



Research Paper
Regional Fellowship Program

**Gender Equality in Accessing Technical
Vocational Education and Training
(TVET) in Myanmar**

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Acronyms

ADB	Asian Development Bank
ASEAN	Association of Southeast Asian Nations
CESR	Comprehensive Education Sector Review
CVT	Center for Vocational Training
DTVE	Department of Technical and Vocational Education
ESD	Employment and Skill Development
GIZ	German Agency for International Cooperation
GTC	Government Technical College
GTHS	Government Technical High School
GTI	Government Technical Institute
ILO	International Labour Organization
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
MoE	Ministry of Education
NESP	National Education Strategic Plan
NSP	National Strategic Plan
NGO	Non-governmental Organization
ToT	Training of Trainer
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

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1. Introduction

Myanmar is gradually embracing wide-ranging reforms, notably in the education sector, which has made significant progress in the recent years. Being a basic human need and an integral part of quality of life, education is also a tool for economic productivity. The Technical Vocational Education and Training (TVET) system aims to prepare students, trainees, and apprentices to enter the labor market easily. In order to keep pace with the growing economy, TVET systems are now developing their strategies to fulfil the livelihood needs of young people and adults [1, pp703-704].

Gender bias is deeply entrenched in Myanmar society, and women are underrepresented in almost all areas of public life; they are often employed in informal sectors (e.g. housework, family farm labor) which increases the risk of exploitation (ADB, UN 2016) [2, pp 2]. Women in Myanmar often suffer violence and discrimination to access basic education and decent work at fair wages [3]. They are also less likely to work (51.6 percent) than men (80.2 percent), as they are looking after their family and home. That is why there is a need for skills training for women, so that they can have greater access to opportunities in the growing labor market[2].

Policies and laws have been laid out to ensure greater access to TVET systems in Myanmar. The National Education Law (of) 2014 and the Employment and Skill Development Law amended in 2013 support the TVET system. In Myanmar, secondary education, TVET and higher education are facing challenges related to education quality, management and insufficient government expenditure in the education sector. Although the Myanmar government has addressed some of the issues related to gender inequality and TVET, there are still remaining challenges. For instance, training is often not relevant to the skills needs of the community or region. Another key issue is gender equality in access-to TVET in Myanmar [4].

This research paper outlines the issues related to gender equality and TVET in Myanmar and the importance of TVET in promoting vocational skills as a part of the lifelong learning process. Women's participation rate in TVET is still low in Myanmar and gender inequality in accessing TVET has been observed. In addition, this paper will examine the government and private sector as well as TVET policies and how to address the challenges in TVET. It will then discuss these three issues by addressing the following research questions as required by the client:

- (1) What are the impacts of TVET in promoting gender participation in the labor market in Myanmar?
- (2) What is the current government doing to strengthen TVET?
- (3) What are the Myanmar government gender equality policies?

2. Overview on Technical and Vocational Education and Training

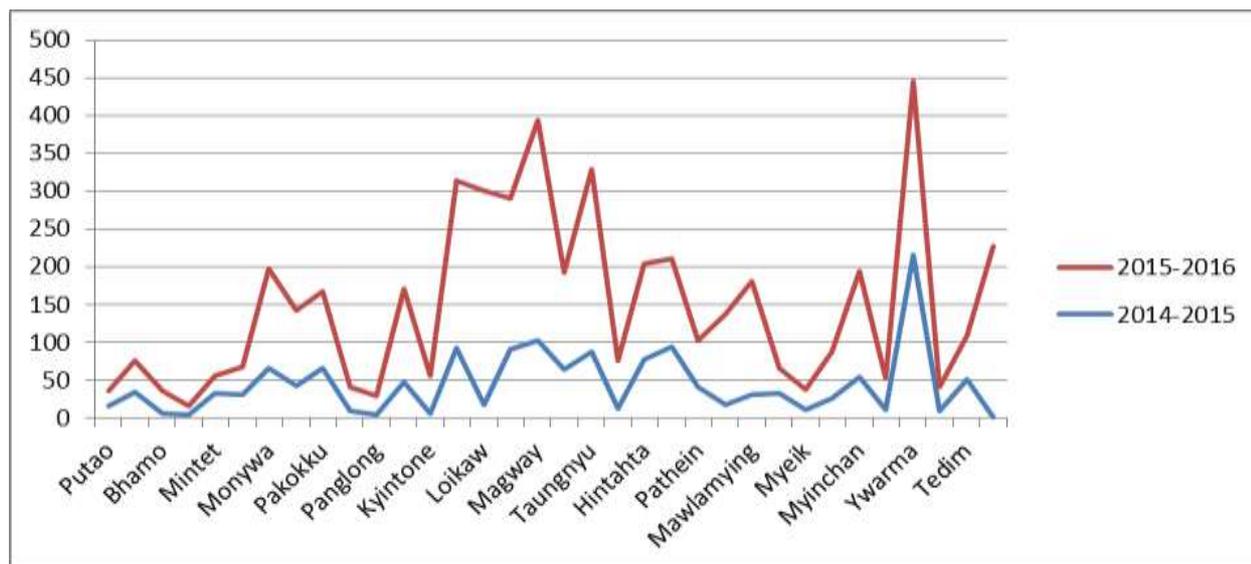
2.1 TVET system in Myanmar

Technical Vocational Education and Training (TVET) refers to the educational process involving general education and the study of technologies, practical skills, attitudes, understanding and knowledge in various sectors of economic and social life [5]. The plan of TVET is to create job opportunities, to extend the TVET system in order to meet the labor market needs, as well as to support sustainable economic development [6].

By reviewing the early TVET in Myanmar, vocational education initially aimed to improve the ability of the individual to contribute effectively to society and for their own self development. This definition evolved progressively, and it was understood as a means to provide specific skills to human resources in specific professions. Myanmar adopted the Technical, Agricultural and Art of Living Law in 1974 in order to produce technicians and skilled craftsmen, which formed the vocational education system on 15, March 1972 and is supported by DVET. DVET was later renamed the department of Technical, Agricultural and Vocational Education, and it was one of seven major departments of the Ministry of Education (MoE). In order to promote vocational education, Myanmar was assisted by the United Nations Development Program [7, pp 1-2]. From 1987 to 1988, there were 1,336 teachers and 18,781 students, and from 1992 to 1993, there were 1,680 teachers and 20,107 students in the department of Technical Agricultural and Vocational Education [7, pp 3-13].

In recent years, students' participation in TVET has improved in some regions of Myanmar. The Ministry of Education has shown the list of increasing students compared to 2015-2016 growth chart (See the figure 1).

Figure 1: The list of students compare to 2015 to 2016 growth chart by region



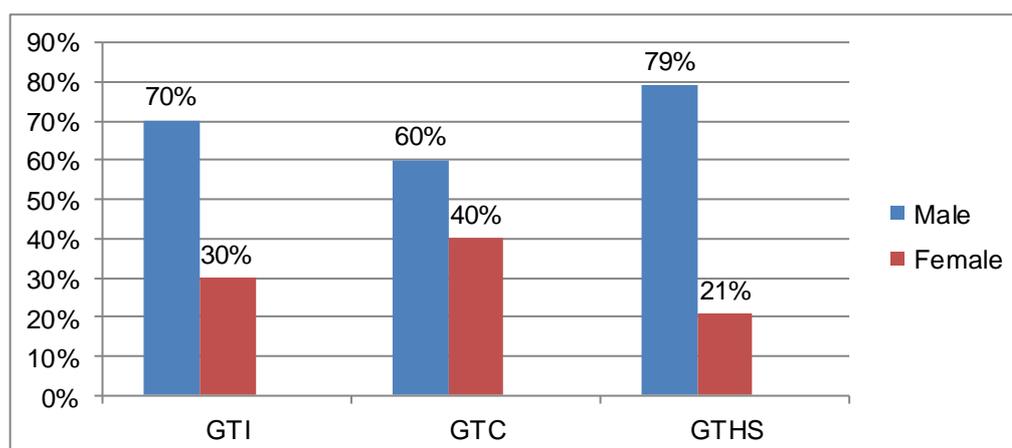
Source: TVET Myanmar [8]

2.2 Women in TVET

To achieve the Sustainable Development Goals (of) 2030, all women and men shall have equal access in all sectors as well as in the education system and technical vocational and tertiary education [9]. Nevertheless, discrimination against women persists in Myanmar, and over one fifth of the population (22 percent) has no education, especially, the 30 percent of women who are without schooling[10]. The employment rate is 21 percent for women and 12 percent for men. Women and girls are the worst affected in terms of unequal access to skills and limited access to skills development. Disparities in employment rates are explained by the fact that women shoulder the burden of the housework and so do not fully attend their education programs, which reduces their chances of joining the workforce.

TVET programs are open to all students across Myanmar, however gender inequalities occur at the school level, and it has been found that the number of male students participating in TVET is higher than the ~~one~~ number of female students. Based on student enrollment figures, there are fewer female students than male students in Government Technical Institute (GTI), Government Technological College (GTC) and Government Technical High School (GTHS) (see figure 2). For GTHS and GTI teachers, however the number significantly reverses: 79 percent of GTHS technical academic teachers and 81 percent of GTI Technical and Academic Teachers are females (See table 1). Although there are a large number of female teachers, there are not many female school principals; only 1 of 24 GTHS and 5 of 17 GTI have a female principal (see the table 2).

Figure 2: Gender participation in TVET 2017-2018



Source: TVET Myanmar [11]

Table 1: GTHS and GTI teacher 2017-2018

GTHS			
Academic	430	26	436
GTI			
Academic	320	14	334
Technical	742	241	983
Total	2,272	584	2,856

Source: Ministry of Education [12]

Table 2: GTHS and GTI principal, 2017-2018

School	Female	Male	Total
GTHS	1	23	24
GTI	5	12	17

Source: Ministry of Education [12]

2.2.1 Women employed in the informal sector (family house work, childcare, etc.):

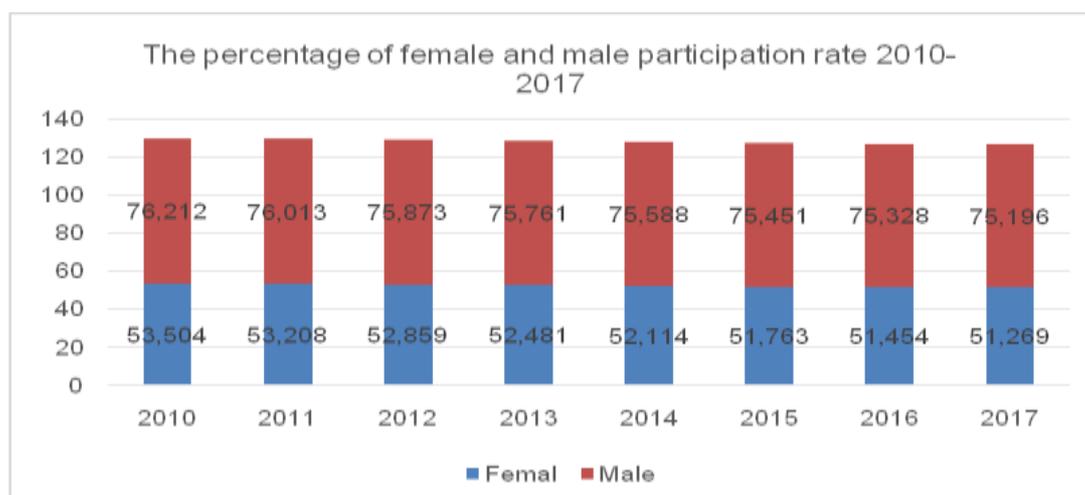
Women lack employment opportunities within the formal sector and face human rights abuses, in particular physical and sexual abuses. Long working hours, limited free time, and poor working and living conditions and feelings of hopelessness are common for them in these sectors. While men perform their professional work, women have to do household chores in addition to their professional work: 21 percent of working women contribute to family work, compared with 12 percent for men. As women spend time in informal sectors, they do not have enough time to apply to educational programs, and there are therefore fewer women in the workforce in formal sectors in Myanmar [13].

2.2.2 Analytical review of the effect of TVET on the labor market:

In the current workforce situation, there is a large number of low-skilled workers. Secondary education, TVET and higher education outputs face challenges in terms of quality and management. Moreover, both the education and TVET sectors have deficiencies in matching labor market demand. TVET focuses on addressing the skills development needs of emerging sectors, which can offer a number of formal jobs. Therefore TVET is essential to develop workers' skills, but it is not a replacement for lifelong education [14].

There are a number of existing gaps in the provision of TVET and the relevance of training to the needs of the labor markets. The Labor market needs the TVET system to interact better to meet its workforce needs. According to the 2015 Survey of the work transition, the formal education system plays an important role in improving the individual's employability [15]. However, there are fewer skilled female workers than males in Myanmar because they have to work in the informal sector and do not have time to undertake training, which makes it difficult for them to participate in the workforce. In the Myanmar labor market, gender inequality therefore persists (see the figure 3).

Figure 3: The percentage of female and male participation rate in labor market 2010-2017



Source: World Bank data [16]

2.3 Formal TVET System in Myanmar:

Formal TVET system is the training typically provided by an education or training institution, structured in terms of learning objectives, learning time or learning support. During the primary year, home science and trade schools for students bridge the gap between the world of school and the worlds of work [17].

There were 108 technical and vocational institutes under the Department of Technical Vocational Education (DTVE) of the Ministry of Science and Technology in 2012. Formal TVET schools offer the opportunities that are lacking in formal training because of their educational requirements, serve important target groups (rural and urban poor), and they are cost-effective for trainers. Disadvantages include gender bias (women rarely participate), exclusion of applicants from very poor households, and a lack of standard and quality assurance [18].

2.4 Non-formal and informal TVET systems:

Non-formal TVET programs are also provided by private training institutes and through public-private partnerships. A major private training provider, supported by a Swiss vocational training school, has become a model for apprenticeship in Myanmar.

Non-formal TVET courses provide selected types of learning to handicapped persons, rural populations, school dropouts and unemployed or underprivileged youth. These programs are offered by NGOs and United Nation agencies such as UNESCO and UNEVOC 2014) [19].

Informal training is offered by different training providers, companies, registered and non-registered non-governmental organizations (NGOs) in Myanmar. The training programs are in the form of work-based learning, especially in handicrafts and food and beverage production [20].

3. TVET institution and infrastructures

3.1 Role of Ministries in TVET

There are 372 technical and vocational education and training centers provided by relevant ministries and the private sector. Several ministries are responsible for providing TVET to students who cannot continue higher education after completion of higher secondary school. In addition, the Ministry of Social Welfare Relief and Resettlement provides short-term TVET for orphans and children with disabilities. It also should be noted that there are opportunities for students to start higher education after finishing TVET [12].

TVET has been recently recognized as a viable education and career option for young people in Myanmar. TVET is one of the six focal areas of Comprehensive Education Sector Review (CESR), which was launched by the Ministry of Education in 2012 [8]. Current TVET systems contribute to systematic change in the vocational sectors that will enable women and men to have better employment and self-employment opportunities, which will lead to higher income and welfare [21]. The majority of TVET programs are currently run by the Department of TVET of the Ministry of Education. Under the Ministry of Education there are two main institutes of technical and technical high school. There are 22 GTI schools which provide post-secondary and non-tertiary level training under the MoE. There are also 34 GTHS schools which provide Upper secondary level training under the MoE (See the table 3).

Table 3: Types of Institutions

Type of Institution	Education Level	Ministry responsible	Number of Institutions
Government Technical Institutes	Post-Secondary Non-tertiary	Ministry of Education	22
Government Technical Schools	High Upper Secondary	Ministry of Education	34

Source : TVET Country Profile Myanmar, 2017 [18]

3.2 The number of TVET schools

The TVET sector covers a wide range of technical occupations that are related to construction, electrical, electronic and mechanical, hotel and tourism, pharmaceutical and nursing and livestock breeding, and other vocational skills (e.g. tailoring, food processing trainings for small and medium enterprises, especially for small scale industries) [11]. There are 272 TVET schools in Myanmar and 12 private schools, 68 run by the Department of Technical Vocational Education (DTVE) and 192 training schools opened by ministries (See the table 4) [11].

Table 4: TVET trainings in Myanmar 2017-2018

No	Name of School	Number of School
1	Private School	12
2	Depart of Technical Vocational Education	68
3	Ministries opened their training school	192
Total		272

Source: TVET Myanmar [8]

3.3 TVET quality in Myanmar

The Department of Technical and Vocational Education and Training of the Ministry of Education is responsible for developing and updating the TVET curriculum. Currently there is a lack of a systematic approach to quality assurance that can effectively ensure TVET delivers competencies that are needed in the workplace. However, in order to improve the institutional and human

resources, the implementation of TVET teaching methods is being tested. More generally speaking, from the research are emerging the following recommendations, which are tailored to the Myanmar case but may be considered as guidance for other developing countries as well [22]:

- designing appropriate career paths for TVET teachers;
- developing and implementing appropriate TVET teaching education;
- incorporating vocational pedagogy for the development of transferable skills;
- involving TVET teaching staff and changing processes in institutions;
- establishing public-private partnerships in the TVET sector.

The International Labor Organization (ILO) states that vocational education is necessary for the future working environment and that Myanmar's employers expect TVET sectors to change [23].

3.3.1 TVET curriculum development:

The development of curricula includes the establishment of quality standards as well as group discussions by responsible training institutions involved. The Department of TVET of the MoE is responsible for developing and updating the TVET curriculum [18]. Curriculum is developed by a board of field experts, who then seek the approval of DTVET. As part of ongoing reforms, a 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, part of the National Education Policy Committee [18].

3.3.2 Quality of TVET teachers:

As in academic or general education, teachers are the backbone of education and training in TVET. ILO recalls that, as TVET has to stand with the effectiveness of its teachers, TVET teacher training has a vital role for the overall success of vocational education and training systems (ILO, 2014)[24]. According to UNESCO, there is no nationwide system for TVET teacher training nor a TVET teacher-training institution that provides holistic pre-service training for TVET teachers in Myanmar [18]. Training courses are then offered without a coherent program frame. MoE is leading the TVET Ministry to provide teacher training and training materials at a TVET teacher training center, but it only focuses on training of trainers (ToT). The main objective of these TVET teacher training programs is to upgrade the quality of teaching and technical skills for TVET education. Although in the past DTVET had only one teacher training center, there is today a newly established one in

Baelin in Upper Myanmar called the TVET Teacher Training Institute (TTTI-Yangon) and another one in Lower Myanmar funded by the Korea International Cooperation Agency (KOICA). It was established not only for teacher training, but also as a model Government Technical Institution GTI school. It is therefore critical to develop the respective capacities of TVET teachers and instructors, as well as the management staff of TVET institutions.

It is admitted that TVET teachers need to hold a high level of general education, technical qualifications, and a reasonable pedagogical knowledge (UNESCO, 1973, ILO 2010) [24]. UNESCO reports that in many developing Asian countries the “Train the Trainer” program is one of the best approaches for reducing the skills gap between training and industry needs [24].

4. The approach of the development partners with regards to TVET issues

4.1 TVET policies and policy reform for strengthening government and management in TVET

The Myanmar government has developed private partnerships to establish 210 courses provided by 247 TVET institutions and multinational companies to promote vocational training[25]. With political support from leaders including Daw Aung San Su Kyi and the recent European Budget Package for Myanmar’s Ministry of Education (MoE), there is a growing support to change the narrow mindset that TVET is “the second-class education” [25].

There are two major laws that lay the bedrock for policies [18]:

- the National Education Law
- the Employment and Skills Development Law (ESD Law) (TVET Law)

The TVET Law on 30 August 2013 and the National Education Law on 30 September 2014 regulate the education system in Myanmar. This law encourages participation from the private sector. It also establishes a National Education Commission to guide the implementation of national education objectives.

The ESD Law regulates skills development including Employment Agreements. It allows the establishment of the national Skills Development Agency (NSDA) as well as the introduction of a skills development levy. This law was adopted by parliament in August 2013, and these reforms are heading to a modernized TVET system in Myanmar. The ESD focuses on improving TVET for the development of workplaces and the unemployed [26].

The Ministry of Education is currently reforming Myanmar TVET-based policy on the National Education Strategic Plan that was launched in 2016. High-quality TVET is considered as vital for Myanmar's economic sustainable socio-economic development[27]. To address the market demand, TVET system needs to achieve the career aspirations and contribute to economic growth by developing a highly qualified workforce for the domestic economy in emerging industrial and service sectors [18]. Skilled workers also need to achieve international and ASEAN TVET skills standards [28].

The National Education Strategic plan aims at reforming the education sector to better involve the private sector in the development of the TVET system. The plan sets a five-year strategy aimed at reforming the education sector, with an emphasis on better involving the private sector in the development of the TVET system. There are three plans as follows [28]: (i) expanding access to TVET for various target groups including ethnic and disadvantaged populations and people with disabilities; (ii) strengthening the quality and providing suitable TVET program for people; and (iii) strengthening TVET management.

4.2 Gender equality policy

Myanmar ranks as 106th of 189 countries in the 2017 gender inequality index [10]. The Myanmar government is a State party to the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), and the Beijing Platform for the Action, and it has signed the International Conference on Population and Development and the Millennium Declaration [10]. The National Strategic Plan for the Advancement of Women 2013-2022 (NSP) approaches to improve the situation of women and girls in Myanmar. The plan provides an overarching framework, and details interventions and the targets to achieve gender equality and aims to create enabling systems, structures and practices for the advancement of women, gender equality and women's rights [10].

4.3 Legal and regulatory framework

4.3.1. Constitution

The Constitution of the Republic of Myanmar [29, 30] is a very rich text that provides a large number of constitutional provisions in favor of gender equality in access to TVET. In article 21, the

Constitution first proclaims the right to equality of citizens and enjoins the legislator to take the necessary legislative measures to ensure that this right is applicable. Every citizen has the right to education (art. 366). The constitutional text states that citizens must enjoy equal opportunities to master technical and vocational skills (art. 349), that women must have the same rights and wages as men for similar work (art. 350), and that no gender-based discrimination is permitted in the appointment or assignment of public service personnel (art. 352).

4.3.2. The National Education Law of 2014

This 2014 law [30] divides TVET into: the basic level for those who have completed primary education; the intermediate level for those who have completed lower secondary education; the Diploma level for those who have completed upper secondary education; and non-formal TVET for people regardless their educational levels, gender and age, offered in public or private schools (art. 21).

As previously mentioned, the National Education Commission was established by the 2014 law, which gives it the task of evaluating and guiding the education system, policy and education projects; and working with the international community, the central government and regional governments to provide the necessary support and funds for the education sector (art. 6, c).

The National Education Law provides for the conditions under which schools, colleges, institutes, universities and other branches of foreign universities may be opened (art. 35) and for the qualification of teachers (art. 51).

4.3.3 The Employment and Skill Development Law of 2013

It is the responsibility of the Myanmar government, and in particular the Central Body, to define public policies to enable the creation of employment opportunities, and to form the Employment and Skill Development Team (art. 7).

The Central Body is chaired by the Minister of Labor, Employment and Social Security and composed of representatives of the various ministries, the Mayor of Nay Pyi Taw, Ministers of Regional and State Governments, the President of the Myanmar Chamber of Commerce and Industry, and the Presidents of Trade Unions (art. 6).

As indicated in section 5.1 above, the Employment and Skill Development Team develops, classifies and promulgates occupational skill standards. It is also responsible for prioritizing the skills of employees to be developed and for establishing public policies relating to vocational training (art. 11).

4.4 Development partners role in TVET

Relevant ministries closely cooperate with the public and private sector in order to implement key reforms strategies for TVET sector development[31]. The public sector was a dominant employer for many years, and training institutions needed to supply the public sector because there is lack of strong and effective cooperation between education and industries. Recently, the private sector has rapidly grown with the market-oriented economy, and there is a stronger collaboration between training institutions and the government [31]. For example, Singapore, which has a long-term business relationship with Myanmar, opened the Singapore-Myanmar Vocational Training Institute in 2016. The center welcomes 800 students each year and offers six-month courses such as hospitality, tourism, electronics and engineering services. This institute also helped find suitable jobs for 40 percent of those who completed their courses and secured their jobs in May 2016[32].

There are three sectors under the private sector participation in TVET[33], as listed below:

- (i) Activities of the government in TVET systems
- (ii) Establishment of public-private partnerships for curricula development, training delivery and management of training institution
- (iii) In-service training

Civil society organizations such as the Union of Myanmar Federation of Chambers of Commerce and Industry, or the Myanmar Market Research and Development Company (MMRD) play an important role as they are related to the private sector. Additionally, UNDP has a plan to support the TVET program with the following actions [34]:

- (i) development of local level capacity to collect market information and conduct value chain analyses;
- (ii) coordination and mainstreaming of best practices for local entrepreneurship from which effective public private partnerships can emerge;
- (iii) development of institutional capacity to promote cooperative entrepreneurship; and
- (iv) strengthening of the coordination, quality and relevance of information.

On the other hand, the Ministry of Education also cooperates with international development partners and organizations such as the Asian Development Bank, ASEAN, Japan International Cooperation Agency, German Corporation for International Cooperation (GIZ), as well as the Chinese and Singapore governments [27]. According to a report by the Myanmar government, government departments and International Non-Government Organizations INGOs, Non-Government Organizations (NGOs) and the private sector also need to mobilize necessary human, financial and material resources and to create systematic and long-term effective learning opportunities for young people and adults in the country [35, pp 26].

4.4.1 Skills training in TVET provided by development partners:

The TVET program is provided by the private sector to develop skilled human resources and technical education [35]. Because people need better-paying jobs and more employment opportunities to escape poverty and unemployment situations, TVET can drive economic development and play a significant role in social development [36]. For example the Singapore-Myanmar vocational training institute in Yangon was recently established to provide competency-based short courses as already seen above [32]. Furthermore, the Swiss Agency for Development and Cooperation is supporting the expansion of the Center for Vocational Training (CVT), which provides Swiss-style skills from electrical engineering training over three years. CVT partners with local companies and welcomes 500 students [32].

4.4.2 Funding in TVET from the development partners:

In the TVET sub-sector it is difficult to provide an overview of financing mechanisms [37]. TVET institution in ASEAN +6 countries are largely underfinanced as reflected in the relatively low level of direct budget allocations made by governments [37, pp 46]. There is a lack of financial support to TVET from the private sector. Increased competition and privatization could provide further opportunities for business to operate in the Myanmar market. It should also be noted that ADB and the Union Parliament approved a first loan of \$98 million provision in secondary education sector and TVET reform support at the end of 2016 [27].

5. The Challenges in TVET system

5.1 Access to TVET

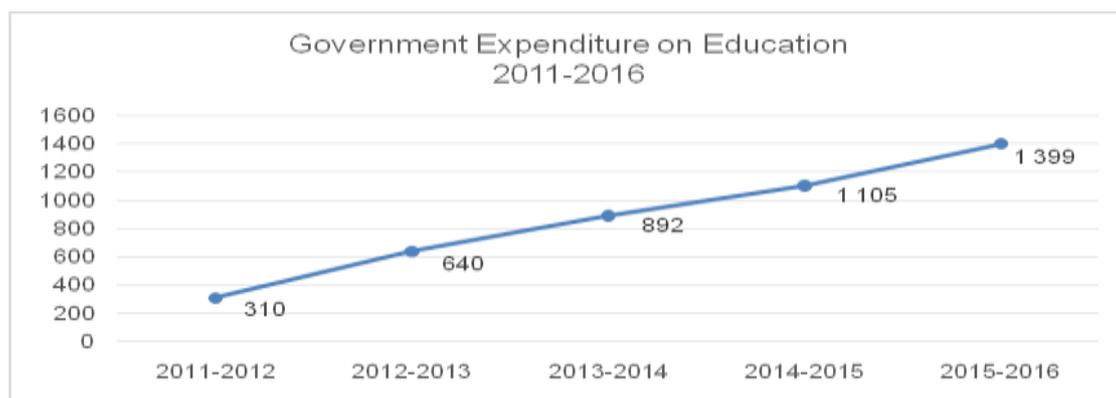
The Comprehensive Education Sector Review (CESR) and Education Working Group reports recommended that the current TVET curriculum needs to be upgraded to meet the local needs and provide a balance between practical work and theory. Therefore, a curriculum committee is needed to develop a competency-based curriculum that meets skills standards [18]. The current TVET system does not have many pathways between the higher education and TVET system to development these systems. In addition, the CESR states that socio-economic development and human resource development policies should give priority to investment in vocational education. In the meanwhile, existing problems are still existing, they are (i) access, (ii) quality, and (iii) management in TVET system. These three challenges are identified and described in the table (See table 5).

5.2 Budgeting and lack of financial resources

Public TVET institutions received almost their entire budget from their respective ministries. A rapid rise in government expenditure can be seen by comparing fiscal year 2011-2012 and fiscal year 2012-2013, during which it increased by more than 100 percent (see figure 4). However, for the fiscal year 2016-2017, government expenditure on education was only 8 percent of total government expenditure, with post-secondary non-tertiary vocational education receiving only 0.12 percent of total government expenditure (citizen's budget 2016-2017) (see table 6). As a comparison, the expenditure on education in Malaysia was 20.64 percent of total government expenditure [38].

Current expenditure for TVET institutions under the DTVET is mainly used for teacher salaries, with capital expenditure for facilities, equipment, and teaching materials being constrained[18]. In order to improve the quality of education and decrease the high dropout rate, the budget for these purposes increased.

Figure 4: Government expenditure on education 2011-2016



Source: Myanmar President Office [39]

Table 5: Education finance from government

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

Source: TVET Country Profile Myanmar [18]

6. Conclusion

The ILO believes that Myanmar's vocational skills training plays a central role in training and skills development and in increasing workers' chances to find better employment. TVET has the potential to improve the national economy by reducing skills gaps and unemployment.

The Myanmar TVET system is currently undergoing a process of moving from the center to local branches of government (decentralized authorities) with an emphasis on public-private partnerships. However, in terms of TVET enrollment, female students tend to remain in lower numbers than male students in each training, and there are not enough vocational schools for females. This explains why there are still fewer skilled female workers than male workers in the labor force. For these reasons, according to the MoE, the TVET system in Myanmar is being upgraded with a special focus on females.

The Myanmar government has realized the importance of TVET in Myanmar in creating skilled labor markets. Many policy reforms in the education sector and TVET sector, as well as major policy recommendations, are reported in terms of access, quality management, infrastructure and other factors to improve TVET in Myanmar. TVET can also be targeted in a more gender specific way allowing women and girls to access education and training, providing lifelong skills across the whole range of TVET education courses. However, access to TVET, as well as its quality and management, still needs to be improved and government expenditure on education, especially on TVET remains low.

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Annex 1: Executive Summary

Myanmar has, without a doubt, not only a huge development potential, but also a wealth of resources, including oil and gas, various minerals, precious stones and gems, timbers and forest products etc. Myanmar needs skilled workers to participate in labor markets as well as the quality assurance in TVET. Education and vocational skills development in Myanmar's growing sector is vital for future sustainable development and growth. The technical and vocational enrolment in Myanmar is far behind the rates of its neighboring countries, and this is in part due to the lower budget allocation to education by the government.

TVET and higher education can play a key role in accelerating the country's socioeconomic transformation. In Myanmar, TVET is a significant part of the country's education system as well as a part of capacity development system in Myanmar. The effective development of both subsectors will require more fully competency-based curricula to address deficiencies in (1) relevance of curricula, materials, methodologies , and program designs : (2) alignment across TVET, higher education, and secondary education; (3) quality control and accreditation of the institutions and programs of varying quality; (4) faculty qualifications and professional support systems and (5) links to labor market demand , especially in emerging sectors and skill areas [40, pp 26].

In addition, Myanmar's economic system is gradually opening for private sector-investment and involvement, which provides a lot of training in TVET. Although the private sector provides training and funding, issues remain to address the TVET system as well as TVET policies in Myanmar. The National Education Law aims to support funds and to have participation of development partners. The Employment and Skill Development law seeks to modernize TVET system in Myanmar and to improve TVET development of workplace and unemployment, while the constitutional law mentions that citizens must be free from discrimination and have equal rights, and equal access to education. This research paper will address SDGs 4 'Quality education' and 5, Gender Equality'.

Annex 2: Terminology

1. Formal TVET

According to UNESCO, “It means a form of training typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal TVET is the international form the learner’s perspective” [41].

2. Non-formal education and training

According to UNESCO, “Education and training which takes place outside the formal system either on a regular or intermittent basis” [42].

3. Informal learning

According to UNESCO, “Learning resulting from daily life activities related to work, family or leisure. Informal learning is part of non-formal learning. It is often referred to as experience based learning and can to a certain degree be understood as accidental learning” [42].

4. Life Skills Educations

According to the Myanmar Ministry of Education, “Education that aims to develop knowledge, attitude and skills that enable children to use psycho-social competences and interpersonal skills for making informal decisions, effectively communicating and developing safe behaviors” [43].

Annex 3: Table 6: Three Skills Challenges of TVET

Access	<ul style="list-style-type: none">• Appropriate TVET institution by academic background or academic/career path is not clear• Limited number of available seats of TVET• Some regions and seats do not have specialized TVET institutes
Quality	<ul style="list-style-type: none">• Practical classes are not offered• There is no established system for ToT• Curriculum and syllabus do not match private companies' demand
Management	<ul style="list-style-type: none">• Inter-Ministerial coordination• Enhancement of public- private partnership

Source : Study Team based on NESP2016 [44]