



Final Report

FXB Vocational Training Programme

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1. Executive Summary

The evaluation of the FXB Vocational Training Project in Shwe Pyi Thar and mobile training units aims to assess the project's relevance, efficiency, impact, and sustainability from 2017 to 2023 in two program periods. It examines the quality of training, staff, resource efficiency, stakeholder engagement, and project outcomes like graduation rates and professional insertion. The evaluation involved document reviews, interviews with FXB teams, and surveys with 82 students, including 72 graduates and 10 current trainees.

1.1. Relevance

The Program: According to the “2022 ASEAN-ROK Technical and Vocational Education and Training Mobility (TEAM) Programme” report published by ASEAN-ROK, the garment, manufacturing (food processing), construction, hotel and tourism, and ICT industries show promising employment opportunities in Myanmar for the project periods 2017-2020 and 2021-2023.

The FXB team faced challenges enrolling students in weaving due to the limited job opportunities and therefore, weaving was offered only in Program One (2017-2023). To preserve traditional craftsmanship, FXB integrated weaving fundamentals into sewing lessons as part of textiles, enabling sewing students to learn the art of weaving, and making the program relevant.

Metal and wood training can support both formal and informal employment and be part of various value chains, including in the manufacturing and automotive industries. Likewise, hospitality training can provide job opportunities with the rise of tourism in Myanmar in 2019, and even after the decline of tourism after the military coup in 2021, graduates still find jobs. Training in textiles (sewing and weaving) not only enables women to get formal employment but also helps female-headed households diversify their income. In conclusion, the FXB Vocational Program's subject choices are relevant to the labour market demands of 2017 to 2023.

Student selection: The program is age-appropriate, although more than half of wood students were below 15, which we found them too young to decide about their career interest which could later impact job integration process. The student selection process has specific relevant criteria to enroll disadvantaged youths, such as verifying household income, migrant and minority status.

Survey Score: The survey respondents perceived the program 86% relevant in terms of skills learned, knowledge gained, support received, career choice, and job opportunities.

Overall, the program is **highly relevant** in terms of training programs, the selection process, skills learnt, and career opportunities, although the student selection process can be fine-tuned to reach students who are clear about their career choice.

1.2. Efficiency

Human Resources: The FXB Vocational Training Program in Myanmar was supported by a dedicated team, expanding from 15 personnel (2017-2020) to 18 personnel (2020-2023). The program's instructors brought extensive experience and certification, earning praises from graduates for their effective teaching methods for students with low literacy or numeracy skills. Monitoring and evaluation roles were established in August 2023. The team effectively coordinated during the COVID-19 pandemic and the

2021 coup, ensuring the continuation of training and support for apprentices. Over six years, the team enrolled 918 students, with 813 graduating, achieving an 89% pass rate.

Monitoring and Evaluation: We have examined monitoring and evaluation (M&E) practices, particularly before and after 2023, through document analysis and stakeholder interviews. Essential documents, such as Logical Frameworks and dashboards, were reviewed, revealing defined outcomes, outputs, and activity indicators, though documentation of graduation criteria is recommended.

While current indicators are adequate, FXB could enhance learning and employability tracking through additional metrics. From 2017 to mid-2023, trainers manually recorded data without a dedicated M&E officer, limiting data accessibility. A digital shift began after August 2023 with the appointment of an M&E and project manager, improving documentation. The “Student Listing” Excel file has been the central student database with data since 2015. Overall, essential M&E indicators are relevant, and the digitalisation of records that could have been in place is now progressing.

Curriculum: The FXB vocational program has established training curricula for sewing, woodworking, metalwork, hospitality, and life skills. The curricula are well-structured, with clear objectives and logical progression. Sewing is offered in four levels, with Level A1 sufficient for entry-level tailoring. Survey and interview data confirm that graduates feel confident and workplace-ready, leading to the passing of 86% of graduates who registered for the National Skills Standards Assessment (NSSA)¹ exam. This shows that the curriculum aligns with national standards and labour market needs, promoting employability and career advancement. Hospitality training notably impacts professional behaviour, offering valuable transferable skills across industries. We recommend integrating these transferable skills—such as diversity, workplace ethics, and occupational safety—into all programs to enhance overall training effectiveness.

Training Centre: Between 2017 and August 2023, the main training centre was located at Shwepyithar township, and after August 2023, it was situated at Insein township. The centre includes classrooms for various trades and can accommodate up to 30 sewing students and 10 students each for weaving, metal, and wood training. Safety signage is needed for the metalwork area.

Mobile Training Units are a creative approach to extend education to remote IDP camps and other remote areas upon request, though logistical challenges and security concerns have limited some activities. Sewing courses are held both at the centre and through mobile units.

Trainers recommend upgrading metalwork tools and providing separate sewing machines for mobile and in-centre training to prevent wear and tear.

Budget: Between 2017 and 2023, FXB Myanmar implemented two vocational training programs with a 93% budget utilisation rate each. Despite similar spending efficiency, Program Two enrolled 43% more students and was 13% more cost-effective, mainly due to programs like the Hospitality Program and Mobile Vocational Training Units.

The cost per student per month was calculated to compare investment efficiency. Program One's cost was 28 USD, while Program Two's was 24 USD, making Program Two 13% more cost-effective. Compared to two other training centres, the FXB model is significantly more cost-effective in delivering education (see section 5.3.5 for details).

¹ [NSSA](#)

Survey Score: The survey respondents perceived the program as 89% efficient in terms of resources and efforts provided to them.

Overall, we rate efficiency as **'High'**, although continuing improvements should be made to the M&E system, safety signage, and teaching equipment.

1.3. External Efficiency

Of the 82 respondents, 72 are graduates, and 59 are working, yielding 82% job placement rates.

Types of employment: After completing the FXB Vocational Training Program, 42% of graduates secured full-time employment, 22% became self-employed, 18% remained unemployed, 10% engaged in temporary or probation work, and 8% are in piece-rate work.

Job placement in related sectors: This analysis showed that 57% of textile and hospitality graduates secured jobs directly related to their training. In contrast, only 32% of manufacturing (wood and metal combined) found related employment in fields like construction and metalsmithing.

Employment timelines: This analysis indicated that 38% of graduates secured jobs immediately after training, and 30% within one to three months. Graduates' average monthly income increased by 362%, from 64,310 MMK to 297,046 MMK (9,901 MMK per day), slightly surpassing the legal minimum wage set at 6,800 MMK per day.

Career support mechanisms: 58% of respondents credit career guidance sessions, 17% benefited from FXB's job placement network, and 14% used revolving fund capital to secure employment or start businesses. Notably, two sewing graduates with limited formal education successfully opened their own tailoring shops, highlighting the program's impact on professional integration.

Life Skills and others: Among non-technical training modules, sexual and reproductive health, women's rights and gender equality, and HIV/AIDS and human trafficking were ranked as the most impactful and appreciated by respondents.

Survey Score: The respondents scored 89% overall for job opportunities, skills application at work, and enabling the pursuit of advanced skills.

Overall, the program's external efficiency is rated as **'High'**, reflecting positive outcomes from the survey and observations.

1.4. Sustainability

FXB encourages its graduates to take the National Skills Standards Authority (NSSA) exam to ensure them with credibility, employability and career mobility in the long run. The reports revealed that 19 out of 22 (86%) students registered for the NSSA exam succeeded, and we interviewed two of them, who were sewing graduates, demonstrating their skills in tailoring entrepreneurial endeavours. Please see section 5.4.5 to learn more about them.

The FXB Vocational Training Program shows lasting benefits for sewing, weaving, and hospitality students, enabling them to build careers and improve their economic situations. While metal and wood students face challenges due to mismatched skills and limited job opportunities, life skills from the program are still beneficial. Overall, the sustainability of the sewing and weaving program is rated as **"High,"** with significant positive impacts for most students. In contrast, it is rated **'Moderate'** for metal

and wood students due to limited job opportunities and a mismatch of career goals, while benefiting from life skills training.

1.5. Conclusion

The FXB Vocational Training Program of 2017-2023 aligns well with labour market demands and supports diverse employment opportunities, though the student selection process could be improved. Supported by a dedicated team, the program has seen significant improvements in monitoring and evaluation practices in 2023. The program demonstrated cost-effectiveness and achieved an 82% job placement rate with significant income increases for graduates. While the program has lasting benefits for sewing, weaving, and hospitality students, metal and wood students face more challenges due to a mismatch of interest and possible limited job opportunities. Life skills and Comprehensive Sexual Education (CSE) training remains beneficial for all students.

2. Introduction

2.1. Purpose of the evaluation

The end-of-program evaluation aims to assess the relevance, efficiency and impact of the FXB Vocational Training Project in Shwe Pyi Thar and through mobile training units, including the different training curricula and mobile training, based on a contextual analysis of education/ training opportunities and the labour market in the area. The evaluation period consists of two programs (2017-2020) and (2020 to 2023).

- The efficiency of the training centre regarding relevance and quality of training and teaching, quality of staff, resource efficiency, and stakeholder engagement.
- The efficiency of project outcomes, including student graduation rates, rates of professional insertion, the economic and exploitation situation of previous beneficiaries, the impacts of the life skills component on personal development, comparative productivity levels, and cost-benefit analysis during FXB baseline data.
- The monitoring and reporting methodology of the project by FXB.
- The project's overall success.

2.2. Key questions and scope of the evaluation

The inception report shared with the FXB team on 14 February 2025 includes a detailed evaluation matrix Annex – 1 describing the stakeholders we engaged.

2.3. Approach and methodology

We implemented the following phases: document review, data collection interviews with the FXB team and other vocational schools, site visits and interviews with beneficiaries, and data analysis and reporting.

2.3.1. Document Review

We shared the information request list (IRL) covering project documents, logical framework and M&E-related documents, project reports, budget and financial documents, training-related documents, and professional insertion-related documents on 23rd December 2024. We received and reviewed 91 documents from the FXB Switzerland and FXB Myanmar teams. A list of documents reviewed can be found in the Annex – 3.

2.3.2. Inception Report

Following the document reviews, we produced the inception report detailing the evaluation approach and shared it with the FXB team on 14th February 2025. The FXB Switzerland team clarified cost/participation differences mentioned in the report during the interview on 21st February 2025. The team shared a dedicated FXB Myanmar financial report for both programs and an audit report for Program One (2017-2020) on February 24th, 2025. These documents were then applied in the evaluation report

2.3.3. Interview with the FXB Team

We interviewed the FXB Switzerland on 21st February 2025 and the FXB Myanmar Head Office on 14th

February 2025 to discuss the program's ambitions and experiences in depth. In total, we conducted interviews with 11 stakeholders. The table below details our interview engagement.

Table 1: Interview with the FXB team

No	Position	Entity	Type of Interview	Interview Date
1	Country Director	FXB Myanmar	In-person interview	2/14/2025
2	Project Manager	FXB Myanmar	In-person Group interview	2/14/2025
3	M&E Officer			
4	Metal Instructor	FXB Myanmar	In-person Group Interview	2/14/2025
5	Sewing Instructor			
6	Senior Assistant Sewing Instructor			
7	Junior Assistant Sewing Instructor			
8	Junior Assistant Sewing Instructor			
9	Headmistress			
10	Program Manager	FXB Switzerland	Online interview	2/21/2025
11	Director of Administration and Finance			

We shared the summary of interviews with FXB Switzerland and the FXB Myanmar Head Office on 5th March 2025. We received the feedback to correct our understanding from the Project Manager on the 17th March 2025 and from the Country Director on the 18th March 2025.

2.3.4. Engagement with Beneficiaries

We surveyed 66 graduates and 16 current students, a total of 82 students. Among the 16 current students, 6 answered the survey as graduates as they had recently finished the training; therefore, we counted them under the graduate category in our data analysis. All of them answered surveys, and 28 were interviewed briefly by phone. We compensated 1,000 MMK each to phone interviewees for their time. The survey questions were developed in the Myanmar language and the English version of the survey can be found in Annex – 4. The survey was conducted on both paper and online.

We conducted an in-person survey and interview at FXB vocational training centre on 25th February 2025, online interviews with three hospitality graduates on 26th February 2025, site visits, phone call interviews and an online survey from 11th March 2025 to 21st March 2025. We sampled 92 students to be involved in stakeholder engagement, which can be found in the inception report; however, based on their availabilities, the breakdown of the number of students we engaged is as follows:

Table 2: Beneficiary Engagement

Sector	Type of Student	Survey	Interviews	Sub-Total	Format of Interview
Metal	Graduate	14	3	14	Phone Call
	Current	0	3		In-person (FXB Vocational Training Center)
Wood	Graduate	7	3	7	Phone Call
	Current	0	1		In-person (FXB Vocational Training Center)
Sewing	Graduate	25	7	35	Phone Call
	Current	10	3		In-person (FXB Vocational Training Center) and 2 site visits to own tailoring shops
Hospitality	Graduate	21	5	21	Zoom Meeting, Phone Call and 2 site visits to workplace
	Current	Not opened			
Weaving	Graduate	5	3	5	In-person (FXB Vocational Training Center)
	Current	Not opened			
Total Survey Respondents		82			
Total Interviews		28			
Total Graduates		66			
Total Current Students		16			

2.3.5. Engagement with similar vocational schools

We have also engaged with other vocational schools that provide free-of-charge training for employment opportunities to youth to learn more about the non-formal vocational training landscape in Myanmar.

We conducted interviews with three founders and one former student of three vocational schools located in Yangon and Inle. To maintain confidentiality, the names of the founders, the student and the institutions are not disclosed in this report. However, this information has been shared with FXB through a separate reporting channel. The table below summarises our interview findings.

Table 3: Engagement with similar vocational schools

	School 1	School 2	School 3
About	Started in 2011. The program prioritises students from regions other than Yangon, and many are from rural villages, monasteries, and orphanages.	The program started in 2013. It targets students from poor economic backgrounds who show curiosity and interest in hospitality. Most students are from upper Myanmar.	The program started in 2016. It targets students from conflict areas and remote areas who migrated to the outskirts of Yangon.
Subject	Hospitality	Hospitality	Various
Duration	11 months	3 months (It used to be 10 months program before COVID-19 period)	3 months to 6 months, depending on the program
Recruitment process	<ul style="list-style-type: none"> 25 students per batch Announcement through community networks, student application and interview 	<ul style="list-style-type: none"> 20 students for 3-month training (It used to have 40 students for a 10-month program) Announcement through community networks, student application and interview 	<ul style="list-style-type: none"> 250 enrolled in 2023 Announcement through networks, student application and interview
Entry requirement	<ul style="list-style-type: none"> Must have 8th Grade Education Age: 18 to 24 years A commitment contract to be signed, sensitising the family, and a small deposit (80,000 MMK, which can also be waived if the family cannot afford it) to ensure program completion. No dropout or only one dropout per batch. 	<ul style="list-style-type: none"> Must have 8th Grade Education Age: 18 to 24 years No dropouts due to good relationships and trust-building efforts by the trainers and founders. 	<ul style="list-style-type: none"> Depends on the program
Other Characteristics	<ul style="list-style-type: none"> Boarding training, where students must stay in the accommodation provided. Life skills such as communication and sexual and reproductive health care are also provided 	<ul style="list-style-type: none"> Boarding training, where students must stay in the accommodation provided. Life skills such as communication and sexual and reproductive health care are also provided 	<ul style="list-style-type: none"> No accommodation provided English, life skills, and health care knowledge are provided.
Allowance and support	<ul style="list-style-type: none"> Monthly allowance of 50,000 - 100,000 MMK Lunch Accommodation Uniform 	<ul style="list-style-type: none"> Lunch Accommodation Uniform 	<ul style="list-style-type: none"> Monthly allowance of 50,000 MMK Saving money 3000 per day Uniform
Funded by	No partners since 2024	Parent and partner organizations	Partner organisations and NGOs
Fees	Free of charge	Free of charge	Free of charge

We also briefly engaged with a founder/owner of the furniture and interior decoration business to learn about the opportunities for woodworking students in the industry.

2.3.6.Data Analysis and Reporting



We scored each survey answer and calculated the following under each evaluation criterion, such as relevancy, efficiency, and external efficiency:



- Score for each sector (sewing, wood, etc.) for a particular question
- Average score of all sectors for each question
- Overall score for each evaluation criterion.

These scores are presented in charts under relevant topics in Section 5 - Project Evaluation.

Our overall methodology is based on the following criteria, and the rating scale for each criterion is described below. We apply our professional judgement based on the document review, survey scores, interviews, evidence from the field assessment, and the unique challenges of operating in a conflict-affected country.

Table 4: Rating Criteria

Criteria		Rating Scale
<p>Relevance</p> 	<p>Assesses the relevance of the program and intervention to the students</p>	<p>High</p> <ul style="list-style-type: none"> • When the training is highly relevant to the needs of the job market and youth • When the selected students are highly appropriate and benefit from the program • When the objectives and activities are highly appropriate to support professional skills development and employability. <p>Moderate</p> <ul style="list-style-type: none"> • When the training is moderately relevant to the needs of the job market and youth • When the selected students are moderately appropriate and benefit from the program • When the objectives and activities are moderately appropriate to support professional skills development and employability. <p>Low</p> <ul style="list-style-type: none"> • When the training has low relevance to the needs of the job market and youth • When the selected students are not appropriate and do not benefit from the program • When the objectives and activities are relevant to support professional skills development and employability.
<p>Efficiency</p> 	<p>Assesses how the resources were used to achieve the program results.</p>	<p>High</p> <ul style="list-style-type: none"> • When the program resources such as budget, team, skills, and management are well utilised to achieve the program results. <p>Moderate</p> <ul style="list-style-type: none"> • When the program resources such as budget, team, skills, and management are well utilised but identified a few areas for improvement to enhance the program's goals and objectives. <p>Low</p> <ul style="list-style-type: none"> • When the program resources such as budget, team, skills, and management are not well utilised and require much improvement to enhance the program's goals and objectives.
<p>External Efficiency</p>	<p>Assesses the targets and results, evidence of</p>	<p>High</p>

	positive changes, cause or lack thereof.	<ul style="list-style-type: none"> When the graduates achieve the intended results, such as high job placement rates, attaining strong career and economic capacity, evidence from the field assessment, beneficiary surveys and interviews. <p>Moderate</p> <ul style="list-style-type: none"> When the graduates achieve the intended results moderately, such as moderate job placement rates, attaining moderate career and economic capacity, evidence from the field assessment, beneficiary surveys and interviews. Or, when the students achieve positive results but not fully as intended. <p>Low</p> <ul style="list-style-type: none"> When very few or no students achieve the intended results
Sustainability 	Assesses whether the program provided long-term benefits to students.	<p>High</p> <ul style="list-style-type: none"> When the graduates continue to benefit from most aspects of the FXB training program after graduation <p>Moderate</p> <ul style="list-style-type: none"> When the students continue to benefit from some aspects of the FXB training program after graduation <p>Low</p> <ul style="list-style-type: none"> When the graduates continue to benefit from some aspects of the FXB training program after graduation.

2.3.7. Limitations and challenges to the evaluation

- Limited Availability of Graduates for Interviews:** Some sewing graduates working in garment factories could not be interviewed due to their employers' demanding working hours and the possibility of losing attendance and daily bonuses, which add to their minimum daily wages. Some graduates have migrated internally, and some externally.
- Accessibility Challenges:** Some graduates were not responsive to the online data collection. The FXB and our teams vigorously followed up to get the graduates to respond to the survey.
- Out-of-Scope Graduates:** The weaving students' sample was very small due to the minimal number of enrollments in the training. We included the five weaving graduates from 2003, as they are the only ones available for engagement in the weaving sector. Although this cohort falls outside the evaluation period (2017–2023), we believe their experiences regarding the training and over two decades of experiences after the training can be insightful.
- Limited Site Visits:** We conducted four workplace site visits—two tailoring shops, one mobile coffee vendor in Yangon, and one hotel worker. While these visits provided valuable qualitative insights, we could not visit the garment factories and the workplaces of metal or wood graduates due to the restrictions on visitors. We tried to engage with an employer of a hospitality graduate (mobile coffee vendor), but he was occupied with his work and unable to meet us.

3. Intervention Context

3.1. Economics and Job Sectors

Between 2011 and 2019, the country enjoyed robust economic growth, averaging 6% annually, and saw a significant reduction in poverty. This progress was driven by economic reforms, the lifting of sanctions, and a hopeful outlook for increased stability.²

2017: Myanmar had 24 million people working. Approximately 8.5 million people owned and operated family farms. Additionally, nearly 4 million individuals worked primarily as agricultural labourers. More than 6 million people ran their own non-farm household businesses. Among non-agricultural wage earners, half (2.6 million) were employed in small firms, which typically offer limited worker protection. The remaining half worked in government positions (800,000) or large private sector firms (1.7 million), both domestic and foreign. Consequently, the formal modern sector accounted for only 11 % of total jobs in Myanmar.³

Over 80 % of formal jobs in Myanmar were in SMEs, primarily located outside significant business cities and catering to the domestic market. New micro and large export firms had driven recent job creation, particularly in the garment, retail, wholesale, and hospitality sectors. With a large, young labour force and low wages, future job growth was expected from factories integrated into the global value chain (GVC), such as food processing and garment assembly, which offered better employment opportunities. Increasing foreign direct investment in the hotel, tourism, agriculture, and fishery sectors can also boost job creation. The growing consumer class and urbanisation drive demand for locally sourced products, enhancing economic prospects.⁴

The tourism sector grew, and about 4.4 million tourists visited in 2019.⁵ Retail and wholesale markets expanded geographically in 2018/2019. Sales of food, beverages, and personal care products, which account for over 55 % of private consumption, improved between 2017/2018 and 2018/ 2019.⁶ In 2018, the construction industry was worth more than US\$9.5 billion. This is around 16.5% of the country's GDP and a major driver of the economy in 2019.⁷

Program One (2017-2020) of FXB Vocation School corresponds to Myanmar's economic development conditions from 2017 to 2019. The economic conditions enabled job opportunities in the formal sectors, but limitations persisted in absorbing these opportunities.⁸ Despite a high employment rate of 65 % among those aged fifteen or older, Myanmar's educational attainment was lower than that of comparable countries, with an average of 5.7 years of schooling. Over 80 % of employers perceived the education system as inadequate. To capitalise on Myanmar's young population in an ageing region, there was an urgent need to upgrade job-relevant skills—knowledge, technical, and behavioural. Enhancing these skills will open national and regional job markets to Myanmar's workforce.⁹

² [Myanmar Overview - World Bank](#)

³ [World Bank: Myanmar Economic Monitor 2017](#)

⁴ [World Bank: Myanmar Economic Monitor 2017](#)

⁵ [Ministry Of Information](#)

⁶ [World Bank: Myanmar Economic Monitor 2019](#)

⁷ [ASEAN Briefing](#)

⁸ [World Bank: Myanmar Economic Monitor 2017](#)

⁹ [World Bank: Myanmar Economic Monitor 2017](#)

2020: The COVID-19 outbreak in 2020 caused the transport and hospitality sectors to contract as travel restrictions suppressed demand. Tourist arrivals dropped by 65% in FY19/20. The World Bank's survey showed that job losses resumed in June, and income losses remained widespread, with 34% of households experiencing a reduced income. The decline in consumption growth was broad-based across all major consumption categories but particularly noticeable in restaurant and accommodation spending and other non-essentials such as clothing, automobiles, and transport services.¹⁰

The situation took a more drastic turn in February 2021, when the Myanmar military assumed control of the government, resulting in a shift in the country's political trajectory and affecting ongoing development efforts, leading to heightened internal conflict and displacement. Myanmar's political turmoil and a third wave of COVID-19 cases severely impacted an economy that had already been weakened by the pandemic in 2020.¹¹

In 2022, about 40% of the population lived below the national poverty line. GDP in 2022 was 13% lower than in 2019; however, some sectors had shown signs of stabilisation or recovery, driven by improvements in manufacturing and construction. Some firms in the manufacturing sector reported operating at a higher capacity in 2022 than in 2021, and manufactured exports were on the rise. Construction activity had also picked up, with several projects resuming after a long pause the previous year and an increase in permits issued.¹²

Increased mobility at workplaces, retail outlets, and transport hubs had supported overall economic activity, although consumer spending indicators remain weak. However, industries reliant on domestic demand struggled due to lower household incomes and rising prices. Agricultural production faced higher input costs, transport disruptions, and ongoing conflict.

Covid-10 and the military coup following 2021 further led to a significant decline in job quality, increased informal work, and a rise in unemployment, particularly among women. Program Two (2020-2023) of the FXB Vocational Training Program experienced these challenges. Still, the need for skills building for youth remains essential to withstand and recover from these economic and political shocks.

3.2. Labour Force Conditions

Labour force participation (LFP) in Myanmar has been on a gradual downward trend despite strong GDP per capita growth between 2015 and 2020. This decline continued between 2020 and 2022, with LFP falling by 1.6 percentage points, coinciding with a 16.5% reduction in GDP per capita.¹³

This period also saw a decline in quality standards, indicating a rise in informal work opportunities. The number of adults not in employment, education, or training (NEET) increased by 6 million, while those in education decreased by 0.3 million. Female unemployment rose 7%, while male unemployment increased 2.5%.

Between 2015 and 2020, labour force participation (LFP) and employment rates steadily declined among rural women but remained stable for urban women. From 2020 to 2022, female employment rates fell

¹⁰ [World Bank: Myanmar Economic Monitor 2020](#)

¹¹ [World Bank: Myanmar Economic Monitor 2021](#)

¹² [World Bank: Myanmar Economic Monitor 2022](#)

¹³ [World Bank: Work, Workers, and Wellbeing](#)

by 3.4 percentage points in rural and 3.2 percentage points in urban areas, while LFP remained steady. Thus, employment conditions for rural women worsened before the COVID-19 pandemic and the military coup and further deteriorated.

In contrast, 2020 marked a significant shift in male employment trends. Between 2015 and 2020, male LFP and employment rates were largely stable. However, from 2020 to 2022, male LFP dropped by 5 percentage points in rural areas and 1 percentage point in urban areas, while employment rates fell by 7.7 percentage points in rural areas and 4.2 percentage points in urban areas.

Overall, the minor changes in LFP rates compared to employment rates suggest that the willingness to find work among working-age individuals in Myanmar has been less affected by the crises.¹⁴ Enhancing employment opportunities and improving job quality in Myanmar requires skilled workers, and the role of professional skills training is one of the keys to achieving this.

3.3. Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET) is a key mechanism to bridge education and employment gaps, especially for youth not in employment, education, or training (NEET). TVET in Myanmar is offered in both formal and non-formal modalities. Formal TVET includes government-run institutions under the Department of Technical and Vocational Education and Training (DTVET), offering structured programs with recognised certification levels. They incorporate national skills standards and are aligned with the National Skills Certification Framework (NSCF), which includes assessment procedures under the Myanmar National Skills Standards Authority (NSSA).¹⁵

Non-formal TVET is critical in Myanmar's current education and labour landscape. It includes programs run by NGOs, INGOs, and private providers. These programs are generally shorter-term, modular, and more flexible in curriculum design and trainee recruitment.¹⁶ These programs intentionally target marginalised and vulnerable youth, including school dropouts, IDPs, young women from female-headed households, and internal migrants. It provides more flexible and localised delivery models, often free or subsidised. Programs are designed to serve underprivileged populations otherwise excluded from formal TVET systems. They have stronger linkages to local job markets and faster transitions to work, and the capacity to adapt curriculum and delivery in response to ongoing conflict and displacement.¹⁷

4. Project Description

4.1. About the project

FXB aims to increase access to decent employment for disadvantaged and vulnerable young people, improve their income levels, and provide informal education for children who have dropped out of school, serving as a bridge to the official school curriculum.

Under this project, training courses will help participants establish a permanent place in the labour market and encourage self-employment, securing their income and prospects for a dignified life.

¹⁴ [World Bank: Work, Workers, and Wellbeing](#)

¹⁵ [TVET System Review Myanmar by UNESCO](#)

¹⁶ [TVET System Review Myanmar by UNESCO](#)

¹⁷ [TVET System Review Myanmar by UNESCO](#)

Personal development courses will equip them to avoid societal traps and protect themselves from potential employer abuse. The progress of these individuals will also benefit their families and the broader community.

In addition to vocational training, FXB instructors offer non-formal basic language and mathematics education to support students, many of whom have limited or no formal schooling. This foundational instruction is essential for their personal and professional development. Furthermore, the FXB centre also enrolls out-of-school children from the community in non-formal education programs focused on improving literacy and numeracy, with the goal of reintegrating them into the formal education system when possible. These students do not participate in vocational training but benefit from non-formal education support.

4.2. Project Objectives

The project's global goal is to increase youth employment/self-employment and income in the targeted communities. The project has four specific objectives to achieve that goal:

- Objective 1 – Develop professional competencies
- Objective 2 – Improve non-formal education
- Objective 3 – Enable professional insertion
- Objective 4 – Develop life skills.

4.3. Implementation of the project

Key activities and achievements based on document reviews are:

Project (2017-2020)		
Project Scope	Location	Beneficiaries
<ol style="list-style-type: none"> 1. Professional skills training includes textile education courses and metal and woodworking education 2. Non-formal education 3. Professional insertion 4. Life Skills training 	Shwe Pyi Thar Vocational Training Center, Yangon	<ul style="list-style-type: none"> • 379 students enrolled • 43% of graduates employed • 24% of graduates self-employed
Project (2020-2023)		
Project Scope	Location	
<ol style="list-style-type: none"> 1. An itinerant training course in hospitality and sustainable tourism has been added 2. No changes in non-formal education 3. Profession Integration and entrepreneurship <ul style="list-style-type: none"> • Providing Financial literacy and Business Selection, Planning and Management training courses • Financial support (50% credit) and mentoring in launching microenterprises 4. The introduction of healthy use of social networks is added to life skills training 	<ul style="list-style-type: none"> • Shwe Pyi Thar Vocational Training Center, Yangon • Mobile Units in Lashio (Shan State), Mudon (Mon State), IDP camps in Thandaunggyi (Bago Region) 	<ul style="list-style-type: none"> • 543 students enrolled • 34% of graduates are employed by the last day of training • 19% of the graduates are self-employed by the last training day.

4.4. Documentation

For this evaluation, a comprehensive review of project documentation was conducted to inform both the inception phase and subsequent analysis. The evaluation team requested and received a wide range of materials, including project proposals, logical frameworks, FXB Myanmar’s budgets for both program periods, baseline and endline datasets, narrative progress reports, and monitoring and evaluation tools. A detailed list of all reviewed documents is available in Annex – 3. The findings derived from these materials were incorporated into the inception report and served as the foundation for understanding program structure and contextual alignment.

5. Project Evaluation

5.1. Survey Beneficiary Demographic

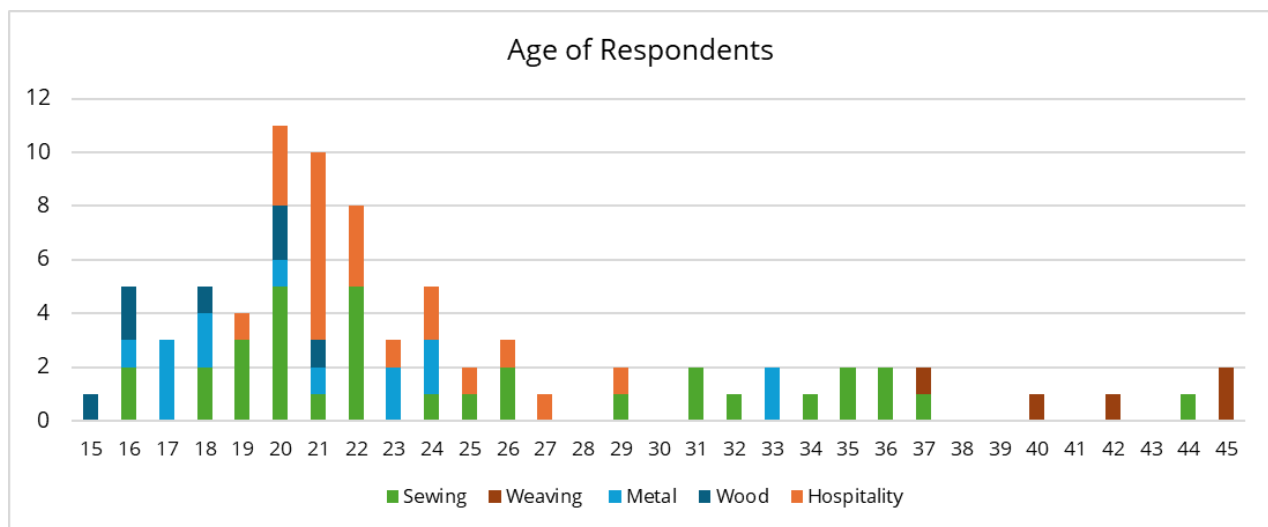


Chart 1

The evaluation engaged 82 respondents from five vocational training programs. The age ranges relatively correspond to the demographic of students enrolled in the FXB program. 20% of participants were between 20 and 24 years old, indicating strong youth engagement. Wood students ranged in age from 15 to 21, metal students from 16 to 24 (with one outlier aged 33), sewing students from 16 to 44, hospitality students from 19 to 29, and weaving students from 37 to 45. Sewing and weaving (including graduates from 2003) are more concentrated among older age ranges. Hospitality and metal are in the middle age range, and wood is in the younger range.

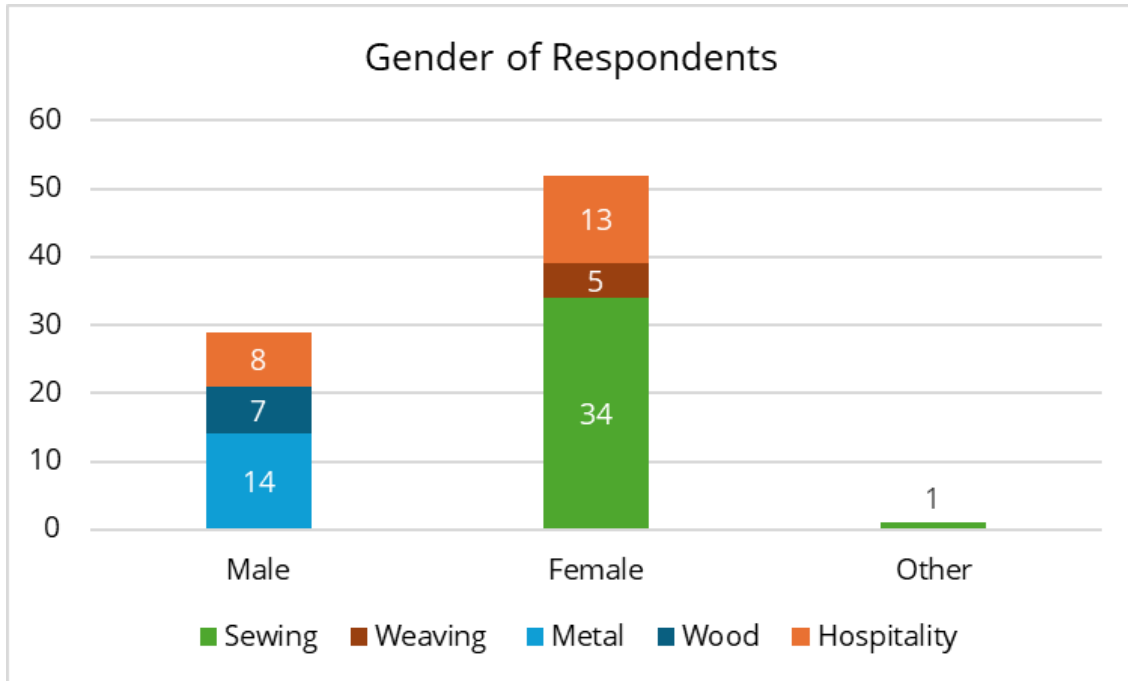


Chart 2

Gender distribution showed that 52 respondents identified as female, 29 as male, and one as other. Among the male participants, 14 were in metal training, 8 in hospitality, and 7 in wood. For female participants, 34 were in sewing, 13 in hospitality, and 5 in weaving.

The data, which corresponds to the age ranges of the students enrolled in the program, is relatively representative of the larger audience.

5.2. Relevance

5.2.1. Relevance of training programs

The 2022 country report by the ASEAN-ROK Technical and Vocational Education and Training Mobility Programme outlined the following industries with promising employment opportunities and suggested that TVET should prepare for relevant skills.¹⁸ The summary of the outline is as follows.

Garment Industry: The Myanmar Garment Manufacturers Association (MGMA), supported by the International Labour Organisation (ILO), initiated a 10-year strategy to create 1.5 million jobs and transform the industry into a USD 10 billion sector by 2024. Between 2012 and 2018, garment exports increased by 500%, reaching USD 4.6 billion. In 2019, exports totalled USD 5.7 billion in garments and USD 1 billion in footwear and handbags, with a 26% revenue increase from the previous year.

Manufacturing (Food Processing): The 2017 Myanmar Micro, Small, and Medium Enterprises Survey revealed that 63.51% of Myanmar's MSMEs are engaged in the food processing sector.

¹⁸ [ASEAN-ROK TVET, Country Report: Myanmar](#)

Construction: In 2018, Myanmar's construction industry was valued at over USD 9.5 billion, accounting for 16.5% of GDP and driving economic growth in 2019. Yangon and Mandalay show strong demand for middle-class condominiums, with Mandalay particularly seeking properties around USD 300,000 per apartment. Yangon's population is expected to grow by 3 million over the next decade, requiring significant housing investments. Furthermore, after the devastating earthquake that destroyed many buildings in Mandalay, Sagaing and Nay Pyi Taw, reconstruction work will require a significant number of qualified workers.

Hotel and Tourism: In 2016, the Union of Myanmar Tourism Association (UMTA) estimated that travel and tourism directly supported 804,000 jobs (2.7% of total employment). Including indirect employment, this figure rose to 1,662,000 jobs (5.7% of total employment). Direct employment is forecasted to grow by 4.8% annually and indirect employment by 3.8%, reaching 1,296,000 and 2,387,000 jobs by 2027.

ICT: Estimating Myanmar's ICT sector's economic contribution is challenging. A 2013 McKinsey Global Institute report projected growth from USD 100 million in 2010 to USD 6.4 billion by 2030. The World Bank estimated the sector generated USD 1 billion (1.5% of GDP) in 2018, with the broader digital economy valued at USD 1.2 billion. Determining the required number of ICT workers remains difficult.

We have interviewed the employer/ founder of other vocational schools about the prospect of job opportunities. During the interview, they expressed that hospitality and related industries, such as food and restaurants, offered good employment opportunities even after the military coup, as existing employees have migrated and the industry needs new employees. The employer of a furniture business also expressed that woodworking provides employment opportunities for youth, as there is movement within the industry.

The FXB team encountered difficulties enrolling students in weaving program and the weaving was offered only in Program One (2017-2023) This is due to the industry's decline¹⁹ and the limited employment prospects. Additionally, many young people are increasingly drawn to urban job opportunities, showing less interest in labor-intensive work²⁰ compared to other career paths.

To preserve traditional craftsmanship, FXB integrated weaving fundamentals into sewing lessons as part of textiles, enabling sewing students to learn the art of weaving. These trainings can enable not only formal employment but also informal and own businesses for income diversification, especially for women.

Metal and wood training can support both formal and informal employment and be part of various value chains, including manufacturing, automotive, and home decorations. Likewise, hospitality training can provide job opportunities with the rise of tourism in Myanmar in 2019.

We conclude that the industries offer substantial employment opportunities and that the subject choices of the FXB Vocational Program are highly relevant to the labour market demands of the project years from 2017 to 2023.

¹⁹ [Made in Myanmar: Local Handicrafts and Livelihoods of Myanmar Artisans - Myanmar Insider](#)

²⁰ [Challenges And Opportunities Of Myanmar's Traditional Weaving Practices](#)

5.2.2.Relevance of beneficiaries

According to the file '**Student Listing**,' the age ranges of students enrolled from 2017 to June 2023 can be broken down into these age categories as shown in the chart below.

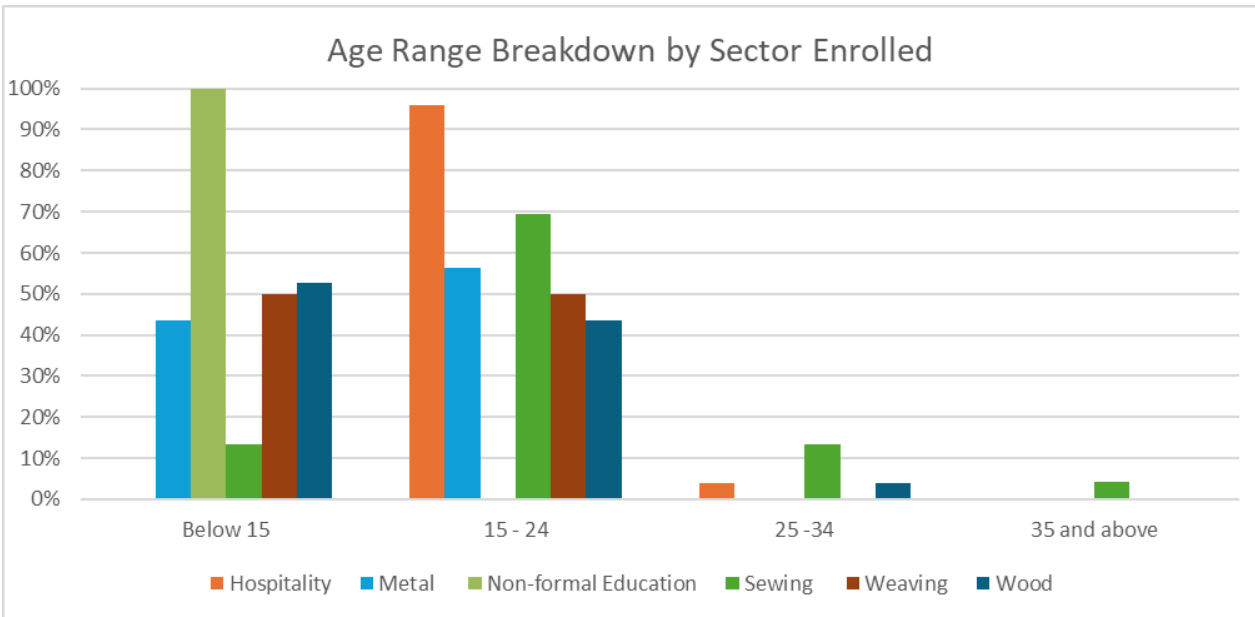


Chart 3

All Non-Formal Education (NFE) students are typically under 15, and 53% of woodworking students also fall within this age group. This is because many of these woodworking students initially enrolled in the NFE program and later chose to continue with vocational training in woodworking. Some joined the woodworking classes during the prolonged school closures in 2020–2021, as their parents encouraged them to pursue practical skills during that period. Even when schools eventually reopened, some NFE students opted not to return to the formal education system and continued their woodworking training. FXB ensured they did not join the workforce as they were too young. Instead, they are provided an internship with an extensive focus on refresher training. We believe that being enrolled at a young age could be a factor in some of the Wood students' survey results being somewhat irrelevant or ineffective (please look at paragraph 5.2.3 for further explanations), as they were too young to decide about their career goals.

FXB's selection process for professional skills training targets vulnerable groups by combining an application process, an interview, and a pre-screening of students based on the criteria. As of 2023, selection criteria included factors such as: applicant motivation and age, female-headed households (e.g., widowed or divorced); Internally Displaced Persons (IDPs); migrants and minority group status; Household income below 90,000 MMK; literacy level (with flexibility); commitment to completing training.

The FXB program was age-appropriate as a youth program and relevant for disadvantaged youths regarding the selection process.

5.2.3.Relevancy scores based on survey questions

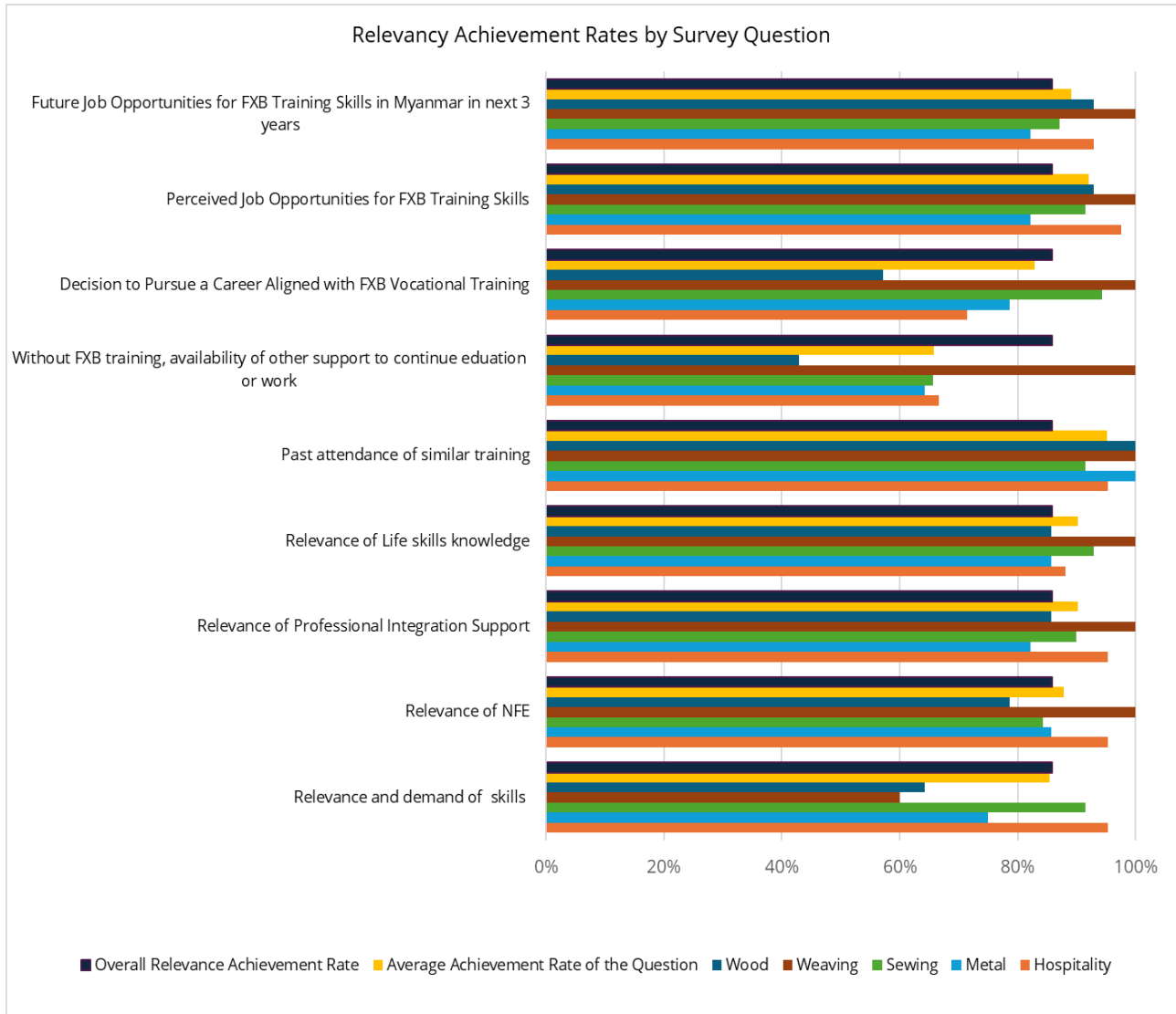


Chart 4

Relevancy is calculated based on the answers provided by the respondents to 9 questions. Overall, all the respondents perceived the FXB Vocational Program as 86% relevant in terms of skills learnt, knowledge gained, support received, career choice, and job opportunities.

The question “Have you ever attended similar training before FXB vocational training?” scored the highest, as 95% of respondents had not attended similar training before. This indicates that FXB's program reached individuals with limited prior access to similar vocational education.

However, the lowest score in the chart is for the question, 'Whether they had any other means or support from family or friends for training or employment'; only 66% of respondents said no. This could be because Wood students are enrolled in the program much younger than other skills-training students, and therefore, parents' support for schooling is received. Of the 7 Wood students we surveyed, 4 were

18 and below, and the youngest was 15. During the interview with four wood students, one had other means of support to pursue different education, one is returning to school, one is seeking a job, and one is pursuing a career different from FXB training. Another second lowest score in the chart is for 'Decision to pursue a career aligned with FXB training,' which scored 83%, and is mainly because of Wood respondents who scored the lowest on this question.

Based on the training programs appropriate to the job market, beneficiary selection practices, and the survey score, our relevancy rating is **'High'**, although the student selection process can be fine-tuned to reach students who are clear about their career choices.

5.3. Efficiency

This section assesses the efficiency of the FXB vocational training program across three main dimensions: Human resources, training center, budget utilisation, and monitoring and evaluation (M&E) systems as well as the perceptions captured from the survey.

5.3.1. Human Resources

In Myanmar, a team of 15 personnel is supported for the project 2017-2020, including one project manager, nine trainers, one non-formal education and personal development teacher, and four other support staff. As for the program 2020-2023, a team of 18 personnel is supported for the project. They include one program manager, a project manager, eleven trainers, a non-formal education and personal development teacher, and four other support staff. We found that the FXB Vocational Training Program is sufficiently staffed with a dedicated team.

Most sewing instructors were trained by a renowned Swiss weaver, Barbara Waelchli (<http://www.barbarawaelchli.ch>) since 1999 and received yearly refresher courses. Other subject instructors have also worked with FXB for over twenty years. Some remarkable comments from the sewing graduates include teaching them how to fold tape measures to take measurements when they don't understand mathematics properly. These teaching methods motivated them to learn as they initially were downhearted about their literacy skills. Some metal and wood graduates expressed their confidence in using the tools during the interviews.

No dedicated personnel for monitoring and evaluation until August 2023, when the Project Manager and M&E Officer were hired. The Country Director oversees all the program operations in Myanmar, and the headquarters is mainly responsible for engaging with donors, coordinating monitoring and evaluation, and the key stages in project implementation.

The FXB team coordinated effectively between headquarters and FXB Myanmar by adapting to the restrictions induced by the COVID-19 pandemic. Training sessions had smaller class sizes to comply with social distancing, and private transportation was arranged. The team raised COVID-19 awareness, distributed hygiene kits, and provided psychological support. Despite the centre closing from February to mid-April 2021 due to insecurity following the coup, the FXB team maintained contact with beneficiaries and resumed interrupted batches, ensuring apprentices' well-being and education while maintaining regular project reporting to donors.

For the total period of 2017-2023, the team effort resulted in 918 students enrolling and 813 graduating, yielding an 89% pass rate.

5.3.2. Monitoring and Evaluation

For the monitoring and evaluation (M&E) component, we apply both document analysis and stakeholder interviews to assess the availability, quality, and evolution of M&E practices, particularly before and after 2023. Annex (3) details the M&E documents we received.

Indicators: In our review, we found essential documents such as Logical Frameworks and dashboards with defined indicators of outcomes, outputs, and activities and the results associated with these indicators. As the % of graduates in various categories and employment rates are measured as outcomes, there should be a formal statement of what makes a student graduate from the program, for example, having a 90% attendance rate and passing all the tests.

While the current indicators are sufficient to measure the program's success, FXB could expand the following indicators, but not limited to, to enhance the learning effectiveness and to track the employability over time.

- Indicators for learning effectiveness:
 - **Learner satisfaction score** – For example, percentage of satisfaction towards the relevancy and training experience in a post-training survey
 - **Post-training assessment score**—The average post-training assessment score is 80%, with 90% of participants achieving the passing score.
 - **Appropriateness of response/ action in a role play (for behaviour changes in life skills)** – For example, the percentage of participants demonstrating appropriate response in a given scenario.
- Indicators for employability over time:
 - **Sustained employment rate** – For example, the percentage of graduates employed in a field taught by the training at 6 months, 1 year, or 3 years post-completion, etc.
 - **Employment in a related field** – For example, the percentage of graduates employed in a field related to the training. This demonstrates whether the skills trained are applicable in a related field. (For example, a hospitality graduate getting a job in an NGO due to the transferable skills taught.)
 - **Economic Growth** – For example, the percentage of graduates' average monthly income increased over time, compared to their pre-training earnings and industry benchmarks.

Document and data: According to interviews with the FXB Myanmar team, data from July 2017 to June 2023 were manually recorded by local trainers under the supervision of the Country Director in the absence of a dedicated M&E officer. Documents pertaining to the student selection phase, such as student applications, profiles, screening, students' feedback on the training, and baseline data, were recorded manually in printed templates and kept in physical storage. We have reviewed samples of these records at the FXB Office, but there were many files, so it was difficult to see the data overview. The file "**Student Listing**," which has served as a database of enrolled students since 2015, records the student's demographic data and the status of achievements such as dropout, graduation, certification level, and employment in an Excel file.

After August 2023, a formal M&E and project manager role was introduced, which improved digital documentation.

While the current M&E indicators and documentation are relevant, and digitalisation is in progress after August 2023, we recommend the following activities for continued improvement:

- Establish indicators for learning effectiveness and employability over time, and incorporate them into tracking. The program should track not only the number of hours of training delivered or the number of graduates but also students' learning performances and employability over time.
- Continue recording all application forms and interview responses, as well as all test and assessment scores, in a centralised digital repository. This will enable future analysis of selection trends and academic outcomes.
- Include a brief narrative commentary in the pre-screening tool, explaining the rationale for selection decisions on a particular student. This qualitative input will improve accountability and help refine selection processes over time.
- Add more elements to the “Student Listing” database, to connect the student's end-to-end journey, see the relationship between these elements and learn trends over time. These elements can be broken down into three phases:
 - **Recruitment Phase:** Source of inquiry, demographic, socio-economic background, career aspirations, etc.
 - **During the Program Phase:** Attendance and engagement, academic performance and skills attainment, pass and graduation rates, dropouts, learners satisfaction etc.
 - **Post-Program Phase:** Sustained Employment rate, employment in a related field, economic growth, last contact date, data update/ modified date, etc.For practicality, we recommend consolidating these elements, starting with the previous two-year data. We also recommend using tools such as Airtable to organise complex data with linked records, consolidate and analyse data, and build user-friendly dashboards.
- Conduct regular capacity-building sessions for trainers, coordinators, and support staff on core M&E concepts.
- Document FXB M&E strategy by outlining the M&E objectives, indicators, data sources, collection methodologies, reporting templates, reporting frequency, and staff responsibilities for future learnings.

5.3.3. Curriculum

We reviewed the curriculum and training manuals across all subject areas—sewing, woodworking, metalworking, hospitality, and life skills. Each unit or lesson is structured with defined learning objectives and allocated instructional time, ensuring consistency and clarity in delivery. However, we recommend that the objectives of each unit be more specific and indicate, from the learners' perspective, the types of skills, or change in behaviours they should be able to demonstrate.

The **sewing curriculum** is organised into four progressive levels, from A1 to A4, each supported by its dedicated manual. While the whole sequence provides in-depth training, completing Level A1 alone equips learners with sufficient skills to begin working professionally as tailors. Notably, basic weaving techniques are also introduced at this foundational level.

In contrast, the other subject areas—**woodworking, metalwork, hospitality, and life skills**—are delivered as single-level programs. However, the units within each are sequenced to ensure a logical progression of concepts and skill development.

Life skills curriculum contains five modules, namely 1) Prevention of Human Trafficking, 2) HIV/AIDS, STIs & TB, 3) Personal Hygiene, Water and Sanitation, 4) Nutrition, and 5) First Aid.

Feedback gathered through surveys indicates that graduates feel well-prepared to apply their skills in the workplace, often outperforming peers who did not participate in the FXB program. Many also reported that the training empowered them to pursue further skill development and career advancement. (Refer to Section 5.4.7 for detailed findings). One current sewing student shared that, despite previously attending a vocational sewing school, she found the FXB program significantly more effective in building her confidence and practical skills, enough to consider starting her own tailoring business. These findings affirm the curriculum's relevance to learner needs and labour market demands.

FXB actively encourages its graduates to sit for the **National Skills Standards Authority (NSSA)**²¹ examination to enhance their credibility, employability, and long-term career mobility. The NSSA, established in 2007 under the Ministry of Labour, is Myanmar's official body for developing and regulating national occupational competency standards. Students who pass the NSSA exam receive a nationally recognized certificate, validating their industry-standard competencies and giving them a competitive edge in the job market.

According to the report, 19 out of 22 students (86%) who registered for the NSSA exam passed successfully. Among them were two sewing graduates we interviewed (see Section 5.4.5). This high success rate reflects the curriculum's alignment with national standards and its effectiveness in delivering quality, industry-relevant training. It also highlights FXB's strong commitment to student success and professional certification.

From our interviews, **hospitality graduates** reported significant changes in their professional behaviour and mindset. The hospitality curriculum includes various transferable and behavioural skills applicable across various industries. Based on this, we recommend integrating the following units from the hospitality curriculum into other subject areas and developing them as formal curriculum and assessments, even if they are taught informally currently:

- Workplace hygiene and grooming (beyond general hygiene)
- Professional manners
- Workplace integrity and ethics
- Diversity and inclusion
- Effective workplace communication
- Telephone skills and etiquette
- Teamwork and collaboration
- Customer service and complaint handling
- Sales techniques
- Budgeting and financial management
- Workplace safety, with emphasis on fire safety and risk management.

These components have proven valuable in shaping workplace readiness and should be considered essential transferable skills across all vocational training programs.

²¹ [NSSA](#)

5.3.4. Training Centre

Main Training Centre: Most of the training we assessed was done in Shwe Pyi Thar (SPT) Vocational Training Centre and Mobile Training Units. However, the SPT training centre had moved to a new location in Insein Township at the time of evaluation. The centre houses dedicated classrooms for weaving, sewing, and non-formal education (NFE), a wood workshop, and an open space designated for metalwork. At the time of data collection, hospitality training was not open. A picture of the training centre can be found in Annex – 7.

The centre can accommodate a maximum of 30 students for sewing and 10 students for weaving, metal, and wood training. We observed that the open space for metalwork serves as a walkway to different parts of the buildings and may need safety signs to warn the passers-by.

Mobile Training Units: This is an innovative approach by FXB to enable students from remote IDP camps to gain access to education. There were over 400,000 IDPs post 2021 in Myanmar²² (now reaching over three million in 2025).²³ Providing mobile vocational training in IDP camps is a strategic and impactful approach to ensure access to skills development for displaced and vulnerable populations, especially women and youth. This approach promotes self-reliance, enhances livelihood opportunities, and supports long-term recovery. Mobile sewing vocational training is actively running according to the workplan schedule, but it did not coincide with the time of our data collection. Based on interviews with the FXB team and trainers, the sewing beginner course is conducted thrice yearly at the centre and five times through mobile units. However, the team shared that a request from an IDP camp in Mae Sot in Thailand could not be fulfilled due to security concerns and risks associated with fund transfers. Additionally, the administrative process to operate mobile training in IDP camps is complex, requiring financial reporting and documentation to be submitted to the Ministry of Health and Ministry of Foreign Affairs. Despite these logistical challenges, mobile trainings were conducted in Shan State, Hmawbi, Hlegu, and Mandalay and offered upon request by partner organisations.

Equipment: During the interview, trainers suggested upgrading the tools and equipment for the metal subject as many of the tools and machines have been used since the program's inception with ongoing maintenance. Additionally, sewing trainers highlighted that the same machines are shared between the training centre and mobile units. They noted frequent transportation might contribute to wear and tear and recommended separate sets of machines for mobile and in-centre training to ensure durability and efficiency.

²² <https://news.un.org/en/story/2022/02/1111812>

²³ <https://data.unhcr.org/en/country/mmr>

5.3.5. Budget

The budget analysis focuses on utilising financial resources for program delivery and comparing its basic costs with similar vocational training initiatives.

Table 5: Budget Comparison

2017-2020	Budget (USD)	Actual (USD)	Budget Consumption	Spent (Out of total actual)	Cost per student (USD)	Cost per student per month (USD)
Operational Cost	183,021.30	173,936.00	95%	46.3%		
Professional Education	134,244.00	120,731.45	90%	32.1%		
Training Center	45,000.00	42,318.23	94%	11.3%		
Monitoring and Evaluation	600.00	587.00	98%	0.2%		
Office	40,363.56	38,259.00	95%	10.2%		
Overhead				0.0%		
Total	403,228.86	375,831.68	93%	100%	992	28

2020-2023	Budget (USD)	Actual (USD)	Budget Consumption	Spent (Out of total actual)	Cost per student (USD)	Cost per student per month (USD)
Operational Cost	230,002.98	221,183.00	96%	47.2%		
Professional Education	143,244.00	138,343.53	97%	29.5%		
Support for entrepreneurship	10,800.00	5,289.88	49%	1.1%		
Training Center	62,300.00	50,828.42	82%	10.8%		
Monitoring and Evaluation	13,400.00	13,100.00	98%	2.8%		
Office	44,863.56	40,132.97	89%	8.6%		
Overhead		-		0.0%		
Total	504,610.54	468,877.80	93%	100%	863.50	23.99

Nota bene

- Program One: 379 students
- Program Two: 543 students

We reviewed the two project budgets based on the document provided. We learnt that overhead costs for Program Two (2020-2023) were accounted for in Geneva. Therefore, to be consistent in the comparison, the overhead cost for Program One (2017-2020) is removed in comparison.

Based on the document review, we identified that in Program One (2017-2020), FXB Myanmar spent 375,831.68 USD. The utilisation rate is 93% of the budgeted amount. 7% is not utilised due to having fewer students and less equipment bought during the COVID-19 outbreak.

In Program Two (2020-2023), FXB Myanmar spent 468,877 USD. Program Two received a 25% higher budget than Program One to support entrepreneurship, an increase in the M&E function with additional staff, and an external study. The utilisation rate is 93% of the budgeted amount. Due to reduced staff

training, fewer equipment purchases caused by COVID-19 and political disruptions, and communication costs being covered by another donor, 7% of the budget remained unused.

When we compared the number of students enrolled in each program, Program Two enrolled 43% more despite the same utilisation rate. We believe this is because Program Two initiated the Hospitality Program, reaching out to a new segment of youth to train, and used an innovative approach using Mobile Vocational Training Units to reach out to women in IDP camps and remote areas. The amount of budget underspent did not impact student enrollment and training.

Each program set involves various training courses, such as sewing, woodworking, etc., and each has varying lengths to be completed by the student's choice. Therefore, we calculated the cost per student per month from the perspective of how much investment is needed for an FXB student, regardless of the length of the training. We identified Program One's cost per student per month as 28 USD (37,131 MMK)²⁴ and Program Two's cost as 24 USD (32,333 MMK). Thus, Program Two is 13% more cost-effective than Program One, enrolling more students.

The average cost per student per month of the two training centres we interviewed—is 136,193 MMK and 78,651 MMK, respectively. If we compare only from the investment point of view of delivering education to a student in a month, the FXB model is more cost-effective.

Both programs were reviewed by an independent certified public accountant auditor, who confirmed that grants received and payments incurred by projects are in accordance with accounting policies.

²⁴ Weighted Average Rate (MMK per USD) between banks and their customers in 2020 is 1,348 MMK/USD is used in currency conversion

5.3.6. Efficiency scores based on survey question

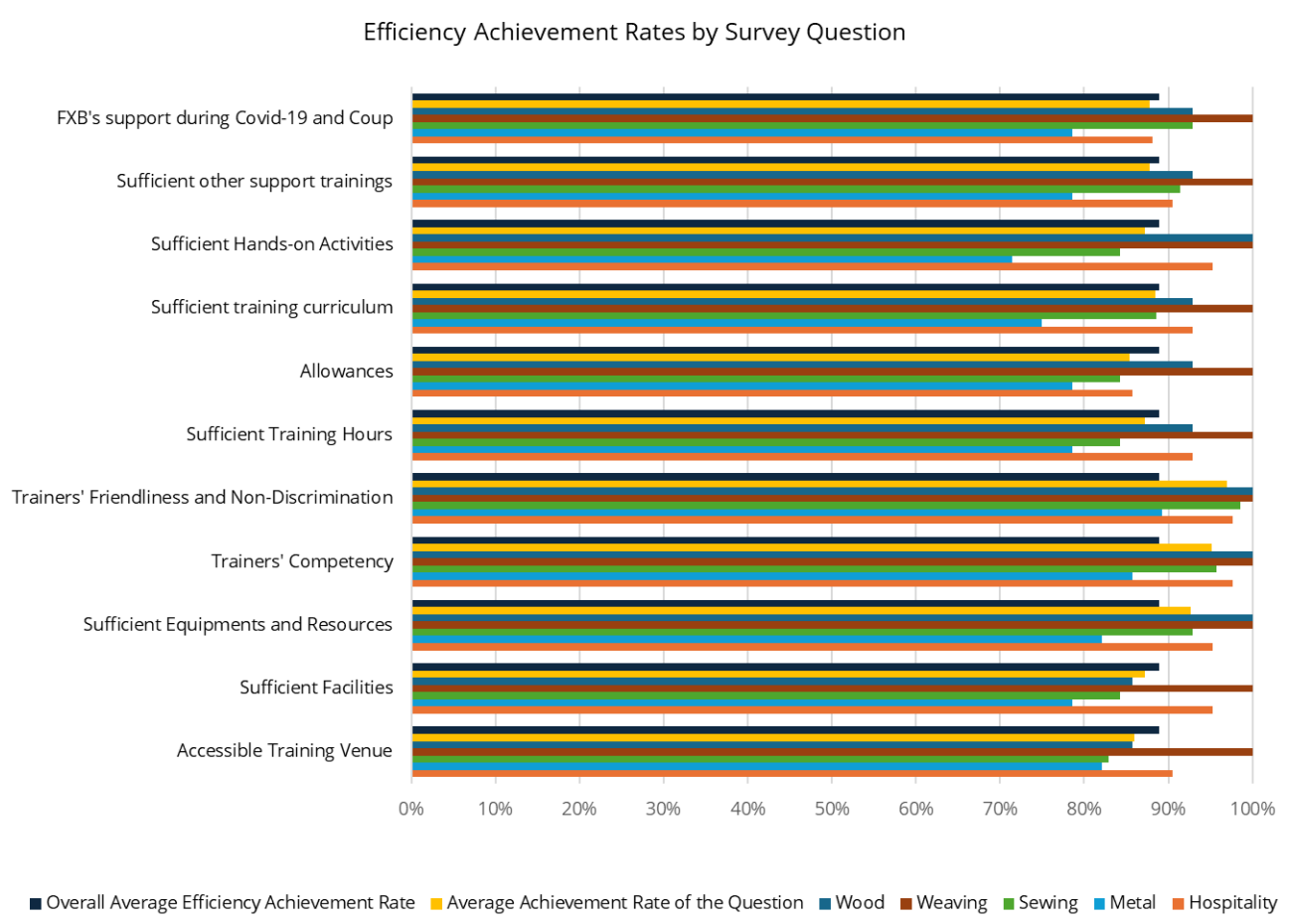


Chart 5

Efficiency was assessed through responses to 11 targeted questions covering operational quality, training delivery, and support mechanisms. The program received an overall efficiency rating of 89%, indicating that the majority of respondents perceived it as well-organized, adequately resourced, and effectively delivered. Weaving students reported the highest score, and the metal students provided the lowest score.

For each survey question, the highest-rated statement was “Trainers are friendly, non-discriminating, and can teach effectively,” receiving a 97% approval rating. Respondents from all training courses consistently praised the trainers’ supportive and encouraging approach. Notably, during qualitative interviews, two sewing students, one hospitality student, and one metal student identified the trainers’ patience and motivation as a standout aspect of their experience.

However, the question that received the lowest score was related to support services such as daily meals, transport and monthly allowances, and family engagement. In our survey, most respondents identified the need to improve allowance-related support. One interviewee recommended increasing stipends to

meet family needs better, while another suggested adjusting travel allowances to reflect current inflation. We also observed that other vocational schools provide higher monthly stipends of 50,000 MMK.

The second lowest score was for training venue accessibility. While most respondents found the centers accessible, a small group (5%) expressed concerns. The current Insein location is relatively more accessible than the previous centre in Shwe Pyi Thar, with better connections to bus routes, according to one sewing student. However, some concerns were raised during interviews. A sewing student noted that all sewing classes are conducted in a single, narrow room. One metal student commented on the lack of privacy at the Insein location due to constant foot traffic. He also commented that the Shwe Pyi Thar training site suffered from flooding during the rainy season.

The third lowest score was tied between hands-on learning opportunities and training hours. In interviews, two out of five hospitality students expressed a desire for more real-world, practical experiences that will be more relevant to their skills application. A sewing student also shared that personal responsibilities prevented her from attending more advanced training, suggesting a need to revisit the flexibility of training schedules.

Overall, we rate efficiency as **'High'**, although continuing improvements should be made to the M&E system, safety signage, and teaching equipment.

5.4. External Efficiency

This section evaluates the external efficiency of the FXB vocational training program, focusing on how much training has contributed to meaningful employment, skill application, and professional growth among graduates.

Of the 82 respondents, 72 are graduates, and 59 are working, yielding 82% job placement rates.

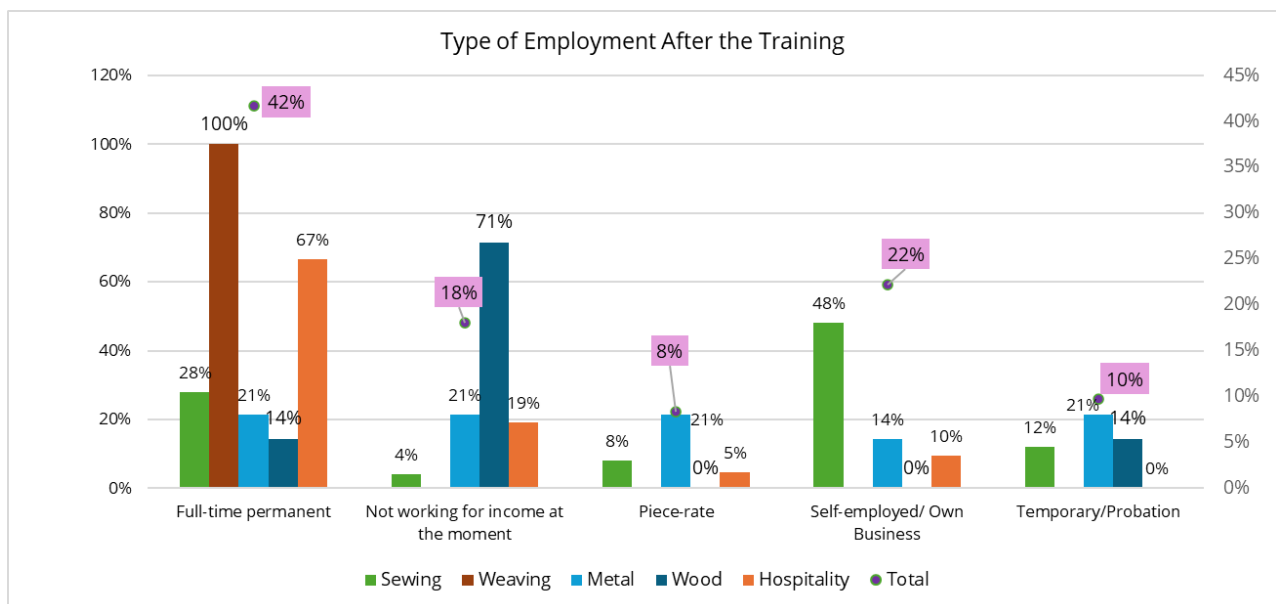


Chart 6

5.4.1.Types of Employment

After completing the training, 42% of graduates secured full-time employment, 22% became self-employed, 18% remained unemployed, 10% engaged in temporary or probation work, and 8% are in piece-rate work.

18% of the unemployed are made up of 13 graduates, whose details are as follows.

Sector	No of graduates	Age Ranges	Comment
Hospitality	4	21 - 25	According to the online survey, one graduate decided to change to another field as he is not very interested in hospitality. In contrast, three others mentioned they would still pursue a hospitality-related job.
Metal	3	16 - 18	According to the online survey, one graduate decided to pursue IT because it is his interest and relevant to the changing work demand. Two others mentioned they would still pursue a job related to metal.
Sewing	1	not mentioned	The graduate has studied up to A4 level and will pursue a job related to sewing.
Wood	5	15 - 21	According to the online survey, one graduate decided to change to sales and help his parents with their work, and one mentioned he would continue to pursue a job related to woodworking. According to the interviews, one graduate is attending school, one is staying and helping at an orphanage (no income), and one worked at a chicken farm as he believed the income is better there, but he is now in Tarchileik and is currently not working. His dream is to become a boxer, and Tarchileik is close to the field of <i>Muay Thai</i> (Thai boxing).

Seven graduates who are not currently working mentioned in the survey that they will pursue a job related to their field of study in the next six months to one year. The other four graduates have chosen other fields according to their interests. One is working as a volunteer, and one is attending school.

According to the document reviews, 20% of the graduates, as targeted, returned to school or decided to perfect their competences by continuing other training. This is an encouraging indicator that the program enables graduates to pursue a formal education with stronger credentials. This assessment, conducted in February 2025, covers the evaluation period from 2017 to 2023. During this time, most graduates had completed their studies or entered the job market. As a result, only a small number of graduates were found to be enrolled in formal education, specifically, one studying English and another who studied IT.

We recommend that FXB arrange a meet-up with those still pursuing a job related to FXB training and provide a refresher course on career guidance or enterprise training, along with current students, and connect them with potential employers.

Sector-specific employment outcomes varied: 100% of weaving graduates and 67% of hospitality graduates got a full-time permanent job. 48% of sewing graduates are now self-employed. 21% of metal

graduates now work temporary and piece-rate jobs. 71% of wood graduates were still unemployed at the time of data collection.

5.4.2. Job Placement in Related Sector

Here, we assess whether the graduates have secured jobs related to the training received by the FXB. We combined the related training in a broader related industry to account for the potential of one being part of another value chain in real life. Textile (sewing and weaving) and hospitality graduates have secured jobs related to their training.

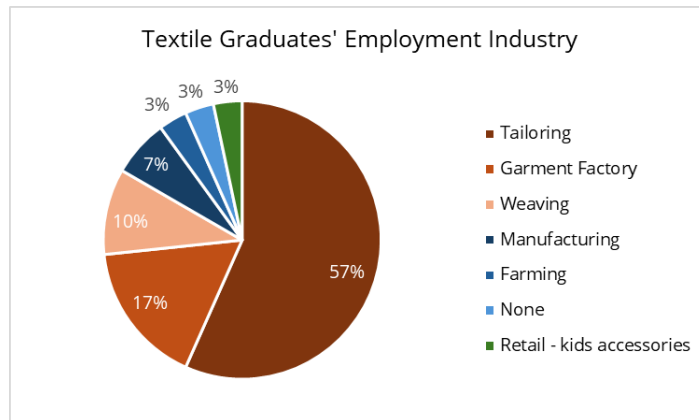


Chart 7

57% of textile graduates are currently working in the tailoring industry, 17% in garment production, and 10% in weaving. Overall, 87% are placed in jobs related to their training.

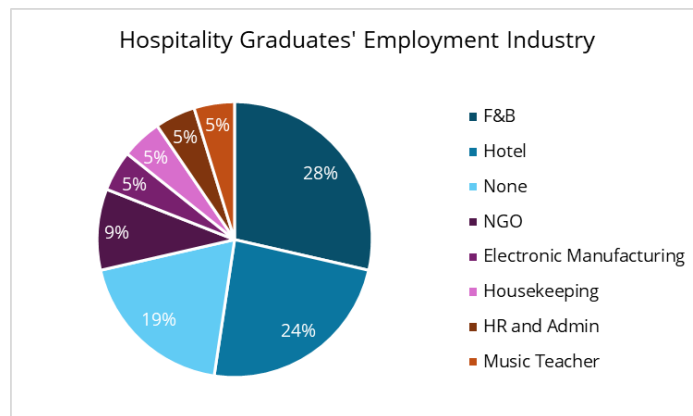


Chart 8

In hospitality, 28% work in the F&B industry, 24% in the hotel sector, and 5% in housekeeping. Overall, 57% are in directly related jobs. HR and Admin (5%) is the role that was progressed from housekeeping/facility management.

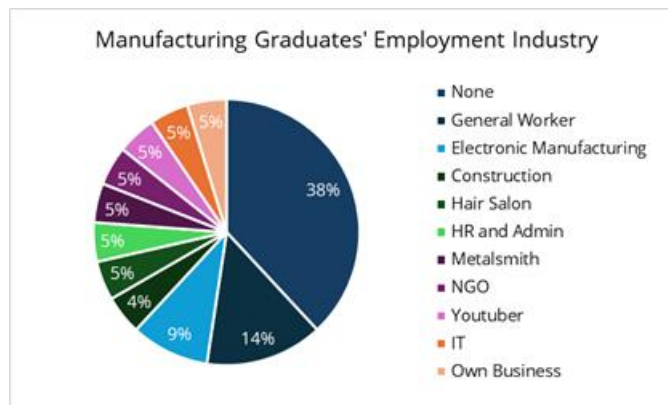


Chart 9

In contrast, 38% of manufacturing graduates are unemployed. 32% are employed in related fields (Construction, Manufacturing, Metalsmith, and piece-rate/ General Workers).

5.4.3. Employment Timeline

Among the employed graduates, 23 (38%) secured jobs immediately after completing the program, while 18 (30%) found jobs within one to three months. This suggests that the program had effectively placed the graduates with a job.

5.4.4. Income Growth of Graduates

Table 6: Income Evolution of Graduates

	Average Income Before the Training (MMK)	Average Income After the Training (MMK)	% Change
Overall	64,310	297,046	362%
Sewing	72,083	293,260	307%
Weaving	-	35,000	
Metal	116,363	450,000	287%
Wood	15,000	200,000	1,233%
Hospitality	43,125	291,353	576%

- Weaving students graduated in 2003, and they answered the income they received after the training in that period of time.

The above table shows the average income of the respondents before and after training. Following the training, the average monthly income of graduates increased by approximately 362%, rising from 64,310 MMK to 297,046 MMK per month. This is equivalent to a daily income of 9,901 MMK, slightly higher than the legally prescribed minimum wage of 6,800 MMK per day. This indicates a substantial positive shift in both income and employment status following program completion.

5.4.5. Professional Integration

Career support mechanisms also contributed to employment outcomes. 58% the respondents credited career guidance sessions for helping them find a job, while 17% mentioned job placement via the FXB

network. Another 14% reported that the revolving fund capital enabled them to secure employment or start their own businesses, showing the importance of wraparound services beyond technical training.

In our site visits to sewing students, notably, two of the featured sewing graduates had only completed Grade 4 and were over the age of 30 when they joined the FXB program. Both passed the National Skills Standards Authority (NSSA) exam and obtained government certification, proving they meet industry-standard competencies in their trade or occupation. They also received a revolving fund from FXB, purchased two sewing machines, and became the main income earner in her household by opening her own tailoring shop. Both graduates mentioned that they gained sufficient knowledge to run their own tailoring shops and plans for their own brands. Their stories highlight how the program and professional integration has enabled even those with limited formal education to build sustainable livelihoods and pursue entrepreneurial goals.

5.4.6. Impactful Life Skills Training

Among the non-technical training modules, sexual and reproductive health (chosen by 23% of respondents), women’s rights and gender equality (20%), and HIV/AIDS and other diseases and human trafficking (17%) were ranked as the most impactful and highly appreciated.

5.4.7. External Efficiency Scores based on survey question

External Efficiency was assessed through three key indicators: comparison of job opportunities with peers, application of skills compared to peers, and whether FXB training enabled pursuit of advanced skills. The program received an overall external efficiency score of 89%. Weaving students reported the highest satisfaction, while wood training students gave the lowest scores—reflecting that 71% of them remain unemployed after completing the training.

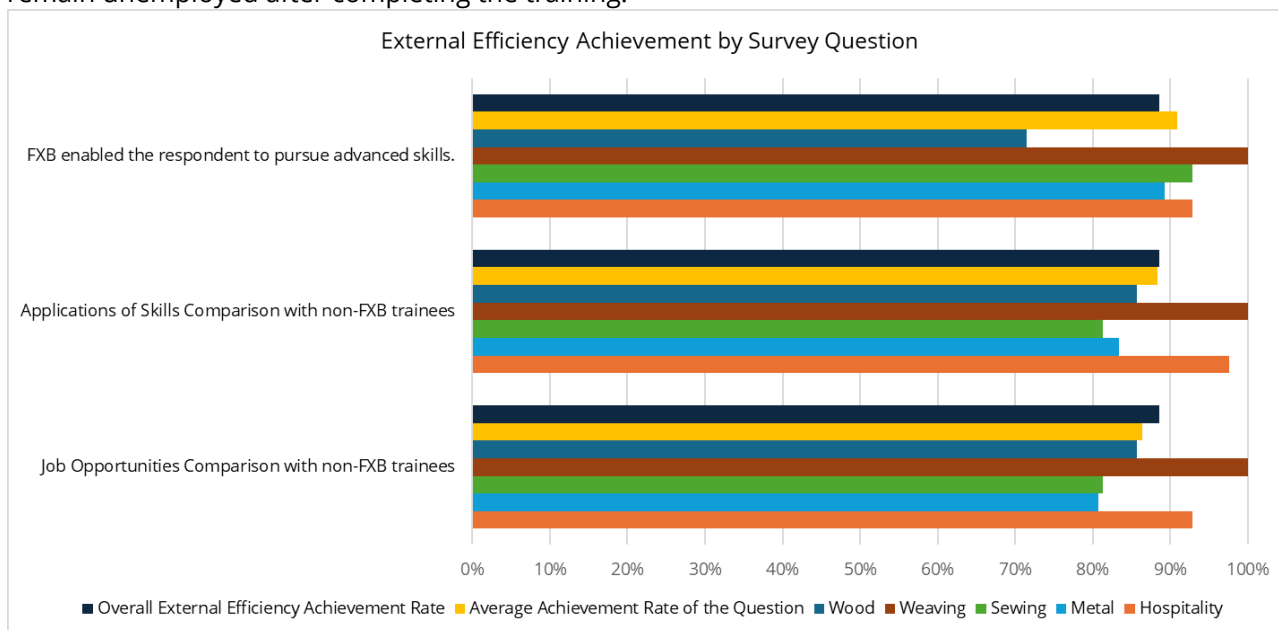


Chart 10

The highest-rated statement was “FXB enabled me to pursue advanced skills,” with 91% of the score contributed mostly by sewing and hospitality students expressing confidence that the training has empowered them to explore further skill development.

The second highest-rated indicator was the application of skills compared to peers, scoring 88%. During interviews, one hospitality graduate shared that he was promoted to a senior position within 1.5 years, while another noted his ability to learn from and train colleagues at work.

The lowest-rated area was job opportunities compared to non-FXB peers, with an 86% score. However, this is not a particularly low score compared to other scores.

Overall, we conclude the external efficiency of the program “**High**” attributing to the positive outcomes from the survey, interviews and our observations.

5.5. Sustainability

This section will assess whether the intervention's benefits will continue well beyond the training period.

Based on the evidence we received, professional training has long-lasting and more relevant benefits for sewing, weaving, and hospitality students, enabling them to build their careers and strengthen their economic situations.

For long-term benefit, the program enabled 19 out of 22 graduates to pass the NSSA exam, which improved their employability, earning potential, and career advancement. This certification validates their skills against national standards, making them more competitive in the job market. It also supports entrepreneurship and encourages lifelong learning, helping them adapt to changing industry needs. The NSSA exam remains an ongoing practice, as evidenced by interviews with trainers and the 'Student-Listing' file, which shows that graduates beyond the evaluation period continue to register for and pass the exam.

Sewing: Those employed in garment factories have adapted to advanced sewing skills, and the one we interviewed became an assistant quality control checker at a garment factory. Additionally, two other sewing graduates who obtained NSSA certification have established their own tailoring businesses. They effectively meet customer demands while continuously upgrading their skills and expanding into related ventures. For example, they have diversified into producing family-size mosquito nets, manufacturing and distributing ready-made school uniforms, and designing women's clothing under their brand.

Weaving: Weaving has been incorporated along with sewing as part of the textile profession. Three of the graduates are employed as FXB workers, and two have been working in footwear garment factories. Their textile skills have been practised for a long time in their careers.

Hospitality: More than half of the hospitality graduates are employed in related fields such as hotels and restaurants and building advanced skills in the real world. One student we interviewed said he is now in the HR and Admin role as he moved his career from housekeeping and facility management. Hospitality students have the highest education level among all the graduates, as some have reached university, and they are the most eloquent among all the graduates. Their education level, communication skills, soft skills, and life skills acquired from the training could place them well in NGOs, as evidenced by the two graduates.

Metal and Wood: For Metal and Wood students, the skills taught do not match their career goals. The main benefits of FXB training in their lives will be life skills, although professional skills still positively impact some of them. Another factor could be that both metal and woodworking, especially the latter, are usually parts of the value chain of other sectors employed by SMEs. When the economy has contracted over the last few years, there were fewer job opportunities than it was before 2019. Nevertheless, we felt that the wood graduates we talked to were undecided about their careers as they were around 16 years old.

Overall, we rate sustainability **'Moderate'** as we believe some wood and metal students may not enjoy the program benefits, and **'High'** for sewing and weaving students as majority of them continue to benefit professionally from the program.

5.6. SWOT Analysis

Based on our assessment, we have developed a SWOT analysis of the FXB Vocational Training Program and detailed below.

Strength

- Innovative approaches in teaching low-literacy students, mobile training centres, and dedicated long-stay trainers who receive refresher training annually are key strengths that FXB must maintain to stay competitive in the underprivileged youth vocational training industry.
- FXB Myanmar recently opened the FXB Showroom in a new location for strategic income generation and showcasing students' work.
- The FXB has a strong network and relationships with various entities, such as UNFPA, Swisscontact, Novotel Hotel, City Love & Hope Foundation, garment factories, hotels and restaurants in Yangon and Mandalay and local communities.
- The FXB Training model is relatively cost-effective with a comprehensive approach to teaching professional skills, non-formal education, and life skills compared to some other similar schools.
- The FXB Myanmar team has improved M&E practices since 2023.

Weakness

- There is a mismatch between training and career goals for some male students. This can also be because of having students recruited who are unsure about their careers.
- Some equipment is worn out and requires maintenance.
- Although M&E practices have been improved, there are still improvements in recording digitally for end-to-end student journeys and academic performance.
- There are no documented training materials for labour rights awareness or workplace safety, which are essential to develop in a proper curriculum.

Opportunities

- The garment industry still offers employment opportunities, comprising over 800 factories and employing over 450,000 workers.²⁵ Likewise, other industries, such as agriculture, construction, and manufacturing, survive, although the economy continues to contract.²⁶

²⁵ [MGMA](#)

²⁶ [World Bank Myanmar Economic Monitor 2024 PPT](#)

- Recently, there has been a considerable outflow of workers due to conflicts and mandatory service law. The migration may create the need for skilled workers for employers in Myanmar.²⁷ When speaking to the founders of other vocational schools and a modern furniture shop owner, they commented that some of their employees have migrated and need to be replaced with skilled workers. Every graduate we talked to had friends from the same batch who migrated out of the country.
- In its 2024 report, the UNDP notes that adult women in Myanmar face higher unemployment rates and disengagement from education than men. Women-headed households are 1.2 times more likely to live in poverty. This presents an opportunity to implement vocational training programs for unemployed women, empowering them with skills to improve their economic prospects.²⁸
- After the devastating earthquake that destroyed many buildings in Mandalay, Sagaing and Nay Pyi Taw, reconstruction work will require a significant number of qualified workers.

Threats

- The economy, which has already deteriorated because of political conflicts, could further weighed down by the recent earthquake in Sagaing and Mandalay, which will cause businesses to slow down. This can result in fewer opportunities for formal jobs.
- Labour rights challenges persist in the garment industry, especially for women.
- There is a potential legal risk for training under 18 years old for a potentially hazardous job (metal/ wood) unless the job can be arranged to ensure close supervision by adults and with proper workplace safety measures.
- Political instability and migration can impact the recruiting process for metal and wood courses.
- Cutting back on USAID and prioritising humanitarian aid and redevelopment for earthquake communities may pose challenges in getting funding from donors.

6. Conclusions and Recommendations

The FXB Vocational Training Program (2017-2023) aligns well with labour market demands in various industries, including garment, manufacturing, construction, hotel and tourism, and ICT. It effectively combines weaving with sewing to preserve traditional occupations and supports diverse employment opportunities, though the student selection process could be refined to better match career interests.

Supported by a dedicated team, the program has seen significant improvements in monitoring and evaluation practices post-2023. The main training center and mobile units effectively deliver education, though safety measures and equipment upgrades are needed. Program Two demonstrated higher cost-effectiveness compared to Program One and other training centres.

The program achieved an 82% job placement rate, with significant income increases for graduates. Career support mechanisms and non-technical training modules were highly appreciated, although job placement in related sectors varied, with manufacturing graduates facing more challenges.

²⁷ [World Bank Myanmar Economic Monitor 2024 PPT](#)

²⁸ [UNDP: Poverty and The Household Economy of Myanmar](#)

The program has lasting benefits for sewing, weaving, and hospitality students, though metal and wood students face challenges due to limited job opportunities. Life skills training remains beneficial for all students.

We believe that a vocational program will equip individuals with skills and knowledge that can lead to sustainable employment and economic independence. This long-term approach helps reduce dependency on aid and fosters self-sufficiency, which is crucial for community development and resilience. Therefore, we recommend the following actions in future vocational training:

- Combine metal and woodworking courses to increase employment in related industries or value chains and shorten the length of the course (if possible) to enable employment efficiently, just like A1 sewing. Specialised courses can be offered at advanced levels.
- Consider mobile training units for metal and woodworking by collaborating with local expertise and facilities to reduce logistical challenges. This mobile training could expand to masonry to accommodate the redevelopment needs in Mandalay and Sagaing earthquake-affected areas.
- Extend partnerships with the private sector for possible funding opportunities or collaboration on resources, such as a hotel kitchen for culinary lessons, as FXB can leverage the good relationship with hotels and restaurants in Yangon and Mandalay.
- Encourage metal, woodworking, and hospitality graduates to take the NSSA exam to validate their skills and enable competitiveness in the job market.
- Promote and leverage the FXB Showroom to generate more revenue and subsidise the training.
- Reach out to SMEs for potential students whose employers recommend upgrading their skills, especially for metal and woodworking.
- Refine the student selection process by considering older students (16 and above, and preferably 17 and above for males) as they can be more ambitious and decisive about their careers; thus, better efficient use of FXB professional training. For metal and woodworking students, it is better to be 17 and above to make time for reaching legal age in a potentially hazardous workplace.
- The objectives of each lesson unit should be more specific and from the learners' perspective. For example, at the end of the unit, the learners must demonstrate specific skills or produce specific material in certain ways.
- The graduation requirement should be documented.
- Consider including indicators for learning effectiveness and employability over time in M&E.
- Enhance M&E digital documentation and data management.
- Include more transferable skills training and current life skills training to make it more relevant to any job the graduates are placed in. Section 5.3.3 details the transferable skills from the hospitality training manual that can be incorporated across other training programs. Include labour rights and mobile digital literacy as part of transferable skills. We have learnt that some graduates are learning advanced professional skills from tutorial courses on social media, while some cannot take advantage of such opportunities due to low digital literacy. It can be very helpful to teach them how to search for content for self-learning and be mindful of online scams.
- Conduct a refresher course for old graduates who want to improve their skills to help them stay relevant in their jobs. Invite role-model graduates to speak to inspire other graduates and enable learning from one another.

- Arrange a meet-up with those still pursuing a job related to FXB training and provide a refresher course on career guidance or enterprise training, along with current students, and connect them with potential employers.
- Respondents recommended several new training areas to better align with emerging labour market demands. The top five suggestions included computer skills, driving, nursing, e-commerce (specifically online shops via social media), and photography. These preferences suggest a growing interest in digital and service-oriented sectors and a need to diversify the training portfolio to meet evolving economic opportunities. Some training can be collaborated with the private sector/ business, such as leveraging nationwide computer training centres across the country (KMD/MCC), driving schools, partnerships with a nurse-aid school, etc.
- Formalise and document labour rights awareness sessions, involving perhaps labour rights organisations to brief students.

Annex - 1: Evaluation Matrix

Relevance

Evaluation Questions	Indicators	Data Points
How efficiently and timely has this project been implemented and managed by the project timeline?	Project timeline Vs project completion status.	<ul style="list-style-type: none"> • Project timeline • Actual implementation schedule • Project reports
Have sufficient funds been allocated appropriately to achieve the intended results? Whether the funds have been utilised efficiently to achieve the intended goals?	<ul style="list-style-type: none"> • Budget and spending ratio. • Cost per beneficiary ratio. 	<ul style="list-style-type: none"> • Budgets • Financial Reports
Have the human resources with the relevant experience and skills been adequately allocated for the project?	Staff development and training.	<ul style="list-style-type: none"> • Staff qualifications • Training records
Is the training curriculum and content adequate for skill development and application to the job market?	Evidence of training content designed by relevant expertise Evidence of Skill Assessments.	<ul style="list-style-type: none"> • Training curriculum and content tools to measure learning effectiveness
Is the space utilised efficiently?	Number of training vs. space availability.	<ul style="list-style-type: none"> • Site visit (classroom, training facilities)
Does the project collaborate with partnerships and relationships with relevant industries?	Partnerships and their contribution.	<ul style="list-style-type: none"> • Joint activities • Partnerships
Did external factors beyond control (such as COVID-19, military coup, armed conflicts, etc.) influence the project activities and outcomes?	Impact and outcome results.	<ul style="list-style-type: none"> • Interviews with FXB • Project activities
How well are the senior management engaged in the project?	Evidence of engagement or communications.	<ul style="list-style-type: none"> • Interviews with FXB
To what extent has the M&E function been developed and managed (M&E design and implementation)?		<ul style="list-style-type: none"> • M&E Plan • M&E Reports
Are the M&E function and approaches consistent?		<ul style="list-style-type: none"> • M&E Plan • M&E Reports
Are the available monitoring data adequate? Are these data disaggregated? (e.g. gender, age, etc.)		<ul style="list-style-type: none"> • M&E Plan • M&E Reports

Efficiency

Evaluation Questions	Indicators	Data Points
How efficiently and timely has this project been implemented and managed by the project timeline?	Project timeline Vs project completion status.	<ul style="list-style-type: none"> • Project timeline • Actual implementation schedule • Project reports
Have sufficient funds been allocated appropriately to achieve the intended results? Whether the funds have been utilised efficiently to achieve the intended goals?	<ul style="list-style-type: none"> • Budget and spending ratio. • Cost per beneficiary ratio. 	<ul style="list-style-type: none"> • Budgets • Financial Reports
Have the human resources with the relevant experience and skills been adequately allocated for the project?	Staff development and training.	<ul style="list-style-type: none"> • Staff qualifications • Training records
Is the training curriculum and content adequate for skill development and application to the job market?	Evidence of training content designed by relevant expertise Evidence of Skill Assessments.	<ul style="list-style-type: none"> • Training curriculum and content tools to measure learning effectiveness
Is the space utilised efficiently?	Number of training vs. space availability.	<ul style="list-style-type: none"> • Site visit (classroom, training facilities)
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Did external factors beyond control (such as COVID-19, military coup, armed conflicts, etc.) influence the project activities and outcomes?	Impact and outcome results.	<ul style="list-style-type: none"> • Interviews with FXB • Project activities
How well are the senior management engaged in the project?	Evidence of engagement or communications.	<ul style="list-style-type: none"> • Interviews with FXB
To what extent has the M&E function been developed and managed (M&E design and implementation)?		<ul style="list-style-type: none"> • M&E Plan • M&E Reports
Are the M&E function and approaches consistent?		<ul style="list-style-type: none"> • M&E Plan • M&E Reports
Are the available monitoring data adequate? Are these data disaggregated? (e.g. gender, age, etc.)		<ul style="list-style-type: none"> • M&E Plan • M&E Reports

External Efficiency

Evaluation Questions	Indicator	Data Points
Does the project have clearly defined objectives (outcome), outputs, and activities? Who participated in this decision-making process?	Evidence of project objective, output and activities in SMART goals (specific, measurable, attainable, realistic, timebound).	<ul style="list-style-type: none"> Project proposals Interviews with FXB
To what extent has the project generated positive changes in the lives of beneficiaries to <i>Education</i> <i>Professional insertion</i> <i>Economic situation</i> <i>Personal development</i> <i>Productivity level</i>	<p>Comparison of targets and results (quantitative and qualitative comparison).</p> <p>Evidence of positive change and the degree of change about the project objectives and outcomes.</p>	<ul style="list-style-type: none"> Pre- and post-assessments Interviews with FXB and beneficiaries
What factors contributed to the results?	<p>Evidence of project outputs and activities yielding the impacts.</p> <p>Impacts of COVID-19, Military takeover.</p>	<ul style="list-style-type: none"> Project reports Interviews with FXB and stakeholders

Sustainability

Evaluation Questions	Indicator	Data Points
Is the project designed to provide a long-term impact on the beneficiaries?		<ul style="list-style-type: none"> Project proposals
Are the achieved results continued to be beneficial after the project ended?		<ul style="list-style-type: none"> Interviews with FXB and beneficiaries
Are there any unintended positive or negative results generated from the project?	<p>Activities are no longer conducted (if any) because they are no longer relevant or effective.</p> <p>New solutions adopted.</p>	<ul style="list-style-type: none"> Project reports Interviews with FXB and beneficiaries

Overall Success

Evaluation Questions	Indicator	Data Points
Has the project fulfilled the above evaluation objectives 1,2,3 and 4?	Conducting a SWOT analysis and impact assessment.	<ul style="list-style-type: none"> Qualitative and Quantitative data were collected throughout the evaluation project.

Annex - 2: Sampling

Training	Number of Graduates			Number of Respondents (sample)		
	2017-2020	2020-2023	Total Graduates	Graduates	Current Students	Total Respondents
Sewing	198	315	513	25	10	35
Weaving	1	0	1	5	Not open	5
Metal	34	40	74	10	5	15
Wood	29	25	54	10	2	12
Hospitality	0	66	66	20	Not open	20
Non-Formal* (Number of enrolled students)	59	29	88	Not reachable	5	5
	321	475	796	70	22	92

Annex - 3: List of Documents Received

Index	Document Name	Date of receipt
#	Project Planning and Proposal	
1	Proposal	9/1/2025
1.1	Project Prop_Geneva_2017	
1.2	Project Proposal_Solidarity Geneva_2020	
2	Logical Frameworks	
2.1	Logframe_Jul17-Jun20	
2.2	Révision_FXB_Cadre Logique_2020	
2.3	2017-Chronogramme indicatif	
3	Budgets	5/2/2025
3.1	budget_2020	
3.2	budget-2017 - FXB Myanmar	
3.3	budget-2017 - FXB Myanmar en	
3.4	Révision FXB_formulaire_budget_2020 en	
4	Global Guideline	9/1/2025
4.1	FXB Int. HR Manual V.4 (2024)	
4.1	PPAP_FXB_2024	
5	Other	9/1/2025
5.1	2019_Garment sector Evolution in Myanmar	
#	Monitoring and Evaluation	
6	Baseline, Midterm & Endline data	9/1/2025
6.1	Dashboard VT SPT_Jul17-Jun20	
6.2	Dashboard VT SPT_Jul20-Jun23	

6.3	Listing Graduates_VT SPT_2017-2023_FXB Myanmar_updated situation JuneAA	
6.4	Application data+Disadvantage criteria	27/1/2025
6.5	Baseline data	
6.6	Pre-screening template	
6.7	Training feedback data	
7	Reports	
7.1	Annual 2017	9/1/2025
7.2	Annual 2018	
7.3	Annual 2019	
7.4	Annual 2020	
7.5	Jan-June17	
7.6	Jan-June18	
7.7	Jan-June19	
7.8	Jan-June20	
7.9	Jan-June21	
7.10	Jan-June22	
7.11	Jul17-June18	
7.12	Jul17-June20	
7.13	Jul18-June19	
7.14	Jul20_June21	
7.15	Jul21-June22	
7.16	Jul22-June23	
7.17	July20-June23	
7.18	Audit Report for 2020-2023_FXB Myanmar	5/2/2025
7.19	formulaire-rapport-financier- Juillet 2017 - Juin 2018 en	
7.20	formulaire-rapport-financier- Juillet 2018 - Juin 2019 en	
7.21	formulaire-rapport-financier- Juillet 2019 - Juin 2020 en	
7.22	Rapport_Financier_2020-23_Recap Incomes en	
7.23	Signed Audit Report for Professional Education Program 2017-2020	24/2/2025
7.24	1.1 VT Financial Report 2020- 2023_GR	
7.25	VT Financial Report 2017-2020 - SICG_GR	
8	Questionnaires	9/1/2025
8.1	12) Student Application Form_2023	
8.2	12) Student Profile 2017 to Aug 2023	
8.3	12a) Disadvantaged questions_2023	
8.4	12a) VT_Student feedback 2017 to Aug 2023	
8.5	12b)Training Feedback_2023	
8.6	12c) Base Line Form_2023	
#	Training	

9	Manuals
9.1	15) VT_Training materials Distribution List
9.2	A1 Mobile_Sewing Manual
9.3	A1_Sewing Manual
9.4	A2_Sewing Manual
9.5	A3_Sewing Manual
9.6	A4_Sewing Manual
9.7	HT_Manual
9.8	LifeSkills Manual
9.9	Metal_Manual
9.10	Wood_Manual
10	Trainer Profiles
10.1	CV Cho Cho Win_Jnr Assist Instructor
10.2	CV Daw Naw Thaw Thi Phwe_Instructor
10.3	CV Su Su San_Jnr Assist Instructor
10.4	DHNY_Chief Instructor_till 2020
10.5	DKWA_Chief Instrustor
10.6	DMMZu_Instrustor
10.7	DThandar_Instrustor
10.8	DWWS_Instructor
10.9	NEWah_Instructor
10.10	NRebecca_Instructor
10.11	NSMoo_NFE Teacher
10.12	UNNL_Instructor_Metal
10.13	UZGyi_Assist Instructor_Wood
11	Curriculum
11.1	Timetable 2015 - A-1 Beginner
11.2	Timetable 2015 - A2 A3 A4 Curriculum Sewing
11.3	Timetable 2015 - A2 A3 A4 Curriculum Weaving
11.4	2017 - metal and wood curriculum
11.5	2017 - textile curriculum
11.6	2020 - hospitality curriculum
11.7	FXB_2020 - metal and wood curriculum
11.8	FXB_2020 - textile curriculum
12	Trainer Recruitment Process
12.1	1) Vacancy Announcement Junior Assistant Sewing Instructor
12.2	2) Short List for Junior Asst Sewing Instructor
12.3	3) Jnr Assistant Sewing Instructor_recruitment
12.4	4) Appointment Letter _Cho CHo Win
13	Training Assessment
13.1	5 - VT_Post training assessments
14	Trainee Recruitment Process

9/1/2025

14.1	6 - Trainee identification and recruitment process	
14.2	VT Announcement	4/4/2025
15	Other	
15.1	2017_testimonials from successful graduates	9/1/2025
15.2	Testimonial from FXB Hospitality Project Manager	
15.3	Testimonials from two apprentices who found work later	
15.4	List of Key Stakeholder_VT	
15.5	Students' listing	
15.6	Students' listing (update)	7/4/2025

Annex - 4: Beneficiary Survey Questionnaires

	Questions	Type	Answers	Graduates (G)	Current Student (C)
Background					
1	Name	Open-ended		G	C
2	Gender	Single Select	Male Female Other	G	C
3	Age	Open-ended		G	C
4	Are you a current student or graduated before 2024?	Single Select	I am a current student. I graduated.	G	C
5	What was the last class you graduated from?/ What is the class you are currently attending?	Single Select	Beginner Sewing Weaving Metal Wood Hospitality	G	C
6	What was the level that you graduated from?/ What is the level you are currently attending?	Single Select	A1 A2 A3 A4	G	C
7	Where did you attend the class?/ At which centre are you currently attending?	Open-ended		G	C
Work					
8	What type of employment are you in now?	Single Select	Full-time permanent Temporary/contract	G	C

			Self-employed/ Own Business		
			Not working for income at the moment.		
9	Can you please describe your current position?	Open- ended		G	
10	Can you describe the company you work for?	Open- ended		G	
11	How many months after training did you get the job or start the business?	Single Select	Less than 3 months 3 to 6 months 6 to 9 months More than 9 months	G	
12	How long have you been working in this current job or operating your business?	Open- ended	1 to 6 months 6 to 12 months 1 to 1.5 years More than 1.5 years	G	
13	Do you receive any employment benefits? (<i>Select all that apply</i>)	Multiple Choice	Employment Contracts Health insurance Paid leave Overtime pay Retirement benefits Bonus Other - please specify Not applicable because I don't have a job	G	
Relevance					
14	What was your employment status before attending FXB vocational training?	Single Select	Employed Not Employed A full-time student at a formal school and not employed Other (please specify)	G	C
15	Have you ever attended similar training before FXB vocational training?	Single Select	Yes No	G	C
16	If you had not had the chance to attend the FXB vocational training, you would still be able to attend school, find a job or	Single Select	Yes No	G	C

	set up your own business as you have other means of support (e.g., support from family, relatives, friends, savings, a scholarship, etc.).				
17	The products or services produced with the skills you learnt from professional training (sewing, weaving, woodwork, metalwork, hospitality) are relevant and in demand for work.	Single Select	Agree Somewhat agree Disagree	G	C
18	Non-formal education (e.g., Reading, writing, and language skills training) is relevant and helpful to your current job or business.	Single Select	Agree Somewhat agree Disagree	G	C
19	Professional integration supports such as career guidance sessions, contract reviews, entrepreneurial skills, etc., are relevant and helpful in your job search or setting up your own business.	Single Select	Agree Somewhat agree Disagree	G	C
20	Knowledge of life skills (sexual and reproductive health, hygiene, nutrition, equality, etc.) is relevant and applicable to work and daily life.	Single Select	Agree Somewhat agree Disagree	G	C
21	You have decided to pursue a profession based on the skills you have learnt at the FXB Vocational Training Program within the next 6 months to 1 year.	Single Select	Yes, I will. No, I have decided to change to or have already pursued another profession.	G	C
22	If you answered 'No' to the question above, please indicate the field of profession and the reason for the change.	Open-ended			
23	At the time you decided to attend the FXB vocational training, you believed that there were good job opportunities for sewing, weaving, woodwork, metalwork, and hospitality skills.	Single Select	Agree Somewhat agree Disagree	G	C
24	In Myanmar, there will still be good job opportunities for t	Single Select	Agree Somewhat agree	G	C

	sewing, weaving, woodwork, metalwork, or hospitality skills, currently and in the next three years.		Disagree		
Efficiency					
25	The training venue is easily accessible.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
26	The training venue is safe and comfortable, with basic facilities such as a training area, pantry, drinking water, toilet, good lighting, and ventilation.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
27	The training is equipped with the necessary resources sufficiently (e.g. books, materials, machines)	Single Select	Agree/ Somewhat agree/ Disagree	G	C
28	Trainers are competent and have the right knowledge and up-to-date skills in their fields.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
29	Trainers are friendly, non-discriminating, and can teach effectively.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
30	Training hours are sufficient for you to acquire learning and practice new skills.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
31	Support services such as daily meal, transportation, monthly, and family meetings are adequately provided for you to attend the training.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
32	Professional training curriculum and content (sewing, weaving, woodwork, metalwork, hospitality) are up-to-date and sufficiently provided within the allocated time.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
33	The professional training sufficiently covers hands-on activities which are practical and useful at work.	Single Select	Agree/ Somewhat agree/ Disagree	G	C
34	All other support training (reading, writing, maths, sexual and reproductive health, hygiene, nutrition, equality, career guidance, etc.) is sufficiently provided within the allocated time.	Single Select	Agree/ Somewhat agree/ Disagree	G	C

35	FXB managed to help you overcome the challenges of learning during COVID-19 or the current country situation so that you could keep learning if you wish (i.e., FXB finds ways for safe learning, support you to overcome these challenges without impacting quality of training, etc.)	Single Select	Agree/ Somewhat agree/ Disagree	G	C
Impact					
36	What was your personal income before the program? (For e.g. your monthly salary earned from your profession)	Numerical		G	C
37	What is your personal income after the program? (For e.g. your monthly salary earned from your profession)	Numerical		G	
38	What is the number of household members dependent on your income?	Numerical		G	C
39	What was your family's total monthly income before the program? (The monthly income for the family provided by family members.)	Numerical		G	C
40	What was your family's total monthly income after the program? (The monthly income for the family provided by family members.)	Numerical		G	
41	After completion of the vocational training program from FXB, you have	Open-ended	<p>Not as many job opportunities as those who have not taken the training from FXB</p> <p>The same job opportunities as those who did not attend the FXB training program</p> <p>Better job opportunities than those who did not attend the FXB training program</p>	G	

42	When applying the skills and knowledge at work, you believe that you can apply the skills.	Single Select	Not as much as your peers who had not taken the training from FXB	G	
			On par with your peers who have not taken the training from FXB		
			Better than your peers who had not taken the training from FXB.		
43	The training provided by FXB has enabled you to pursue advanced skills in the future.		Agree/ Somewhat agree/ Disagree	G	C
44	What are the new skills that you need to learn on the job?	Multi Select	Customer service	G	
			Sales		
			Basic accounting		
			E-commerce (Online shop on social media)		
			Familiarising with the new tools		
			Driving		
			Advanced reading, writing, mathematics		
			English		
			A new language (other than English)		
			None - I don't need to learn any new skills.		
Other (please specify)					
45	In addition to the skills training, you were able to get a job/ set up your own business because of	Single Select	Career Guidance session	G	
			Job placement through the FXB network		
			Entrepreneur skills training		
			Revolving fund capital		
46	In addition to the vocational training (Professional		HIV/AIDS and Other Diseases	G	C

	competencies), which activities/trainings did you attend at FXB? Select all that apply.		Sexual and Reproductive Health		
			Hygiene		
			Nutrition		
			Environmental Protection		
			Human Trafficking		
			Women's Rights, Gender Equality, and Gender-Based Violence		
			English		
			Reading, writing, mathematics		
47	Please select the three most impactful trainings for you from the list you have selected above.	Open-ended			
Suggestions					
48	If you could advise the training provider, what new training would you suggest? (e.g. online shop on social media, driving skills and license, computer, nurse-aid, photography, bakery, security, OR no new training to suggest as the current subjects are relevant, etc.)	Open-ended		G	C
49	What aspects of the FXB Training Program need improvement? <i>(Select all that apply)</i>	Single Select	Training Venue	G	C
			Professional subjects		
			Training Materials		
			Trainers		
			Training Schedule		
			Teaching hours		
			Staff Support		
			Meal		
			Allowance Support		
			Training Curriculum		
			Other (please specify)		
			None - I don't have anything to suggest		
50	Please explain your suggested improvements.	Open-ended		G	C

51	Would you recommend FXB vocational training to your friends or family?	Single Select	Yes	G	C
			Not Sure		
			No		
52	Please explain your answer.	Open-ended		G	C

Annex - 5: Beneficiary Interview Questionnaires

1. Name
2. Gender
3. Age
4. What was the last class you graduated from? / What is the class you are currently attending?
5. What was the level that you graduated from? / What is the level you are currently attending?
6. Where did you attend the class? / At which centre are you currently attending?
7. Why did you decide to attend FXB Vocational Training?
8. Why did you choose sewing/weaving/ metal/woodwork/ hospitality?
9. What did you hope to achieve from this program?
10. Did the program meet your expectations regarding training, teachers, life skills training, professional integration, income, etc?
11. Can you share with us one or two favourite aspects of the program and the reason?
12. Did you encounter any challenges during the training, and if so, how did FXB support you in overcoming these challenges?
13. If you are currently employed, can you tell us about your employment and working conditions?
14. If you were to re-design the vocational training program for the next three years, what aspect of the program would you change and why?

Annex - 6: Figures (Answers to each survey question)

To view the charts on airtable.com, please use the login and password provided to you in a separate email.

Figure 1: Demographic – Age

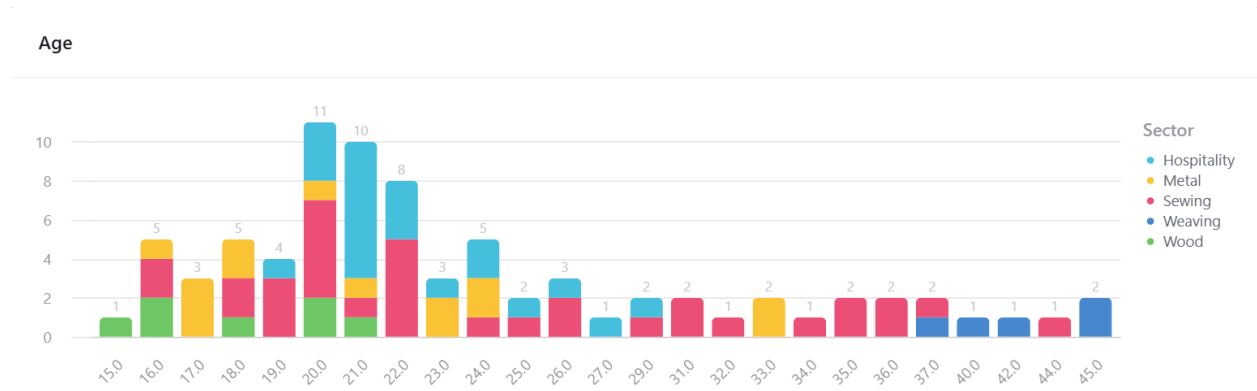
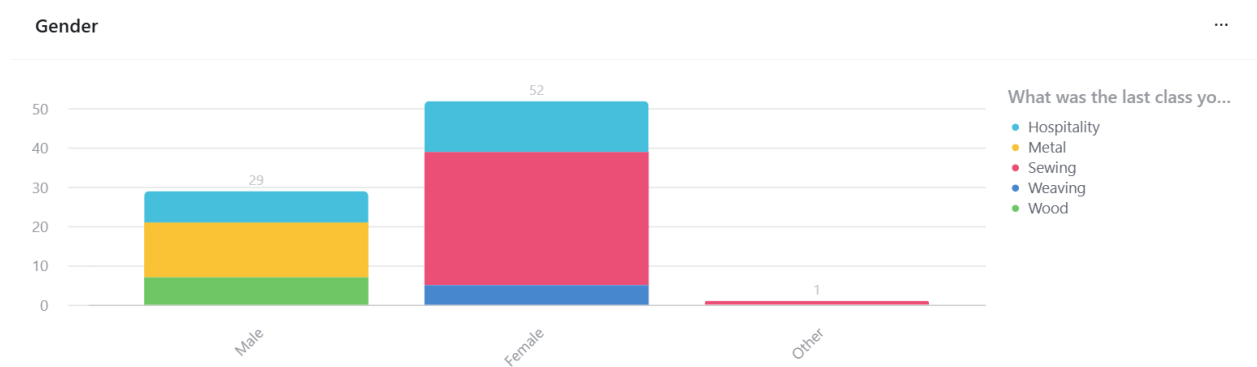


Figure 2: Demographic – Gender



Relevance

Figure 3: Attended of Similar Training

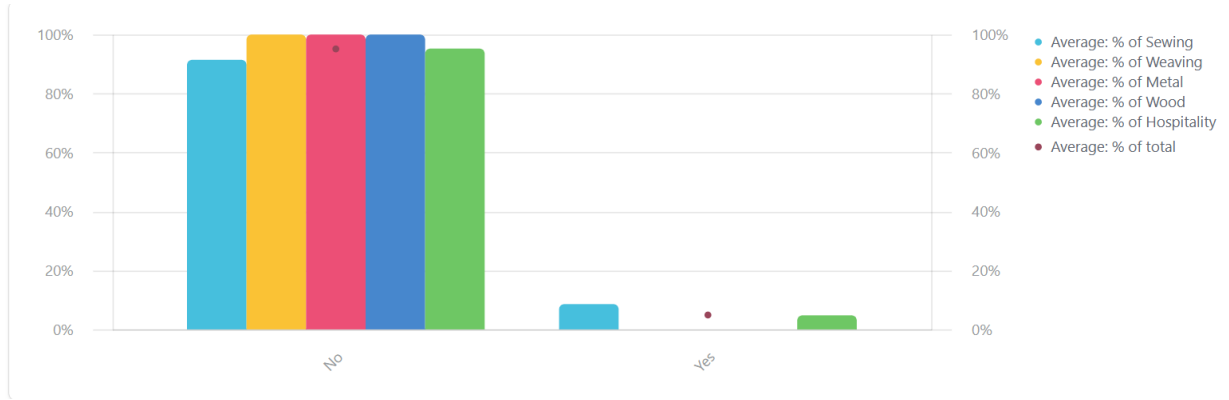


Figure 4: Alternative Support For Education & Employment Without FXB

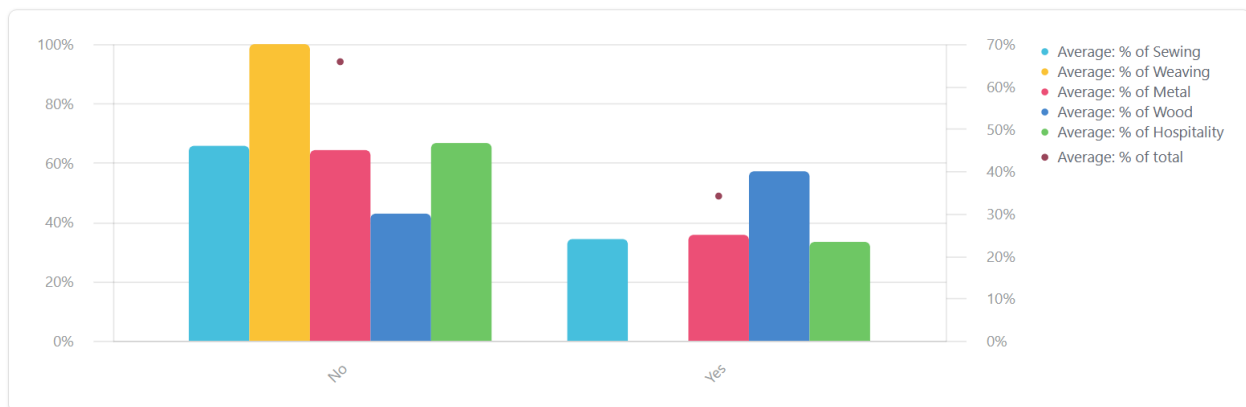


Figure 5: Relevance and Demand of Skills

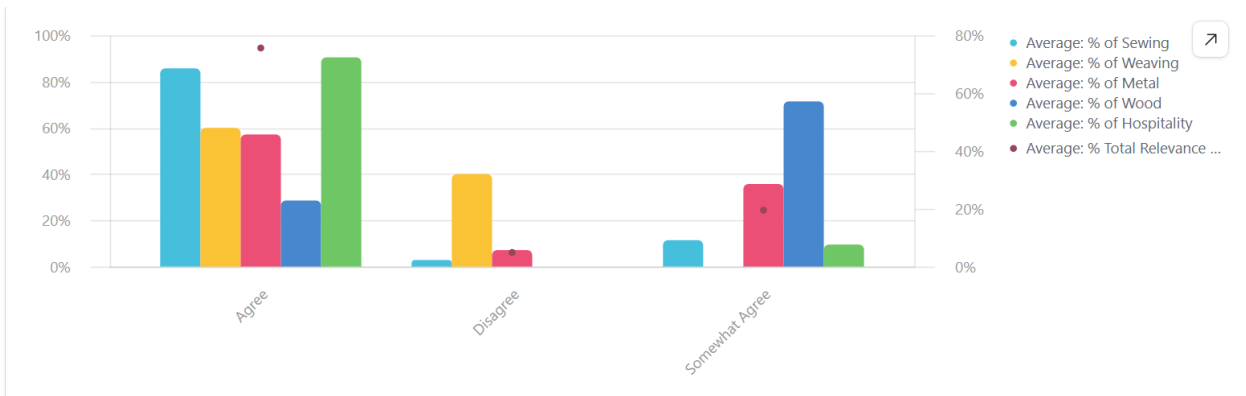


Figure 6: Relevance of Professional Integration

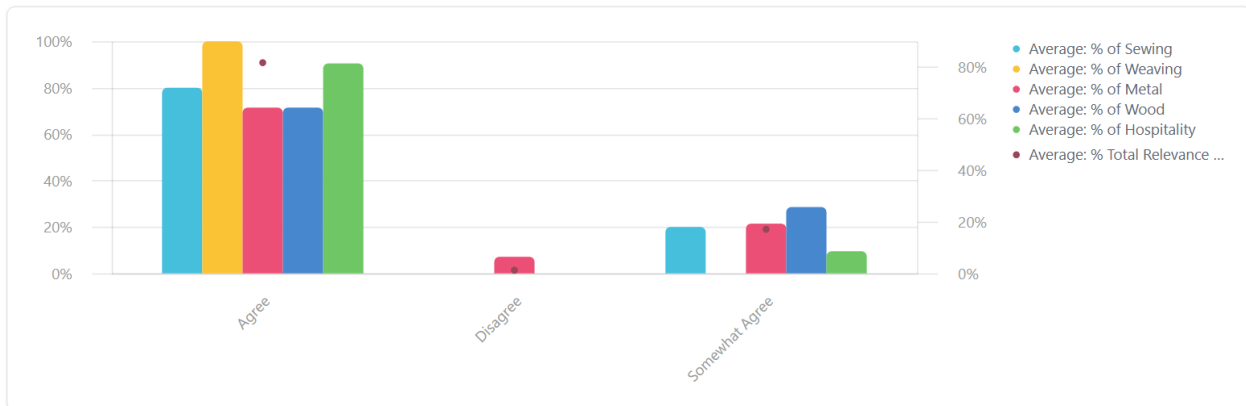


Figure 7: Relevance of Life Skills Knowledge

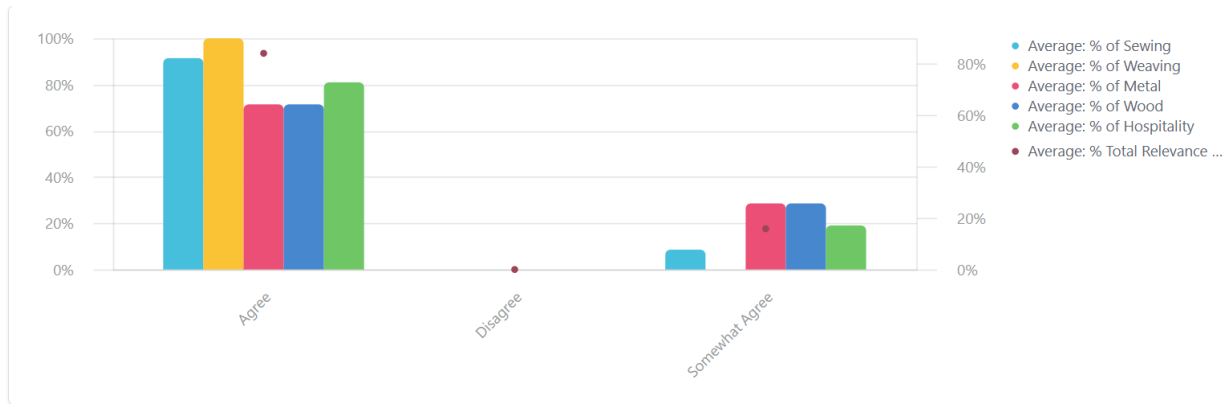


Figure 8: Relevance of Non-Formal Education

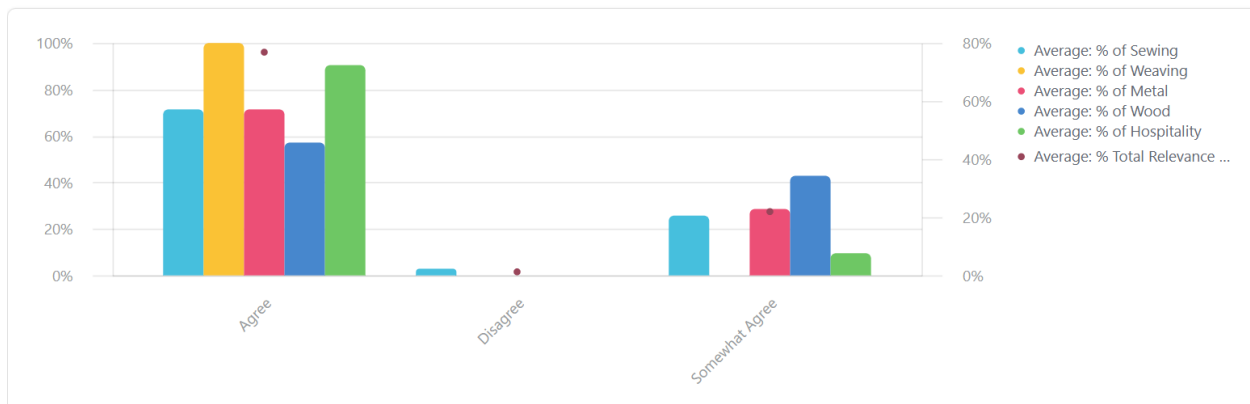


Figure 9: Relevance of Employment

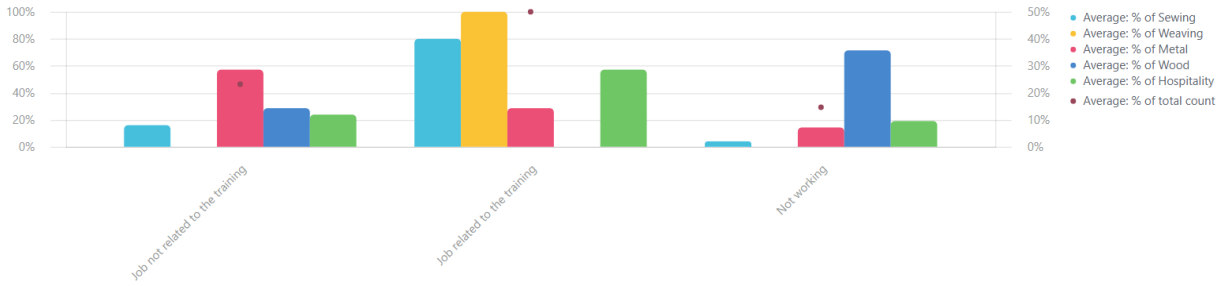


Figure 10: Relevance of Job Opportunity

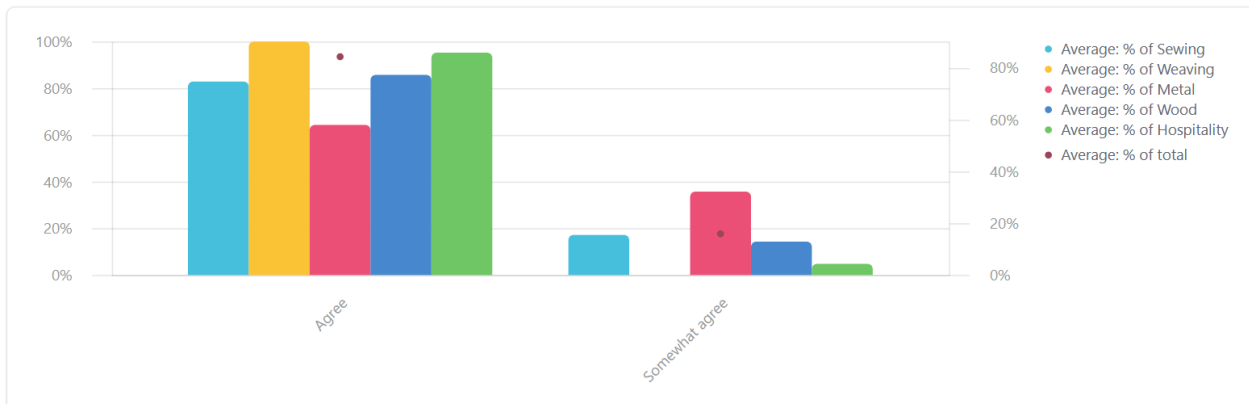


Figure 11: Decision to Pursue a Career Aligned with FXB Vocational Training

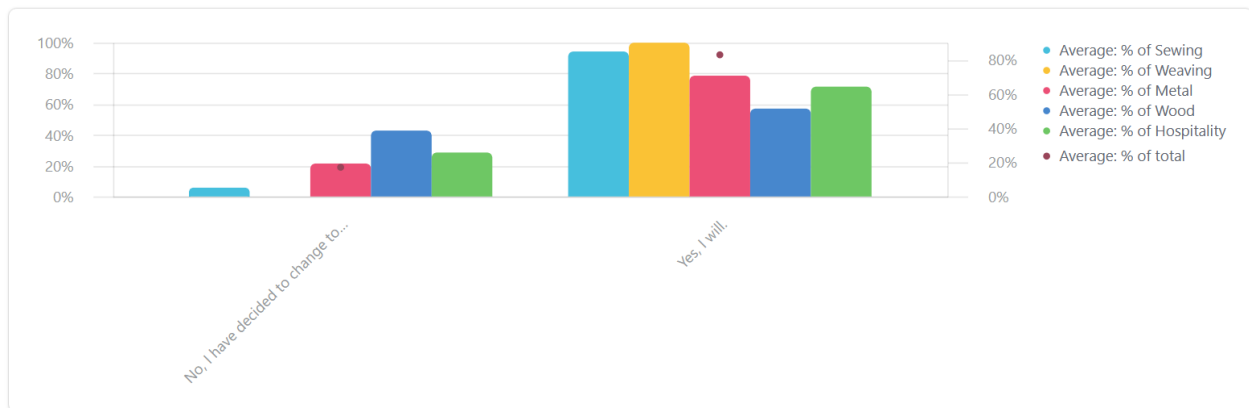


Figure 12: Future Job Opportunities for FXB Training Skills in Myanmar in next 3 years

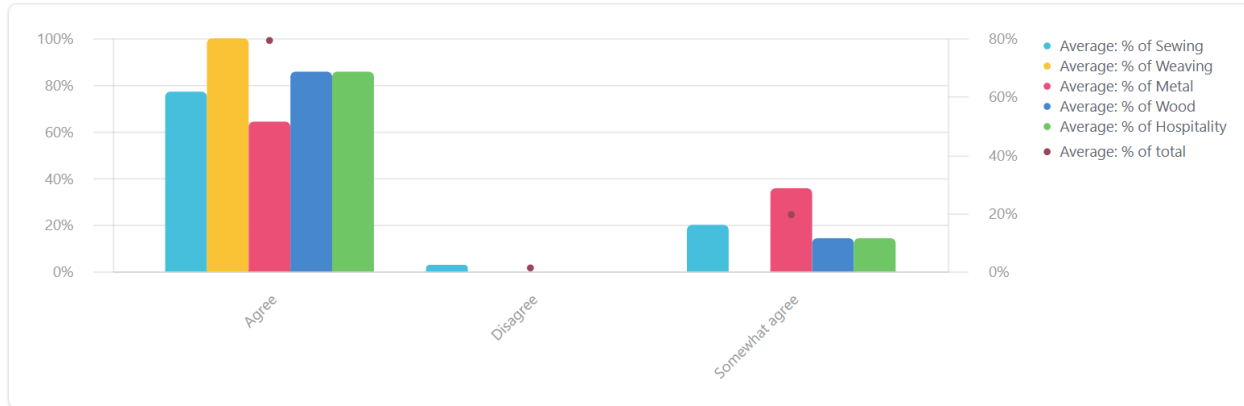
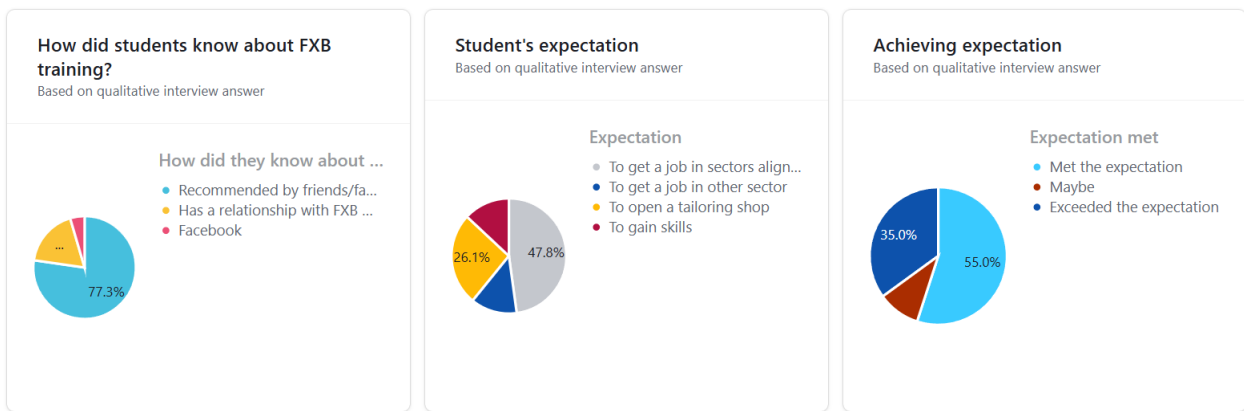


Figure 13: Awareness and Expectation



Efficiency

Figure 14: The training venue is easily accessible.

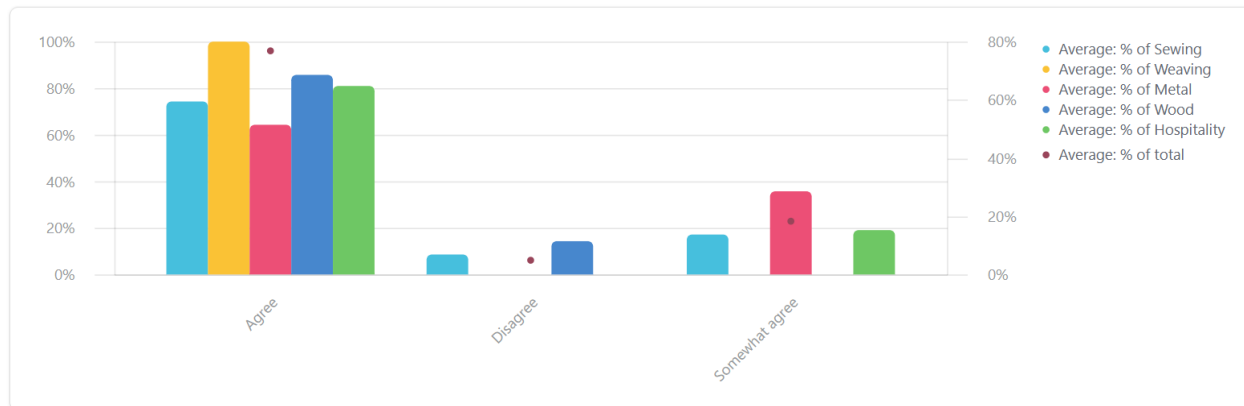


Figure 15: The training venue has the necessary facilities.

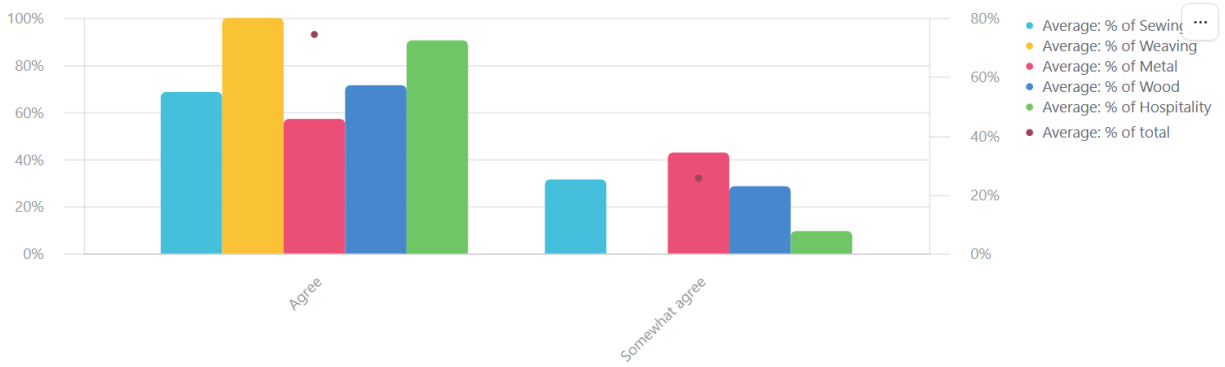


Figure 16: The training is equipped with the necessary resources sufficiently (e.g books, materials, machines)

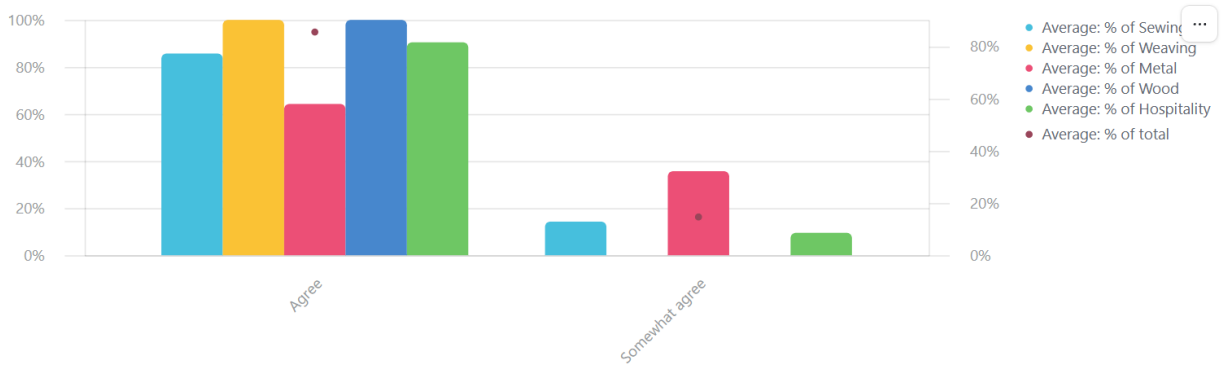


Figure 17: Trainers are competent, and have the right knowledge and up-to-date skills in their fields.

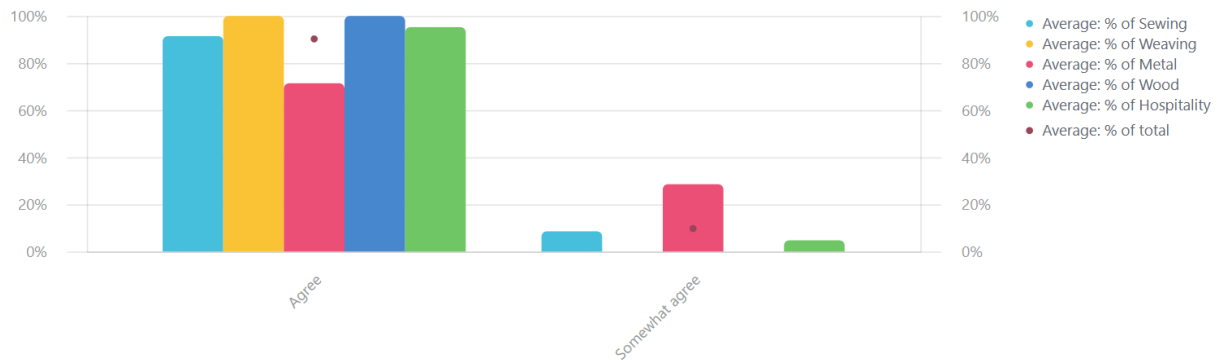


Figure 18: Trainers are friendly, non-discriminating, and can teach effectively.

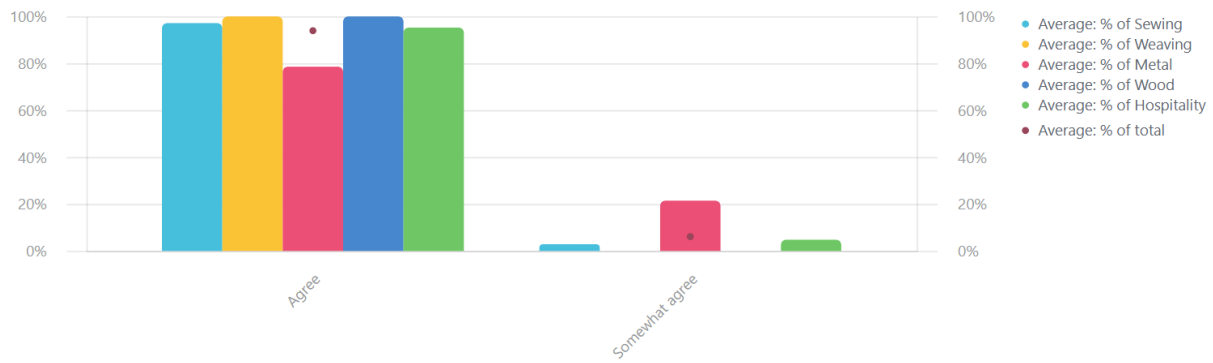


Figure 19: Training hours are sufficient for you to acquire learning and practice new skills.

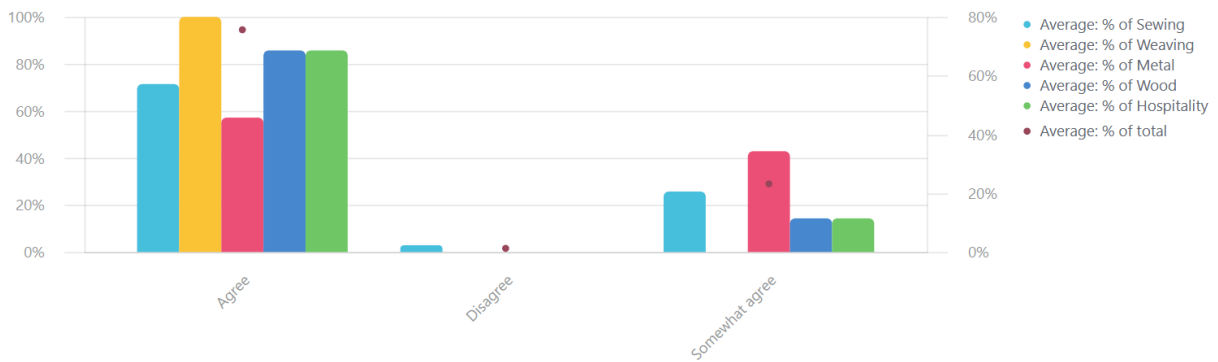


Figure 20: Professional training curriculum and content are up-to-date and sufficiently provided within the allocated time.

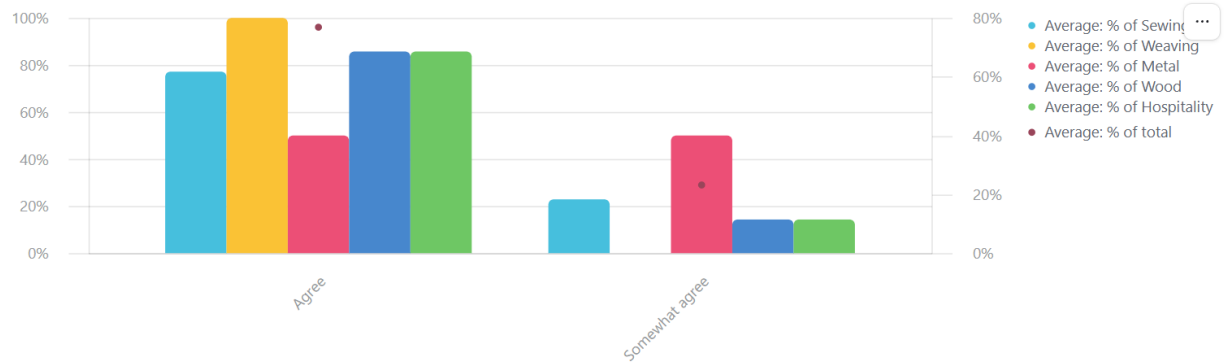


Figure 21: The professional training sufficiently covers hands-on activities which are practical and useful at work.

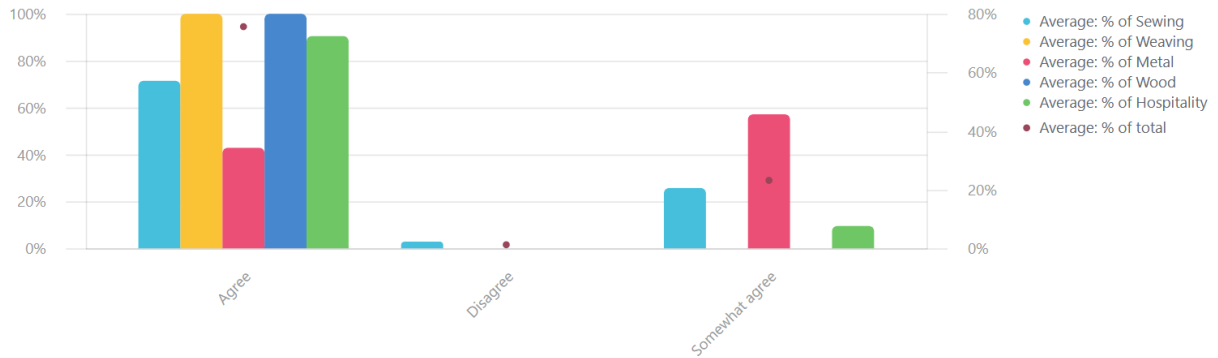


Figure 22: All other support trainings (reading, writing, maths, sexual and reproductive, hygiene, nutrition, equality, career guidance etc.) are sufficiently provided within the allocated time.

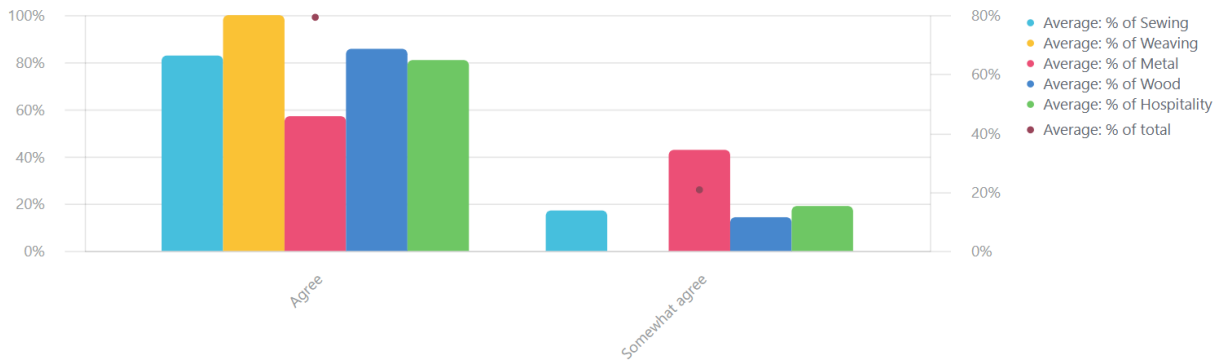


Figure 23: Allowances and family meetings are adequately provided.

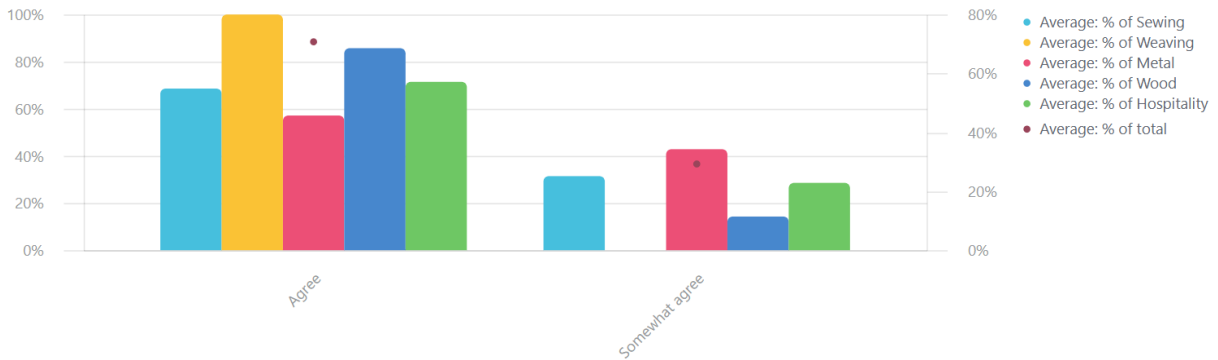
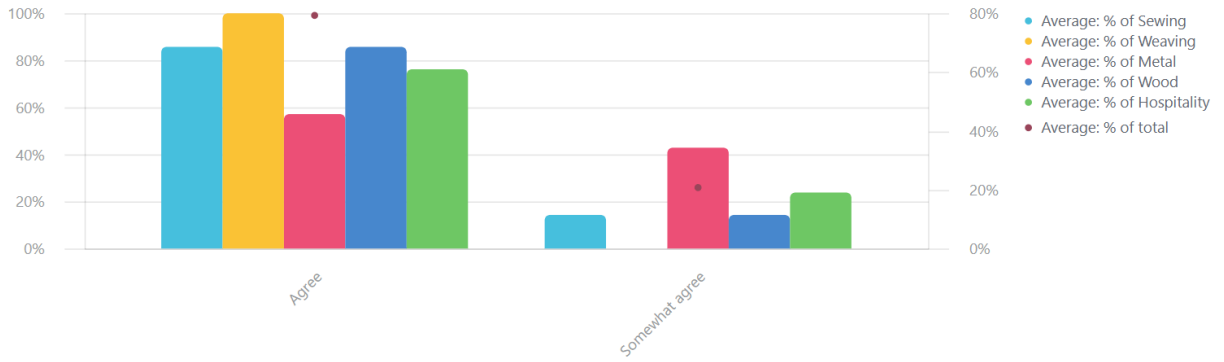


Figure 24: Sufficient support to overcome COVID 19 or current situation challenges is provided.



External Efficiency

Figure 25: Job Opportunities Comparison with Peers at Work

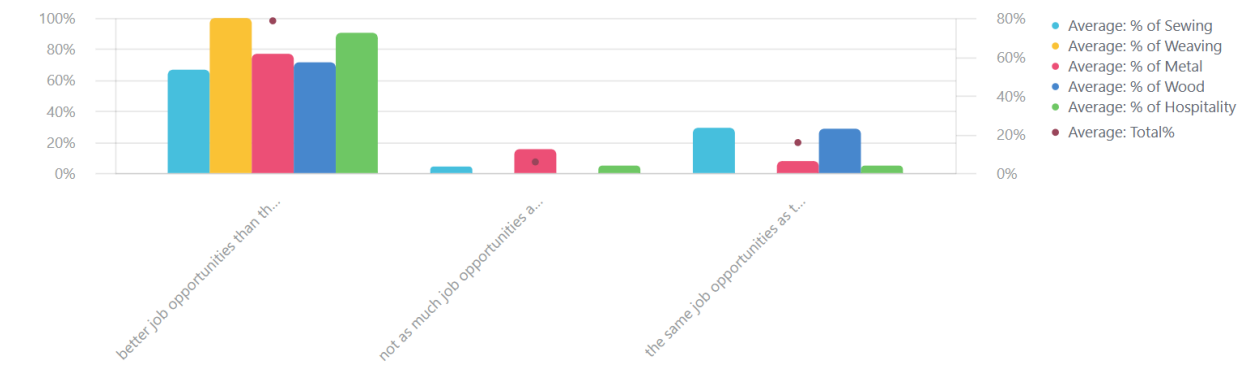


Figure 26: Applications of Skills Comparison with Peers at Work

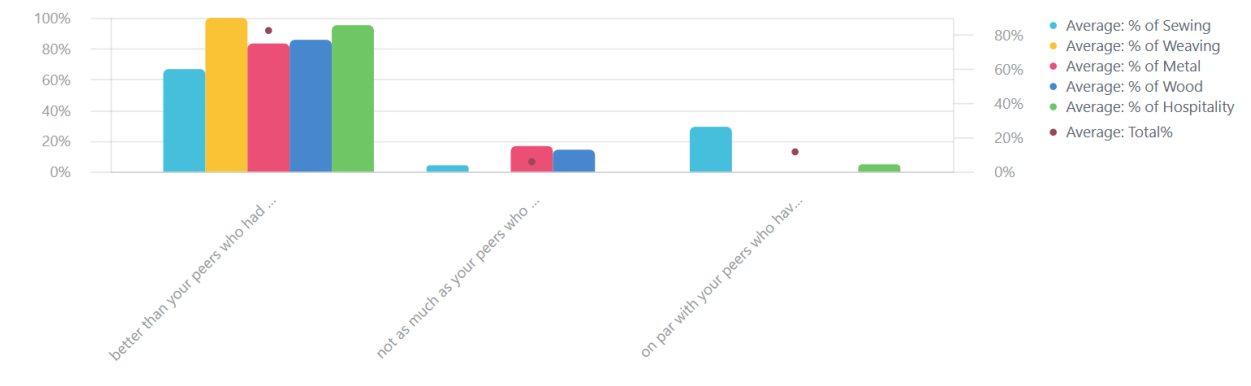


Figure 27: Advanced skills pursuit

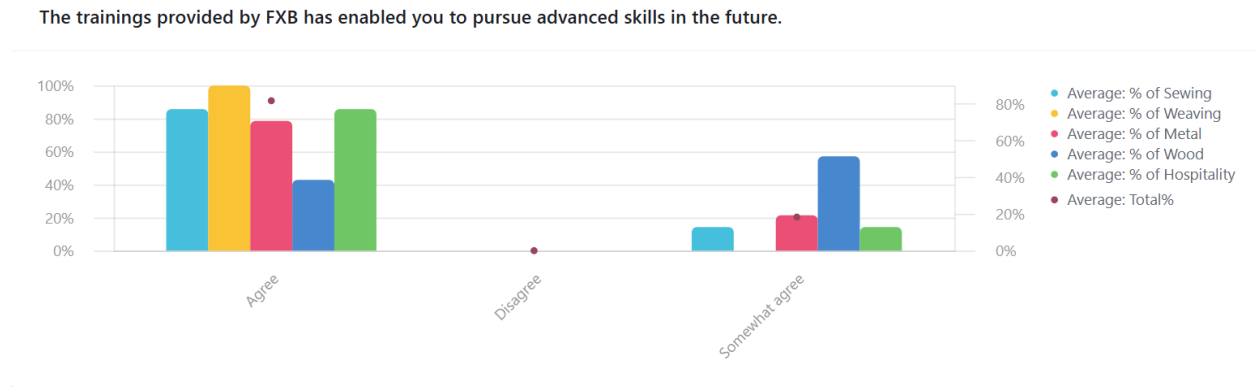


Figure 28: New Skills Learnt at Work

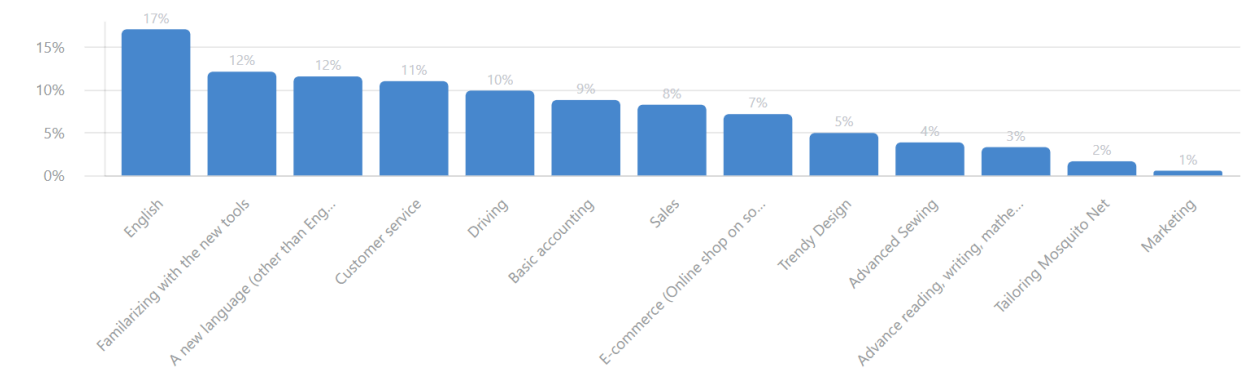


Figure 29: Effective Activity to get a job

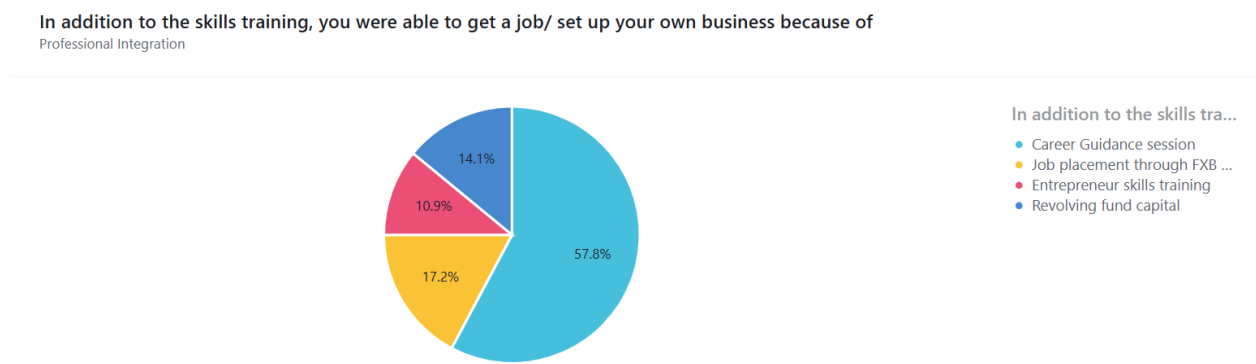


Figure 30: Most impactful training in addition to professional skills training

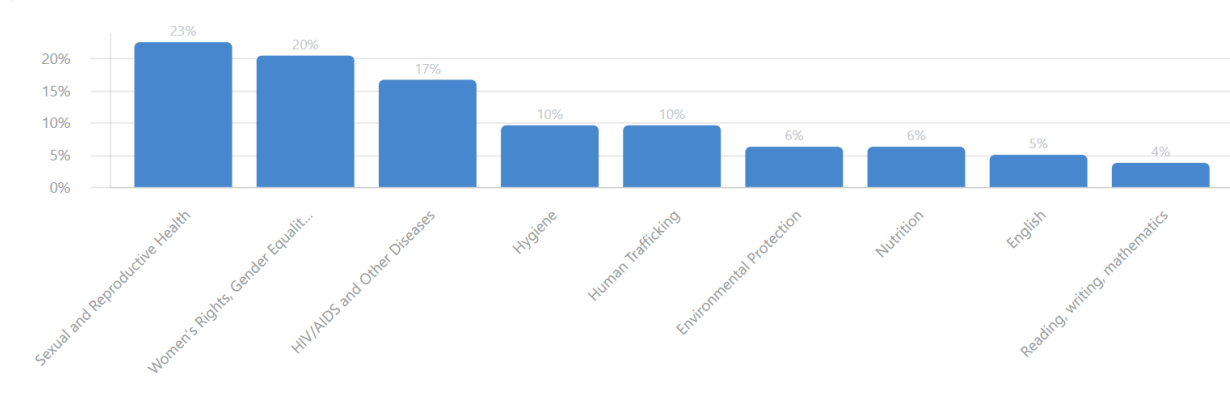


Figure 31: Type of Employment After the Training

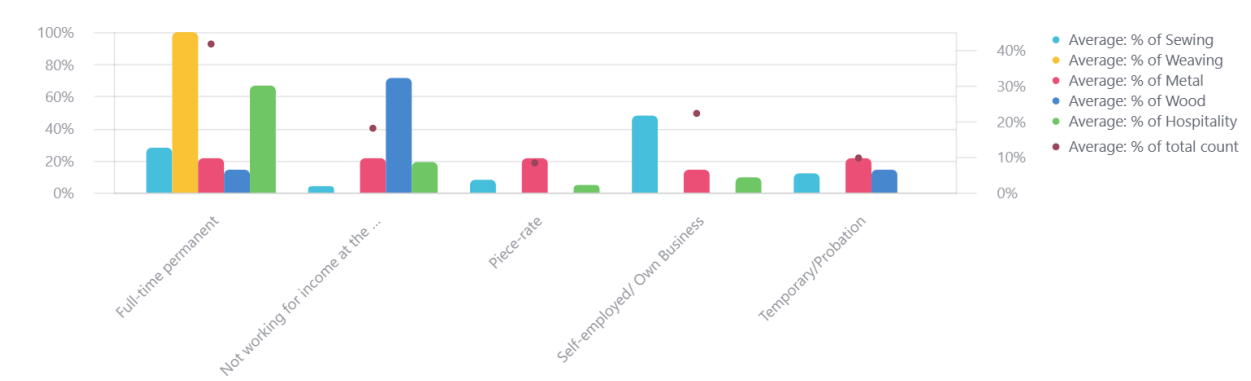


Figure 32: Employment Timeline and Industry

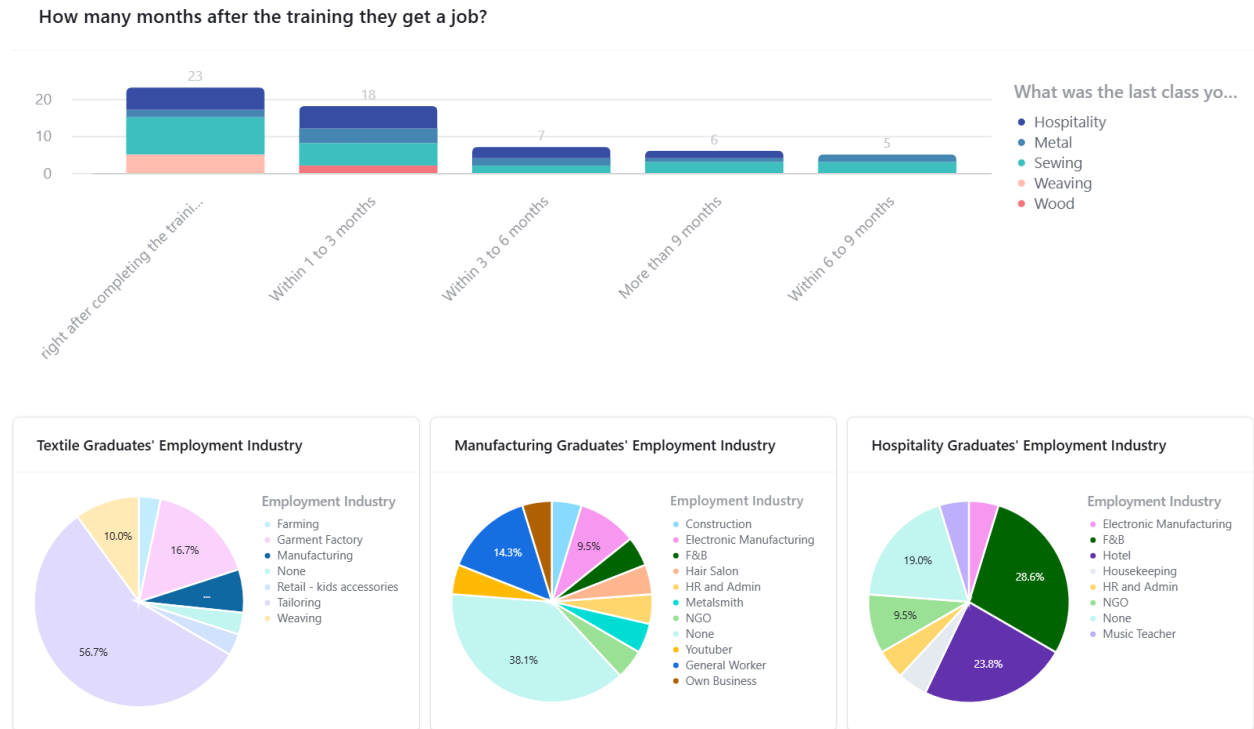


Figure 33: Economic Condition



Suggestion

Figure 34: Area of Improvement

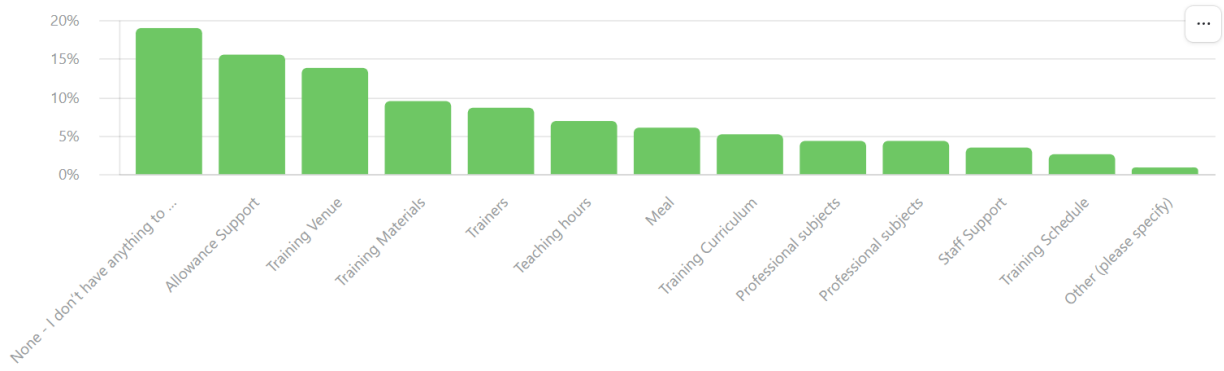


Figure 35: New Training

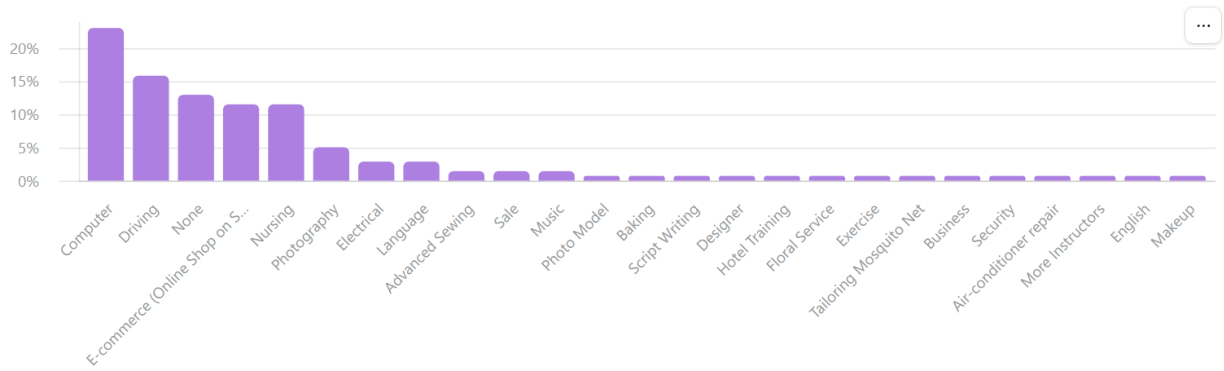
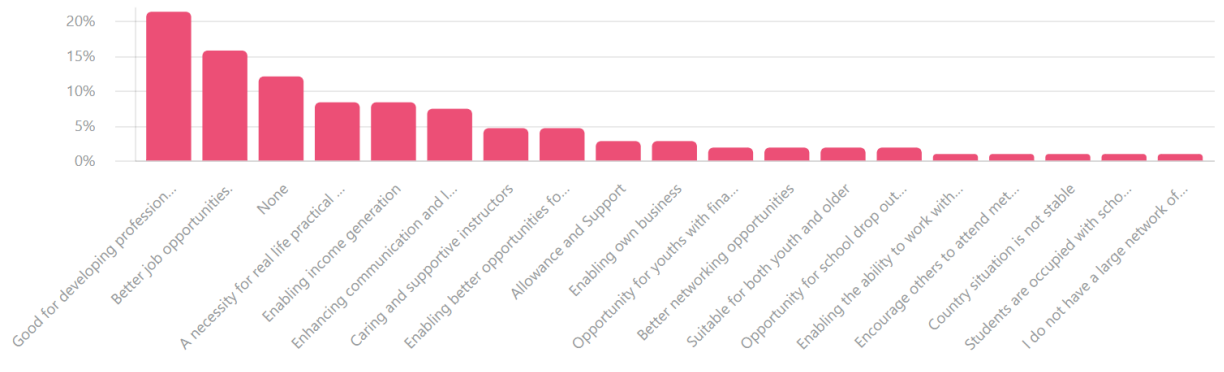
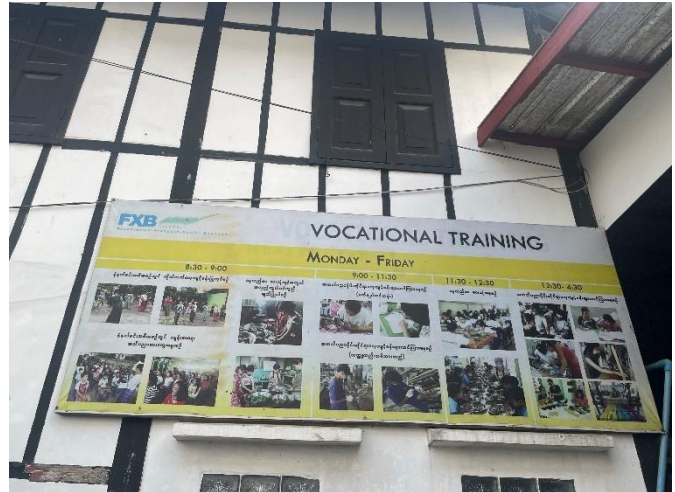


Figure 36: Reason for Recommendation



Annex – 7: Pictures

FXB Vocational Training Center



Sewing Graduates' Own Tailoring Shops

