

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

**A STUDY ON JOB OPPORTUNITIES OF
VOCATIONAL EDUCATION IN MYANMAR
(A CASE STUDY OF HOSPITALITY AND CATERING TRAINING
ACADEMY, KAW-HMU)**

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ABSTRACT

This study mainly focuses on examining the employment opportunities for Vocational Education Training (VET) graduates in Myanmar and the range of income levels obtained by those graduates. Moreover, this study also observes the performance and effectiveness of Vocational Education Training (VET) centers. A survey was conducted on graduate students from Hospitality and catering training academy (Kaw-Hmu), a well-known vocational training center in Myanmar. Simple random sampling method was used to select 150 graduates from first batch to seventh batch for survey. Total 150 respondents' answers were analyzed. This survey found that VET graduates are very satisfied with how and what they learn in training centers. Yet respondents are satisfied with curriculums and teaching methods at HCTA. They are also happy with their career they have now. Vocational Education Training (VET) centers are helping young people to seize the employment opportunities created by growing economy. VET centers in Myanmar are effectively operating and government is also promoting them.

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TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURE	vi
LIST OF ABBREVIATIONS	vii
CHAPTER 1 INTRODUCTION	1
1.1 Rationale of the Study	1
1.2 Objective of the Study	3
1.3 Method of Study	3
1.4 Scope and Limitations of the Study	3
1.5 Organization of the Study	3
CHAPTER 2 LITERATURE REVIEW	
2.1 Role of Vocational Education	5
2.2 Benefits of Vocational Education and Training (VET)	5
2.3 Europe VET Models	6
2.4 Vocational Education in Developing Countries	10
2.5 Vocational Technical Education (VTE)	11
2.6 Reviews on Previous Studies	12
CHAPTER 3 VOCATIONAL EDUCATION IN MYANMAR	
3.1 Overview of the Vocational Education and Training in Myanmar	20
3.2 Recent Status of Myanmar's TVET System	21
3.3 Vocational Training for Labour Market Needs	25
3.4 Responsibility of the Department of TVET of the Ministry of Education	26
3.5 New Employment and Skills Development Law (ESDL)	27
3.6 National Qualifications Framework (NQF)	28

CHAPTER	4	SURVEY ANALYSIS	
	4.1	Survey Profile	37
	4.2	Survey Design	37
	4.3	Survey Results	40
CHAPTER	5	CONCLUSION	
	5.1	Findings	50
	5.2	Recommendations	51

REFERENCES

APPENDIX

LIST OF TABLES

Table No.	Title	Page
4.1	Characteristics of the Respondents	38
4.2	Employment Opportunities and Income of Respondents	40
4.3	Respondents' Opinions on HCTA	44

LIST OF FIGURE

Figure No.	Title	Page
2.1	Types of VET Benefits	12

LIST OF ABBREVIATIONS

ADB	- Asian Development Bank
AQRF	- ASEAN Qualification Reference Frame work
ASEAN	- Association of Southeast Asian Nations
CESR	- Comprehensive Education Sector Review
CPSC	- Colombo Plan Staff College
CVT	- Center for Vocational Training
DEPT	- Department of Educational Planning and Training
DTVET	- Department of Technical and Vocational Education and Training
ESDL	- Employment and Skill Development Law
GDP	- Gross Domestic Product
GIZ	- German Corporation for International Cooperation
HDI	- Human Development Index
HEI	- Higher Education Institution
HES	- Higher Education Subsector
HRD	- Human Resource Development
ITCs	- Industrial Training Centers
ILO	- International Labor Organization
JICA	- Japan International Cooperation Agency
MoE	- Ministry of Education
MoH	- Ministry of Health
MoLIT	- Ministry of Labour, Immigration and population
MNQF	- Myanmar National Qualification Frame work
NEC	- National Education Committee
NSSA	- National Skills Standard Authority
NSDA	- National Skills Development Authority
OECD	- Organization for Economic Cooperation and Development
OJT	- On Job Training
PET	- Professional EDUCATION and Training
SMVTI	- Singapore-Myanmar Vocational Training Institute
TVE	- Technical and Vocational Education

- TVET - Technical and Vocational Education and Training
VET - Vocational Education and Training

CHAPTER I

INTRODUCTION

Education means inculcating normal value, positive thinking, attitude of helping, attitude of giving to society and ethical values these kind of students are only able to bring changes in society. Education is the most powerful weapon to change the world. Education is the passport to the future, and tomorrow belongs to those who prepare for it today.

The education sector in Myanmar, most present of students drop out of the school. The number of students who could attend the higher and university level was

very small. So the government emphasizes vocational education plans due to the important role of education investment. At present, Myanmar is still in a transitional period and the graduates from vocational schools are working at the country's main sectors such as hotel, restaurant, food industries and information technology sectors.

Vocation education can take place at the secondary, post-secondary, future education, and higher education level, and can interact with the apprenticeship system. At the post-secondary level, vocational education is after provided by highly specialized trade and technical schools. Vocational educational education (VET) has target to raise of labor force participation rate to solve unemployment problem and to advance the tourism sectors. Employment opportunities are created by tourism industry and hospitality in different sectors like accommodation, food and beverage establishments. VET is important and it is an intended bridge between education and the labour market.

1.1 Rationale of the Study

Formal education, which normally leads to an art and science or professional degree from either colleague or university, had been a mainstream education in Myanmar until the recently. In a closed and under-developed economy, vocational training was not a high demand among labour market. However after adopting a market economy, many private sectors have developed in short time, and demand for skill labours has skyrocketed. Government itself has realizes the urgent shortage of skill labour in many sectors such as hotel and tourism sector, industrial sector, telecommunication sector, and so on, created by pouring FDI (Foreign Direct Investment). Vocational trainings have become a part of the government policy to meet the high demand for skilled labour in certain trades. Government particularly aims vocational trainings for the young people who dropped out of school. Underlining education is an ability to overcome life's challenges and obstacles, State Counsellor, Daw Aung San Suu Kyi encouraged to promote vocational education in Myanmar while addressing the Technical Vocational Education Training (TVET) froum in Nay Pyi Taw (State Counsellor Office, 2016).

In comparison with formal education, vocational trainings, which require shorter length of time to complete and promising comparative salary in labour market, became quite popular among young people. At the same time, according to the latest

census in 2014, young people, ages between 15 to 24, share 18.1% of the total population. They are at the stage of choosing their career path. Vocational trainings are now attractive options not only for school-dropouts but also for university students and even university graduates. Training and equipping young people with skills highly demanded in market can three-birds-with-one-stone policy as it helps reduce unemployment, encourage foreign investment, and push economy upward by increasing households' income.

Globalization has touched every aspect of our live, and if we want to be compatible on the global stage and meet the globalization challenges well we have to make significant improvements in terms of maximizing the effectiveness of the vocational education and training instruction based on specific design of curricula. Globalization has changed the way global economy works and demands new policies, strategies, and educational processes that serves the market demand. To this effect, the educational and training reforms have to be based on the market needs assessment identified by appropriate market research. (Mouzakitis, 2010). Training centers not only must teach what market actually demands but also must produce skilled workers in timely matter. That is what mainly differentiates between formal education and vocational education. The effectiveness of a vocational training can be measured by willingness of employers to employ the graduates in their firm and the range of salary offered for their skills.

To keep up with the dynamic market trend, it is necessary to monitor and analysis how VET systems manage challenges like rapid technological change, matching labor market demand for skills, attracting enrollment, and creating high-status VET programs. The countries with higher linkage tend to have stronger youth labor market outcomes, and lower youth unemployment. However a survey done in Turkey showed that the average impact of training on employment is positive but close to zero and statistically insignificant, which is much lower than programme officials and applicants expected (Hirshleifer & McKenzie & Almeida & Ridao-Cano, 2014). Due to the government policy and market condition, recently number of vocational training schools in Myanmar is rising rapidly. Monitoring the effectiveness of these training centers becomes essential. The survey locale, Hotel & Catering Training Academy (Kaw-Hmu), is a perfect school to conduct a survey as it provides training programs that match the skills highly demanded in the current labor market. It offers

courses such as Front Office, Food and Beverage, House Keeping, and Culinary. Being one of the earliest training centers in Myanmar is another reason to choose to conduct this survey. In-depth understanding of such training center's effectiveness, in term of available courses offered, students' satisfaction, creating job opportunity for graduate students, and range of salaries that graduates can obtain after finishing the training, will benefit for policy makers and further studies in related fields.

1.2 Objectives of Study

Objective of study is

1. To examine the employment opportunities and income generation of VET graduates.
2. To assess the performance and effectiveness of VET centers in Myanmar.

1.3 Method of Study

The method of study is descriptive method based on primary data and secondary data. The primary data were obtained by conducting a survey on graduate students from HCTA. Simple random sampling method was used to select over 150 graduates. The secondary data were obtained from various sources such as government publications, newspapers, journals, books, institutions, websites, previous studies, and HCTA (Kaw-Hmu) itself.

1.4 Scope and Limitations of the Study

This study covered only HCTA's graduate students from 1st batch to 7th batch. The study period is between March and August of 2019. This survey was conducted during August of 2019. Descriptive method is used to present the data collected from the survey.

1.5 Organization of the Study

The thesis is organized into five chapters. Chapter one is introduction, which includes Rationale of the Study, Objective of the Study, Method of Study, Scope and Limitation of the Study, and Organizing of the Study. Chapter two is composed of Role of Vocational Education, Benefits of Vocational Education in Developing Countries, Vocational Technical Education (VTE) and Reviews on Previous Studies. Chapter three has six sections: Overview of the Vocational Education and Training in

Myanmar, Recent Status of Myanmar's TVET System, Vocational Training for Labour Market Needs, Responsibility of the Department of TVET of the Ministry of Education, New Employment and skills development Law (ESDL), and National Qualifications framework (NQF). Chapter four presents Survey Profile, Survey Design, and Survey Results. Chapter (5) is concluded with Findings and Recommendations.

CHAPTER II

LITERATURE REVIEW

2.1 Role of Vocational Education

Vocational education depart from formal classroom-based education, and it focus on providing and training the skills and knowledge required in a work place to perform a job. The major difference between vocational education and formal education is the amount of time required to complete the program.

Vocational Education is a system or course of study, which trainss individuals for jobs that are based on manual or practical activities. Vocational Education is totally related to a specific trade, occupation or vocation and is traditionally non-academic in nature. Because it focuses on Vocation, it is called Vocational Education. With the development of economies worldwide, the labour market has become more specialized. The demand for higher levels of skill both in government and business sector began increasing. It leads to the further development of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses (Targetstudy, 2018). In various industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries, demand for Vocational Professionals has increased more than ever.

In today's economy vocational jobs have become more and more important. This is why vocational education programs are popular. Vocational education training provides career and technical education to interested students. For jobs that are based upon manual or practical fields, students are prepared as trainees. Jobs are related to specific trades, occupations, and vocations.

Instructors teach students procedural knowledge needs for their field. Community colleges have long been places actively offering vocational education.

These colleges around the country provide certificates in various vocational fields. They also offer particular degree programs that focus on some popular occupations. The vocational field grows each year to include fields that were at one time non-traditional to this area. Some of the jobs in vocational fields include construction workers, blacksmiths, and steel workers. Today, there are other great choices of vocational jobs such as front office, housekeeping, food and beverage. This umbrella has even expanded and diversified to include retail, tourism, and cosmetology. Some portions of the information technology field are taught in vocational education programs as well. This gives students to decide from a vast array of career choices. The retail field is one of those career opportunities that allow for growth. Workers can start off in training positions and work their way up to management. Most retail companies have their own training programs for specific jobs. These possibilities make retail even more welcoming to new employees. Tourism is also another great field to consider in the vocational realm. This area includes planning trips to being a tour guide. Cruise lines are popular parts of this field and their employment opportunities are immense.

In United States, the Vocational Education Act of 1963 played an important role in growth of vocational education. At that time, the government ratified an expansion and redirection of vocational education. The baby boomer generation was targeted to be provided with multiple arenas for advancement. It was also the country's goal to retrain displaced workers, who had lost jobs because of technology advancements. Today vocational education programs are rivalling those of four-year universities. Students are enrolling at unheard of rates than in times past (Teachnology, 2008).

However, the vocational education and training (VET) sector is the least understood and most poorly defined education sector. Whereas early childhood education, primary and secondary schooling, and university education convey immediately to the reader a particular set of content and institutions, this is not how vocational education and training does. An obvious indication of this lack of clarity is the multitude of terms used to describe the concept. UNESCO use the term “technical and vocational education and training (TVET)”, in the United Kingdom people talk about further education, in Australia it has been named technical

and further education (TAFE), and vocational and technical education (VTE) however the common term has been vocational education and training (Karmel, 2010).

Review of studies on whether vocational schools are an effective educational tool for training the youth of developing countries to enter the world of work. Although the studies differed in their findings, some themes reappear in their recommendations to make vocational education in these countries effective.

Most developing countries are plagued by high rates of youth unemployment. Some have even registered such high rates as 70 per cent in Sri Lanka in 1971, and 58 per cent in Jamaica in 1977. These seem to worsen every year and in the majority of developing countries today there is a urgency among politicians, planners, and educators to find a quick solution to the problem. Vocational skills training in secondary schools has been accepted as one of the chief means of providing young people with the necessary skills, the underlying assumption being that the major deterrent to employment is a lack of skills.

To ascertain whether secondary vocational schools are an effective educational device for training the youth of developing countries to enter the world of work, several studies have been done during the past two decades. A review of these brings to light their findings, the central themes of their recommendations, and their shortcomings.

2.1.1 A VET Classification

VET is designed to prepare individuals for a vocation or a specialized occupation and so it has direct link with a nation's productivity and competitiveness. Most literature generally believes that the concept of VET is restricted to non-university education (Cornford, 2005). More information on different types of VET is provided as following:

A classification of VET From a theoretical perspective, VET can be categorized into the followings (Grubb and Ryan, 1999):

Pre-employment VET: prepares individuals for the initial entry into employment; in most countries these are traditional programmes of vocational and educational

training in schools; they are found both in schools and workplaces as dual systems and are often operated by national ministries of education;

Upgrade training: provides additional training for individuals who are already employed, as their jobs change, as the technology and work environment become more complex, or as they advance within the company;

Retraining: provides training for individuals who have lost their jobs so that they can find new ones, or for individuals who seek new careers to develop the necessary competences for employment; individuals in retraining programmes, by definition have already had a labour-market experience; therefore, retraining may not have a direct connection with the occupation they already have;

Remedial VET: provides education and training for individuals who are in some way marginal or out of the mainstream labour force; typically those who have not been employed for a long period of time or who do not have any labour-market experience; usually people depending on public income; Cedefop (2008) offered a distinction which encompasses the previous ones: initial and continuous educational training IVET and CVET.

IVET refers to general or vocational education and training carried out in the initial education system, usually before entering working life. Some training undertaken after entry into working life may be considered as initial training (e.g. retraining). Initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternate training) pathways or apprenticeship;

CVET is defined by the area of education or training that comes in after entry into working life and aims to help people to (a) improve or update their knowledge and/or skills; (b) acquire new skills for a career move or retraining; (c) continue their personal or professional development (Cedefop, 2008); continuing education and training is part of lifelong learning and may encompass any kind of education: general, specialized or vocational, formal or non-formal, etc.

Across European countries, VET is shaped by widely different cultural and social class values of vocational training status in society. As a result, the role of VET, as an organised form of education, differs from one country to another. This

review examines the role of VET through its benefits. Economic and social benefits reported by countries, the economic dimension.

2.2 The Benefits of Vocational Education and Training (VET)

Vocational Education helps people in the better performance of their jobs as it focuses on improving skills or knowledge of particular job or field of work. Vocational education help working professionals get a chance to hone their skills while making money. Vocational education and training equip the trainees with a sort of introduction as it gets employees ready for the workplace which comes in handy while performing various tasks ((Targetstudy, 2018). .

Due to the nature of the skills it imparts, and arrangement of curriculum that greatly includes practical trainings, a student doesn't consider vocational training a futility as compared to academic education. Vocational Education as the term itself denotes the students are specialized and therefore they have more chances of employment as compared to others. Many students who are in a dilemma whether they should attend college or not, Vocational education really opens a completely new door. It makes an individual a responsible and independent whereas those who study regular courses lack in this sphere. The career of one's own choice is one of the major benefits of this education. A vast majority of people are caught in the wrong jobs because they were in it for the sake of job, money, lack of alternative and professional compromise whereas an individual pursuing Vocational Education is already pursuing his dream job. This type of education is a great asset to the economy. Our government need not import foreign technicians on higher wages as our own can do the required work. Certain vocational skills acquired from Vocational Education teach students the importance of manual work. The physical labour done under certain jobs makes them strong, healthy, and active. Majority of Vocational Skills are applicable all over the world and these create employment opportunities in foreign countries. Technical programs develop the economy by bridging the demand and supply gap with highly skilled workers. It also gives students the opportunity to take marketable skills from the classroom directly into the working world. Better Vocational Education also attracts foreign investment and foreign exchange in form of foreign conglomerate and foreign students. School dropouts and adults can also receive this type of education as it provides an opportunity to learn a skill or trade. There are many well-paid career elds in which a college degree is not required. Another benefit is that Hands-on work

activities allow direct application of acquired knowledge. This education provides stable jobs as these are the jobs whose demand is never filled. Emphasizing on practical exercise or activities makes vocational trainings look more like a workplace training, and raise concerns that students cannot have a typical student life as they have in regular academic education. However, team-assignment, group-projects, and regular classroom lessons can provide a normal student-life environment as regular education does.

Another benefit of vocational training is that one can jump right into classes that speak to his or her career passions. Unlike a university degree, one won't have to take general education classes that are unrelated to his or her career field. The reduced seat time for most certificates and degrees means that he or she 'll begin learning new skills right away (Meier, 2019).

This European research review of the benefits of vocational education and training (VET) is released at a time when Europe is taking stock of the progress achieved in the Lisbon process and has launched a new strategy for growth and swift recovery from the economic crisis. Investment in human resources by education, training and other forms of learning is essential to achieving smart, sustainable and inclusive growth. VET will continue to play an important role in the shift towards more knowledge-intensive societies. Around half of all jobs in 2020 will require a medium-level qualification, which will often be achieved by some form of VET.

Research on the benefits of vocational education has a long history in education economics. The same cannot be said about the research on the specific benefits of VET, which has only recently started to emerge. For policy-making, however, it is crucial that decisions on actions and measures are sufficiently backed up by sound research evidence. In this research overview, evidences on VET benefits from across Europe were gathered and analyzed. The aim was to collect evidence on the specific benefits of VET at micro, meso and macro levels and to examine the interdependencies of these levels. Both the economic and social benefits of VET are considered and the links between these two types of benefit are explored wherever possible. Research should inform policy-making and policy-making can provide new directions for future research. The general impression from the country contributions and the Cedefop synthesis is that this cycle is not yet structurally in place. By mapping the evidence in Europe, pointing out how national context impacts on VET

benefits, and by identifying areas where the evidence is particularly scarce, Cedefop will continue its efforts to increase the evidence base in VET policy-making, reporting on existing research in Europe and encouraging new research on promising topics. Christian F. Lettmayr, Acting Director

This European research review of the benefits of vocational education and training (VET) presents the results of research carried out from 2005 to 2009 in 21 European countries. It relies on contributions from members of the ReferNet, who were asked to provide research-based information on the theme. Countries in this study include the Czech Republic, Denmark, Germany, Spain, France, Italy, Cyprus, Lithuania, Hungary, the Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden and the UK, plus Norway and Iceland. The remaining countries either did not participate in the exercise or did not report on research exploring VET benefits in their countries (CEDEFOP, 2011).

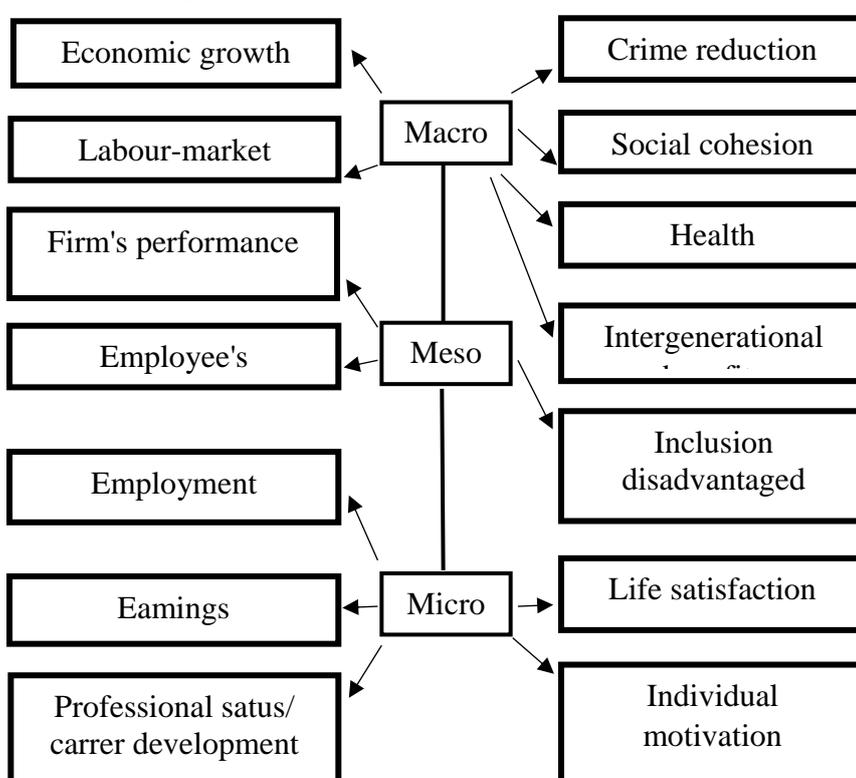
Post-secondary school which aims to support the continuation of studies. It has been organized in cooperation with companies who emphasized the importance of on-the-job training. The programme was designated for students who finished upper secondary school but also for employees who wanted to develop their skills. The main stimulating factor was the financial support accorded to individuals who participated in the programme. In 2004 an evaluation study showed that 83% of the former participants had a job or were running their own business, with a slight difference between men and women (83% to 82%). 80% worked in a branch where AVET was relevant, compared to only 50% of individuals who followed IVET courses working in their qualified specialization. In 2008 a follow up study confirmed the results.

VET policies are more effective when they are underpinned by sound research results and research can play a crucial role in evaluating policy effectiveness. Designing and implementing long-term development policies without backing them up with sound evidence can be negative, as measures taken can have unwanted, and even opposite, effects. One key finding of this review is that few countries use research coherently as structural input to their VET policy-making processes. Also, for some countries, institutional arrangements and national legislation and practice are insufficiently coherent to coordinate VET activities and research in a way that benefits policy-making.

2.2.1 Classifying VET Benefits

VET benefits can be gathered using a classical typology founded on the nature of results. Two main categories can be recognized: economic benefits and social benefits. Both can be analyzed on three different levels: the micro level (the benefits for individuals); meso level (benefits for enterprises/groups); and the macro level (benefits for society as a whole). Figure 1 presents examples of VET benefits according to the dimension (economic and social) and the level of analysis (micro, meso and macro).

Figure 2.1 Types of VET benefits



Source: cedefop

Some of the benefits may happen at the intersection of different levels of analysis, when a training course in an enterprise leads to more gratified workers that become more productive. VET benefits are interdependent at different levels. Countries did not report on all VET benefits reported in Figure 1. Instead, they focused on some aspects of economic and social benefits that are most prominent in research. The types of benefits countries reported can be reviewed as following:

The economic dimension - Macro level: economic returns on VET: research on the evaluation of private and public investment in VET in terms of effectiveness and economic growth; labour-market outcomes of VET: reduction of unemployment and inequality resulting from more people managing a VET qualification. Meso level: performance of enterprises: benefits and costs of training in terms of effectiveness and innovativeness; employee productivity: individual capacity and abilities to contribute to profit after VET. Micro level: The benefit of IVET and CVET on individuals: salaries, finding a job, reduction of skill mismatch, combination into the labour market with satisfactory wage, further career development opportunities and professional status.

The social dimension - Macro level: Results of VET across generations within families and how family impacts on skills development; Relationship between VET and health: how education and VET can help the health of a nation; Social cohesion: multidimensional concept stated by, for example, acceptance, trust, formal and informal networking (social and relation capital), low grade of social polarisation, etc. How education and VET can decrease delinquent and criminal acts in a society. Meso level: Inclusion of disadvantaged or marginalised groups through education and VET. Micro level: Personal well-being: value of life for individuals and effects on personal development, attitudes and motivation.

2.3 Europe VET Models

Understanding national VET systems, their characteristics, development and priorities is key for policy makers. There are several related initiatives for vocational education and training to help make qualifications, experiences and skills better appreciated and easier to recognise throughout the EU (Eqavet, 2018). In following, different VET models in Europe are observed.

2.3.1 Sweden VET System

Sweden provided information on the profitability of VET programmes in terms of wage returns in a cohort study of a representative sample of people born in 1976. The people in the cohort were 26 and had a potential of 7-8 years of work experience in the reference year for the results is 2002. The unit of analysis is 3 PBA,

being a general display for a very low income. The equivalent for 3 PBA was SEK 113 700 in 2002. In the upper secondary school 11 qualifications stood out with positive revenue rates, above 3 PBA. The highest returns were discovered for construction, industry, vehicle and electrical programmes (84-90 percentage above 3 PBA) which are dominated by males. This was followed by child and recreation and health care programmes (77-81 percentage) (OECD, 2019).

VET programmes main outcomes contain a higher rate of labour-market participation together with lower unemployment in Sweden. Two-year programmes at the upper secondary level registered lower unemployment rates than inclusive education (nine years of schooling). But the unemployment rate for graduates in two-year programmes is lower than for those in three-year programmes. Also, the inactivity rate (1) is greater for those in a three-year programme than for those in a two-year programme. The probability of dipping out from a VET programme is higher for individuals enrolled in three-year secondary schools. Advanced VET (AVET) was lead on a trial basis and in 2002 the programme became a permanent type of education. AVET is a form of (1) Ratio of the population not in the labour force, out of the total population. It also includes those who did not complete their studies or those with an income under one price basic amount (PBA) in Sweden. (CEDEFOP, 2011).

2.3.2 Demark VET System

Vocational education and training (VET) plays a key role in Danish strategy for life-long learning and meeting challenges of globalization and technological change (CEDEFOP, 2016).

In Denmark the evidence is a similar. Studies found a positive relationship between employment and revealed that employees who participate in training programmes are less likely to remain in the same job. Research also emphasized that CVET can increase productivity in terms of hours slogged but not in terms of cost reduction. Further training and Adult education have a positive impact on participants' professional lives, which vary on the nature of the training. They experienced more stability compared to those that did not follow any IVET or CVET. The attendance rate is higher for people without higher level studies, keep on by individuals with academic credentials. The positive relationship between labour-

market and CVET needs is underlined by Norway which revealed that the number of apprenticeship places is dependent on the economic cycle. When unemployment climbs, the available apprenticeship positions declines. Stability in the VET system is supported by government measures which create the institutional framework to stimulate enterprises to offer internship positions.

Training system (VET-system) and The vocational education offers more than 100 different types of vocational educations. Each of the educations can principal to a number of vocational specializations. The social partners have extensive influence on and great responsibility for VET (MCE. (2019).

2.3.3 Germany VET System

The principal labour-market outcome of VET is intertwined with social benefit in Germany: it makes a sense of stability among workers facing fierce opposition. VET outcomes can be associated to the dual system approach because of the institutional settings which promote skills development. On-the-job learning company orientations and practice-based do not only shape professional aptitudes but also personal and social abilities necessary for individual growth. At the same time, the dual system fosters low unemployment, although there are regional differences between East and West Germany. Data available from 2003 showed that, after one month of completed training, unemployment was 37.7 percentage in the East Germany compared with 19.4 percentage in the western states due to structural factors. in 2008 the German Federal Ministry of Education and Research (BMBF) propelled the Vocational Orientation Programme (BOP) entitled "Supporting vocational orientation in inter-company vocational training centres and comparable VET centres" which was eventually adopted in June 2010 (BIBB, 2019).

2.3.4 Australia VET System

Vocational education and training (VET) is an important module of education in Australia. A variety of courses are specified through institutes of technical and further education (TAFE) and other organizations (Ainley, J., 2001). 4.2 million students build and sharpen their skills through the VET system each year – that's one in four working age Australians (Australian Government, 2019). Austria reported on research into individual profits by gender from different types of education. From 1999 to 2005 the returns were generally high, and branded by high income disparities

between men and women. The 1990s carried wage gap reductions between genders and different academic backgrounds, though some slight differences remained: business-oriented and technical specializations are farther profitable. In these sectors, apprenticeship graduates earned 15 to 20 percentage more than graduates from compulsory schooling. BHS (VET college) graduates earned 40 to 50 percentage more than AHS (general academic-oriented upper secondary education) graduates. Positive returns were tough to find for specializations such as services, agriculture and forestry and similar for the graduates of BMS (VET) schools. Revenues for women were about the same for all occupations, but business degrees within universities and VET colleges opinion because of higher revenues, followed by health and welfare sectors. For male graduates, the highest returns were in business, shadowed by engineering and social science. The outcomes of apprenticeship training vary on the training company's specialization, its size and the available infrastructure. Companies design their future apprenticeship places by looking at the market needs. For CVET returns, people participating in CVET earned 6 percentage more for men and 8 percentage for women matched to those not participating in CVET. The correlation between CVET and wages could not be inferred causally because personal employee information – such as individual abilities, motivations, ambitions, professional histories – was not available in the sample the research was created on. The curricula of apprenticeship training vary from school-based and academic forms of education. The quality of the curricula changes on the training company specialization, its size and infrastructure. Quality effects can be witnessed in wage increases after training; this effect is directly related to the size of the firm. Another result emphasized is that it is easier for people taking part in CVET to find a job than for those who do not participate (CEDEFOP, 2011).

2.3.5 Italy VET System

Compulsory education in Italy lasts 10 years, until the age of 16 and includes the first two years of upper secondary general education or Vocational Education Training, which young people usually start at the age of 14, when they have finished lower secondary education. They then have to go complete a state exam to acquire a certificate (EQF level 1) which grants admission to the upper secondary level where young people have to make a choice between general education or vocational education (Erasmus+, 2015). Italy showed positive outputs for different categories of

people. Young people without work experience and unemployed people were able to discover a job simpler. For those already engaged in economic activity, acquiring new abilities could be an insurance against unemployment and also favours potential productivity and professional mobility (CEDEFOP, 2014).

2.3.6 France VET System

For France a correlation between unemployment and participation in training courses could not be straight established as positive outcomes vary on additional factors, not only participation in professional courses. In Spain, research exposed different levels of development among regions in the north, including Madrid, and the south, even though geographic differences have been summary over time. The worldwide economic crisis caused unemployment to increase to 17.4 percentage in 2009, with unskilled labourers most precious. Even though unemployment was high, vocational training functioned as an active policy against the financial difficulties confronting citizens (CEDEFOP, 2012).

In French, TVET is supported by Lifelong Learning strategies which call for the development of apprenticeship and vocational training programmes and the endorsing of experience-based informal and non-formal education (validation des acquis d'expérience), amongst other aspects. Lifelong Learning strategies are promoted by a number of Laws (UNESCO, 2015).

2.4 Vocational Education in Developing Countries

The TVET in most of the Developing Countries is likely to play two crucial roles in the national sustainable development (social, economical & environmental development). The first role is to provide training opportunities and career advancement avenues for the improved school leavers. The second role is to afford skilled manpower that is needed at all levels of the economy. The skills so developed should be able to central to self-reliance in the absence of salaried employment and enhance the industrialization process. Although TVET has been recycled by several Developing Countries as an instrument of sustainable development, TVET has been still gone to the periphery and its significance has not really been embraced (Wahba, 2015).

Developing countries have a relatively large percent of skilled-yet-unemployed people, on the other hand,. This is as a result of declining employment in

the private and public sector. Moreover, despite that developing countries have a large cheap unskilled labour force, as a result of lack of education and training, the core role of TVET in enhancing the informal sector and in offering skills and knowledge to the unskilled has not been keenly appreciated in most of the developing countries. TVET administration in most of the developing countries is now increasingly being moved from the jurisdiction of the Ministries of Labour or Manpower Development to the Ministry of Industry and Ministry of Education and because of advancing aid harmonization in the Ministry of Education and Ministry of Industry, TVET has also come to be squarely cast within education and industrial sectors' development plans. In other words and by its very nature, the entirety of TVET does not fit within the frame of only one sector. In view of the learning and education element, the TVET has to be administratively within the jurisdiction of the Ministry of Education. In view of the powerful trends at work placing and the requirement for On-the-Job Training OJT and practical skilled workforce, the TVET should be also within the jurisdiction of the Ministry of Industry. For a TVET System to be able to play its role effectively, it is important to ensure that there exists an enabling and TVET friendly environment nationwide. Such an enabling environment can be achieved by putting in place harmonized national TVET policies, provision of adequate funds, developing positive social attitudes towards training and enhanced management. The increased public funding will increase the subsidy among the poor households through loans and bursaries to needy trainees. The governments and the private sector in different Developing Countries should above all recognize that TVET is an investment not a cost, with significant returns including the well being of workers, enhanced productivity, international competitiveness and economic growth in the long run (TVET Journal, 2018).

Enhanced management in different Developing Countries should ensure that TVET is well co-ordinate. This will reduce wastage of resources; improve relevance and retention of training personnel in the country. Managing TVET under various government departments in most of the Developing Countries has result the TVET sector to be stagnated and cause disparities in the training standards. The current governmental plans in several Developing Countries such as Egypt, Tanzania, Liberia, Botswana, Zambia, South Africa, Kenya, Jordan and Syria have emphasized the development and promotion of TVET sector. Traditionally TVET was regarded to

be a provision reserved for the male gender in Developing Countries. This belief has resulted in serious omissions in national government development plans where women are given a raw deal. Consequently, most of the TVET facilities are planned without taking into consideration the female gender. Coupled with this cultural belief among most of the communities in Developing Countries, women are discouraged from enrolling for vocational career training opportunities. Enrolment data from TVET institutions indicate that very low percentage of the women's total enrolment is in Vocational areas within Developing Countries. This paper is aiming to specify the challenges facing the TVET System reform and identify the basic concepts of improving the quality of TVET delivery, improving of training related affairs, delivering a TVET demand approach, assuring TVET institutional development, provision of capacity building instruments and transfer of training technology in Developing Countries. The significance of TVET in contributing to awareness, knowledge, skills and attitudes acquisition in Developing Countries is often ignored. Staley's (1971) studies in Latin America questioned about the effectiveness of secondary vocational training and found that training centers operated by national manpower training organizations were more productive than vocational schools. These centers were more flexible, less costly, and prepared interested individuals who were trained in the work to be done. He called for the preparation of reasonably versatile persons who could acquire new skills quickly and with some training be able to transfer from one specific job to another over a fairly broad range of jobs (Okwunanaso, 1985).

2.5 Vocational Technical Education (VTE)

The introduction of the Information and Communication Technology (ICT), has brought many challenges and changes to educational sector in the 21st century (VTE programmes inclusive). Vocational and Technical Education (VTE) is the type of education, which equips the learner with the necessary knowledge and specific skills with which to start work. It encompasses the training (on-the-job, out-of school, artisans) given to an individual to advance his/her proficiency in relation to his/her present or future job. It is therefore expected that VTE programmes in the 21st century should incorporate and consistently use ICT facilities such as interactive video disk, computer, internet, and web camera so as to equip the recipients with the necessary "soft skills" with which to adapt to work environment (OBIDILE, 2014).

ICT facilities would also help the VTE programmes to create learning environments, which are flexible, dynamic and capable of responding to a wide variety of individual needs and learning styles. Adapting to these challenges would no doubt enhance the quality of VTE programmes so as to attract students' interest and improve the productive capacity of labour force for self-reliance. In Nigeria, VTE program is emphasized on the acquisition of appropriate skills, abilities and competencies to empower the individual to live in and contribute positively to the society (Federal Republic of Nigeria 2009). Since VTE programmes are centred on acquisition of skills for gainful employment, they can go a long way in helping the recipients contribute meaningfully to the society and curb the menace of unemployment in Nigeria if properly practiced. Dike (2007) opined, VTE is expected to yield untold profits to the whole nation if given the required attention (Dike, 2007). There is therefore an urgent need to explore the issues challenging VTE programmes, and possibly identify the way forward in the 21st century so that its objectives can be maximally achieved. Among the scholars who made concerted efforts to define VTE, the definitions given by Akaninwor (2004) and Ordu (2012) are of interest to the researcher (OBIDILE, 2014).

VTE is a type of education designed to prepare the recipients to be self-reliant (Akaninwor, 2004). VTE can be seen as that type of education, designed to prepare individuals for gainful employment as semi-skilled or skilled workers (Ordu, 2012). In other words, it is the training designed to advance an individual's proficiency in relation to his or her present or future occupation. From the above definitions, it could be deduced that vocational and technical education is the type of education or training designed to equip the learner with the necessary skills needed to start and progress in specific occupations and provide on-the-job training for those already engaged in one form of job or another. VTE has its subunits as business education, agricultural education, computer education, fine and applied arts, home economics education and technical education (NCCE, 2003). In the same vein, Ekpenyong (2008) listed VTE occupational areas to include technical education (engineering technology and related sub-fields, electrical/electronics technology and related sub-fields, building technology and related sub-fields, Automobile engineering and related sub-fields), business education (secretarial studies or office technology and management, accounting studies, distributive or marketing studies, general business studies),

agriculture (agronomy, soil science or agricultural engineering), and home economics (home science, food science, clothing and textiles, hotel and catering management) (Ekpenyong, 2008).

2.6 Review on Previous Studies

Khin Su Su Htun(2018) “A study on the employment Opportunities of Industrial Training Centers (ITCs) under the Ministry of Industry in Myanmar” mentioned that vocational training is one of the important programs for human resources development, for sustainable economic growth, and for skill developing program that equips youths with necessary skills to meet current market demand. The study also confirmed that vocational education is vital not only for sustainable development and growth but also for poverty reduction, economic recovery (Khin Su Su Htun, 2018).

Naing Lin Htet (2018), in his thesis “A study on the outcomes of certificated Trainees of Hospitality and catering Training Academy (Kaw-Hmu) ” found that most of young people, dropped out from Basic Education level, Middle School Level and High School Level, have become unskilled labors to earn money for basic necessities for their families: food, clothing and shelter. The study also observed that the vocational training centers give young people with limited and unfinished education alternative options to choose different career paths for their life. It stated that the major responsibility of vocational education and training is to produce skilled manpower to meet the needs of industries as well (Naing Lin Htet, 2018).

“A study on the technical and vocational Education in Myanmar” by Thandar Oo (2000) found that anyone who dropped out from school at any level can get some vocational education and has chance to build his or her personal life better and contribute to country’s economy as well. Another finding in her thesis was that government has major responsibility to have successful vocational education that can meet the labor-market demand (Thandar Oo, 2000).

“Assessment in Vocational Education” by K. Ecclestone explored the methods of assessment methods of vocational education. In the study it is found that ggeneral vocational education has become a crucial option for young people deemed to be unable or unwilling to undertake general academic education or who are not ready for workplace training. Assessment methods that are seen to motivate and

engage young people, while also providing a credible basis for summative assessment that enables them to progress to further and higher education and to work, have evolved into a distinctive system. This system is criterion referenced and adapts methods from competence-based approaches developed for the workplace and approaches used in academic courses. Ecclestone (2010) also pointed out that the purposes of assessment in vocational education and the subject base and skills that are seen to comprise vocational, as opposed to practical or relevant-to-life education, need to be questioned. Ecclestone also high lighted that there are also questions about the status and identity of young people opting to follow a vocational education pathway and whether these reinforce particular attitudes to assessment and learning (Ecclestone, 2010).

CHAPTER III

VOCATIONAL EDUCATION IN MYANMAR

3.1 Overview of the Vocational Education and Training in Myanmar

Vocational Education as an essential aspect of human resources development is one of the principal means of successful the ability of the individuals to contribute effectively to society. As it provides access to skills and entry routes into the labor market, it can be a main route towards a better life. Vocational education has been parts of Myanmar education sector for decades In Myanmar.

Government has formed commercial schools since 1969. Accountancy, Book keeping and Office Working Courses were taught in the Commercial School. The purposes of opening commercial schools were:

- To finish a course of study on vocational education within a short time,
- To form sufficient wage for living after the accomplishment of studying vocational education for those who might not learn the university education due to different circumstances,
- To produce skilful workers who could contribute their skills for the productive force of the State (MoC, 1999).

The courses taught in commercial schools are:

- (a) Office Working (Main) Course,
- (b) Accountancy and Bookkeeping (Main) Course,
- (c) Shorthand Typing (Main) Course and
- (d) Typing (Main) Course.

The period of the course was nine months, teaching lasted for six months and practising three months. Master accountants and productive clerks were created from

these Commercial Schools. The Schools of Domestic Chores includes the schools of vocational education. The aims of the School of Domestic Chores were:

- To get income by learning tailoring and cooking in a short time for poor people and person who could not afford to complete normal education,
- To cultivate technicians and experts for the need of building industries,
- To spread out the teaching of vocational education in consistency with the political, economical and social destinations of the Republic of the Union of Myanmar
- To create intelligent and outstanding workers who have conviction, awareness and technicians and will to serve their country (SDC, 1998).

At the School of Residential Chores,

- (a) General Sewing
- (b) Women's Wear, Handicraft
- (c) Women's Wear, Child's Wear
- (d) Western Style Coat
- (e) Jacket and Men's Shirt
- (f) Trouser and Men's Shirt
- (g) Underwear
- (h) Myanmar Traditional Food
- (i) Jam and candied fruit and
- (j) Snacks were taught (AVE, 1999).

Along the time, syllabuses and curriculums were transformed and revised to upgrade the quality in conformity with modern age. Moreover, Mobile Teams were shaped to teach vocational education in remote and border areas. Research works were carried out and Training Courses were opened with the coordination of UN and other agencies from abroad.

Under controlled economy, government had been only and major actor that played in development of vocational education all along until recent adoption of open

market economy. The government had put efforts in opening schools and promoted the accessibility to vocational education.

For vocational education, Under the Department of Technical, Government Technical Institutes, State Agricultural Institutes, Agricultural High Schools, Vocational and Agricultural Education, Commercial Schools, Machinery Repair and Maintenance Schools, Schools for Handicraft, Schools of Domestic Chores and Fisheries were opened. In 1982, Weaving Schools were handed over to the Ministry of Co-operatives. In 1987 there were twelve Technical High Schools, ten Government Technical Institutes, nine Agricultural High Schools, seven State Agricultural Institutes, seven Handicrafts Schools, six schools of Domestic Chores, three Commercial Schools, two Machinery Repair and Maintenance Schools, and two School of Fisheries, and one Technical Teachers Training Institute, two Engineering Technology Evening Courses and five Evening Working Courses, totalling sixty-six institutes and schools (MERB, 1994).

For the promotion of approachability to vocational education, the institutes and schools were more and more opened throughout the country. In 1997, one Agricultural School, four Schools for Handicraft and one School of Domestic Chores, two Government Technical Institutes, five Technical High Schools, four evening working courses were set up. School of Handicrafts were opened in Shwe Pyi Thar, Hlaingthaya and Waibhagi Townships in Yangon Division. In 1993-94, Technical High Schools were opened in Kyaukpadaung and Pa-an. Kalaw Government Technical Institute was moved to Ayethaya new township in Taunggyi. In 1997, There were eighty-four schools and institutes under the Department of Technical, Agricultural and Vocational Education.

3.1.1 Recent development of Vocational Education in Myanmar

Myanmar, mainly an agriculture-based country in Southeast Asia, has begun a series of economic and social reforms to strongly develop vocational education over recent years. Political and economic reforms have driven the role and momentum vocational education to highest level. Government has officially advocated vocational education and invested in opening vocational training centers. Cooperation and supports from foreign donors has dramatically increased. In 2016, Daw Aung San

Suu Kyi, , the State Counselor, called for the promotion of vocational education in Myanmar when addressing the Technical Vocational Education Training Forum held in Naypyidaw. She advised the students and parents to value the vocational education. (State Counsellor Office, 2016).

The vocational education is in the two levels of secondary vocational education and higher vocational education in Myanmar. The government technical high schools and the government technical institutes twofold as public vocational education institutions. Next, The Government of Myanmar promises the quality of vocational education through legislation, national qualifications framework, and national certification and quality assurance committee in the chief. Myanmar collaborates with other countries in founding a number of international cooperative vocational education institutions, such as Myanmar Industrial Training Centre, Singapore–Myanmar Vocational Training Institute, Myanmar Centre for Vocational Training, , etc. However, Myanmar still has challenges in management, capital investment, school–enterprise cooperation and quality assurance in vocational education. (Wu, Bai, Zhu, 2017)

In 2019, the Government of Republic of the Union of Myanmar signed a grant contract with the Japan International Cooperation Agency (JICA) to offer grant aid of up to 2.726 billion yen for the Japan-Myanmar Aung San Vocational Training Institute Project (JICA, 2019).

When Singapore President Tony Tan’s state visit to Myanmar in 2013, MOU for Singapore Myanmar Vocational Training Institute (SMVTI) was contracted between the two governments in 2014 and the renovation for the campus in 2015. SMVTI intend to support Myanmar's human resource development, particularly in the area of vocational skills in demand, for Myanmar’s youths and adult learners (SMVTI, 2017).

Switzerland also helps Myanmar to encourage vocational training. The Centre for Vocational Training (CVT) will provide vocational training with the aim of creating skilled workers in the five trades of electricians, tailoring, construction, hospitality and beautician (Mizzima, 2017).

Switzerland has been helping Myanmar in vocational education and training since 2013 by spending US\$5 million per year. It is provided that vocational training

for Myanmar youths in five areas: electrical, carpentry, hospitality, sewing, and beauty parlors (Myanmar Time, 2019).

The Daw Khin Kyi Foundation was established in 2012 by the Nobel Laureate, Daw Aung San Suu Kyi, the State Counsellor who have been a prominent advocate for vocational education in Myanmar. The foundation goals to encourage the education, health, and living standards of the people of the country, concentrating its attention especially on the requirements of Myanmar's least developed areas. Foundation is funded by local and abroad donors (Daw Khin Kyi Foundation, 2019). One of the well-know projects of Daw Khin Kyi Foundation is Hospitality and Catering Training Academy (Kaw-Hmu). HCTA is one of the essential plans of the Myanmar registered charity Daw Khin Kyi Foundation.

HCTA is to assistance youths of Myanmar turn out to be independent, successful, skilled, and well-equipped leaders in hospitality industry. To attain this goal, trainees will be taken through the pathways of vocational training, which cover dynamic modules outside of hospitality topics. This purposes to adoptive their self-confidence and leadership potentials. In a longer term, **HCTA intentions to fulfill vocational training requirements countrywide and to outspread training in other topics.** HCTA is a non-profit training centre to empower the youths with education and vocational training, not only generating job opportunities but also supplying the quick demand of tourism and hotel industry. Base in Kaw-Hmu which is one of the outsider town of Yangon city, Myanmar. Kaw Hmu township has a population of around 120,000. HCTA programme for hotel services training intentions to yield international standard multi-professional hospitality staffs. HCTA provides four courses:

- Hospitality Foundation Course
- Hospitality Advanced Course
- Culinary Foundation Course
- Culinary Advanced Course

Initially HCTA only accepted between 18 and 25 year of age with high School Graduate. It now accepts middle school dropouts for some short training courses. However, it still has preference to residences of Kaw-Hmu and surrounding 10 miles.

HCTA uses the teaching system that includes two components – institutional and internship training in the hospitality and tourism industry.

Institutional training offers academic theoretical knowledge, which is delivered by means of lectures and workshops. Teacher-to-student ratio will be approximately 1:40, theory and practical ration is 1:20. Individual assignment and group discussion take place and each trainee is evaluated throughout the training period by point scoring system. At the end of every month, trainees are given feedbacks on their development. This is followed by 2-months internship programme at in-house restaurant/guest house and other partner hotels and restaurants. (Daw Khin Kyi Foundation, 2019).

Although Myanmar has made some attainments in vocational education over recent years, it still has challenges. The vocational education is under the manage- Myanmar vocational education powers have yet to set up a comprehensive and well-developed quality assurance system. Vocational education cannot meet the local labor market requires for highly competent personnel although some skill standards have been set, the skill standards of some industries are insufficient as they are not closely related with training. Many vocational education projects have been established and executed without enterprise participation, with more than enough emphasis on theory but little linking with practice. Besides, local enterprises in Myanmar have a low degree of participation in vocational education. In result, the skills and abilities of the graduates from vocational institutions often do not meet the requests of the labor market. In terms of training content, the sorts of training provided by vocational institutions at present are limited. Public vocational education institutions frequently emphasis on academic education and pay unsatisfactory attention to short-term informal vocational training needed in the labor market. With regard to funding, there is still a serious scarcity of funds and resources in the growth of vocational education in Myanmar.

The National Education Strategic Plan (2016–2021) launched by the Ministry of Education of Myanmar in 2016 has prearranged vocational education in three aspects. First, it is to increase admission to vocational education for all. In order to fulfill more chances for all youths, counting disadvantages groups and persons with disabilities, to join in vocational training, the Ministry of Education of Myanmar will implement the Comprehensive Vocational Education Project. The project will progress admittance to vocational education at all stages and increase subsidies and

scholarships to disadvantaged students through progress the existing vocational courses and providing capacity-based modular short-term courses. Second, it is to advance the quality of vocational education and make it closely linked with practice. Develop a number of skills training programs, including teaching ,management and specific skills. Vocational education courses are developed based on the needs of the workplaces in different industries, and a national qualifications structure for vocational education, the quality assurance system involving capacity-based courses, the national skill standard and institutional and personal certification are set up. Third, it is to reinforce vocational education management, carry out vocational education management system change in Myanmar, improve coordination among management departments of vocational education, reassure public–private cooperation, build up the monitoring system and information management system of vocational education, step up the financial management and supervision and take improving vocational management as the top urgency (Wu, Bai, & Zhu, 2017).

3.2 Recent Status of Myanmar’s TVET System

Myanmar’s economy has already get on a substantial upturn, the goals of the labour market concerning TVET systems are the development of a demand-driven TVET system and with it the spreading of access to the labour market for workers as well as the quality assurance in TVET (ILO, 2014).

Since Myanmar’s democratic elections in 2011 the constitution of a new civilian government unlocked up politics and economy so that the European Union was given a chance to restart its efforts (GIZ, 2012). With the opening of the country many economic sanctions were eliminated and hence economy and industry have begun to raise gradually. This has stimulated a multilateral international development cooperation which in the first place mostly intentions at technical and financial cooperation. In terms of funding in TVET, it states the contribution of international partners and institutions through projects and programmes for the public support or governmental activities (Ouédraogo, 2011). The Myanmar government is accepting funding from many development partners since the isolation of the country from the world process is completed. International development aid increased quickly and reached with \$7.6 billion in 2013 the tenfold amount in comparison to the year 2009

(Devex, 2015). However, pertaining challenges along the process of developing technical capacities have decelerated the progress (ILO, 2014).

For a future sustainable development and growth, Education and vocational skills development in Myanmar's growing sectors is essential. Possible areas are tourism, manufacturing, construction and infrastructure development as well as hydroelectric, and energy (ILO, 2014). Nevertheless, as indicated by UNESCO in all branches there will be provably the same blocks to overcome just like in other countries, which started to grow their TVET sectors during the previous century. In the education and vocational education sector these restrictions refer to such as the absence of funds and resources for qualitative teaching or the reserved attitude towards TVET as well as few experiences in the field of the teaching staff. (Milio, Garnizova, & Shkreli, 2014).

In 2010 only 47.0% of young people within the official age-group for secondary education were registered in such. The gross registration rate for tertiary education in 2012 attained 13.4% (UNESCO-UIS, 2011).

- 1 The effective enforcement of TVET through a skills-for-all initiative implements a special position in pursuing the agenda of the Millennium Development Goals (MDGs) and promotion of human development.
- 2 The gross registration rate refers to the group of young people aged from the official secondary school graduation age which is about 12 years, until the age group five years older (UNESCO, 2012). Enrolment in Myanmar is far behind such rates in its bordering countries.

With only 0.5% it is not even near to the still low TVET registration rate in Laos of 2.7% (OECD, 2014). This finding can be regarded predictable when considering that the government devotes a low amount on education with only 0.8% (2011) of the gross domestic product (UNESCO, 2011). Expenditure rates in human capital are usually little and inadequate in South Asia, which does not at all seem to adoptive a well-adjusted education system nor does it support a sustainable and fair development of a TVET system (Panth, 2013). Nevertheless, compared to the obvious shortage of skilled workers in different areas of the country, which suggests the prevailing training requires, a enormously low amount is spend on education and TVET purposes (Si Thu,

2011; OECD, 2014). Encouraging a higher quality in TVET or rather promoting TVET at all consequently seems to be an even more urgent need compared to promote university education because it rather meets the requirements of an industrialising economy such as that in Myanmar (OECD, 2014). Although labour participation is said to be high in comparison to neighbouring countries, the real unemployment rate is unidentified and especially youth unemployment is an increasingly severe concern (OECD, 2014). Skills development is highly graded on the agenda for sustainable growth in most Asian developing countries (Martinez-Fernandez & Choi, 2013) – similarly it is crucial element of Myanmar’s national strategy (ILO, 2014).

According to the OECD (2014) computer and ICT skills, technical knowledge as well as creativity and initiative were stated as the most lacked competencies in all divisions of the country. The last might have been grown during the previous half century when the society and its culture was controlled by an authoritarian

- 3 The official unemployment rate of 3,4% (World Bank, 2013) is in dispute .Myanmar’s parliamentary planning and finance development committee has printed a survey in 2013 which assumes a possible unemployment rate up to 37% (OECD, 2014).
- 4 Regime which did not grant enough space for creative ideas and self-determined initiative. TVET institutions, such as the six Industrial Training Centres (ITCs) in the country, will have to assume a vital part by providing the service of preparing and qualifying workers for the industry, which is now experiencing a substantial change (ILO, 2014,).

Similar to many other developing countries, the government in Myanmar has retained authority over the education system. In the formal sector, the Department of Technical and Vocational Education (DTVE) is mentioned as mainly responsible for TVET in Myanmar. It is responsible for the development of technical education and training for skilled and semi-skilled workers as well as middle-level technicians⁴, and functions as one of five departments under the supervision of the Ministry of Science and Technology (MoST) that was set up in 1996. Among other things it is

furthermore responsible for purchasing teaching aids and equipment as well as the training of teaching professionals for all technical and vocational educational institutions under the MoST such as Technological Universities, Computer Universities, Government Technical Colleges and Institutes, and Technical Training Schools (UNESCO-UNEVOC, 2012).

Other technical and/or vocational training courses are provided by quite a number of other line ministries, above all the MoI, but also such as the Ministry of Agriculture and Irrigation, Ministry of Hotels and Tourism, the Ministry for Border Affairs, or the Ministry of Education –the government is the main provider of TVET in Myanmar.

Additionally, 459 public training institutions as well as approximately 350 to 550 private organizations are involved TVET providers (OECD, 2014). This diversity, mainly on the governmental level, creates rather inefficient educational planning processes due to overlapping in the Ministries' responsibilities or double efforts spent as well as a lack of coordination among them and related TVET providers (ILO, 2014). The absence of a consistent national qualifications framework moreover compounds the lack of transparency (OECD, 2014). The government-led TVET model is too rigid and too inward looking which is why it is not able to sufficiently improve and meet the requirements of the emerging labour market (Panth, 2013).

Expenditures for the TVET sector in Myanmar almost exclusively refer to the salaries of the teachers. Nevertheless, the low salary for teachers in Myanmar is a sign of the states limited resources and cannot represent an incentive at all, which together with the lack of teaching aids certainly is a reason for some vocational teacher's low motivation (ILO, 2014). Moreover, the development of curricula is hoped to include quality standards as well as a process of group discussions or workshops with authorities and responsible training institutions. Other than that, TVET remains almost entirely theory-based in Myanmar. The respective theory and practice components are not balanced, which means that lessons are provided rather theory-driven and classroom-oriented instead of competency-based and industry- or business-oriented. This is closely linked to a low teaching quality and the application of rather outdated teaching methods (ILO, 2014), which is precisely the main reason and motivation for compiling the present research work. Panth (2013) expresses the

predicament of a lopsided quality by saying that graduates are under pressure because formal education pathways have failed at all levels to impart the skills demanded by the labour market (Panth, 2013).

To compensate these competencies, such as communication, problem solving, critical thinking, teamwork, or analytical skills, seems to be unrealistic. The MoE operates a Comprehensive Education Sector Review (CESR) which is divided into three phases. Phase 1 has already approved that higher level thinking is not stimulated intensively because practice phases are just too rare and rote learning is the predominant learning method (MoE, 2013).

Through a structured field research the above mentioned findings could be complemented. The subsequently summarised facts resulted from the analysis of interviews with six TVET teachers and two teacher trainers as well as of the observation of four different class implementations at different ITCs.

Compulsory basic education in Myanmar starts with one-year pre-primary education and lasts until grade eight, while a bachelor takes four years of study.

Ministry of Labour, Employment and Social Security has established “National Skill Development Authority (NSDA)”, with the approval of Cabinet, under the project “Enhancing Skills Recognition Systems in ASEAN (2004-2008) to prepare for the ASEAN Economic Community (AEC) to start implementing in 2014. Through this, the NSDA focuses on setting up competency/skills standard of the prioritized occupational areas selected under the TVET sector, development and design of skills standards, the competency based curricula together with required training materials for each of the defined occupational area and by the technical working group, and conducting the competency based assessment and issuing the national certificates for the TVET institutions.

The TVET sector covers a wider range of the technical occupations that are related to construction, electrical, electronic, and mechanical, etc., hotel and tourism, pharmaceutical and nursing, agriculture and livestock breeding, and different vocational skills (e.g. tailoring, food processing)

3.3 Vocational Training for Labour Market Needs

Despite the favourable linkage between a large working age population and the framing of labour-intensive industries as the progress drivers, Myanmar finds it uneasy to exploit this harmony by reason of the lack of development in human resources. The desperate human capacity needs hinder the country to cope with the increased skill demands of rising job opportunities induced by the growing industries. Thus, the country should go for a better promotion of vocational training in an attempt to fulfill the growing skill necessities of a demanding labour market .

The current context requires Myanmar to pay more attention/special consideration to vocational training as a tool to develop its human resources in light of the capacity needs for driving the economy, ensuring a systematised approach to the activity. The country has already seen a total of 13 ministries including the Ministry of Education which oversees TVET (Technical and Vocational Education and Training) courses at 247 training schools. And more than 210 courses on 16 types of TVET are being offered by the private sector according to the official data (TVET Journal, 2018). Education is a national one without wastage to be productive, and work to become Productive. Make this basic level, Advanced Education and Technology and Vocational Education (3) can be divided (MoE, 2013).

Basic education from kindergarten, Up to matriculation. If matriculation colleges, Universities and institutions of higher education. Another semi-technology and vocational education. It desperately needed now Technical and Vocational Education Training (TVET). After matriculation only the best people to go to university, good to go. Once you have permission to go to college student loans, Access to employment after graduation, must be considered. If the third technology and vocational schools must be open. This technology, Applied University also allows you to bridge. When you have the best job first. People would continue attempts.

3.4 Responsibility of Department of TVET of the Ministry of Education

The Department of Technical and Vocational Education and Training of the Ministry of Education is responsible for developing and updating the TVET curriculum. Curricula are developed by a board of field experts, who then seek the

approval of the department. As part of ongoing reforms, a new committee will be established to develop and update the curriculum. The Board of National Accreditation and Quality Assurance finally accredits the TVET curriculum, which is then approved by the National Curriculum Committee as part of the National Education Policy Committee.

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

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

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

3.5 New Employment and Skills Development Law (ESDL)

The new Employment and Skills Development Law (ESDL) was promulgated in 2013, foresees the establishment of a workers' skills development fund. Such a fund

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

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

3.6 National Qualifications Framework (NQF)

The NQF in Myanmar is currently under development. Myanmar is fully committed to the ASEAN Qualifications Reference Framework (AQRF) and has started the process of developing a Myanmar National Qualifications Framework (MNQF) at the end of 2013 (World Bank, 2019).

A working group, comprised of twelve ministries, prepared an initial draft by July 2014. This draft was revised based on comments from local scholars, a critical study done by a group of international experts and feedback received during a national-level stakeholders' consultation on the MNQF. The final draft was introduced at the end of 2015, but has not been officially approved yet. In conjunction with the development of the MNQF, a National Accreditation and Quality Assurance Committee (NAQAC) was set up (UNESCO-UNEVOC, 2018).

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

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

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

Since 2007, the NSSA developed 173 occupational competency standards at four levels across a number of industry sectors and occupations. Of those standards, 93 were approved in principle by the cabinet. Standards were initially adapted from a range of other countries with minimal industry consultation and little adjustments to the national labour market. They are therefore being reviewed and modified again with industry input and tested in a 'Fast Track Skills Assessment and Certification Pilot Project' by the NSSA (KWPF, 2015).

CHAPTER IV

SURVEY ANALYSIS AND FINDINGS

4.1 Survey Profile

Both qualitative and quantitative approaches were used in this survey. This survey was conducted on graduate students from HCTA (Kaw-Hmu). HCTA is located in Kaw-Hmu, which is one of the outcast-town of Yangon city, with population of about 120,000. HCTA, which was formed in 2013, is one of the most popular vocational training centers in Myanmar. More than 900 students have been graduated from HCTA since. It offers four main courses: Hospitality Foundation Course, Hospitality Advanced Course, Culinary Foundation Course, and Culinary Advanced Course. Main purpose of HCTA is to equip youths with the necessary skills to get a job in rapid growing hospitality industry.

4.2 Survey Design

This survey focuses on examining employment opportunities and income generation of graduates from vocational training centers in Myanmar, and those centers' performance and effectiveness. Findings of the survey are aimed to contribute to the formulating vocational education policies and programs in future. HCTA (Kaw-Hmu) was selected as the locale to conduct the survey. Sampling frame includes all HCTA graduates from 1st batch to 7th batch. Targeted sample size is approximately 150 with 7% margin of error and 95% confident level. Simple random sampling method was used to select about 200 graduates from HCTA.

To build a right questionnaire that can serve the objectives of the study, previous studies and questionnaires were reviewed and used as references. At the same time, to assure the content validity, proper and clear wording, covering concerned and relevant topics, and being understandable for the respondents, a pre-test was conducted before finalizing it. The questionnaire was categorized into three sections to learn (1) characteristics of the respondents, (2) employment opportunity and income generation of respondents, and (3) performance and effectiveness of HCTA. The questionnaire includes simple multiple-choice questions, yes or no

questions, and likert scale questions. Survey results are presented with descriptive method.

4.3 Survey Results

About 200 questionnaires were distributed and more than 170 responded. Answers from 150 respondents were selected to analyze and the rest were canceled due to incomplete and improper answers. As it was designed, the survey findings are divided into three parts; (1) characteristics of respondents (2) opportunity of works and (3) effectiveness of training program in HCTA.

4.3.1 Characteristics of the Respondents

For the characteristics of the respondents consists of gender distribution, age group, education background, training batch, specialized trade and job type. These characters of the respondent variables are shown in the following table (4.1).

Table (4.1) Characteristics of respondents

		Respondents	Percentage
Gender	Male	82	55
	Female	68	45
	Total	150	100
Age Group	18-20 years	27	18
	21-25 years	116	77
	Over 25	56	5
	Total	150	100
Education Background	Grade 11	15	10
	Under Graduate	128	85
	Graduate	7	5
	Total	150	100
Trainings Attended	Front Office	21	14
	Food & Beverage	42	28
	House Keeping	64	43
	Main Kitchen	20	13
	Pastry & Bakery	3	2
	Total	150	100
Job Type	Hotel	94	63
	Restaurant	32	21
	Others	24	16
	Total	150	100

Source: Survey data (2019)

Characteristics of respondents are presented in the table 4.1. Male respondents are more than female respondents. Out of total 150 respondents, 82 are male and 68

are female. Male and female are 54.7% and 45.3 % respectively. In term of age range, well majority of the respondents, 116 of them, fall into the ages of between 21 and 25. That represents 77% of total 150 respondents. It probably reflects the fact that those who are younger than 21 are probably still in school, and those who are older than 25, either school dropouts or university graduate, probably have had enough experience at work to have a stable job, or enough education already. According to the survey, Housekeeping program is the most popular programs, and Food & Beverage comes in second. Most of the respondents, total 106 respondents out of 150, 71% of them, attended Housekeeping and Food & Beverage courses, 64 and 42 respectively. Consequentially, after graduation, most of the respondents, 94 of them, were employed by hotels, and 32 of them were hired by restaurants and bar, 24 of them were hired as office staff or employees in companies. One of the main purposes of vocational education is to equip school-dropout youths with skills to have a career in selected fields. However, education backgrounds of respondents show that vocational education is very popular among under graduate students (university dropouts or still in university). Out of 150 respondents, 128 (85%) are under graduates, there are only 15 (10%) high school dropouts, and 7 (5%) university graduates.

4.3.2 Employment Opportunities and Income Generation

Table (4.2) Employment Opportunities and Income of Respondents

Channel to get the first Job	Respondents	%
Connected by HCTA	124	83
Connected by Friends	8	5
Job Agency	10	7
Newspaper, Internet	5	3
Other	3	2
Total	150	100
Waiting time to get first job after graduation		
1 month to 3 months	135	90
4 months to 6 months	13	9
7 months to 9 months	2	1
10 months to 12 months	0	0
Total	150	100
Working before attending at HCTA		
Yes	5	3
No	145	97
Total	150	100
Salary in first job		
Under 100000 mmk	80	53
100000 mmk to 150000 mmk	40	26
150000 mmk to 200000 mmk	10	7
200000 mmk to 300000 mmk	10	7
300000 mmk to 400000 mmk	6	4
Above 400000 mmk	4	3
Total	150	100
Current Salary		
100000 mmk to 150000 mmk	62	42
150000 mmk to 200000 mmk	36	24
200000 mmk to 300000 mmk	24	16
300000 mmk to 400000 mmk	23	15
Above 400000 mmk	5	3
Total	150	100
Have you ever changed your job since first job?		
Yes	8	5
Never	142	95
Total	150	100
Are you satisfied with your salary?		
Yes	137	91
No	13	9
Total	150	100
Are you satisfied with your career ?		
Yes	146	97
No	4	3
Total	150	100
Would it be easy if you have to find new job?		
Easy	107	71
Difficult	34	23
No answer	9	6

Total	150	100
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Source: Survey Data (2019)

In regard to training school's effectiveness in term of job placement rate, types of courses offered, it is found that school's job placement service is very effective. According to the respondents' answers, 83% of graduates, 124 people out of 150, got their first job through job placement by HCTA. Only 10 needed to use job agencies to get their first job. The rest got their first job through friends, newspapers, or internet. At the same time, all most all of them, 135 out of 150, found job within 3 months after graduation. That is an indication that all courses taught at HCTA match the skills being demanded in the market. Another interesting finding is that 122 out of 150 did not have job before taking courses at HCTA. Moreover, 91 percent of respondents are satisfied with their salary, and most importantly 97 percent of them are satisfied with their career. No one has been fired or terminated from their position due to insufficient skill. By putting these findings together, HCTA has been performing well and very effective.

In regard to income levels, initial salary for most of the graduates seem to be quite low. More than half of total respondents, 80 of them, got less than 100000 Ks per month initially. There were 40 respondents who earned between 100000 Ks and 150000 Ks monthly, 20 respondents earned 150000 Ks to 300000 Ks, and other 6 respondents got between 300000 Ks and 400000 Ks. Only 4 of them earned more than 400000. Different ranges of salary can be results of several factors. Cooking job usually earns more than housekeeping job. At the same time, salary of a chief cook or chef can be considerably higher than that of a kitchen helper. Place of work can be another important factor for different salary levels. Famous hotels pay more than a small restaurant for the same position. Connection or channel to get the job can be a reason as well. HCTA focuses on helping to place its graduates, batch after batch, in related fields instead of negotiating salary with employers for each graduate. However, currently more than 50 respondents are earning more than 200,000 Ks, before there were only 20 of them in that income range.

Only 8 out of 150 respondents have changed their jobs, the rest of the respondents, 142 of them, are still in the first job since graduation. Yet most of them, 107 respondents (71%) think it would be easy to get another job if necessary. It shows their confidence level with the skills they possess.

4.3.3 Respondents' Opinion on HCTA

This survey evaluated HCTA's performance by the circumstances after graduation, that has discussed, and respondents' opinions on following statements:

- (1) Overall performance of HCTA is good. (2) You chose HCTA because of it is a good training center. (3) You learned what you expected to learn from HCTA. (4) Graduates easily can get a job with HCTA certificate, (5) Employers are willing to hire HCTA graduates. (6) You are satisfied with HCTA teachers or trainers' teaching methods and their performance. (7) HCTA offers the course you wanted to study.

Table (4.3) Respondents' Opinions on HCTA

		5	4	3	2	1	Mean
Overall performance of HCTA is good	Respondents	88	58	4	0	0	4.6
	%	59	38	3	0	0	
You chose HCTA because it is a good training center	Respondents	113	21	9	7	0	4.6
	%	75	14	6	5	0	
You learned what you expected to learn at HCTA	Respondents	134	16	0	0	0	4.9
	%	89	11	0	0	0	
You can easily get a job with HCTA certificate	Respondents	124	16	10	0	0	4.8
	%	83	11	6	0	0	
Employers are willing to hire HCTA graduates	Respondents	88	54	8	0	0	4.5
	%	59	36	5	0	0	
You are satisfied with performance of HCTA's coaches and teachers	Respondents	125	23	2	0	0	4.8
	%	84	15	1	0	0	
Curriculum of the courses are well organized and prepared	Respondents	120	26	4	0	0	4.8
	%	80	17	3	0	0	

Source: Survey data (2019)

Strongly agree = 5, Agree - 4, Neutral = 3, Disagree = 2, Strongly disagree = 1

Most of the respondents, 88 out of 150 (59%) strongly agree on the statement of "Overall performance of HCTA is good". Other 58 respondents agree with the

statement. Total 146 out of 150 (97%) think HCTA performance is good. Only 4 respondents stay neutral on that statement. Mean score for the statement is 4.6.

Most of the respondents, 134 out of 150 (89%) agreed that they chose HCTA because it is a well-know vocational school. Means score is 4.6 as well.

Every respondent agrees with the statement of “you learned what you expected to learn from HCTA”. Out of 150, 134 respondents strongly agree with the statement and 16 of them agree with it. Mean score is 4.9 for that question.

Almost all of the respondents, 142 of them (95%) agree that it is easy to find a job with HTCA certificate. Only 8 of them are not sure about it. Mean score is 4.5.

Respondents also believe that employers are willing to hire HCTA graduates. Again almost all of the respondents agree with the statement. Only 8 stay with neutral. Mean score for the statement is 4.5.

All respondents, except 2 respondents, are happy with HCTA teachers and trainers. 125 respondents strongly agree with the statement on their satisfaction with teachers and trainers’ teaching method and performance, and 23 of them agree with it. Mean score is again 4.8.

Finally, like previous statements, almost all respondents, 146 out of 150 (97%) agree that curriculums are well prepared and organized for the courses. Mean score here is again 4.8.

CHAPTER V

CONCLUSION

This study mainly focuses on three areas: First, related theories and concepts, and issues about vocational education, the link between vocational training and development, governments' policies of vocational education, and previous studies, second, Myanmar government's stance on vocational educational, development of vocational training in Myanmar, and international cooperation and assistance, and third, employment opportunities, income generation and job security of graduates from vocational trainings, and finally graduates' opinions on vocational school they attended.

In attempt to gain the better understanding in the areas mentioned above, countries' experience, international studies, theories, scholars' works, and previous studies were examined, Myanmar government's efforts on vocational education and programs implemented and progress were reviewed, and a survey was conducted on graduates students from HCTA. Followings are the findings of this study.

5.1 Findings

According to the previous studies and countries' experience, vocational education is overwhelmingly considered as an integral part of economic development policy. It is also found that Myanmar government is also promoting vocational education as an agent of sustainable development policy. According to survey data, male respondents are slightly more than female (55% and 45% respectively), most of the students in vocational training are ages under 25, and most of them are university dropouts or current university students. In Myanmar, vocational training can effectively help equip youths with necessary skills to have decent jobs. Food & Beverage, Housekeeping, and Main Kitchen courses are popular most courses at the training school where survey conducted, however it might not reflect the whole vocational education in Myanmar since HCTA itself focus on hospitality and catering sector. Respondents are satisfied with the curriculums, and what they learned at HCTA meets their expectation. At the same time, it is also found that the link between vocational trainings and labor market has been well established, and skills taught in

trainings match the market demand. In regard to income generation of vocational training graduates, it seems to be quite low as skilled labors, majority of them make less than 100000 Ks per month for entry level. Based on the respondents overwhelmingly positive answers regarding HCTA's performance, it is found that vocational trainings are performing very effectively in terms of curriculums, teaching method, courses offered, job placement after training, and curriculum arrangement.

5.2 Recommendations

Based on the above findings, first of all, HCTA is effectively helping youths to have a career in the field they chose. Therefore government should keep promoting vocational education policy to be able to open training centers in every state and division, so that youths can take vocational training in the state or province they live in. Second, according to the survey data, educational level of most of the respondents are under graduate level, training centers should find a way to accept more middle school and high school dropouts. Third, survey finding suggests that most of the respondents earned less than 100,000 Ks at their first job, respected ministry should assure that vocational-training graduates get the minimum wages, 4800 Ks per day, regulated in 2018 in Myanmar.

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APPENDIX

This questionnaire tends to examine the effects of HCTA on the job opportunities of the trainee after they have finished their course. This data collected for this research is aimed to apply in the research paper for EMPA course. So please and answer the following questions.

(Part-A)

- 1.Age -
- 2.Gender -
- 3.Education -
- 4.Contact number , Email & Address -
- 5.Attendedyear -
- 6.Batch No -

(Part-B) Employment Opportunity

1. Did you have a job before taking this course?

- Yes No

2.How long did you have to wait to get the first job after completion of the training?

- 1) 1 month to 3 months
- 2) 4 months to 6 months
- 3) 7 months to 9 months
- 4) 10 months to 12 months
- 5) 13 months to 15 months

3. What was your first job and salary from it?

.....

4. How much do you earn in the current job?

- 1) 100000 to 150000 Kyats
- 2) 150000 to 200000 Kyats
- 3) 200000 to 300000 Kyats
- 4) 300000 to 400000 Kyats
- 5) above 400000 Kyats

5. How did you get the first job ?

- 1) Through HCTA job placement program
- 2) Friends
- 3) Recruitment agencies
- 4) Internet or newspaper
- 5) Others

6. Are you satisfied with your current salary ?

- Yes No

7. Are you satisfied with your current job?

- Yes No

8. Have you ever changed job since first job?

- Yes Never

9. Do you think it would be easy if you have to find a new job?

Yes No

Part(C) Effectiveness of HCTA

To what extent do you agree or disagree with the statements below? Please write the associate number beside the statement.

1) Strongly disagree 2) disagree 3) Neutral 4) Agree 5) Strongly agree

1. Overall performance of HCTA is good. _____

2. Your chose HCTA because it is a good training center. _____

3. You learned what you expected to learn at HCTA. _____

4. It is easy to get a job with HCTA certificate. _____

5. Employers are willing to hire HCTA's graduates. _____

6. You were satisfied with performance of HCTA's teachers and coaches. _____

7. Curriculums of the courses at HCTA are well organized and prepared. _____