the current socio-economic situation Myanmar is facing the following major challenges on which the TVET system needs to react:
 - Existing level of poverty, regional and ethnic imbalances
 - Large proportion of early school leavers entering the world of work at child age without sufficient education
 - National economy highly dependent on agriculture showing a low level of productivity
 - Limited employment opportunities in modern industry and services sectors
 - High proportion of small and medium scale enterprises with currently limited experience and capacity for playing an active within the TVET system
 - Increasing integration of the economy into the regional and global markets
 - High proportion of regional and international migrant workers
 - Increasing regional flow of workforce, particularly in the context of AEC 2015

Legal and policy context

1. National Education Law

- National Education Law has been come out in September, 2014. and drafting the other related law in line with this National Education Law (mother law).
- The overall legal framework is provided by the NEL, which defines the general objective and structure of the education sector and its subsectors, including various education pathways, qualification levels and requirements for transition between these levels.

2. Draft the New TVET Law

- The TVET Task Force has recently drafted a new TVET Law as a subsector Law to National Education Law and suggestions are also being collected from states and regions through the President's Office prior to submitting the new TVET Law to Parliament.

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Policy for Harmonisation and Internationalisation

- According to the draft TVET law, the key policy for harmonisation and Internationalisation in Myanmar are:
 - **cooperate public, private with national and international investment plan in TVET**
 - **Becoming international standardized good educational environment**
 - **Ensuring quality assurance**
 - **Allowing investment of government, private sector, local and international organizations – individually or in cooperation**

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Strategies to achieve the transformational shift of TVET Sector in Myanmar (2016-2021) [1/2]

- TVET Technical Working Group of CESR is developing the National Education Strategic Plan (2016-2021). In this NESP, strategies to achieve the transformational shift to TVET Sector in Myanmar are as follow in brief:
- **Strategy 1: Expand access to TVET for various target groups**
 - Component 1: Capacity increase and reform of existing TVET programmes
 - Component 2: Competency-based modular short-term courses
 - Component 3: Stipends and scholarships for disadvantaged groups
 - Component 4: Guidance and counselling system and social marketing campaigns
- **Strategy 2: Strengthen the quality and relevance of TVET offers**
 - Component 1: Capacity development for TVET managers
 - **Component 2: Implement Exchange Program (Teacher/Student) with other countries**
 - Component 3: TVET curriculum development
 - Component 4: Dual Cooperative Training

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Strategies to achieve the transformational shift of TVET Sector in Myanmar (2016-2021) [2/2]

- **Strategy 3: Strengthen TVET governance, regulation, sustainable financing and management**
 - Component 1: Legislative framework and TVET governance
 - Component 2: Regulative instruments and related institutional structure
 - Component 3: TVET financing
 - Component 4: Management information system and TVET research

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Thank you for your attention!
