

An Overview of Higher Education Reform In Myanmar

Po Po Thaung Win
Teacher Trainer

Abstract

The Education Reform especially in Higher Education has been started since 2011 when the shift of power from the military regime to the democratic one. Higher Education Institutes are governed mainly by the Minister of Education and other various Ministries. However, there is no much collaboration and coordination among Ministries. Moreover, the published policy or development plan which presents an overall strategy on higher education sector development is not formulated. There are some critical issues that the university sector that is serving only for elite students, in a country where the diversity of ethnicity, religion, language, and disabilities is challenging the state provision of education ,moreover, in particular, language remains a dynamite issue in Myanmar. In Myanmar, there is also other financial challenge in Higher Education like the salaries of teachers and academics which leads to the negative consequence. Curriculum development is one of the considerable issues to be taken action.

The purpose of this paper is to present an overview of Higher Education Reform in Myanmar. This involved a detailed analysis of Higher Education Law, the system of administration, finance, and an example of recent change. A key question that emerged from the paper was what are the drawbacks and whether the recent change could lead to the development of Higher Education. This paper provides an initial attempt to analyze Higher Education Law and National Education Law and then leads to examining the extent to how much effective roles can the different actors take in educational changes and fits different complex educational changes by testing it out in the light of research studies of educational reform found largely, but not exclusively, within Myanmar. Moreover, this paper will compare the standard of curriculum and testing system with international Higher Education system. This paper will, first, presents the overview of Higher Education in Myanmar and combined with the model of complex educational change derived from the earlier study. Finally, conclusions will be drawn providing recommendations regarding the question of effectiveness and the development of Myanmar.

Introduction

After nearly five decades of rule by a military regime, Myanmar's higher education system has been left behind. In 1988, students organized by opposition leader Aung San Suu Kyi rose anti-government protests, which led to the closure of all universities for two years. The University of Yangon, the nation's oldest and once its most prestigious institutions where the students union was dynamited and destroyed by the military after the 1962 coup, has been a postgraduate-only institution since 1996, Undergraduates have been isolated to newer institutions on the outskirts of urban cities as the junta was fear of mass gathering of students which might lead to student mobilization and

participation in political demonstrations against the government.. And now change is in the air for the nation's higher education institutions and the government has launched a comprehensive review of the education sector that aims to produce a sector plan by 2014. (UNESCO 2014)

Institute of International Education (April, 2013) presented that there is a need in higher education system of Myanmar that can produce students who possess the skills of critical thinking and innovation, moreover, there is a need to invest in infrastructure such as internet, libraries, teaching and laboratory facilities and the kind of applied research that will profit to polish students to meet the demand of economic development.

The argument has been occurred that the recent higher education reform in Myanmar appeared the similar system like the so-called comprehensive reform movement. First of all, government has centralized the higher education administration and finance excessively rather than allowing the other stakeholders from the education sectors to participate in the process of legalization of the education policies and education related laws. Secondly, the recent curriculum using in the higher education institutions/universities are outdated and they are not applicable for the students. Moreover, there is an unequal access of higher education institutions/ universities across the country and the higher education institutions/universities do not cover the courses of Arts and Social Science and there are unemployment issues for the graduates from the higher education institutions. Fourth, the capacity and the qualifications of the teaching staffs are not competent enough so that the continuing professional development programs need to be initiated for each staff based on their roles and main responsibilities. Finally, the recent higher education is in need of cooperation and networking with the international institutions/universities and the local private sectors in order to provide practical skills for the graduates.

Literature Review

According to Crook (2001), there are five main Capitals for a human being to survive: Human Capital, Social Capital, Natural Capital, Physical Capital and Financial Capital. Education development plays a leading role to accumulate those Capitals and increases the capability, knowledge and employment opportunities which lead to Human Capital and consequently it could reduce the poverty rate with integrating and utilizing other Capitals. The development of educational institutions and practices and the best practices in education system make the nation develop. Educational development could address the social, economic, cultural, environmental problems that are occurred in the country. There are many models and theories which help to observe the education reform through different approaches.

Wallace & Pocklington (2002) stated that the actors who play a major role in the educational change make the educational reform more complex even though they are not intended to be. The wants of individuals and groups who are in the educational reform can be varying depending on their particular goals and the past experiences. As Wallace (2004) has indicated: 'The process must involve dialogue between stakeholders based at different public service levels wherever a change is initiated centrally, or at a regional system level, for implementation at a more local level'. Though this

dialogue between stakeholders positioned differentially within the system does need to take place systemic change.

Moreover, Fullan (2001) commented that the problem of meaning is central to making sense of education change. He also suggested that the state holders must comprehend both the small and the big pictures in order to achieve greater meaning. He presented that the small picture concerns the subjective meaning or lack of meaning for individuals at all levels of the educational system. Fullan also mentioned that educational change after all is a sociological process.

Furthermore, Carr-Chellman (1999) defined systemic change as the interrelationships and interdependencies among the parts of the educational system with the consequence that desired changes in one part of the system are accompanied by changes in other parts that are necessary to reach an idealized vision of the whole. Hence, he referred to a systemic change as to recognize 'the interrelationships and interdependencies between the educational system and its community, including parents, employers, social service agencies, religious organizations, and much more, with the consequence that all stakeholders are given active ownership of the change effort'.

Administration and Finance of Higher Education

Education Development and Economic Development are directly related. In addition, human capital theorist agreed on that education promote the capability of economic demand even though the investment for the education development is significant and there are many proven outcome benefits.

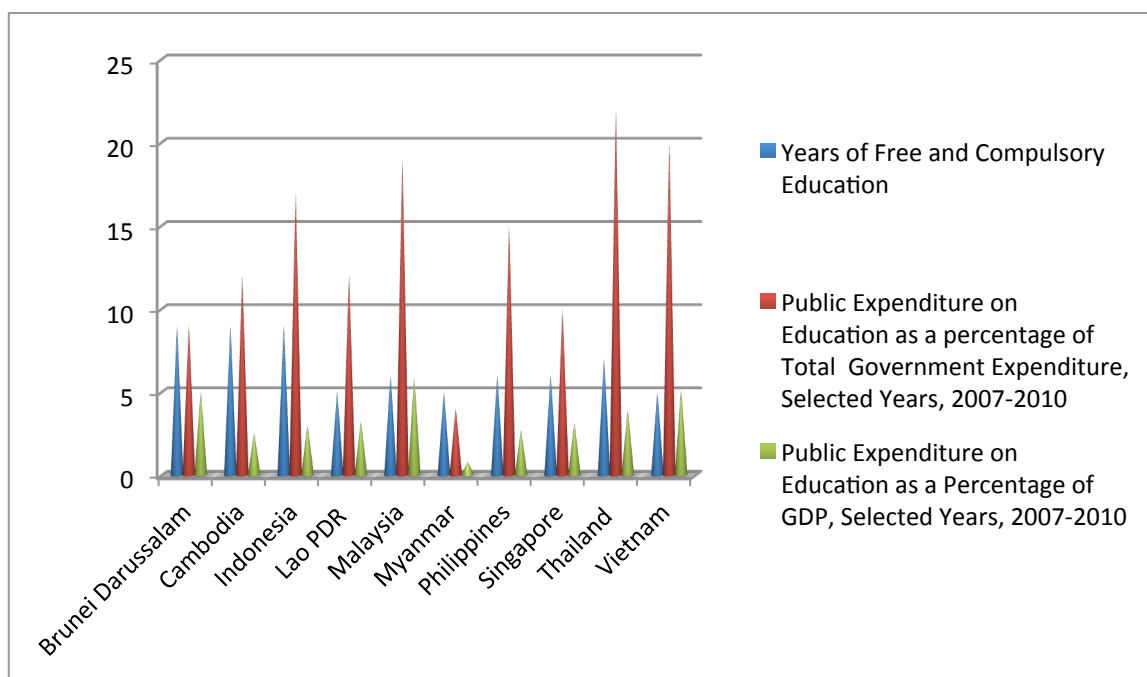
Education in Myanmar has been centralized for the management and administrations of the education institutions, as the data collection from UNESCO Bangkok during 2008-2010 under the framework of a regional program on education financial planning (UNESCO International Bureau of Education, 2011). Particularly, Higher Education in Burma has been excessive centralized. The Ministry of Education is the major provider of education in Myanmar with the vision "to create an education system that will generate a learning society capable of facing the challenges of the Knowledge age". Ministry has 10 different departments for managing the country's education system, but for higher education it has two specific units, one for northern Myanmar – centered in Mandalay and one for southern Myanmar – operating out of Yangon. Therefore, students, faculties and universities had encountered the lack of autonomy and choice. Particularly, for the students, the fields regarding for the Higher Education mainly depend on the grades and points of the performance on the national achievement test which is administrated upon the completion of secondary school as well as geographic location.

The Ministry of Education is implementing short and long-term education development plans and is aimed to bring about the enhancement of the quality of the higher education and promoted diversity but it has also markedly increased accessibility of higher education. There are 163 higher education institutions in Burma, among them, 66 institutions, which are under the Ministry of Education while 97 institutions are under 12 other ministries such as Health, Science and Technology, Defense, Culture, Environmental Conservation and Forestry, Agriculture and Irrigation,

Livestock Breeding and Fisheries, Co-operatives, Union Civil Service Board, Religious Affairs, Border Affairs and Transport. Different disciplines are applied in different universities as they are managed by the corresponding ministry. Moreover, all the higher education institutions are state-financed. The 163 higher education institutions specialize in different fields such as arts and science, law, economics, computer studies, maritime studies, defense, agriculture, forestry, veterinary science and culture and fine arts with the varied level of studies such as – undergraduate, postgraduate, diploma, master's degree and doctorate programs. However, those specializations more focused on specific functional and technical expertise and less covered on providing a general liberal arts education such as political science and limited for journalism studies, sociology, and social science methodologies. In addition, the universities in the fields of defense, forestry, and agriculture mostly with better staffs and equipped with better facilities than other universities. (Ministry of Education 2012)

There are two Departments of Higher Education which is lower Myanmar and Upper Myanmar and these two departments are responsible for administration and coordination of higher education institutions under the Ministry of Education. In spite of the fact that higher education institutions are under the administration of different ministries, academic, and administrative policy matters relating to higher education are managed by the two councils chaired by the Minister of Education which are the Universities' Central Council which is primarily in charge for the framing of broad policy and co-ordination of the work of higher education institutions and the Council of University Academic Bodies is for the adopting of academic regulations and coordination of academic work. (Ministry of Education, 2012)

The proposition of the education budget is just a small amount particularly 1.4% of GDP of Myanmar in 2011/2012 and 2012/2013 in which those years the budget was doubled. Before that time, the education budget was within 7% to 10% and decreased the proposed budget till 5% in the following year. (JICA, 2013) In comparison with other ASEAN countries, it could be clearly seen that the expenditure for the education in Myanmar is significantly low.



Source: UNESCO Institute for Statistics (2012)

Comparison of Free Compulsory Education and the budget allocation with other ASEAN countries

Overview of the Education related Laws

In terms of the related laws for the education in Myanmar, most of the laws had not been amended for a long time ago and do not really suitable to apply and implement in the current situations. In particular, Basic Education Law of 1973, Technical and Vocational Education Law of 1983 and the University Education Law of 1973 do not support to take actions for the development of education. Moreover, in the education reform of Myanmar, the 30-Year Long-Term Education Development Plan was applied differently in each sector.

According to the University Education Law 1973 which was amended in 1998, all the ministries are supposed to cultivate the individual to be part of the nation building process and in accordance with the meet of the economic demand and be able to manage public administration. Moreover, all the universities need to ensure to enrich the education and the training which cover not only arts but also sciences and need to arrange to be equal amount of intellectuals and skilled workers for both fields. (University Education Law 1973)

In expressions of the Higher Education Administration which is established by referring to the University Education Law of 1973 and there has been a complex management structure like if in case the National Education Committee could act like the central coordinating body for higher education. The two Departments of Higher Education which is Lower Myanmar (DHEL) and Upper Myanmar are mainly responsible for the allocation and management of the higher education budget. (University Education Law 1973) In which, the higher education institutions are managed by each department and there is controversial issues to allot the financial management authority to the respective higher institutions and it has not implemented and legally accepted yet.

Quality of Higher Education in Myanmar

In comparison for the curriculum review of Myanmar education with the south East Asia countries, Malaysia carries out the curriculum review every year for Grade 6, 9 and 11, Thailand also conducts the curriculum review for Primary and secondary every two years, Vietnam conducts every year for Primary and Secondary, The Philippines conduct every year for Grade 6 and the Lao PDR undertakes every two years for Grade 1 to Grade 3 and Grade 6. In Myanmar, there is no such the particular curriculum review system and only the matriculation examination is the one achievement test conducted throughout the country and the assessment results in pass or fail only and it does not really assess the benefits and drawbacks of the existing curriculum and it is also the decision result for the higher education institutions as well and there is no standardized test which is conducted to analyze the achievement of the curriculum. This is one of the factors that delay the higher education reform in Myanmar as no laws and regulations process the system and procedures for the curriculum review. (UNESCO 2014)

For the quality of higher education, the core teaching and assessment is mainly for memorizing and the learning does not really support the application, analysis, synthesis, evaluation levels of thinking and rarely to prepare ready for their future employment. The curriculum, syllabus and the textbooks are published and administrated by the government of Myanmar and used the same books across the country so that the content of the textbooks, the curriculum do not really suit sometimes with the local communities and labor markets. There a scarcity of academic resources, references, conferences and support for the field of research and could not encourage the in-service teaching staffs in Higher Education sector to conduct the research. Moreover, the Quality Assurance System (QAS) for the quality of education the research for the higher education institutions has not been implemented yet.

The Impact of Higher Education in Labor Markets

However, higher education should not only focused on the need of local market but also aware of international demand and change of market and intellectual society. Nowadays economy does not only play in local concept at all but extend to sustainable development, innovative products and transnational cooperation. Therefore, to follow those steps and rapid change, small management of each institution with full autonomy will be easier to catch up in short time and to develop unique and competitive human resources for market and society in the long term than national policy of long implementation process. Especially, when ASEAN initiates the ASEAN Economic Community, Myanmar need to ensure the decent human resource for sustainable economic development and compatible bargaining power in free market society.

In order to produce the skilled labors and technicians, there is a pressing need to implement Technical Vocational Education Trainings so that which could supply the needs of the economic development and the industrial sectors. Furthermore, the cooperative among the ministry of education and the private sector is still weak, therefore, the respective laws need to be prescribed so as to improve the role of the participation of private sector in Higher Education Reform of Myanmar. With the main purpose of building the standard capacity of students, there is a need to

network with other international universities and create scholarship and exchange programs and need to upgrade the English Language Proficiency skill of both students and teachers.

In conditions of technical and vocational education and training (TVET), there are no major institutions to manage policies, rules and regulations and supervise the respective institutions effectively. TVET institutions need to be implemented in order to provide alternative higher education for the living of students. On the other hand, it could fill the gap of skilled labors, technicians and specialists for the industrial and economic sectors which indirectly support the economic development of Myanmar. There are different types of institutions for TVET such as some are for skill development and some could be rated as Higher Education institutions as they provide academic degrees combined with TVET.

For the entrance of the universities, it all depends on the score of the matriculation examination and it is varied based on gender as well especially the female students need to acquire high marks than the male students even in order to enroll the same specialization. In particular, the entry requirements, and the schooling years could be vary from one university to another too. The students who have already passed matriculation examination could take either day or distance schooling. Distance education is common for the unaffordable students from the rural areas or the ones who have to work for their survival or their family. Even the students earned the degree from distance learning, the critics pointed out that it is not really an effective education system and the students do not receive any qualifications or skills except the degree certificate. Moreover, those distance learning students are not normally continue their education to the advanced levels such as Master or PhD and they are required to attend additional trainings such as Languages, Computers and other technical trainings in order to get jobs. For the day schooling students, they have to spend long time for commuting to and from the universities as the universities are far away from the main residence areas. As the past pressing experience, most students are not willing or interested to take the specializations concerned with Arts and they prefer most of the Sciences subjects.

There is a critical issue for the graduates from Higher Education Institutions in Myanmar which is they are not qualified enough to get jobs which is relevant with their specialization subjects and most of the graduates do not make living with their specialization subjects. It can be assumed that the number of graduates from Higher Education is higher and could fully supply the gap of the industrial labor force and however, the capacity and qualification of those graduates are not strong enough to be intellectuals, technicians and skilled labors. In particular, the curriculum of higher education and institutions for vocational education and training are outdated and lack of practical abilities. The human resources from information and technology fields are also scare and most of the excellent intellectuals and resource persons prefer to work abroad because of the competitive advantages and benefits from other countries.

Education Gap in Higher Education of Myanmar

Higher education directly linked with the both economic development and human capitals that will encourage intensive economic investment and sustainable development. According to Salmi (2012) analysis, international collaboration in higher education of Myanmar after political change promote interest of international investment. by the vision of "Empowering Higher Education vision for

Myanmar universities", Myanmar government willingly accepted of supports from British Council, The Asia Development Bank, UNESCO and AusAID. The aboard scholarship opportunities move back to government staffs again. National icon, Lady Aung San Su Kyi deeply also mentioned the important issues of restoration of Universities in Yangon University as well. Mainly empowerment of universities by autonomy, inclusiveness, innovative, democratized society and building a more protective economy, she noticed that the higher education reform become big issues for national reform. Without a decent higher education reform, the productivity of national goods and service could not compete with international economy. International investors and even local business will bring foreign skilled labors to maintain the quality of production and management that will cost for them in general. In the long term, they could not balance the productivity in low rate. Therefore, National education laws for higher education directly impact on future productivity and attraction for investments.

There is a limitation of education access especially for Higher Education in Myanmar due to poverty reasons; on the other hand, there is a wide difference of the number of schools between urban and rural. Moreover, there are several issues such as the scarcity of qualified teachers, and retaining students in disadvantages area. Furthermore, many universities suffer from insufficient budgets as well as a shortage of qualified faculty and administrative personnel. In term of inclusive education, the Ministry of Education provides inclusive education in regular classes at the middle school and high school levels. Students with social disadvantages usually study at monastery schools under the Ministry of Social Affairs. Only 37.1% of disabled students have received educational opportunities so that around two thirds of disabled individuals did not have an access to education. Among individuals who received an education, 66% graduated from primary school, 22% graduated from middle school and only 2% graduated from university. (JICA, 2013)

According to the Asia Development Bank's report (Education by 2020 A Sector Operation Plan 2010), girls and women are at a disadvantage for the education access as well as the youth and children from poor families or in poverty, living in the remote areas, who are from ethnic groups or the minorities or have disabilities or who are migrants or refugees. Although, the government provides free education until the middle schools, those youths and children could not attend the schools as they have to make a living for their survival or their families as well as they have to take care their younger siblings.

There are many issues or Curriculum and Assessment in Higher Education in Burma such as curriculum framework is not clearly defined even though Basic Education Law prescribes the definition of curriculum, syllabus and textbook, particularly, only textbooks are materialized as official curriculum documents: moreover, there is a lack of regular curriculum review mechanism so that no laws and regulations apply schedule and method of curriculum revision. Another significant issue is the most textbooks have not been modified in 10 years and most of the questions in the examinations assess lower level thinking skills such as knowledge and the students are supposed to memorize all the lecture taught by the teachers even in the Higher Education.

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 University Academic Service Centre (UNISERV), Chiang Mai University, Thailand, 24-25 July 2015

Number of Higher Education Institutions in States and Regions (Source: Department of Higher Education, Lower Myanmar)

No	State/Region	No. of Institutions
1	Kachin	9
2	Kayah	3
3	Kayin	4
4	Chin	3
5	Sagaing	13
6	Tanintharyi	7
7	Bago	9
8	Magway	11
9	Mandalay	36
10	Mon	4
11	Rakhine	5
12	Yangon	33
13	Shan	34
14	Ayeyarwady	12
	Total	163

Number of Higher Education Institutions (Source: Department of Higher Education, Lower Myanmar)

No	Ministry	1988	2012	Increase
1	Education	27	66	39
2	Health	4	15	11
3	Science and Technology		61	61
4	Defense	1	5	4
5	Culture		2	2
6	Environmental Conservation and Forestry		1	1
7	Agriculture and Irrigation		1	1
8	Livestock Breeding and Fisheries		1	1
9	Co-operatives		5	5
10	Union Civil Services Board		1	1
11	Religious Affairs		1	1
12	Border Affairs		2	2
13	Transport		2	2
	Total	32	163	131

No	Designation	No. of Teachers		
		MALE	FEMALE	TOTAL
1	Professor	178	605	783
2	Associate Professor	153	614	767

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3	Lecturer	513	3134	3637
4	Assistant Lecturer	531	2580	3111
5	Tutor/ Demonstrator	534	2188	2652
	Total	1909	9051	10960

Source: Department of Higher Education (Lower Myanmar), MOE as of 31 May, 2012

No	Course	No. of Student		
		MALE	FEMALE	TOTAL
1	Undergraduate Degree	58469	109748	168217
2	Honors Degree	981	5573	6554
3	MA/MSc Qualifying	148	897	1405
4	Postgraduate Diploma	459	1266	1725
5	Tutor/Demonstrator	534	2188	2652
6	Master	1291	5333	6624
7	Master of Research	64	386	450
8	PhD	394	1659	2053
	Total	61806	124862	186668
9	Distance Education (Undergraduate Degree)	125986	158258	284244
	Grand Total	187792	283120	470912

The Roles of other Diverse Range of Stakeholders in Higher Education Sector

As Myanmar Higher Education could not train the students to become skillful workers in different sectors, many graduates from the different higher education institutions are still far out way to become the qualified professionals. Several developing countries and non-governmental organizations have played important roles to address this issue so that funding is provided to improve facilities of standards at various educational institutions. In particular, recently, the Australian Foreign Minister Julie Bishop announced additional funding of \$27.8 million to support service in 43,000 schools and implement teacher training programs. She stated that “Education is essential to the success of the Myanmar government’s broader reform efforts. Improvements in education will help people develop the skills to take advantage of the expanding economic opportunities.” Moreover, other countries such as Japan, India, Singapore and the USA have started support for the improvement of education standard. (UNICEF, 2012)

In addition, the Japan International Cooperation Agency (JICA) dedicated to provide \$ 24.63 million to education colleges in Myanmar, and for the teacher development programs. This all new investments lead to the increase of budget distribution to Higher Education and consequently reopen the University of Yangon for undergraduate studies. In 2012-2013, the Myanmar government promoted the funding for education to almost \$1 billion which is about one percent of the budget.

Furthermore, there are numbers of bilateral agencies which invested for the higher education development such as AusAID, British Council, DFID, Danish Embassy, GIZ, Japanese Embassy, Nippon Foundation and Open Society Foundation. In technical and vocational education and training sector and higher education sector, the respective universities are administrating programs for the higher institutions and universities. Moreover, apart from the government sectors, there are many organizations, communities and individual households provide the vocational training and other qualifications such as English Language Proficiency and Computer Literacy skills in order to get jobs. Moreover, there are other community-based organizations and faith-based organizations which provide financial aids for the students to continue their higher education. (UNESCO 2014)

The Recent Trend of Higher Education Reform in Myanmar

The government of Myanmar published the new draft of National Education Law in the state run newspaper on 16 March 2014 (The Mirror, 16 March 2014) which its content of the new draft of National Education Law concerned the students and the students initiated to raise their voice to amend it. On the other hand, most of the common issues were collected and presented by the National Network for Education Reform (NNER) by cooperation and discussion with the different stakeholders from the education and managed to release the proposals and suggestions for the National Education Law, however: those issues and suggestions are not taken into consideration when the officials were drafting the new National Education Law. Nevertheless, the National Education Law was approved on 30 September 2014 without showing the concerns of the criticism.

Therefore, the Action Committee for Democratic Education (ACDE) which consists of the All Burma Federations of Students Unions (ABFSU), the Confederation of University Students Unions, and University Student Unions and Myay Latt campaigned for the amendment or redrafting the National Education Law. They organized a four-day demonstration from 14-17 November 2014 at various locations in Yangon as well as other parts of Myanmar asking for a quadripartite meeting with NNER, ACDE, the government and the Parliament. They released the statement on 24 January 2014 which mentioned the eleven demands to take actions. In particular, firstly to include the teachers and students in the process of legislation of education policies, other education related laws, to give permission to form freely the unions of teachers and students legally, to set up the National Education Commission and the University Coordination Committee according to the published the National Education Law, to practice the decentralization in the education institutions, to analyze and change the existing examination system and the matriculation examination for the entrance of the higher education institutions, to adapt the teaching methodologies which encourage the freedom of thinking and self-study, to implement mother tongue based multi-lingual education for ethnic populations and tribes and to practice the inclusive education for all including special and disable children, to accept back the expelled students who are out by the uprisings, to raise the national

budget for education up to 20 percent and to arrange free compulsory education for until the middle school.

The National Education Law is amended and stated in the state newspaper on June 28, 2015 (The Mirror, June 28, 2015 pg 15-16). In particular, it is mentioned that state shall grantee the freedom of education along with the National Education Law and other educational laws, Ministry of Education and other ministries shall access the suggestions of experts, educational civil society organizations, representatives of parents, teachers and students representatives of students in the drawing of educational policy and related laws and regulations. In the advance educational institutions along with declaration of the respective universities, teacher unions and students union shall have the right to association and the activities freely. For the entrance of higher education institutions/universities, students could apply university and subject and the system for the entrance of universities shall be based on not only the score of matriculation examination and related universities declaration. In that amended law, it is also stated that the respective university council has to take responsible for their particular university management and to increase up to 20% of the education budget of government expenditure to implement the programs for the special education and effective technical and vocational education and training. As the analysis of the amended National Education Law, the stated laws could support the education reform of Myanmar if the processes and actions are carried out systematically instead of leaving the laws on the paper and following the old path.

Recommendations

However recent higher education new law seem decentralized in individual institutions however, section 12 pointed out that in overall policy related issues, higher education committee, minister of education and relevant ministries still control the overall management and policy implementation. Hence, reform of national policy to absolute autonomy and management of each institution is urgent need along with Myanmar economy and political change. If each universities and institutions has decent autonomy and representatives in national levels, the existence of both Higher education committee and National education Commission is not essential because each institutions will decide the curricula and cooperation with related ministries, government agencies and international institutions effectively and efficiently along with needs of market, society and individual interests. Although the reform process seem chaos with different perceptive of state parties, political parties, ethnicity, community and student interests and parliaments, the momentum change need to move forward with consensuses and long term benefits of nations instant of pushing and violence solutions. Even this higher education reform and National education laws could ease the equal distribution of wealth of nation and the first step of federal system through autonomy on each state and region institutions in empowerment and design the real needs of their regional and community in general. This autonomy could raise the effective cooperation among local and international universities, local authorizes and even empowerment to state and region governments and their governance by having direct human resource from universities and direct impact on community. In recent change of Myanmar political dilemma is a good opportunity to change the comprehensive higher education reform.

In order to improve Higher Education sector, the Universities should run cooperation with the business sectors so as to encourage the students to acquire experiences and prepare ready for their future professionals. It is such a project-based learning and the businessman and the entrepreneurs provide the funds to support and implement the ideas of students. In particular, it should not be like a donation and it should be linked with the interests of the business sectors and the research of the students. Those projects are applied in the western countries and it could bring the direct effective impact on the capability and creativity of the students. The Information and Communication Technology plays an important role in Higher Education reform as it is for increased wireless connectivity, and on the other hand reduced telecommunication courses. It is also suggested that there is a need to analyze the demand and supply gap of the labor market and need to recognize the needy fields of studies and should add in the courses of either the higher education institutions or the technical and vocational education and training.

The government needs to increase the quality and supply of higher education as well as improve the capability to implement effective policy for the development of Burma. In order to improve knowledge and skills which meet the demand of labor market and become resource persons of the county, there is a pressing need to establish community colleges and to cooperate with international institutions. Higher Education should be focusing on the educational planning, management, system efficiency such as updating curricula, setting up the inclusive education effectively, and providing the flexible alternative ways for the graduates of lower level to continue their studies as vocational or higher levels. The appropriate cooperation of public and private sector involvement in Higher Education could be the applicable way to the reform path. It is recommended that the shift to more decentralized management should be started in which transferring some of the main Higher Education responsibilities such as finance and curriculum development to the respective higher education institutions

As decentralized approaches are more likely to achieve greater inclusive education and improve education outcomes, the government should allow the universities to handle education management, resource allocation, and service delivery. Therefore, inclusive education should be implemented which ensure the education of good quality and leading to reach their full learning potential. Higher education has been faced resource constraints and inadequate budgets so that it is thus critical that the government should seek the way to share cost arrangements and partnerships with the private sectors to share the massive cost of expanding higher education.

Conclusion

There are many issues and actions that should be focused and taken actions for the sector of technical and vocational education and training. Firstly, the curriculum do not provide practical skills and experience which could make ready for the students to employ and commonly the route learning is centered and always fixed with national curriculum. The capacity of the administrators, educators, and teaching staffs need to be expanded and the TVET institutions should network with international institutions or the local business to create the employment opportunities and experiential learning programs.

Furthermore, most of the common issues for the requirements and drawbacks of Higher Education make a significant negative impact on the future employment of the students who have already accomplished the respective degree from the respective Higher Education institutions. Particularly, it is also pointed out that the Higher Education graduates are not knowledgeable or skillful enough to apply in the workplace as even the capacity of the teaching staffs in Higher Education institutions have not enough competencies in their specialized areas and the English Language proficiency as well. In addition, there is not much professional development programs for those teaching staffs and the administrators from the higher education institutions and the functions and funding for the research programs for the advanced studies of higher education institutions need to be changed and should create the effective accessible program for the teaching staffs, students and the researchers as the research from various sectors of higher education institutions plays an important role for the development of education and directly to the development of Myanmar.

Another important drawback area there is a need to analyze and be changed is that the assessment system which needs to be assured the international standard. Moreover, higher education policies need to be set up by focusing on the current issues and evidences. The respective higher education should have autonomy and the centralization should be released for the higher education reform, on the other hand, the administrative bodies and ministries and institutions should function appropriately by coordinating with other stakeholders from education and international institutions and need to review systemic and policy issues in an efficient comprehensive manner in the process of CESR (Comprehensive Education Sector Review) and there is an urgent need to concentrate on the higher education reform by analyzing the practical needs of the development of the higher education and reviewing the existing regulations and policies to assure there is no discrimination and gap for inclusive education and standardized higher education. There is an urgent need to increase the budget for the higher education and it is essential to arrange the continuous capacity development programs for each staffs based on their main responsibilities and their roles in Higher Education sector and there is a need to assess their performance and talents and support them to increase their capacity.

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