RELATIONSHIP BETWEEN NON-FORMAL EDUCATION PROGRAMS AND EMPLOYMENT OPPORTUNITIES: A CASE STUDY OF TRAININGS ON DEVELOPMENT IN YANGON, MYANMAR

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ความสัมพันธ์ระหว่างโปรแกรมการศึกษานอกระบบโรงเรียนกับโอกาสการจ้างงาน:
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อม พู พู เอิง: ความสัมพันธ์ระหว่างโปรแกรมการศึกษานอกระบบโรงเรียนกับโอกาสการจ้างงาน: กรณีศึกษาของหลักสูตรอบรมด้านการพัฒนาในย่างกุ้ง ประเทศพม่า (RELATIONSHIP BETWEEN NON-FORMAL EDUCATION PROGRAMS AND EMPLOYMENT OPPORTUNITIES: A CASE STUDY OF TRAININGS ON DEVELOPMENT IN YANGON, MYANMAR): อาจารย์ ที่ปรึกษาวิทยานิพนธ์หลัก: ศ.ดร.สุภางค์ จันทวานิช, 94 หน้า

การเคลื่อนสู่การเป็นประเทศประชาธิปไตยของพม่าส่งผลให้เกิดการเปิดประเทศสู่ทั่วโลกอย่างเลี่ยงไม่ได้และยังทำให้ผู้กำหนดนโยบายและผู้เชี่ยวชาญต้องให้ความสำคัญต่อความจำเป็นของการปฏิรูปการศึกษาและการพัฒนาทรัพยากรมนุษย์ในพม่าให้ก้าวไปข้างหน้า หนึ่งในภาคส่วนที่ถูกนำมาพิจารณาคือการศึกษาในระบบหรือระบบโรงเรียนรัฐบาล เรื่องนี้เป็นเรื่องที่สำคัญเพราะแนวโน้มการจ้างงานบัณฑิตจากมหาวิทยาลัยเป็นเรื่องที่ท้าทายมากในปัจจุบันผู้เรียนจบมหาวิทยาลัยและได้งานเพียงร้อยละ 2.7 ของกำลังแรงงานทั้งหมดในประเทศ ในบริบทนี้บทบาทของหลักสูตรการศึกษานอกระบบที่เน้นการเรียนรู้เชิงปฏิบัติมากกว่าการศึกษาในระบบจะกลายเป็นจุดสนใจ อย่างไรก็ตามมีงานวิจัยน้อยชิ้นที่ตอบโจทย์ว่า การศึกษานอกระบบสามารถเติมเต็มช่องว่างระหว่างการจ้างงานกับการศึกษาได้อย่างไร ดังนั้นการวิจัยนี้จึงสำรวจว่าโปรแกรมการศึกษานอกระบบที่ไม่ได้จัดการโดยมหาวิทยาลัยของรัฐสร้างการเชื่อมต่อระหว่างการศึกษากับการจ้างงานในลักษณะที่การศึกษาในระบบมหาวิทยาลัยไม่สามารถกระทำได้อย่างไร

การวิจัยนี้ใช้การผสมผสานระเบียบวิธีวิจัยเชิงคุณภาพและเชิงปริมาณโดยใช้การสัมภาษณ์แบบกึ่งโครงสร้าง การสำรวจ การสัมภาษณ์ผู้ให้ข้อมูลหลัก เอกสาร และการวิเคราะห์เนื้อหา การวิจัยนี้ค้นพบว่าผู้จบการศึกษาโปรแกรมการศึกษานอกระบบมีความพอใจต่อการพัฒนาทุนมนุษย์และเครือข่ายข้อมูลที่โปรแกรมผลิตขึ้นมา โปรแกรมเหล่านี้จึงมีบทบาทเป็นประตูเข้าสู่การทำงานในภาคประชาสังคม การจ้างงานบัณฑิตที่จบจากโปรแกรม และบริการข้อมูลเกี่ยวกับงานทำให้โอกาสในการได้รับจ้างงานยั่งยืนมากยิ่งขึ้น ไม่ว่าผู้จบโปรแกรมจะมีวุฒิปริญญาตรีอะไรมาก่อน งานวิจัยนี้ถือเป็นการศึกษาขั้นต้นที่อาจใช้ประโยชน์ได้สำหรับโปรแกรมการศึกษาขององค์กรที่มิใช่ภาครัฐและยังใช้กับระบบการศึกษาของภาครัฐได้ด้วยเช่นกัน

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EAIMT PHOO PHOO AUNG: RELATIONSHIP BETWEEN NON-FORMAL EDUCATION PROGRAMS AND EMPLOYMENT OPPORTUNITIES: A CASE STUDY OF TRAININGS ON DEVELOPMENT IN YANGON, MYANMAR.
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Myanmar's shift towards a democratic country entails an opening of the country to the rest of the world, and this all has directed attention to policy makers and experts indicating need for educational reforms to move forward human resource development agenda. One of the important sectors to be scrutinized is formal education sector; the government school system. This is because employment prospects for university graduates, comprising 2.7% of total economically active population, are very challenging at present. Within this context, role of non-formal education (NFE) programs which focus more on practical learning than formal education comes to be focused. However, there are limited studies how NFE programs can fill the education-employment gap. Thus, the research explores how NFE programs, particularly not given by government universities, make the connection between educations to employment which formal education fails to achieve.

This research uses combination of qualitative and quantitative methods using semi-structured interviews, surveys, key-informant interview, documentaries, and content analysis. It is found out that the alumni are satisfied with development of human capital and information network provided by selected NFE which play a gatekeeper role towards civil society working sector. Ultimately the overall employment of university graduates after attending the trainings increased and this process is sustained by job information distribution services, regardless of their first bachelor degrees. Overall it is hoped that this research would be a useful preliminary study for the private, non-governmental organizations as well as for government education systems.

Field of Study: International Development Studies…Student's Signature …………................

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LIST OF ABBREVIATIONS

ADB: Asia Development Bank

AEC: ASEAN Economic Community

AFTA: ASEAN Free Trade Area

ASEAN: Association of South East Asian Nations

BERB: Burma Education Research Bureau

CBOs: Community-Based Organizations

CDEC: Comprehensive Development and Education Centre

CE: Continuing Education

CLMV: Cambodia, Laos, Myanmar, Vietnam

COM: Charity Organization Management

CSOs: Civil Society Organizations

DFDL: An international law firm specialized in emerging markets with a pan regional tax and legal expertise developed throughout the Mekong region (Cambodia, Lao PDR, Thailand, Myanmar, Vietnam), Bangladesh, Indonesia and Singapore

DMERB: Department of Myanmar Education Research Bureau

EFA: Education For All

ESS: Education Sector Study

EU: European Union

FDI: Foreign Direct Investment

GDP: Gross Domestic Product

GMS: Greater Mekong Sub-region

GNP: Gross National Product

IAI: Initiative for ASEAN Integration

ILO: International Labour Organization

IT: Information Technology

LNGOs: Local Non-Governmental Organizations

LRC: Local Resource Centre

MCOP: Managing Community Organizations and Projects

MPA: Master of Public Administration

M&E: Monitoring and Evaluation

NFE: Non Formal Education

NFE-MIS: NFE-Management Information System

NGOs: Non-Governmental Organizations

OECD: Organization for Economic Cooperation and Development

PCI: Per Capita Income

R&D: Research and Development

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNFPA: United Nations Population Fund

UNICEF: United Nations Children's Fund

US: United States of America

USAID: United States Agency for International Development

WEF: World Economic Forum

WB: World Bank

YCDC: Yangon City Development Committee

CHAPTER I

INTRODUCTION

1.1   Background to the study

The problem of young people unemployment has currently become a world-wide challenge, and the situation is no different in Southeast Asia. The International Labour Organization (ILO) reported that young women and men in the Southeast Asian and Pacific region continue to face significant challenges in securing decent and productive jobs, and are 4.7 times more likely to be unemployed than adults. The ILO says that "all this is a threat to the growth and development potential of economies" (ILO, 2011 cited in UNFPA, 2011: 13). The economic impact of such potential young people not having jobs cannot be estimated. "Having young people sit idle is costly in foregone output. The loss of income among the younger generation translates into a lack of savings as well as a loss of aggregate demand" (UNFPA, 2011: 15).

In Myanmar, the high unemployment rate of young people after their university graduation which contributes 2.7% in 2008/2009 out of total economically-active population (29.95 million people) in Myanmar is a troubling indicator of a struggling job market as pointed out by local and international experts. More recently, Myanmar national Dr. Myint Oo, an adjunct assistant professor at Tufts University School of Medicine and an Editorial Consultant (External Contributing Script Writer)at Radio Free Asia Burmese Service, claimed that "the government has failed to create new jobs, leaving tens of thousands of graduates waiting for years to fill vacant positions in the public sector. More than 6,000 medical graduates are now unemployed in a country with a population of 60 million. The International Monetary Fund estimates Burma's unemployment rate to be 5.5%, compared to 0.7% in Thailand" (Myint Oo, 2012: online).

Despite these trends, with the new democratic government reforms and eras, Myanmar is already experiencing many upcoming opportunities for integration at the regional and global level. It can be assumed that such integrations in regional and

global scale will bring more job opportunities in the country than in the past. Specified planned integrations include the ASEAN Free Trade Community in 2015, the ease of western-country sanctions on Myanmar, and the Greater Mekong Sub-Regions (GMS) economic corridors. There will also be the World Economic Forum (WEF), in June 2013 and it is the first time for Myanmar to be hosting. These economic and political opportunities and others can bring more job opportunities to Myanmar's people. Academicians and experts are also talking about both opportunities and preparations, attached with them. Zeya Thu, the Editor in-charge, HR Manager and Columnist at Living Colour Media Myanmar point out that "there is potential for "latecomer's advantage" for Myanmar development since it has been far behind other regional countries. However, this advantage is still only a potential, and will be real advantage unless the appropriate applications/practices are not taken place" (Zeya Thu, 2012: online). The regional development organization such as Asia Development Bank also analyses that the next few decades as a great opportunity for Myanmar. "Myanmar could follow Asia's fast growing economies and expand at 7% to 8% a year, become a middle income nation, and triple per capita income by 2030 if it can surmount substantial development challenges by further implementing across the board reforms" (ADB, 2012: online).

The development of human resource capacity will play a large role in this national development. Such indices of development like Gross National Product (GNP), Gross Domestic Product (GDP) and Per Capita Income (PCI) depend on a country's human resources development. "The top challenge in Myanmar's reforming stage, both local and international experts suppose, is "capacity" (Zeya Thu, 2012: online). That's why ADB suggests "growth will depend on the country investing in human capital and infrastructure, meaning that greater investments are needed in education, health and social services" (ADB, 2012: online).

Yet, at present, employment prospects for university graduates in Myanmar are very challenging. The subject students study at university often may not match workforce skills requirements. "A physics graduate does not become a physicist. He may work as a taxi-drive or a trishaw peddler. A history graduate may become a security guard. Many other graduates end up working in non-professional positions" (Myint Oo, 2012: online).

One of the problems with education quality in Myanmar is that there are 165 universities and 64 degree colleges under 13 government ministries and "each minister has his own idea of how to do it. Curricula and learning materials are out of date and are not relevant" (Myint Oo, 2012). There was a wide spread lack of training in the tools of public policy, management, human rights and therefore "graduates lack the necessary skills to tackle the country's immediate needs or the long-term social, political and economic problems that have devastated Burma for generations" (Myint Oo, 2012: online). Moreover, these days, when young people choose a university, they increasingly choose distance universities, compared to day universities, where they can learn the same courses, except some professional courses, like engineering, marine, medical subjects, and etc. They do not want to spend more time, money, effort for going daily to universities, for almost similar quality results. For these practical reasons, young people are logically choosing the distance universities in which they need to attend around 10 days to 1 month (depending on the subject) per year. This makes is possible for students to also work to earn a living and help their families. Yet, in terms of the quality of the education that they are receiving, learning their subjects by only a few days per year does not offering satisfactory learning outcomes.

One of the consequences of non-engagement in such educational quality and quantity issues is unemployment. So, it is doubted that how Myanmar education can help university graduates avoid unemployment or being trapped in low-paid, insecure work. According to an education expert on Myanmar, "for unemployed university graduates, it is very vital to promote career development programs targeting these people to prepare for employment" (What happens to University Graduates, 2011: 6). The issue is even highlighted by prominent leader of the country. "Nobel laureate Aung San Suu Kyi, in her speech at Oxford University she said the education system was "desperately weak" and that "reform is needed"" (Myint Oo, 2012: online). In order to give such reforms, there should be academic study undertaken to make proper recommendations to policy makers.

For human resource development, the education sector, which can especially link the school life with working life, is one of the key sectors that need to be focused on. Doing so can increase the unemployment rate, can take advantage of opportunities of the new government's willingness to undertake reforms, and can improve

employment rates through upcoming integrations with the outside world. In this situation, when trying to reform failures of formal education system, there is a necessary role for non-formal education system as a supplemental way for promotion of skills such as languages, computer, personal development, and management outside and/or after their university education. This situation supports the view "non-formal education could make the difference". This is the case especially since non-formal education can be regarded as an alternative to formal schooling, especially in Myanmar where some young people have looked to the private sector and NGO sector to provide alternative education opportunities. Because of these, there should be academic proof of the role of non-formal education, which is not well promoted in Myanmar, and needs to be studied for Myanmar formal education system reforms.

There is no specific study about how non-formal education (NFE) programs in Myanmar could improve effective skills-development systems which connect education to technical training, technical training to labour market entry and labour market entry to workplace and lifelong planning. While there are many NFE programs in Myanmar implemented by various providers targeting various participants, the effectiveness of such NFE programs ability to achieve their goals is still necessary to explore.

1.2   Research Objectives

The overall research goal is to provide an academic analysis of and recommendations for role of NFE programs in Myanmar, currently not given in government universities. It is that these recommendations can be utilized at the policy level for the reformation of the education system, and in implementation level of promoting more capacity development NFE programs.

The research has the following specific objectives:

1. To examine situation of capacity development programs operated by development organizations for educational reforms
2. To assess graduates' satisfaction on qualities of selected NFE programs run by development organizations

3. To evaluate the role of NEF programs for increasing human capital links towards employment opportunities in civil society

4. To know how to make the link sustainable

1.3   Research Questions

The following main questions were based on the objectives and used in carrying out this research:

1. What kind of NFE programs are operating for university graduates in Myanmar, apart from government universities?

2. How satisfied graduates are with qualities of existing programs as direct consumption and as development of human capital?

3. To what extent the human capital and information network developed and employment opportunities increased in civil society sector for social spillover effects?

4. What can make the link to be sustainable?

1.4   Hypotheses

There are many different NFE programs which are complementary to government universities, provided by the business sectors, religious bodies, and the non-governmental sector. Secondly, graduates' human capital can be created through the qualities of the programs including reputation of certificates, knowledge, and personal attributes and information network by selected four NFE programs are significant. Thirdly, human capital and information network formation by the selected four NFE programs can link university graduates to employment in social work/development sector. Finally, there should be particular institution facilitating the link to keep functional.

1.5   Significance of the Study

The study has the overall purpose of ascertaining whether NFE programs can increase the resourcefulness of its participants and truly prepare them for the workplace. The findings will be very beneficial for Myanmar as a country where published academic researches and studies on this issue are exceptionally limited. In anticipation and for the purpose of an increasing the employment opportunities, and in the wake of the assessment of Myanmar education system failure, this research will be a pilot audit of the successful non-formal education providers in Yangon to discover the role of the programs in enhancing employment opportunities of university graduates.

Even though the quantity of university graduates is increasing in Myanmar, their ability to directly enter into the labour force, reduce dependency on their family and enhance their own capabilities is questionable. NFE programs have a distinctive from formal education programs in a number of ways. When comparing NFE programs and formal education programs, Fordham (1993) said, "the former is shorter, more specific than the latter, its contents can be individualized, practical and its delivery system is more flexible, more learner-centred and more resource-saving than the formal education programs". Beyond this, it is necessary to find out the role of NFE programs in filling the gap between academic achievement and employment. This study may have an impact on the whole of society since "a better trained workforce makes it easier for enterprises to adopt new technologies and for countries to attract Foreign Direct Investment (FDI) and diversify their production structures" (ILO, 2008: 109). Therefore, it would be very beneficial to study the formation of a skilled workforce which not only responds to economic changes but also drives these changes.

If NFE programs that enhance the students' reputation of certificates, knowledge, and personal attributes to the university graduates, and bridge them to demanding sectors in expansion as skilled workforce, such NFE programs could be a mechanism to enhance human capital which is "one of the critical causes of economic development" and information network(Zidan, 2001). Myanmar is a developing country and is undergoing a transitional towards a market-oriented system. In this situation, it is necessary to investigate what kind of NFE programs are needed to

support this transition. It is also important to explore how NFE programs will help the existing human resources to adapt to the upcoming labour market demand. The government of Myanmar has acknowledged NFE's integral part in this transition. At the Conference on Development Policy Options with Special Reference to Education and Health, which was held in February 2012 in Nay Pyi Taw, Myanmar, a Ministry of Education representative presented that "in order to develop a more realistic education policy and action plan, a NFE sector review should be carried out".

The total stock of human capital within a country can influence its prosperity and international competitiveness. Therefore, governments should be interested in both the overall human capital stock and ways in which specific skills and competences are distributed within the population. In *Human Capital: an International Comparison*, it is stated that measuring and quantifying the investments by individuals, organizations and governments maintaining or developing initial human capital endowment are important" (OECD, 1998:11). To this end, this research is a preliminary study of four selected training organizations' and university graduates who have potential for the future development of human capital formation. The study will make the link between the NFE programs and the relevance of the learning to workplace. "In practice, it is relevant to know not just how skills are held by individuals, but how they are sought, used and rewarded in labour market" (OECD, 1998: 11). This study will analyse how the NFE program's alumni can enhanced their human capital in the trainings and if this new capacity can facilitate employment opportunities. In reference to Research Question3, securing a job is seen as a reward in labour market. With a high number of unemployed university graduates, and the chance for weak employment opportunities to strengthen with the country's emergence on the global market, it is very necessary to conduct research to investigate the role of non-formal education in filling the gap between university graduates and economic growth in Myanmar's current context.

Overall it is hoped that this study would be useful for not only the private, non-governmental organizations, but also for government education systems. The study findings and recommendations can be used for professional development education programs as a needs-based assessment. So, it is appropriate to view this study as a preliminarily study of NFE programs within limited time, and resources.

The results of this study will highlight further areas of study and will hopefully encourage wider coverage of NFE assessments even at the national level.

CHAPTER II
LITERATURE REVIEW

2.1   Chapter Introduction

This chapter consists of a review of literatures relating to discussions for education system reforms, country's integration with the globe through its openness, overview of non-formal education programs, operational definitions for this paper, and literature gap between non-formal education and employment. In addition, it includes the conceptual framework which maps the whole paper, theories and concepts.

2.2   Drivers of Change for Education in Myanmar

Currently the education system in Myanmar is a hot topic for policy makers and experts. Myanmar is now moving towards a vibrant market economy by addressing a number of reform issues. The education sector is one of the most common sectors that experts point out as a necessary sector for reform in order to balance the coming opportunities and challenges of global integration. The Minister of Education has pledged to undertake a wide-ranging review of his ministry in an effort to bring it into step with the government's focus on raising education standards. Moreover, the current Myanmar key development agenda is mentioned significantly in national three complementary development strategies: the Regional Integration, Inclusiveness, and Environmental Sustainability strategies. Based on the strategies, the ADB notes that "to improve infrastructure and human capital, the removal of structural impediments in the key areas of education, health and infrastructure can provide a basis for human capital development and improved connectivity" (ADB, 2012: online).

2.2.1   Ongoing Activities in the Education Reform Framework

Alleviation of poverty is now at the top of the government's priorities especially to achieve the national objectives of promoting growth and fostering social cohesion. The government aims to alleviate poverty particularly by tackling unemployment, and by considering the creation of a complex set of goals for human capital, which is heterogeneous and requires diverse strategies. In this way, opportunities for education reform are emerging and we can begin to see glimpses of the government's desire to implement effective reforms of the education system, which in the past decades has suffered greatly from government mismanagement and neglect.

Myanmar whose education system over the past twenty years has been criticized as deteriorating in terms of teachers' capacity, relocation of universities to remote areas outside of the town, limited course availability, studied courses not matching with market demands, and inefficient practical work within the curriculum. One of the criticism is by Myanmar commentator, Maung Myint Zaw, who describes how, over the past, years, the Myanmar autocratic government has "dismantled" the education system which is ignoring the quality of education, devaluing the country's education system, creating blocks to access education, and using small amounts of budget in education"(Maung Myint Zaw, 2012: 38-39). However, it seems that the need for better prepared graduates is getting high-level attention in the country. The president addressed in National Social Protection Conference held in June 2012 in his opening remark that:

> "the basic need of every citizen is comprehensive health care as well as income security or in other words job security. I would like you to help them find greener pasture and pleasure of life and to resurrect the hopes of the jobless and low-income people. We are taking steps to draft and enact laws to make sure the unemployed have more job opportunities and the workers have effective social and security protection"(Thithtoolwin, 2012: online).

Other policy makers are also making statements about education policy reform. Thura Shwe Man the speaker of the lower house parliament said that "the parliament in the last week of July rejected the government's 2012 Higher Education Bill. The new bill will be drafted by the parliament Bill Committee, Legal Affairs and Special Issues

Assessment Commission, the respective ministry and Members of parliament, who are interested in this issue and then submitted to the speakers"(Soe Than Lynn, 2012). This suspension may be a chance to discuss more in depth about the educational needs of the public. "Suspending the education bill would enable the parliament to discuss a higher education bill that is more comprehensive, brings more benefit to the country and represents the voice of the students", U Thein Nyunt said (Soe Than Lynn, 2012). Voices of the people can be focused on in courses, teaching methods, faculties and facilities. For example, one of the members of parliament pointed out that it was needed for professional educators "to form a teaching faculty and to draw up their own syllabus and curriculum in private universities" (Soe Than Lynn, 2012). Moreover, more workshops and seminars are needed for participatory planning of educational and vocational reform measures are being taken place in various sectored levels. Such reforming-intended activities and dialogues are upcoming in the current Myanmar situation and would facilitate more comprehensive human capital investment structures for which the former formal education system failed to achieve.

2.3 Drivers of Change for Employment Opportunities in Myanmar

Myanmar's location between China, India, Laos, Thailand, and Bangladesh means that the country is bordered by 41% of world's population, making it a - very good location for trade. With rich natural resources and a strategic position between China and India, Myanmar was seen as one of Southeast Asia's star prospects in the years after independence from Britain in 1948. Currently, with the openness of a country, Myanmar has the potential for integration with not only neighbouring countries but also western countries which have been softening long-time tensions in their relationship with Myanmar. Although such potential has not yet been fully realized, there are some literatures that continue to reinforce the strength of these possibilities. "Myanmar's strategic location, rich natural resources and abundant labour force leave it perfectly positioned to prosper from Asia's dynamic economic growth," said Stephen Groff, ADB's Vice President for East Asia, Southeast Asia and the Pacific (ADB, 2012: online).

In ASEAN Economic Community Blueprint 2008-2009, it is described that "a key characteristic of the AEC is a single market and production base. Jumping into

the globe, Myanmar new government gives positive sign to integrate with ASEAN community as well. The expected advantages for Myanmar in joining AFTA-AEC are greater investments links within the region, secure access to larger ASEAN markets, and increased attractiveness to Foreign Direct Investment (FDI) (San Thein, 2011: online). Such increased FDI would come up with employment opportunities for local people.

It is mentioned in the research report, *Emerging Economic Corridors in the Mekong Region*, "there will be Newly Emerging Industrial Development Nodes in Myanmar: Ports, Roads, and Industrial Zones along Economic Corridors of Greater Mekong Sub-region (GMS)" (Ishida, Masami & Isono, and Ikumo, 2012). Such potential developments in infrastructure and economic cooperation would bring up more employment opportunities for local people in near future.

The Ministry of National Planning and Economic Development is expected to encourage more foreign direct investment (FDI) in the manufacturing and service sectors. This might create to import the capacity if the existing local capacity cannot fulfil in the new projects, therefore, this is a strong evident that the local existing capacity needs to develop for inclusive growth with such a great potential for upcoming employment opportunities in these sectors. Otherwise, this offers a situation of the local people may end up in low-waged and odd jobs.

2.4   Drivers of Change for Development and Employment of Civil Society Actors

According to News Editorial Team 2012, there is updated news about easing and lifting international community's sanctions against Myanmar in following. The United States, Norway and Australia have eased some of the sanctions they imposed on Myanmar while the European Union (EU) is planning to follow suit. US Secretary of State Hillary Clinton said the US Administration is prepared to move forwards to ease sanctions through five steps including nominating an ambassador in Yangon, setting up the office of the USAID in Myanmar, arranging for visits of government officials and Hluttaw representatives to the US, easing financial and investment sanctions to accelerate the pace of economic reforms and political changes. Foreign

Minister of Norway Jonas Gahr Stoere said on 15 April that his government would lift the sanctions on Myanmar in recognition of the reforms in Myanmar. However, the arm embargo will remain in place, it was learnt. Similarly, the Australian foreign ministry announced on 16 April that it would ease sanctions on Myanmar and would normalize trade with the country in support of the democratic transitions in Myanmar. The Australian foreign minister said that the easing of the sanctions and normalizing trade with Myanmar would encourage the political, economic and social changes in Myanmar. Now, the sanctions have been suspended, and foreign investors can come to invest in Myanmar. "The suspension will end, for a year, a travel ban, a freezing of some assets, a ban on some development aid and a ban on investment in Myanmar's logging, timer processing and mining industries, the Wall Street Journal reported Thursday. An embargo on arms and on the sale of "materials for internal repression" will remain in place, diplomats said. The move comes after Myanmar, formerly known as Burma, held by-elections earlier in April" (United Press International, 2012: online). Such easing of sanctions would bring not only the business investors/investments but also the development projects in Myanmar. With such promising projects, more local people will be acquired to work in the projects and to develop their capacities in themselves. Dr. Maung Aung, the consultant of Economic and Transportation Minister said "with investment from foreign, there will be more employment opportunities in Myanmar, and the higher production is, the more developed country's economy. So, we need to employ such opportunities" (Phoe Thike, 2012: online). James Finch, a partner at the law firm DFDL said "International business people seeking investment opportunities are flocking to Myanmar 'in droves'" (Ives, 2012).

2.4.1 Promising development projects in Myanmar

By the country's openness and ease of sanctions, there will be more employment opportunities not only in economic sectors, but also in development – related sectors. Take the World Bank recent announcement as an example. "The World Bank opened a country office in Rangoon, announcing preparation to grant $85 million to support Burmese reforms. The World Bank (WB) said its new grants, which must be presented to the bank's board, would centre on programs to help communities invest in schools, roads, water or other projects, including in border

ethnic areas. Community members will select the development projects they want and rules will be put in place to ensure transparency in releasing the funds, the World Bank said in a statement. And USAID will be setting up in Myanmar. US encourage the UNDP to take a similar measure, allowing organizations and non-profit organizations from the US to help with democratization and education and health sectors in Myanmar. So, there are more employment opportunities for local people in development sectors with the country's openness" (Mizzima News, 2012: online).

2.4.2 Cordial invitation to civil society participation and development in country's reforms

The president's continuous focus policies including transparency, accountability, good governance, and clean government become considerably important. In his various public address on these issues, "the president's signals for national economic development reforms and triggers active responses and participation from reformed-minded people, civil society groups, institutions, union-level regional governmental bodies, individuals and communities" (San Thein, 2011: online). This is highlighted in Union of Myanmar Gazette (Declaration) from 2nd March 2012 says "the mission for human resource development for Myanmar is to promote and sustain the educational curricular and development, which is demanded by civil society". In Nay Pyi Taw in 25 June 2012, in opening ceremony of Social Protection Conference, the president U Thein Sein delivered an address saying that the government's "Social Protection Strategy Framework needs comprehensiveness as well as all-inclusiveness". So, such new government's willingness to take reforms with the civil society participation, more qualified as well as more numbers of civil society actors are needed to take part in the reform processes of the country.

It takes many actors to improve a country's human resource capabilities. "Fixing the country's education deficit will take creative solutions, considerable time, and real resources, many hurdles and setback. Non-governmental organizations or other civil society groups working in this education sector should take the responsibility to contribute in reforming education sector" (Cordell, 2011: online). The civil society sector, which did not previously have a strong and positive engagement with the military government, is being invited by the new government's

president to engage more on educational initiatives. Government-owned newspaper, The New Light of Myanmar, in 26th June 2012 described that "based on requirements of multiple classes and sectors, we must adopt a Myanmar Social Protection System. Assistance and support of the international organization, the UN, other organizations such as NGOs, and internal and external humanitarian organizations have an important role in social protection coverage". The president declared that

> "our country lacks a lot in social protection. However, due to various reasons, we have been neglected by international organizations denying our rights. Our government has opened the door to the international community. So, you all should welcome our move with a constructive view and cooperate with us, I request. In all seriousness, I would like to invite scholars, UN agencies and international organizations here to join hands with us".

This kind of cordially invitation to public and civil society group participation was limited in the previous government. In the Journal of International Affairs, by Columbia University, it is mentioned like "In the last fifty years of military rule since 1962, the environment has not been conducive to that process of participation, mainly because the centralized military government – the State Peace and Development Council, formerly known as the State Law and Order Restoration Council – did not create the structures that would enable this type of engagement" (Mark SiuSue, 2012: online). In brief, there are more opportunities for people's voices to be listened to in the reforms, ultimately which is leading towards the needs of human resources that would make the stronger civil society in Myanmar.

2.5 Overview of non-formal education

According to Organization for Economic Cooperation and Development (OECD), "Non-formal education may take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover educational programs in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The EU Adult Education Survey uses an extensive list of possible non-formal education activities, including courses,

private lessons and guided, on-the-job training to prompt respondents to list all of their learning activities during the previous 12 months" (OECD, 1998).

By the *International Encyclopaedia Of Education* by (Husen, and Postlethwaite, 1985) identifies four major goals of non-formal education and the following number 2, 3 and 4 are well-matched with purpose of this study. 2) Non-formal education recognizes the need for adjusting the learning program to change conditions in the society. 3) Non-formal education caters for rural development, not just school age who because of the necessity of schooling immigrate to the urban centres; thereby inclusively welcoming those in the rural areas where great measure of resources for development resides. 4) Developing nations are in daring need to develop national consciousness among the citizens over and above ethnic sentiment which has been one of the major obstacles towards national development and integration. Non-formal education programs facilitate the individuals to be conscious of himself as a citizen or as belonging to a political community, especially such development and social science modules.

According to Bates (1984), "non-formal education is concerned with improving the personal, social and work life of individuals". Moreover, Amirize (2001), viewed that "the purpose of non-formal education includes to prepare and equip people for employment or for self-employment, upgrade the knowledge and skills of those already in employments, improvement of people's political, cultural, social and spiritual awareness through conscientization, and stimulate industrial output, provide citizenship and leadership training opportunities for people". Therefore, the fruits of non-formal education programs, enhancing human capital, are not only the immediate greater employment opportunities for people, but also long-term impacts for their political, cultural, social and spiritual awareness and improvements.

According to Coombs and Ahmed in (Ihejirika, 2000), "non-formal education is any organized systematic educational activity carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the population". "It also includes community development education such as rural development training, manpower resource training, youth camps, holiday programs, mass mobilization campaigns and community health education are aspects of non-formal education" (Egbezor, and Okanezi, 2008). For Ihejirika (2000), "non-formal

education could be political and social education" such as the selected programs in this research.

Again, in NFE-MIS handbook by UNESCO (2005), mentioned that there are four categorisation of NFE such as type of NFE activities, type of NFE providers, type of target groups, and target age-groups. These four categorisations are the components of a conceptual framework for NFE. One of the categorisations alone does not describe the NFE program, because these are constituted of various NFE categorisations. So, the combination of the four categorisation looks like this: types of NFE activities+ type of NFE providers+ types of target groups+ target age groups.

The term non-formal education was first formally introduced in Myanmar when research study on the methodology of production-oriented non-formal education was conducted by Burma Education Research Bureau (BERB), now the Department of Myanmar Education Research Bureau (DMERB) in collaboration with UNICEF in 1975. This term became more common when the Ministry of Education organized the Education Sector Study (ESS) in collaboration with UNDP and UNESCO in 1990. Non-formal education in the context of Myanmar refers to any organized educational activity operating outside the structure and routine of the formal school system to provide selected types of learning to sub-groups in the population, especially out-of-school youth and adults.

2.6 Related literatures about non-formal education, human capital, and employment

Though I have located the related literatures by the above methods both in Chulalongkorn University's online database and libraries, Yangon University's main library, limited pool of research is present on the correlation between the non-formal education and employment. Most attention are given to the separate term of study in non-formal education programs, higher education, employment, or the relationship between higher education and employment, the relationship between formal education and employment, the relationship between informal education and employment. It is more challenging to find out the literatures done for correlation of Myanmar non-formal education and employment of university graduated youth with a considerable limited data. With radical number of unemployed university graduated youth, whereas

there are number of employment opportunity in Myanmar nowadays and in near future on the other hand, it would be very necessary to conduct research to investigate role of non-formal education filling the gap between university graduates and economic growth in Myanmar with current contexts.

1) Insufficient Community Learning Centres in Myanmar

Sai Phong Kham (2008) explored "a study on non-formal education in Myanmar (1991-2006)", focused on overall non-formal education- defining the key areas and trends of non-formal education in Myanmar within the period of 1991 to 2006. So, it might not be the current trend of Myanmar non-formal education programs in the year of 2012. And it focused on one specific area of non-formal education- "Literacy" and its targeted study group was both children and adults. So, in order to conduct research for university graduated youth who has undoubtedly basic literacy skill would be very new information to the published Myanmar academic data. As I have mentioned above, it is the study on the separate term of non-formal education, instead of how non-formal education contribute to employment. Furthermore, in his recommendation, it is generally noted that non-formal education programs are necessary in Myanmar though Community Learning Centres (providing NFE) are not sufficient enough to provide the efficient and effective programs to the needy people. However, the literatures of existing NFE providers, especially updated Employment-Oriented Programs are lacking.

2) Non-formal education as a tool to human resource development

In *Non-Formal Education as a Tool to Human Resource Development: An Assessment in River State of Nigeria* (Egbezor, and Okanezi, 2008), it found out about the role of non-formal education in development of human resources. This is an interesting concept to apply in Myanmar, yet there is no similar and specific study about Myanmar non-formal education developing the human resources. Moreover, there are some points which could be very different with context of Myanmar, compared to the contexts of that research. For example, most of the skills provided by formal technical schools are also taught in NFE programs in Nigeria however that is not happening in Myanmar. In Myanmar, some educational curricular might be taught overlapped both by formal education system, and by non-formal education system such as Foreign Language Programs, Computer Skill Programs and so forth.

However, they are not counted as many since there are many curricular only taught in government owned universities- called formal education system such as Medical, Marine Technology, Air force Technology, and so forth. So, based on the key different concept in Nigeria and Myanmar, it would be very interesting to conduct the research in Myanmar contexts whether non-formal education could really play a role in development of human resource. Secondly, based on the limitations of the study, there should be more studies about the concept in other particular places and contexts, since that study is just for the assessment of the NFE programs within the River State, Nigeria area. Thus, in my opinion, it is also still important to find out how this concept plays in Myanmar contexts. Lastly, like other non-formal education studies, it focuses on the general groups of people- not specifically targeted on a particular group such as Children Group, Youth Group or Elderly Group. Hence, the role of NFE programs for university graduates' human capital development in Yangon would be a new topic of literature to study.

3) Human Capital Theory with Formal Education System

In *Human Capital Theory: Implications for Educational Development* by Olaniyan, and Okemakinde (2008), the literature is mainly about human capital theory which assumption is that formal education is highly instrumental production capacity of a population, and given spectacular growth in East Asia- education and human capital such as Hong Kong, Korea, Singapore, and Taiwan, but not the role for non-formal education programs. The literature of non-formal education enhancement in human capital is missing. And how do qualities of non-formal education programs follow the human capital theory likewise formal education does would be interesting. So, in terms of human capital theory, it would be very beneficial to analyze the role of non-formal education as a mechanism for enhancing human capital in Myanmar, a developing country, which needs prolonged and substantial plan and reform to modify the formal education system in the country as whole.

4) Investment in education does not bring growth in Nigeria

In Ndem Ayara Ndiyo (2007) *A Dynamic Analysis of Education and Economic Growth in Nigeria*, there was huge investment in education; however, there was no strong evidence of growth in Nigeria, where growth theory and empirical evidence need to be reconsidered. There is a puzzle come out- why has Nigeria that

had invested substantially in education over the years be facing declining real income and sluggish economic growth rate? So, it will be very useful to analyze the impacts of human capital, which is one of the results of investment in education, in the country, in terms of its people income security and employment security. The first step to pilot research about non-formal education mechanism which is less costly than the formal education to take reform and changes would be advantageous and new knowledge resource. So, if education does not lead to an expansion of productive capacity, it is beneficial to Myanmar, a poor developing country like Nigeria considering the huge investment in luxury of an educational extravaganza in the long-term policy.

2.7   Conceptual Framework

Figure 1: Conceptual Framework
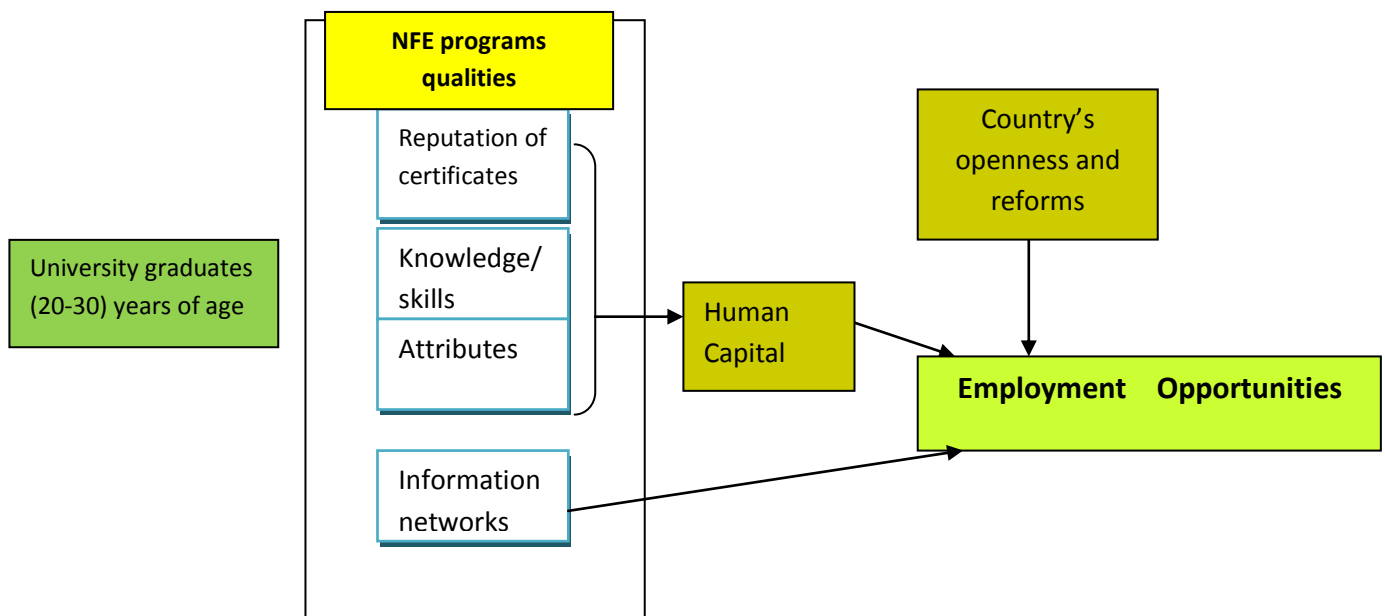
Quality of Non-formal education programs

Quality is often a subjective term for which each person has his or her own definition. "It is frequently used in economic contexts where it describes the characteristics of a product or service with respect to its ability to satisfy stated or implied needs" (Fennes, and Otten, 2008). However, "it is very difficult to measure the quality of an educational activity as such since some of its aspects are hardly or not measurable, in particular the quality of the process or the quality of outcomes, i.e. when they refer to "soft skills". Subsequently, the benefit of an educational activity cannot be fully measured in economic terms" (Fennes, and Otten, 2008). At this point, numerous quality standard schemes defined and applied by numerous institutions and organisations based on their activities. So, in this study, the quality of NFE programs will cover the reputation of certificates, knowledge/skills, attributes and information networks met by the satisfactions of participants.

(1) Reputation of certificates

In the report of UNSECO by Singh (2005), a more comprehensive study on recognition, validation and accreditation of non-formal and informal learning should be conducted in practice. "Despite the lack of an overall framework in many countries, the obviously ongoing efforts towards validation of non-formal and informal learning should be appreciated. The fact, that a range of learning experiences is recognised, is already a very important step" (Singh, 2005), so, in order to recognize the quality of the programs, the accreditation of reputation of certificates by the programs should be strong. In Myanmar, the government ministries are the main drivers/implementers in education sector, where there is non-formal education sector is not well-developed, particular groups from non-profit sector and private sector play additional key roles in non-formal education programs. Such among various NFE providers, in order to justify their quality of training delivery, their reputation of certificates is important and "accreditation system of certificates would verify the quality of training delivery and has opportunities of strengthening the evolving links between the VET sector and the employment system" (CEDEFOP, 2011). So, in this study, how the reputation of certificates from the NFE providers contribute to the employment opportunities of

alumni in this specific civil society development working sector as one of the aspects of training qualities. So, it is very obvious that the quality of non-formal education programs should cover reputation of its certificates.

(2)Knowledge/skill and Attributes

One of the models introduced in *Quality in non-formal education and training in the field of European youth work,* is the quality of outcomes and impact which is the impact of the educational processes such as the acquisition and development of knowledge, competences, motivation, attitudes, values as well as the capacity, motivation and commitment to apply the competences acquired in future learning and work. The second model is structured according to the chronology of an educational activity which is output-quality such as achievement and applicability of learning objectives, satisfaction with competences acquired, professional development and context, personal development. According to the two models, the conceptual framework for quality of NFE programs in this study will cover the quality of outcomes and impacts as the knowledge and skills acquired from the programs, and personal development as attributes.

(3) Information networks

Updated job information is essential for employment opportunities, especially in Myanmar where the information sources were previously not as much transparent as it should be and the institutions for information delivery systems are still yet weakened. By Watts (2010) in *Why Career Development Matters,* "career information needs to include information on education and training opportunities, on occupations and their characteristics, and on labour market supply and demand". Therefore, the job information is very important factor to contribute in employment opportunities. So, quality of NFE programs in the conceptual framework for this study will cover job information networks.

Human Capital

Human capital is substitutable, but not transferable like land, labour, or fixed capital. Modern growth theory sees human capital as an important growth factor" (Human capital: Origin of the term, 2004). In this study, the operational definition of human capital will be based by Becker's book entitled *Human Capital*, published in 1964. In this view, human capital is similar to "physical means of production", which one can invest in human capital (via education, training, medical treatment). Human capital could bring economic development. The significance of the concept of Human capital in generating long-term economic development of the nation cannot be neglected. "Human Capital is the backbone of Human Development and economic development in every nation" (Becker, 1964). Adding to this definition, human capital could enhance by education in terms of promoting the human's knowledge, skills, competence, and attributes.

According to OECD (1998), the life-wide settings relevant to human capital creation are diverse and are following:

- formal education (at different levels-early childhood, school-based compulsory education, post-compulsory vocational or general education, tertiary education, adult education etc)

- non-formal enterprise-based training and public labour market training;

- the experience acquired in working life in different types of organization and through specific activities such as R&D (the level of skill employed at work can be one of the strongest influences on net human capital formation);

- the large amount of relevant learning that takes place in the more informal environments of, for instance, interest networks, families and communities. Learning and preparation for learning that is nurtured within the family and early child care settings provide an important basis for future acquisition of human capital.

Human capital has multi-faceted set of characteristics, and can be defined in

many ways, but this research adopts the following meaning: "the reputation of certificates, knowledge, and personal attributes that embodied in individuals that are relevant for employment opportunities". This definition in one sense broadens, and in another sense narrows previous uses o the term. It defines human capital broadly- not just the level to which a person has educated (having the certificates of education), but also the degree to which he or she is able to put a wide range of knowledge, and personal attributes to attain an occupation. At the same times, it narrows the definition to refer only until to the stage of employment. This focus of job security is a central policy concern for Myanmar, regarding to imply that non-formal education could be directed to security of employment ends.

With the complicated and diverse definitions of human capital, in this study the definition of human capital is the development in human resources attained from their Reputation of their certificates, Knowledge in a particular area, and Personal Attributes, which will later on facilitate in promoting of people's jobs opportunities.

In brief, In *Non-Formal Education as a Tool to Human Resource Development: An Assessment in River State of Nigeria*, most of the skills provided by formal technical schools are also taught in NFE programs in Nigeria, it is generally noted that "Community Learning Centres (providing NFE) are not sufficient enough to provide the efficient and effective programs to the needy people" (Sai Phom Khan, 2008). So, this research frame fundamentally comes from the NFE providers in Myanmar. In *Human Capital Theory: Implications for Educational Development*, the literature is mainly about human capital theory which assumption is that formal education is highly instrumental production capacity of a population. On the other hand, in Ndem Ayara Ndiyo (2007) *A Dynamic Analysis of Education and Economic Growth in Nigeria*, there was huge investment in education; however, there was no strong evidence of growth in Nigeria, where growth theory and empirical evidence need to be reconsidered. So, whether NFE education leads to an expansion of human resource productive capacity or not, in terms of employability of people will be assessed in this research. It means that the qualities of NFE programs in the framework of enhancing the reputation of certificates, knowledge and attributes as human capital,

and the information networks can be drivers of promoting employment opportunities. On the other side, the current activities in reforming frameworks stand as drivers of employment demand. Therefore, the employment demand sector can be fulfilled by the qualities of NFE programs as an employment supply sector is the key point in this research conceptual framework.

2.8. Operational Definitions

Non-formal education

Since people define and categorize non-formal education in diverse ways, characterisation and categorisation of non-formal education requires an adoption of an inclusive definition or phrase. Thus in this study the following definition by United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted:

> "Non-formal education activities included agricultural extension and former training programs, adult literacy programs, occupational skill trainings given outside the formal system, youth clubs with substantial educational purposes and various community programs of instruction in health nutrition, family planning, cooperatives and the like depending on the country context, it may cover educational programs to import adult literacy, basic education for out of school children, life skills, work-skills and general culture" (UNESCO,2009).

Employment opportunities

Employment opportunities here encompass all activities that directly or indirectly create wealth or income. Such activities can be in paid work, but also extend to non-market activities that support individuals to enhance job opportunities in the future, such as through volunteer and internship jobs. This is important to link with the Fourth indicator in this research, information network, which play a crucial role in Myanmar civil society groups, where the people who have never been in social development work are rarely to attain the job information in this area.

Personal attributes

The personal attributes, the fundamental essences, for professional development and career paths are described in Career Consulting Limited (2005). Out of the many lists, in this research, the four factors are selected to measure the qualities of NFE programs as in personal attributes development: Communication Skills- Most importance for any candidate is to be able to communicate clearly which means to think before speak and in use of language, show organized, analytical thinking. Interview presentation skills are an important aspect of this communication skill, Interest-Proof of having great interest in the organization's activities, Enthusiasm- Chances of being offered a job will be severely limited if the applicants show any hint that he/she could be only lukewarm about it. Enthusiasm means the applicant is both determined and persistent when it comes to achieving his/her goals and objectives, and Self-confidence.

Information network

The information network can be a physical, and/or social space through which or in which the people share information they have to other people inside or around the network, on the other hand receive information by other people inside or around the network. Some examples of information network are family, friends, and group of alumni students, media, Google groups, and so forth. The key function of information network is quite important, especially in Myanmar development working field. One example is there a common complaint by people who do not have information network relating to development works. If he/she would like to join and work in development jobs, but he/she does not have enough information or know how to access the information about the job vacancies.

2.9   Chapter Conclusion

This chapter presents the general current contexts of Myanmar, especially about reforming actions of Myanmar education and the new government's willing to invite the civil society groups' participation and development, leading towards more upcoming the qualified civil society actors employment. Then, this describes about the concepts and related literatures about human capital development. And it finds out the knowledge gap in role of non-formal education programs targeting university

graduates, for development of human capital in the current contexts of Myanmar. Based on these concepts, there is conceptual framework presented in this chapter which shows the link of non-formal education programs develop in human capital and the development of the human capital and information network that the NFE programs provided lead the result of university graduates employment that the formal education system failed to achieve. Finally, this chapter conclude with the operational definitions of terms applied in this paper.

CHAPTER III
RESEARCH DESIGN AND METHODOLOGY

3.1 Methodology

The study was carried out for six months (April to September 2012). The collection of field research was taken from the time period of 23rd May to 1st July 2012 in Yangon, Myanmar. The research methodology is qualitative and quantitative. The research includes two major types of data collections such as documentary approach and fieldwork in Myanmar. The documentary approach was used for the statistical data and reports. For the fieldwork approach, which includes the semi-structured interviews and key informant interviews, the strategies were used to explore the satisfaction and opinions of the alumni before and after attending the programs, and to counter check the reliability for the alumni's opinions with the real practice. Therefore, this chapter will present detailed descriptions of research tools with main questions used in this study along with data collection process. Moreover, it will discuss limitations, and ethical considerations encountered during the study period since they relate to interpreting the findings of the study.

3.1.1 Documentary Approach

For the documentary research, academic studies, statistical yearbooks and publications by government ministries, workshops, education seminars, evaluations and reports by non-formal education programs/organizations are collected through Chula database, internet, media websites, government information centres and libraries, libraries of Chulalongkorn universities, Yangon Institute of Economics, and Yangon University and through publications of education and labour related organizations, and through network of civil society actors. The sources are in the forms of books, journals, research papers, documents of UNESCO, UNFPA, ILO, ASEAN, electronic data, Statistical Yearbook by Ministry of Planning, Human Resource Indicators Handbook by Ministry of Labour, and reports by

programs/organizations conducting the specified non-formal education programs, NGOs directories by Local Resource Centre (LRC).

3.1.2 Fieldwork in Myanmar

The fundamental steps for data collection were **key informant interviews and field survey** in order to know the NFE providers, in case study of non-profit organizations.

Sampling strategies for NFE programs selection

1) Collecting the documentaries data such as education directories and stakeholders interviews, it is found out that there are four core types of NFE providers in Myanmar from government institutions, development organizations/institutions, for profit/private organizations and religious bodies. The core NFE courses they providing are mainly about Early Childhood Care and Education (ECCE), Literacy, Equivalency schooling, Life-skills training, Income generation training/non-formal vocational training, Rural development, Further education/ further professional development, Religious education and Cultural/traditional education. Based on all the data, the sample is selected from development organizations/institutions for some reasons. The cost for NFE programs provided by development organizations is less expensive than those by profit organizations in terms of affordability to the people; secondly, the development organizations provide more variety and choices about capacity development, than those by the government organizations and religious bodies. To be more specific, the selected NFE providers are giving the courses apart from the courses provided in government formal education system in Myanmar.

2) In order to get specific data about NFE providers from development organizations sector, the INGOs directory 2012, and LNGOs directory 2012 and some key informant interviews were applied.

Rationales to select four training providers

Based on the above analysis, the four organizations are selected as case studies in this paper: (1) Charity Organization Management (COM), (2) Comprehensive Development Education Centre (CDEC), (3) Management English Centre (ME-

Learning Centre), and (4) Myanmar Egress**.** The consideration to be selected is based on one or more of the following criteria:

1. Targeting to youth,

2. Having vision of capacity and career development,

3. Having wider connection with local, international and non-profit organizations,

4. Being established over a period of years,

5. Having high number of alumni,

6. Having more diverse students' participation from diverse area of Myanmar than other NFE providers

7. Based in Yangon

Though the detailed modules and courses of the programs are not similar, however, their ultimate purpose to create the human resource pool for Myanmar and their nature of the courses, for capacity and professional development in development and social work fields are similar.

Sampling strategies for Semi-structured interviews

1) After selecting the organization, in order to investigate how such programs contribute to employment by the satisfaction and opinions of alumni, it is planned to select 18-30 years university graduates from these organizations for combination of **semi-structured interview**s and **surveys.** For the semi-structured interviews, it is conducted for the purpose of getting the information by semi-structured questions in order to develop a keen understanding of the topic necessary for developing relevant and meaningful content analysis, more clarification during the interviews. For the surveys, this quantitative tool is conducted as a check-in-balance against the semi-structured interviews for the purpose of measuring some explicit feelings and opinions of alumni by the indicators (standards) by likest-scales, and it is mainly applied for those participants who are not available for the interview time. The frame for the semi-structured interviews and surveys with these groups are:

- demographic data about age, gender, education background, monthly income, marital status, address, and employment/ (job address)

- NFE programs they attended with duration of the courses

- their elicit feelings, thoughts, opinions about NFE programs

- what did they learn from NFE programs in a particular curricular they attended (Knowledge/Skill)

- their personal attribute before and after NFE programs

- their availability of job-related information before and after NFE programs (information networks)

- their satisfaction about the training programs in Likert scales scores (the sample is attached in appendix (A).

2) By visiting the organizations, 4 alumni from COM, 5 alumni from CDEC, 6 participants from ME learning centre, and 20 participants from Myanmar Egress are selected by convenience sampling method with their time availability and meeting with the criteria of 18-30 years university graduates.

3) Informants from COM, CDCE, and ME learning centres are often used to help the selection of respondents.

Sampling strategies for key-informant interviews

There were a group of key informants who are from education sector as well as labour sector. The sampling method for this group is "**purposive sampling**" since it is necessary to receive various angles of perspective. The main purposes for interviews are to get feedback and counter-check the reliability of documentaries and other primary data within the theme of how gained knowledge, skills, personal attributes, and information from selected NFE programs could enhance and contribute to employment opportunities, and their day-to-day experience from their work. There are 16 key informants who are from:

Labour demand side (especially from employers' side)

- 6 employers who are working as managerial/supervisory level in non-profit/social service sector

- 1officer from ministry of labour

Labour supply side (especially from NFE providers' side)

- 6 representatives such as head masters, founders, trainers, teachers from the training programs

- 3 officers from ministry of education (from the formal education system perspective)

3.2   Data analysis and Methods of verification

The data analysis is a non-linear process in which numerous rounds of questioning, reflecting, rephrasing, analyzing, verifying after each interviews. For the cross examination, it will cover the **triangulation.**

3.3   Limitations of the Study

Though this study will be beneficial for contributing to limited data and knowledge resources about Myanmar, there are some limitations for this study. Yet the study will analyze the role of non-formal education, it is not covered to state-led NFE programs, which are mainly focus for basic literacy skills. Secondly, human capital concept itself is dynamic and contested. Besides the study has limitation, the human capital itself is multifaceted, and includes the attributes that are difficult to measure at an aggregate level, such as attitude and motivation. So it will be limited to measure the direct improvement of human capital by the non-formal education programs. Moreover, the study will analyze specifically on reputation of certificates/knowledge/personal attributes/information network before employment. So, measuring the human capital may be necessary to keep looking at the dynamic capabilities of worker in their application in work, however, which is beyond the study. For the sake of time limitation, the study can look only at the human capital before employment. Finally, the study will not cover attempts to assess trainers' capacity and quality in these programs.

3.4   Ethical Consideration

The student submitted the approved and revised thesis proposal to the thesis committee before going to field data collection. Only after the approval of thesis Committee, this study was done. Moreover, signed informed consents or oral

informed consent were taken from all the participants. The detailed informed consent were covered possible risks and benefits, voluntary participation, assurances of confidentiality, purpose of the research, how chosen to be a participant, data collection procedures, whom to contact with questions and concern. In addition, participants were assured of confidentiality, and they are also told that they can be withdrawn from the study if they cannot able to participate.

CHAPTER IV
RESEARCH FINDINGS

4.1   Chapter Introduction

This chapter describes the findings from research carried out in Yangon, Myanmar and secondary document research. The findings firstly present an analysis of available non-formal education programs, providing social sciences and development courses within Yangon area. Among the available organizations, four organizations are selected for analysis in this research, namely Charity Organization Management, Comprehensive Development Education Centre, Management English Learning Centre, and Myanmar Egress based a list of specific criteria. Secondly, this paper looks into how the four selected non-formal education programs enhance the human capital and information network of participants. This is followed by an assessment of the participants pre-program and post-program. The assessment covers the reputation of certificates, knowledge/skills, attributes, and information networks. Finally, this chapter concludes with an analysis of the research findings which clearly show the development of human capital and information network facilitate the achievement of employment opportunities.

4.2   Existing NFE programs in Social Science/Development in Yangon

Based mainly on the *Directories of INGOs and LNGOs* by Local Resource Centre (2011) and (2012), the key informant interviews and the students' discussions, the available organizations and type of their focus area of NFE sector are analysed and listed in appendix (B) and (C). There are mainly four types of NFE trainings provided by development organizations in Myanmar such as capacity development, health, food/agriculture, and others (included forestry, and religious) courses. There are total 20 NFE trainings provided by international NGOs and 44 trainings provided by local NGOs. Among them, the respective numbers of trainings in capacity development, health, food/agriculture, and others (forestry) provided by INGOs are 6, 8, 5, and 1 respectively, while the respective numbers of trainings in capacity development, health, food/agriculture and others (religious trainings) are 36, 5, 2, and 1.

Findings

1. The numbers of capacity development providing organization from local NGO sector is the highest since there are 36 NFE providers. Compared to this sector, the numbers of training providers from international NGO is less since there are only 6 NFE providers in the sector.

2. Based on the data, there are trainings targeting to young people from both development sectors, yet, the number of employment-oriented trainings as well as career development trainings, exclusively targeting to university graduates are limited.

3. The contents of civic education, social work and development related trainings to young people are more limited compared to the other health, and vocational trainings

4. Almost all religious organizations do not provide any effective civic education, social work and development related trainings, except in the forms of monastic education and language.

5. The number of training providers increased considerably, based on directories 2011 to directories 2012

4.2.1   Overview of Case Studies

Among the limited number of organizations in the education directories, stakeholders' interviews and recommendations, four NFE providers were selected. Findings from the secondary data and document from the selected NFE providers offer the details of the programs.

(1) Leadership Training for the Next Generation by Charity Organization Management

This program is a scholarship and fellowship program for young people who live in different parts of Myanmar and is organized by Charity Organization Management. This program does not discriminate based on race, nationality, ethnicity, religion, political belief, age, gender, physical ability, or sexual orientation. This program provides political, economic and general knowledge concerning the current Myanmar situation as well as leadership skills. Currently, there are

participants from eight different regions including ethnic and minority youth. The aims of the course are:

- To develop the skill and knowledge about leadership, participatory, and public administration among Myanmar people.
- To enhance the network among the ethnic groups.
- To support the Myanmar young people in their community work so as they can be future leaders of their country.

The program provides one month of classroom-based training. It begins with team building activities to build the trust among the participants, which is followed by English language and knowledge of IT courses. Next, public administration and leadership courses are delivered. Each day is prepared in detail and the participants are asked to participate in lectures, presentations, and simulated activities. The program concludes with sharing of experiences among the participants and building a network for the future activities. This course aims to promote the participants' knowledge and skills that can be used to help in their development work and in order to build a beneficial society for all. Courses are conducted in Myanmar and English.

(2) Managing Community Organizations and Projects (MCOP) by Management English Learning Centre (ME-Learning Centre)

The MCOP course is intended to develop the capacities of those who would like to work in the development field such as LNGOs and INGOs, of those who would like to start founding community development projects. Also targeted are those who would like to manage development projects and groups systematically. The program seeks to address the problems that arise because of the deficient public education system and national isolation including weaknesses of CBOs and youth alike, particularly in terms of analytical and problem-solving skills. To these ends, ME-Learning Centre offers accessible, flexible, and relevant training opportunities.

The program's ultimate purpose is to improve the capacity of civil society in Myanmar. One of the program's target groups is young people who are motivated to work for the well-being of the community and who seek to enter training programs to develop skills needed for working in community organizations. The training participants will automatically join an alumni group which will include various post-

training activities that alumni can join including a series of intensive capacity-building activities such as work-shop and other activities. The Managing Community Organizations and Projects (MCOP), consists of a series of self-contained, self-learning based modules in simple English, and at a modest academic level that can be packaged for delivery in a variety of short and long courses and modules, with access to local and on-line tutoring. To improve learning programs, learned from earlier delivery of the MCOP modules, the curriculum emphasizes the utilization of the two formal courses, the alumni group and related learning activities. The alumni group has access to a series of intensive face-to-face workshops and related learning activities include exchange visits and internships which focus on a combination of the MCOP topics and civil society efforts to address social issues in the community. In this way, while some participants are expected to acquire useable skills with continuing access to the modules as available reference texts, the process will also identify a nucleus of capable individuals within the alumni who have the capacity to become multiplier trainers able to translate their formal learning into useful experiential learning models that can be passed on to members of the CBO community with less education and lower English language skills. These actions address the isolation and lack of capacity-building opportunities of local/provincial CBOs.

There are three core blocks of lessons: the Program Management Block, Organization Management Block and Office Management Block. The detailed modules are described in appendix D. After completion of this block, the alumni have the opportunity for further trainings such as: Participatory Rural Appraisal, Project Cycle Management, Project Management, Organizational Development 1 and 2, Community Mobilization, Monitoring and Evaluation, Facilitation, and various field trips.

(3) Social Entrepreneurship and Leadership by Myanmar Egress

Myanmar Egress is a non-profit organization founded by Myanmar scholars and social workers who have been actively involved in various civil society activities in Myanmar in the last fifteen years. It was set up in 2006 by a group of Myanmar nationalists committed to state building through positive change in a progressive yet constructive collaboration with the government and all interest groups, both local and

foreign. The organization's motto is "Developing Identity, Creating Space and Engaging Society in Myanmar". Its mission is:

- Promoting and nurturing democracy through renovation of highly intelligent and politically motivated citizenry of the country,
- Capacity building & supplier of change agents,
- Feeding related policy inputs to the governing body
- Working as a think-tank, shaping public opinion via public media and opinion polls, and
- Promoting issues on environment that in turn will serve the long-term benefit of the country.

The Social Entrepreneurship and Leadership Course aims to transform Myanmar human resources into employable human resources. They hope that their program alumni will commonly have employment opportunities even in a difficult job market After completion of this program, participants found employment in media and publishing fields, in politics, at embassies and INGO/NGOs. They can also get positions working on public affairs, public relations and media relations. This course is three-month course. The main modules are Development & Development Economies**,** Governance, and Transformational Leadership, Tool Kits for Managements, and Communications and Advocacy. The subjects are described in more detail in appendix E.

(4)Youth Development Training by the Comprehensive Development Education Centre (CDEC)

The vision of this program is that community groups will be able to carry out their social and economic development activities with self-reliance and sustainability. CDEC provides capacity building and enriches the existing knowledge and skills of CSOs, NGO staff and youth, in order to facilitate community empowerment and participation in community development and nation. The Youth Development Training is a three-month program with the objective of developing youth capacity and knowledge related to development work. The participants are graduated young people between the ages of 20-27, who are willing to be involved in development work. Overall, the program gives a chance to youth who are interested in development

and who are eager to become development actors. The training program provides participatory and interactive classroom-based learning combined with organization visits and a social studies tour to study the real world-activities and best practices in civil society. The program covers:

1. Knowledge and concepts about development agencies/organizations and sustainable development.

2. Personal and professional development

3. Field visits to development organizations and study tour for experiential learning

4. Coordination, cooperation, and negotiation skills

4.3   Assessment of the Quality of Selected Programs by Graduates

The International Labour Organization explains in *A Skilled Workforce for Strong, Sustainable and Balanced Growth: A G20 Training Strategy* that "good-quality training outcomes depend on maintaining a high quality of the combination of training contents, methods, facilities and materials" (ILO, 2010: 28). In this paper, the quality of trainings are analysed by the alumni's opinions and satisfaction in terms of accessibility and availability of trainings to targeted population, relevancy of training contents, methods, facilities, particularly the monitoring and evaluation system and the extent of information network.

4.3.1   Accessibility and Availability of Trainings

The common criticism by most graduates except some university graduates whose first degree is a professional degree such as engineering or medicine is that their formal education does not properly prepare them to be a competitive applicant to the labour market. Graduates complain that the reputation of the formal education system which includes the reputation of degree certificates, the knowledge relevancy to the job markets, the learning styles, and the information sharing network that can link to the university graduates to the jobs in the markets are all lacking. Under this situation, university graduates have to find alternative ways to fill the gap between their formal education experience and the demands of the workforce.

Yet, there is insufficient resource coverage to the whole country, even in Yangon; the numbers of social science/development related training programs are limited compared to the university graduates population as a whole. One of the key-informants representing the formal education sector mentioned that:

> "*According to the policy, there was no such social and development courses, and programs. This is greater to have such social and development courses outside of the public institutions, as a mechanism to fill the gap of demanding sector and supplying sector. However, the actions and programs are still insufficient to match with demanding situation*" (Former Officer, Ministry of Education, June 2012)

For the selected four training programs, it can be seen that some training programs in which the numbers of student participation and/or the frequencies of trainings conducted per year is high. The highest participant number represents from Myanmar egress which has around 2,000 students participation from the social entrepreneurship and leadership program since it is established in 2006, while including other trainings, there are total around 30,000 participations of students. This number is counted as participation students, and the numbers are overlapped since there are students who attended more than one type of training in Myanmar Egress. The second highest participant number is from ME- learning centre which produces around 360 participants per year only for MCOP course, 2900 participants come up counting for other programs. For COM, the numbers of participants are around 180. And CDEC holds the least numbers of participants are around 50 since it holds just two times since it started.

Broad access to training

Since the selected four training programs are from the non-profit sector, they do not discriminate against under-represented groups, minorities, people with disabilities, immigrants, or people from particularly disadvantaged communities. However, the program's ability to draw participants from around the country is common challenge pointed out by key-informants and training providers. One key informant mentioned that:

> "*As the training information flows mainly via the internet, the trainings information can be spread in snow-ball forms from the alumni to those who do not have access to internet/email*" (Centre Coordinator, ME Learning Centre, June 2012).

A trainer from CDEC also mentioned the same challenge as the most difficult one out of its four challenges. On the other hand, one key-informant from the formal education sector pointed out that:

> "*It is very common thing I observe those days in development field is the organizations usually do not distribute the information. For example, in some training that allows participants to get per diem fees, just some people in and around their surrounds get that chance. One more point is the programs also do not have enough resources to distribute information to the people all around Myanmar. Those who got the chance to attend the programs are very low percentage compared to the total population, and those who are from rural areas have very low chance to participate in the program*" (Former officer, Ministry of Education, June 2012)

It is very important that programs are aware that their insufficient resource coverage or their insufficient distribution of information may lead to misunderstanding and criticism about lack of transparency issues. In response to the point that some people are given preference for attending trainings, some respondents (alumni from these programs) reply that they did not have any related network and personal contacts in the training organizations before being accepted into the trainings. One of the respondents shared like that:

> "*When I saw the advertisement about this training from a journal, I was really passionate to attend because its modules are hard to find instruction on in Myanmar. So, I submitted the application form, and finally, I got a chance to participate*" (Ohnmar, Social Entrepreneurship and Leadership alumni, June 2012)

Still, the number of participants coming from outside of the Yangon area is very limited. Compared to the numbers of yearly universities graduates, the overall

numbers of NFE training providers and the overall numbers of participations are limited, if every university graduates which is 0.808650 million in 2008/2009 academic year (Ministry of Labour, 2011) wants to pursue such NFE programs by development organizations. In terms of trainings availability to the targeted population in the country as a whole, the programs are therefore vulnerable to criticism from outsiders.

4.3.2 Relevancy of Training Contents

This section will assess whether the four training programs under analysis have the flexibility to respond to the evolving challenges of their target beneficiaries. It was found that the programs have the capacity to periodically adapt curriculum and update the training contents and methods to the needs of the students. Also important to note is that they have their own means of quality control. Existing training infrastructure helps them to keep up with new technologies, learning methods, and innovation in the NGO field.

For the ME-Learning Centre, the Centre Coordinator explained that the curriculum is based on an international-standard framework. He mentioned that:

> *"The MCOP course by the ME-Learning Centre drew the course curriculum from successful local development programs in other Southeast Asian countries. The curriculum has been a modified over 4-years based on evaluation, feedback, and observation by trainers whether it is applicable in the working sector"* (Centre Coordinator, ME Learning Centre, June 2012).

Moreover, for Youth Leadership Training by CDEC, the course is designed from a research study which gathered information from 160 young people in 2006. Based on the research results, the course was designated as an entry point for a career in social work. For the quality control of the trainings, the implementers make action plans, self-management box and pre-test/post-test for the participants.

A staff of Myanmar Egress mentioned that the course contents are drawn up by experienced faculty members from foreign universities and national experts in Myanmar issues and gave statements why its curriculum is important for the national development of Myanmar:

"Since it is vital to change the grassroots people in order to bring positive change of the country, the course contents delivered in social entrepreneurship and leadership training such as public policy, leadership and management are essential for the real changes" (Staff, Myanmar Egress, June 2012).

For the COM training, the organization started with pilot projects. After the projects, they followed up and got recommendations from the participants and alumni. They then used these recommendations to update and modify the course content and structure. The organizers repeat this modification process once every four batches of the training. However, some respondents from MCOP course by ME Learning Centre and Leadership for Next Generation by COM, point out that it is very challenging for them to catch the jargons of development fields, and most English words since they never have learned the courses before.

4.3.3   Distinct Training Styles

The training programs generally take place in a classroom-based learning environment as well as field visits to social and development projects. In the classroom, there are around 30 students who have two-way communication with one lecturer. This approach improves the analytical skills of the participants and creates a space for them to gain more confidence because they can discuss, and talk about their opinions. Importantly, the teaching styles of the programs include individual presentations and group works so there is a participatory learning approaches being employed. This approach can create a space for the participants to apply what they have learned in the class immediately. They can practice presentation skills, communication skills and other new skills directly in the learning environment.

Field visits are another teaching method that all four programs use. For the field visits, the trainings provide a space to learn the new theories and concepts about development work, as well as a space to combine the theories with real world activities.

The ME – Learning Centre brings its training participants to its partner as well as network organizations as a field study. The alumni program offers grants with which the alumni can implement small projects in the community. This process can

identify the nucleus of capable individuals within the alumni who have the capacity to become multiplier trainers able to translate their formal learning into useful experiential learning models in the working life. For CDEC, the participants go to study partner organizations, and some alumni have the potential to become an intern in these organizations. Their network with CDEC helps them to attain these positions. Alumni are also involved in small-scale assessment projects in order to better understand the realities of local communities. The participants can reflect what they have learnt in the class, as well as learn not only technical skills related to development projects, but also soft skills such as communication, teamwork, problem-solving and ability to learn which will be very important to substitute for work experience when trying to get employment. In Leadership for Next Generation by COM, the training is held in a camping style. It takes 35 days and diverse students from around Myanmar stay together, study together, and adapt to diverse cultures together. However, they do not provide any field visits to other organizations. For the Myanmar Egress, it has some field trips and organization visits, but the field visit is not a compulsory activity in the trainings. Some alumni responded that they had field visit in their batch, on the other hand, some did not.

Many alumni believe that these training and field experiences translate into better qualification for jobs. Ten respondents out of 35 pointed out "experience" as one important factor in getting a job. They believe that the field visits and work-related experience during the training programs will help them to have a better chance to secure employment opportunities. The NFE programs' training styles provide not only the knowledge but also skills and experience that are important to getting a job.

Moreover, seven respondents out of 35 pointed out the role of volunteer experiences and internships in development field in an increase in employment opportunities. The training programs which provide volunteer opportunities and internship opportunities in their organizations and other partner organizations, either during training period and/or after training period are creating a valuable experience for their training participants. For those graduates who did not have a network of NGO contacts before the training program, these programs can create "a stepping stone" to develop their career paths.

By using a classroom-based, participatory learning style and field visits these programs set the foundation for the development of knowledge. "The combination of

classroom-based and work-based training produces the best results" (ILO, 2010: 28). In terms of personal attributes, by meeting with such real development workers and organizations during field trips, the alumni become more confident, more enthusiastic to work in the development field, and gain particular short and long term goals. In terms of information networks, the participants get immediate networks related to the job opportunities.

4.3.4   Monitoring and evaluation (M&E) systems

The International Labour Organization, through its report *"Building Blocks of Strong Training and Skills Development Strategies"* recommends certain ways to measure the outcomes of skills systems and policies for monitoring and effectiveness and relevance of the programs (ILO, 2010). The recommendations of ILO are being used in this research to analyse whether the four selected programs have sound and effective M&E systems. Four key elements are quality assurance, regular and timely labour market information, quantitative and qualitative forecasting of future demand for skills, and channelling of information to training providers.

It seems like very few of the programs would not be formally following the above ILO M&E framework. In the case of Myanmar Egress, one staff mentioned that:

> *"Myanmar Egress does trace alumni and observe their performance.*
> *However the tracing observation is not focused on as a specific*
> *function of the organization"* (Staff, Myanmar Egress, June 2012).

Without alumni follow-up as a particular activity, the organization does not give it a high enough priority and the follow up activities for the alumni are not as effective as they could be. For CDEC trainings, the trainer pointed out that one challenge is that they cannot satisfactorily trace the alumni who work in the internship program with partner organization. This is because tracing the alumni requires three different stakeholders to be committed to the monitoring and evaluation process: the partner organization, alumni, and the training program itself. For COM, they evaluate the courses and modify the structures once every four batches. The purpose of evaluation is to look over quality assurance. Regular and timely labour market information, quantitative and qualitative forecasting of future demand for skills, and channelling of

information to training providers is limited. For the ME learning centre, during the course the trainers are taking part the observation tasks and after the course, the students' opinions and feedbacks are collected for the M& E purposes. However, thought the purpose is for the quality of the programs, and the effectiveness of the courses towards applications in working life, all the described criteria by ILO is doubted.

4.4 Assessment of Human Capital and Information Networks Development

In this study, the satisfaction and opinions of training program alumni was used to assess the extent to which each program was able to increase the human capital and information network of its participants. The concept of human capital used here is comprised of the reputation of certificates, personal attributes, and knowledge/skills. The alumni's satisfaction in these three components and their feelings on how much their information network increased were all assessed on a Likert scale of 1 to 5. On this scale the numbers represent the possible range of agreement and disagreement where 1 is strongly disagree, 2 is disagree, 3 is neither disagree or agree, 4 is agree, 5 is strongly agree for each statement. The detailed questionnaire form is described in appendix A. For the knowledge/skills factor, it cannot be combined with all above components since the courses vary in terms of content.

4.4.1 Assessment on Respondents' Satisfaction about Reputation of Certificates, Personal Attributes and Information Networks Before and After Training

A total of 35 respondents provide their satisfaction level and opinions about the reputation of their training certificate, personal attributes, and information networks before and after the training. All questions were based in 5 level Likert score. Every respondent had the possibility to answer between a maximum score of 5 and a minimum score of 1 for each question (5 meaning strongly agree with being satisfied and 1 being strongly disagree). There were four questions related to the reputation of certificates and personal attributes each, and two questions about job information networks.

Table 1: Mean Rating from the alumni (respondents) for the importance of Reputation of Certificates, Personal Attributes, Information Network

Description		Total Rating of 3 training programmes from the trainees					Mean Rating
		strongly disagreed	disagree	neither disagree or agree	agree	strongly agree	
Reputation of certificates	before training	25	152	30	100	30	2.335
	after training	3	74	135	188	40	3.142
Personal Attribute	before training	13	48	69	172	185	3.478
	after training	0	10	39	244	305	4.271
Information Network	before training	10	20	33	136	25	3.2
	after training	1	10	42	132	85	3.857

Figure 2: Means Comparison for Reputation of Certificates, Personal Attributes, and Information Networks Before & After trainings
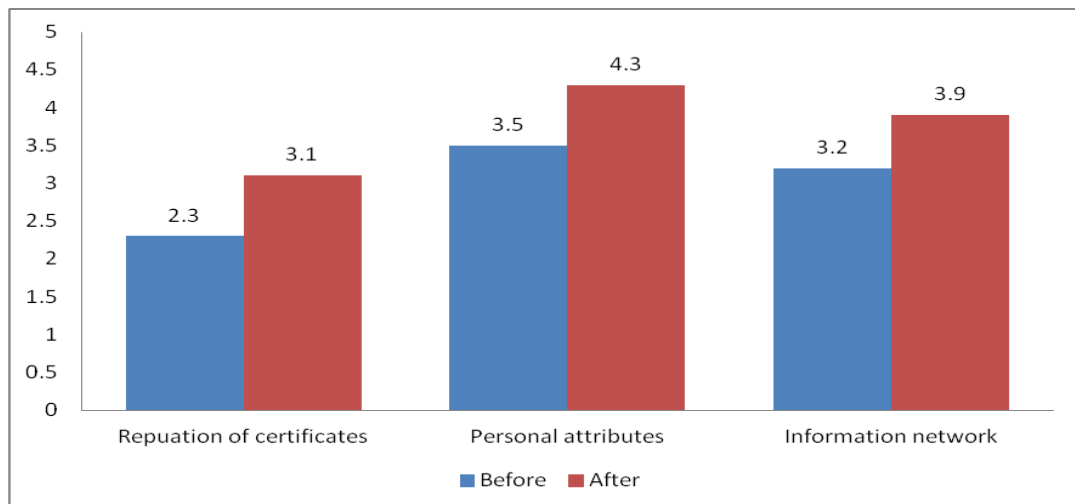
Reputation of certificates

Ways of recognition knowledge and skills obtained from the trainings may help the alumni's secure employment and better jobs. Therefore, the reputation of certificates produced by the programs to those who completed the trainings was assessed in order to analyse how the certificates ease the young people's way into the

formal economy, especially development working sector. The total numbers of 35 participants are giving their opinions about reputation of certificates by the NFE training they attended. Their opinions about reputation of their certificates, without the NFE certificate and with the NFE certificate were assessed in five Likert scales. The respondents' satisfaction in the following four sets of frames such as reputation of training certificates towards expected position and expected salary, and contributed to get a job are assessed.

The means of results before attending trainings and after trainings are compared and analysed in details. The resulted mean before training programs is 2.335 which is translated as: the participants generally disagree in reputation of their first degree alone can satisfy their expected salary, their expected position, getting a job in development field. On the other hand, the resulted mean after training program is 3.142 which is translated as: the participants generally agree nor disagree in their reputation of both their first degrees and NFE training certificate can satisfy their expected salary, their expected position, getting a job in development field. So, there is positive change in respondents' satisfaction about without and with reputation of NFE certificates, added to reputation of their first degree certificates. Yet, the result shows that the respondents are still not totally satisfied on the reputation of the certificates gained from NFE programs.

This assessment in role of existing non-formal education programs' for their reputation of certificates will be beneficial, especially in "an environment where government degrees are not given great value" (Buzzi, Hayes, and Mullen, 2011). According to one key-informant from Myanmar Egress training, for quality control of reputation of certificates, it is mentioned with the statement of students' participating levels, and the detailed grading in the certificates. The quantitative mean results show that reputation of certificates by the training programs are filling distinctly the gap left by the weak university system, and by their first degree's relevancy with the job market, in security of employment opportunities. One of the respondents shared her feeling about her reputation of first degree certificates that:

> "*I never applied a job before in development work, because my first*
> *degree (BSc. Electronics) is absolutely unrelated with the development*

work, regardless of my desire to work in development sector" (Hnin Hnin, Youth Development Module alumni, June 2012).

However, the key-informant from formal education sector argued that:

"*In terms of qualifications and certificates, such programs are mostly part-time courses; it is limited to get a job with such certificates level*"(Officer, Ministry of Education, June 2012).

In this point, one graduate who has attained Bachelor Degree in Engineering shared her experience:

"*Since my interests to work in development sector, after I graduated, I applied to many NGOs jobs. I have been selected as short-list candidates many times. But, by irrelevancy of my bachelor degree with the applied job, in the interviews, I was asked "what are you doing here?" I feel very desperate and become realize that I need the relevant study. So, I attended this training program. And now after completion of this program, I got a job in International development Organization*" (Elizabeth, MCOP alumni, June 2012).

It shows that though reputation of certificates by NFE programs do not bring the absolute influence to get employment opportunities, the certificates produced by the NFE programs facilitate graduates' bachelor degree certificates in order to enhance their employment opportunities.

Personal Attributes

In terms of their development in positive personal attributes, the total numbers of 35 respondents were asked about their satisfaction on before and after training programs. The four indicators to measure personal attributes are *having enthusiasm to get a job, having strong interests in development works, having self-esteem and confidence, having communication skills*.

The means of results before attending trainings and after trainings are compared and analysed in details. The resulted mean before training programs is 3.478 which is translated as: the participants generally neither agree nor disagree in their personal attributes before attending trainings can contribute to employment opportunities in development field. On the other hand, the resulted mean after training

program is 4.271 which is translated as: the participants generally agree in their personal attributes after attending trainings can contribute to employment opportunities in development field. So, there is positive change in respondents' satisfaction about their personal attributes after attending trainings. One of the respondents shared her experience of how she did not satisfy about personal attributes before attending training as:

> "*I was afraid to work before since I was frightened to be shouted by the employer due to my lack of confidence in myself and due to my speaking out something wrong*" (Angel, Youth Leadership for Next Generation alumni, June 2012).

Moreover, one more respondent talked about how he has changed to have more commitment and passion to working in development sector that:

> "*After attending MCOP course, I strongly decided to keep living in social and community development works. With respecting the commitment and passions of social/development workers, the lessons learned in this course make me ready to be a committed social development worker*" (Ko Thet Naung, MCOP alumni, June 2012).

In brief, it can be seen that most respondents believe that they are equipped with professional competencies from the programs that facilitate the transition from education into the world of work because the total scores in students' satisfaction about personal attributes before attending training programs can facilitate to employment opportunities is 43 points in agreement, whereas total scores in agreement and strongly agreement to the personal attributes after attending trainings become 61 each respectively.

Furthermore, one back up assessment were asked by open question that "which factors are important to get a job?" Total number of 17 respondents answered the willingness and strong interest to work in development sector can increase the possibility of getting a job. In addition to them, the key informant of employment consultant and agent gave the opinion that:

> *"Nowadays, it is happening how local manpower employs or not depends on the employees will to work and matched with the demanding factors from employer"(*Freelance employment consultant, June 2012*).*

The latter factor was recommended by 4 respondents as matching the demand and supply in labour market. The key-informant view by employment agent points out the common point in labour market that:

> *"The two important factors those days in job market are whether supplied qualifications matched with demand side and the expected salary" (*Freelance employment consultant*).*

However, the experience from key informant interview that is managerial role in INGO sector was being triangulated checked that:

> *"To get a job in INGOs without the related educational backgrounds depends on the types of project and position. Currently, for my organization, those who are field level staff, which constitutes one-third of total staff populations, are said to be employability if they are committed to development work and good at social skills" (*Employer, INGO, June 2012*).*

which is reinforcing back the first factor which is Willingness and Passion. One of the interview respondents mentioned:

> *"Before this program, I was not interested in working with organizations, but after attending this course, I became very interested to work and cooperate with development organizations"* (Ma Swe Zin Myat, MCOP alumni, June 2012).

According to the interviews and the resulted mean on personal attributes, before and after NFE programs, it can be seen that respondents' willingness, interest and passion to work in development sector were more nurtured through the NFE programs.

Information networks

Thirdly, for information networks, total of 35 respondents were asked their satisfaction in friends and teachers share information about jobs vacancies before training, and after training. The means of results before attending trainings and after trainings are compared and analysed in details. The resulted mean before training programs is 3.2 which is translated as: the participants generally neither agree nor disagree in their existing information network which helps to employment opportunities in development field before attending trainings. On the other hand, the resulted mean after training program is 3.9 which is translated as: the participants generally agree in their job information network after attending trainings can contribute to employment opportunities in development field. So, there is positive change in respondents' satisfaction about their job information network before and after attending trainings.

One respondent mentioned about how her attained information network contribute to employment opportunities in development field as:

"I did not have any network and information how to come and how to interact with development field, but now I am in Myanmar development worker community" (Ngwe Sin, MCOP alumni, June 2012).

In brief, the increased network which promotes the access to work and to job opportunities in development work relates to the poor information distribution about development work in the general labour market, force the young people to look for the chance to attend the trainings given by the civil society organizations as stepping stone, especially those who have never contact with the civil society works.

In general, 8 respondents out of 35 respondents pointed out having the contact and/or network in development field for promoting their employment opportunities. For the first point of having contacts in development organizations to get more employment opportunities, it cannot be denied that "the recruitment process is not always suited to recruiting the kinds of graduates that employers say that they want as it is often overlaid with pre-judgment, bureaucratic procedures, and personal preference, even though this is in development field" (Harvey, and Knight, 1996: 15). At this point, some of alumni pointed out that the trainers or program organizers

provide/stand as their reference and provide recommendations letters while applying jobs. Having reputation within the NGO networks, it is significantly beneficial to the alumni.

While most young people complained about the insufficient job vacancy information in development working field in Yangon, the training programs facilitate the young people as a first step since all of selected programs have networks with local and international NGOs in Myanmar as **gate keepers to the local and international networks.** However, this is a prominent challenge for all training programs that the major mode of information delivery is internet, which is still arguably insufficient in many rural areas outside Yangon area. The programs are delivering the job information by emails, information boards in the organization site, and alumni meetings/gatherings. However, some alumni pointed out in the situations where they are out of contacts with internet, and they cannot participate in the alumni gathering, they do not get continuous jobs information. So, in brief, though the NFE programs stand as an entrance towards working sector, however, it is still necessary to operate and focus more for job information delivery and services.

Comparison of Job Information Sources

Being able to access professional information through network is very crucial to university graduates, especially those who had not previously had the contacts or relationships with people or organizations the development field. For other for-profit sector job, vacancy information is available and accessible through private employment agents in and around Yangon. Though many of these agencies are quite large and cover vacancies in various sectors, they do not cover job information about positions in the non-profit sectors. Therefore, it is important to analyse to what extent information is shared by the case study programs for promoting employment opportunities of their alumni.

35 respondents answered the open-ended questions about where they receive information of job opportunities. The four most common sources were surroundings (family) (25%), media journals (3%), the internet (61%), and the training (11%). Therefore, it can be seen that the training is not as broad of a tool as internet or the alumni's surroundings, which includes their family. Beyond the contribution of the trainings, the crucial role of internet emerged as the predominant source of job

information. However, there are still many areas outside of Yangon, which do not have sufficient internet access.

Figure 3: Chart on comparison of role of job information sources
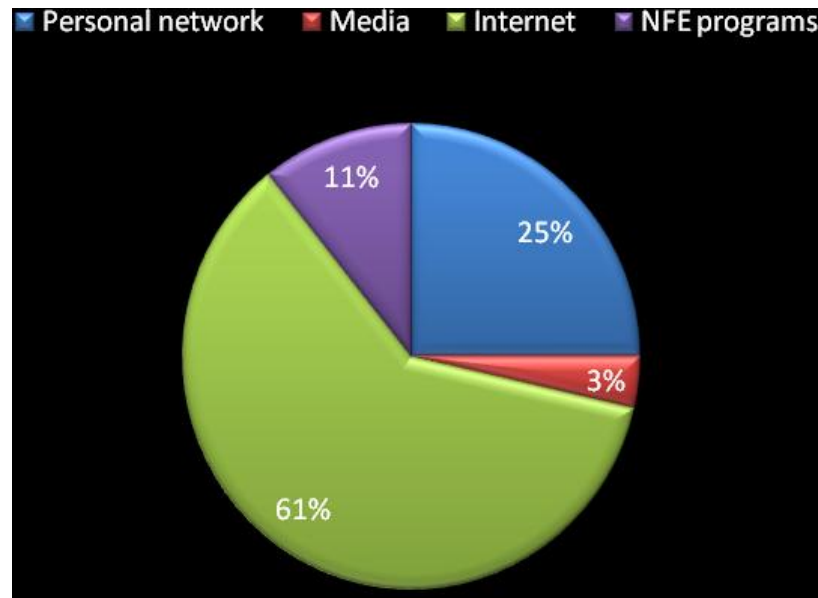
The internet and media journals are the most reliable sources of job information from the perspective of the training alumni. The training cannot compete with these two main sources as a place from which to disseminate the training-related job information effectively. Moreover, these training programs do not undertake any functions in the area of career guidance or vocational counselling, and do not act as resource centres to help alumni access training and job-matching services. Apart from the role of the trainings in the development of university graduate capacity, it is very highly recommended that an official body be established that can facilitate university graduates transitions in the labour market through job-matching services, labour market programs, dissemination of reliable labour market information, career guidance, counselling on options for improving individual employability. Private employment agencies have an increasing role to play in improving the labour market functions in Yangon, however, the service they provide does not cover the development field. One employment agency representative responded that they do not have the information about the development sector. He confirmed that they only handle the private sector labour market.

4.4.2 Assessment on Respondents' Satisfaction about Knowledge and Skills on Social Science and Development-related Issues

To measure the respondents' have new knowledge and skills from trainings, the programs need to be considered separately because they each have their own unique curriculum, though they are quite similar in nature because of their focus on social sciences and development-related issues. It was noted by several respondents that before attending the trainings, they had not been active in social and development work however; they had wanted to do social work after getting basic development knowledge, a foundation in critical development issues, and basic skills for working in the development field. Their problem now is that they do not know how to name it and how to start the activities. In other words, the programs open their eyes to the opportunities available in development field, but the nature of the short course is not able to teach them everything they feel they need to know. For others respondents who already had contact and involved in the development field, the training programs can give a more comprehensive learning in order to be able to become a more efficient worker and increase their potential to monopolize on better employment opportunities. However, there may be an argument that many of the subjects that most students increased their level of knowledge about are those subjects which are not as easily applicable to work places in Myanmar, such as Public Policy, Human Rights, and Constitution.

For each program, the participant respondents were asked to rate their pre- and post-knowledge on the main course content. They had to rate their understanding across this spectrum:

- Never heard about it before
- Heard it spoken about somewhere
- Know about it but don't understand it
- I know about it
- I can explain it to others

Leadership for Next Generation by Charity Organization Management

Charity Organization Management (COM) offers the program, Leadership for Next Generation Course. The most popular and recommended courses of this program are Human Rights, Political History, Constitution, Gender and Leadership.

Table 2: Number of alumni's self-assessment for their knowledge level before

Leadership for Next Generation Training

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Human Rights	5				
Political History	4		1		
Constitution	3	1	1		
Gender	1	1	3		
Leadership	3	1	1		

Table 3: Number of alumni's self-assessment for their knowledge level after

Leadership for Next Generation Training

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Human Rights					5
Political History			1		4
Constitution			1		4
Gender			2		3
Leadership			1		4

The above two tables mention the number of respondents' assessments for pre/post knowledge level on the specific subjects offer by the COM program. The most improved knowledge level is in the Human Rights subject since 5 respondents answered that they never heard about the subject before the training, however after the training, they all believe that they can explain it to other people. The other subjects that had a significant increase in perceived knowledge are Political History and Constitution. For Political History, 4 respondents answered that their pre-training knowledge was at a "never heard about it" level, whereas 4 respondents answered that they believe they can explain it to others after attending training. For Constitution, 3 respondents answered that they had never heard about Constitution before the training, whereas 4 respondents answered that they believe they can explain it to others after the training.

Thus the subjects of human rights, political history and constitutions stand out as the subjects where the respondents have had the most learning compared to their pre-training knowledge. Yet because these subjects are more politically-related rather than strictly development-related, there may arise some issues when students try to use the new knowledge. The numbers of employment opportunities that demand such knowledge are still quite limited in Myanmar, as these issues can be sensitive. So, there is still the question of how this knowledge increase can open up employment opportunities to the students of not.

Youth Development Module by Comprehensive Development Education Centre

Among the various courses offered in Youth Development Module, the most recommended courses by alumni are self-management, communication, ethics, conflict management, and team building. For this program, five participants' knowledge level on the subjects delivered has been measured from training records and reports.

Table 4: Number of alumni's self-assessment for their knowledge level before youth development module

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Self-management	3		2		
Communication		3	2		
Ethics	3		2		
Conflict management	1	2	2		
Team-building	2		3		

Table 5: Number of alumni's self-assessment for their knowledge level after youth development module

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Self-management				1	4
Communication			2		3
Ethics			2		3
Conflict management			2	1	2
Team-building			3	2	

The above tables display the findings on the before and after levels of knowledge, as provided by the alumni from the CDEC program. The top five subject

areas are highlighted. The highest increase in level of knowledge is in the self-management course since 3 respondents believe that they never-heard about it before the training, and after training, one respondent is confident that he know about it, and other 3 respondents believe that they can explain it to others. The second subject is ethics and social responsibility of development worker subject. The figure points out that 3 alumni have never heard about it before trainings, and after the trainings, those alumni say that they are confident to explain about the subject to other people. The third subject is about communication. For this, 3 alumni believe that they heard about it before the training. After the training, 3 believe they can explain it to others. The fourth and fifth subjects that the alumni believe they have increased their knowledge level about are conflict management and team building.

In brief, for this program, the subjects are more focused with personal development, rather than political and development-related issues. The program therefore focuses on offering a foundation for the university graduates' career paths. This is highly related to better employment opportunities as the topics such as self-management, ethical concepts, communication, conflict management and team building are likely to be inquired about in the job application and interviews.

Social Entrepreneurship and Leadership Program by Myanmar Egress

For this program, a total of 20 respondents rated their pre- and post- training knowledge level. The subjects under consideration were political economy, economics, environment, leadership, presentation, constitution, and public policy.

Table 6: Number of alumni's self-assessment for their knowledge level before Social Entrepreneurship Training

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Political economy	6	3	11		
Leadership		3	15	2	
Presentation	3	3	13	1	

| Constitution | 3 | 2 | 14 | 1 | |
| Public policy | 5 | 1 | 13 | 1 | |

Table 7: Number of alumni's self-assessment for their knowledge level after Social Entrepreneurship Training

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Political economy			9	3	8
Leadership			13	1	6
Presentation			12		8
Constitution		1	13	2	4
Public policy		1	13	2	4

The respondents' perceived knowledge in political economy changed the most over the course of the training. In the pre-training rating, the highest rating, with 11 people, is "know about it but don't understand" but in the post-training ratings, there were 8 respondents who believe they could "explain it to others" and 3 respondents who "know it". The second greatest increase in perceived knowledge was in presentation skill. For this, there are three participants who rated their pre-training knowledge on presentations as "heard it said somewhere", and only one respondent who answered "know about it". Then for post-training knowledge, there were eight respondents who believe they can "explain it to others", while three respondents believe they "know about it". The third highest improvement rating was in the leadership course, which shows the increase of 6 respondents became confident enough to explain it to others after the training, whereas, before the training, 3 respondents had only heard about the topic before. The fourth and the fifth subjects,

the constitution and public policy courses, showed moderate improvement in knowledge acquisition.

In brief, most of the subjects in this course are related with politics, so its direct relevance to the current labour demand sector is limited. According to the alumni, most of the alumni are employed in Myanmar Egress itself, which gains 80% of its staff members from the pool of alumni students.

Managing Community Organization and Project by ME learning Centre

For this program, there were 6 respondents. They were asked to rate their knowledge level on the following subjects: Dealing with Conflict, Program Planning, Participatory Needs Assessment, Financial Management, and Organizational Development.

Table 8: Number of alumni's self-assessment for knowledge level before Managing Community Organization and Project

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Dealing with Conflict	3		2	1	
Program planning		2	4		
Participatory needs assess		2	4		
Financial management	2		3	1	
Organization development	3		3		

Table 9: Number of alumni's self-assessment for their knowledge level after Managing Community Organization and Project

Subjects	Never heard about before	Heard-say somewhere before	Know about it but don't understand it	I know about it	I can explain it to others
Dealing with Conflict			1	1	4
Program planning			4	1	1
Participatory needs assess			4	1	1
Financial management			3	1	2
Organization development			3		3

In this program, the most popular and effective subject that the alumni believe they improved on is dealing with conflict. Standing at the highest score since before training, it had 3 respondents say they never heard about it, and only 1 respondent said she knew about it, as the highest rating. After the training, 4 respondents believe that they can explain it to others. Organization development is the second most improvement because before the trainings, 3 alumni said they never heard about it whereas after the training, they are confident to explain about it to others. The third most improved subject is financial management. Before training, 2 respondents said they never heard about it before, and after the training, 2 respondents believe that they can explain it to others and 1 respondent said that they know about it. The other two subjects to see an increase in knowledge-level are financial planning/management and participatory needs assessment. For this course, the subjects that the participants gained the most knowledge are more related with development projects and implementation, rather than political activities, unlike with other two programs.

In terms of the knowledge development capabilities of the NFE programs, it is significant that the alumni are confident in their knowledge and skill increase for particular subjects which they have learned in the programs. However, some of the subjects, especially those related with politics, currently have limited use and demanded in the job sector. These type of trainings, such as those provided by Myanmar Egress and COM, will only be able to be directly used if trainees enter the small, but growing, realm of politically-related organizations. Therefore, the direct contribution of those subjects to particular employment opportunities of the alumni still needs to be further explored.

As noted by several respondents that before attending trainings, they had not been active in social and development work, however, they liked to work for the social work since after getting basic development knowledge, nature of development works, and typical ways to work in development field. Their problem is they do not know how to call and how to start the activities. In other words, the programs open their eyes for starting in development field. For others respondents who already had contact and involved in the development field, the training programs can give a more comprehensive learning in order to be able to become more efficiently work and more potential to better employment opportunities. However, there shall be an argument that many subjects that most students increase their level of enlightened are those subjects, which has not been very much work places to apply in Myanmar, such as Public Policy, Human Rights, Constitution, and so forth.

4.5   Assessment on Development of Human Capital and Information Networks towards Employment Opportunities

This section will assess how the improved human capital and information networks gained from the training programs contribute to the attainment of employment opportunities by young university graduates. First of all, in order to assess the training participant's perspective on the important factors of employability, the respondents were asked to reflect on the open-ended question of "What factors are important in getting a job in the development field?" The following data is from a total of 35 respondents.

4.5.1 Increased Employment after the Training

The 35 respondents were asked about their job status before and after the training. Significantly, there were 34 respondents who obtained a job after attending the training programs. The jobs were anything from entrance level to middle-level management, based on their previous job experience. Since most respondents are newer to the development field, they secured entrance level positions such as internships, part-time positions, or full time staff in local NGOs and INGOs.

It's important to look at the connection of work and education. "The world of learning and the world of work are separate and one imparts learning: the other produces goods and services. Neither can thrive without the other. The art of successful skill policies is to construct sound bridges that connect the two worlds to serve both" (ILO, 2010). The following responses from key-informants were analyzed to connect the two worlds.

Figure 4: Number of respondent employment data before and after training
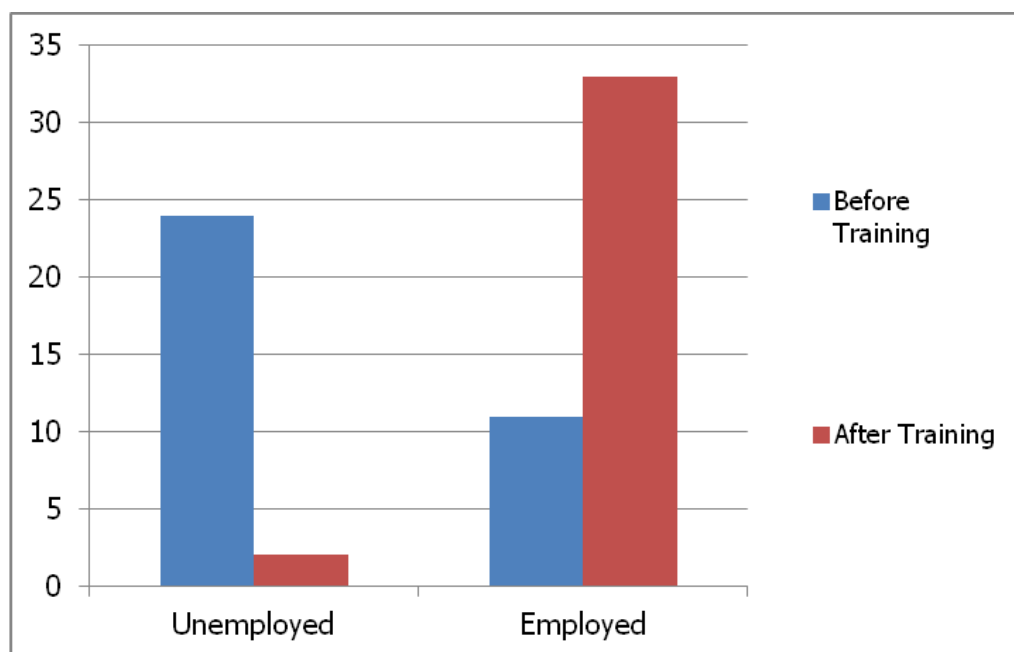
4.5.2 Increased employment in civil society sector

Based on the demographic data and interviews, it is found out that there are increases in employment of the alumni after training. Following with this, it is found out that 31 respondents went into civil society groups such as community-based organizations, local NGOs, and international NGOs after training, whereas only 4

respondents worked in this sector before trainings. Secondly, another sector is business sector/profit sector, only one respondent work for it after trainings, whereas 2 respondents worked in this sector before trainings. Moreover, 2 respondents worked as freelance teacher and worked in hospital after training, whereas 6 respondents worked like them before trainings. So, it can be seen that after trainings, the alumni have more employment opportunities to enter into civil society organizations from other types of working sector.

Figure 5: Comparison of working sector the alumni get in before and after trainings
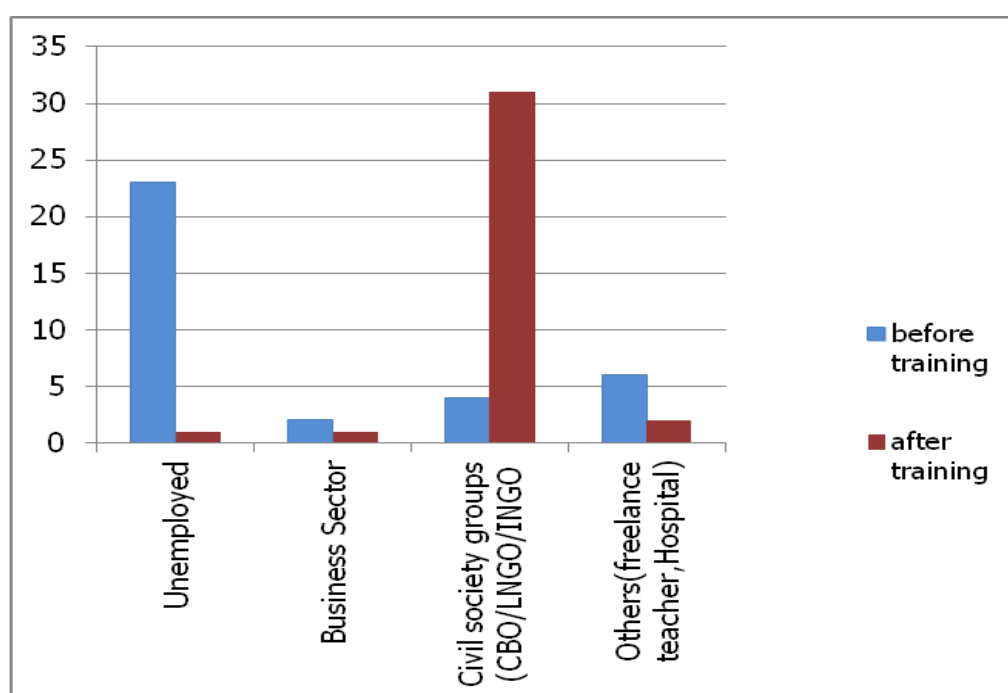
4.5.3 Increased Level of Income after Training

In OECD (1998), in order to estimate the extent to which measured attributes constitute human capital in the sense of adding economic value one should ask "how much more is a person likely to earn with certain qualifications or competences than without them". In this vein, the income level of alumni from the programs was tested. There are total of 35 respondents, and 34 were employed after the training as volunteer, internship, part-time staff, and full-time staff in development organizations. In the graph below, it shows that 26 participants experienced an income level increase to bring them out of the no-income status, leaving only 2 respondents who have no income after training. For those two, one is employed as a volunteer and one is not employed. The income level of up to 50,000 kyats (65 US$) has increased from 1

respondent to 9 respondents. The income level between 50000 kyats to 100,000 kyats (120 US$) increased from 5 respondents before training to 12 respondents after the training. For the income level of above 100,000 kyats , it increased from 1 respondent before the training to 12 respondents after training.

Figure 6: Income levels before and after the training
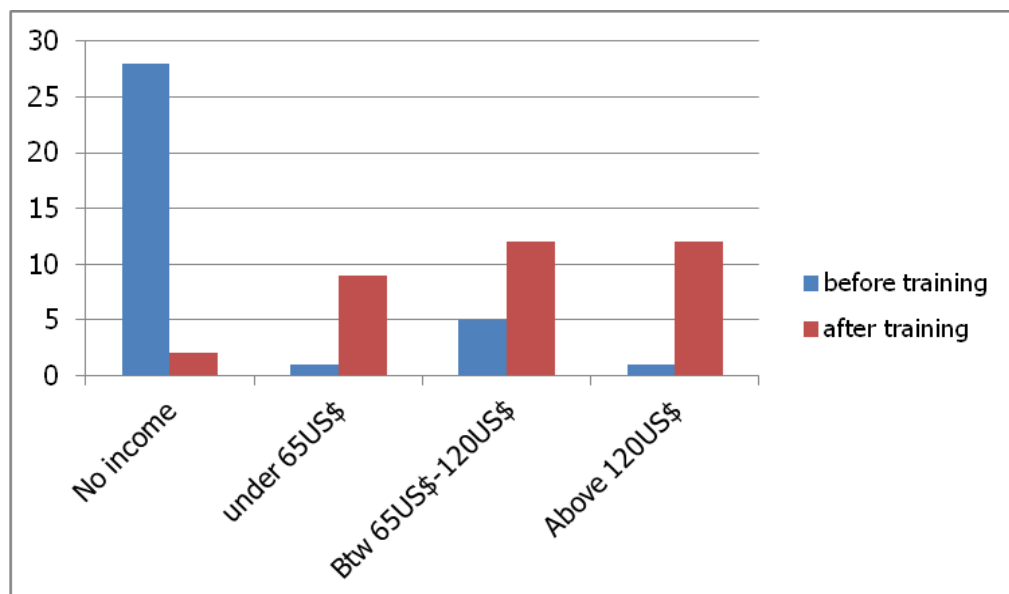
The programs enhance the vast majority of the respondents' capacities to work and their opportunities to find work. "The future prosperity of any country depends ultimately on the number of persons in employment and how productive they are at work" (ILO, 2010). Now it is evident that most of these program alumni have attained employment after the trainings while increasing their income and professional network, which can be seen as first step towards civil society in Myanmar.

4.6   Chapter Conclusion

It is found out that more capacity development NFE trainings especially employment-oriented programs for university graduates are still needed in Myanmar in current situation. For the reputation of certificates, the short-term NFE programs are trying to be accredited in the labour market as their one of the quality aspects which can link the NFE program to employability. The alumni do not agree nor disagree that the reputation of certificates by the NFE programs added to the students' first degree certificate could contribute to employment opportunities according to students' satisfaction. For the knowledge and personal attributes which stand as the

quality of educational outcomes and application in work, the professional development and personal development of students after the training programs are quite satisfied by the students. The job information network is also significantly stood as essential quality aspect of training programs as gate keepers towards employability in development organizations. However, there are still some points left to back up such as not enough the organization capacity to reach country-wide level, especially those who are not using internet and out of development field.

Non-formal education programs could bring the growth of the country, since the results show most of the alumni got employed and increased their income levels even in the short-term results and got a job in civil society organizations. The former result means that the NFE programs would impact to increase the country's aggregate demand and increase in saving while the latter would impact to the development of civil society in Myanmar. The promotion of young people capacity by the training programs, the benefits do not end in the employment of the young people. It means the benefits go beyond the productivity of employers' side. Ultimately, the capacity development leads to higher wages, as well as expands local labour market opportunities and reduces social inequalities in the country as a whole.

To conclude, this is very significant that the selected NFE programs play an ignorable role in linking the university graduates from the education sector to the working sector, by development of human capital, and information network. Yet, it is also found out that such programs are strictly limited at present, regardless of their significant role to complement the failures of formal education system with their distinct curricular, and teaching styles.

CHAPTER V
CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1 Conclusion

According to its objectives and conceptual framework, this research has assessed a small representation of the existing NFE programs in Myanmar run by non-profit organizations. This paper looked at the program graduates' satisfaction (direct consumption service) on the quality of the selected NFE programs along with other the quality indicators: accessibility of the programs, relevancy of training contents, training styles, and monitoring and evaluation systems. The findings were meant to investigate if these programs could help to develop the human capital (development of human capital) and information networks of the participants. Finally, this research explored the extent to which the NFE programs were able to increase the university graduates' employment opportunities (social spill over effects).

It firstly assesses the existing NFE programs in Myanmar. From this point, it focuses the NFE trainings by development organizations. Based on the key-informant interviews, stakeholders opinions, and documentaries, four organizations such as Charity Organization Management (COM), Comprehensive Development and Education Centre (CDEC), Management English Learning Centre (ME-Learning Centre) and Myanmar Egress are purposively selected for their providing social sciences and development related courses in the NFE sector, for targeting to young people and for their good reputation in the NFE sector.

After selecting the training organizations, the research focuses to look at the contribution of these trainings to development of human capital, by the opinions and satisfaction of alumni. The findings leads to graduates' satisfaction (direct consumption service) on qualities of selected NFE programs along within the quality framework of availability of programs, relevancy of training contents, training styles, monitoring and evaluation system as well as human capital and information network. For one of the indicators measuring human capital framework in this research, the reputation of certificates, though the increase in reputation of certificates by these programs before and after, yet the general mean of respondents' satisfaction about is just in the level neutral. They are not totally agreeing on the reputation of NFE

certificates give the absolute job opportunities. For the personal attributes, the second indicator of human capital in this research, is found out that the respondents agree on their having confidence, strong interest, passion and willingness to get more employment opportunities in development organizations after attending trainings, whereas they are not so sure about their above personal attributes criteria contribute to their employment before trainings. For the knowledge level increase, among the four organizations, it is found out that Myanmar Egress and COM provide more political and knowledge-oriented trainings, while ME-learning centre and CDEC provide more development and skill-oriented trainings. Therefore, the respondents' opinions about the subjects they satisfy to increase their job opportunities are mixed with political and development subjects. Yet, for the former one, the political-related courses, it cannot absolutely conclude that the courses directly contribute to get a job in Myanmar civil society organizations where the areas of the course can apply is still limited at current job demanding sector, compared to the development-oriented works. The information network provided via the training programs are also very helpful for those university graduates who did not have contact in civil society actors, towards employment in this sector.

Moreover, this research results the extent of NFE programs by increasing human capital (development of human capital) and information network towards university graduates' employment opportunities (social spill over effects). This move of idle university graduates to employ after building up of their capacities and work in civil society sectors makes the Myanmar civil society stronger. This stronger civil society would bring more bottom-up, human-centred idea on development, influencing leading policy makers to adopt a more participatory approach, involving the local people in development projects and ultimately to the inclusive economic growth policies. 'Inclusive economic development' by *functioning* civil society can long been heralded as stable, sustainable and democratic growth, especially in current contexts of Myanmar. Therefore, such contribution of university graduates (0.808650 million in 2008/2009 academic year) building up their capacities and employing in development work of their own country will achieve inclusive development and growth of Myanmar.

In brief, one of the consequences of non-engagement in educational quality issue by formal education in government universities, unemployment, has potential to

be changed by the role of non-formal education programs. The development of human capital by the non-formal education sector, which can especially link the school life with working life, is one of the key sectors that need to be focused on. Doing so can increase the unemployment rate, can take advantage of opportunities of the new government's willingness to undertake reforms, and can bring inclusive economic growth through upcoming integrations with the outside world. This is leading to the case especially that non-formal education can be regarded as an alternative or complementary to formal schooling, especially in Myanmar where some university graduates have looked to the private sector and NGO sector to provide alternative education opportunities and achieved in their human capital and improved their job prospects.

5.2   Discussion

Relating back to the literature review, in this study, it is found that the NFE programs in Myanmar, especially the employment-oriented programs, are insufficient in this current situation. This finding is in line with the research finding in Sai Phom Khan (2008), from 4 years ago. It was also discovered that the selected NFE programs contribute to the human development of the alumni, in terms of income level increase, although other aspects of human development is beyond the scope of the study. Moreover, in terms of the relationship between human capital theory and non-formal education, it was found that, like the formal education system, non-formal education programs can enhance human capital in terms of the reputation of certificates, knowledge level in particular subjects, and personal attributes. For lack of evidence of growth instead of investment in education, unlike Nigeria, the investment in non-formal education programs could add to the GDP growth in the country, since the results of this research show most of the alumni gained employment and increased their income levels, even as short-term results of their NFE trainings.

According to conceptual framework, the specific characteristics of NFE programs can help to enhance human capital and employment opportunities. These characteristics are the reputation of certificates, knowledge/skills, personal attributes and information networks. For the reputation of certificates, though the NFE programs are short-term courses, they are trying to gain a good reputation in the labour market. This is important to them as the quality of an NFE program is the

element that will link the training experience to employability. This research found that the reputation of certificates from the targeted NFE programs added to the students' first degree certificate, their bachelor's degree. The NFE training certificates were well respected enough that, in the student's opinion, they contributed to employment opportunities. However, compared to other quality aspects of the NFE program, student satisfaction is limited. In terms of the acquisition of knowledge and personal attributes clearly indicates the level of quality of a program both educationally and also for application in the work place. For these aspects, the students were quite satisfied with their level of professional and personal development. The ability to access a job information network is also a significantly essential aspect of a quality training programs that enhances employment opportunities, following Watts (2010).

In brief, the above findings are leading towards three factors of why the students are attending a college or university such as development of human capital, direct consumption service and social spill over effects which are presented in *Economics of Public Sector*, (Stiglitz, 2007). In Myanmar, due to the political situation and ideology, the failures in the higher education system do not follow Stieglitz's framework. On the other hand the non-formal education programs in this study which are provided by non-profit sector, deliver the benefits that the formal education system does not.

First of all, the participants improve their capacity to produce, to earn income, and to augment the quality of their labour resources. Thus this can be considered as **development of human capital**. The important results of these findings are that non-formal education programs recognize the need for adjusting the learning program to change conditions in the society. For the reputation of certificates, the program provides a different professional field of certificate, unlike the government university. And within the narrow and tightly connected NGO network, the recognition of holding these training program's certificates are quite meaningful. The fact that the alumni secured jobs after attending the trainings also hints at the fact that having the certificate makes them more competitive than people who may not have an NFE certificate in related topics. For knowledge improvement, these types of NFE training programs are a significant help to alumni as they are trying to compete in a labour market that demands an understanding of social-sciences and development but the

regular universities do not offer this course content. In this situation, the employers have to assess in general the applicant's knowledge of social science and development, and to recognize a specific certificate that helps the training participants to better show their qualifications.

Secondly, the participants derive direct and immediate satisfaction from their participation in the training programs in terms of their development of soft skills such as communication, team work, and enlarging networks, as **direct consumption service.** Participants were satisfied with the enabling environment in the training programs facilitated by two-way learning methods, the participatory approaches, group works, combination of classroom learning with field visits, apprenticeship programs. Some trainings have made the respondents more confident and strong, have increase their participants interest, passion and willingness to engage in development work, which are one of the most important point that the employer look at in presentation in recruiting process. All these factors lead to positive personal attributes.

Thirdly, there are some benefits to the society as a whole in addition to the benefits that accrue to the participants and families. These are called **social spillover effects.** Many of participants before attending the programs, did not have a social work-related background, however, during and after attending the trainings, they started contributing to the social work sector and began to play a role in a better functioning democratic process.

Information networks are a very important factor in finding out about job vacancies and in a gaining entrance into the job market, especially in Myanmar, where many of information channels were not developed and bribery matters and other unethical hiring practices still occur. For training alumni, the training programs stand as a gatekeeper who helps them to enter the development field, in the very least, for those new to the field, through volunteer and internship programs.

This democratic process is enriched by the trainees' entrance into the job market, their greater analytical thinking skills and knowledge in social science of voters, more enlightened citizens who contribute the social work, less dependency to outsiders and more participatory development in the country. Through the development of their reputation of certificates in labour market, their personal attributes, their information and social network in development field, and their

knowledge/skills related with social and development work, significant numbers of alumni from the programs increased income, got more employment and more promotions. This improved utilization of these human resources contributes to the path of the country's development. Furthermore, their higher income levels add to the gross national product and their increased employment add to the human development index of the nation as a whole.

The high quality and of relevancy of the trainings to the labour market empower the young people to develop their full capacities and to seize employment opportunities and social opportunities. Moreover, before attending the programs, in which most job applicants do not have certain related to their work background, he employers have to invest in resources for the development of workers, which can hinder the efficiency and effectiveness of the organizations' productivity. In other words, the promotion of young people's capacity by the training programs offers the benefits that do not end in the employment of the young people. The benefits go beyond the productivity of the employers' side. Ultimately, the capacity development leads to higher wages, as well as an expansion of the local labour market opportunities and reduces social inequalities in the country as a whole.

In brief, referring back to the conceptual framework and the research findings, it is found out that the number of NFE programs and their availability to the general public are still limited in Myanmar. However, the selected NFE programs are truly enhancing the human capital and information networks in order to improve the participant's able to gain employment opportunities, especially in development working sector. This follows Stiglitz's ideas about the three reasons to go to school; development of human capital, direct consumption service and social spill over effects.

5.3   Recommendations

The following recommendations will inform all stakeholders who work for the education sector, regardless of formal education, non-formal education or informal education. At the same time, it is hoped that the findings from this research will be of interest and use to NGOs, CBOs, and other institutions in order to develop non-formal education programs and social science or development-related programs.

To the Cross-Sectoral Level Cooperation

For the implementation level, it can be seen that the experiential learning style can fill the gap between studying life and working life that has been left by the failure of the formal education system. The experiential learning style can be applied in many areas of education methodology including curriculum, teaching style, activities, and importantly the creation of a space to apply what participants have learnt like an internship program which links students to information networks and real life practice.

At the national level, along with the debates, discussions, and the government's first steps towards reform, education both formal and non-formal cannot be forgotten. Reforming the whole dismantled formal education system will take many years, but this restoration process can benefit by applying the lessons learned from small-scale, flexible NFE programs that have been successful at making gains in the country. Beyond this, it is important to create policy and mechanisms where NFE pilot programs by the government can cooperate with the profit-sector and non-profit sector since these two sectors are currently key players in NFE program implementation.

Broad availability of quality education programs should be assured. Non-formal education programs facilitate the individuals to be conscious of himself as a citizen or as belonging to a political community, especially such development and social science modules. There is also a need to create regulatory framework for accreditation of NFE programs provided by civil society actors and to assist in the information network coverage for their services. Many benefits can derive from making the beneficial training programs broadly accessible to everyone.

In order to create more job opportunities as well as more better and rewarding jobs, it is necessary to be close matching of the educational background what they have learned to the demanding work side. So, in order to update the programs need innovation, investment, competitiveness, research and development, it must build solid bridges between the world of leaning and the world of work which is merely weakened in current situation. The collaboration of the government, training providers, employers and employees at the local, national level are cordially invited.

To labour market and education actors

To the government

The programs in this research are being implemented by LNGOs, and they struggle to have their network coverage be inclusive of young people from rural and border areas. Thus, moving forward, it is essential to have the government join in the efforts of coordination for the education sector, both formal and non-formal. There should be long-term national growth strategies, that link (national) top-down and (sectoral) bottom-up NFE strategies for the entire country, inclusively welcoming every citizen, regardless of geographic location or ethnic background. "The governments have primary responsibility for education, pre-employment training, core skills, and training the unemployed and people with special needs" (ILO, 2010). National, regional and local government level has to promote non-formal education programs by creating incentives to the stakeholders to become involved in programs by creating the enabling environment for the training organizers.

Since information is often public goods, services of information sharing should be provided by the government if the market is producing unbalanced results or under-producing results. Based on this point and this research's findings, the government should provide the information service system not only related with trainings but also with job information.

Another important factor is whether the newly developed capabilities from NFE programs will be fully utilized. If existing human resources are not utilized "in their respective professional field, and/or have to work under their capacities, and or there are no appropriate professional fields in the country, there will be Brain Waste" (Zeya Thu, 2012: online). Dr. Zaw Oo, a Burmese economist, said "we need both a well-funded education system and a strategy for creating jobs; otherwise, we will wind up simply creating well-education people for export" (Sandar Lwin and Win Ko Ko Latt, 2012). The ability to keep educated workers in the country is important for Myanmar.

> "In the short to medium term, we should carefully consider how best
> to obtain and also retain the vast professional human resource that is
> required for national development. Even with urgent action and sound

and adequate provision of resources to reform the education system, the benefits will only accrue in the long term. At the same time, attempting to obtain and employ foreign nationals alone will be neither feasible nor beneficial. In this context, ensuring transfer of knowledge and skills from foreigners to Myanmar nationals is of critical importance" (Nyi Win Hman, 2012: 12).

Thus, the Myanmar government should enact laws that increase domestic employment opportunities and job security.

To the Employers

It is recommended to employers that a expanded communication mechanism with training organizers about job-related information would increase the effectiveness of matching job hunters to jobs requiring their specific skills and knowledge. This mechanism will help to maintain the relevance of training to the job markets, and to secure employment opportunities for young people. In other arrangements, the employer organizations cooperate with the training organizations such as apprenticeship programs, internship programs, and other on-the-job experience learning experiences. The employer organizations can become social partners who play a significant role in further training, workplace learning and on-the-job training.

To the NFE Trainings Organizers

Though the selected training organizations are all local non-governmental organizations (LNGOs) in Myanmar civil society, there is no strong evidence of close collaboration between them. More benefits can be accrued through further exchange of experience, in particular, in development of training strategies, in development of resources and capacities to expand the coverage and quality of trainings to be more available country-wide. There is also a chance for them to collaboration or share experience in upgrading the internship systems that will fill the work experience gap of inexperienced university graduates. The most important formal cooperation can be the sharing of knowledge through new research which is significantly weakened practice in Myanmar for years. This could be done by inviting the government bodies for Education and Labour and advocating to them to continue to work on more

comprehensive approaches and policy frameworks. Another important key player are international organizations (both non-profit and profit) which will be involved in helping the countries to develop and implement the non-formal education programs. They also may be hiring young people who are trained through NFE programs.

In conclusion, to be effective in increasing young peoples' employment opportunities, the strategy cannot be developed in isolation but must be embedded in the wider economic and social policy environment. Education and training policies require incorporation within other labour markets and social policies. One final point is that although assessment and monitoring components for training performances are designed systematically, this process should be reviewed thoroughly to determine whether these monitoring and evaluation assessments have been done effectively. Therefore, there should be development and promotion of NFE programs which are the effective agents to develop the human capital and information network of university graduates as well as these NFE trainings need to be accompanied by policies and employment services to facilitating the young people's getting up to date labour information to ensure their employability.

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APPENDICES

APPENDIX A

QUESTIONNAIRE SAMPLE FORM

	Section 1. Basic Information	
a.	What is your name	☐ _____
b.	What is your age?	☐ _____
c.	What is your gender?	☐ Male ☐ Female
d.	What is your first degree and year of graduation?	☐ _____
.e	Did you attend any social science/ development related trainings?	☐ Yes ☐ No
	If your answer is Yes, please describe the name of trainings and year of study.	☐ _____ ☐ _____ ☐ _____ ☐
.f	I am working in:	☐ International NGO ☐ Local NGO ☐ Community-Based Organization ☐ Self-help group ☐ School ☐ Other: _____ ☐ I am unemployed.
.g	My position is best described as:	☐ _____
.h	How long have you been at your current job?	☐ less than 6 months ☐ 6-11 months ☐ 1-2 years ☐ other: _____
.i	My monthly income is:	☐ No income ☐ < 50,000 kyats ☐ 50,000 < 100,000 kyats ☐ > 100,000 kyats
.j	Before that job, I worked in:	☐ International NGO ☐ Local NGO ☐ Community-Based Organization ☐ Self-help group ☐ School ☐ Other: _____ ☐ I was unemployed.
.k	My position was best described as:	☐ _____
.l	How long did you work in that job?	☐ less than 6 months ☐ 6-11 months ☐ 1-2 years ☐ other: _____
m	My contact phone number	☐ _____

Section 2 – Before attending

I applied a job ☐ Yes

Instructions: Read each statement carefully. From that experience, how did you feel? Did you feel that way Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree? Please circle the number that represents your answer.

	Statement	How did you feel this way?				
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2a.	It is enough to get a job with qualification of first degree.	1	2	3	4	5
2b.	Only with my first degree, it is possible to get my expected position.	1	2	3	4	5
2c.	Only with my first degree, it is possible to get my expected salary.	1	2	3	4	5
2d.	People should be ok if they do not have proper development related qualification in order to get a career (job) in the development field.	1	2	3	4	5
2e.	I have a strong interest and am eager to get the job (enthusiasm).	1	2	3	4	5
2f.	I feel good about myself and my abilities by having confidence and a belief to get the job (self-esteem).	1	2	3	4	5
2g.	I was able to feel positive about myself by setting long and short term job plan and to work achieving them (motivation).	1	2	3	4	5
2h.	I have received positive recognition or feedback from the job interviewer about my personal presentation.	1	2	3	4	5
2i.	I get job information from my friends	1	2	3	4	5
2j.	I get job information from my family	1	2	3	4	5
2k.	I get job information from my teachers	1	2	3	4	5
2l.	I get job information from………………………………					
2m	Others					

Section 4 – After attending

I got a job	☐ Yes

Instructions: Read each statement carefully. From that experience, how did you feel? Did you feel that way Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree? Please circle the number that represents your answer.

	Statement	How did you feel this way?				
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2a.	It is enough to get a job with qualification of first degree.	1	2	3	4	5
2b.	Only with my first degree, it is possible to get my expected position.	1	2	3	4	5
2c.	Only with my first degree, it is possible to get my expected salary.	1	2	3	4	5
2d.	People should be ok if they do not have proper development related qualification in order to get a career (job) in the development field.	1	2	3	4	5
2e.	I have a strong interest and am eager to get the job (enthusiasm).	1	2	3	4	5
2f.	I feel good about myself and my abilities by having confidence and a belief to get the job (self-esteem).	1	2	3	4	5
2g.	I was able to feel positive about myself by setting long and short term job plan and to work achieving them (motivation).	1	2	3	4	5
2h.	I have received positive recognition or feedback from the job interviewer about my personal presentation.	1	2	3	4	5
2i.	I get job information from my friends	1	2	3	4	5
2j.	I get job information from my family	1	2	3	4	5
2k.	I get job information from my teachers	1	2	3	4	5
2l.	I get job information from……………………………..					
2m	Others					

APPENDIX B

NON-FORMAL TRAINING PROGRAMS BY INGOS

No	**NFE Focus Area – Capacity Development**	
No	Name of Organization	NFE Programs Focus Area
1	Church World Service	Capacity building for NGOs
2	Good Neighbours International	Vocational trainings
3	Partners	Vocational training, Food
4	Solidarites International	Livelihood, Cultivation techonology
5	SWISSAID	Capacity building for LNGOs
6	Women's Federation for World Peace	Income generations for women
	NFE Focus Area – Health	
No	Name of Organization	NFE Programs Focus Area
7	Care-Myanmar	PLHV nutrition
8	DRC- Myanmar	Health, Food
9	French Red Cross	Disability awareness
10	International Medical Volunteers-Japan Heart	Health/medical
11	Mercy Malaysia	Hygiene, Wash, Shelter
12	Progetto Continenti –Myanmar	Health
13	Terre Des Hommes Italia	HIV
14	The Leprosy Mission International	Health
	NFE Focus Area – Food and Agriculture	
No	Name of Organization	NFE Programs Focus Area
15	Action Contre La Faim	Agriculture
16	ADRA- Myanmar	Food
17	AVSI foundation	Agro, forestry
18	The Organization for Individual, Spiritual, Cultural Advance International	Water, Environment, Agriculture
19	Water, Research and Training Centre-Myanmar	Food security
	NFE focus area-Other (Forestry)	
No	Name of Organization	NFE Programs Focus Area
20	Instituto Oikos	Forest & marine resource management

APPENDIX C

NON-FORMAL EDUCATION PROGRAMS BY LNGOS

	NFE Focus Area - Capacity Development	
No.	Name	NFE Programs Focus Area
1	Action for Public	HIV women and youth capacity development
2	Agency for Basic Community Development	Indigenous people community development & civic empowerment training
3	Badeidha Moe	Leadership training for women, ethnic groups, disabled people and landless workers
4	Beneficial Partner Group	Life skills training
5	Better Life	Livelihood, WASH, Community Development, Civil Society Development, Emergency Response
6	Body Guard Foundation	Life skills training for women
7	Capacity Building Initiative	Capacity development for NGOs workers
8	Centre for Vocational Training	Vocational training
9	Charity Organization Management	Capacity development for qualified young leader generations
10	Community Development Association	Capacity development for youth and development actors
11	Comprehensive Development Education Centre	Vocational training for youth
12	Forever	Vocational training for women
13	Gold Myanmar	Trainings for CBOs
14	KDN Community Development Project	Grassroots support services training
15	Lanthit Foundation	Trainings for CBOs
16	Local Resource Centre	NFE personnel
17	Management English Centre	Vocational training, Disaster risk reduction, Hygiene
18	Manaw Yarma Monastic School	Children education
19	Myanmar Business Coaliation on AIDS	Gender training
20	Meikswe Myanmar	Capacity development of youths and women and students from monastic education school
21	Metta Wardi	Leadership trainings
22	Myanmar Ceramics Society	Local organizations capacity development
23	Myanmar Christian Fellowship of Blind	Civic education

No.	Name	NFE Programs Focus Area
24	Myanmar Egress	Infrastructure, Livelihood trainings
25	Myanmar Heart Development Organization	Vocational training, Livelihood for women
26	Myanmar Literacy Resource Centre	Gender awareness, Capacity for local org
27	National YMCA	Capacity development trainings
28	NGO-Gender Group	Capacity development trainings
29	Phan Tee Eain	Ceramics making training
30	Shalom	Job opportunities/training for the blinds
31	Share Mercy	Language, Computer, and Engineering short courses
32	Sun Shine	Training for youth and local NGOs
33	Swe Tha Har	Training for local NGOs
34	Thingaha Organization	Social Science, Political Science, Capacity development trainings
35	Top Youth	Trainings for individual business
36	Yangon YMCA	Training to UN professionals and INGOs
NFE Focus Area – Health		
No.	Name	NFE Programs Focus Area
37	Eden Centre for Disabled Children	HIV awareness training
38	Grace Home	Health training
39	Myanmar Christian Health Worker Service	Leprosy
40	Myanmar Christian Leprosy Mission	TOT training for HIV
41	Rattana Metta	Caregivers, Disabled awareness trainings
NFE Focus Area-Food and Agriculture		
No.	Name	NFE Programs Focus Area
42	Dear Myanmar	Food/Agriculture awareness
43	Myanmar Agro Action	Agriculture
NFE focus area-Others (religious)		
No.	Name	NFE programs focus area
44	Border Areas Development Association	Religious trainings

APPENDIX D

SUBJECTS PROVIDED IN MCOP COURSE

Program Management Block
Community profiles and needs assessments
Program planning
Program coordination
Financial planning
Financial management.
In Organization Management Block
Roles of managers
Dealing with conflict
Recruiting and managing staff
Communication skills
Developing a new organization
In Office Management Block
Interpreting and managing information
Report

APPENDIX E

SUBJECTS PROVIDED IN SOCIAL ENTREPRENEURSHIP COURSE

Development & Development Economies
Globalization
Development Economics
International Relations
Development Theory and Practices
Economic Policy
Governance
Social Science Research Methodology
Fundamentals of Public Policy
Civil Society and Civic Engagement
State and Institutions
Public Goods and Public Administration
Environmental Policies and Practices
Comparative Constitutions
Political Economy of the State
Social Capital & Civil Society
Transformational Leadership
Strategic Management
Transformational Leadership
Leadership

Team Building
Personality Development
Developing Leadership Personality for Managements
Tool Kits For Managements
Tool Kit of Information Technology
Public Financial Management
Human Resources Management
Governance and Development
Social Structure Analysis
Communications and Advocacy
Creative Meetings Through Power Sharing
Communication and Advocacy
Strategic Negotiation Skills
Critical Thinking for Leadership
Learning Aids

CURRICULUM VITAE

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EDUCATION

2011-2012 M.A in International Development Studies, Chulalongkorn University, Thailand

2009 Community Development and Civic Empowerment *Program (CDCE),* Chiangmai University   , Thailand

2008 Bachelor of Business Management, *National Management College*, *Myanmar*

2008 Bachelor of Arts in English, Yangon University of Distance Education, Myanmar

PROFESSIONAL DEVELOPMENT

2010 Foundational Cycle of Training of Trainers by World Learning SIT Graduate Institute & American Center

2010 Training of Trainers course by American Centre

2008 Myanmar Youth Delegate in Youth Camp for Asia Future in "Korea"

2006 Youth Leadership Training & Training of Trainers by United Nations Population Fund (UNFPA) & Myanmar Medical Association

EMPLOYMENT

2010 – 2011 Training Coordinator, Training and Career Network, Myanmar

2010 – 2011 Program Intern, WL Program, American Centre, Embassy of United States of America, Myanmar

2005 – 2010 Freelance teacher, Myanmar

VOLUNTEER EXPERIENCE

2006-2009 Vice President of Youth Working Group, Myanmar Anti-Narcotics Association (MANA), Myanmar

2007-2009 Youth Facilitator, Youth Development Program, Myanmar Medical Association & UNFPA, Myanmar

2005 Training Teacher, Dahmasuta Buddhist Monastery, Myanmar