

**YANGON UNIVERSITY OF ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**A STUDY ON THE NSSA CERTIFICATION
IN THE STANDARDIZATION OF LABOUR IN YANGON**

**THIRI NANDAR AUNG
EMPA - 66 (14th Batch)**

AUGUST, 2018

**YANGON UNIVERSITY OF ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**A STUDY ON THE NSSA CERTIFICATION
IN THE STANDARDIZATION OF LABOUR IN YANGON**

A thesis submitted in partial fulfilment of the requirement for the degree of
Master of Public Administration (MPA)

Supervised by

Dr. Thida Htay
Professor
Department of Applied Economics
Monywa University of Economics

Submitted by

Thiri Nandar Aung
Roll No. 66
EMPA 14th Batch

AUGUST, 2018

YANGON UNIVERSITY OF ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME

This is to certify that this thesis entitled **“A STUDY ON THE NSSA CERTIFICATION IN THE STANDARDIZATION OF LABOUR IN YANGON”** submitted as a partial fulfilment of the requirement for the Degree of Master of Public Administration has been accepted by the Board of Examiners.

BOARD OF EXAMINERS

1. Professor Dr. Tin Win
Rector
Yangon University of Economics (Chief Examiner)

2. Professor Dr. Ni Lar Myint Htoo
Pro-Rector
Yangon University of Economics (Examiner)

3. Professor Dr. Phyu Phyu Ei
Program Director and Head of Department
Department of Applied Economics
Yangon University of Economics (Examiner)

4. Dr. Zin Zin Naing
Lecturer
Department of Applied Economics
Yangon University of Economics (Examiner)

5. Daw Kay Khine Nyein
Lecturer
Department of Economics
Meiktila University of Economics (Examiner)

AUGUST, 2018

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Myanmar is working to improve the quality and skill level of its workforce. Increasing recognition that greater technical and professional skills are essential to boosting competitiveness and contributing to social involvement, decent employment and poverty reduction have been a strong incentive for reform. Competences of workers can be gained through structured training in public or private schools and centres or through practical work experience in companies. The development of work-related skills is not only part of the country's human resources development strategy, but also the strategy for growth and the fight against poverty.

In general, investing in knowledge and skills is seen by many governments as the cornerstone of developing an attractive and competitive workforce in the labour market. Qualified and experienced workforce improves the investment climate because skilled workers create attractive economic conditions for investors. Skills factor is one of the fundamental factors for business investment site selection. Returns to increase investment in skills development are typically high in fast-growing economies and may be low or non-existent in situations of low growth and poor management. One of the most important factors supporting the better use of skills will be the macroeconomic reforms needed to support economic growth and thereby increase business and employment opportunities. Strategies to promote domestic growth should emphasize the development of skills for the most promising employment prospects, if they have the greatest impact.

Since the economy of Myanmar is dependent on agricultural production, the state economy is wholly associated with rural regions. Since Myanmar has adopted a market economy system, it is developing not only in the agricultural industry, but also in the textile, food and beverage industries, pharmaceuticals, ceramics, household items, paper and chemicals, vehicles and so on.

Establishing the ASEAN Economic Community (AEC 2015) with a view to creating economic integration, a single market for production and the free movement of skilled workers in the region has increased the importance of recognizing the skills of migrant workers both by sending and receiving countries. Skills development and recognition play a key role in meeting the challenges of implementing the AEC 2015, increasing employee mobility and improving employee performance. The unfavourable impact of the free movement of workers without AEC qualifications will be large unless Myanmar is well prepared. Myanmar have a lot of unskilled workers and a lot of uncertified workers, it must set up the competency standards and qualification framework for occupations. Myanmar should set up proper national mechanism in order to transform unskilled workers to skilled workers.

1.2 Objectives of the Study

In order to examine the role of National Skills Standards Authority (NSSA) certificate in Myanmar, the objectives are to assess the process of NSSA test and to analyse the effectiveness of NSSA certificate in Myanmar.

1.3 Method of Study

The method of this study is mainly descriptive method. In order to carry out this objective, both secondary and primary data are used in this study. For collection primary data, in depth interviews and questionnaires are conducted with responsible persons from related field in Yangon city and structured questionnaires are prepared 350 (Semi Skilled level 1) by using a simple random sampling method. Secondary data are gathered from various sources such as relevant books, education directories, text books, previous research paper and websites.

1.4 Scope and Limitation of the study

The scope of the study is based on National Skills Standards Authority (NSSA) in Myanmar. NSSA already trained 59 inspectors, 330 assessors, developed 39 assessment centres and certified 3523 candidates in 21 occupations (2015-2017). The selected 6 occupations from most demand occupational area for the semi-skilled worker level 1. There are Air-Con, Brick layer, Carpenter, Electrician, Welder (MMAW, GMAW) and Waiting Staff. These are 350 candidates (Skill labour), who completed semi-skills level 1 only the assessing of NSSA Skills Standard Authority

for skills Labour from Yangon Region. It is impossible to study on all aspect of management within the time frame. Therefore, the study is to a manageable scale to emphasize on the period from 2015 January to 2017 December.

1.5 Organization of the Study

This study is organized into five chapters. Chapter 1, explain about the importance of competency framework for the human resources development, Chapter 2 describe about the competency framework and its practices in International Context, Chapter 3 explore for national skills standards authority and competency framework, skills assessment and certification in Myanmar, Chapter 4 explain about the implementation of NSSA Certificates laborin Myanmar and Chapter 5 for recommendation and suggestion for the human resources development using national competency framework.

CHAPTER II

LITERATURE REVIEW

2.1 Competency Standard and its Approach

According to Francoise Delamare Le Deist & Jonathan Winterton (2007), the National Skilled Standard Board (2007) described A competency is the capability to apply or use a set of related knowledge, skills, and attitudes required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and attitudes required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Competency is also the ability to apply knowledge and skills to produce a required outcome. A unit of competency can be described by its function or purpose. The steps that have to be performed to achieve an outcome and the means of demonstrating that it has been performed satisfactorily should be described, as well as the conditions under which the function will be performed. The description will also include knowledge and skills that a person needs to perform the task and the means of assessing whether a person can perform the task.

Competency Standard is a set of individual units of competency, which cover a broad area of work that can logically stand-alone. Competency Standards are increasingly being used by professions and governments to define the qualifications required for professionals to practice in a discipline. They define a range of levels of competency and the capabilities that are assumed to be achieved at these levels. It is the ability to perform activities within an occupation, to function as expected for employment, and the ability to do a job under a variety of conditions, including the ability to cope with contingencies. They are usually listed at different levels according to the capabilities of the individual and are defined independently of the education standards, the assumption being that a combination of training and experience will enable professional to progress through the various levels of competency.

Competency cannot be directly observed and hence it has to be inferred from indirect evidence and hence is performance based. Competency is defined by a set of

standards, which define the level of attainment at various levels. The benefits of competency standards are that they can test the effectiveness of training, improve recruitment, identify training gaps, lead to improved efficiency, productivity, worker safety and employee retention. Competency standards provide recognition that a person has demonstrated professional excellence and continue to maintain the high standards of his/her profession. They assist employers to satisfy themselves that a candidate for employment is suitably qualified. As well as gaining the qualification, professionals are usually required to continue to maintain or improve their level of competency by undertaking approved continuing profession development. Competencies are distinct from goals. Goals are concerned with 'what' has been accomplished; competencies are concerned with 'how' it was accomplished (Francoise Delamare Le Deist & Jonathan Winterton, 2005).

2.2 Study on Competency Standards and Practices in International Context

Based on the scope of the research, there are (1) American Practice, (2) European Union (EU) Practice, (3) India Practice, (4) ASEAN Practice in International context study on competency standards.

2.2.1 American Practice

The National Skill Standards Board (1994) described NSSB is a coalition of leaders from business, labour, employee, education, and community and civil rights organizations created in 1994 to build a voluntary national system of skill standards, assessment, and certification. The goal of this effort is to enhance U.S. global competitiveness and raise the living standard of all Americans. NSSB skill standards, which form the foundation of this new system, are being identified by Voluntary Partnerships, industry coalitions working in full partnership with labour, civil rights, and community-based organizations.

The National Skill Standards Act became law on March 31 1994; the Act established the National Skill Standards Board (NSSB) to implement the followings.

1. Identify occupational industry clusters or sectors;
2. Establish voluntary partnerships for each industry sector (voluntary partnerships include representatives from business, trade associations, labor, education, community, and state and local agencies);
3. Conduct research, dissemination, and coordination;

4. Establish a clearinghouse of skill standards information;
5. Endorse a system of skill standards;
6. Assure system compliance with existing civil rights legislation.

The NSSB is an unprecedented coalition of leaders from business, labor, employee, education and community and civil rights organizations that is creating the framework for a voluntary national system of skill standards, assessment and certification systems to enhance the ability of the United States workforce to compete effectively in a global economy. These skills are being identified by industry representatives in full partnership with their counterparts from labor, education, civil rights and community based organizations. These skill standards will be based on high performance work, portable across industry sectors, and developed in accordance with existing civil rights laws. The NSSB Board provides strategic leadership in the development of the skill standards system. It is composed of 27 members, of which 24 comprise representatives from business, labor, education and training, and civil rights and community-based organizations. The U.S. Secretaries of Commerce, Education, and Labor are ex officio members. To facilitate the development of skill standards and the system itself, the NSSB identified the following 15 industry sectors:

1. Agriculture, Forestry, and Fishing
2. Business and Administrative Services
3. Construction
4. Education and Training
5. Finance and Insurance
6. Health and Human Services
7. Manufacturing, Installation and Repair
8. Mining
9. Public Administration, Legal and Protective Services
10. Restaurants, Lodging, Hospitality and Tourism, and Amusement and Recreation
11. Retail Trade, Wholesale Trade, Real Estate and Personal Services
12. Scientific and Technical Services
13. Telecommunications, Computers, Arts and Entertainment, and Information
14. Transportation
15. Utilities and Environmental and Waste Management

Representatives of the main stakeholder groups within each industry sector come together to form an industry coalition called a Voluntary Partnership. Each Voluntary Partnership is responsible for developing skill standards, assessments, and certifications within its industry sector.

NSSB has implemented a series of quality assurance measures to protect the integrity and usability of the skill standards, assessments, and certifications. These measures not only meet legal and professional guidelines, but also coordinate the work of the many outside organizations involved with skill standards to form a truly cohesive and comprehensive voluntary skill standards system.

The skill standards that are presented to the NSSB for approval must:

1. Provide clear linkages and paths to training and curriculum development activities;
2. Readily lend themselves to diagnostic and continuous improvement feedback;
3. Provide clear signals regarding the types and levels of skills, knowledge, and performances valued and required in the workplace; and
4. Provide for the commonality of understanding and language that will meet the stated requirement of promoting skills portability and worker mobility within and among industries.

The skill standards must be structured within a modular, progressive system that enables individuals to build upon blocks of skills and knowledge that will increase their career mobility. This system will maximize skills transferability and portability, promoting career paths within and among industry sectors and expanding employment opportunities for workers consistent with federal civil rights laws. In addition, the skill standards, assessments, and certifications are to be continuously updated every three to five years to assure that the skill standards system keeps pace with the ever changing American workplace, and that it remains forward looking.

2.2.2 European Union (EU) Practice

The European Skills, Competences and Occupations (2017) described ESCO taxonomy is a multilingual classification of occupations, skills, competences and qualifications.

Figure (2.1) ESCO, between the Labor Market and Education/Training



Source: NSSA

Employers are increasingly as concerned with what employees know, understand and are able to do in practice as they are with formal qualifications and complementing occupational skills. At the same time, education and training systems are moving away from approaches defined around the time spent on learning and where the learning takes place (an input approach) towards a focus on the knowledge, skills and competences achieved through the learning (an outcomes approach). In line with the European Qualifications Framework (EQF), all Member States are in the process of developing National Qualification Frameworks (NQFs) which describe qualifications in terms of learning outcomes. To respond to these shifts and improve matching between supply and demand, a number of Member States have felt it necessary to develop systems that classify skills and competences and enable these to be related to qualifications, occupations and job vacancies.

At European level, in the framework of the New Skills for New Jobs initiative, a group of independent experts recommended the development of a common language between education/training and the world of work. This commitment has recently been affirmed at the highest level through Europe 2020: 'A European strategy for smart, sustainable and inclusive growth' and the conclusions adopted by the Education Council on 13 May 2010³ which call for a common language and an operational tool.

ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations. It identifies and categorizes skills, competences, qualifications and occupations relevant for the EU labour market and education and training, in 25 European languages. The system provides occupational profiles showing the relationships between occupations, skills, competences and qualifications. ESCO has been developed in an open IT format, is available for use free of charge by everyone and can be accessed through an online portal.

ESCO help to bridge the gap between the world of education and training and the labour market. By introducing a standard terminology for occupations, skills, competences and qualifications, ESCO can help education and training systems and

the labour market to better identify and manage the availability of required skills, competences and qualifications. Its multilingual character facilitates increased international transparency and cooperation in the area of skills and qualifications.

ESCO will build on and link with relevant international classifications and standards, such as the International Standard Classification of Occupations (ISCO) and will complement existing national and sectorial occupational and educational classifications and enable exchange of information between them. It is expected that ESCO will be structured around three pillars:

1. Occupations;
2. Skills/Competences;
3. Qualifications

Work on ESCO is still in the early developmental stages. Constructing an operationally useful European standard terminology of skills/competences, qualifications and occupations is a long-term project and can only be done gradually, step by step. It is essential to work in close partnership with the relevant stakeholders to ensure it is based on real needs. Actors from the worlds of education/training and work must be able not only to link their existing classifications to ESCO but also to create around the ESCO standard enriched tools/applications that reflect the latest market developments and provide more and better options for matching, up-skilling and exchange of information and co-operation.

Stakeholders potentially concerned by ESCO include public, private and third sector employment services, the Social Partners, national education, training and qualification authorities and institutions, as well as sector skill councils, human resource management, recruitment and career guidance professionals, research organizations, promoters of other taxonomy and classification system, developers of ICT HR applications (including other web-based job search tools) and international organizations such as the International Labour Organization and the OECD.

While ESCO will be resourced by the Commission in the form of a secretariat, responsible for the technical management and dissemination systems and other support, it requires the active involvement of all relevant stakeholders to shape it into a tool which meets practical needs and is kept up-to-date. All stakeholders willing to participate and contribute will be able to influence the way ESCO evolves.

The idea of ESCO was tested and confirmed at a Stakeholders conference held in March 2010 and additional consultation has taken place with a range of European

committees, advisory groups and networks. Practical examples of uses that could be supported by ESCO include:

1. Employers can use ESCO to define the set of skills, competences and qualifications their vacancies require when they are developing a job description.
2. Learners, whether already employed or not, can use it to record their learning outcomes, whether acquired through formal, non-formal or informal learning and build personal knowledge, skills and competences profiles.
3. Workers and learners can use the ESCO Occupational profiles to help identify “skills gaps” against target occupations.
4. Education and training institutions can use ESCO in curriculum development and assessment.
5. Other organizations developing and/or awarding qualifications can use ESCO to express the learning outcomes of their qualifications, to reflect emerging skill needs and to facilitate the understanding of their qualifications across borders.
6. Human resources managers and people offering career guidance can use ESCO to enhance planning and make aptitude or ability tests and skills and interest inventories more accurate.
7. Employment services can use ESCO to exchange relevant labor market information (CVs and vacancies) in a meaningful way.
8. Trade unions and Professional Associations can use ESCO to help improve job design, the content of qualifications and opportunities for mobility.
9. Software developers can use the ESCO Occupational profiles to develop new Career Information and Guidance tools, such as career pathways.
10. ESCO will help employers, jobseekers and labor market stakeholders such as public and private employment services to access a larger number of CVs or job vacancies.

2.2.3 India Practice

National Skill Development Corporation(2009) described India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and, as per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of

significant strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group. In recognition of this need, the Government of India has adopted skill development as a national priority over the next 10 years.

National Skill Development Agency (NSDA) is the key coordinating body for skills development in India. National Skill Development Corporation (NSDC) is an organization setup in the Public Private Partnership (PPP) mode to execute skill development initiatives. It has three key roles create, fund and develop an ecosystem by promoting the role of the private sector and the employers in skill development. Other Central government ministries and State governments have a focus on skill development within their region. NGOs and the Private Sector also contribute to the overall initiative. Sector Skill Councils have been set up to standardize the occupational standards, they are responsible for certification, train the trainers and accreditation. They also participate in the creation of the Labour market information system LMIS by developing for their sectors. A Cabinet Committee on Skill Development with representation from various ministries and NSDA drives the policy formulation on skill development.

The Government of India has setup the National Skill Development Agency (NSDA) as an autonomous body which will coordinate and harmonize the skill development efforts of the Government and the private sector to achieve the skilling targets. The NSDA will anchor the National Skills Qualifications Framework (NSQF) and facilitate the setting up of professional certifying bodies.

The NSDC was formed by leading industry associations and the Government as a Public Private Partnership to catalyse and enhance the role of the corporate and private sector in skill Development. The NSDC funds skill development initiatives, Sector Skill Councils and other activities related to skill development including the setting-up of large scale, for-profit sustainable vocational institutions in the country, by encouraging private sector participation and providing low-cost funding for training capacity. NSDC is also responsible for India's participation in the World Skills Competition.

The National Skill Qualification Framework (NSQF) is a national integrated competency based framework covering the education sector, the vocational and technical education sector that would provide for accumulation and transfer of credits including recognition of prior learning both within and across education including

technical education and vocational training. It would provide for progression from one level to another both horizontal and vertical so that persons can build up on their qualifications throughout their lifetime.

Private Sector plays a key role in skill development. A majority of the skill development programmes of various Central Ministries and State Missions are delivered by the private sector. For example Private organizations are adopting industrial training institutes, leading and participating in their management boards and benchmarking the training courses and curriculums in these industrial training institutes to be suitable for industry requirements. An initiative of this scale cannot be successful without a significantly increased participation from the private sector especially since a large percentage of skill demand is in this sector. The government realizes this and is engaging in a PPP mode where relevant to make this a success. NSDC is a body setup in the PPP mode to catalyse and increase the active participation of the private sector in skill development including the building of training capacity. Sector Skill Councils are setup with participation from industry bodies and private employers to standardize trade and competency definitions and as a part of the larger strategy to get employers to lead skill development efforts. Private training organizations, NGOs are being funded by NSDC to increase their training capacity.

NSDC's key roles are:

1. Funding and incentivizing skill development programs and Sector Skill councils
2. Enabling support services such as innovation, skill gap and other studies, train the trainer programs and international collaboration
3. Shaping/creating a sustainable eco system for skill development

Currently, the NSDC provides services for 22 sectors in India. There are Automobile / Auto components, Electronics hardware, Textiles and garments , Leather and leather goods, Chemicals and pharmaceuticals , Gems and jewelry , Building and construction, Food processing, Handlooms and handicrafts , Building hardware and home furnishings, IT or software, ITES-BPO, Tourism, hospitality and travel , Transportation/ logistics/ warehousing and packaging , Organized retail, Real estate , Media, entertainment, broadcasting, content creation, animation , Healthcare , Banking/ insurance and finance, Education/ skill development, Unorganized sector , Infrastructure.

National Occupational Standards (NOS) specify the standard of performance, an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. The NOS are laid down by employers, a set of NOS, aligned to a job role, called Qualification Pack (QP), would be available for every job role in each industry sector. These drive both the creation of curriculum, and assessments.

2.2.4 ASEAN Practices

Presently, each ASEAN Member State has its own national framework with regards to its HRD activities. One of the functions of such frameworks is as a reference for recognizing various types of human resource qualifications and skills within cross industrial territory. There are ten different frameworks within ASEAN Economic Community that have their own unique characteristics. Upon the integration of one ASEAN market, all of these ten frameworks will be used simultaneously by the economies as the infrastructure in HRD activities (ASEAN Guiding Principles).

ASEAN Guiding Principles described across the ASEAN Member States, there is no uniform level of development or implementation of NQFs. Each country is at different stages of planning or implementation of either a sector QF or a NQF and there may be no explicit or national systematic intention to develop an NQF.

Competency certification systems across the ASEAN Member State are focused on the development and acquisition of competence. Competency certification systems across the region generally focus on lower to middle skill levels.

Across the ASEAN Member State states competency certification systems generally fall under the remit of the ministry responsible for labor development. Most ASEAN Member States are developing competency or occupational standards within the TVET sector, although in most instances countries use the terms competency standards and occupational standards interchangeably. The process for development of competency standards in most ASEAN Member State follows similar processes. Countries are documenting processes either in formal directives or guidelines, and in all instances a government entity is responsible for the development of the competency standards. All ASEAN Member State use private sector industry representation in some form (e.g. technical working groups, industry sector endorsement meetings, employer groups, labour groups) and often used trainers or

training organizations. The process for development includes functional analysis and job task analysis plus international research and reliance on existing training programs. Final endorsement is generally confirmed by the commissioning government agency, but in some instances final endorsement is a committee that includes industry sector representation.

In general, the format for standards in the broader vocational education and training sector follow a similar format. Most ASEAN countries tend to align their competency or occupational standards format with the ILO regional model competency standards. The format of the competency standard generally includes:

1. Occupational background information
2. Unit code and title
3. Unit descriptor
4. Unit of Competence
5. Elements and performance criteria
6. Variables and Range statement
7. Evidence guide.

Across most ASEAN countries, the standards are divided into core and elective, covering technical competencies and generic competencies.

Although competency certification systems can include both training and assessment, some are purely assessment only systems. Assessment is used to confirm competence. Assessment can occur within a training and assessment provider or with an assessment only provider. In some ASEAN Member State, the separation of training provision from assessment provision is considered an essential element to a robust competency certification system.

2.3 Usefulness of Competency Standards

Using competencies can improve well-being at work. If the employee has been chosen for the position based on competencies, she/he is in the right position for individual skills and capabilities. When an employee is using individual strengths and skills at work and feels confident in their own abilities, he/she manages the work better. Competencies that everyone needs at work are management and leadership skills to manage their own work, time-management and prioritizing skills. Competencies need constant updating because professional development is an on-

going process and employers expect more and broader competencies from their employees (<https://eric.ed.gov>).

A competency-based job description helps to organize work in a company. Competencies can be used in resource planning by clarifying what competencies and how many employees the company will need. The employee point of view should be taken into account when planning human resources. Additional plans are needed for situation where the work load is exceptional. To ensure well-being at work, jobs have to be organized so that it is possible to get the duties done during working hours, and during vacations and weekends employees have to be able to rest.

Skill standards serve to evaluate the effectiveness of training providers to develop training programs and establish performance criteria for successful program completion. By ensuring training institutions use skill standards, employers can motivate to hire well-prepared graduates of these programs. Qualified job applicants lower employers' company training costs.

Competencies provide an organization with:

1. A consistent measure of performance.
2. A structured way of describing behavior.
3. An effective tool to help managers give constructive feedback.
4. A self-assessment tool to help individuals identify development needs.
5. A mechanism to support the growth of an individual's current role and future potential.

So, summarize the usefulness of competencies standards in major four categories of an organization.

1. Performance management
2. Training and development
3. Selection
4. Recruitment

2.3.1 Usefulness for Performance Management

Competencies in performance management are used to ensure that performance reviews do not simply focus on outcomes but also consider the behavioral aspects of how the work is carried out that determine those outcomes. Performance reviews conducted on this basis are used to inform personal

improvement and development plans and other learning and development initiatives (<https://eric.ed.gov>).

2.3.2 Usefulness for Learning and Development

Role profiles, which are either generic (covering a range of similar jobs) or individual (role-specific), can include statements of the technical competencies required. These can be used as the basis for assessing the levels of competency achieved by individuals and so identifying their learning and development needs.

Career grade structures can define the competencies required at each level in a career. These definitions provide a career map showing the competencies people need to develop in order to progress their career. Competencies are also used in development centres, which help participants, build up their understanding of the competencies they require now and in the future so that they can plan their own self-directed learning programs (<https://eric.ed.gov>).

2.3.3 Usefulness for Recruitment and Selection

Competencies are used in many organizations as a basis for the person specification, which is set out under competency headings as developed through role analysis. The competencies defined for a role are used as the framework for recruitment and selection.

A competencies approach can help to identify which selection techniques such as psychological testing are most likely to produce useful evidence. It provides the information required to conduct a structured interview in which questions can focus on particular competency areas to establish the extent to which candidates meet the specification as set out in competency terms. In assessment centres, competency frameworks are used to define the competency dimensions that distinguish high performance. This indicates what exercises or simulations are required and the assessment processes that should be used (<https://eric.ed.gov>).

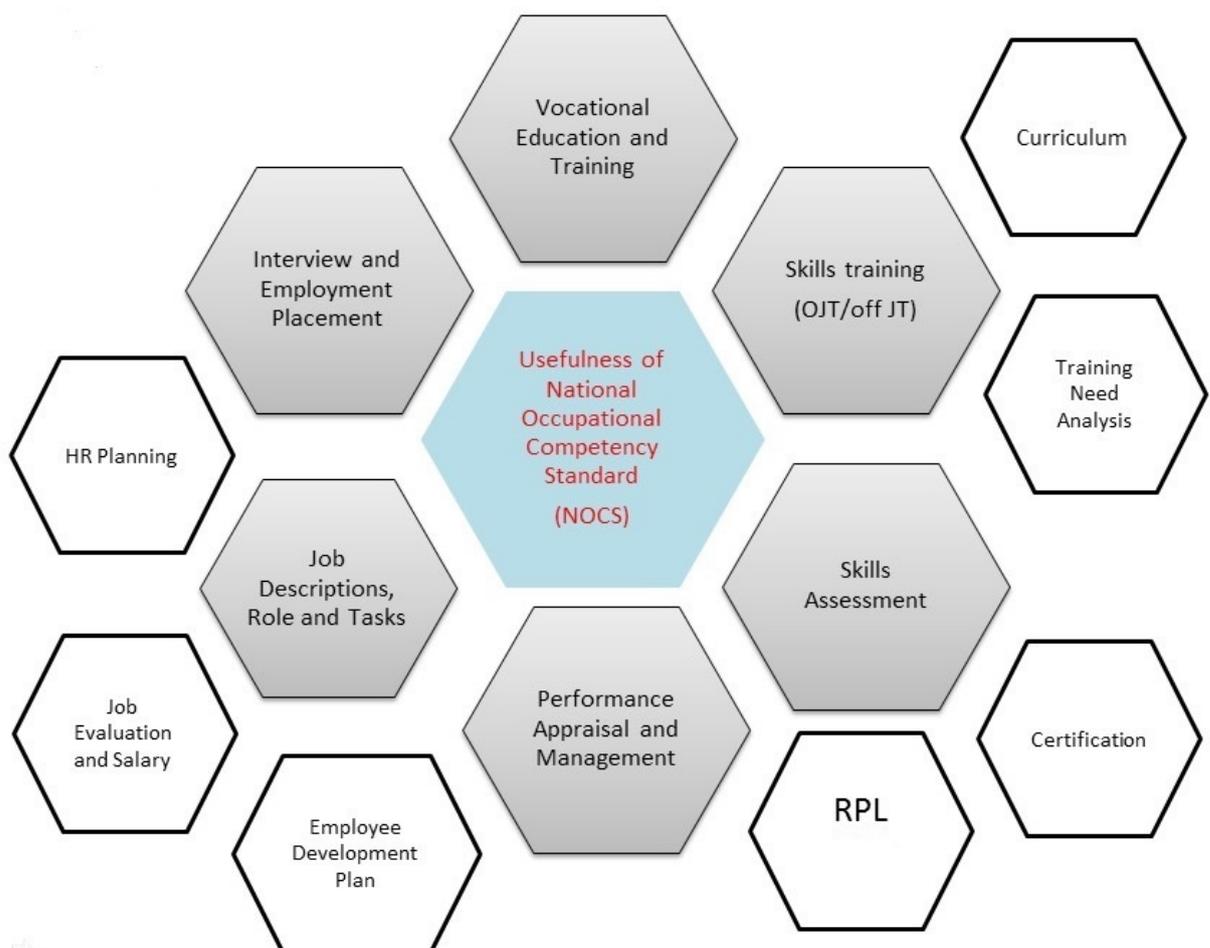
2.3.4 Usefulness for Reward Management

Competency based compensation can help the organizations to determine compensation on the basis of actual performance levels through the process measuring the actual competencies exhibited by the individuals while performing their jobs. This system can be used to design the compensation on the basis of

person’s capabilities and experience and by taking into account the market demand for unique skills and experience.

Skill standards identify the critical knowledge, skills, and performance levels that employees need to be successful in the workplace. Skill standards help employers meet the challenge of being competitive through ensuring that workers possess vital job-related competencies. Through skill standards, employers can communicate their skill requirements to education and technical training providers. Providers can then design and deliver programs that ensure graduates have the skills that employers need. And by hiring graduates of education and training programs built on industry-developed skill standards, employers get the job-ready workers they need – workers with relevant skills, who can be productive and effective and give a faster return on the employer’s staffing investment (<https://eric.ed.gov>).

Figure (2.2) Usefulness of NOCS



Source: NSSA

2.4 Competency Standards, Practice and Human Resources Development

Human resource development is an integral aspect of building competence, developing and regenerating competencies. It is expected that the competence will be developed from three elements during the employee's life span, including education, training and experience. A certificate of a specific level of competence is separate from what has been described differently in different countries as legal registration or licensing, which is a legitimate registration of individuals by regional jurisdiction to protect the community from incompetent or dishonest operations of unqualified persons.

Competencies are developed through workplace training, based on a commitment to a range of activities that test the ability of employees to cope with different situations. Such experience improves an employee's ability to handle new problems and situations. As employees gain experience, they improve their ability to cope with unusual circumstances and thus achieve higher levels of competence. Developing competence is usually based on the required level of training.

Competency-based training is designed to help people achieve the results they need, regardless of the specific task they want to take. This training aims to avoid theoretical training and focus on skills development, so that after graduation the graduates have the necessary skills to perform the necessary work. Training must therefore be based on a set of competency standards. Competency standards can check the effectiveness of training, improve recruitment, and identify training gaps that should lead to improved efficiency, productivity, employee safety, and employee retention. They can also be used to develop business practices and procedures, performance management and quality management systems for licensing purposes. Training packages, in certain circumstances, may replace formal education and training systems.

Many professional organizations define competence in several levels or stages. The advantage of such a level is that a professional can go from an initial level of achievement shortly after graduation to a senior position in a job where he has held managerial and supervisory roles and has extensive experience in his / her professional life. These typically include the type of documented supervised experience, the scope of continuous professional development, and compliance with the ethical code.

Effective skill development systems that combine education with technical training, technical training in labour market entry and integration with lifelong learning can help countries to maintain productivity growth and translate this growth into more and better jobs (<https://eric.ed.gov>).

2.5 Human Resources Development through Competency Framework

A competency framework defines the knowledge, skills, and attributes needed for people within an organization. Each individual role will have its own set of competencies needed to perform the job effectively. To develop the framework, it is need to have an in-depth understanding of the roles within the business (Human Resource Management, 2006).

A competency framework contains definitions of all the behavioural competencies used in the whole or part of an occupation. It provides the basis for the use of competencies in such areas as recruitment, employee development and reward.

Organizations often encounter difficulties in human resource (HR) development and effective assignment since they lack unified criteria for evaluation of the employees. Evaluation of work results does not provide enough information for the employee development. Evaluation of a large number of employees is time consuming and requires substantial resources, and it is not being used regularly.

Personalized development is hard to provide, therefore organizations turn to less effective group development. Organizations do not use the knowledge of employees enough to achieve their strategic goals and gain competitive advantages. Finding a solution for these problems may improve the HR management process in the organizations and allow achieving better business results.

In order to deal with these problems proposes competences as unified measurements for employees. The competences required are calculated and used for employee development by creating individual and group development plans.

- a) Personalized development is hard to provide for large groups of employees.
- b) Companies do not use the knowledge of employees enough to achieve their strategic goals and gain competitive advantages.

Finding a solution for these problems may improve the human resource management process in the organization and allow achieving better business results. There is a way for prevention of the above mentioned problems using the competence

based human resource development solution. The following tasks should set to establish the necessary solution.

- a) Establishment of unified criteria for evaluation of the employees.
- b) Establishment of solutions for individualized development for large groups of employees.
- c) Establishment of a solution for the provision of knowledge management.

Each skill can be evaluated by a skill level and the competence level can be formed from all the skill levels forming the competence. The difference between the desirable and actual competence level is the competence gap. Establishment of full lists with competences necessary to employee and identification of the competence gaps leads to creation of a tool helping in suitability evaluation of employees for the position and the necessary competence development aimed at improvement of the employee's ability to perform his/her direct professional duties.

The human resource development planning process is hard to formalize, since it is affected by a number of subjective human factors and interacts with other human resource management processes. Configurable and scalable system for human resource development planning, which could be adjusted for the needs of particular organizations must be able to describe the knowledge and skills necessary for the employees, to identify the actual level of skills and development needs of the employees, as well as to describe the possible development solutions in a unified manner. Establishment of such a system becomes possible by selecting a competence based approach.

To do this, many companies use 'competencies.' These are the integrated knowledge, skills, judgment, and attributes that people need to perform a job effectively. By having a defined set of competencies for each role in business, it shows workers the kind of behaviours, the organization values and which it requires to help achieve its objectives. Not only can the team members work more effectively and achieve their potential, but there are many business benefits to be had from linking personal performance with corporate goals and values.

The set of practices needed for effective performance by adding a competency framework to the talent management program. By collecting and combining competency information, can create a standardized approach to performance that's clear and accessible to everyone in the company. The framework outlines specifically

what people need to do to be effective in their roles and it clearly establishes how their roles relate to organizational goals and success.

2.5.1 Designing and Developing the Competency Framework

The following three principles are critical when designing a competency framework:

Involve the people doing the work – These frameworks should not be developed solely by HR people and make sure to involve the person doing the job, as well as getting a variety of other inputs into what makes someone successful in that job.

Communicate – People tend to get nervous about performance issues. Let them know why it is need to develop the framework.

Use relevant competencies – Ensure that the competencies included apply to all roles covered by the framework.

There are four main steps in the competency framework development process. Each step has key actions that will encourage people to accept and use the final product.

Step One: Prepare

Define the purpose – Before starting the analysing jobs and figuring out what each role needs for success, make sure the purpose for creating the framework. How plan to use it and how we determine its scope.

Step Two: Collect Information

This is the main part of the framework. Generally, the better the data collect, the more accurate your framework will be.

Step Three: Build the Framework

This stage involves grouping all of the behaviours and skill sets into competencies.

It is need to add levels for each competency. This is particularly useful when using the framework for compensation or performance reviews. To do so, take each competency, and divide the related behaviours into measurement scales according to complexity, responsibility, scope, or other relevant criteria.

Step Four: Implement

It is important to explain to the employee why the framework was developed, and how it will be used. Discuss how it will be updated and which procedures are put in place to accommodate changes.

Here are some tips for implementing the framework:

1. Link to business objectives.

Make connections between individual competencies and organizational goals and values as much as possible.

2. Reward the competencies.

Check that your policies and practices support and reward the competencies identified.

3. Provide coaching and training.

Make sure there's adequate coaching and training available. Employees need to know that their efforts will be supported.

4. Keep it simple.

Make the framework as simple as possible.

5. Communicate.

Most importantly, treat the implementation honestly. The more open and honest are made throughout the process, the better the end result and the better the chances of the project achieving the objectives.

Creating a competency framework is an effective method to assess, maintain, and monitor the knowledge, skills, and attributes of people in your organization. The framework allows you to measure current competency levels to make sure your staff members have the expertise needed to add value to the business. It also helps managers make informed decisions about talent recruitment, retention, and succession strategies. By identifying the specific behaviours and skills needed for each role, it enables to budget and plan for the training and development what company really needs.

The process of creating a competency framework is long and complex. To ensure a successful outcome, involve people actually doing carrying out the roles to evaluate real jobs, and describe real behaviours. The increased level of understanding and linkage between individual roles and organizational performance makes the effort well worth it.

2.5.2 Content of Competency

The content of the competency should include the followings.

1. Use all domains as appropriate: cognitive, psychomotor and affective.
2. Build the level of learning from the lowest level to the highest level in each domain, e.g., from knowledge to evaluation in the cognitive domain; from imitation to naturalization in the psychomotor domain; and from receiving to characterizing in the affective domain.
3. Organize similar knowledge, skill and abilities together into a competency, developing a smaller number of competencies rather than an extensive number of knowledge, skills and ability outcomes.
4. Introduce the knowledge, skills and abilities required for transfer to upper division programs, or performance in career.
5. Relate competencies to prerequisites and general education requirements.

2.5.3 Dimensions of Competency

Below are the five competency dimensions addressed by the standards:

1. Skills, knowledge and attitudes directly relevant and attributable to a work item
2. Task management skills in relation to managing different aspects / sub-tasks of a work item simultaneously and/or sequentially
3. Contingency management skills required to handle non-routine and unexpected situations that would arise with the execution of a work item
4. Role and job (SKA) required for individual to relate a work item with his / her environment skills job role in entirety
5. Transfer skills required for individual to execute work item in more than one work context or situation

2.5.4 Criteria for Assessors

The criteria for assessors are,

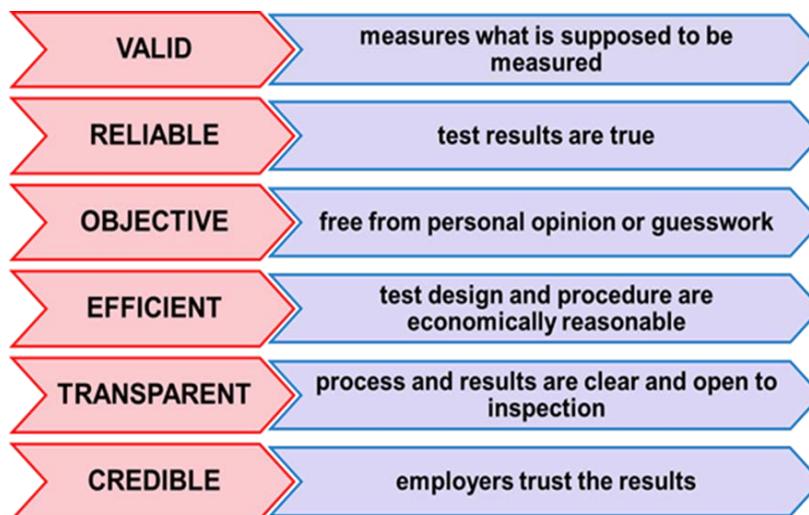
1. Formal vocational/technical qualification in the occupational area for which accreditation is requested
2. Vocational/technical qualification to be at least one level higher than level for which accreditation is applied for
3. Sufficient industrial experience (recommended: 5 years and at least 2 years)

4. Participated successfully in assessor training
5. Good communication skills
6. Signature of an “ethical agreement” (“oath”)
7. Regular availability (as part of agreement)

2.5.5 Criteria for Quality Skills Assessment

The skill assessment must be valid, reliable, objective, efficient, transparent and credible.

Figure (2.3) Criteria for Quality Skill Assessment



Source: NSSA

2.5.6 Time for Practical Tests

The time allocated for practical tests should be sufficient for an average performer to complete the assignments successfully. It is common international practice to even allow slower performers some overtime and in turn deduct some marks for late finishing. In this regard, skills assessments differ from skills competitions where time may play a more prominent role.

For all occupations, the assessment panel teams conducted two types of orientation programs for the candidates: Refresher courses (2-3 days) and familiarization (1 day). The rationale behind both types of activities appeared to be essential: Since the pilot assessment focused on candidates from work life who had acquired their skills and knowledge informally in their work places (recognition of

prior leaning), some preparatory training or familiarization with the tools, equipment and materials to be used in the practical tests was deemed necessary.

However, there is a risk to 'drill' the candidates too narrowly on the very special tasks to be performed in the actual assessment. In addition, to include two to three day refresher courses into the practical skills assessment increases the cost per candidate significantly. In the longer run it may be worthwhile to encourage public and private training providers to offer preparatory training for skills assessments on the market and against fees.

2.6 Importance of National Certificate

One of the most common types of certification systems related to human resource development is where a person is certified as being able to undertake specific job tasks related to an occupation. Certification is generally based on an assessment, which generally includes a test, a performance assessment and/or a portfolio. Certification may include evidence of workplace experience prior to assessment. Some certification systems include a valid period of recognition and therefore require re-certification, whereas others certify for a lifetime upon completing all certification requirements. Certification does not necessarily refer to being legally able to practice in a specific profession; this is generally termed licensing. Usually licensing is based on a legislative instrument, is a requirement of government, involves protection of public safety, and is administered by a regulatory body.

2.7 Review on Previous Studies

Aye Aye Sint (2013) studied the relationship between ACCA certificate and job opportunities. This paper collection from (300) respondents. It found that Training Centre and ACCA certificates are important in the human resources development, on the other hand development of ACCA training centers and Certification appears job opportunities in Market Oriented Economic system. This research show that the ACCA achieved success in their jobs as well as achieving promotion or higher remunerations in their jobs.

Cho Cho Mar (2016) investigated the relationship between business training and job creation of respondents. A random sample of 300, who get certificate. Result showed that nearly (80%) of respondents are currently working at top and middle level of management in private sectors and (20%) of respondents are working at the

public sector and running own business. Almost all of the respondents admitted that business certificate and business training meet with job requirement and the level of applied knowledge at workplace are increased.

Khin Maung Aye (2016) analyzes the effectiveness of CCNA certificate in terms of job opportunities for potential employees and career development for existential employees. It is found that the student who wants to join CCNA must finish A+ or basic networking. And then they can join CCNA training course. After getting CCNA certificate, they need to extend the year of certificate. Most of the respondent who work in public sector can change their job to the private sector when they finished the CCNA courses.

Ye Win Tun (2016) analyzed the turnover as critical factor in Human Resources Retention in World Concern Myanmar. It was found that one interesting this is about discrimination on Myanmar national peoples. To hire Myanmar local peoples and build capacity to be able to lead the whole organization in near future.

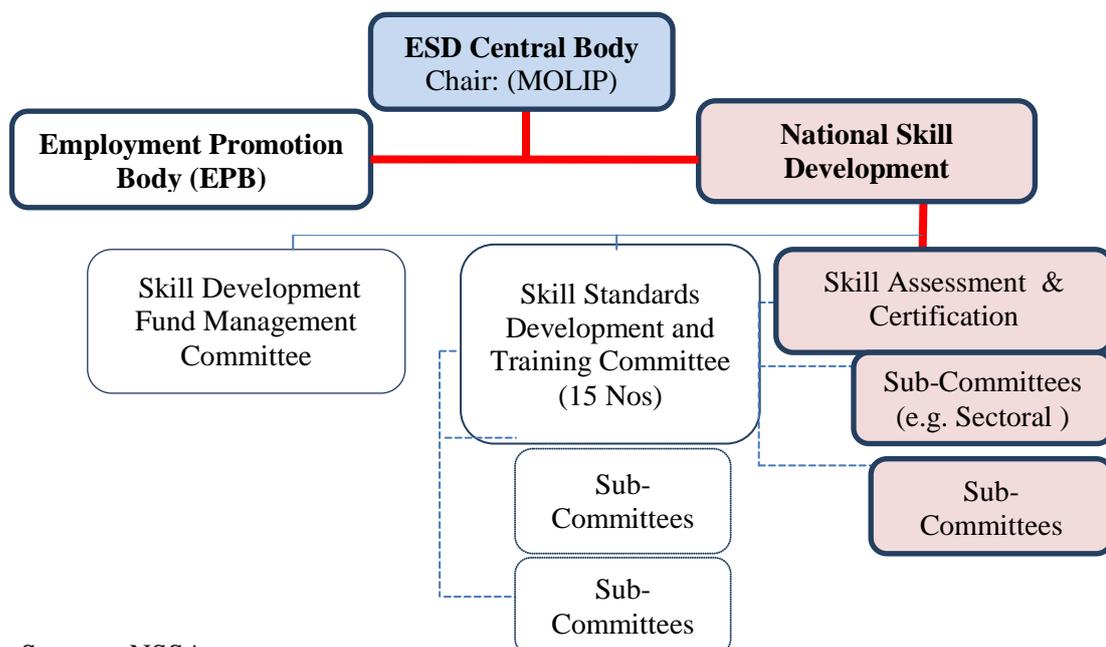
CHAPTER III

THE DEVELOPMENT OF NSSA, COMPETENCY FRAMEWORK, SKILLS ASSESSMENT AND CERTIFICATION OF NSSA

3.1 Formation of NSSA and its Functions

The National Skills Standards Authority (NSSA) was formed in 2007 to regulate, lead, establish competency standards and conduct assessments for workforce development in Myanmar. It is headed by the Deputy Ministry for Labour, Immigration and Population and comprised of representatives of the various Ministries concerned with skills development as well as Non-Governmental Organizations. The NSSA formed Assessment and certification Committee and Skill Standards Development and Training Committee (15 No) comprised of representatives of the concerned Ministries as well as the private sector. Skill Development Fund Management Committee is not stable (Figure 3.1). Its aim is to lay down competency standards and promote the systematic training and certification of skilled workers.

Figure (3.1) Organization Chart of NSSA



Sources: NSSA

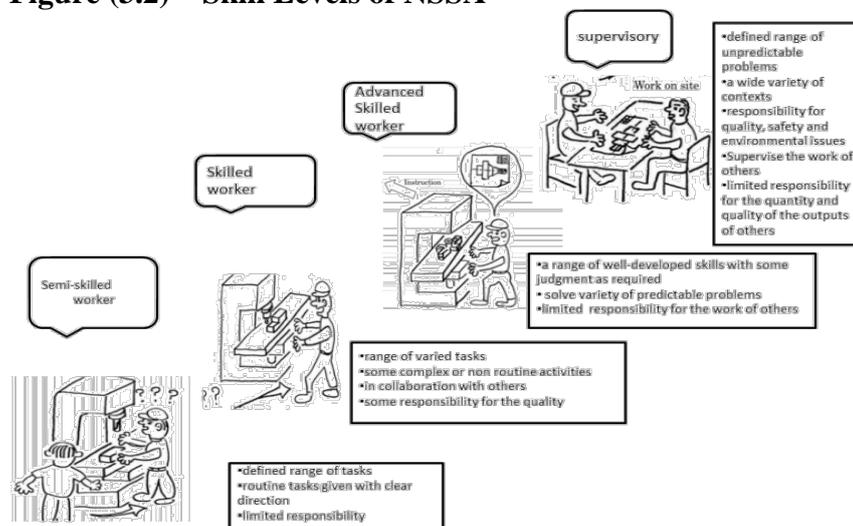
Skill assessment and development are essential in order to equip the workers with necessary technical expertise. With strong technical knowledge and experiences, the skilled workforce could contribute Myanmar's development efficiently. After the country's opening up since 2011, there is a surge in need of skilled workforce in every industry, who not only has experiences but also obtains relevant technical certificate. To fulfil the gap between demand for skilled labour and supply of existing workforce, various ministries and organizations carry out vocational evaluation, testing as well as certification process to inspect the capacity of unskilled and semi-skilled workers.

3.2 Skill Levels of NSSA

From 2004 to 2008, the Ministry for Labour, Employment and Social Security participated in the ASEAN project “Enhancing Skills Recognition Systems in ASEAN” which aimed to develop National and Regional Qualification Framework (NQF and AQF) for recognition of skills in the semi-professional level occupations. With the upcoming ASEAN Economic Community, AQF will act as a regional reference point which will make it easier to understand, compare and recognize qualifications across the different systems of ASEAN countries during the free skilled labour flows.

The ASEAN project recommended the establishment of NSSA in line with NQF and AQF and to develop occupational competency standards for certification at (4) levels. There is Level 1 Semi- skilled worker, Level 2 Skilled worker, Level 3 Advanced skilled workers, Level 4 Supervisors.

Figure (3.2) Skill Levels of NSSA



Source: NSSA

Certificate 1: Semi-skilled worker

1. Demonstrate basic knowledge by recall in a narrow range of area
2. Perform basic or preparatory practical skills in a defined range of tasks
3. Carry out routine tasks given with clear direction
4. Demonstrate understanding of safety requirements
5. Receive and pass on information related to the work
6. Access and record information related to the work
7. Take limited responsibility for output of self

Certificate 2: Skilled worker

1. Demonstrate basic operational knowledge in a moderate range of area
2. Perform practical skills in a range of varied tasks
3. Demonstrate a prescribed range of functions involving known routines and procedures
4. Perform tasks that involve some complex or non-routine activities autonomously or in collaboration with others as part of a group or team
5. Receive and pass on information related to the work
6. Access and record information related to the work
7. Take some responsibility for the quality of outputs

Certificate 3: Advanced Skilled Worker

1. Demonstrate some relevant theoretical knowledge
2. Apply a range of well-developed skills
3. Apply known solutions to a variety of predictable problems
4. Perform tasks that require a range of well-developed skills with some judgment as required
5. Interpret available information
6. Take responsibility for own outputs
7. Take limited responsibility for the work of others

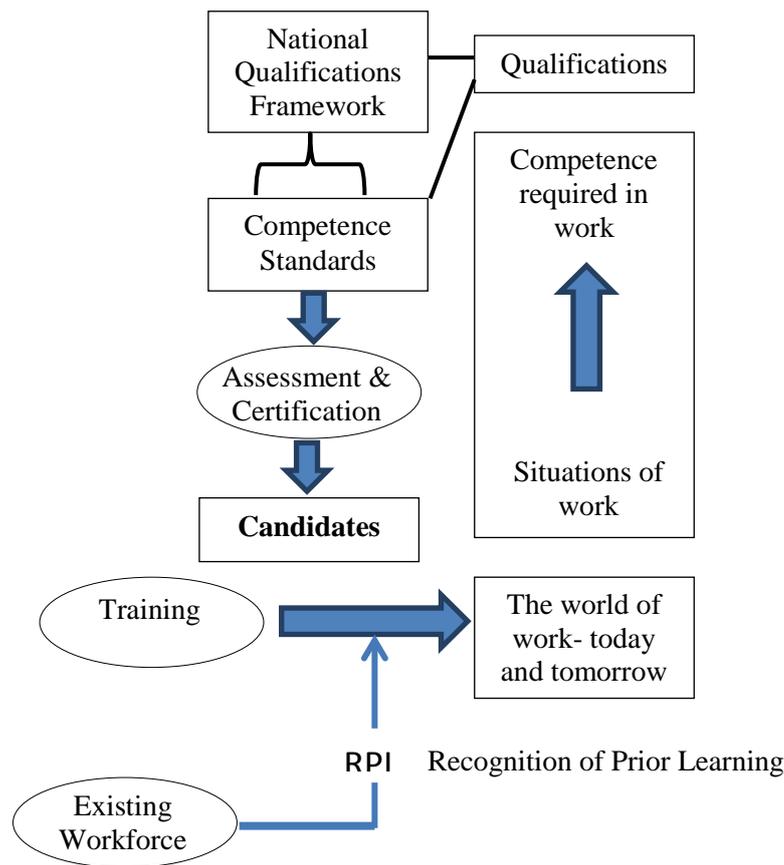
Certificate 4: Supervisor

1. Demonstrate understanding of a broad knowledge base, and apply some theoretical concepts
2. Apply solutions to a defined range of unpredictable problems
3. Identify and apply skills and knowledge to a wide variety of contexts

4. Identify, analyze and evaluate information from various sources
5. Understand and take responsibility for quality, safety and environmental issues
6. Supervise the work of others
7. Take limited responsibility for the quantity and quality of the outputs of others.

The ASEAN Qualification Framework not only enables comparisons of qualifications across all ASEAN countries but also promotes the importance of education and training sectors and the wider objective of lifelong learning. According to the competency standard, the semi-skilled worker could work hard from assistant to supervisor level through various technical know-hows, working experiences, trainings and assessment.

Figure (3.3) Nature of NSSA Certification



Source: NSSA

3.3 Occupational Sectorial Committees

After it was established, the NSSA formed Assessment and Certification Committee (ACC) and 15 Sectorial Committees, comprised of representatives of the concerned Ministries as well as the private sector, with the objective to draw up competency standards for a variety of priority occupations in 14 economic sectors.

Duty and Function of Assessment and Certification Committee (ACC) are drawing up assessment standards based on occupational skills standards for skills assessment. Prescribing assessment method and procedure for quality assurance and the responsibility of processes. Registering of skills assessment centers and skills assessment programs (accreditation). Awarding certifications for skills competition. Technical cooperation for skills development (assessment and accreditation). Organization skills competitions in the light of qualification levels national/ regional levels. Fifteen Sectorial Committees are running up under the NSSA organization. The sectorial committees drew up Occupational Skills Standards at four levels for 175 occupations with the help of local and international consultants and organizations.

As of 2012, NSSA has completed the four-level National Competency Framework, and the Sectorial Committees have drawn up Occupational Competency Standards at four levels for (173) occupations, among which 93 occupational competency standards are approved by the Cabinet. 15 Sectorial Committees have 13 duties and functions that all sectorial committees are supposed to fulfill as mentioned below:

1. Setting relevant 'occupational standards' according to specific occupation;
2. Stating the framework, specific designs and procedures of the standard uniformly;
3. Collaborating with other occupational competency standard committees;
4. Reviewing the consistency of the current occupational standards with the requirements of the occupation/workplace, and editing and updating the current occupational standards to match with the accepted national, regional and international level;
5. Taking ideas from the discussions and advices of the provincial personals, entrepreneurs and experts from the relevant sectors in addition to committee members while editing and updating this particular occupational standard;
6. Designing the occupational standard according to the previous work plan;

7. Stating the specific duties and the functions to the sector of expansion for the committee structure for better management including the government and private sector in developing the Occupational Competency Standard;
8. Reporting the accomplished services and future aims of the competency standard once every three or four months to the NSSA;
9. Researching and implementing the occupational competency standards once or twice a year, and editing the standard to match and to be up-to-date with the changes within the market;
10. Recording the history of the competency standard, and constructing a website for Competency Bank consisting the assembling of standards that are set together or within sectors;
11. Working for the business events through constructing sub-committees or functional units when necessary;
12. Advising and negotiating with the training committee and the assessment committee for setting the occupational competency standard;
13. Disseminating the news concerning with the occupational competency standards within the government and private business sector, and connecting and working with these sectors.

3.4 Law Related Employment and Skill Development Law (2013)

In August 2013, Pyidaungsu Hluttaw enacted the Employment and Skills Development (ESD) Law. Such provided the NSSA with a legal framework. Furthermore, Ministry for Labour, Immigration and Population increased its efforts to enhance NSSA's capacity to engage with the implementation of the ASEAN Economic Community (AEC) by 2015. The Federal Republic of Germany and Ministry of Foreign Affairs of the Republic of the Union of Myanmar proceed with the Exchange of Notes which includes Ministry for Labour, Immigration and Population and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) agreed upon the provision of technical assistance for strengthening the NSSA organizational structure and its quality assurance system in the context of National Qualifications Framework as well as for drawing up rules related to the skills development part of the ESD Law.

The objective of the law is to enhance workforce development. The responsible ministry for this law is the Ministry of Labour, Immigration and Population. This law is composed of ten chapters as follow:

According to ESD Laws, Chapters 4, 5, 6, 7 and 8 are discussed in detail since these chapters cover the skill development. Organization Structure as per ESD law is mentioned get a better understanding of the law. According to ESD Law, Chapter 4 mentions the formation of Central Committee and two Sub-Committees, in addition to defining their responsibilities. According to the law, all committees are formed on tripartite basis. To be specific, there will be ESD Central Body that is chaired by the Minister of Ministry of Labour, Immigration and Population while the Deputy Minister will serve as the Secretary.

The major responsibility of ESD Central Body is to set policies for:

1. Creating job opportunity
2. Reducing unemployment rate
3. Promoting the disciplines and efficiency for the workforce
4. Improving workforce skill development
5. Establishing Employment Development Committee and Skill Development Committee and issuing guidelines for them

Under the central body, two sub-committees— namely Employment Promotion Body and National Skills Standards Authority (NSSA) are to be established. ESD Law, National Skills Standards Authority (NSSA) is to consist of 7 members, chaired by the Deputy Minister of a certain Union Ministry. The role of secretary will be taken by the Deputy Director General of Department of Labor. The experts in relation to the workforce skill development can be appointed if necessary.

The stipulated responsibilities of the NSSA are as follow:

1. Categorize, establish and prescribe the Occupational Competency Standard for each occupation
2. Set the policies for skills training and identifying the level of priority for the workforce skill development
3. Identify the procedures for Skill Assessment Plan
4. Issue registration cards for Accredited Training Schools and Skills Assessment Centers
5. Identify the plan to issue the Skills Recognized Certificates
6. Develop the Skills Development Fund for employees and manage the fund
7. Supervise the committees and sub-committees founded under NSSA

According to ESD Law, NSSA is required to form three sub-committees such as -

1. Skill Standards Development and Training Committee (SSDTC)
2. Skills Assessment and Certification Committee (SACC)
3. Skill Development Fund Management Committee (SDFMC)

Chapter-5 stated that employers are required to deliver in-house training, on-the-job training, outside training, and e-learning to the employees. The training programs can be organized by an individual enterprise or a group of enterprises.

Chapter-6 consists of 8 sections which are related to the registration and establishment of Training Schools and Skills Assessment Centers. Those who are interested to operate a Training School or Assessment Centre must apply for registration certificate to NSSA through related committees. It is also applicable for foreign-owned centers. NSSA will approve or reject the application based on the report submitted by SSDTC and SACC. If approved, the applicant will be granted the registration certificate upon payment the regulated registration fees. If rejected, the applicant can reapply within 30 days.

According to ESD Law, Chapter-7 is about Skills Competition for different kinds of occupation to be organized by SACC. In addition, SACC must conduct research based on the competition results. The employees who achieve skills-recognized certificates are allowed to take part in all skills competitions home and abroad.

Skills Development Fund and Fund allocation are discussed in Chapter 8. In establishing the Skills Development Fund Management Committee, it shall comprise of representatives from the Government, Employees and Employers. Duties of the Fund Management Committee are:

1. Supervise the subscription fees collection process
2. Manage the fund with the consent of NSSA
3. Deposit the capital fund at a bank or save by purchasing the government treasury bonds
4. Receive the donated money with the approval of the NSSA
5. To be audited for fund receiving and using

Chapter 9 discusses penalties and fines. Anyone who counterfeits or imitates skills-recognized certificate can be sentenced to imprisonment (not more than 7 years) and to pay fine.

3.5 National Occupational Competency Standard Development Process

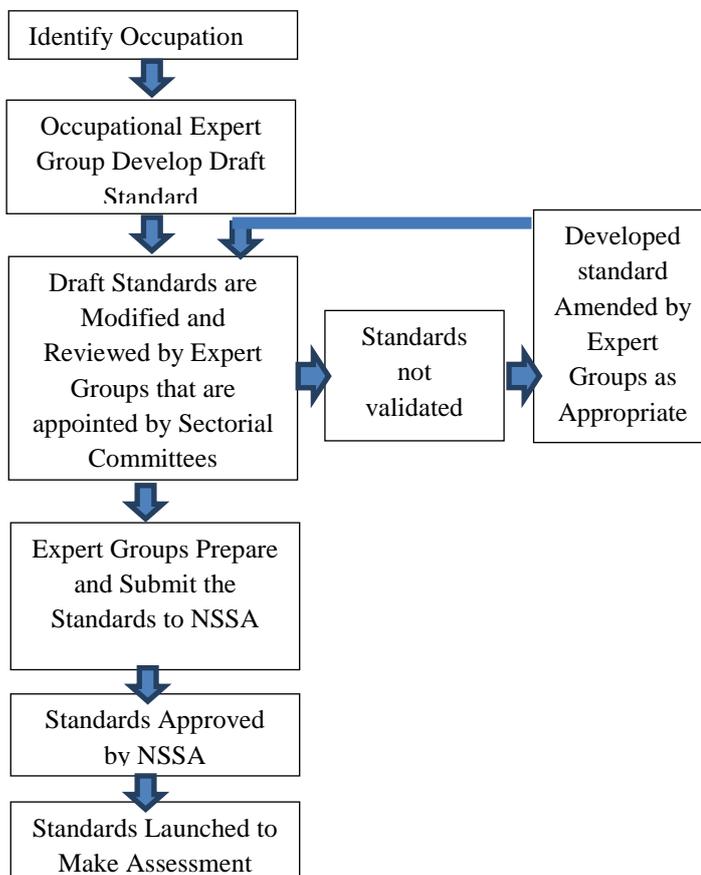
The standards must be developed based on the outcomes of a consultation process that comprised of industry representatives, occupational experts and any other key stakeholders. They are identified by the NSSA and Sectorial Committees beforehand.

A range of methodologies may be involved to develop Competency Standards but referencing method is mainly used. Below are some examples:

1. Interviews
2. Surveys
3. Group processes
4. Functional analysis/task analysis
5. Referencing

Regarding OCS development, NSSA project team in consultation with national experts with the support of GIZ and Swiss contact has developed one guideline manual for drawing up OCS, and its process is presented in the figure 3.4 of next page.

Figure (3.4) NOCS Development Process



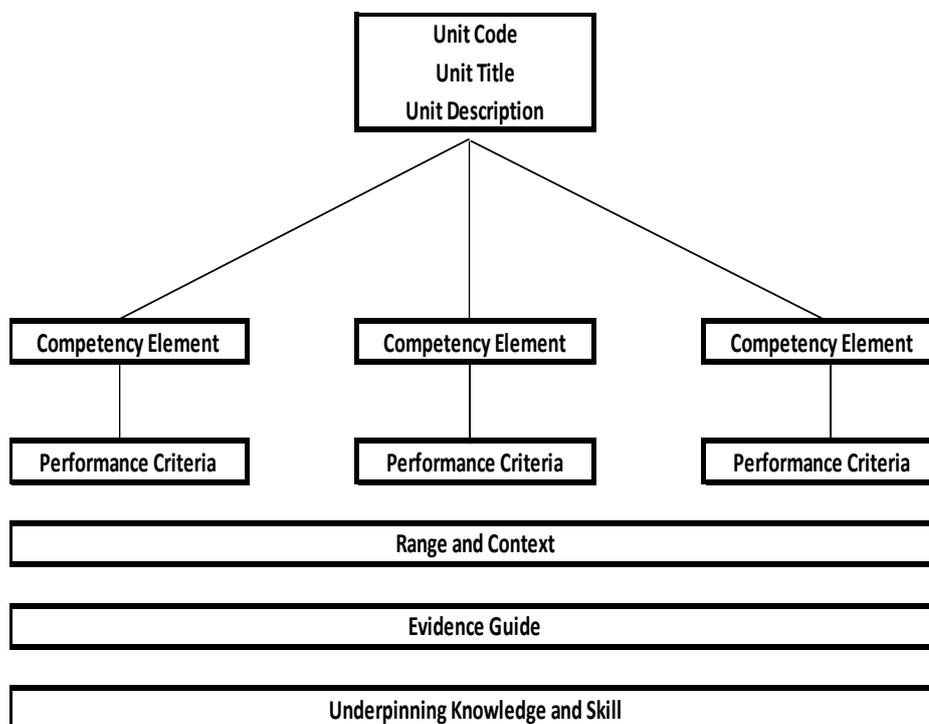
Source: NSSA 2007

The standards shall mention facts of actual workplace outcomes. The standards do not only express what skills, knowledge and attitudes are required to be taught and assessed in the classroom and workshop, they also actually describes the products/end results and services/procedures delivered by the enterprises within an industry. The standards may have eight format components. These are:

1. Standard and unit code
2. Unit title
3. Unit descriptor
4. Competency Elements
5. Performance criteria
6. Range statement (range and context)
7. Evidence guide
8. Underpinning skills and knowledge

Recommendations for assessment material to be used for assessment purpose may also be included under the Evidence Guide. The figure 3.5 below describes the relationships of the format components.

Figure (3.5) Components of OCS



Source: NSSA

3.6 Quality Policy

National skills & standards authority is committed to develop national occupation competency standards, assessment center & skill competition.

To achieve this, The Management of NSSA identifies requirements and expectation of all applicable law, interested stakeholders and Clients. Commit to provide comprehensive range of our national level quality workforce in order to comparable to the best. For maintain, support and develop the quality workforce in order to comparable to the best in region and beyond to that level through systematic process approach, systematic management approach. Establishment of organization's Vision, Mission, Goals, departmental KPI and objectives and will strive to achieve it by using all available resources, including effectively communicating and involving with people at all levels who are the essence of an organization. The strictly complying with all applicable National Laws and regulations, to be recognized as highly competent skills standards in order to achieve at the forefront of national level skills standards in Myanmar and region. Continuously attempt to improve our Quality Management skills, Health, Safety, Environmental friendly and Human Resources functions. The principles and objectives of the statement or quality policy will be communicated and available to all employees at all times. It is a part of every employee's duty to adhere quality policies. All employees are able to perform their duties effectively through an ongoing training and development program.

3.7 Occupations under Assessment

However, the rules and regulations pertaining to the assessment of skills at different levels were still being drafted. To acknowledge the urgency of assessing and certifying skilled workers needed in current workforce, the National Skills Standard Authority (NSSA) team conducted a "Fast Track Skills Assessment Pilot Project" in November 2014 with supports from GIZ, Swiss contact and international experts from Singapore Polytechnic International (SPI) and the Asian Development Bank (ADB).

To pilot a system of assessment and certification of skilled workers, who are already in the workforce and have acquired their occupational skills through experience and learning on-the-job, the National Skills Standard Authority (NSSA) has conducted the first round of "Fast Track Skills Assessment Pilot Project" in late 2014 and presented the certificates to those who are competent in early 2015. NSSA

has planned to conduct 2 more rounds of the Fast Track Skills Assessments Pilot Project, with implementation lead by the TVET team experts.

The intention to conduct 3 rounds is to learn from each round through evaluation and gradually improve the capacity of the NSSA. As a government-lead organization, it is important to progress the skill assessments in both a technical and organizational perspective.

The pilot team is comprised of members of the NSSA, Sectorial Committees, employers and employer associations, national occupational experts, the NSSA Technical Working Group and its Advisory Committee members, national consultants and experts from GIZ and Swiss contact. The team is further supported by the Union of Myanmar Federation of Chambers of Commerce and Industry (UMFCCI) and the Myanmar Engineering Society and Asian Development Bank (ADB).

For the first Round and second Round Part A, B (2014-2015) the NSSA decided to implement the assessments only for the first level (semi-skilled worker), the following eleven occupations were selected: Air-Con Installer, Arc Welder occupations selected from Metal and Engineering related Occupational Competency Standard Committee. Construction related Occupational Competency Standard Committee selected Carpenter and Brick layer occupation. Electrician related Occupational Competency Standard Committee selected Electrician occupation. Woodworking related Occupational Competency Standard Committee selected Cabinet Maker occupation. Hotel and Tourism related Occupational Competency Standard Committee selected Waiting staff and Room attendant occupations. Commercial related Occupational Competency Standard Committee selected Sales person and Cashier occupations. Manufacturing related Occupational Competency Standard Committee selected Garment Sewing Machine Operator occupation.

For the Third Round (2016), the NSSA decided to implement the assessments for the Level 1 (semi-skilled worker) and Level 2 (skilled worker). The following 19 occupations were selected: Automotive Mechanic, Foundry, Small Engine Mechanic, Machinist and GMAW welder occupations (Level 1) and Air Con Installer, Arc welder, GMAW Welding and Pneumatic occupations (Level 2) selected from Metal and Engineering related Occupational Competency Standard Committee.

Construction related Occupational Competency Standard Committee selected Carpenter, Brick layer, Forklift, Tiller, Hydraulic Excavator occupations for Level (2)

Table (3.1) Occupations Under Assessment

No	Sectorial Committee	Occupations 2014 (Level 1)	Occupations 2015 (Level 1)	Occupations 2016 (Level 1)	Occupations 2016 (Level 2)
1	Metal and Engineering	1. Arc Welder 2. Air-con Installer		1. Automotive Mechanic 2. Foundry 3. Small Engine Mechanic 4. Machinist (Machine Tool Operator) 5. GMAW Welding	1. Air-con Installer 2. Arc Welder 3. GMAW Welding 4. Pneumatic
2	Electrician	Electrician			Electrician
3	Construction	Carpenter	Brick Layer		1. Brick Layer 2. Carpenter 3. Forklift 4. Tiler 5. Hydraulic Excavator
4	Woodworking	Cabinet Maker			Cabinet Maker
5	Hotel and Tourism	Waiter	Room attendant		
6	Agriculture			Motorized Farm Equipment Mechanics	Ruber Latex
7	Commercial		1. Sales Person 2. Cashier		
8	Manufacturing		Garment Sewing Machine Operator		Garment Sewing Machine Operator
9	Mining	-	-	-	-
10	Health	-	-	-	-
11	Transport	-	-	-	-
12	Livestock & Fisheries	-	-	-	-
13	Social Welfare	-	-	-	-
14	ICT	-	-	-	-
15	Oil & Gas	-	-	-	-

Source: NSSA

Electrician related Occupational Competency Standard Committee selected Electrician Level (1) occupation. Woodworking related Occupational Competency Standard Committee selected Cabinet Maker Level (2) occupation. Agriculture related Occupational Competency Standard Committee selected Motorized Farm Equipment Mechanics Level (1) and Rubber Latex Level (2) occupations. Manufacturing related Occupational Competency Standard Committee selected Garment Sewing Machine Operator Level (2) occupation (Table 3.1).

Table (3.2) Status of Occupational Assessment

No	Occupational Names	Level	Inspectors	Assessors	Assessment Center	Candidates		
						Candidates	Passed Candidates	
							M	FM
1	Air Con installer	Level 1	3	35	3	551	460	
2	Automotive Mechanic	Level 1	3	26	3	356	307	1
3	Brick Layer	Level 1	3	13	3	392	312	5
4	Cabinet Maker	Level 1	3	8	1	41	29	1
5	Carpenter	Level 1	3	14	2	611	503	14
6	Cashier	Level 1	3	4	2	22		22
7	Electrician	Level 1	3	52	6	1005	954	5
8	Foundry Worker	Level 1	3	7	1	14	14	
9	Forklift Excavator	Level 1		6	1	80	77	
10	MMAW Welder	Level 1	5	29	7	597	387	
11	Garment Sewing Machine	Level 1	3	10	7	1419	30	1236
12	GMAW Welder	Level 1	6	22	4	373	322	1
13	Hydraulic Excavator	Level 1		11	3	202	194	
14	Motorized Farm Equipmen	Level 1	3	10	1	260	243	
15	Machinist	Level 1	3	15	2	82	68	4
16	Room Attendant	Level 1	4	18	11	252	115	122
17	Rubber	Level 1			1	92	68	13
18	Small Engine Mechanic	Level 1	3	8	1	100	93	
19	Sale Person	Level 1	2	3	1	24		21
20	Tiler	Level 1	3	10	2	205	158	
21	Waiter	Level 1	3	29	11	270	148	110
22	Air Con installer	Level 2	2	15	1	67	59	
23	Brick Layer	Level 2	2	7	1	20	7	
24	Carpenter	Level 2	3	7	1	21	16	
25	Cabinet Maker	Level 2	3	9	1	16	16	
26	MMAW Welder	Level 2	6	11	2	10	8	
27	Pneumatic Technician	Level 2	3	6	2	90	51	18
28	Electrician	Level 2	3	11	4	60	60	
29	Garment Sewing Machine	Level 2	3	5	2	20	20	
Total			84	401	87	7252	4719	1573
Grand Total							6292	

Source: NSSA

For the first round pilot project (First Round, Second Round Part A, Part B and Third Round), NSSA trained 84 inspectors, 242 assessors, developed 34 assessments centers and certified 1128 candidates (Level 1 and Level 2) in 26 Occupations.

In 2017-2018 Fiscal year, MOLIP has planned to further carry out the skills assessment in demanded occupation areas for 5000 workers who are those in the workforce and have already acquired their occupational skills through experience and learning on-the-job. The target priority geographical areas are Yangon, Mandalay, Ayarrawady, Bago, Mon, Kayin. The result of (2017-2018) for 5000 workers project, NSSA well trained 84 inspectors, 159 assessors, developed 53 assessments centers and certified 5164 candidates (Level 1 and Level 2) in 29 Occupations.

Now after four years (2015-2018) from the Pilot Project NSSA already trained 84 inspectors, 401 assessors, developed 87 assessment centers and certified 6292 candidates in 29 occupations (Table 3.2).

CHAPTER IV

SURVEY ANALYSIS

This Chapter presents survey design, the profile of National Skills Standards Authority (NSSA) and analysis on the effect of NSSA certificates on Labor in Myanmar.

4.1 Survey Design

This study explores the effects National Skills Standards Authority certificate on labor in Myanmar. In order to carry out this objective, both secondary and primary data are used in this study. Secondary data are obtained from the workforce development in Myanmar. Primary data are collected from the responsible person of trainees; who are NSSA semi skills level 1 certificates holder by conduction personal interview. To analyze the trainee's perception towards NSSA certificate (Semi-skills level 1), the questionnaire method is applied. A Sample was selected out of trainees who completed.

The survey is based on National Skills Standards Authority (NSSA) in Myanmar. NSSA already trained 59 inspectors, 330 assessors, developed 39 assessment centers and certified 3523 candidates in 21 occupations (2015-2017). The selected 6 occupations from most demand Occupational area for the Semi-Skilled worker Level 1. The samples were collected with convenience sampling consisting of 350 candidates (skill lab our), who completed semi-skills level only the assessing of NSSA certificate for skills labour from Yangon Region.

4.2 Profile of Respondents

According to survey questionnaires, regard to the NSSA program is analyzed based on three components. They are (i) Candidates Profile (ii) Assessment Process of NSSA (iii) Advantages of NSSA Certificate.

4.2.1 Socio-Demographic Characteristics of Respondents

Out of the total 350 study respondents participated in the survey, questionnaires from all respondents were considered for analysis making the response rate 100%. Table (4.1) represents the socio-demographic characteristics of the respondents.

Table (4.1) Socio-Demographic Characteristics of Respondents

Variable	Respondents	Percent
Sex		
Male	264	75.43
Female	86	24.58
Total	350	100
Age (years)		
20-29	168	48
30-39	104	29.71
40-49	64	18.28
50-60	14	4
Total	350	100
Education		
Primary school level	18	5.14
Middle school level	134	38.29
High school level	155	49.29
Graduate	43	12.28
Total	350	100
Occupation		
Self Employed	129	36.85
Company	195	55.71
Civil Service	22	6.29
Others	4	1.14
Total	350	100
Religion		
Buddhist	290	82.85
Christian	57	16.28
Islam	2	0.57
Hindu	1	0.29
Total	350	100
Ethnicity		
Burma	201	57.43
Rakkhine	9	2.57
Chin	6	1.71
Shan	34	9.71
Total	350	100

Source: Survey Data (2017)

In this Table (4.1), out of total participants, 264 (75.43%) were females and 86(24.58%) were males. Of the total 350 respondents, the highest percentage were youths 168 (48%) with their age ranges from 20-29 years followed by nearly (29.71%) of the respondents who belonged to the age group of 30-39 years.(22.3%) respondents felled into the age group of 40-49 years. There also had (4%) respondents who belonged to the age group of 50-60 years. According to Table (4.1), it is evident that a substantial number of respondents in this study had a high school level, a total of 155(49.29%) respondent had high school level, followed by 134 (38.29%) with middle school level. Respondents followed by 43 (12.28%) with Bachelor’s degree. Respondents with primary school level by 18(5.14%) respectively. As Shown in Table (4.1), assessment of occupations revealed that a higher proportion of the respondents 195 (55.71) were company employees. A fair number of self-employed 129 (36.85%) and civil service with a proportion 22(6.25%) were also found in the participants. Others 4 (1.41%) were find jobs. Religions, majority of respondents 290 (82.85%) were noted be Buddhist. Christians comprised of 16.28%, Islam 0.57% and Hindu 0.29%. Ethnicity, Majority of the respondents Burma 198 (56.57%) followed by Shan (9.71%). Rakkhine 2.57%, Chin 1.71%.

4.2.2 Work Experience

This survey questionnaire was handed out to the participants. Table 4.2 shows the years of work experience in their work field. The years of work experience have been categorized into under 3 years, between 4 and 6 years, between 7 and 9 years and above 10 years.

(i) Years of Work Experience

Table (4.2) Years of Work Experience

Years of work experience	Respondents	Percent
Under 3 years	48	13.71
Between 4 and 6 years	76	21.71
Between 7 and 9 years	102	29.14
Above 10 years	124	35.44
Total	350	100

Source: Survey Data 2017

As presented table (4.2), 13.7 % of respondents, who worked under 3 years work experience, 21.7% worked between 4 and 6 years, 29.14% worked between 7 and 9 years and while 35.44% worked over 10 years respectively. Therefore it can conclude that most of the clients in the survey, the client are over 10 years work experience.

(ii) Years Of Field Service

Table 4.3 shows the years of Field experience in their work field. The years of field experience have been categorized into under 1 years, between 2 and 3 years, Over 3 years.

Table (4.3) Years of Field Service

Years of work experience	Respondents	Percent
1 year	128	36.57
2-3 years	89	25.43
Over 3 years	133	38.00
Total	350	100

Source: Survey Data 2017

Table (4.3) depicted the number of years of field service of the respondents. It is evident from the table that, the greatest number of respondents 133(38%) were those with over three years field services, followed closely by those with 128(36.5%) over 1 years field service. The smallest number of the respondents had 2-3 years' experience with 89(25.43%) respectively.

(iii) Getting Other Relative Certificate

Table (4.4) Getting Other Relative Certificate

Getting other relative certificate	Respondents	Percent
Yes	156	44.5%
No	199	55.43
Total	350	100

Source: Survey Data 2017

Table (4.4) depicted the frequency distribution of getting other relative certificate of all the respondents. As per the table below that most of the respondents 194(55.43%) have no other relative certificate while 15% (44.57%) was setting other relative certificate respectively.

(iv) Monthly Income (kyat)

The monthly income categories are classified to four groups.(1) within 10000 Ks (2) Between 10000 Ks and 150000 Ks (3) Between 15000Ks and 20000 Ks and (4) Over 20000 Ks.

Table (4.5) Monthly Incomes

Monthly Income	Respondents	Percent
Within 10000 ks	-	-
Between 10000 ks and 15000 ks	162	46.29
Between 15000 s and 20000 ks	115	32.86
Over 20000 ks	73	20.05
Total	350	100

Source: Survey Data 2017

Table (4.5) show that the respondents average income. The income categories are classified to four groups. There is no found the respondents within 10000 ks income level in the survey results. The income group of between 10000 ks and 15000 ks income level is more participated that 162(46.24%) in this survey. The second group of between 15000 and 20000 ks income level is stand point at the present of 115(32.86%) the least portion group is over 25000 Ks income level is stand point of 73(20.85%) respectively.

4.2.3 Source of Information for NSSA Test

The study figures out the sources for the skilled labor, who want to take the NSSA Exam. There are varieties of ways the information to promote the awareness of the NSSA Certificates.

Table (4.6) NSSA Information

Variable	Respondents	Percent
Media	27	7.71
Employer	213	60.86
Colleague	52	14.86
Work facility	58	16.57
Total	350	100

Source: Survey Data 2017

As shown table (4.6), most of respondents got information from their employer. With the information provided by employers, potential numbers of candidates are increase.

In the reality, numbers of candidates decrease because of the concerning over the without pay leaves. As per the table above that most of the respondents 213(60.86%) got NSSA information from their employer, followed by 58 (16.5%) with work facility and collage were 52 (14.86%) the smallest number of respondents 27(7.71%) got information from media respectively. By words of mouth, the information is received for the candidates. The survey suggests that advertisement with media platform will increase the awareness of the NSSA certificate.

4.2.4 Purpose Of Having The NSSA Test

Candidates have many reasons to takes the NSSA Exam for their carrier development and personality. There are reasons to takes NSSA Exam result, shows below Table (4.7).

Table (4.7) Reasons to Take NSSA Exam

Variable	Respondents	Percent
To get the NSSA Certificate in line with skills standard assessment	80	22.86
To get the Promotion	85	24.29
To increase salary	163	46.5
To work aboard	22	6.28
Total	350	100

Source: Survey Data 2017

According to Table (4.7), most of candidates want to increase their salary. As per the table below that most of the candidates respondents 163(46.5%) want to increase their salary, followed by 85(24.29%) to get the promotion and 80(22.86%) of candidates want to get the NSSA Certificate in line with skills standard assessment and the smallest number of respondents 22(6.28%) to work abroad.

4.3 Assessment on NSSA Test

Table (4.8) describes the respondent's qualification of assessment attitudes toward the NSSA program in study area. These are nine components in exploring the community qualification of assessment. They are: (1) Job oriented courses before, (2) satisfy the course of Refresher, Familiarization by the Assessment center, (3) Prefer candidates manual books in the day of refresher, (4) the facilities for practical test at the assessment center, (5) tools: in the assessment center are standard, (6) enough time for the practical test, (7) assessor are doing Job fairly or not, (8) Satisfy the evaluation procedures and exam in assessment center and (9) Satisfy feedback of the exam after practical text.

Table (4.8) Assessment on NSSA Test

Sr. No	Variable	Respondents	Present
1	Job oriented courses before	Frequency	Percent
	Short course Training	-	-
	No	350	100
	Total	350	350
2	Satisfy the course of Refresher, Familiarization by the Assessment center	Frequency	Percent
	Yes	286	81.71
	No	64	18.29
3	Prefer Candidates Manual Books in the day of Refresher	Frequency	Percent
	Yes	283	81
	No	67	19.14
4	The facilities for practical test at the assessment center	Frequency	Percent
	Yes	350	100
	No	-	
5	Tools in the assessment center are standard	Frequency	Percent
	Yes	285	81
	No	65	18.57
6	Enough time for the practical test	Frequency	Percent
	Yes	252	72
	No	98	28
7	Assessors are doing Job fairly or not	Frequency	Percent
	Fair	350	100
	Unfair		
8	Satisfy the evaluation procedure and exam in assessment Centre	Frequency	Percent
	Yes	268	76.57
	No	82	23.43
9	Satisfy feedback of the exam after practical test	Frequency	Percent
	Satisfy	350	100
	Un satisfy	-	

Source: Survey Data 2017

According to Table (4.8) described about the qualification of assessment during the assessing in the assessment center. All respondents were not attending job oriented courses before the NSSA test. Most of 286(81.71%) respondents satisfy the course of Refresher, Familiarization by the Assessment center and 64(18.29%) are not satisfied. Prefer Candidates Manual Books in the day of Refresher. 283(81%) of respondents prefer candidates manual books in the day of refresher and 67(19.14%) are not prefer in the day of refresher. According to survey results, there are more productive answers because of assessors explained on the day of refresher.

According to Table (4.8), described the Facilities for Practical Test at the assessment center. Full percent of candidates' respondents got the greatest facilities for practical test in the assessment center. Survey results show that there are enough good conditions of room, good ventilation, notices of safety and tools of First Aid. Most of candidates 285(81%) respondents used to materials during the assessing time in the assessment center. Candidates are comfortable in the exam since tools and materials are welled-support in the assessment center. A few of 65(18.57%) respondents are not used to materials during the assessing time. Described assessing time is enough or not for the practical test. In total 252(72%) of respondent that they have been enough time for the assessing. At least 98(28%) of respondent are not enough time for the practical test. Fully350(100%) of respondents assessors are doing job fairly. Nearly all of 268(76.57%) the respondents satisfied the evaluation procedure and exam in assessment center. And 82(23.43%) are not satisfied. Full percent of candidates' respondents satisfy feedback of the exam after practical test. Survey results prove that the majority of candidates are satisfy the evaluation procedures and exam in assessment center.

4.3.1 Work Service Requirement

The respondent's work services requirement towards the NSSA program in study area. NSSA requires the candidates most have one year job experience to take level (1) exam. This requirement is asked to the candidate whether it is standard or not. The survey collected the answer from the following tables. Then the standard requirement is produced.

Table (4.9) Work Service Requirement

Variable	Respondents	Percent
Yes, it is enough	175	50
If it is not enough		
At least 6 months work service	126	36
2 years	59	17
3 years	-	
Others	-	
Total	350	100

Source: Survey Data 2017

According to above table (4.9), described work service requirement for the NSSA Level 1(semi-skilled labor). 175(50%) respondents enough for the one year work service requirement. The most 126(36%) respondents at least 6 months work service requirement and the least 59(17%) respondents 2 years work service requirement. Most of nearly fully percentages respondents enough for the one year work service requirement.

4.3.2 Obstacles for NSSA Test

Two key points are developed: the first one is the permission of the employer. The second one is the difficulty to access the assessment center. The finding of the survey suggests that there are obstacles.

Table (4.10) Candidates Obstacles

Sr. No	Variable	Respondents	Present
1	Any obstacles, if there obstacles		
	Employer deny for leave, So I took without pay	74	21
	I took 3 days leave for Refresher/Familiarization/Testing course	30	8.6
	Employer can't replace my position, So I took only one day leave for final test day	-	
	Other	-	
	No obstacle	246	70.29
Total		350	100
2	Difficulties to contacts the assessment center	Respondents	Percent
	It is difficult to reach the assessment center	74	21.14
	I take without pay one day leave to submit the form	66	18.85
	It is difficult to knows the notice time	45	12.86
	It is difficult to contact directly to the assessment center	7	2
	Other	-	
	No difficulties	168	48
Total		350	100

Source: Survey Data 2017

According to above table (4.10), candidates have any difficulties and obstacles for the text. The most of 246(70.29%) respondent's no obstacles for the text. The more 74(21%) respondent's employer deny for leave, took without pay. At least point of 30(8.6%) respondents 3 days leave for Refresher/Familiarization/Testing course. The need for employers to fully understand the NSSA certificate and the usefulness of

it are also critical as some of the employers have limited awareness over the certificate. Candidates got difficulties to contacts the assessment center. The most group 168(48%) respondents no difficulties to contacts the assessment center. The second group of 74(21.14%) respondents difficult to reach the assessment center. 66(18.85%) respondents took without pay one day leave to submit the form. And third group of 45(12.86%) respondents difficult to knows the notices time. And the least portion of 7(2%) respondents difficult to contact directly to the assessment center.

4.4 Advantages of NSSA Certificate

The integrity of certificate with regard to the NSSA program is analyzed based on five components. They are (1) design (2) text (3) technical terms (4) signature of the organization/ assessor and (5) scales of organizations.

Table (4.11) Integrity of Certificate

Sr. No	Integrity of certificate	Perfect (%)	Good (%)	Bad (%)
1	Design	156(44.58)	144(41)	-
2	Text	212(60.58)	138(39)	-
3	Technical Terms	189(54)	161(46)	-
4	Signatures of the Organizations/Assessors	324(92.57)	26(7.43)	-
5	Seals of Organizations			-
	Total	350	100	

Source: Survey Data 2017

Table (4.11), shows the integrity of certificate. The highest number of Certificate holders 324(92.57%) are respond signatures of the organization/Assessors are perfect. The least point of 26(7.43%) respondents are good. 212(60.58%) respondents Certificate text design are perfect and 138(39%) respondents good. 189(54%) respondents Technical Terms in the certificate are perfect and 161(46%) respondents good technical terms. At least point of Candidates holder 156(44.58%) respondents Certificates design are perfect and 144(41%) respondents good certificate design.

4.4.1 Evaluation on the Certificate Holder

The Responds of certificates holder with regards to the NSSA programs of the survey, analyzed based on five sectors, they are (1) NSSA test to meet the job Specifications (2) Confidence level after passed candidates result (3) Time Period (4) Apply new Job after got certificate (5) Necessary to renew the NSSA Certificate.

Table (4.12) Responds of Certificate Holder

Sr. No	Variable	Respondents	Present
1	NSSA test to meet the job specifications		
	Yes	252	72
	No	98	28
Total		350	100
2	Confidence level after passed candidates result		
	I have more confidence	251	72
	I have been assigned with my supervisor	49	14
	No difference	50	14
Total		350	100
3	Time period		
	Within 2 weeks	156	44.57
	Within 3 weeks	146	41
	Within 1 months	48	13.71
	others	-	-
Total		350	100
4	Apply new Job after got certificate		
	Yes	195	55.71
	No	155	44
Total		350	100
5	Necessary to renew the NSSA certificate, time period		
	1 years period	142	40.57
	2 years period	118	33.71
	3 years period	90	25.7
	others	-	
Total		350	100

Source: Survey Data 2017

As presented table (4.12), NSSA test to meet the job Specifications. 252(72%) respondents the certificate meet the job specifications and 98(28%) respondents the certificate are not meet the job specifications. The confidence level of candidates after passed candidates result 251(72%) respondents have more confidence after got certificates. 49(14%) respondents have been assigned with supervisor. And least of 50(14%) respondents no different feeling and changes after got certificates. The certificate holders have strong beliefs that the certificate can hold as a vocational document for their careers. Most of candidates 156(44.57%) of the respondents want to receive 2 weeks after exam result. 146(41%) respondents want to receive 3 weeks after exam result. At least 48(13.71%) respondents want to receive 1 month after exam result. 195(55.71%) respondents want to apply new job after got certificate and 155(44%) respondents don't want to apply new job. The most 142(40.57%) of respondents 1 years period time necessary to renew the NSSA Certificate. 118(33.72%) respondents 1 years period time necessary to renew the NSSA Certificate. At least point of 90(25.7%) respondents 3 years period time necessary to renew the NSSA Certificate.

4.4.2 Daily Wages Of The Previous Job

Information is collected for daily wages of previous job of the candidate's holder.

Table (4.13) Daily Wages of the Previous Job

Daily wages	Respondents	Percent
Within 10000Ks	192	55
Between 10000Ks and 15000Ks	86	24.57
Between 15000Ks and 20000Ks	72	20.57
20000Ks above	-	-
Total	350	100

Source: Survey Data 2017

Table (4.13) show that the respondents average Daily wages of the previous job. The income categories are classified to four groups. There is no found the respondents over 20000 Ks income level in the survey results. The income within 10000 ks income level is more participated that 192(55%) in this survey. The second

group of between 10000 and 15000 ks income level is stand point at the present of 86(24.57%) the least portion group of between 15000 and 20000 ks income level is stand point of 72(20.57%) respectively.

4.4.3 Salary Changes

Different levels of the salary are collected in the post-period of having the certificates.

Table (4.14) Salary Increase after Holding the Certificates

Salary increase after you holds the certificates		Respondents	Percent
A	No	180	51.42
B	Yes		
	b-a Between 3000Ks and 5000Ks	119	34
	b-b Between 5000Ks and 10000Ks	51	14.57
	b-c Between 10000Ks and 20000Ks	-	
	b-d 20000Ks above	-	
Total		350	100

Source: Survey Data 2017

Table (4.14) show that, Candidates respond salary increases after hold the certificates. 180(51.42%) Certificate holders respondents salary is not increase after got the certificates. Certificate holders respondents salary is increase after got the certificates, income categories are classified to four groups. There is no found the respondents over 25000 Ks income level and between 10000Ks and 20000Ks in the survey results. The income between 3000Ks and 5000Ks income level is more participated that 119(34%) in this survey. The least portion group of between 5000 and 10000 ks income level is stand point at the present of 51(14.57%) respectively.

4.4.4 Evaluation On Employer

The credibility of NSSA certificate is depending on the employer. The values of effective of the certificates are increased with the cooperation of employers. Without having knowledge of the effective useful and validity of certificates by the employers, it is impossible to achieve the success of the NSSA.

Table (4.15) Employer Requirement

Variable	Respondents	Present
Certificate is recognize in other organization employer		
Yes	185	52.86
No	165	47
Total	350	100
Any support from the employer to get this NSSA certificate		
Yes	104	29.71
No	246	70.29
Total	350	100
NSSA certificate are required for the employers		
Yes	126	36
No	224	64
Total	350	100
The certificate are valid to apply jobs in ASEAN		
Yes,	312	89
No	38	11
Total	350	100

Source: Survey Data 2017

Table (4.15), depicted the National Certificates are required for the employers. (1) Describe about certification is recognize in other organization employer. It is evident from the table that, Certificate holder respondents 185(38%) were certificate is recognize in other organization employer and 165(47%) respondents certificate is not recognize in other organization employer.(2) Describe about Any support from the employer to get this NSSA certificate, 104(29.71%) of Certificate holder respondents they support from the employer to get this NSSA Certificate and 246(70.29%) are not support from the employer.(3) Describe NSSA certificate are required for the employers, 126(36%) of Certificate holder respondents NSSA certificate are required for the employers and 224(64%) of Certificate holder respondents are not required for

the employers. (4) Describe the certificate are valid to apply jobs in ASEAN 312(89%) of respondents, they believe the certificate are valid to apply jobs in ASEAN, 38(11%) of Certificate holders respondents they are not believe the certificate are valid to apply jobs in ASEAN.

4.4.5 Job Opportunities and Awareness Certificate

The Awareness Certificate with regard to the NSSA program is analyzed based on two components. They are (1) Regarding job opportunities (3) Recommend the NSSA tests to other.

Table (4.16) Recommend to Other

Sr. No	Variable	Respondents	Present
1	Regarding job opportunities		
	More opportunities	270	77
	Less opportunities	20	5.7
	Cannot say	80	22
	Total	350	100
2	Recommend the NSSA tests to other		
	Fully recommend	185	53
	Yes, recommend	105	30
	No	60	17
	Total	350	100

Source: Survey Data 2017

As presented table (4.16), most of the respondents 270(77%) are impression for the NSSA exam. The least portion group 20(5.7%) respondents less opportunities for the NSSA exam. 80(22%) of respondents cannot say any recommendation about regarding job opportunities. And 185(53%) of Certificates holder are fully recommend for the NSSA test to other. 105(30%) respondents recommend for the NSSA test to other and least potion of group 60(17%) respondents are not recommend for the NSSA test to other.

4.4.6 Desire Summit Level 2

Level 1 qualified skills labor, asked for their desire to continue the NSSA Level (2) test.

Table (4.17) Apply to Level 2 Skilled Worker

Sr. No	Variable	Respondents	Present
1	Apply skilled worker Level 2		
	Yes	285	81.43
	No	65	18.57
	Total	350	100
2	Work services are necessary for skilled worker Level 2		
	At least 3 years	232	66.28
	5 years	118	33.71
	Total	350	100

Source: Survey Data 2017

Table (4.17) depicted the frequency distribution of setting other relative certificate of all the respondents. As per the table below that most of the respondents 285(81.43%) want to summit skilled worker (Level 2) while 65 (18.57%) was setting not summit skilled worker (Level 2). And 232(66.28%) Certificate holders respondents work services are necessary at least 3 years for skilled worker Level 2. 118(33.71%) of Certificate holder's respondents work services are necessary 5 years.

CHAPTER V

CONCLUSION

In this chapter, the author intends to report the new findings, including humble comments and the policy recommend actions based on the scope of the research.

5.1 Findings

Vocational training and skill assessments are important to improve overall skill level of the workforce in Myanmar. To improve employment opportunities for Myanmar workers as well as to increase participation of Myanmar workforce in ASEAN Economic community, Myanmar is required to have its own National Qualification Framework (NQF) in order to link Regional Qualification Framework of ASEAN. Myanmar has already formed National Skills Standards Authority (NSSA) and has actively carried out the required tasks needed to recognize skills of Labor, including setting up the competency standard and issuing the recognition certificate. All the 350 respondents are positively engaged in the survey with regard to NSSA test. The survey finds that, the passion of finding new job on the 55.71 percentages of the certificates holder. On the other hand, the real indicate that there are 36 percentage of the employer ask the certificate. There are 89 percentages of the candidate holder who expert to increase job markets in ASEAN. That is why, the author recommend that, all the stakeholders are necessary to cooperate to improve the NSSA certificate. Moreover, the survey suggests that, 51.42 percentages of the skills labors are denied to increase their salary. The rest of 34 percentages of certificates holders are merely paid between 3000 Ks and 5000Ks. The survey finds that there are lacks of commitments of the stakeholder to cooperate with the NSSA. Therefore, the author fully recommends that all the stakeholder to improve the better living standard of the certificate holder. Information of the study shows that there are 81 percentages of certificates holders, who want to apply Level 2.

Would be considered one of the first steps and initiatives taken in order to set the competency standard of the semi-skilled worker and to pave ways for recognizing

the next skill levels of the workers. This has been considered a success as all the certificate holders have continued to follow their respective NSSA competency standard.

Therefore, the NSSA should continue with the tests and provide more training and assessments as there are many potential workers who are willing to take up the assessments for the certificate. The certificate holders have strong beliefs that the certificate can hold as a vocational document for their careers. Although for level 1 and focus on providing certificate to semi-skilled workers, majority of the certificate holders have more than 3 years of working experiences in relevant field. They all have gone through the level 1 assessment as they have no significant technical certificate. Many of the holders have capacity to sit for higher levels such as level 2 and 3. Thus, it would be beneficial to provide assessment for such level in a short-medium term as delaying the higher assessment programs could further demotivate the current certificate holders. Non-certificate holders are being interviewed and their results show that some of them are not doing certain steps or procedures due to their lack of experiences at work. They have been doing some steps because their superiors have taken the test and lead them to follow the competency standards, especially related to safety. When asked whether they are willing to take assessment, their answers are positive and they would like to receive the NSSA certificate in near future. Accreditation from the government and related ministries is important for the certificate holders so that the credential would be useful for them for years. The need for employers to fully understand the NSSA certificate and the usefulness of it are also critical as some of the employers have limited awareness over the certificate. It would be beneficial to have a program or information for all stakeholders about NSSA certificate and its competencies so that all would recognize the importance of such certificate. Many of the certificate holders have provide feedbacks to disclose more information about the training and assessment such as the education background, technical skill level of the worker, the tentative syllabus, the benefits of the certificate and the relevant experiences needed to undergo assessment. By providing such detailed information to participating firms would provide further efficiency for employers on deciding, who could undergo assessments.

5.2 Suggestions

According to the findings in the literature review, current practices of international context, regional context and background situation of Myanmar landscape, National Skills or Competency qualification framework is very critical for human resources development in every countries and industries. At the same time, upcoming ASEAN common labor market becomes a driving force for all. This can bring about opportunities and challenges together with free flow of human resources.

To meet the forthcoming requirements for Human resources development and workforce competitiveness in Myanmar, some suggestions that can be made as followings, it is necessary give efforts to promote the public awareness and political awareness among businesses and stakeholders regarding this matter and related legislation. The survey suggest raise public awareness of what the NSSA is and the purposes of NSSA through both printed and digital media. It is necessary to promote the usefulness of NSSA certificates and instill the workforce with “It’s for you” attitude, and to publish information about the certificates in both Myanmar and English languages In order to formulate the short-term, medium-term and long-term policy and planning in order to set up national mechanism for competency framework and certification system on career and professional development of workers like other countries. It is necessary to develop the social status, productivity, labor mobility and motivation of workers through the professional skills certification system at national level and beyond. Reports are formulate the sound HRD policy and system through not only formal TVET and education mechanism but also work-based qualification mechanism in order to fulfill the actual demand of current industries. The survey suggests promote the engagement of employers in the matter of workforce development. In order to establish the national level skill levy funding system based on the law in order to strengthen the industry HRD system contributed by employers. In the survey result that pave the way and lay down the foundations to use the competency standards in other HR purposes of companies such as apprenticeships, employment interview, job placement, and in-house training. Strengthen the sectorial committees regarding skills qualifications to develop the competency frameworks and lead the training and certification system for HRD in each sector. It is necessary implement and scale up the certificate level to NSSA level-4 in order to recognize the each level of workforce. The survey suggests take the further measures and extend the programs in nation-wide to recognize existing skills of workers to be in line with

ASEAN qualification level. Finally, the support the NSSA by enforcing the law, for example, the employers can only appoint workers with certificates.

As conclusion, that fulfilling above mentioned facts by the concerning stakeholder, the skill of the Myanmar workforce will be developed step by step and become competitive to regional labor market. It is concluded that this is also a kind of nation building because in regional and international level to acquire the foreign direct investments, possessing skilled workforce is one of the critical factors for investment site selection and in-flowing in business.

It cannot be said that vocational competences of workforce is solely main factor and drive for business development in long run in a country. But it can be said that this is one of main pillars for economic development because key factors for country economic development can be included such as political stability, sound financial management system, sound infrastructure, competent leadership and competent workforce.

Accordingly, it is obvious that promoting HRD and building mechanism for nurturing skilled workforce is vibrant area for public policy makers to formulate the relevant planning and take the practicable measures in order to generate the fruitful outcomes in future.

As a developing country like Myanmar, policy makers should pay more attention to strengthen the foundational area like workforce skill development and encourage the engagement of employers in private sector. Without private sector participation, workforce skill development will not be achievable.

Thus, for workforce skill development in long run, it is important that country should have relevant mechanism and legislation, paying political willingness, sound public and private partnership, national level competency framework and skills qualification comparable to regional level qualification and proper financing system.

Through these above factors, it is significant that country human resources development will bring about the opportunities for future business and social growth for all citizens.

REFERENCES

1. A Ziderman. (1997). “National Programmed in Technical and Vocational Education: economic and education relationship”: *Journal of vocational Education and Training*, Vol.49.
2. ASEAN Guiding Principles. (2018). Quality Assurance and Recognition of Competency Certification Systems.
3. Aye Aye Sint. (2013). “The Role of ACCA Course and Human Resource Development in Myanmar”, Unpublished M.Dev.S Thesis Department of Economics. (Jan 2013).
4. B Gerhart, RANoe & JR Hollenbeck. (2006). *Human Resource Management*, George Washington University, USA.
5. Cedefop. (2010). *Changing Qualifications: A review of qualifications policies and practices*. Cedefop Reference Series 84, Luxembourg, Publication Office of the European Union.
6. Cho Cho Mar (2016). “The relationship between business training and job creation of respondents”, Unpublished EMPA Thesis Department of Economics. (August 2016).
7. EU (2017). *European Skills Competences, qualifications and Occupations*, ESCO V1.
8. Francoise Delamare Le Deist & Jonathan Winterton. (2007). What is competence? *Journal of Human Resource Development International*, Vol.8 (NO 1), 27-46.
9. Khin Maung Aye. (2017). “The Analysis on Career Opportunity of International Certification”, Unpublished EMPA Thesis Department of Economics. (August 2017).
10. Leonard Nedler. (1969), *Human Resource Development*, George Washington University, USA.
11. Leonard Nedler. (1984), *Human Resource Development*, the Handbook of Resource Development, Business & Economics, Wiely.
12. Terrence Hoffmann. (1999). The Meanings of Competency, *Journal of European Industrial Training*, Vol. 23 Issue: 6, pp.275-286.

WEBSITES

1. <http://www.Human Resource Development>
2. <http://humanresources.about.com/od/training>
3. <http://www/ecommons.txstate.edu/arp/289>
4. <http://humanresources.about.com/od/orientation/>
5. <http://books.google.com/books?isbn=1593114885>
6. <http://egov.eletsonline.com/impact-of-ict-on-human-resource-development,4.10.2012>
7. <http://www.un.org/en/development/desa/ population /migration/data/>
8. <https://www.nstda.gov.in/>
9. <https://www.escocorp.com/>
10. www.nesdmyanmar.org/national-skill-standards-authority-nssa
11. https://en.wikipedia.org/wiki/National_Skill_Standards_Board
12. <https://doi.org/10.1108/03090599910284650>
13. <https://eric.ed.gov>

Appendix

Questionnaire Form

Survey of National Skills Standards Authority (NSSA) Semi-Skills Level (Level 1) for Accredited Skills labors

()

		Q're. No.	<input type="text"/>
Name	.....	
Position	.....	NSSA Code	<input type="text"/>
Ages	.....	
Occupation	.....	
Division/State/City	.....	
Race	.....	
Address	.....	
		
Phone	.....	
E-mail Address	.....	

I. Candidates Profile

Q1. How many years for your work services?

a	Three year	
b	Within four and Six years	
c	Within Seven and Nine years	
d	Above 10 years	

Q2. How many years work services for the present Job?

a	One year	
b	Between Two years and Three years	
c	Three Years above	
d	Nil	

Q3. What is your Qualification?

a	Primary	
b	Middle	
c	High	
d	Graduate	

Q4. Do you have Diploma / Certificate?

a	Government issued Diploma	
b	Skills Training Certificate	

Q5. What is your salary? If you work part time, what is your estimated salary?

a	Within 10000 Ks	
b	Between 10000ks and 15000ks	
c	Between 15000ks and 20000ks	
d	20000ks and above	
e	Average salary for one month	

II. Assessment Process of NSSA

Q6. Where did you get the information of the NSSA Certificate Exam?

a	Media	
b	Employer	
c	Collage	
d	Others	

Q7. What are your reasons to take (National Skills Standards Authority NSSA Certificate) Exam?

a	To get the NSSA Certificate in line with skills standard assessment	
b	To get the	
c	To increase salary	
d	To work abroad	
e	Others	

Q8. Did you take Job oriented courses before?

a	Short course Training	
B	No	

Q9. Do you satisfy the courses of Refresher, Familiarization by the Assessment Centre?

a	Yes	
b	No	

Q10. Do you prefer Candidates Manual Books in the day of Refresher?

a	Yes	
b	No	

Q11. Do you prefer the Facilities for Practical Test at the assessment centre?

a	Yes	
b	No	

Do you have any Comment?

.....

Q12. Do you take and use Materials; Tools in the Assessment centre are standards?

a	Yes	
b	No	

Q13. Do you have enough time for the Practical Test?

a	Yes	
b	No	

Do you have any Comment?

.....

Q14. Do you think the Assessors are doing Job fairly?

a	fair	
b	Unfair	

Q15. Do you satisfy the evaluation procedure and exam in assessment center?

a	Yes	
b	No	

Do you have any Comment?

.....

Q16. Do you satisfy feedback of the exam after your practical test?

a	Satisfy	
b	Un satisfy	

Do you have any Comment?

.....

Q17. Is it enough for the one year work service requirement? If; it is enough-

a	Yes, it is enough	
---	-------------------	--

If; it is not enough-

a	At least 6 months work service	
b	2 years	
c	3 years	
d	Others	

Q18. Did you have any obstacles? If there obstacles

a	Employer deny for leave, So I took without pay	
b	I took 3 days leave for Refresher/Familiarization/Testing course	
c	Employer can't replace my position, So I took only one day leave for final test day	
d	Other (any comment)	

If there are no obstacle

e	No obstacle	
---	-------------	--

Q19. Do you have any difficulties to contacts the assessment center?

a	It is difficult to reach the assessment centre	
b	I take without pay one day leave to submit the form	
c	It is difficult to knows the notice time	
d	It is difficult to contact directly to the assessment centre	
e	Other (any comment)	

If there are no obstacle

f	No obstacle	
---	-------------	--

III. Advantages of NSSA Certificate

Q20. The integrity of certificate

		Perfect	Good	bad
a	Design			
b	Text			
c	Technical Terms			
d	Signatures of the Organizations/Assessors			
e	Seals of Organizations			

Q21. Does the NSSA test to meet the job specifications?

a	Yes	
b	No	

Q22.Can you say your confidence level is difficult after you get certificate?

a	I have more confidence	
b	I have been assigned with my supervisor	
c	No difference	

Q23. After you know exam result, when do you want to receive your certificate?

a	Within 2 weeks	
b	Within 3 weeks	
c	Within 1 months	
d	others	

Q24. Do you want to apply new Job after got certificate?

a	Yes	
b	No	

Q25. Is it necessary to renew the NSSA Certificate, what is the time period? If you think it is necessary

a	1 years period	
b	2 years period	
c	3 years period	
d	others	

Q26. What is your daily wages of the previous job?

a	Within 10000ks	
b	Between 10000ks and 15000ks	
c	Between 15000ks and 20000ks	
d	20000ks above	

Q27. Does you salary increase after you hold the certificates?

a	No		
b	Yes		
	b-a	Between 3000ks and 5000ks	
	b-b	Between 5000ks and 10000ks	
	b-c	Between 10000ks and 20000ks	
	b-d	20000ks above	

Q28. Does your certificate is recognize in other organization employer?

a	Yes	
b	No	

Q29. Do you have any support from the employer to get this NSSA certificate?

a	Yes	
b	No	

Q30. Are the NSSA Certificate are required for the employers?

a	Yes	
b	No	

Q31. Do you think the certificate is valid to apply jobs in ASEAN?

a	Yes, I think	
b	No, I don't thin	
c	Any comment	

Q32. Regarding job opportunities, what is your impression for the NSSA exam?

a	More opportunities	
b	Less opportunities	
c	Can't say	

Q33. Do you recommend the NSSA tests to other?

a	Fully recommend	
b	Yes, recommend	
C	No	

Q34. Do you want to apply skilled worker Level 2?

a	Yes, I want	
b	No, I don't want	

Q35. How many years of work services are necessary for Skilled Worker Level 2?

a	At least 3 years	
b	5 years	
c	Nil	