

TVET Country Profile

MYANMAR



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Developed in collaboration with SEAMEO VOCTECH, &
Ministry of Education, Department of Technical and Vocational Education and Training, Myanmar.

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics¹

General information

Category	Indicator	Statistics
Demographic	Total population (thousands) ²	54,9 (2017)
	Population growth (annual %) ²	0.9%(2017)
	Median age of population ²	28.6 (2017)
	Population aged 15-24 years (thousands) ²	10,087(2017)

Socio-economic	GDP growth (annual %) ³	7.1% (2016)
	GDP per capita (current US\$) ³	1420.5 US\$ (2016)
	Unemployment rate (%) ⁴	4.8% (2016)
	Youth literacy rate, population 15-24 years, both sexes (%)	96.3%

Participation in education by level and by programme orientation

Category	Gross enrolment ratio (%)		Students who are female (%)	
Primary education	99.6 %(2014)		48.9% (2014)	
Secondary education	Lower secondary	51.3% (2014)	59.4% (2014)	49.8% (2014)
	Upper secondary		34.2% (2014)	52.7% (2014)
Post-secondary non-tertiary education	-		-	
Tertiary education	13.5% (2012)		55.3% (2012)	

Category	Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education	Lower secondary	0.7% (2016)	-	-
	Upper secondary		0.7% (2016)	16.6% (2016)
Post-secondary non-tertiary education	2.2% (2016)		28.9% (2016)	

Education finance⁵

Category	Indicator	Statistics (2016)
Expenditure	Government expenditure on education as % of total government expenditure (%)	8.0%
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	0.1%

Type of institutions

Type of institution	Education level	Ministry responsible	Number of institutions
Government Technical Institutes	Post-Secondary Non-tertiary	Ministry of Education	22
Government Technical High Schools	Upper Secondary	Ministry of Education	34

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

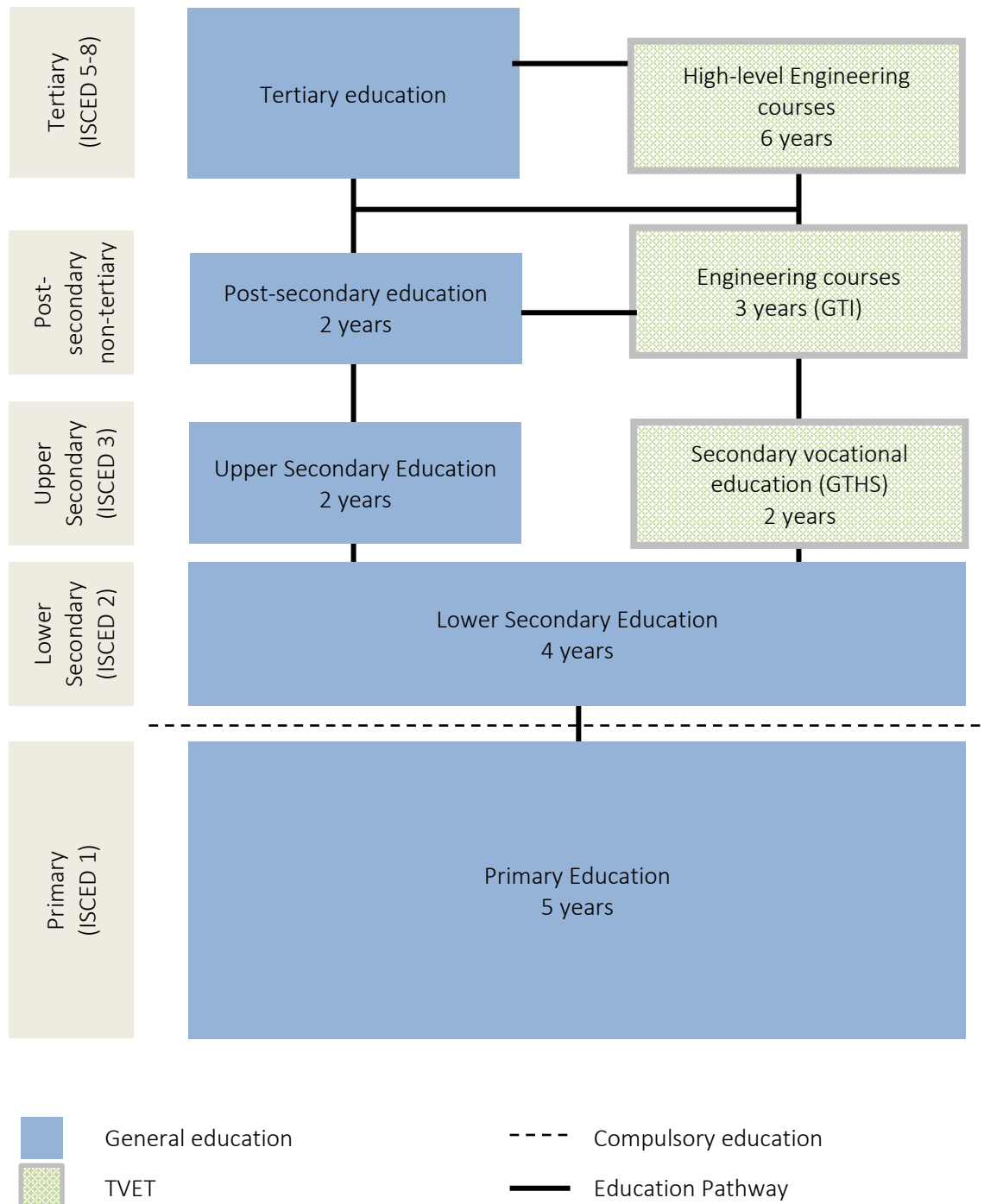
³ World Bank National Accounts Data, and International Monetary Fund Data Mapper.

⁴ International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat

⁵ Citizens Budget: <http://www.mof.gov.mm/en/citizens-budget-2016-2017>

2. TVET systems

TVET in the Myanmar education system⁶



⁶ Compiled by UNESCO-UNEVOC International Centre

Formal TVET system

Secondary vocational education is offered at the upper secondary level (ISCED 3).	
Duration:	2 years
Admission requirements:	Lower secondary education (ISCED 2) graduates
Taught in:	Vocational schools belonging to the Department of TVET under the Ministry of Education
Graduates from secondary vocational education either seek work, or advance to further education in technical institutes at the post-secondary non-tertiary level (ISCED 4).	

Engineering Courses are offered at the post-secondary non-tertiary level (ISCED 4).	
Duration:	3 years
Admission requirements:	Graduates from secondary vocational education (ISCED 3), or those who have passed the matriculation exam
Taught in:	Technical institutes belonging to the Department of TVET under the Ministry of Education
Graduates of engineering courses can proceed to further general education at the tertiary level, or high-level engineering courses at the tertiary education level (ISCED 6) provided by the technological universities.	

The High-level engineering courses are offered at the tertiary level (ISCED 6).	
Duration:	6 years
Admission requirements:	Graduates of engineering courses (ISCED 4), or those who have passed the matriculation exam
Taught in:	Institutions belonging to the Department of Higher Education under the Ministry of Education

Constituting the formal TVET sector, there were 108 technical and vocational institutes under the Department of Technical and Vocational Education (DTVE) of the Ministry of Science and Technology in 2012 (which has since been integrated into the Ministry of Education and renamed to DTNET). However, many of these institutes are at the higher education level. The main TVET institutions under DTNET at middle and high school level are Government Technical Institutes (11 in total) and Government Technical High Schools (36 in total).

Non-formal and informal TVET systems

The **Ministry of Education** offers non-formal TVET programmes. Some examples include:

Programme:	Bar bending course
Ministry/organization responsible:	Ministry of Education
Target audience:	Drop-out students
Admission requirements:	Students must have completed Basic Education (primary education – ISCED 1)
Qualifications received:	Certificate (facilitates employment but does not permit pathway to formal education)
Programme:	Brick laying course
Ministry/organization responsible:	Ministry of Education
Target audience:	Drop-out students
Admission requirements:	Students must have completed Basic Education (primary education – ISCED 1)
Qualifications received:	Certificate (facilitates employment but does not permit pathway to formal education)
Programme:	Road construction course
Ministry/organization responsible:	Ministry of Education
Target audience:	Drop-out students
Admission requirements:	Students must have completed Basic Education (primary education – ISCED 1)
Qualifications received:	Certificate (facilitates employment but does not permit pathway to formal education)

The majority of TVET programs that are undertaken by ministries other than the Ministry of Education are considered non-formal TVET programs in Myanmar. Among the most important TVET institutes of other ministries are the 6 Industrial Training Centers (ITCs) of the Ministry of Industry. ITCs currently provide 1-year training programmes with plans in place to expand these programmes to 2 years. Each ITC has been established with assistance of development partners.

Non-formal TVET programs are also provided by private training institutes and through public-private partnerships. An important private training provider in Myanmar is the Center for Vocational Training (CVT), a Swiss-funded vocational training school in Yangon, established in 2002 with the objective to introduce and practice a Myanmar-adapted form of the dual apprenticeship model of Switzerland. Students attend CVT one day a week and practice in their companies five days a week, with additional two-week practical training courses once a year.

Informal training is offered by different training providers in Myanmar. These providers include companies, registered and non-registered NGOs. The training programmes are in the form of work-based learning, especially in handicrafts and food and beverage production. NGOs led informal training provision is also widespread. For example, Save the Children is working with drop-out students aged 8–19 to help them find work according to the needs of their local labour market. There are also many reintegration training programmes, including for people

returning from China, Thailand, and other countries in the region. Local NGOs are supported by UNICEF, the International Organization for Migration (IOM), and the Asian Development Bank (ADB), among others.

2. TVET strategy and key policy documents

Technical and vocational education and training (TVET) in Myanmar aims to ensure that all have access to quality education and training, and enhance citizens' chances of getting gainful employment.

The following key documents help guide the development of TVET in Myanmar.

Name of document	National Education Law (and Amendment Law)
Date entered into force	2014 (Amendment in 2015)
Website link	http://t1p.de/zt46
Key points and objectives	
<p>The National Education Law and its sub-sector laws, such as the TVET Law and Private Education Law, regulates the education system in Myanmar. The law establishes the national education system, and defines the type of education to be provided at each level, including the types of school allowed to teach. It also defines the roles and responsibilities of the different actors, and encourages participation from the private sector. The law establishes a National Education Commission to guide the implementation of national education objectives.</p>	

Name of document	Employment and Skills Development Law
Date entered into force	2013
Website link	http://t1p.de/hmsg
Key points and objectives	
<p>The Employment and Skills Development Law regulates skills development for those already in employment and those seeking employment, including employment agreements. The Law also defines the roles of the ministries and other actors in forming employment and skills development teams that will formulate policies that: (i) create employment opportunities; (ii) reduce the unemployment rate; and (iii) promote skills development.</p>	

Name of document	TVET Law (draft)
Date entered into force	Still under discussion.
Website link	Not available
Key points and objectives	
<p>The TVET Law is under development. Key aspects of the draft law are:</p> <ul style="list-style-type: none"> • Promote the involvement of the private sector in skills development • Develop the TVET system in accordance with international standards • Multi-stakeholder approach to developing the TVET sector, including the involvement of all related ministries 	

- Expanding TVET training programmes that respond to the needs of local industry, as well as future economic developments
- Strengthening TVET institutions' administration, governing and policy-making structures

3. Governance and financing

Governance

The TVET system in Myanmar is highly fragmented with almost 15 line ministries and other entities involved, particularly in the delivery of technical and vocational training. At the policy level, responsibility is split between the **Ministry of Education (MoE)**, which is responsible for formal TVET, and the **Ministry of Labour, Immigration and Population (MoLIP)**, which is responsible for non-formal skills development. Coordination and cooperation among the various line ministries involved in the provision of TVET and/or skills development barely took place in the last decades, but has been improving in recent years. An functioning overarching central body or legal entity to regulate and manage the entire scope of formal and non-formal TVET has, however, not been established yet.

Within the MoE, the Department of Technical and Vocational Education and Training (DTVET) is the responsible department for TVET, headed by the Director General. It was previously named DVET (Department of Vocational Education and Training) and belonged to the Ministry of Science and Technology (MoST). However, in June 2015, the entire department and related TVET institutions were transferred to MoE, and after the election in November 2015, MoST and MoE were merged into one Ministry.

DTVET oversees 36 Government Technical High Schools and 22 Government Technical Institutes which provide technical education and training of the country's youth to become engineers, technicians and other skilled workers. Private training providers are increasingly more common in Myanmar.

Within MoLIP, the Department of Labour headed by the Director General, and more specifically, the Skills Development Division are responsible for overseeing all activities related to skills development. The division also provides backstopping for the National Skill Standard Authority, which is responsible for the development of skills standards, assessment and certification.

The Myanmar TVET system is currently undergoing a process of decentralization, with an emphasis on public-private partnerships and the involvement of the private sector in the development of the TVET sector. Although the Ministry of Education is the focal point of the TVET system, 13 other ministries also run their own TVET programmes. For example, the Ministry of Hotel and Tourism is responsible for vocational training programmes for hotel and tourism fields, and the Ministry of Agriculture provides formal and non-formal programmes for the agricultural sector. The other Ministries include Ministry of Industry, Ministry of Labour, Immigration and Population, Ministry of Transport and Communication, Ministry of Commerce, and the Ministry of Natural Resources and Environmental Conservation, Ministry of Border Affairs, and Ministry of Health and Sports. The courses offered by their training institutes differ in duration (ranging from short-term with a duration of several weeks to long-term), skills

delivery level, mode of delivery, and expected outcome (ILO 2014, p54). Amongst these, the training programmes offered under the Ministry of Industry (Mol) are more important as they are provided through six Industrial Training Centers (ITC), which have been established and are supported by different international development partners.

Financing

For the fiscal year 2016-17, the government expenditure on education was 8 percent of the total government expenditure, with post-secondary non-tertiary vocational education receiving only 0,12 percent of total government expenditure (or 1,58 percent of the education budget), according to Citizen's Budget 2016-2017.

TVET institutions receive resources from the ministry to which they correspond. They currently have no say in the amount of resources allocated to them, since this is budgeted for by the respective ministry. Current expenditures for TVET institutions under the DTVET are mainly used for teacher salaries, with capital expenditure for facilities, equipment, and teaching materials being constrained. In order to improve the quality of education and the high drop-out rate, the budget for these purposes should be increased (ILO 2014, p. 52).

The new Employment and Skills Development Law (ESDL), which was promulgated in 2013, foresees the establishment of a workers' skills development fund. Such a fund would be an essential step towards ensuring sustainable financing of demand-oriented training initiated by the industry. The fund has, however, not been established yet. According to the ESDL, the fund may be established for the skill development of workers from industrial and service sectors, and be used for a) skills development training and skills upgrading of workers; b) provision of necessary re-training of workers due to their termination of work or desire to transfer to another job (ESDL, Chapter VIII, 26). Employers from industry and service sectors are expected to pay a minimum of 0.5% and a maximum of 2% of total wages or salaries of workers (supervisor level and below) to the fund on a monthly basis (ESDL, Chapter VIII, 30).

Donor assistance in the TVET sector is still limited to the provision of grants, with ADB, Germany and Switzerland as major donors. However, the ADB and the Myanmar Parliament approved a first loan of US\$98 million for the provision of cohesive secondary education subsector and TVET reform support at the end of 2016.

4. TVET teachers and trainers

There is neither a nationwide system for TVET teacher training nor a TVET teacher-training institution that provides holistic pre-service training for TVET teachers in Myanmar. Training courses are offered without a coherent programme frame. All 13 ministries that are involved in TVET to some extent organize their own specific teacher training programmes.

MOE is mandated as the leading TVET ministry to provide teacher trainings and has training facilities at a technical TVET teacher training centre, but it only focuses on training of trainers (TOT) programmes. Short-term in-service training courses such as practical and technical skill-based trainings, pedagogic or teaching and learning method trainings, apply didactics training, resource maintenance SS training and ICT courses are conducted every year for teachers of GTI and GTHS. The main objective of these TVET teacher training programs is to upgrade the quality of teaching and technical skills for TVET education. There are various short-term courses of 4-

10 weeks duration which focus on technical competencies in mechanical, electrical, civil or electronic domains and others. Neither standards nor competency models are planned and arranged in place for these training courses for future vision in line with National Education Strategic Plan. Though in the past time DTVET has only one teacher training centre TPTC (Baelin) at the northern Myanmar, now newly established (not operational yet) TVET Teacher Training Institute (TTTI- Yangon) in southern Myanmar funded by KOIKA. It is not only established as a Teacher Training Centre but also serves as a Model GTI School. The main idea behind its establishment is to attach the applicability of teaching and didactics skill directly into real class rooms as well as to include research areas for future teacher training development.

Following the highly decentralized structure of Myanmar's TVET system, curriculum development and certification for TVET teacher training is also under the auspices of different ministries and their training institutions. Curricula as well as certificates are not standardized, and a coordinated quality assurance is not in place.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

The NQF in Myanmar is currently under development. Myanmar is fully committed to the ASEAN Qualifications Reference Framework (AQRf) and has started the process of developing a Myanmar National Qualifications Framework (MNQF) at the end of 2013.

A working group, comprised of twelve ministries, prepared an initial draft by July 2014. This draft was revised based on comments from local scholars, a critical study done by a group of international experts and feedback received during a national-level stakeholders' consultation on the MNQF. The final draft was introduced at the end of 2015, but has not been officially approved yet. In conjunction with the development of the MNQF, a National Accreditation and Quality Assurance Committee (NAQAC) was set up.

The MNQF will most likely comprise eight levels which address basic education, TVET and higher education. With the exception of the basic education levels, the framework refers to specific qualification types and certificates on each level:

Of the eight MNQF, four will be relevant to TVET:

- | | |
|------------------|-------------------------|
| 1. Certificate 1 | Semi-skilled worker |
| 2. Certificate 2 | Skilled worker |
| 3. Certificate 3 | Advanced skilled worker |
| 4. Certificate 4 | Supervisor |

Sectors				Lifelong learning
Level	Basic education	TVET	Higher education	
8			Post-Doctoral Studies/ Doctoral Degrees	Recognition of Prior Learning (assessment and validation)
7			Post-Master Studies/ Master Degree	
6		Degree	Post Graduate Diplomas/ Bachelor Degrees	Non-formal/ informal
5		Advanced Diploma	Advanced Diplomas	
4		Diploma/ V&T C/SC4*		
3	High School	V&T C/SC3		
2	Middle School	V&T C/SC2		
1	Primary School	V&T C/SC1		

Quality assurance

The Department of Technical and Vocational Education and Training of the Ministry of Education is responsible for developing and updating the TVET curriculum. Curricula are developed by a board of field experts, who then seek the approval of the department. As part of ongoing reforms, a new committee will be established to develop and update the curriculum. The Board of National Accreditation and Quality Assurance finally accredits the TVET curriculum, which is then approved by the National Curriculum Committee as part of the National Education Policy Committee.

Although elements of quality assurance exist in Myanmar's TVET sector, there is a lack of a systematic approach to quality assurance that can effectively ensure TVET delivers competencies that are needed in the workplace. A particular challenge for quality management is inconsistency across the different segments of the TVET sector that are under the authority of different ministries. Quality assurance of TVET under the Department of Technical and Vocational Education and Training (DTVET) of the Ministry of Education (MoE) is focused on ensuring the quality of TVET curriculum. In the past, DTVET implemented existing training programmes without any updating of curriculum. At present, a board of field experts are updating and preparing new curriculum, which will be approved by DTVET.

In the future, once the new TVET law has been passed, all TVET curricula will be accredited by a Board of National Accreditation and a Quality Assurance Committee and approved by a National Curriculum Committee. The National Curriculum Committee will be set up as part of the National Education Policy Committee. It will be responsible for the development, updating and quality of the TVET curriculum.

For quality assurance of the non-formal TVET sector, the National Skills Standard Authority (NSSA), authorized by the Employment and Skills Development Law (ESDL), plays a central role. Formed in 2007 and headed by the Ministry of Labour, Immigration and Population (but comprising various other stakeholders), the NSSA is mandated to develop occupational competency standards for levels 1 to 4 of the AQRF, design curricula and required training materials, conduct skills assessments and issue national certificates.

Since 2007, the NSSA developed 173 occupational competency standards at four levels across a number of industry sectors and occupations. Of those standards, 93 were approved in principle by the cabinet. Standards were initially adapted from a range of other countries with minimal industry consultation and little adjustments to the national labour market. They are therefore being reviewed and modified again with industry input and tested in a 'Fast Track Skills Assessment and Certification Pilot Project' by the NSSA.

6. Current reforms and policy discussion

As per the Department of TVET, Ministry of Education Myanmar, current reforms and policy discussions on TVET in Myanmar are centred on the National Education Strategic Plan that was launched in 2016. The plan sets a five-year strategy aimed at reforming the education sector, with an emphasis on better involving the private sector in the development of the TVET system. Three priority areas have been set out to implement the plan's vision:

Priority area 1	Expanding access to TVET for various target groups including ethnic and disadvantaged populations and people with disabilities
Priority area 2	Strengthening the quality and relevance of TVET
Priority area 3	Strengthening TVET management

Myanmar is closely cooperating among the relevant ministries and between public and private sectors in order to achieve the key reforms strategies for the development of TVET sector. Moreover, the Ministry of Education is also cooperating with international development partners and organizations such as the Asian Development Bank, ASEAN, Japan International Cooperation Agency, German Corporation for International Cooperation (GIZ), KfW Banking Group, as well as the Chinese and Singaporean governments. Below are some examples of programmes:

ADB and SWISS Development	Development of competency-based modular short-term courses for dropouts and unemployed people.
GIZ and KfW	Improving TVET personnel at all levels. This includes developing management systems and pedagogical training, as well as the establishment of a Continuous Professional Development Centre in all TVET schools under the Ministry of Education.
Singapore	Establishment of a Singapore-Myanmar Vocational Training Institute (SMVTI) for delivering short-term competency-based courses according to local needs.
China	Assistance in the development of teaching and learning materials, and the implementation of a scholarship programme for TVET personnel and students.

SEAMEO VOTECH and
Colombo Plan Staff
College (CPSC)

Conducting training programmes for improving TVET personnel and strengthening regional cooperation.

Challenges

As per the inputs provided by Directorate of TVET, Ministry of Education Myanmar, the TVET system faces the following challenges:

Lack of pathways and an integrated TVET system	The current TVET system does not have many pathways between streams. Accordingly, activities will develop an integrated system that bridges programmes, including TVET to higher education.
Ensuring the quality of TVET programmes	The ability of public and private TVET providers to cater to the demands of the modern labour market is limited. Therefore, the quality of providers will be enhanced, including pedagogical elements, demand-orientated training, and ensuring access to TVET programmes to various target groups. Polytechnics will be established by the private sector and responsible ministries and offered programmes will be closely linked to local labour market needs and will be implemented in collaboration with local enterprises.
Updating the TVET curriculum	The Comprehensive Education Sector Review (CESR) and Education Working Group reports recommend that the current TVET curriculum needs to be updated to meet local needs and provide a balance between practical work and theory. Therefore, a curriculum committee is needed to develop a competency-based curriculum that meets skills standards.
Establishing public-private partnerships	There is a lack of private sector engagement in the development of the TVET sector. TVET ministries and the private sector will establish public-private partnerships to expand access to quality TVET and strengthen the partnership between the public and private sector.
Improving the governance structure	The current TVET governance structure is weak. To this effect, the ministries involved in TVET and the private sector will establish a TVET council that will include senior officials from relevant ministries, employers, non-government representatives and external experts.

7. References and further reading

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TVET COUNTRY
PROFILES



Sustainable
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