

 **MYANMAR-LUXEMBOURG**   
**DEVELOPMENT COOPERATION**

**A REVIEW OF TOURISM EDUCATION AND  
TRAINING PROVIDERS  
(RESEARCH STRAND 6)**

**Myanmar Tourism Human Resource Development  
Strategy & Action Plan  
2017-2020**



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TRAINING PROVIDERS

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Strategy and Action Plan (2017-2020)

Ministry of Hotels & Tourism  
2017



# ACKNOWLEDGEMENTS

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- Myanmar Tourism Federation & Member Associations
- International Labour
- BIF | HamsaHub Organization

## A REVIEW OF TOURISM EDUCATION AND TRAINING PROVIDERS (RESEARCH STRAND 6)

Myanmar Ministry of Hotels and Tourism (MOHT),

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# FOREWORD

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This Human Resource Development Strategy and Action Plan (HRDSAP) is the outcome of wide-ranging national research on the capacity of Myanmar's tourism stakeholders, undertaken in 2015 and 2016. The study was conducted by the Ministry of Hotels and Tourism (MOHT), with valuable support Project MYA/001 – "Development of Human Resources in the Hotel and Tourism Sector and Capacity Development of the Ministry of Hotels and Tourism" implemented by LuxDev, the Luxembourg Development Cooperation Agency.

The strategy guides and informs future work programmes of Myanmar's tourism and hospitality industry in a wide range of areas. It identifies policy actions and emphasises the urgent need for effective capacity building across three important areas namely, public sector governance, education and training, and the private sector.

I want to thank all those individuals, companies and organizations from the private and public sectors, non-governmental organisations (NGOs) and development partners who contributed their time, energies and ideas to the Strategy. I also acknowledge the strong role of MOHT's Training and Education Department and our counterparts from LuxDev who carried out all field work in a professional and timely manner. I would also like to thank the Myanmar Tourism Federation (MTF) and industry associations for supporting and joining the many consultation workshops and meetings.

Tourism is a labour intensive activity that will likely provide more jobs in Myanmar than any other sector. The sector's diverse activities offer a wide range of employment embracing, for example, airport services, taxi drivers, hotel staff, tour guides, tour operators, travel agencies and transport services, restaurants, handicraft producers and suppliers, as well as government staff. People employed in each of these areas need training, and it is fundamentally important for the government and private sector to work closely together to develop quality training and education facilities, and deliver tourism and hospitality skills training. As part of this process, coordination and cooperation between the government, private sector and development partners is essential to build synergy and strengthen human resource planning and management across the sector.

It is with the intention of meeting these training, education and capacity building needs that the HRDSAP has been prepared, and it is my view that the Strategy is a major contribution to the human resource development of Myanmar's Tourism Industry.

Please continue to share your thoughts and ideas on tourism human resource development in Myanmar with my colleagues and myself at the MOHT. You can contact me through email at [mo.moht@mptmail.net.mm](mailto:mo.moht@mptmail.net.mm)

**H.E. U Ohn Maung**

Union Minister

Ministry of Hotels and Tourism

Republic of the Union of Myanmar

Nay Pyi Taw

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Tourism is one of the most important economic activities in the world today. It directly generates services, products, employment and investments. In countries like Myanmar, where tourism is becoming a more and more flourishing service industry, the sector bears an important potential for gainful employment across the society and the country, but especially for young people.

Myanmar possesses great tourist potential and many attractions to be made further accessible in the future. In order for the possibly far-reaching economic and social impact on national development to materialize, human resources for the tourism and hospitality sector are essential.

Luxembourg's Development Cooperation has a solid track record in promoting skills development for tourism globally and in South East Asia, notably in Vietnam and in Lao PDR. We are proud to put the expertise acquired at the disposal of Myanmar.

The Government of the Grand Duchy of Luxembourg, through its Luxembourg Ministry of Foreign and European Affairs is therefore very pleased to support the Government of the Republic of the Union of Myanmar in the development and publication of the strategic plan for human resource development for tourism in Myanmar through its first bilateral project, entitled Development of Human Resources in the Hotel and Tourism Sector and Capacity Development of the Ministry of Hotels and Tourism, or MYA/001.

The Myanmar-Luxembourg cooperation will continue to expand its range of training and capacity development at all levels of the tourism and hospitality sector. On behalf of the Luxembourg Ministry of Foreign and European Affairs I wish to thank all those who participated in the data collection, focus groups and meetings, as well as the Ministry of Hotels and Tourism and the Myanmar Tourism Federation associations who contributed their time and expertise to coordinating and supporting the research which enabled the drafting of the present HRD Strategy and Action Plan.

We look forward to an on-going partnership with the Ministry of Hotels and Tourism and others to enable Myanmar to develop a professional and high quality tourism industry, and we believe that this strategy will lay strong foundations and directions for the future development of the sector, which will greatly contribute to Myanmar's striving economy. However, most importantly it will allow the next generations to fulfil their potential and to seek decent work and gainful employment.

**Mr. Claude Jentgen**

Chargé d'affaires a.i.,

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Ministry of Foreign and European Affairs

Luxembourg

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## ACRONYMS

ADB	Asian Development Bank
ASEAN	Association of South East Asian Nations
ASEAN-MRA-TP	ASEAN Mutual Recognition Agreement for Tourism Professionals
CATC	Common ASEAN Tourism Curriculum
CIT	Community Involvement in Tourism
CBT	Community-based Tourism
CESR	Comprehensive Education Sector Review
DMO	Destination Management Organisation
DPs	Development Partners
EIA	Environmental Impact Assessment
GOM	Government of Myanmar
HR	Human Resources
HRD	Human Resource Development
HRDSAP	Human Resource Development Strategy and Action Plan
HRDSAP-WG	HRDSAP Working Group
ILO	International Labour Organisation
ILO STED	International Labour Organisation – Skills for Trade and Economic Diversification
JICA	Japan International Cooperation Agency
MCITP	Myanmar Community Involvement in Tourism Policy
MEPMS	Myanmar Ecotourism Policy and Management Strategy
MHA	Myanmar Hoteliers Association
MHPA	Myanmar Hospitality Professionals Association
MOAI	Ministry of Agriculture and Irrigation
MOBA	Ministry of Border Affairs
MOC	Ministry of Commerce
MOCRA	Ministry of Culture and Religious Affairs
MOCOP	Ministry of Cooperatives
MOE	Ministry of Education
MOEA	Ministry of Ethnic Affairs
MOECAF	Ministry of Environmental Conservation and Forestry
MOFA	Ministry of Foreign Affairs
MOFR	Ministry of Finance and Revenue
MOHA	Ministry of Home Affairs
MOHT	Ministry of Hotels and Tourism
MOI	Ministry of Industry
MOIP	Ministry of Immigration and Population
MOLES	Ministry of Labour, Employment and Social Security
MOLIP	Ministry of Labour, Immigration and Population
MONPED	Ministry of National Planning and Economic Development



MONREC	Ministry of Natural Resources and Environmental Conservation
MOPF	Ministry of Planning and Finance
MORA	Ministry of Religious Affairs
MORT	Ministry of Rail Transport
MOSAT	Ministry of Science and Technology
MOSWRR	Ministry of Social Welfare, Relief and Resettlement
MOT	Ministry of Transport
MRA	Myanmar Restaurant Association
MRA-TP	Mutual Recognition Agreement for Tourism Professionals
M RTP	Myanmar Responsible Tourism Policy
MTF	Myanmar Tourism Federation
MTGA	Myanmar Tourist Guide Association
MTHRDA	Myanmar Tourism Human Resource Development Association
MTMP	Myanmar Tourism Master Plan
NGO	Non-Governmental Organisation
NSSA	National Skills Standards Authority
NTPB	National Tourism Professionals Board
PA	Protected Areas
RPL	Recognition of Prior Learning
TDCC	Tourism Development Central Committee
TOT	Training of Trainers
TPCB	Tourism Professionals Certification Board
TVET	Technical and Vocational Education and Training
TTA	Tourism Technical Authority
UAGO	Union Attorney General's Office
UMTA	Union of Myanmar Travel Association
UNWTO	United Nations World Tourism Organisation
WG	Working Group
WTTC	World Travel and Tourism Council

## Executive summary

This report covers the current status of tourism education and training in Myanmar and the related issues faced by the providers, both public and private, in offering quality, relevant knowledge and skills development for the current and future tourism workforce.

Consultations and site visits with education and training providers were undertaken in both urban and regional areas of Myanmar via two focus groups and twenty-three individual meetings and/or site visits. Input was received from 35

participants. The geographical areas visited included Yangon, Mandalay, Mawlamyine and Hpa An.

Tourism is outperforming other industry sectors as one of Myanmar's seven economic pillars supporting reform processes, job creation and expansion of the wider economy. As a diverse and labour-intensive activity, tourism provides significant potential to create employment opportunities and reduce poverty. By 2030 Myanmar will likely be receiving upwards of 12 million international visitors per year, with the sector providing direct employment for over 2 million people, and a total employment figure of over 4 million jobs. An effective education and training system is critical for the development of the industry, to provide a skilled workforce, and to facilitate employment opportunities for people across the nation.

Myanmar's tourism and hospitality education and training system is, like the system in general, in need of considerable development. The primary issues for Myanmar lie in producing the quantity and quality of trained people for tourism and hospitality that will meet its projected growth and the fulfilment of the GOM vision of a high quality, service-oriented tourism sector. There are not enough training and development opportunities provided by the public or private sectors, or within the industry as a whole. For its 2015 intake, for example, Yangon's National Management College received 500 applications on the first day alone for the 150 seats available on its Hospitality and Tourism BA. Moreover, provision is limited by a shortage of qualified, experienced trainers, inadequate facilities and equipment, outdated curricular and teaching methodology, and the absence of national coordination, a recognised set of standards and qualifications, or a quality assurance system. Of particular concern for the tourism industry is the lack of engagement it has with the education system and providers. In addition, many of the current offerings are not accessible to the broader population, especially to rural, regional and disadvantaged groups that would greatly benefit from education and training and the concomitant employment opportunities.

The Government of the Republic of the Union of Myanmar (GOM) is committed to the development of tourism education and training in alignment with the Common ASEAN Tourism Curriculum, and to industry employment practices developed in tandem with the ASEAN Mutual Recognition Agreement for Tourism Professionals. This study highlights the capacity development needs of the tourism and hospitality education and training sector, and makes a series of recommendations for consideration by both the MOHT and the Ministry of Education. It is one of ten research and training needs assessments to underpin the design of a tourism Human Resource Development Strategy and Action Plan (HRDSAP).

General recommendations to improve the state of tourism education and training in Myanmar arising from this report include:

- (1) Expand and improve curriculum and learning resources
- (2) Expand and upgrade facilities and equipment
- (3) Improve the quantity and quality of training and teaching staff
- (4) Promote careers in tourism (increase demand for training)
- (5) Establish tourism education and training standards, accreditation and management systems
- (6) Strengthen industry and academic linkages (engagement)
- (7) Expand and improve access
- (8) Strengthen tourist guide training systems and standards

# 1. Introduction

The Government of the Republic of the Union of Myanmar (GOM) is undergoing political, economic and social change. The tourism industry has been identified by the Government of Myanmar (GOM) as one of seven economic pillars to support reform processes, create jobs and stimulate the expansion of the wider economy. The 2013–18 Myanmar Tourism Master Plan (MTMP), produced by the Ministry of Hotels and Tourism (MOHT), sets out a framework for sector expansion and calls for the design of a tourism human resource development strategy to facilitate its implementation.

Tourism is a labour intensive industry, forecast in the MTMP's high-growth rate scenario to generate over a million new jobs by 2020. Most of these jobs are direct employment in the food and beverage, transport services and accommodation sectors. The industry also generates indirect employment through a wide variety of supply chain activity: in comparable economies this is roughly equal to the direct employment generated, meaning Myanmar's tourism industry could generate roughly two million new jobs (direct and indirect) by 2020. By 2030 Myanmar will likely be receiving upwards of 12 million international visitors per year, with the sector providing direct employment for over 2 million people, and a total employment figure of over 4 million jobs

This report, focusing upon the education and training sector for tourism, is one of ten research and training needs assessments taken to underpin the design of a tourism Human Resource Development Strategy and Action Plan (HRDSAP). Given the broad nature of the subject, there is some crossover on issues within this report and the other research strands that make up the ten sub-sector studies, most notably the studies on gender and ethnicity, tour guide training, and the redevelopment of the Tourism BA.

## 1.1. Human resource development for tourism in Myanmar

The Myanmar Tourism Master Plan (MTMP) was launched in 2013. The MTMP acknowledges the connection between tourism development and poverty reduction, and consequently advocates a responsible approach to tourism development. Accordingly, six strategic programmes have been recommended, one of which addresses the need to build the human resource base and promote higher levels of service quality in the industry.

As a direct consequence of MOHT's ongoing efforts to address the challenges in human resource development, a series of strategic initiatives are under implementation:

- Engagement with the Common ASEAN Tourism Curriculum and the associated toolboxes for training providers
- Training of a cadre of master trainers and assessors
- Customisation of the toolboxes for Myanmar
- Establishment of regulatory boards to oversee the standard of training provision
- A comprehensive education sector review by the Ministry of Education (MOE)
- Introduction of a university-level tourism studies programme
- Establishment of the Myanmar Tourism Federation (MTF) and its sector associations, which includes a focus on tourism human resource development

MOHT is actively engaged with and strongly supports the development of the tourism Human Resource Development Strategy and Action Plan (HRDSAP).

## 1.2. Education and training in Myanmar

The education and training system in Myanmar follows the structure used in most countries, with five recognised sub-sectors:

### (1) Early childhood care and development (ECCD)

The MOE and the Ministry of Social Welfare, Relief and Resettlement (MSWRR) are both involved in the provision of early childhood care and education. In addition, a number of non-governmental organisations are active in supporting communities with the provision of ECCD services.

### (2) Basic education

The new basic education system outlined in the National Education Law (2014) comprises five years of primary education, four years of lower secondary and three years of upper secondary education. There are currently 44,159 basic education



schools in Myanmar, reaching approximately 8.6 million students. The majority of these schools are managed by the MOE's Department of Basic Education, but a significant percentage of students access basic education through monastic, private, community and ethnic education schools.

### (3) Non-formal education (NFE)

The MOE provides access to non-formal education through the NFE Primary Education Equivalency Programme (NFPE EP) and the Summer Basic Literacy Programme (SBLP). Additional non-formal education opportunities can be accessed through Community Learning Centres established across the country and also through a variety of non-formal training opportunities in both government and private centres.

### (4) Higher education

Myanmar has 170 higher education institutions (HEIs) (universities, degree colleges and education colleges), which are overseen by 13 ministries. In the 2013 academic year, 174,845 students were studying full-time in HEIs, while an additional 310,942 students were accessing higher education through Distance Education Universities.

### (5) Technical and vocational education and training (TVET)

Technical and vocational education in Myanmar is provided by 18 ministries and the private sector. Currently there are 372 technical and vocational schools and training centres, which are overseen by 18 ministries and the private sector. Non-formal TVET is also offered by NGOs, INGOs and ministries such as Border Affairs.

Table 1: Myanmar's education system

Level	Sectors Basic Education	TVET	Higher Education
8			Doctoral degree
7			Masters degree
			Postgraduate diploma
6		Degree	Bachelors degree
5		Advanced diploma	Associate degree
		Diploma	Diploma
4		V&TC/SC* 4	
3		V&TC/SC 3	
2	High school	V&TC/SC 2	
1	Middle school/Primary school	V&TC/SC 1	

\* Vocational and Technical Certificate/Skills Certificate

The status of tourism education and training is typical of education and training generally in Myanmar. Programmes are offered in higher education and technical and vocational education and training (TVET) institutions, in non-formal settings, and within the industry. Providers are both public/government based and private with funding from the government, the industry or a plethora of development partners. There is little coordination of the training provided and no regulation, apart from the government's higher education and training providers: these are controlled and, to an extent, quality assured centrally. However, the actual quality of provision is poor and the government sector seriously under resourced.

In recognition of the poor state of education and its central importance to the development of the country, the previous government undertook a review of the sector, the Comprehensive Education Sector Review (CESR), over the period 2012 to 2015. The product of that review, the National Education Sector Plan, is currently under consideration by the new government.

The CESR was led by the Ministry of Education with extensive support from development partners (DPs) and in collaboration with other key ministries, such as those of Science and Technology, Labour Employment and Social Services, Industry, and Hotels and Tourism. The review came amidst a move toward a reform agenda aimed at raising the overall level of social and economic development in the country, with a focus on human development. Consistent with sectoral priorities, the review was charged with the task of ensuring that Myanmar's education system promotes a 'learning society capable of facing the challenges of the Knowledge Age' and that it helps to build 'a modern developed nation through education' (MOE's vision and motto). The CESR was officially launched in October 2012 with a three-phase review process: rapid assessment, in-depth analysis, and development of a national education sector plan.

CESR findings from phases one and two identified the following key issues for both higher education and TVET, which are echoed in the research undertaken for this study on tourism education and training<sup>1</sup>:

- Fragmented provision: There are 18 different ministries offering various forms of education and training, with minimal national coordination
- Disconnection from the private sector and industry and the needs of the labour market
- No set, widely understood and accepted industry/competency standards or qualifications: ineffective or non-existent systems for accreditation and certification
- Poor quality and relevance of training, teaching, equipment and facilities: ineffective or non-existent systems for quality assurance
- Limited access and participation, particularly for disadvantaged, rural and vulnerable people.
- Lack of effective career pathways, interlocking programmes and/or qualifications
- The outcomes for graduates and employers are unknown and questioned (by graduates, employers, prospective students): trust is lacking

In response to these challenges, three pillars or key strategies were developed:

- (1) Expanding access
- (2) Strengthening quality and relevance
- (3) Strengthening coordination and management

For TVET, the NESP also covered the establishment of a TVET council or committee, local TVET advisory boards, and public-private partnerships. Further suggestions under each of these pillars for TVET are as follows:

### Expanding access to TVET

Create greater access to training through an integrated TVET programme and approach:

- Offer more spaces in existing long term programmes/institutions.
- Offer competency-based modular short courses, particularly for rural and remote areas where access to institutional TVET is difficult.
- Provide stipends and scholarships for disadvantaged students.
- Create better pathways for students by providing bridging and equivalency programmes and facilitating articulation between formal and non-formal training, school to TVET and TVET to higher education.

### Strengthening the quality and relevance of TVET

- Development of skill standards to engage the industry and to use as a basis for developing competency-based programmes, assessments and certifications, as well as accrediting institutions that offer TVET programmes.
- Develop the capacity of managers and both pre-service and in-service teachers, regarding both their practical (vocational) competencies and training skills.
- Update the curriculum and training resources.
- Establish a quality assurance system.

### Strengthening TVET coordination and management

Establish new TVET system architecture:

- A TVET council/board to ensure coordination and smooth management.
- Local advisory boards to ensure local relevance.
- A financial management system with transparent policies that support budget development and reporting.
- An information management system, collecting and distributing data to support management and to promote TVET via various communication channels, including a website.
- A research centre to conduct studies and make recommendations.
- Partnerships between public and private institutions to establish testing and assessment centres. The NSSA plays a critical role in this process.

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<sup>1</sup> The source for the information on the CESR comes from the technical annexes and reports produced in Phase 1 and 2 of the CESR, the final draft of the National Education Sector Plan, and a presentation on the CESR to the incoming government in January 2016, presented on behalf of development partners by Robyn Jackson.

The new government is considering all of these recommendations, with a particular focus on TVET and teacher education. The Ministry of Hotels and Tourism supports the integration of tourism education and training into what will be a national training system and has been actively involved in the education system reform, especially for TVET.

### 1.3. Methodology

Focus groups, one-to-one meetings and site visits were adopted as the primary research methods to investigate the status of tourism education in Myanmar. Relevant documents, particularly from the Comprehensive Education Sector Review, were also referred to. The consultant was heavily involved in the CESR, chairing the Technical Working Group for TVET and acting as the focal point for development partners supporting TVET and for the initial advice on TVET given to the incoming government in January 2016. Until recently the consultant was also responsible for establishing the Centre of Excellence for Business Skills Development in the Yangon University of Economics, a partnership between UNESCO and YUE that is funded by PepsiCo. The Centre delivered hospitality and tourism management programmes, designed and evaluated by the consultant. The report also draws on these experiences.

A report on the focus groups is provided in the appendices, and the findings from site visits and one-to-one meetings have been incorporated: these were conducted by a previous consultant. Other studies<sup>2</sup> conducted for the redevelopment of the Tourism BA, delivered at the National Management College and the Mandalay College, provided further data on both teacher and student perspectives of hospitality and tourism education and are referred to in the report.

The research participants reflected a wide variety of stakeholders in tourism education and training, ranging from MOHT representatives and trade associations to public and private training providers and INGOs. There was representation across management and employee levels, including owners, general managers, supervisors, general employees and entrepreneurs. Input was received from over thirty participants.

The meeting discussion topics were sent to participants in advance, and are attached as Annex A. MOHT, LuxDev and the Myanmar Tourism Federation (MTF) provided a target participant list. The focus group invitations and discussion briefs were delivered in English, and Myanmar translators were used to assist in the focus groups in Myanmar language and English.

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<sup>2</sup> Student and teacher interviews and surveys were conducted in February and March 2016.



## 2. Situational analysis

### 2.1. Tourism education and training overview

As described in the previous section, tourism education in Myanmar is fragmented and not coordinated from one central point, ministry or agency. There is no central body or major institution controlling TVET, higher education (private or public), and non-formal education. Instead, many ministries supervise institutions in their respective fields.

A myriad of public and private sector providers, as well as NGOs and development partners, are engaged in the delivery of tourism education and training in Myanmar. Public sector provision includes the delivery of higher (tertiary) education and TVET, including the mobile hospitality training delivered by MOHT and the non-formal education (NFE)/skills development programmes offered by the Ministry of Border Affairs. Tourism does not yet feature in the primary or secondary curriculums of GOM schools, although the inclusion of tourism-related topics may occur, for example, in the delivery of geography or social studies curricula.

#### Government institutions

The key ministries for TVET are the Ministries of Science and Technology (MOST) and Labour Employment and Social Security (MOLES). With the reform and the advent of a new government, MOST was dissolved and its education and training role and institutions were all shifted to the Ministry of Education. MOLES became the Ministry of Labour, Immigration and Population, and at the time of writing it is still responsible for both the Employment and Skills Development Law and the National Skills Standards Authority (NSSA).

#### Ministry of Education (MOE)

MOE now has responsibility for all public higher education and TVET establishments, including those focused on tourism, in Myanmar. The key higher education institutions focusing on tourism are the National Management College (NMC), which is affiliated with Yangon University, and the Mandalay College in Mandalay.

These two higher education institutions each deliver a four-year Bachelor of Arts in Hospitality and Tourism Management, and both institutions will commence delivery of a Master of Arts, also in Hospitality and Tourism Management, from December 2016. Efforts are also currently underway to deliver a BA in Hospitality and Tourism Management from Taunggyi University.

The delivery of tourism-related TVET by GOM is provided through various categories of training institutions around the country. Besides hospitality and tourism, subjects that feed into tourism-related employment include domestic science courses such as cookery, sewing/tapestry, handicrafts, wickerwork and sculpting, as well as technical courses such as masonry, carpentry, plumbing, mechanics and IT. TVET training and education generally is of particular relevance to the tourism sector.

The Ministry of Science and Technology, the former home of the Department of Technical and Vocational Education and Training (DTVET), was dissolved under the new government. DTVET is now part of the Ministry of Education, but does not deliver any education or training in the tourism and hospitality sector. It does, however, play a key role in the reform of TVET in Myanmar. The former Deputy Minister of MOST chaired the TVET Taskforce initiated under the former government, and MOST was considered the lead for TVET in the Comprehensive Education Sector Review (CESR).

#### Ministry of Labour, Immigration and Population (formerly Labour, Employment and Social Services)

The Ministry of Labour, Immigration and Population continues to play an important role in TVET. It is responsible for both the Employment and Skills Development Law (ESDL, enacted August 2013) and the National Skills Standards Authority (NSSA, formed in 2007). The ESDL covers both employment and skills development, as its name suggests. Since late 2013 MOLES, and now MOLIP, has worked on establishing the regulations of the ESDL and has made significant progress in forming the different mechanisms mandated in the law. Industry sector committees have been established, and these have been working on the development of industry standards as well as supporting the fast track assessment centres, with the assistance of development partners. One of the more active committees has been that for tourism. Assessments and certification of level 1 waiters, housekeeping, room attendants and bellboys have all been conducted in the three rounds of fast track assessments completed since the end of 2014.

The role of industry sector committees is critical to the development of industry/occupational standards, the accompanying curriculum, and the validity/credibility of training and assessment. Under the ESDL these committees are responsible for standards development, assessment and certification.

## Ministry of Hotels and Tourism

Due to a lack of hospitality training opportunities within the TVET system in the states and regions, and in response to the Myanmar Tourism Master Plan, MOHT has responded to training requests and now delivers short courses in primary and secondary destinations around the country. The Ministry has partnered with existing training providers and the MTF to deliver basic training via a six-week hospitality training course to the 11 'tourism zones'. This training has yet to align with the ASEAN competency standards.

Training courses are carried out on a rotational basis and delivered to locally owned/managed hotels and guesthouses. Training to date has focused on the four key areas of operations at Level 1: housekeeping, front office, food and beverage service and food production (culinary skills). Around 3,000 hotel staff have been trained in 20 programmes delivered in five centres since the programme was introduced in 2011, with an average of 150 participants per intake. Training takes place in one or more hotels nominated by MOHT. They also provide accommodation and meals for the trainers at no charge. Participants are selected by their employers, yet many are required to pay for the training themselves; if they do not, the employer may withhold their certificates to ensure their continued services. They are drawn from large and small establishments.

Currently, the programme is only aimed at Level 1, for operatives: it needs to be extended to Level 2 and above (i.e. supervisors, junior and middle management and owner-managers). The curriculum is an amalgam of various different sources provided by the three institutions. As much of the programme is conducted in the more rural areas where educational attainment is generally low, training material has to be simplified or adapted to meet prevailing needs and capacity. The programme is assessed and certificates issued, but the effectiveness of the training and its impact on the workers and their hotels is unknown.

It is felt that MOHT should continue to take the lead and be responsible for the programme rather than hand it off to MTF and/or the Hoteliers or Restaurant Associations. The latter has been running similar programmes (3 to date) in Yangon, also at a supervisory level, but the MOHT programme is for hotels only. If it were delegated to one or more of these industry associations, they would not carry sufficient weight to summon the hotels in question or to provide the necessary premises. A table of MOHT training to date is provided in Annex F.

MOHT is also GOM's agency responsible for training and licensing tourist guides, and delivers national tourist guide courses from its training centre in Yangon. In 2015, MOHT trained 484 national tourist guides in Yangon (two-month trainings), and 780 regional tourist guides through trainings in Kyaington, Katha, Kawthaung, Kalaw, Myeik and Shwebo (one-month trainings). An analysis of this training is featured in the section Case Study: Tourist Guide Training, in section 2.

## Ministry of Border Affairs

The CESR findings indicated a lack of access to education and training, particularly for rural, regional and vulnerable populations. TVET could function as an effective alternative to higher education by providing a lower level point of access to a broader population, but it is not offered widely, does not provide enough places or options, and, in the case of the "formal" or institution based TVET, still has entry criteria based on education and age that are barriers for many potential candidates.

Non-formal skills development programmes, including for hospitality, are offered by the Ministry of Border Affairs. However, these are short, low level courses without pathways to further education and training or to a career path in the industry. There are also questions regarding their relevance to the local labour market and employment outcomes. Characteristics of the participants are also not known. The programmes offered are presented in Table 2.

Table 2: Training offered by the Ministry of Border Affairs

	Vocational Training Schools of Domestic Science for Women	Technical Schools for National Youths in Border Areas
Courses provided	Domestic science courses: Cookery (Myanmar dishes, basic food hygiene) Sewing Handicrafts Tapestry Weaving (hand-loom) Gem painting Wickerwork Coconut shell carving/sculpting	Technical courses: Masonry Carpentry Ironwork Mechanics
Location	7 in Sagaing state 6 in Chin state 1 in Rakhine state 5 in Magwe state 1 in Ayeyarwady state 2 in Taninthayi state 2 in Mon state 4 in Kayin state 1 in Kayar state 6 in Shan state 4 in Kachin state	Dawei (Mon state) Pah-an (Karen state) Monglor (Shan state) Pansan (Shan state) Laukkai (Shan state) Labutta (Ayeyarwady state)

## Private institutions

There are over 20 tourism and hospitality training providers, clustered mainly in Yangon and Mandalay, delivering a variety of predominantly short course trainings for the hospitality and tourism sectors. Many of these private training providers belong to MTHRDA (the Myanmar Tourism HRD Association). Training providers vary significantly in their focus and can be divided into two categories, those that provide either (a) further or higher education, generally through diploma courses, which includes around 8 institutions, or (b) technical and vocational education and training, which covers around 15 institutions. A list of these training providers is included in the following section and as Annex E.

A growing number of development partners and NGOs are engaged in tourism training and education. Programmes vary in scale, from the larger Swisscontact and LuxDev programmes, which focus on training for industry, to others such as the Singapore-Myanmar Vocational Training Institute and the Centre for Vocational Training (CVT), which have invested in college facilities as well as in curriculum development, training materials, and training of trainers. Other organisations work within existing institutions, such as the UNESCO/Yangon University of Economics/PepsiCo Centre of Excellence for Business Skills Development. INGOs and local NGOs have also set up culinary schools and cafes in urban locations to train underprivileged women and men: the Yangon Bakehouse is one such example, and Shwe Sa Bwe another.

Many NGOs and INGOs are funded by international as well as local donors and offer short courses linked to local community needs and/or employment prospects. Programmes funded by development partners are usually either free or heavily subsidised to ensure access to vulnerable/disadvantaged people, such as those in post-conflict areas or IDP camps. Their curriculum may be based on that of the country or the institutions of the donor country. As most are short courses, certification is not common but is possible. Quite a lot of this training has no pathway to further education or training, and fits the definition of non-formal education (NFE).

Formal (institution based, usually accredited) education and training providers, both in TVET and higher education, offer a variety of tourism programmes, accredited by the NSSA or the MOHT, under the auspices of international education and training institutions.

Given the sector growth prospects and the scale of opportunities and challenges, GOM welcomes further interest and support from its development partners, especially in the states, regions and priority destinations identified.



The tables in the following sections describe the higher education and TVET providers and the qualifications and/or programmes they offer. It is important to note that the nomenclature for any named qualification does not necessarily align to any recognised national or regional qualification framework.

### Higher education institutions

Eight higher education providers were identified and contacted for this study. Providers, locations and qualifications delivered are presented in Table 3, below.

Table 3: Higher education providers

Provider	Location	Qualification/programme
MHR (Myanmar Human Resources Institute?)	Yangon	QCF level 4, 5, 6 Diploma in travel, tourism and hospitality management
Enlightenment Institute	Mawlamyine	Tourism and hospitality management certificate
	Yangon	Travel Agent Foundation course Travel Agent Advance course Marketing course
Hotel and Vocational Training School Mandalay/TRC Hotel & Vocational Training School Yangon	Mandalay and Yangon	Management training course (supervisory & managerial levels) Familiarisation training for national skill level assessment
Temasek International College	Yangon	Diploma in Hospitality Management Advanced Diploma in Hospitality Management
Asia Masters Hotel School	Yangon	Diploma and Advanced Diploma in Hospitality and Tourism
Centre of Excellence for Business Skills Development (Yangon University of Economics, UNESCO & PepsiCo partnership)	Yangon	Advanced Certificate in Hospitality Management Advanced Certificate in Tourism Management
Strategy First institute	Yangon	Hospitality Management course
Inspiro institute	Yangon	Tourism Management Diploma

### Technical and Vocational Education and Training Institutions

Sixteen TVET providers were identified and contacted for this study. Providers, locations and qualifications delivered are presented in Table 4, below.

Table 4: Technical and Vocational Education and Training Institutions

Provider	Location	Qualification/ programme
The Limited Edition Vocational Development Training Centre (TLE)	Yangon	Tourism tour guide course Int'l food production course Int'l bakery and pastry course Housekeeping operation course F&B service course
Lotus School of Hospitality	Yangon	Int'l bakery & pastry Int'l bakery & pastry decoration Housekeeping operation Front office operation
HTTC	Yangon	Front office operations Housekeeping operations F&B service F&B production Hotel Accounting Oriental food/cookery Hotel English Restaurant English Tourism English Hotel management development Basic computer and Fidelio system

Provider	Location	Qualification/ programme
Star resources	Yangon	Front office course Tour guide course Flight attendant course F&B course Housekeeping operation course Int'l culinary course Int'l bakery and pastry course Diploma in tourism and hospitality management Special beverage course Hospitality English course MBA in hospitality management
Shwe Sa Bwe	Yangon	CBT on culinary and F&B
Hotel and Vocational Training School Mandalay/TRC Hotel & Vocational Training School Yangon	Mandalay/Yangon	Basic hotel management Int'l bakery & pastry course Int'l cookery course Int'l hotel operations course Int'l front office course Int'l food and beverage service course Int'l housekeeping operations course Travel agency course Basic tour operation training Basic tour guide training Tour guide refresher training Int'l hotel and tourism English course Basic food safety & hygiene course Management training course Familiarisation training for national skill level assessment
Asia Masters Hotel School	Yangon	Food and beverage service Front office and flight attendance Food production (cookery) Food production (pastry) Bartender Housekeeping CTH diploma and advanced diploma in Hospitality and Tourism
Daw Khin Kyi Foundation	Yangon	Hospitality foundation course Hospitality advanced course Culinary foundation course Culinary advanced course
Myanmar Baking Training Centre (Eldorado)	Yangon	Baking and pastry courses
Singapore-Myanmar Vocational Training Institute (SMVTI)	Yangon	Front office operations Housekeeping operations Restaurant operations
Centre for Vocational Training	Yangon	Diploma in hospitality operation
Swiss Contact	Myanmar	Vocational skills development programme (VSDP) – Hotel training initiative (HTI Component)
Swiss Contact	Myanmar	Vocational skills development programme (VSDP) – Hotel training initiative (HTI Component)
Inle Heritage Hospitality Vocational Training Centre (IHHVTC)	Inle	Housekeeping operation course Front office course F&B service course Culinary course

Provider	Location	Qualification/ programme
Mandalay Philanthropic Hotel Training School	Mandalay	Cooking course Front office course F&B production course English for hospitality
Hospitality Institute of Asia (HIA)	Yangon	Certificates in culinary skills Certificates in F&B service skills Applied housekeeping operations skills Applied front office operations skills
Columbus Vocational Educational Centre	Yangon	Travel agency foundation course

Further detail on what and how education and training providers deliver was collected from the focus groups and is provided in Annex D.

## 2.2. Provider issues

In both the individual meetings and the focus groups, providers were asked to identify their issues in regards to the following: curriculum and learning resources and infrastructure; demand for training; lecturer/trainer skills and availability; quality and standards; industry engagement; coordination and management; and access. Their main concerns, across both the public and private sectors, were to do with the availability and quality of lecturers and trainers, access to good quality and localised curriculum and learning materials, and access to good facilities and equipment. Most believe they have adequate engagement with the industry and that they are providing relevant training that leads to employment. There are, however, concerns with the demand for tourism and hospitality programmes, and the industry's status as an education and training option. In the private sector they feel their growth is most constrained by rental prices and the shortage of trained, competent teachers.

Teachers interviewed for the BA tourism redevelopment project noted similar concerns, as did the students surveyed for that project.

### 2.2.1. Curriculum and learning resources and infrastructure

Many providers are aware of and use, to some extent, the CATC toolboxes. However, they do not find them easy to use nor relevant enough for Myanmar. They need customising to suit the local context, which takes time and expertise. Some providers use a combination of curricula and resources from different sources, mostly international. Some use the NSSA/ASEAN curriculum. One provider said that they supplement the curriculum with collections of tourism articles, maps and information booklets; another said that they use records and recorded lectures to add to the programme. One provider had instead developed their own curriculum and resources.

Providers feel that the curriculum they use is relevant to industry needs.

In regards to their training resources, including access to library and research resources, facilities and equipment, many claimed they had the minimum but needed more and of better quality. Site visits indicated that resources, facilities and equipment were limited, especially in regards to food production training. Both teachers' and students' responses at interviews and in the survey noted the restricted resources available for teaching and study.

Table 5 outlines the various curricula and resources used by providers.

Table 5: Curricula and learning resources in use

Provider	Curriculum used
National Management College	Various textbooks as per lecturer preference.
MHR	Lecture style depends on teacher, but often no slides. Not enough materials available (no library).
Polestar	Depends on teacher.
	ILO materials for F&B production. Other classes: adapted ASEAN toolboxes.



Provider	Curriculum used
Lotus School of Hospitality	Hyatt online university. US textbooks. ASEAN toolboxes. City & Guild for culinary, tourism and hospitality training.
HTTC	
Star resources	Mixed sources: ASEAN toolbox, AHMA, HND, London Hotel School.
LEARN	Food safety 32hr programme (Philippines/SG certification).
Enlightenment Institute	Inspired by TMIS Singapore (1 year programme taught in 1 month).
Shwe Sa Bwe	Own, based on practical experience.
Hotel and Vocational Training School Mandalay/TRC Hotel & Vocational Training School Yangon	ASEAN toolbox.
Temasek International College	Singapore curriculum.
Asia Masters Hotel School	CTH and ASEAN toolbox (level 1).
Daw Khin Kyi Foundation	ASEAN toolbox.
Myanmar Baking Training centre (Eldorado)	Own.
Singapore-Myanmar Vocational Training Institute (SMVTI)	Adapted Singaporean curriculum (ITE).
Centre of Excellence for Business Skills Development	Curriculum and resources developed for the CEBSD, but based on ASEAN toolboxes.
Strategy First Institute	ICM curriculum (UK).
Centre for Vocational Training	Adapted Swiss curriculum.
Swiss Contact (HTI)	SHL Lucerne Swiss school adapted curriculum.
Inle Heritage Hospitality Vocational Training Centre (IHHVTC)	Own.
Inspiro institute	CTH.
Mandalay Philanthropic Hotel Training School	Run by Mandalay Chef Association – no curriculum.
Hospitality Institute of Asia (HIA)	Own.

### 2.2.2. Demand for training

Tertiary providers, like NMC, have noticed a shift in parent and student preferences away from traditional options such as medicine or engineering. The tourism BA offered by the NMC and Mandalay colleges attracts students with high grades in matriculation exams, who could consider more traditional options but instead choose tourism management, reflecting a wider shift towards management programmes. For its 2015 intake, NMC received 500 applications on the first day alone for just 150 seats. NMC's marketing focuses on sending the message that hospitality is not only technical. The same change of mindset was expressed in the regional areas visited (Mandalay, Hpa An and Mawlamyine).

For other providers, especially in the TVET space, short programmes are preferred: they are often three to six months in duration, and mostly cover management rather than the operational areas that are in high demand by the industry. This preference constrains the type of programme and occupational area offered, as well as the quality of delivery. Delivering a diploma in three to six months is difficult to do well.

Other providers noted that students do not have career paths in mind when they enter training. There is a tendency to do the training and gather certificates without considering how or whether it will lead to employment in a particular career. This leads providers to offer popular rather than needed programmes, as they cannot fill courses that are actually in high demand by the industry and/or that expect greater commitment on the part of students.

### 2.2.3. Coordination and management

Collaboration between the industry, the associations, NGOs, private institutes and universities in regards to tourism education is considered to be weak, and they seem to offer overlapping rather than complementary programmes. There is an expectation that MOHT in particular should take a lead role in guiding and coordinating tourism training activity. Some participants had heard of the National Skills Standards Authority, but did not fully understand its role

in training. The existence, for instance, of the Hotel and Tourism Sectoral Committee, working on development of standards and assessment for the tourism industry, was not widely known.

### 2.2.4. Standards and quality

Providers were mostly familiar with the ASEAN CATC and the toolboxes, and used these to set their training standards. Some used other standards arising from the international institutions curriculum they were using (from the UK, Taiwan, Switzerland etc.). Others were registered by either or both MOHT and NSSA, although registration does not seem to include any evaluation of the standard of training delivery. There is strong agreement that a national, multi-tiered qualification and certification system should be adopted for tourism education and training in Myanmar.

The Yangon group included the Director of the NSSA from the Department of Labour, Immigration and Population, Daw Khin Mar Aye, who provided a brief update on the National Qualifications Framework. Currently there are two qualification frameworks – vocational and academic – but the intention is that they will be merged. A diagram of the two, with the NSSA levels beside them, is provided in Table 6 below.

The idea of a bridging system to give formal academic credit between TVET and higher education was also raised as an important, needed initiative.

Table 6: (Proposed) Myanmar national qualifications framework

NSSA levels	Vocational	NQF
		8 Doctoral Degree
		7 Masters Degree
		6 Degree
	5 Diploma/ Advanced Diploma	5 Diploma/ Advanced Diploma
4 Certificate	4 Certificate	4 Certificate
3 Certificate	3 Certificate	3 Certificate
2 Certificate	2 Certificate	2 Certificate
1 Certificate	1 Certificate	1 Certificate

### 2.2.5. Shortage and skills of trainers/lecturers

Most providers said that their teaching methods were adequate, using a mix of theory and practice with lectures, presentations, practice and discussion, but that improvement was needed.

Providers noted that it was difficult to find qualified and experienced lecturers or trainers for their programme delivery. Lecturers/trainers need to have knowledge of their discipline and/or technical skills as well as teaching skills, and such people are rare: the country’s current pool of tourism lecturers and trainers is also concentrated mostly in Yangon. The main challenge for providers, and for an industry requiring skilled workers, is the need to improve the quality, quantity and geographic spread of its lecturers and trainers.

Providers were strongly in support of nationwide train-the-trainer programmes to strengthen existing skills and add to the pool of quality trainers. Many took part in the train the trainer, assessor, and master trainer and assessor programmes on offer and believed they had improved the situation. However, much more is needed, including skills for developing and adapting curricula.

Students commented both in the survey and at interview that teachers did not use a variety of teaching methods and did not effectively engage the people in class. They suggested that the institution needed more qualified and experienced teachers, and that programmes should include more practical experiences. Teachers also commented on the lack of variety in their teaching, and on feeling under pressure to get through the material in the text book: this left no time for more interactive and engaging learning.

The focus group participants suggested that potential trainers should be recruited from the tourism sector and offered better working conditions, better pay, less work pressure and the possibility of career progression. It was noted that teachers in Myanmar are well respected, and that the role has status.

The number of teachers as of February 2016 is listed in the table below. There seems to be a small group of part time teachers that cover all the schools: this was commented on several times during the interviews with institutions. It was suggested that most part time lecturers originate from HTTC.

Table 7: Teaching staff in providers

Provider	Teachers FT = Full Time PT = Part Time
National Management College	1 tutor (BCom) 2 lecturers (Geography) Lecturers from Yangon University
MHR	Freelance teachers, mostly from HTTC
Polestar	Owner
The Limited Edition Vocational Development Training Centre (TLE)	Both owners (Hospitality professionals) PT – 10 (mostly from HTTC)
Lotus School of Hospitality	FT – 5 PT – 5
HTTC	FT – 40
Star resources	FT – 20
LEARN	PT on demand (mostly foreigners)
Enlightenment institute	Owner
Shwe Sa Bwe	FT – 5
Hotel and Vocational Training School Mandalay/TRC Hotel & Vocational Training School Yangon	FT – 15
Temasek International College	FT – 2 PT – 3
Asia Masters Hotel School	FT – 13
Daw Khin Kyi Foundation	FT – 5
Myanmar Baking Training centre (Eldorado)	FT – 3
Singapore-Myanmar Vocational Training Institute (SMVTI)	FT – 8
Myanmar's Centre of Excellence for Business Skills Development	FT – Yangon University of Economics lecturers Guest lecturers
Strategy First Institute	PT – 1
Centre for Vocational Training	FT – 10
Swiss Contact	FT – 11
Inle Heritage Hospitality Vocational Training Centre (IHHVTC)	FT – 3 Guest lecturers
Inspiro Institute	PT – 5
Mandalay Philanthropic Hotel Training School	Guest lecturers
Hospitality Institute of Asia (HIA)	FT – 3

### 2.2.6. Industry engagement

none. Owners develop hotels to get the return on investment. No interest in professional industrial development.” It was also noted that some employers do not welcome internships.

As previously noted, courses are not offered according to industry/labour market needs but based on popularity. The role of MOHT and the NSSA in creating guidance, support and possibly incentives to offer training for high labour market occupations is suggested as one way to better meet industry demand. Requests for assistance with industry engagement centred on the roles of MOHT (and NSSA) in providing support and coordination: the sharing of information In response to the question on industry involvement in their education and training provision, there were varied responses from providers, but most claim they involve the industry in their training. Guest speakers are a common form of involvement, followed by internships and on-the-job training. However, industry involvement in the development of curricula or in assessment was not mentioned. Industry advisory groups do not seem to be used, apart from the tourism sectoral group run by the NSSA and the advisory group used to inform the Swisscontact Hotel Training Initiative. Some providers were association members and had meetings with the industry.

Some providers are industry people themselves, and therefore claim that their training is both relevant and up to standard for their industry. A different perspective on industry engagement came from a trainer, who commented that (there is) “Almost, and mechanisms to support industry engagement, are also seen as provider network roles.

### 2.2.7. Access

In response to the question of barriers to youth entering the tourism industry, providers mentioned the working conditions: for example, work being restricted to the high season, low pay, and a lack of knowledge and information about the tourism industry and possible careers. The barriers to training that were identified are: not enough or accessible training, training institutions or trainers; the restrictive entry criteria for formal education and training; and the cost of training.

Women’s access to training was gauged from the proportion of women students in their programmes. Apart from food production training, where men dominate, there are more women than men undertaking all courses. Data on gender is generally not collected in Myanmar, so these are estimates only.

It was also noted by some providers that the language of instruction could be a barrier in regional and rural areas where neither Myanmar nor English are commonly used.

Some providers offer training in fairly flexible ways, teaching on weekends and evenings as well as during the day. Some train in or at the workplace. There is support for the development of online courses and materials, but until internet access is much improved across Myanmar this would suit only a minority of students and teachers. Materials should also be available in DVD or hard copy format to ensure access to remote areas and disadvantaged groups, where internet access and data usage is expensive and slow. Modular, short course training provided by mobile training units would also go some way to providing better access for rural and remote areas. Training using mobile phones has also been proven to increase accessibility in some countries.

For women, access to training is affected by safety concerns. Training needs to be in areas and at times where they feel safe.

## 2.3. Case study: Tourist guide training

This case study of one occupation in demand and the training response required provides a snapshot of the key issues for tourism education and training.

Tourist guides provide many critical roles in any tourism system, from the national to local levels. They are intimately connected to product development processes and enabling visits around destinations. MOHT is GOM’s agency responsible for training and licensing tourist guides, and delivers national tourist guide courses from its training centre in Yangon. In total, Myanmar has approximately 5,630 registered and licensed tourist guides: 3,775 national guides and 1,855 regional guides, the latter having licenses to operate in the destinations where they were trained. Not all licensed tourist guides go on to work in the sector. The report “Myanmar Tourist Guide Sector: A Policy Framework”, supported by MOHT, suggests that around 100 guides are either permanently employed or regularly contracted by tour companies, with the majority operating on a part-time and freelance basis in a variety of languages in a range of locations around the country . The report draws on industry research, concluding that:

- Not enough tour guides are being trained at every level: there are acute shortages during peak seasons
- A lack of local guides is constraining product and destination development, which serves to restrict tourism’s pro-poor impact
- Guide training is confined largely to Yangon
- Outdated training materials are used in tour guide trainings, which are delivered to very large classes with no practical skills or internships applied
- Certified guides lack key skills: language skills and ethical behaviours are particular issues requiring attention
- There is a lack of career progression for tour guides
- The Myanmar Tour Guide Association would benefit from institutional support

The findings from HRDSAP research strands suggest that 60% of tour operators believe tourist guides will be the most sought after positions in the future. ILO’s STED programme research, aligned with the HRDSAP, supports this proposition, with almost all tour operators surveyed suggesting that a modest or large increase in the number of tourist guides is needed across the country .

The following boxes summarise the issues for tourist guide training. Box 1 highlights nine strategic steps identified in the policy framework report to strengthen tourist guide training over the short- and medium-term, while Box 2 highlights



additional critical issues identified by ILO's STED programme. These issues exemplify the challenges facing both the tourism training sector in particular and the training sector more generally. MOHT recognises the need for cooperation with the NSSA and its "Tourism and Hospitality Committee" to ensure training is carried forward within the wider TVET framework.

#### Box 1: Nine strategic steps to strengthen tourist guide training in Myanmar

- (1) Define tourist guide levels, roles & responsibilities.
- (2) Assist NSSA to define competency standards for each tour guide category/level.
- (3) Decentralise training & identifying priority hubs for training delivery.
- (4) Engage MOHT, MTGA & UMTA to review and strengthen current training delivery.
- (5) Review tourist guide training materials & curriculum.
- (6) Train trainers & occupational experts.
- (7) Identify steps to build MTGA capability.
- (8) Review market conditions and processes to support MTGA & UMTA training delivery.
- (9) Review market conditions for private sector training delivery & systems and processes to accredit trainers and Recognition of Prior Learning Assessors (RPLA).

#### Box 2: Key tourist guide training considerations highlighted by ILO's STED programme

##### Skills

- There is a gap between tourist guide training offered by the government and what the industry demands in terms of curriculum and specialism (for example, nature, culture, trekking guides, etc.).
- Most employers indicate a need to provide additional training to newly employed tour guide staff.
- The top four competencies demanded by tour operators each relate to customer contact experiences, namely: language skills; customer care/customer service skills; public speaking skills; time management skills.
- Specialist skills required are cultural interpretation (58.1%), heritage and history (52.7%), followed by trekking (36.3%) and cooking (10.9%).

##### Institutions

- There is a need for stronger coordination between NSSA, MOHT, MTGA & UMTA to deliver a structured tourist guide profession within the national qualifications framework.
- Tourist guides and tour operators are unfamiliar with formal NSSA recognised technical education and vocational training (TVET) systems, terminology and programmes.

##### Capacity

- Stronger candidates need to be attracted to enrol in formally recognised tourist guide training programmes offered by accredited providers in Yangon and other parts of the country.
- Locations where more tourist guides are in demand include: (1st grouping) Kyaukme, Chin State, Hpa An, Inle Lake region, and (2nd grouping) Bagan, Mrauk U/Sittwe, Mandalay.
- Guides see the benefit of having a training system which incorporates 'Recognition of Prior Learning' as part of a formal qualifications structure. They also identified benefits from accredited professional development programmes for guides.
- Internships should form part of tourist guide training, and would be valuable for trainees and host businesses.

This case study highlights the interdependent relationship between education and training, employment and industry development, and clearly signifies the complexity and importance of industry engagement in all aspects of education and training. If the education and training system in Myanmar is to respond appropriately to both industry and learner needs (which it must do to create supply), then it must work closely with the industry and the community. For instance, how do the industry and the education sectors attract stronger candidates for tour guide training? Promotion of the benefits and delivering on better conditions for tour guides is one part of the solution. Another might be offering training in a way that is directly relevant, engaging and accessible. To implement such actions, a partnership approach is best. This could be facilitated through the establishment of regional and local advisory groups or networks, that could jointly discuss and design training and employment solutions to suit their environment and their community. In turn, these facilitation mechanisms could become one of the strategies required of training providers to meet registration (and quality assurance) requirements, as part of the overall education and training system.

### 3. Analysis of findings

The research undertaken for this study strongly supports the premise that strengthening the education and training system for tourism and hospitality in Myanmar is both much needed and essential to supporting the projected growth in the sector and enhancing employment opportunities for people across the nation. Providers, officials, industry associations, teachers and students all agree that the current system is not capable of producing the quantity and quality of trained people needed to meet either its projected growth or the fulfilment of the GOM's vision of a high quality, service-oriented tourism sector. There are not enough training and development opportunities provided by the public or private sector, or within the industry. The provision is further limited by a shortage of qualified, experienced trainers, inadequate facilities and equipment, outdated curricula and teaching methodology, and the absence of national coordination, a recognised set of standards and qualifications, or a quality assurance system. Of particular concern for the tourism industry is the lack of engagement it has with the system and its providers. As well, many of the current offerings are not accessible to the broader population, especially to rural, regional and disadvantaged groups who would greatly benefit from education and training and the ensuing employment opportunities.

The key issues identified in this study of education and training providers are depicted in Box 3. A SWOT analysis of the sector is provided in Box 4.

#### Box 3: Key issues highlighted in the study of tourism education and training providers

- Strengthening tourism education and training is absolutely critical to meet rapid industry expansion and the demand for qualified workers.
- Many institutions involved in training are in their infancy and are under-resourced, making it difficult to deliver quality skills and knowledge or ensure trainees are competent when taking up jobs in hotels or other tourism businesses.
- The current training system is beset with problems: shortages of qualified teachers; outdated 'theory based' curricula and teaching methods; lack of practical training facilities, equipment and learning resources; student inability to pay the real cost of training; low public financial support.
- To meet industry needs, tourism education and training providers require supportive government policies and investment in higher and TVET tourism education provision. Particular importance should be placed on HR development and capacity building for teachers and trainers, as well as support for curriculum development, teaching and learning resources, and library materials and systems.
- Access to tertiary level education is difficult for women due to the expense and need to travel and stay in other locations (women are restricted by a need for trusted accommodation choices such as staying with family or friends).
- The lack of opportunity to study in regional languages is a particular challenge for education and training in ethnic areas. Opportunities to learn English are also hampered for some ethnic groups due to a requirement to learn English through Burmese, their second language.

#### Box 4: Strengths, weaknesses, opportunities and threats influencing tourism education and training

##### Strengths

- Development partners, MOHT and private sector associations providing a range of rotational and targeted audience training interventions
- Willingness to embrace ASEAN tourism standards
- Existence of ASEAN tourism standards, qualifications framework and toolboxes
- Active NSSA, MLIP and MOE TVET reform initiatives, competency standards development, testing and certification projects, implementing the Employment and Skills Development Law
- Myanmar hospitality professionals returning home from experience abroad
- Current hospitality and tourism personnel eager to improve their skills

##### Weaknesses

- Shortages of skilled trainers and lecturers
- TVET level 3 and 4, Bachelors and Masters degrees all in short supply and of low quality
- Shortage of facilities providing TVET trainings on a large scale
- Market pressure for short courses (3 to 6 months on a part-time basis), with little emphasis on quality education
- Low literacy levels in rural areas – women, ethnic and disadvantaged groups have few training opportunities
- Lack of facilities and opportunities to study or train outside Yangon

- Employers unwilling to invest in staff training, and mistrust intern/apprentice placement initiatives
- Skills testing and Recognition of Prior Learning certification in its infancy
- Lack of training materials to meet the needs of TVET institutions
- No progression pathways between vocational and academic qualifications

#### Opportunities

- Expand TVET training opportunities in English and Myanmar languages throughout Myanmar, including train the trainer programmes in key destinations to match arrivals growth
- Enhance the quality of tourism training institutions by raising the number and skills of lecturers and improving education quality systems
- Enhance engagement with industry partners to promote apprenticeship style training, countering poor facilities in tourism institutions and ensuring relevance of training
- Design digital, DVD and mobile learning courses for remote regions, women and ethnic communities
- Provide access to pre-TVET materials in Myanmar and regional languages (Mon, Shan, Karen) to promote learning and quick access to tourism employment in rural areas

#### Threats

- Attractiveness of overseas tourism jobs with better pay and opportunities
- Industry mindset of promoting tourism personnel on seniority rather than merit
- Insufficient management level career opportunities for skilled tourism professionals
- Lack of skilled and motivated tourism lecturers for GOM universities and polytechnics
- Low levels of education and literacy, especially in rural areas, and deficiencies in vocational education and skills training

Details of these issues follow in the next eight sections:

### 3.1. Curricula and learning resources

The standard, relevance and accessibility of curricula and learning resources for tourism all require attention. Content and delivery approaches need to be upgraded, with these upgrades underpinned by recognised industry competency standards and informed by how best people learn. Myanmar's tourism education providers need access to skilled and experienced curricula and resource developers, rather than relying on copying and/or simplifying existing international resources.

Resources and expertise should be allocated to design and deliver student-centred and interactive training resources, including a wide variety of CBT assessment methodologies, for tourism education. It is suggested that a repository, possibly digital, should be developed to house and share resources.

For the broader training system, consideration should also be given for training in curriculum and resource development. Providing training in curriculum, programme and resource design in train the trainer workshops and programmes would be very useful for Myanmar teachers and supporting staff. At the Centre of Excellence for Business Skills

Development, training of trainers courses and workshops were offered to both YUE faculty and the general public: the training design was based on the Australian Training and Assessment certificate and included units on programme and resource design.

### 3.2. Facilities and equipment

Facilities, equipment and the infrastructure of education and training institutes varies, but is predominantly poor, especially in food production training. A long-term programme of infrastructure and capital investment will be required to upgrade existing facilities and build new ones, so that effective, practical training can be achieved. Overall, there are not enough education and training facilities to produce the skilled workforce that is required now and into the future. Apprenticeship style delivery and/or on-the-job training, as proposed in the Employment and Skills Development Law and in the CESR National Education Sector Plan (TVET sub-sector), would assist in improving both the relevance of education and training and the use of industry standard facilities and equipment in which to train. Additionally, this style of training demands a much stronger engagement with the industry which in turn encourages the development of positive relationships between providers and employers/industry.

Registration/accreditation standards for training providers are likely to apply to facilities and equipment in the development of quality assurance systems arising from these reforms. MOHT should play an important role in identifying what those minimum standards will be for tourism training providers.

Considerable investment in capital and infrastructure is required to expand and/or upgrade the number of training facilities available across Myanmar. This can be accomplished in a variety of ways in addition to actually building new institutions: supporting public-private partnerships, where the industry and government join together to build and/or upgrade facilities, is a less costly initiative. Establishing training hubs, possibly in existing facilities, provides a solution to the perennial problem of thin markets in less accessible, rural or remote communities. A training hub located in a regional town, featuring a well-equipped training centre and accommodation, could also provide outreach services, using flexible learning strategies, mobile training units, technology (smartphones or tablets for instance) and other easily transportable learning resources. Training to students in these outlying areas could be supplemented by short residential programmes offered at the training hub. On-the-job training in partnership with the industry is another way to provide an appropriate training environment.

### 3.3. Lecturer and trainer availability and skills

Education and training is reliant on access to enough, and good quality, teachers and trainers, who will provide the necessary environment in which to develop the skilled, competent and innovative workforce the tourism industry requires. The pool of tourism lecturers and trainers in the country is small, and mostly concentrated in Yangon. The lecturers and trainers available are often not from the industry, do not have current knowledge or skills of the discipline and/or the tourism sector, and are not trained or skilled trainers. The main challenge facing tourism education and training in Myanmar is to improve the quality, quantity and geographic spread of its lecturers and trainers.

Nationwide train-the-trainer and assessor programmes are required to strengthen current and future lecturer and trainer skills. The development of a team of nationwide and sector-wide (public and private) skilled and knowledgeable master trainers and assessors would help build the next generation of tourism lecturers and trainers, assisting in reaching out to train in regional and rural areas where tourism activity is strong but access to training is low. Master trainers and assessors need to be competent in both technical areas and training skills.

In addition, tourism lecturers and trainers should be required, as part of the proposed quality assurance systems (for both higher education and TVET), to hold minimum teaching qualifications along with the relevant vocational competencies or technical skills. A set of interlocking teacher qualifications, based on a teacher standards framework and providing a career pathway for teachers, is an initiative under consideration by the Ministry of Education. This may also encourage more people to join the teaching/training workforce.

### 3.4. Demand for training

Demand for training constrains the type and duration of programme that providers can offer. Increasing the demand for programmes that lead to both competency and employment in skill shortage areas requires a two-fold response: a promotional campaign, highlighting opportunities and career paths in the tourism industry, would be a good option for the industry and MOHT. More generally, students need career guidance and counselling services, both in the basic education system and also attached to colleges, to help them make informed decisions on their future careers. The CESR plan included career guidance in its recommendations for the education system, but training for counsellors would also be required.

### 3.5. Coordination and management

The research indicated the needed for better coordination and management of tourism education and training. The CESR recommended establishing a body, a council or committee, and other support mechanisms to improve the coordination and management of education and training across Myanmar. Whilst MOHT should play a key role in guiding tourism training activity and setting industry standards to meet the specific requirements of the tourism sector, tourism education and training is best managed within what will be a strengthened national education and training system for Myanmar. The strengthened system will include all necessary components: quality assurance, skills standards development, regulatory, labour market information, and education management systems. It is recommended that MOHT should continue working closely with both MOE and MLIP on incorporating tourism education into all the coordination and management mechanisms proposed by the GOM.

### 3.6. Standards and quality

Providers use a variety of standards and measures of quality in the delivery of their programmes. Many are familiar with and use, at least to some extent, the ASEAN CATC and the accompanying toolboxes, but it is not clear if these are used effectively or comprehensively. Some providers are registered with the NSSA and/or the MOHT, but regulation is not monitored. Apart from the ASEAN CATC, there is no one recognised set of industry and quality standards or qualifications that could be referred to by providers across both private and public sectors.



The ASEAN standards serve as a good model for Myanmar. Its commitment to using these standards as the base is sensible and already has reasonably wide acceptance in the country. These should be used by tourism providers and incorporated into the set of industry competency standards in development by the NSSA. Similarly, the qualifications developed for the ASEAN CATC serve as both a model and a base for a comprehensive set of tourism qualifications aligned to real occupations, supporting career pathways in the industry.

The alignment of vocational and academic qualifications is also recommended. This provides students with recognition and credit for skills and knowledge already gained, saving them time as well as encouraging them to continue to progress through qualification levels and the accompanying career paths.

As recommended in the previous section, standards development and quality assurance should be managed by the Ministry of Education (as proposed in the education sector reforms), but with the MOHT and the industry engaged to ensure industry relevance and acceptance.

### 3.7. Engagement with the industry

Engagement with the industry at every point of the education and training cycle is critical to both quality and relevance, but the CESR analysis identified lack of engagement with industry as one of the priority areas marked for improvement in the Myanmar education system. Tourism education and training is similarly affected. There is little evidence of industry involvement in the design, delivery or assessment of programmes, and this is reflected in the country's curricula, learning resources, equipment and facilities, delivery approaches and assessment of tourism education and training.

There has been progress in the reform of TVET, with the developments happening in the sector under MLIP and the NSSA as the Employment and Skills Development Law (ESDL) is implemented and as a consequence of recommendations arising from the CESR. The formation of industry sectoral committees in the NSSA to oversee development of standards, assessment and certification is progressing. The Hotel and Tourism Sectoral Committee is particularly active and is supported by the MOHT and industry associations. Progress on a set of industry-endorsed national qualifications for the tourism sector is slower, but the existence of the ASEAN Tourism Qualifications Framework provides a strong base. At a system level there is both progress and hope. However individual institutions have not yet fully embraced the need for industry advice, in the form of advisory committees or places on the management boards/councils, a common mechanism used to ensure the relevance of programmes to the industry and labour market. They also struggle with implementing internships or practical placements, which facilitate industry-relevant learning and help establish competency standards for both students and trainers.

Providers indicated in the research that they needed assistance in setting up internships or other practical work placements. They lacked information, referrals, and guidelines, as well as the time to actually set up partnerships with the industry and employers. Some employers are reluctant to take on interns and require both persuasion and support to participate. Apprenticeships are virtually unheard of, apart from organisations like CVT that use the dual training model of Switzerland (and Germany), albeit for a very small cohort. There is provision in the ESDL for implementing apprenticeships, which require changes to employment law among other actions, but progress on this is very slow.

It is recommended that MOHT continue to work with the NSSA in providing guidance and support to the system on occupations in high demand, and possibly provide incentives to assist providers offering training in priority skills areas. MOHT could also provide the connection between industry and providers, through a joint education and training advisory committee or network. This should not duplicate the work of the Tourism Sectoral Committee in the NSSA, but should serve a different purpose, that of encouraging collaboration between the industry and providers across education sectors as well as covering private and public providers.

### 3.8. Access

Access to education and training would be enhanced by expanding the quantity, mode, timing and location of programmes. The emphasis should be on providing more and more flexible options for training, skills recognition and certification, to serve the projected growth in the tourism sector and provide employment opportunities for the diverse population of Myanmar. A variety of flexible options are needed, including but certainly not restricted to e-learning or technology assisted learning. For a country like Myanmar, where internet access, mobile phone coverage and even electricity supply are limited, innovative solutions are required. Some inclusive strategies that should be considered include: removing restrictive and unnecessary entry criteria to training; providing outreach programmes to rural and remote areas; subsidising training and accommodation, particularly for women; providing instruction and materials in local languages; providing bridging and/or equivalency programmes; and a modularised curriculum with multiple entry and exit points. For workers, on-the-job training and/or training at the workplace would make participation easier.

## 4. Conclusion and recommendations

The tourism sector in Myanmar is poised to provide hundreds of thousands of jobs for women and men across the country, and especially for those living in and around established and emerging destinations. In most instances, the initial education and training delivered by public and private sector training providers will provide the initial skillsets for entry-level competence and employment in the sector, but there is also the need to structure, design and deliver an expanded and diverse range of short and long education and training programmes to cater to the needs of current and prospective employees at all industry levels and entry points. Career progression, with clear pathways of learning, should be an essential feature of the education and training framework, as will alignment to both the Common ASEAN Tourism Competencies and the Mutual Recognition Agreement for Tourism Professionals.

Tourism education and training providers, and the system generally, are not yet in the position to provide the education and training required. They face many challenges and require targeted support to enable this to happen. This study has identified eight main issues which need to be addressed. A series of recommendations for each of the categories follows. Unless otherwise mentioned, the recommendations are for consideration by the GOM and particularly MOHT.

### 4.1. Expand and improve curriculum and learning resources

- Invest in development of new and upgraded curricula and learning resources across a range of teaching subjects through each level of learning, in a variety of formats, and underpinned by competency standards aligned with the Common ASEAN Tourism Curriculum.
- The ASEAN toolboxes should be customised to fit Myanmar and used for curriculum development and teaching, with materials made ready for use by tourism education providers.
- Curricula and learning resources should reflect the diversity of religions, cultures and ethnicities in Myanmar, and be both conflict- and gender-sensitive.
- Design and development of innovative, engaging and relevant materials, including e-learning materials should be a priority.
- A repository, preferably digital, should be established to share curriculum and learning resources across providers.
- Develop tourism-related subject matter for incorporation into general classroom teaching and curricula, with emphasis on schools in and around the established destinations of Bagan, Chaungtha, Inle, Kyaithyo, Ngapali, Ngwesaung, Mandalay and Yangon, as well as emerging destinations such as Dawei, Hsipaw, Kawthaung, Kyaington, Myeik, Tachileik and Sittwe.
- Include tourism as a subject in the technical curriculum for secondary schools in the MOE forthcoming review of school curriculum.

### 4.2. Expand and upgrade facilities and equipment

- Invest in a long-term programme of infrastructure and capital investment, to both upgrade existing facilities and provide new centres of learning that deliver effective practical training throughout the country.
- Investment should be prioritised, with the states and regions identified in the HR vision as first priority.
- Consider public-private partnerships and create incentives for private investment in training facilities.
- Create training hubs in regional centres with mobile outreach to other communities.
- Support the introduction of apprenticeships and on-the-job training to expand the industry standard environments in which training can take place.

### 4.3. Improve the quantity and quality of training and teaching staff

- Engage with a range of development partners to create a nationwide and sector-wide (public and private) cadre of skilled and knowledgeable master trainers and assessors, capable of building the next generation of tourism lecturers and trainers competent in both technical areas and training skills.
- Support the Ministry of Education initiative, developing a set of interlocking teacher qualifications based on a teacher standards framework which will provide a career pathway for teachers and trainers.
- Use the trainer and assessor competencies, programmes and experiences in building a set of competencies and qualifications for tourism trainers.
- Work towards a minimum teacher or trainer qualification requirement for tourism education and training trainers.
- Provide ongoing training and development opportunities for existing and new entrants to the tourism education and training workforce.
- Support the establishment of a provider and/or trainer network.

- Promote the tourism education and training sector as an attractive career opportunity for experienced tourism and hospitality professionals.

#### 4.4. Promote careers in tourism (increase demand for training)

- Create a marketing campaign to promote the tourism and hospitality industries as an attractive career opportunity.
- Include tourism at every level of education, from schools to colleges and universities.
- Provide incentives to assist providers offering training in priority skills areas.

#### 4.5. Establish tourism education and training standards, accreditation and management systems

- MOHT should work with MOE and MOLIP to support the establishment of coordination and management systems for education and training: standards development; qualification framework; certification and accreditation; quality assurance; and labour market information.
- Establish a focal point for the collection and dissemination of industry intelligence and labour market information to the tourism education and training system.
- Support and develop tourism education and training standards based on the ASEAN competencies for tourism.
- Working with the MOE, MOLIP and the NSSA, develop a comprehensive set of interlocking tourism qualifications aligned to industry standards and real occupations which support a career pathway and academic progression

#### 4.6. Strengthen industry and academic linkages (engagement)

- MOHT should continue to work with the NSSA in providing guidance and support to the system on which occupations are in high labour market demand.
- Support the NSSA Hotel and Tourism Sectoral Committee and the effort to develop industry endorsed standards, training strategies and skills assessment and recognition.
- Establish local advisory groups or networks, including community, industry and education representatives to guide training efforts and ensure relevance to local labour markets and the community.
- Encourage development of partnerships between industry and providers. This could be through a joint education and training advisory committee or network, but should not duplicate the work of the Hotel and Tourism Sectoral Committee in the NSSA. It should serve a different purpose: namely, that of encouraging collaboration between the industry and providers across education sectors as well as covering private and public providers. Dialogue at this level should focus on policy and strategic interventions to encourage partnership and engagement at all levels, from the provision of infrastructure and training schools to the inclusion of internships in learning programmes and the involvement of industry practitioners in lecturing and mentoring academic staff, students and trainees
- For policy and planning purposes, industry and academia should be strongly represented on the HRDSAP-WG.
- Support the establishment of a provider network to encourage sharing of information and mechanisms to support industry engagement.
- Support the introduction of apprenticeships and on-the-job training initiatives.

#### 4.7. Expand access to tourism education and training.

- Expand the options for training: quantity, mode, timing, and location.
- Use technology to support access to education and training. Consider a wide variety of technological solutions, including online and the use of mobile devices.
- Offer training in diverse locations and at times that suit different target groups.
- Provide secure and safe environments for women undertaking training.
- Subsidise travel, accommodation, and training for disadvantaged groups.
- Develop learning materials in English, Myanmar and ethnic languages to widen access to tourism education, especially for pre-TVET and entry level courses.
- Ensure materials cater for the diversity of potential learners, and that they are conflict- and gender-sensitive.
- Encourage on-the-job training and/or training in the workplace to encourage participation of workers.
- Develop materials in a wide variety of formats, including printed and e-learning materials and DVDs.
- Provide modular, short course training that gains credits towards, and can be accumulated to build, recognised qualifications.
- Provide skills assessment, recognition and certification to people who can demonstrate competency in their field.

## 4.8. Strengthen tourist guide training systems and standards

- MOHT, NSSA, MTGA and UMTA should work together to strengthen the design and delivery of tourist guide training, and apply competency standards to the sector. In the first instance, attention should be directed towards defining tourist guide competency levels and standards, designing and piloting training modules, and training trainers in the delivery of the modules.
- With competency standards in place, attention should turn to expanding the number of trainers, and to creating and equipping centres of excellence for tourist guide training in Yangon and key states and regions, ensuring widespread access to training.
- Linked to the above process, UMTA and MTGA should work with sports clubs, special interest groups, ASEAN tourist guide associations and Myanmar's development partners, identifying pathways to design and deliver niche-market tourist guide training modules in line with the NSSA competency standards (for example, scuba diving, trekking, mountaineering, and bird-watching).

## Annex A: Focus group agenda

Time	Item
8.30	Registration
9.00	Welcome and introductions
9.30	Group Discussion sessions
	Theme 1: What is the current status of tourism education?
	Theme 2: What standards do training providers apply?
	Theme 3: What are staff capabilities and needs?
	Theme 4: What curriculum and teaching methodology do training providers use?
10.45	Refreshment break
10.40	Report back from groups
11.00	Summary of discussion, recommendations and next steps



# Annex B: Focus group report

## Tourism Education and Training Provider Focus group

### 1. Purpose of the focus group

The aim was to gain knowledge about short, medium and long term HR issues and challenges faced by education providers. The group feedback will be used to help assess staff capabilities and needs, as well as the quality and quantity of the output from the existing education and training system and assess its relevance to industry/market needs.

It will be used to make recommendations to the Ministry of Hotels and Tourism and the Ministry of Education to help build an education and training system that meets the needs of the tourism industry and its current and future workforce.

### 2. Agenda

Time	Item
8.30	Registration
9.00	Welcome and introductions
9.30	Group Discussion sessions
	Theme 1: What is the current status of tourism education?
	Theme 2: What standards do training providers apply?
	Theme 3: What are staff capabilities and needs?
	Theme 4: What curriculum and teaching methodology do training providers use?
10.45	Refreshment break
10.40	Report back from groups
11.00	Summary of discussion, recommendations and next steps

### 3. Participants

Two focus groups were conducted, one in Mandalay and the other in Yangon. Participants came from the MOHT, industry associations, education and training providers both private and public, the NSSA(National Skills Standards Authority and from one INGO(SwissContact). The attendance sheets are attached, appendix 1. 20 people attended the Mandalay group and 14 the Yangon group.

### 4. Collated and summarized responses from focus groups.

#### Theme #1 – Current status of tourism education

Participants were asked to provide information on their education and training activity in the table attached.

#### **• Development influencers.**

Participants noted that the development of hospitality and tourism training in Myanmar has been most influenced by the Ministry/Tourism masterplan (Government), market demand and the private sector. The Yangon participants considered the private sector had been the strongest influence while the Mandalay group believed it was the government MOHT. NGOs were also mentioned by the Mandalay group.

“MOHT has huge influence..... however no concrete principles laid down by government” ( Mandalay participant)

Collaboration among industry, associations, NGO’s, private institutes and universities in regards to tourism education was considered to be weak, and that they offered overlapping rather than complementary programmes. There is a lot of duplication as providers offer programmes that are most popular with potential students, rather than those that lead to roles needed by the industry. Front office and management programmes are popular, for instance. This was strongly noted by the Mandalay participants, one of whom commented:

“Poor.... hopefully new government will work on it.” and

“..not really aligned to principles of government level . It’s a big problem!”

### • programme outcomes.

Providers were asked to fill in information on both expected and actual employment outcomes of students. Most predicted quite high employment outcomes and claimed close to that for actual as well. However, they did not conduct tracer studies (apart from the Swiss Contact HTI), so their evidence was anecdotal and not particularly reliable.

The Mandalay group noted that outcomes were not good, commenting that: “Students first of all have no particular aims. Lack of quality education”.

Another noted:“ Outcome is getting better but need more exposure”

Providers choose particular programmes leading to pathways/careers in tourism, based on the most popular courses, that will fill their classes, rather than the skill needs of industry. However, in answer to the question “Do you believe you are responding to the demand for skilled workers in tourism?” most said yes. A Mandalay participant said the most popular programmes were in “Tourism management and operational procedures.” And that there was a need for more HR training in the industry. “..Are responding but needs to improve.”

### • Barriers for youth entering the tourism industry identified were:

- Conditions- only work in high season, not great pay.
- Lack of quality training.
- Lack of any training/enough training institutions
- Lack of knowledge about careers and information about the tourism industry.(leads to less interest by youth)
- Education level- entry criteria
- Shortage of trainers

## Theme #2 – What standards apply?

Providers were mostly familiar with the ASEAN CATC and the toolboxes and used these to set their training standards. Some used other standards arising from the international institutions curriculum that was being used (UK, Taiwan, Swiss etc). Others noted the NSSA standards.

In regards to their training resources (including access to a library and research resources), facilities and equipment, many claimed they had the minimum but needed more and of better quality.

### • Industry engagement

In response to the question on industry involvement in their education and training provision, there were varied responses but most claimed they did have industry involved in their training. Guest speakers were a common form of involvement followed by internships and on the job training. However, industry involvement in development of curriculum or in assessment was not mentioned. Industry advisory groups do not seem to be used, apart from the tourism sectoral group run by the NSSA and the advisory group used to inform the SwissContact Hotel Training Initiative. Some were association members and had meetings with industry.

Some providers are industry people themselves and therefore claim that their training is both relevant and up to standard for their industry. The tour guide training(Mandalay) is one example.

One interesting example of industry involvement came from an industry participant in the Mandalay group who noted that when they approached a provider to recruit people they were told they had to pay for that information.

A different perspective on industry engagement came from a trainer, who commented that

“Almost none. Owners develop hotels to get the return on investment. No interest in professional industrial development.”

Another that “Needs to improve a lot.”

Their request for assistance with industry engagement centred on getting more resources to do this and the role of MOHT (and NSSA) in providing support and coordination. At the Yangon focus group, the sharing of information and mechanisms to support industry engagement was also seen as a provider network role. A Mandalay participant said “Need more collaboration. Frequent group meetings.” Another suggested “Sample curriculum to review (by industry) to make better more suitable curriculum which is reliable for learners.”

Access to industry networks and referrals was considered important, by the Yangon group.

### Theme #3 – What are staff capabilities and need ?

#### • Employment of teachers.

There were some differences in responses from the Yangon and Mandalay groups.

Mandalay providers claimed they used “Experienced professionals”, permanent employees of the Myanmar Hospitality Professionals Association, and mostly part time people on short term arrangements, during the low season. One provider noted that full timers were used for demonstration and part timers for lectures and assessment. Another that they had “Occasional visits/lectures by professionals in related field”

For the Yangon group providers employed teachers both full and part time, with the majority full time. For the public provider, NMC, a small number of volunteers give lectures for a semester or are guest lecturers/speakers at seminars. In the private sector teachers have contracts but not in the public sector. Lecturers at NMC are government employees.

#### • Conditions of teachers.

For full time teachers they have the same benefits as other employees of the company, “with set targets” and in accordance with the labour laws. Private institutions employ a lot of freelancers, who have no leave entitlements.

Part timers have an hourly rate, full timers a monthly salary. Teaching loads for both private and public sector are between 20-25 hours per week for full time, usually week days with some weekends. In the private sector teachers might work 4 to 6 days per week, but usually only 3 hours per day.

One Mandalay provider noted that teacher conditions are “Improved by assistance with workshops and training”.

Both focus groups said teachers were involved in programme development, but mostly this was in session planning. Comments included:

“Yes, using ASEAN toolboxes “and “Somewhat. Involved in development of training sessions, not professionally(sic)”

Most providers claimed to use Competency Based Training (CBT) in their programme delivery. They noted that there were challenges implementing CBT. One noted “(we) use CBT but difficult to get understanding of it. “Another said that they need to “Compromising with real situation”

The Yangon group also identified challenges as “quality of equipment and infrastructure”.

#### • Encouraging more experienced, skilled trainers to join the education and training sector.

Participants suggested that these potential trainers should be recruited from the tourism sector, that providers advertise and network to attract teachers, that they offer incentives, better conditions, less work pressure, better pay and convince them a career is guaranteed.

The Mandalay group suggested that it must start “from junior school” and Yangon noted that teachers are well respected in Myanmar, that the role already has appeal and status.

#### • Training-of-trainers

All providers believe that training of trainers is important but it must be flexible to fit in with the workplace needs. There was also agreement that expert advice and assistance from international organisations, like LuxDev, Swiss Contact, GIZ and the William Angliss Institute (CATC and tool box developers and master trainer and assessor training providers) was necessary and useful.

In Mandalay they noted the need for more certified trainers and assessors and training for upgrading to certified trainer/assessor.

Yangon participants recommended using short courses, train the trainer sessions and sharing training seminars/ programmes across providers. It was also suggested that a network of trainers, sharing experiences and ideas, be established.

## **Theme #4 – What curriculum and teaching methods are used?**

### **• Curriculum/training resources.**

Many providers are aware of and use, to some extent, the CATC toolboxes. However, they do not find them easy to use nor relevant enough for Myanmar. They need customizing to suit the local context and that takes time and expertise.

Some providers use a combination of curricular and resources from different sources, mostly international. Some noted they used the "NSSA/ASEAN curriculum". One provider said curriculum was supplemented with collections of tourism articles, maps, information booklets, another that they used records and recorded voice/verbal lectures to add to the programme. One provider said they developed their own curriculum and resources.

### **• Teaching methods**

Most providers said their methods were "OK", that they used a mix of theory and practice with lectures, presentations, practice and discussion. One claimed that the "methodology is good but resources need improvement" whilst another "Need professional trainers and CBT. Trainers need ToT." Another responded with "Not adequate enough".

Improvements suggested were to "listen to their (teachers) voices" and to (in regards to curriculum/resource use) "add up and deduct from existing curriculum, what is necessary and unnecessary."

### **• Relevance of curriculum to industry needs.**

Providers felt that the curriculum, the learning outcomes were relevant to industry needs, one claiming that their curriculum's learning outcomes were based on industry needs. Another said it was based on their own industry experience and their training (from abroad), and so was relevant.

Another estimated the match to be about 50-75%. There was no indication of how these claims were verified.

### **• A national curriculum and materials for tourism.**

It was noted that there have been delays in the adoption of a national curriculum and materials because of a lack of tourism knowledge, resource persons to assist, "some cultural practices" and "the change of government." A lack of communication and promotion was also mentioned, which it was believed was best done by associations and the MOHT.

In reference to the Common ASEAN Tourism Competencies and the toolboxes, there was consensus that though useful and a good base for a national set of standards, curriculum and materials, they were "too general, need to be localized/customized"

### **• Usefulness of projects to enhance teaching methods in Myanmar**

The most useful projects nominated were the ASEAN toolboxes/CATC projects (but need more assistance with teaching methodology), ASEAN tourism trainer and assessor, In Company Trainer, CATC fast lane and the Test HEM writing (?).

### **• A national, multi-tiered qualification and certification system.**

There was strong agreement that a national, multi-tiered qualification and certification system be adopted for tourism education and training in Myanmar.

The Yangon group included the Director of the NSSA from the Department of Labour, Immigration and Population, Daw Khin Mar Aye. Daw Khin Mar Aye provided a brief update on the National Qualifications Framework. Currently there are two categories/qualification frameworks - vocational and academic- but the intention is that they will be merged. A diagram of the two, with the NSSA levels beside them, is below.

The question of a bridging system to give formal academic credit between TVET and higher education was also raised as an important, needed initiative.

## Myanmar National Qualification Framework, levels

NSSA levels	Vocational	NQF
		8 PhD
		7 Masters
		6 Degree
	5 Diploma	5 Diploma
4 Certificate	4 Certificate	4 Certificate
3 Certificate	3 Certificate	3 Certificate
2 Certificate	2 Certificate	2 Certificate
1 Certificate	1 Certificate	1 Certificate

### Summary & Recommendations (what is needed?)

#### • Summary

General support for a multi- tiered system, one NQF, with credits across qualifications.

Support for establishing trainers /training providers network for sharing experience, ideas, possibly using FaceBook.

Generally believe teaching methods and curriculum are of a good standard but acknowledge need for improvement.

(But how do they know? What do they base this assumption on? Do they survey their students and employers to find out what they think of the experience, and how well it prepared them for the job??

#### • Recommendations

- Apply common national industry and (educational)quality standards.
- Registration for training providers, using standards.
- Train the trainer (and assessor) programmes, offered flexibly to suit workplaces and learner needs.
- National accreditation and certification
- Information/promotion programme delivered by MOHT and Industry Associations.

### Appendices

Appendix 1: Focus Group Attendance, Mandalay (9 June) and Yangon ( 17 June) (to be added)

Appendix 2: Table, Status of Tourism Education and Training Provision (attached separately)



## Annex C: Focus group participant lists

### Focus Group 1: Mandalay ( 9 June 2016, 8.30 – 11.30)

#	Name	M/F	Position	Organization	Contact Phone No.	E-mail Address
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### Focus Group 2: Yangon. (17 June 2016, 8.30-12.00 )

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# Annex D: Status of Education & Training Provision for Tourism

## LuxDev Tourism HRD Project

### Status of Education & Training Provision for Tourism Table A

	Provider	Location	programme/s	Curriculum	Course length (weeks/hours)	No of intakes	No students per intake	Student characteristics (graduates, matriculants, workers )
1	MOHT	Yangon	F/O, H/K, F&B service & production	ASEAN standards	4 weeks	4	180	Hotel staff
		Mandalay						
2	Summit Mandalay TXT	Mandalay	English language	Tailor made and ready-made courses	4 months	5-7	10-20	Graduates, matriculants, staff
			Tour guide		3 months	2	10-15	Graduates, matriculants, staff
3	Mandalay Philanthropic Hotel Training	Mandalay	Hotel staff training	Sharing (by?) experienced international standard employees and managers	3 months	2	80	Graduates, matriculants, staff
4	Mandalay Tourist Guide Vocational Training Hub (MTGVTH)	Mandalay	Skilled tourist guide training programme	ASEAN Toolboxes with internship	10 + 8 weeks on the job	2	20	Graduates and licensed tour guides
5	MHVT	Mandalay	Hotel operations	ASEAN level syllabus	10 weeks	15-20	15-20	Graduates, matriculants, workers
6	Hotel	Mandalay	As needed for the job	Own developed	On job	staff		Graduates, matriculants, ordinary level
7	Myanmar Hospitality Professional Association (MHPA)	Mandalay	F/O, F&B, H/K	Customized from ASEAN Toolbox	1 month/100 hrs	4	150	Hotel staff, uni students/ graduates
8	National Management College (NMC)	Yangon	BA Tourism	MOHT developed, upgraded by LuxDev	4 yrs	4	70	Matriculated with moderate/high marks.
	"	"	Diploma Tourism	"	9 mths	4	70	Graduate?
9	Mandalay College	Mandalay	BA Tourism	MOHT developed, upgraded by LuxDev	4 yrs	4	70	Matriculated with moderate/high marks.
	"	"	Diploma Tourism	"	9 mths	4	70	Graduate?
10	Singapore Myanmar Vocational Training Institute(SMVTI)	Yangon	Certificate	Singapore	6mths	-	-	undergraduate
11	Tourism Training School (TTS)	Yangon	Certificate, licence	MOHT upgrading by ILO	8 wks	51?	120	matriculants
12	Hospitality Training School(HTS)	Yangon, NyangShwe	Certificate	ASEAN Toolbox.	4 weeks	1	50	workers

	Provider	Location	programme/s	Curriculum	Course length (weeks/hours)	No of intakes	No students per intake	Student characteristics (graduates, matriculants, workers )
13	Star Resources Academy	Yangon	Diploma, MBA	ASEAN Toolboxes with internship	1yr, 2.5 yrs	6/4?	45/10	Tenth standard/ graduates
	"	"	Certificate	NSSA/ASEAN	3 mths	12	125	Matriculants/ workers
14	Inspiro	Yangon	Tourism management Diploma	Confederation of Tourism & Hospitality	6-8 mths	2	15	Matriculants/ uni students
15	Swisscontact (Hotel Training Initiative)	Using 23 Partner Hotels across Yangon & NPT	Hospitality Instructors course (ToT)	Based on Swiss Hotel Management Academy, Lucerne (SHL) and afterwards adapted to Myanmar, aligned to NSSA standards	6 weeks	1/year	125	hotel supervisors (middle management)
	"	Using 23 Partner Hotels across Yangon & NPT	Hospitality Course (room attendants, Bell service, waiting staff)	Based on Swiss Hotel Management Academy, Lucerne (SHL) and afterwards adapted to Myanmar, aligned to NSSA standards	8 weeks, mostly on the job	3/year	20	Disadvantaged people and line staff
16	Hospitality & Catering Training Academy (HCTA) -Daw Khin Kyi Foundation	Kaw-Hmu	Hotel. Front Office, F&B, Housekeeping, F&B production	ASEAN Tool boxes with internship	8 mths 3	3	308?	Graduates
17	Hotel & Tourism Training Centre (HTTC)	Yangon	Hotel. Front Office, F&B, Housekeeping, F&B production, Tourism, Tour operator, Travel agency, Hotel	ASEAN Tool boxes with ILO curriculum teaching support	3 mths	?	?	Graduates
18	Hoteliers of Myanmar	Yangon	Operations, 6 Labour Divisions	ASEAN Tool boxes	10 wks on the job	2	30	Graduates

## LuxDev Tourism HRD Project

### Status of Education & Training Provision for Tourism Table B

	Provider	% female	Age range?	Practical placement / internship included?	Industry partners/ industry advisory group?	Expected employment outcomes	Actual employment outcomes	Tuition fees?
1	MOHT							
2	Summit Mandalay TXT							
3	MPHTS							
4	MTGVTH	60%	20-30	YES	All Asia Exclusive (MDY) White Lotus(MDY)	80%	50%	YES, 150,000 for 2.5 mths
5	MHVT							
6	Hotel							
7	MHPA							
8	NMC	?	17-20	Yes	LuxDev, hotels, tour companies	50%	1st batch in final year -	60,000 Ks for 4 mths
		?	"	"				Same?
9	Mandalay	?	"	?	LuxDev, hotels, tour companies?	50%	1st batch in final year ?	60,000 Ks for 4 mths
		?	"	no				Same
10	SMVTI	?	?	?	?	?	?	?
11	(TTS)		18-60	MOHT upgrading by ILO	ILO	80%	60%	100,000 K
12	(HTS)		18+	Not yet	LuxDev	100%	90%	30,000 K
13	Star Resources Academy	60%	17-60	yes	3,4 & 5 star hotels in Yangon	80%	70%	795,000 Ks for 12 months
	"	60%	16-60	yes	"	95%	85%	150,000 Ks for 3 months
14	Inspiro	80%	20-30	-	many	80%	-	
15	Swisscontact (Hotel Training Initiative)	50%	20-25	yes	15 partner hotels in YGN + 8 in NPT MOHT Other stakeholders & DPs	70%	60%	No. Fully-funded by Swiss Development Cooperation Agency. Participants of the Hospitality Course receive a daily 'transportation allowance'.
16	HCTA	50%	18-25	yes	Dusit Thani college (Malaysia)	100%	95%	No fees
17	Hotel & Tourism Training Centre (HTTC)	30%	18-40	yes	self	80%	75%	250, 000 ks for 3 mths
18	Hoteliers of Myanmar	30%	20-30	yes	Hotels	70%	75%	No- in future have plan

## Annex E: Tourism education and training providers

Table 3: Higher Education Providers

Provider	Location	Qualification/ programme
MHR. (Myanmar Human Resources Institute?)	Yangon	QCF level 4, 5, 6 Diploma in travel, tourism and hospitality management
Enlightenment Institute	Mawlamyine	Tourism and hospitality management certificate
	Yangon	Travel Agent Foundation course Travel Agent Advance course Marketing course
Hotel and Vocational Training School Mandalay /TRC Hotel & Vocational Training School Yangon	Mandalay and Yangon	Management training course (supervisory & managerial levels) Familiarization training for national skill level assessment
Temasek International College	Yangon	Diploma in Hospitality Management Advanced Diploma in Hospitality Management
Asia Masters Hotel School	Yangon	Diploma and Advanced Diploma in Hospitality and Tourism
Centre of Excellence for Business Skills Development (Yangon University of Economics, UNESCO & PepsiCo partnership)	Yangon	Advanced Certificate in Hospitality Management Advanced Certificate in Tourism Management
Strategy First Institute	Yangon	Hospitality Management course
Inspiro Institute	Yangon	Tourism Management Diploma

Table 4: Technical and Vocational Education and Training Institutions.

Provider	Location	Qualification/ programme
The Limited Edition Vocational Development Training Centre (TLE)	Yangon	Tourism tour guide course Int'l food production course Int'l bakery and pastry course Housekeeping operation course F&B service course
Lotus School of Hospitality	Yangon	Int'l bakery & pastry Int'l bakery & pastry decoration Housekeeping operation Front office operation
HTTC	Yangon	Front office operations Housekeeping Operations F&B service F&B production Hotel Accounting Oriental food /cookery Hotel English Restaurant English Tourism English Hotel management development Basic computer and Fidelio system
Star resources	Yangon	Front Office course Tour guide course Flight attendant course F&B course Housekeeping operation course Int'l culinary course Int'l bakery and pastry course Diploma in tourism and hospitality management Special beverage course Hospitality English course MBA in hospitality management



Provider	Location	Qualification/ programme
Shwe Sa Bwe	Yangon	CBT on culinary and F&B
Hotel and Vocational Training School Mandalay /TRC Hotel & Vocational Training School Yangon	Mandalay / Yangon	Basic Hotel Management Int'l Bakery & Pastry course Int'l cookery course Int'l hotel operations course Int'l front office course Int'l food and beverage service course Int'l Housekeeping operations course travel Agency course Basic Tour operation training Basic tour guide training Tour guide refresher training Int'l Hotel and tourism English course Basic food safety & hygiene course Management training course Familiarization training for national skill level assessment
Asia Masters Hotel School	Yangon	Food and Beverage Service Front office and flight attendance Food Production (cookery) Food Production (pastry) Bartender Housekeeping CTH diploma and advanced diploma in Hospitality and Tourism
Daw Khin Kyi Foundation	Yangon	Hospitality Foundation Course Hospitality Advanced Course Culinary Foundation Course Culinary Advanced Course
Myanmar Baking Training Centre (Eldorado)	Yangon	Baking and Pastry courses
Singapore-Myanmar Vocational Training Institute (SMVTI)	Yangon	Front Office Operations Housekeeping Operations Restaurant Operations
Centre for Vocational Training	Yangon	Diploma in Hospitality operation
Swiss Contact	Myanmar	Vocational Skills Development programme (VSDP) - Hospitality Training Initiative (HTI Component)
Inle Heritage Hospitality Vocational Training Centre (IHHVTC)	Inle	Housekeeping operation course Front office course F&B service course Culinary course
Mandalay Philanthropic Hotel Training School	Mandalay	Cooking course Front office course F&B production course English for hospitality
Hospitality Institute of Asia (HIA)	Yangon	Certificates in Culinary Skills Certificates in F&B Service Skills Applied Housekeeping Operations Skills Applied Front Office Operations Skills
Columbus Vocational Educational Centre	Yangon	Travel agency foundation course

## Annex F: Training conducted by MOHT

### Ministry of Hotel and Tourism Training and Education Department

No	Name of the Training	Location	Batch	Duration		Frequency	No. of Participants
1	Tour Guide (Basic) Training	Yangon		(2 Months)		49	8706
2	Tourism Management Training (Basic)	Yangon		(2 Months)		11	1033
3	Advance Tour Guide Training			2 weeks		6	457
4	Basic Community Tour Guide Training	Keng tung (2 weeks)		16-7-12	28-7-12	1	74
5	Basic Community Tour Guide Training	Tachileik (2 weeks)		16-7-12	8-3-13	1	70
6	Basic Community Tour Guide Training	Mandalay (Red)	1	14-1-13	8-3-13	1	103
7	Basic Community Tour Guide Training	Bagan (Red)	2	28-1-13	22-3-13	1	107
8	Basic Community Tour Guide Training	Taunggyi (Blue)	3	29-4-13	21-6-13	1	125
9	Basic Community Tour Guide Training	Sittwe (Yellow)	4	10-6-13	6-7-13	1	64
10	Basic Community Tour Guide Training	Moe Gote (Red)	5	2-9-13	28-9-13	1	126
11	Basic Community Tour Guide Training	Loikaw (Sky blue)	6	14-10-13	8-11-13	1	109
12	Basic Community Tour Guide Training	Mawlamyaing (Light green)	7	10-3-14	4-4-14	1	137
13	Basic Community Tour Guide Training	Kanpalat (2 weeks)		19-5-14	30-5-14	1	30
14	Basic Community Tour Guide Training	Lashio (Violet)	8	20-7-14	15-8-14	1	134
15	Basic Community Tour Guide Training	Pyay (Gray)	9	25-8-14	20-9-14	1	85
16	Basic Community Tour Guide Training	Hpa-an(Light Green))	10	3-11-14	28-11-14	1	80
17	Basic Community Tour Guide Training	Nyaung Shwe (Sky Blue)	11	29-12-14	23-1-15	1	118
18	Basic Community Tour Guide Training	Keng tung (Orange)	12	1-6-15	26-6-15	1	103
19	Basic Community Tour Guide Training	Katha (Pink)	13	6-7-15	30-7-15	1	115
20	Basic Community Tour Guide Training	Kawthaung (Dark Blue)	14	3-8-15	28-8-15	1	110
21	Basic Community Tour Guide Training	Kalaw	15	14-9-15	9-10-15	1	119

No	Name of the Training	Location	Batch	Duration		Frequency	No. of Participants
1	Front Office Training						57
	House Keeping Training						45
	Food and Beverage	Nay Pyi Taw(1)		2-6-11	22-6-11		45
	Food and Beverage Training						43
						Total	190
2	Front Office Training	Bagan (2)					65
	House Keeping Training			27.7.11	24.8.11		38
	Food and Beverage Training						40
	Food and Beverage Training						53
						Total	196
3	Front Office Training	Taunggyi (3)		30-8-11	26-9-11		70
	House Keeping Training						45
	Food and Beverage Training						35
	Food and Beverage Training						50
						Total	200
4	Front Office Training	Nay Pyi Taw (4)		30-1-12	24-2-12		57
	House Keeping Training						52
	Food and Beverage Training						56
	Food and Beverage Training						35
						Total	200
5	Front Office Training						52
	House Keeping Training						37
	Food and Beverage Training			12-2-12	7-4-12		38
						Total	127
6	Front Office Training	Nay Pyi Taw (5)					46
	House Keeping Training						51
	Food and Beverage Training			28-5-12	22-6-12		54
	Food and Beverage Training						33
						Total	184
7	Front Office Training	Taunggyi (6)					42
	House Keeping Training						57
	Food and Beverage Training			2-7-12	4-8-12		40
	Food and Beverage Training						47
						Total	186

No	Name of the Training	Location	Batch	Duration		Frequency	No. of Participants
8	Front Office Training	Bagan (7)					58
	House Keeping Training						50
	Food and Beverage Training			22-8-12	21-9-12		65
	Food and Beverage Training						50
						Total	123
9	Front Office Training	Pyin Oo Lwin (8)					73
	House Keeping Training						58
	Food and Beverage Training						34
	Food and Beverage Training						48
						Total	213
10	Front Office Training	Mandalay (9)					74
	House Keeping Training						63
	Food and Beverage Training			26-11-12	21-12-12		45
	Food and Beverage Training						38
						Total	220
11	Front Office Training	Nay Pyi Taw (10)					44
	House Keeping Training						43
	Food and Beverage Training			7-1-13	1-2-13		52
	Food and Beverage Training						38
						Total	177
12	Front Office Training	Nay Pyi Taw (11)					62
	House Keeping Training			6-5-13	31-5-13		67
	Food and Beverage Training						53
	Food and Beverage Training						35
						Total	217
13	Front Office Training	Loikaw (12)					22
	House Keeping Training			2-9-13	7-9-13		21
	Food and Beverage Training			14-10-13	8-11-13		29
	Food and Beverage Training						31
						Total	103
14	Front Office Training						44
	House Keeping Training						22
	Food and Beverage Training	Tanintharyi		9-1-13	10-12-13		22
						Total	88

No	Name of the Training	Location	Batch	Duration		Frequency	No. of Participants
15	Food and Beverage Training	Mawlamyaing		10-3-14	4-4-14		45
						Total	45
16	Front Office Training						81
	House Keeping Training	Nay Pyi Taw		22-4-14	3-5-14		88
	Food and Beverage Training						91
						Total	260
17	Front Office Training	Kan Palat		19-5-14	30-5-14		25
	Food and Beverage Training						18
						Total	43
18	Front Office Training	Tachileik		7-7-14	1-8-14		55
	House Keeping Training						56
						Total	111
19	Front Office Training	Monywa(13)		11-8-14	5-9-14		35
	House Keeping Training						25
	Food and Beverage Training						23
	Food and Beverage Training						18
						Total	101
20	Front Office Training						44
	House Keeping Training	Nay Pyi Taw (14)		25-8-14	22-9-14		55
	Food and Beverage Training						59
	Food and Beverage Training						49
						Total	207
21	Front Office Training	Magway		15-12-14	9-1-15		20
	Food and Beverage Training						26
						Total	46
22	House Keeping Training	Taungoo		16-2-15	27-2-15		50
						Total	50
23	Front Office Training	Taunggyi (15)					71
	House Keeping Training			11-5-15	5-6-15		54
	Food and Beverage Training						69
	Food and Beverage Training						61
						Total	255
24	Front Office Training	Thandwe (16)					48
	House Keeping Training			6-6-15	26-6-15		33
	Food and Beverage Training						75
	Food and Beverage Training						40
						Total	196



No	Name of the Training	Location	Batch	Duration		Frequency	No. of Participants
25	Front Office Training	Lashio		10-7-15	10-7-15		25
	House Keeping Training						35
						Total	43
26	Front Office Training	Kyite To		17-8-15	11-9-15		53
	House Keeping Training						27
						Total	48
27	Front Office Training	Magway		21-9-15	16-10-15		32
	House Keeping Training						36
	Food and Beverage Training						18
						Total	86
						Grand Total	4060
1	Front Office Training						57
	House Keeping Training						45
	Food and Beverage	Nay Pyi Taw(1)		2-6-11	22-6-11		45
	Food and Beverage Training						43
						Total	190
2	Front Office Training	Bagan (2)					65
	House Keeping Training			27.7.11	24.8.11		38
	Food and Beverage Training						40
	Food and Beverage Training						53
						Total	196
3	Front Office Training	Taunggyi (3)		30-8-11	26-9-11		70
	House Keeping Training						45
	Food and Beverage Training						35
	Food and Beverage Training						50
						Total	200



 MYANMAR-LUXEMBOURG 

DEVELOPMENT COOPERATION

