

Country Paper

THE UNION OF MYANMAR



**REORIENTING TVET POLICY TOWARDS EDUCATION FOR
SUSTAINABLE DEVELOPMENT IN MYANMAR**

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ABSTRACT

In this paper, Innovative Practices in TVET towards. Education for Sustainable Development of Myanmar is presented. Especially, Myanmar has developed in TVET by opening 30 Government Technical High Schools across the country. The purpose of opening GTHS are

- (1) To expose students at the basic high school education level to a range of practical activities in the vocational field in order to make them familiar with, and stimulate their interest in, vocational subjects and so give them equal opportunity to choose their future careers in either the technical or general field.
- (2) To equip students who have completed Basic Education with those occupational skills that will enable them to enter into gainful employment in industry and commerce.
- (3) To equip students with the relevant productive and entrepreneurial skills that will prepare them for self-employment.
- (4) To provide trained human resources in science, technology, and commerce, matching supply of skilled labor with demand.
- (5) To encourage the increased participation of rural and remote area students in education, training and employment in the technical field.

1. Introduction

The development of today's technical and vocational training profession in Myanmar reflects development of Myanmar Society. New means of production demand new methods of education of labor force and constituted the main factors for the development of vocational education. The department of Technical and Vocational Education focus on the relation between high school and work, as well as vocational education.

The present college entrance examination system, which selects future scholars, is giving rise to one-sided interpretation of what a talented person really is. There is a tendency toward the belief that only a person who goes to college or university can be called intelligent. Such a narrow opinion has greatly affected the development of a healthy coordination between education, economy, and society. It is generally considered that vocational education is merely the education of failures in college entrance examinations, rather than an effective way for a person to become educated or realize his value, and there is evidence that such a tendency is becoming more and more serious and is causing a series of social problems. In the economic field, structural unemployment has become an issue, that is, there is an increasing and urgent exists for former workers and even for graduates.

2. The Best Practices on ESD in Myanmar

Government Technical high schools were established to answer the needs of medium level qualified labor in industry. In addition to high level qualified labors, lower level labors are also educated in these institutions. Higher education was not able to answer the needs of industrialization. The Government Technical High School (GTHS) are pre-diploma schools and these schools can continue in related diploma's programs after being successful in the transition exam. The technical high school education system is based on that system, which characterizes to upgrade General Curriculum to Competency Curriculum teaching to develop the qualified technician profession.

Research Areas

1. Analysis of GTHS teachers' qualifications and their present conditions
2. Analysis of GTHS Curriculum

2.1. Myanmar's GTHS Teachers Qualifications and Their Present Conditions

Teachers are the professionals who undertake the duties of text book teaching and normal education training and educating their students to be builder in enhancing national qualities. The GTHS teachers were organized by the Department of Technical and Vocational Education (DTVE) under Ministry of Science and technology. As part of higher education system, all teacher education programs are supported to fulfill the general requirements for higher education institutions in order to meet the needs of today's society regarding teaching and research.

The last training established for GTHS teacher was organized by the DTVE in 2008, the courses were consisted mainly of lectures combined with demonstrations and exercises in workshops and laboratories. The courses were offered during both the day and evening occupations such as Electrical Technology, Automotive technology, Machining Technology, Building Technology, Building services Technology and Electronics Technology for specialized course and Myanmar, English, Physics, Chemistry and Mathematics for generalized course. The GTHS teacher candidate who graduates from the Technical College and University, as well as Art and Science College and University must take the Personnel Selection Examination and English Language Examination. And achieve a minimum of points, defined by his/her field. Then they will be appointed to vacant positions and if there is any demand from the institutions, he/she will be assigned as a teacher.

2.2. Curriculum of GTHS

The Curriculum of GTHS has been characterized by plurality and unity, marking this level different from the primary, secondary and ordinary high schools level, with a common curriculum. These GTHS schools are oriented toward technical

and vocational education that provides training for skilled worker partly in classes and partly in workshops within the school structure.

GTHS system combines general theoretical education and vocational training. This integrating has given equal status to practical and theoretical education. General theoretical education and vocational education and training are offered side by side, often in the same school buildings classrooms and school workshops.

GTHS policy makers might hope that the diversification of the GTHS curriculum will motivate changes in attitudes towards self-employment and further education , and even ease transition from school to work.

In addition to consideration of the interests of students, GTHS Schools stream students into specific subject areas on the basis of their aptitude for these subjects.

Basic Structure for GTHS (Year I) Curriculum

Courses	Hours per Year	Periods Per Week
Specialize Courses	600 hours	15 Classes
General Courses	600 hours	15 Classes

Specialize Courses of GTHS (Year I) Curriculum

Courses	Theory-Tutorial-Practical(Periods)
Building Technology	5-0-10
Building Service Technology	5-0-10
Electrical Technology	5-1-9
Electronics Technology	5-0-10
Auto Mechanic Technology	3-0-12
Machining Technology	4-0-11

Generalize Courses of GTHS (Year I) Curriculum

Courses	Theory-Tutorial-Practical(Classes)
Myanmar	2-1-0
English	2-1-0
Maths	2-1-0
Physics	2-0-1
Chemistry	2-0-1

3. Issues and Challenges in TVET on ESD in Myanmar

There are six courses offering on the year one with 8524 students as mention in 30 GTHS . Registration students are varied on the location, population and developing status of local states and divisions of Myanmar.

4. Conclusion

In Myanmar, by opening the Government Technical High School (GTHS) under department of Technical and Vocational Education, the qualified and skillful technical workers, operators and technicians will be produced. And, it could be supported to improve national industrial sector and to develop national economy. Moreover, it could be transformed Myanmar from Agriculture based country to modern industrialized country in the near future.