ENHANCING QUALITY FOR
HIGHER EDUCATION-CIVIL SOCIETY
PERSPECTIVE

Prof. Dr. Thein Myint
Vice President
Myanmar Academy of Arts and Sciences

Nay Pyi Taw, MYANMAR
Introduction

Higher Education

• plays vital role for economic and social development

• functionally interdependent education system
  – entered to 21st century with qualitative transformation
  – the world workforce markets need knowledge-based qualified person

• based on quality assurance, composed of a wide range of types of institutions
  – studies and training at higher level,
  – teaching,
  – conduct of research and
  – services to society
Mission of higher education

Declarations regard to the missions of higher education

• the Havana Conference,
• the Dakar Conference,
• the Tokyo Conference,
• the Palermo conference
• the Beirut Conference and
• other conferences
common missions arrived-

(i) the paramount mission
• to serve the human person and society

(ii) key contribution
• through its work of research and inquiry,
  – its courses of study and training,
  – its cooperation activities and
  – its partnerships with various social actors,
• to make a key contribution to
  – opening up and high-lightening new paths to a better future for society and the individual, and
  – to give direction and shape to that future.
• development of capacities to explore the future
• anticipate thus deserves the full attention
(iii) twofold missions -

(a) participating actively in the solving of major global, regional and local problems - poverty, hunger, illiteracy, social exclusion, exacerbation of inequalities and protection of environment

(b) working to promote - sustainable human development
the sharing of knowledge
universal respect for human rights
equal rights for women and men
justice and the application of democratic principles within its own institutions and in society
understanding among ethnic, religious, culture and other groups
a culture of peace and non-violence
“intellectual and moral solidarity”
(IV) fundamental mission –
  – maintaining, increasing and diffusing knowledge
  – teaching and spreading knowledge in various ways
• science & technology and the social & human sciences
• needs of society and its economic, social and cultural development
• developing endogenous capacities for acquiring & applying existing knowledge
• creating new knowledge
• in regard to teaching proper, its task is
  – to educate responsible, enlightened and active citizens and highly qualified specialists
  – ensuring all-round education & well-rounded individual development
• ethical & civic aspect –
  – helping students to acquire knowledge, skills, attitudes, values and abilities
  – incline them to act as responsible, committed citizens
• in future become increasingly important
  – updating and improvement of knowledge and skills

(v) most important missions of higher education

• cultural and ethical mission
• required
  – to preserve and assert cultural identity
  – promote the propagation and creation of cultural values
  – protect and encourage cultural diversity
  – participate actively in the development of intercultural understanding & harmony & mutual enrichment of cultures
major missions of higher education -

• to contribute to the implementation of lifelong learning for all
• to become an essential element and driving force in such education
• to that end to change and overhaul itself
• great responsibility in regard to the whole of the education system and educational activities
Quality of higher education for civil society

- a multidimensional concept – embrace –
  - teaching and academic programmes,
  - research and scholarships,
  - staffing, students, infrastructure and academic environment

- Particular attention should be paid to research, which advances knowledge and attests to intellectual excellence.

*Quality is the extent to which a product or service meets a complex of requirements*
Quality of higher education for civil society

- quality of staff, programmes, students, infrastructure & academic environments
- assessment and enhancement of quality on teaching and research staff
- human resources development policies
  - recruitment and promotion
- quality higher education trains qualified and adaptable human resources
Higher education and society development

- Two parallel trends determine the relationship between higher education and the world of work.
  - Firstly higher education is moving towards a mass enrolment system as modern economies become increasingly knowledge-intensive and therefore depend more on graduates of higher education who constitute a “thinking work-force”.
  - Secondly graduates will have to accept the need to keep changing jobs, update their knowledge and learn new skills.
- Modern development of human resources implies not only a need for expertise in advanced professionalism, but also full awareness of the cultural, environmental and social issues involved to change and advancement.
Higher education and society development

• should perceive higher education
  – less a burden on the public budget and
  – more as a long-term national investment
  – for enhancing economic competitiveness, cultural development and social cohesion

Public support to higher education remains essential to ensure its educational, social and institutional mission.
Four essential functions of higher education

- the capacity to train a qualified and adaptable labor force – including high level scientists, professionals, technicians, teachers for basic and secondary education, as well as future government
- the capacity to generate new knowledge
- the capacity to access existing stores of global knowledge and adapt it to local use
- the transmission of norms, values, attitudes and ethics as the foundation of the social capital necessary to construct healthy civil societies and cohesive cultures, the very bedrock of good governance and democratic political systems’ (World Bank, 2002)
Myanmar Society’s Perspective

National Centre for Human Resource Development

• to widen the scope of choices for studies wishing to pursue job-related knowledge, skills and technology
• to establish new programs for training and retraining
• to offer opportunities to those graduates who desire to continue with their studies to acquire advanced skills and knowledge
• to establish a parallel education system which nurtures intellectuals and experts needed by the society
• to enable those who wish to continue their studies to do so without being burden to the state
• to encourage on the budget provided by the state by conducting courses that charge minimum amount of tuition fees
Myanmar Society’s Perspective

National Centre for Human Resource Development (contd.)

- to prevent education wastages by enabling those who have not completed their tertiary level education to do so at their own pace and during their free time
- to confer degrees, diplomas and certificates appropriate to the curriculum and length of the courses
- to utilize retired academics in order to make use of their skills and knowledge
Conclusion

Higher education Institutions develop:

• First, advancing innovation - *new technologies, new processes, new products, new ideas* – in their local and regional economies.
  – how to leverage their strengths in *knowledge creation*
• Second, pursuing strategies to help employers prosper and grow.
  – *knowledge transfer (worker training, management counseling, help for startups, and other initiatives)*
• Third, playing a more vigorous role in *community revitalization*.  
  – A significant factor for life & responsibility
• Finally, *creating an educated population* in civil society.

• It is concluded that “*enhancement of quality for higher education is playing vital role for economic and development of the society*”. 
Thanks for your attention