

Strategic Planning for Business Skills Training for  
Youth in Emerging Countries

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## **Abstract:**

The Centre of Excellence for Business Skills Development (referred to as CEBSD throughout this report) is a training centre established in 2013 as part of the project ‘Strengthening Business Skills for Youth Employment in Myanmar’. This project is a collaboration between the Ministry of Education in Myanmar, UNESCO, and sponsored by PepsiCo. The project focuses on youth development and intends to equip youths in Myanmar with employability skills and leadership skills. After 6 years of implementation, this study conducts a comprehensive evaluation to identify achievements of this programme from both a quantitative and qualitative perspective. This evaluation contains reports on the training programme’s sessions and the programme’s operations sessions. By observing the evaluation and analysis, we can better identify the competitive advantages and disadvantages of this programme, and make any required amendments and improve the next stage of development.

According to the results, we consider this programme to have reached the expected outcomes, and the students’ satisfaction survey showed overall good feedback to our program, including curriculum design and faculties.

For future development, apart from keeping the existing activities, more consideration should be given to the faculties’ competency building and partnership development with special needs schools and organisations; business partners, and similar organisations in different areas of Myanmar.

Key Words:

Employability Skills; Youth Development; Myanmar; Leadership.

## **Abstrato:**

O Centro de Excelência em Habilidades Empresariais para Jovens em Mianmar é um centro de treinamento estabelecido em 2013 como parte do projeto 'Fortalecimento das Habilidades Empresariais para Emprego de Jovens em Mianmar'. Este projeto é uma colaboração entre o Ministério da Educação em Mianmar, UNESCO e patrocinado pela PepsiCo. O projeto se concentra no desenvolvimento dos jovens e pretende equipar os jovens em Mianmar com habilidades de empregabilidade e liderança. Após 6 anos de implementação, este estudo realiza uma avaliação abrangente para identificar as realizações deste programa sob uma perspectiva quantitativa e qualitativa. Esta avaliação contém relatórios sobre as sessões do programa de treinamento e as operações do programa. Observando a avaliação e a análise, podemos identificar melhor as vantagens e desvantagens competitivas deste programa, fazer as alterações necessárias e melhorar o próximo estágio de desenvolvimento.

De acordo com os resultados, consideramos que este programa alcançou os resultados esperados e a pesquisa de satisfação dos alunos mostrou um bom feedback geral ao nosso programa, incluindo design de currículo e faculdades.

Para o desenvolvimento futuro, além de manter as atividades existentes, deve-se considerar mais o desenvolvimento de competências das faculdades e o desenvolvimento de parcerias com escolas e organizações com necessidades especiais; parceiros de negócios e organizações similares em diferentes áreas de Mianmar.

Palavras-chave:

Habilidades de negócios, Desenvolvimento para jovens, Mianmar, Liderança.

## Index

<b>ACKNOWLEDGEMENTS</b> .....	<b>I</b>
<b>ABSTRACT:</b> .....	<b>II</b>
<b>ABSTRATO:</b> .....	<b>III</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>V</b>
<b>INTRODUCTION</b> .....	<b>VI</b>
<b>THEORETICAL PART</b> .....	<b>1</b>
BACKGROUND RESEARCH .....	1
<i>Youth Employment</i> .....	1
<i>Youth Development</i> .....	2
LITERATURE REVIEW .....	4
<i>Training and Education</i> .....	4
<i>Skills in Demand</i> .....	5
<i>Employability Skill Training in Emerging Countries</i> .....	6
<i>Youth Leadership</i> .....	7
<i>Key components of the Youth Development and Youth Leadership programme</i> .....	9
<b>EMPIRICAL PART</b> .....	<b>11</b>
OBJECTIVE OF THE EVALUATION - RATIONALE.....	11
METHODOLOGY .....	12
DESK REVIEW.....	14
PROJECT SPECIFIC OBJECTIVES .....	22
MAJOR FINDINGS, RESULTS AND LESSONS .....	25
<b>EVALUATION</b> .....	<b>33</b>
EXTERNAL EVALUATION .....	34
<i>Focus groups</i> .....	34
<i>Participant Satisfaction Survey</i> .....	38
<i>Comparison between the project and its competitors</i> .....	46
<i>Porter's Five Forces Analysis</i> .....	47
INTERNAL EVALUATION .....	50
<i>SWOT Analysis:</i> .....	50
<b>CONCLUSION</b> .....	<b>53</b>
<b>RECOMMENDATIONS</b> .....	<b>56</b>

## **Executive Summary**

The Strengthening Business Skills for Youth Employment in Myanmar Project was established in 2013 when UNESCO, in partnership with Ministry of Education in Myanmar received financial support from PepsiCo. This programme intends to equip young people from different ethnic groups in Myanmar between the ages of 15 to 24 years' old with employability skills. To closely engage and connect with young people, the programme was allocated a building at the campus of the Yangon University of Economics, and established the Centre of Excellence for Business Skills Development (CEBSD) to deliver the training programme.

The innovative approach of this action is based on conceptualizing the youth development theory into two concrete training programme: Business Skills for Youth training and Youth Leadership training, in order to give young people the edge in their skills and enhance the youth employment rate in Myanmar.

The Business Skills for Youth training programme was implemented at the beginning stage of this project with the intent to enrich young people's employability skills and directly engage with youth unemployment issues. Meanwhile, the Youth Leadership programme recently developed with the purpose of strengthening each individual youth's interpersonal skills, which in turn will indirectly have a positive effect on their employability.

The project's main activities were as follows:

- Development of training guides
- Training sessions delivery
- Coaching and instructing of Trainers
- Organisation of youth activities

After reviewing the performance of this project over the recent years, we realised there was only limited data to support the outcome of the programme. With the intent to change this situation, this study will focus on conducting a comprehensive evaluation of the programme, including measurement, assessment and analysis of the programme. The evaluation will cover inputs, outputs, outcomes and session impacts. An evaluation method combining both quantitative and qualitative methodology was employed in the study. Key impacts of this youth development programme, like the skills and ability enhancement, and the advancement in awareness and attitudes will be identified based on the results achieved. Moreover, after the evaluation, conclusions and recommendations will be given based on the appraisal of the assessment.

## **Introduction**

In late 2013, the United Nations Educational Scientific and Cultural Organisation (UNESCO), PepsiCo, and the Ministry of Education in Myanmar collaborated in a ground-breaking project to strengthen business skills for youth employment in Myanmar, through the establishment of the Centre of Excellence for Business Skills Development (CEBSD) in the Yangon University of Economics.

The CEBSD is the first initiative of its kind in Myanmar, bringing together a major global company, the Myanmar government, and intergovernmental organisation to respond to the identified needs of the unemployed youth in Myanmar, by helping to pave the way into the world of work through career counselling, networking opportunities, and targeted training in business and employability skills. The CEBSD provides a model for relevant, interactive and skills-based training which can then be developed and delivered together with the business and education sectors in Myanmar.

In the past 6 years, the centre has provided a successful work-related skills development programme for the youth of Myanmar and a platform for business and academia to share high quality teaching and learning processes, which led to improved outcomes for students and more structured formation of the overall education agenda at university level. In actuality, the centre became a platform to conduct life-long learning and peace education activities.

The project arose from the recognition that a well skilled population is key to a country's global economic competitiveness and inclusion, as well as its sustainable development. Conversely, a poorly skilled population translates into high unemployment, particularly for the younger generation, economic disadvantages and political instability and potential civil unrest. The economic challenges that Myanmar faces have been exacerbated by large numbers of individuals restricted from entering the labour market due to their lack of practical skills required for the world of work, both soft business skills and employment competence. As a result, youth development is one of the more formidable challenges facing the country and urgently needs to be addressed.

The collaborative programme was designed to address the elements of Myanmar's potential economic growth; the development of new industry sectors; and the provision of training and work opportunities for the younger population, whilst also improving the quality and relevance of education. The project also aimed to provide a model of good practice in private sector engagement for education and training in Myanmar.

During the ongoing 6 years of implementation, the programme has not as yet been comprehensively evaluated, which led to insufficient data or visible analysis to prove any outcomes. In order to identify the exact achievements of this programme, this study will focus on



evaluating the programme through desk reviews, focus groups, post-evaluative surveys and different analytical tools. Recommendations for the next stages of development will be provided based on the evaluation result.

# **Theoretical part**

## **Background Research**

### Youth Employment

Urgent attention needs to be paid to Myanmar's Youth Unemployment issues. According to the annual report from the International Labour Organisation, the global youth unemployment rate in 2017 was 12.1 percent, with over 70 million youths actively seeking jobs. Between 2002 and 2007, there was a trend observed that the youth unemployment rate was gradually declining. However, due to the global financial crisis in 2007, youth unemployment increased significantly between 2007 to 2010 (ILO,2017). Situations became worse in the developing world. The unemployment rate among young people was, and remains to be, extremely high in most of the developing countries. 40% of the world's unemployed are adolescents and young adults-which only accounts for 17% of the world's population. (United Nations, 2012). The importance of solving unemployment issues is not only concerned with poverty, but also because high unemployment seems to have a positive correlation to higher crime rates, depression, and social exclusion.

It is necessary for a country to realise that the essence of providing education and skills training to citizens in need will help to develop individual potential and lead to the society's development as a whole. A population equipped with suitable skills is a prerequisite for a country's prosperity. From the perspective of the young generation, equipping them with skills will not only enhance their live chances, self-assurance, and self-esteem, but also reduce the possibility of being marginalised and socially excluded. Moreover, young people are expected to become more productive and socially mobile once they possess a more competent skill set. Refusing to acknowledge the skills requirements of underprivileged youths not only reduces their ability but also slows socio-economic growth and poverty reduction. Lacking in proper training, most of these young people are rendered incapable of contributing to the growth of their nations.

Myanmar is South-East Asia's largest country with an estimated 58.4 million residents. Nevertheless, it has yet to fully realise it's prudence to potentially become the main intra-Asian portal. Myanmar is one of the world's poorest countries with USD857 per capita GDP and a rating of 149 out of 187 countries in the Human Development Index. 26% of its population were living in poverty in 2010, the great majority of whom resided in remote areas (ILO,2017). The reason for our concentration on youth development can be seen from the percentage of the total population made up by young people. According to a census conducted in 2014, the total unemployment rate

of Myanmar is 3.9% while the youth unemployment rate is 9.2%; more than double the other age groups collectively (Department of Population, 2014). Here the word ‘youth’ indicates the population between 15-24 years old. Human capital in Myanmar is largely underdeveloped. In absolute terms, there were approximately 514,000 unemployed young persons out of a total pool of 873,000 jobless people in the 15-64 age group. The Census also showed a high degree of inadequate skill-related employment or a mismatch between skills and work performed. For example, the graduate unemployment rate is surprisingly high, college and graduate degree holders face higher unemployment rates than those with lower or no education (*op cit*, 2014). This could be due to the lack of jobs that require an undergraduate diploma or degree level skills whilst those with lower or no education are better able to find employment requiring low level work-related skills. It is also widely understood that training will play a vital role in fostering ideals, skills and experience that will promote stable, equitable, and civil rights-based development and well-being. Myanmar's dedication to the right to education concentrates on school inclusion, success, performance and justice.

Youth employment programmes are normally categorised into four areas: (i) training and advancement of skills; (ii) development of entrepreneurship; (iii) employment services; and (iv) career subsidies. For this programme, general concentration is put in the training and advancement of skills and development of entrepreneurship sessions.

### Youth Development

Definitions of youth development are usually translated as a “mechanism or strategy in which young people become capable and develop the skills needed to succeed and meet challenges” (Center for Youth Development and Policy Research, 1996, 23). Some other interpretations also identify either specific results that young people need to attain or essential objectives they need to perform to reach such positive outcomes (Astroth, Brown, Poore, & Timm, 2002). Our Youth Development Programme is a mechanism which trains young people to meet the demands of adolescence and adulthood through an organised, inclusive collection of events and interactions that helps them to become culturally, politically, psychologically, physically, and cognitively adept. Activities in the development of a valued self allow young people to cultivate specific skills and achieve certain outcomes in their development. Through pursuing their own career interests, making plans on their career and building up management skills, youths gain an eagerness to work and a clear-cut skill set relevant to their chosen career. Work adequacy skills are assessed as youths apply self-exploration skills. Through activities that develop career planning and navigational

skills, young people learn and gain experience in seeking, managing and succeeding in a role that suits their career interests and professional abilities.

The objective of this programme is to equip youths with the necessary employability skills, as such skill acquisition is seen as one of the major ways of combating youth unemployment that is so prevalent in this country. Career evolution is a fundamental aspect of youth development and leadership. The career development process involves mastering the skills of self-identification, career discovery, and strategic career planning. Work-based learning and other hands-on activities and experiences enable the participating youths to expand and practice these skills. The incorporation of career development practice in youth development and leadership services means that young people acquire skills that they need not only for transferable use in order to excel in their careers, but also to make well-informed decisions about career progression, plans on how to achieve their career goals, and management of their chosen profession throughout life.

## Literature review

### Training and Education

The Centre of Excellence for Business Skills for Youth under the Strengthening Business Skills for Youth in Myanmar project, is set up as a training centre to provide skills training rather than an educational centre. To clarify this initiative, first we should identify the difference between training and education.

The *Oxford English Dictionary* defines training as a “practical education in any profession, art or craft”. Generally, it is defined as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity or a range of activities (Garavan *et al*, 1995).

On the other hand, they are significant differences when scholars define education. According to the *Oxford English Dictionary*, “education is the process of receiving or giving systematic instruction, especially at a school or university”.

Peters (1972) considered education as a set of processes, but too broad to be defined and suggests a set of criteria for consideration as the basis of education. Others such as Jarvis (1995) have added other criteria. These include the following:

- Education must involve a learning process.
- The learning process must not be a single event.
- The process should be planned rather than haphazard;
- Education is essentially a humanistic process.
- Learning has to involve understanding.

To compare education and training more specifically, a table has been comprised by Thomas (1997) that lists in detail each characteristic of training and education.

Comparable Factor	Training	Education
Focus of activity	On knowledge, skills, ability and job performance	On structured development of individual to specified outcomes
Clarity of objectives	Can be specified clearly	Objectives stated in general terms

Time scale	Short-term	Specified period, e.g. four years
Content of activity	Knowledge, skills and attitudes relevant to specific job, basic competences	Imposed and specified curricula
Methods used	Demonstration practice, feedback	Lectures, guided reading, debate, self-managed learning
Outcomes of process	Skilled performance of tasks that compile the job	External specified outcomes
Learning strategy used	Didactic and tutor-centred	Combination of didactic, skill-building and inductive strategies
Role of professional trainer	To instruct, demonstrate and guide	Acts as an expert instructor, facilitates and guides through learning resources
Document trainer philosophy	Instrumentalism: transferring knowledge using formal methods and measuring results	Combination of instrumentalism and existentialism
Type of need emphasized	Organisational needs	Institutional and individual needs
Process of evaluation	Evaluation against specific job performance standards	Evaluation in terms of pass/fail levels
Link with organisational mission and strategies	Not necessarily (but often) linked to organisation's mission and goals	Not necessarily linked to organisation's mission and goals

### Skills in Demand

As a training centre, it is important to identify the demanding skills accurately so that we can provide the training to meet the needs of the recipients. These skills could be generally referred to as '21<sup>st</sup> century, so-called life skills'. A high proportion of these skills are employability skills that permit individuals to lead autonomous lives, and to sustain economic growth and development.

These kinds of knowledge and skills are varied over time and place and are reflected in many different notions.

Generally, 21<sup>st</sup> century skills are categorized in 4 pillars: (1) learning to know (i.e. to master the instruments of knowledge); (2) learning to do (i.e. to apply knowledge in practice); (3) learning to live together harmoniously and productively (i.e. to prevent and resolve conflicts, and to promote peace and respect for other people, their cultures and spiritual values); and (4) learning to be (i.e. to ensure all-round development of each individual) (Delors *et al.* 1996). Two additional pillars were suggested by Ouane in 2008 to meet the needs of this dynamic world: “learning for change and transformation; and learning to become” (Ouane, 2008).

It is hard to conclude or create one universal definition or list of employability skills. Much research as well as numerable studies have been conducted with regards to the qualities, characteristics, and skills that constitute employability, so that some researchers consider it might be more applicable to define it in general, rather than specific terms. Meanwhile, some researchers are keen on identifying the specific terms, like Kay & Greenhill (2011, 53), who consider graduates’ “writing skills, mathematical skills, problem-solving skills and attitudes are more important for employers”, while Lowden (2011) identifies “teamwork, communication, leadership, critical thinking, problem-solving and managerial abilities” more important in this regard. Meanwhile, Nair, Patil, and Mertova (2009) hold the opinion that “communication, problem-solving, leadership, decision-making, emotional intelligence, social ethics skills, and the ability to work with people from diverse backgrounds” also important for employability.

In 2008, Martin identified 14 employability skills based on a comprehensive research. The following is a list of skills (ranked by priority and importance) that employers in Martin *et al.*'s (2008) study viewed as important and expected to see fully developed in job candidates: “communication, literacy, numeracy, enthusiasm/commitment, team-working, timekeeping, problem-solving business awareness, general information technology (IT), personal presentation, customer care, business awareness, enterprising, vocational job-specific, and advanced vocational job-specific”.

### Employability Skill Training in Emerging Countries

Countless youth development programmes have been promoted all around the world. Since 1990 till mid 2016, over 21,500 articles and 3700 evaluation reports have been published targeted on youth development programmes. But only 35 of these projects had at minimum one quasi-experimental research or comprehensive evaluation. Sixty percent of these interventions showed

positive impacts on attitudes and distal growth results, such as education and wellness indicators. (Richard, 2019)

In Uganda, Cuthbert conducted a SWOT analysis evaluating 4 training programmes. He concludes that vocational training can significantly improve young people's accessibility to the labour market and make livelihoods better by providing them with opportunities to earn a salary (Cuthbert, 2015). But there is also the chance that mismatching can occur when certain vocational training could lead trainees to low-paying roles when they should be aspiring for higher positions in society. It is therefore important for training centres to identify the actual needs of their trainees. A study conducted in Nigeria proved that by providing young people the chance to be educated and gain work experience, employability skills will therefore enhance young people's employability capacity. (Achinewhu-Nworgu, *et al*, 2016)

### Youth Leadership

Apart from providing training for employability skills, the needs of empowering youth's interpersonal skills, especially leadership skills are identified by this program.

Often, and mistakenly, the terms "youth development" and "youth leadership" are used interchangeably. All influenced programmes related to youth include youth development at their centre. Successful youth leadership programmes rely on strong ideals of youth development, with a focus on the growth areas and aspects of programmes that support youth leadership. It's important to assist adolescent service providers, stakeholders, and policymakers in the identification, selection, and implementation of important programmes and events for youth development and youth leadership.

The main difference between youth leadership and other programming for youth development seems to be that youth leadership programmes provide more opportunities for the young people involved, as stipulated below:

- (1) An active role is played in the scheduling, decision-making, and production of the activities in which they participate.
- (2) Consistent participation and meaningful interaction with conscientious adults with model behaviour who provide constant encouragement and support for the active involvement of young people.
- (3) Skills development, such as critical thinking, decision-making, goal setting and collaborating with others (Boyd, 2001).



In the context of youth leadership, it is important to look at what leadership really means in this context from the outset.

From the point of view of Northouse (2004), the following aspects are fundamental to leadership: “it is a process involving power, it exists within a team context, and it includes pursuing goals. According to these components, he suggests leadership as a process by which an individual affects a group of people to accomplish a shared goal” (Northouse 2004, p. 3). Chemers (2002) suggests leadership as the system of social influence in which one person may enlist another’s help and support in striving toward a shared goal. In contrast, Whitehead implies that an effective leader is one who “(i) is self-conscious, modest, constantly seeks change, is mindful of those being guided and looks out for others' welfare; (ii) fosters high levels of trust by creating an ethical and moral framework; and (iii) is loyal to corporate success in building community norms” (Whitehead 2009, p. 850).

Turning attention to youth leadership, some definitions describe it as “the ability to motivate others or put people together to achieve a shared vision or dream” (Rutgers Cooperative Extension, 2003). More often than not, youth leadership concepts centre on the ability to motivate and collaborate with others, without not inherently motivating others to behave in a certain way (Karnes & Bean, 1997). For this study, we would summarise youth leadership as the ability to envisage a required improvement or objective, and to then take action and use initiative to reach the goal, to take responsibility for the consequences, and to collaborate, respond, and communicate effectively with others.

Some organisations use a two-part definition of youth leadership that recognises the significance of personal autonomy as youths are making the shift from adolescence to adulthood. Youth leadership is considered to be both internally and externally adept at achieving the following:

- (1) The competency to advise or steer others in a specific direction, to affect certain people's opinions and attitudes, and show the way forward (Wehmeyer, Agran, & Hughes, 1998).
- (2) The capacity to evaluate one's own strengths and limitations, to establish individual and career objectives, and to carry them out with esteem. This also includes establishing the talent to be able to recognise and provide support to the community, not only to live independently but also to set up networks of help to engage in community life and trigger positive social changes.

When nations face greater cultural, financial, political, and environmental challenges, it is important to consider how leaders may take a comprehensive and rational approach to engage and react to these challenges in a manner that creates a legacy of genuine optimism for followers and future leaders. Nations have the potential to impart higher quality standards in their leaders by involving young people in leadership development programmes at an early age, taking into account

the need for a socially responsible approach to leadership. The goal is for these teenagers to become impactful in supporting a prosperous society via their commerce and social actions. They will be effective citizens, respectful of others, and aware of the consequences of their actions. “Youth leadership initiatives can provide chances for adolescents to strengthen their talents, cooperate with others, push for change, and use their innovation to help themselves and their communities alike” (Van Linden & Fertman 1998; 63).

Distinct from adult leadership, youth leadership concentrates on the strategies by which youths can discover, be educated in, or experience all that encompasses the meaning of leadership. These practices include kinaesthetic learning, or learning through doing that allows youths to build up key skills at an early age. Youth leadership must cover both development skills as well as give young people the opportunity to use them in practical and relevant ways (MacNeill 2006).

### Key components of the Youth Development and Youth Leadership programme

The Youth Development and Youth Leadership programmes are comprised of two major elements at an organisational and programmatic level.

Considering the organisational level, youth development as well as youth leadership activities should be sponsored by an agency with specific objectives, strategies, and priorities relevant to youth development (US Department of Health and Human Services, 1996). All personnel should be educated in the values and standards of youth development, and behave themselves respectfully, valuing each other as well as the programme's purpose, and respond in a supportive and compassionate way to all people.

Youth leadership initiatives should provide a secure and disciplined atmosphere for young people whereby they feel comfortable, valued and encouraged to fulfil their potential, whereas thinking from the programmatic level, Astroth suggests both youth development and youth leadership programmes should cover the following elements (Astroth, Brown, Poore, & Timm: 2002):

- An emphasis on the needs, strengths and preferences of each youth;
- Opportunities for participants to partake in diverse experiential activities;
- Opportunities for adolescents to achieve success;
- Opportunities for adolescents to play different roles in the community, e.g. as:
  - o Leader
  - o Participant
  - o Presenter
  - o evaluator;

- Engagement of youth in the development and implementation of programme activities;
- Community involvement; occasions for communicating with a coach or role model; and having the opportunity to improve self-awareness, personal identity, and beliefs.

Youth leadership programmes generally involve young people in all aspects of programme delivery by providing youths with the following interactions (Karnes & Bean, 1997):

- Various opportunities for observing, practicing and developing leadership skills;
- Improving leadership roles ranging from small group leadership to event planning step by step;
- Training on project background and beliefs;
- Evaluation of the strengths and weaknesses of each participant.

Youth development programmes are expected to include various essential features, such as:

- A secure arrangement;
- Supportive connections;
- Challenging tasks;
- Meaningful engagement

Furthermore, a conceptual framework for Youth Leadership has been proposed by Susan Redmond (2016), who suggested every youth leadership programme should start with “skills development, including social and emotional intelligence, collaboration, articulation, insight and knowledge”. After that, environmental conditions should be assessed, for authentic opportunities as well as mentor accessibility. Last but not least, taking action for mastering and motivating could finally lead students to gain leadership skills.

## Empirical Part

This empirical review has taken great inspiration from a report of a project conducted in Kosovo in 2011: The Kosovo Youth for Democracy and Peace Leadership (KYDP Project), written by Prishtina Rea. Her project report has been a crucial and pioneering template for my own presentation so much, so much credit must be given to her work.

### **Objective of the evaluation - Rationale**

The Strengthening Business Skills for Youth Employment in Myanmar Project began in January 2013, when UNESCO, in partnership with the Ministry of Education in Myanmar was granted funding by PepsiCo, to target Myanmar youths from 15 to 24 years of age, coming from different ethnic communities and various universities throughout the country, with the aim to create awareness of employability skills.

The innovative approach of this action provided youths the opportunity to access and practice employability skills and knowledge gained at training.

The **overall objective** is to improve business and employability skills for the unemployed youth of Myanmar.

The **specific objectives** of the action are given in brief below:

- Provide short term business-skills training to young people to work-ready graduates with skills that are in demand in the current job market and upgrade the skills of existing employees.
- Increase the quality and global outlook of business skills graduates in Myanmar using the guest speaker and seminar series, allowing CEBSD students and business associates to learn from international global business leaders and encourage the joint development of solutions to business development issues in Myanmar.
- Strengthen sustainability of CEBSD objectives by maximising the capacity utilisation of the faculty of Yangon University of Economics and building a strong partnership with different business sectors.
- Empower youth through leadership training and opportunities to develop and manage projects.

The main **outputs** of the project are as follows:

- 421 participants completed the Business skills for Youth programme
- 141 participants completed the Youth Leadership programme
- Over 1500 participants have been trained
- 15 trainings of Youth development conducted
- Nearly 100 training intakes organised
- 95 workshops organised

## **Target Group**

The primary target group is the young people of Myanmar, between 15 and 24 years of age. The secondary target group includes the trainers and facilitators who participated in the planned coaching of the trainers and their audiences. Another important target group are the entrepreneurs who attended the entrepreneurial skills training. Final beneficiaries are the communities where the programme takes place. On a broader level, all the community members targeted by the action shall benefit from the programme, through the implementation of the active projects.

## **Methodology**

### **Evaluation methodology**

The purpose of the evaluation is to allow for the measurement, assessment and analysis of the impacts of the project regarding changes achieved on target groups in terms of awareness and attitudes, as well as to make recommendations for future work based on lessons learned from this project. This evaluation is meant to assess the project activities, results, outcomes and some parts of the operation.

The evaluation was conducted based on the following internal and external research:

- A desk study of project reports, materials, data and existing files related to the project;
- A participatory method, involving key stakeholders, partners, direct and indirect beneficiaries and the organisation of separate focus groups, including discussion meetings with several representative participants.
- Post-evaluation survey
- Different Analysis tools: SWOT analysis, Porter's five forces analysis, etc.
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- **Presentation of the findings**

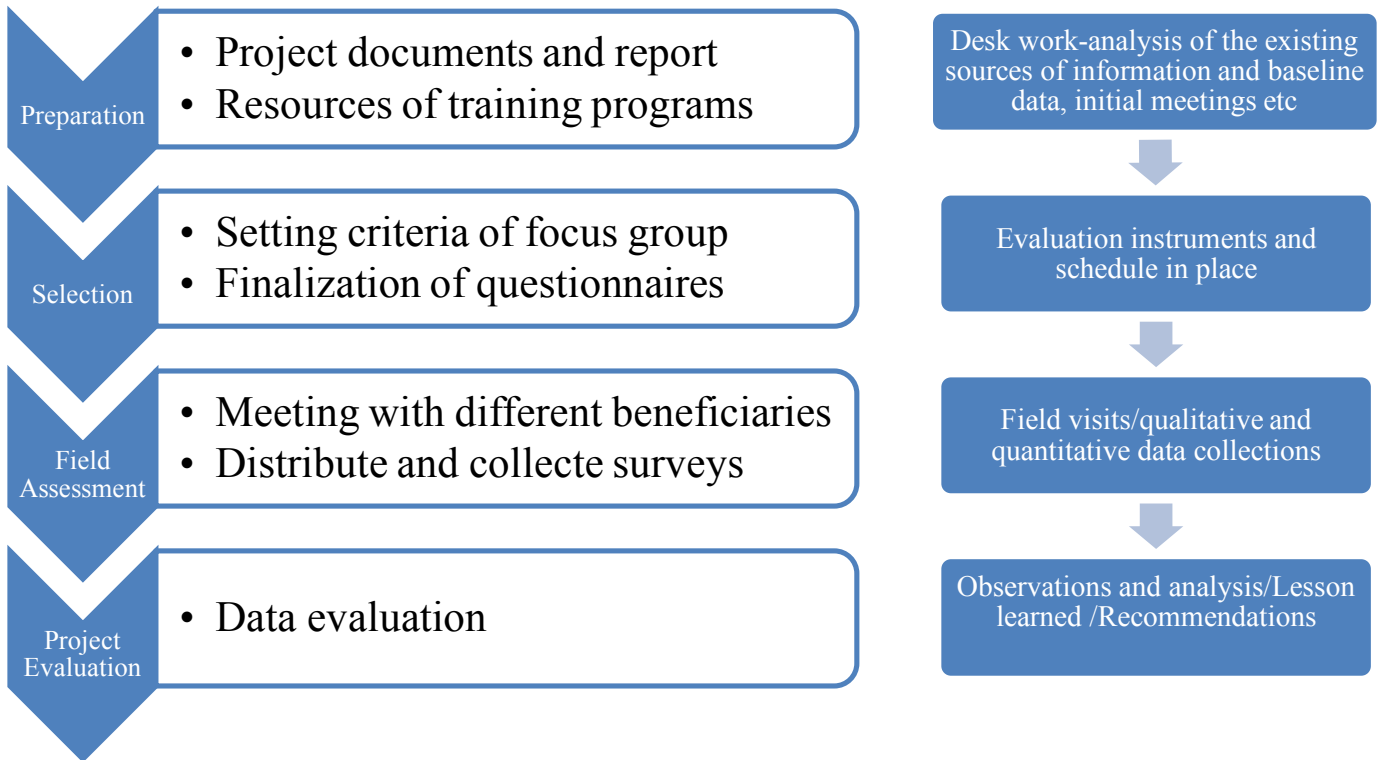


Figure 1. Undertaking of the evaluation method

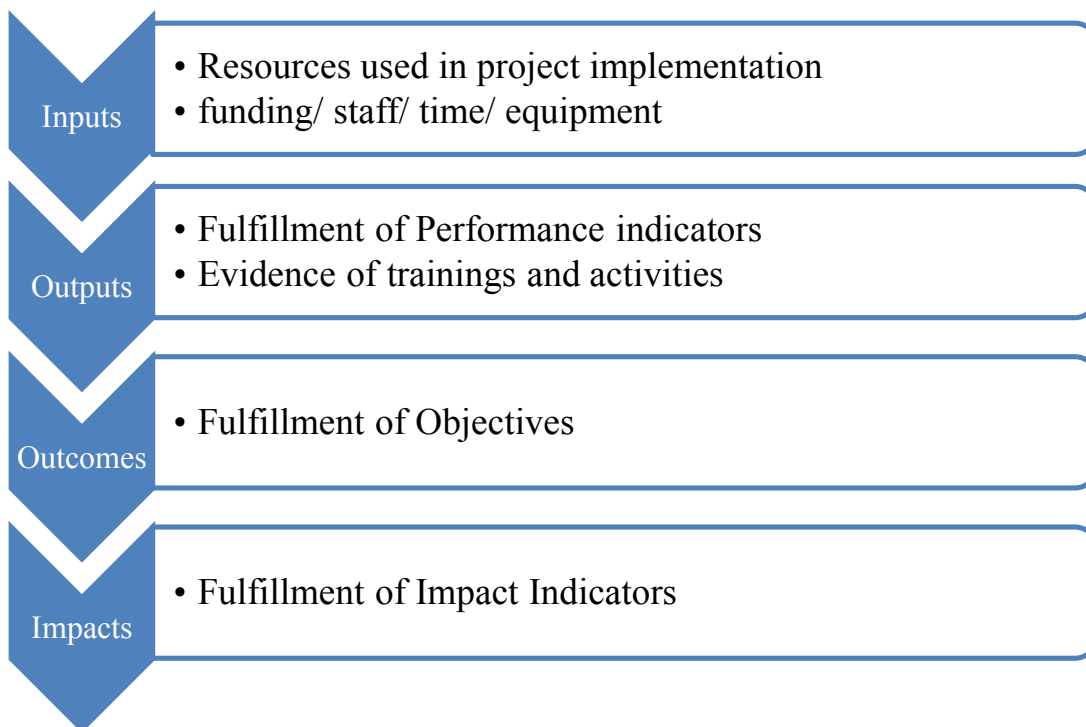


Figure 2. Level of Evaluation

## **Desk review**

As per the project planning and technical proposal delivered, the following documents, reports, materials and studies, were reviewed accordingly:

- 2014-2016 project report
- 2017 project report
- 2018 project report
- Curriculum guidelines
- Student Textbooks
- Teacher Guidebooks

After reviewing nearly all the available project documents, key information of this programme was collected and summarized as below:

### Location

The programme office is located at 7 Mile, Yangon, Myanmar, 10 KM away from the city centre and 20 KM away from the University's main campus. The programme was allocated two villas from Yangon University of Economics with 5 classrooms, 1 library and 1 meeting room.

The training sessions were carried out in 7 Mile, Yangon. The campaign activities were conducted by pre-trained young people and executed in different places within Yangon.

### Target groups:

The **primary target group** included Myanmar young people of diverse ethnicities between 15 and 24 years of age, coming from different educational institutions in Myanmar majoring in different subjects. Most of these students that were not yet equipped with sufficient working skills were passionate to learn and improve. The reason for them to attend a youth development programme is that they realised apart from academic knowledge, soft-skills also play an important role in their future career development.

The **secondary target group** were the facilitators, lecturers who participated in the Training of Trainers (ToT) sessions, and their audiences. By updating teaching methodology and improving delivery, facilitators and lecturers improved the quality of their work and received better feedback from their students. Meanwhile, the Training of Trainer sessions also had a positive influence on transforming the education system in Myanmar. By providing newly updated methods and

teaching strategies to lecturers and facilitators, students were able to receive higher quality training sessions.

**The third target group** were the existing employees and the entrepreneurs who attended the entrepreneurial skills training.

By providing life-long learning opportunities and up-skilling training to existing employees and employers, we hope to bring positive influences to Myanmar's Business sector, which could promote the economic development as well as indirectly create more job opportunities. As in Myanmar, there are still a lot of job mismatching situations existing due to the insufficient middle level positions. This kind of entrepreneurship training could possibly play a positive role in promoting the business sector development in Myanmar, and indirectly lead to more job opportunities being created.

**The final beneficiaries** of the programmes are the communities where the actions take place. On a broader level, all the community members targeted by the programme shall benefit through the implementation of each individualised community project. Every year, we combine our programme with a different theme related to the society. For instance, the Youth Leadership Programme is combining themes with environmental protection in 2019 and delivering different kinds of activities in Yangon. During these action projects, we received positive feedback from community members, mentioning how they gained knowledge and awareness.

## **Project implementation and its approach**

### **Specific objectives**

- Provide short term business-skills training to young people to develop work-ready graduates with skills that are in demand in the job market and upgrade the skills of existing employees.
- Increase the quality and global outlook of business skills graduates in Myanmar using the guest speaker sessions and seminar series, allowing CEBSD students and business associates to learn from international global business leaders and encouraging joint development of solutions to business development issues in Myanmar.
- Strengthen sustainability of CEBSD objectives by enhancing the capacity of the faculty of Yangon University of Economics and building a strong partnership with different business sectors.
- Empowerment of youth through leadership training and opportunities to develop and manage projects



### **Project main activities related to Youth Development**

- Youth Leadership
- Business Skills for Youth
- Learning skills for Youth
- Job Readiness
- ToT for Peace Education
- ToT for Facilitation skills
- Plastic Campaign
- Workshops
- English Conversation Club
- Monitoring and Evaluation
- Internship opportunities
- Youth Entrepreneurship

### **Main Outputs of Youth Development Project**

- 421 participants completed the Business Skills for Youth Programme
- 141 completed the Youth Leadership Programme
- Over 1500 participants were trained
- 15 trainings of Youth Development conducted
- Nearly 100 intakes of training organised
- 95 workshops organised

### **Key results**

- Participant trainees developed their employability skills and became able to combat the different challenges at a workplace;
- Participant trainees understood and put into practice the principles and concepts of skills development, interpersonal skills, leadership, and other skills acquired during training;
- Participant trainees engaged in their communities as their leadership and organisation skills developed;

- A higher level of integration and of reciprocal understanding amongst young people was achieved;
- Training of Trainer (ToT) Participants' abilities to deliver workshops improved alongside their ability to influence their communities as well as their capacity to promote peace education;
- Greater cohesion was achieved on promoting environmental protection among Yangon communities and young people;
- Positive influences were brought to the business sector as the competency and capacity of entrepreneurs were also improved.

### **Selection of the participants**

As the programme intends to support disadvantaged groups, we welcome everyone with passion to attend the training, and the following requirements were adhered to in the selection process to identify and select students:

- Basic literacy skills;
- Good attitude with an eagerness to learn;
- Former working experience (only applicable for some advanced level training).

### **Selection of the partners**

The following requirements were respected in the selection process to identify and select partner organisations:

- To relate to the correct target group;
- Having the same vision aligned with UNESCO;
- Sharing the same interest in helping disadvantaged youth.

### **Selection of Scholarship students**

With the goal in providing support to young people in need, scholarship is provided to some students with good performance levels but with financial shortages. Scholarships were funded by Yangon University of Economics, however, on some occasions we received sponsorship from a private donor.

The scholarship students should:

- Be recommended by the faculty from Yangon University of Economics;
- Provide a reference letter;
- Preferably from an ethnic group and/or rural area; and

- Having financial shortage.

### **Organisation Structure**

Professionals who work closely with youths aged between 15-24 are responsible for providing various high-quality services to some of the country's most disadvantaged young people. It is important for these professionals to be equipped to a level of standardized competency to guide young people. In this case, there is a notable need for professional development to support building and strengthening their competencies. Research has illustrated a positive correlation between professional development and self-reported competency among youth worker professionals.

At this current stage, the CEBSD team is composed of three members with different education and cultural backgrounds. Working in a team manner, each of them play a different role, holding different responsibilities based on their strengths and interests.

### **CEBSD Team**

E:

Position: Team supervisor / Trainer

Topics: Peace Education/ Youth Leadership/ Community Project Management/ Business Skills

Nationality: Myanmar

Educational Background: Bachelor and Master degree in education

Introduction:

E is an experienced trainer who has been working in the education sector for over 13 years. With a Bachelor's degree in English Education, she first became a linguist teacher in Bangkok after finishing her studies in the Philippines. Since she moved back to Myanmar, she has been working as a curriculum developer for several years. Combining the curriculum development experience with her teaching experience, she became the programme officer as well as a trainer for the UNESCO/CEBSD project. She developed training programmes tailor made to meet the needs of the relevant people and delivered it with various activities using easy-to-understand methodologies. She studied her Master's degree majoring in education in the UK. Her experience in studying and working abroad gifted her with open-mindedness and good communication skills. During her Master's degree, she researched Peace Education, which contributing to her current work as a peace educator. With interests in engaging with young people, E not only leads most of the youth development programmes in the Centre, but also collaborates with other organisations, delivering training for them.

At the office, E is playing a role as supervisor/decision maker as well as the main trainer. She is also involved with UNESCO's other projects related to peace education and curriculum development.

R:

Position: ICT Trainer / Administrative staff

Topic: ICT Training

Educational Background: Bachelor and Master degree in Computer Science

Introduction:

R was recruited as the administrative staff for CEBSD team and later trained to become an ICT trainer. She holds a Bachelor and Master's degree in Computer Science and had been teaching at a Community School for 8 years before she started her job at UNESCO.

Her regular work at the Centre is also related to Human Resource Management, Marketing Management and Financial Management which inspired her to take a Master's degree in Business Administration in the future.

Z:

Position: Intern of this programme/ ICT trainer

Topic: ICT Training / Marketing Material/ Business module/ Language teaching

Educational Background: Master in Business Administration

Z is a business student currently doing her internship at UNESCO. She had no teaching experience before she joining this programme.

Since she joined CEBSD, she has taken over some administration work from R and provides advice on improving the operation of the programme. She is training to become a teacher for ICT training, modules in business, as well as language teaching.

She has strong communication skills so that she can communicate with students and local colleagues very well even though she can't speak the local language.

### **Training Operation**

A comprehensive Training programme includes 3 different stages: the preparatory stage, the execution of the training and the conclusion and evaluation of the results. After observing and getting involved in the implementation of the programme, the itinerary of the programme is summarized here, and the optimisation changes of 2019 are underlined for analysis.

### Preparatory Stages:

- Curriculum updates
- Preparation and continual update of materials
- Lecturer assignment
- Announcement/Marketing:
  - o Facebook
  - o Word of mouth
  - o Campus Website
  - o Mailing list

### Recruitment

- Scholarship programmes
- Confirmation
  - o Confirm as soon as possible after receiving the application
  - o E-mail confirmation
  - o Phone call confirmation
- Registration

### Training

- Materials distribution
  - o Google drive
  - o Slides
  - o Collect email list for information distribution
- Post Completion
  - o Online Evaluation form

Generally speaking, the training preparations started 1 month ahead of the training date. The programme officer first discusses the training plan with the director from YUE and requests the assignment of lectures for each training session. Training curriculums are updated whenever necessary and training materials are sent to the print shop at this stage.

After the date of training is confirmed with the University, we start to prepare the marketing material and advertise the programme through both online and offline channels:

- posting the pamphlet on campus
- Facebook boost,
- upload information on the university website,

- share information on Facebook group page.

For 2019, in order to better connect with students, a mailing list including all the previous participants from different training programmes was set up. Programme officers sent monthly training information to recipients at the beginning of each month for their reference. This strategy can also be considered as helping to recruit a wider range of participants. Last but not least, according to students' feedback, a large proportion of them were made aware of our programme through their friends, colleagues, and classmates' recommendations. This also proved the strong reputation of CEBSD.

After marketing and receiving the application forms, participants were recruited following the criterion of each training programme. With the exception of meeting the mandatory requirements in education backgrounds for some of the more advanced training, participants are selected carefully to ensure that there was a fair representation between gender equality and ethnical diversity. In order to support disadvantaged students, a scholarship programme was provided to those who desire learning but have financial shortages. In 2019, we revised the confirmation process: first of all, we shortened the waiting period for students to be informed about the selected result. There is a high chance that students will arrange other plans during the waiting period, so as we respond to each applicant promptly, it significantly increased the turn-up rates. Also, before the regular phone-confirmation, email confirmations are added into the process. Selected participants will first receive an email from the programme's official email account informing them that they are selected by the programme, vital information is included in the email, and participants only need to reply to confirm their registration. This new method improved the efficacy of confirmation in comparison with the previous method of only using calling confirmation.

Some of the changes made during the 2019 training include the sharing of documents, such as slides and evaluation forms, through Google Drive and Google form, rather than being printed out. This stands in line with UNESCO's commitment to environmental protection. Also, the electronic evaluation form speeds up the data collection process and helps in data analysis.

## **Project Specific Objectives**

**Specific Objective 1** - To provide short term business-skills training to young people to develop work-ready graduates with skills that are in demand in the job market and upgrade the skills of existing employees.

Expected result 1.1: Unemployed youths equipped with basic business and employability skills through localized training programmes. The project targets 800 graduates with 80 % of trained youths placed in jobs, internships, self-employment or community service following training.

Expected result 1.2: Youths in their early career equipped with different managerial skills through localised training programmes. The project targets 500 graduates with 80% of trained youths attaining career advancement and promotion.

Expected result 1.3: Youths are equipped with appropriate skills and knowledge to work effectively in the dynamic business environment in Myanmar.

Under this objective, The CEBSD programme has generated the business skills for youth programme, which intends to equip young people with employability skills. To achieve this objective, the programme has invited curriculum developers from MRIT to tailor-make a set of curriculum and textbooks that targeting on Myanmar labour market and young people here. Since 2013, 15 intakes of Business skills for youth have been conducted and over 500 youths has been trained accumulatively.

**Specific Objective 2** - To increase the quality and global outlook of business graduates in Myanmar using the guest speaker and seminar series, allowing CEBSD students and business associates to learn from international global business leaders and encourage joint development of solutions to business development issues in Myanmar.

Expected result 2.1: Students and lecturers to be provided with valuable professional insights, linking theory to practice, providing greater awareness of contemporary business issues and academic and practitioner perspectives on core business disciplines through guest lectures and seminar series.

Expected result 2.2: Quality of business graduates and relevance of academia to the business world to be enhanced through sustained interaction with private sector guest lecturers and speakers.

To achieve this objective, 95 intakes of guest speaker sessions as well as workshops were organised. Both local and international guest speakers from different sectors were invited to deliver guest speaker sessions and workshops, with topics being closely aligned with our objectives but varying from time to time. For instance: ‘Managing Your Career in a Start-up Company’, ‘New Investment

Law and what this means for Myanmar’, and ‘Overcoming Challenges in an Entrepreneurial Journey’, etc. Moreover, these activities also provide networking opportunities for our participants to make connections with experts and develop the potential for collaboration in the future.

**Specific Objective 3** - To strengthen the sustainability of CEBSD objectives by enhancing the capacity of the faculty of Yangon University of Economics and building a strong partnership with different business sectors.

Expected result 3.1: Some 100 faculty members to be trained in ICT, teaching methods and mentoring skills.

Expected result 3.2: The programme to hold a strong management team and finance system that will enable them to support the ongoing activities of the Centre.

Expected result 3.3: Through continuous collaborations, trainings, and seminars, the lecturers will interact with the private sector and therefore maintain long term partnerships.

Responding to these initiatives, Training of Trainer sessions are organised regularly. Trainers play an important role during the training; the quality of training is greatly determined by the way they teach, monitor and mentor students. To ensure and strengthen the sustainability of this programme, the programme team organised training sessions targeting university lecturers. Training topics were related to practical teaching methodology, peace education, facilitation and monitoring skills, essential ICT skills to name a few.

**Specific Objective 4** - The empowerment of youth through leadership training and the opportunity to develop and manage projects.

Expected result 4.1: As a result of the Summer Youth Leadership programme, and the “trainer training” programme, it is hoped that CEBSD participants will be empowered to start campus or community-based projects. The programme targets 300 youths and around 50 participants accordingly.

Expected result 4.2: CEBSD to be established as a hub for start-ups of entrepreneurial and social enterprise projects.

The youth leadership programme started in 2018, with curriculum and resources developed by UNESCO specialists. Training is focused on improving young people's interpersonal skills, especially leadership. During the training, students are encouraged to organise and conduct community activities, practice and then apply the skills learnt. Additionally, we organise Training of Trainer (ToT) sessions for Peace Education. Anyone who is interested in the Peace Education



sector are welcome to join these training series for free. ToT for Peace Education includes both Peace Education sessions and Facilitation Skills sessions. Participants are encouraged to become a peace educator and deliver similar workshops or activities at their community after the ToT sessions.

## Major findings, results and lessons

Six years after its establishment, this program is nearing the end of its first partnership contract with its sponsor. It is therefore imperative to reflect on the current implementation and what this program has achieved, with a view to gaining future investment.

Training program	2014-16		2017		2018		2019	
	Number of Participants	Intakes	Number of Participants	Intakes	Number of Participants	Intakes	Number of Participants	Intakes
<b>Business Skills for Youth</b>	177	8	71	3	68	2	105	2
<b>Youth Leadership</b>	N/A	N/A	N/A	N/A	71	1	70	1
<b>English for the Business World</b>	107	4	55	1	62	2	N/A	N/A
<b>Retail Management</b>	14	1	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hospitality Management</b>	15	1	N/A	N/A	N/A	N/A	N/A	N/A
<b>Financial Literacy</b>	52	2	58	3	47	2	68	2
<b>Marketing for SMEs</b>	N/A	N/A	47	2	33	2	31	2
<b>Start Your Own Business</b>	N/A	N/A	82	4	22	1	80	4
<b>Community Project Management</b>	N/A	N/A	N/A	N/A	28	1	27	1
<b>Human resource management</b>	N/A	N/A	N/A	N/A	70	2	39	2
<b>Excel Essential for Beginners</b>	N/A	N/A	N/A	N/A	46	4	56	7
<b>Learning Skills for Youth</b>	N/A	N/A	25	1	48	1	14	1
<b>Marketing Management</b>	N/A	N/A	N/A	N/A	N/A	N/A	49	2
<b>Microsoft for workplace</b>	N/A	N/A	N/A	N/A	N/A	1	42	4
<b>Total</b>	<b>365</b>	<b>16</b>	<b>338</b>	<b>14</b>	<b>495</b>	<b>19</b>	<b>581</b>	<b>28</b>

Fig.3 Training Programmes (2014-19)

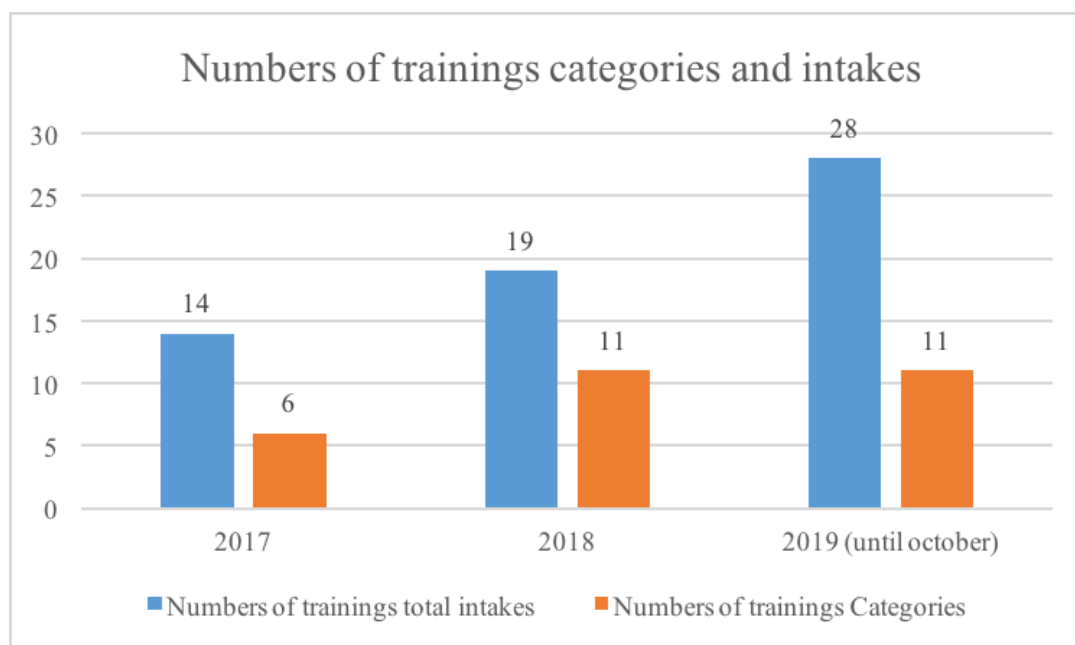


Chart.1 Numbers of training categories and intakes

As time went by, the capacity of this program increased. Diverse training programmes as well as activities are designed and delivered to meet different group of participants' needs. Trainings and

workshops relating to employability skills and interpersonal skills are targeting our first beneficiaries - young people in Yangon - to enhance and support their personal development. Apart from that, side programmes focusing on entrepreneurial skills are provided with the purpose to improve the labour market in Myanmar. Last but not least, the training of those who actually delivered the training programme itself was one of the most crucial base-level aspects, as these people play one of the most important roles in Myanmar’s expansion of its educational capacity.

Specific review on 2019

**Training on Youth Development.**

Training that can help young people develop employability skills and interpersonal skills are categorised here. ‘Business Skills for Youth’, ‘Youth Leadership’, and ‘Learning Skills for Youth’ programmes are considered to be corresponding to each other, covering different aspects to develop youngsters’ skills comprehensively. The ‘Job Readiness’ programme is designed to support youths to go through the job application process. Apart from that, the ‘Microsoft for Workplace’ programme is expected to provide technical support that will assist young people to perform well after they enter the working world.

Training Programme	Duration (hours)	Tuition Fees (kyats)
Business skills for Youth	150	90,000
Youth leadership	35	50,000
Learning Skills for Youth	21	20,000
Job Readiness	15	20,000
Microsoft for Workplace	30	20,000

Fig.4 Trainings on Youth Development

- **Business Skills for Youth**

Employability skills training is an important component of our youth development programme. ‘Business Skills for Youth’ is one of the core and pilot programmes targeting employability skills provided by CEBSD twice a year, during the school holidays. This curriculum is co-designed with

expertise from RMIT University, covering four features for units of study: ‘Navigating the world of work’; ‘Working with others’; ‘Getting the work done’; and ‘The World of Business’.

Training lasts for 10 weeks, delivered in Myanmar with resources in English, co-conducted by trainers from UNESCO and lecturers from Yangon University of Economics. This training focuses on the practical skills that young people need for their career development after entering the business world. Participants will learn about preparing business plans step by step and gain the edge with regards to job seeking skills.

For each training, apart from the regular lecture sessions, participants are divided in groups and participate in various group activities, including working together to develop a comprehensive business plan. During the training, students are expected to have a better understanding of the business world through the development of their business plan. The programme also organised guest speaker sessions regularly and site-visit to Yangon Stock Exchange, these sessions were put together with the intent to enhance students’ knowledge of the real business world and provide them with networking opportunities to meet with experts from different fields.

#### - **Youth Leadership**

Leadership skills are another essential component of any youth development programme. Corresponding to the practical skills provided by the Business Skills for Youth training, the Youth Leadership programme intends to empower young people from an interpersonal perspective. Another important combination of this program is to provide real life practical opportunities to students, so that they can apply the knowledge and skills gained from the programme.

Programmes are developed by specialists from UNESCO, following the conceptual model of our youth leadership programme (YL).

The first stage of the YL programme is to equip students with skills in four categories: Social and Emotional Intelligence; Collaboration with Others; Insight and Knowledge; and Articulation.

During the whole process, mentoring is available for each individual participant. Apart from that, authentic opportunities are provided for students to participate and apply the skills they gained from the training. Finally, in order to master their newly acquired leadership skills, students are encouraged to apply self-reflection of their personal training journey by creating their own Leadership portfolio.

#### - **Job Readiness**

Job readiness training is a short-term training scheme focussing on job seeking skills.

Participants will be equipped with basic job-seeking skills; for example, CV writing, cover letter writing, interview skills and other base level work acquisition techniques. This training intends

to support students to get familiar and well prepared for interviews, and overcome any fears or anxieties they hold toward them.

- **Learning Skills for Youth**

The Learning Skills Development course builds foundational knowledge and skills in order to prepare high school students for higher education. Students will be encouraged to engage in various academic activities such as discussions and presentations in a comfortable, free and fun learning environment. Time is also allocated for self-directed learning.

This course aims to help develop and practice learning skills like communication, working with others and critically analysing arguments, which are not only useful for studying but also for work and in everyday life.

- **Microsoft for workplace**

A good ICT skill set is one of the demanded prerequisites for the majority of roles for 21st century employment. Due to the financial limitations, many people-especially the youth of Myanmar-don't have accessibility to computers. Identifying the needs of equipping people with essential ICT skills, CEBSD organised the 'Microsoft for Workplace' programme. After learning the basic knowledge of Microsoft, participants are expected to be able to prepare a CV, cover letter, poster, a financial report and PowerPoint slides independently.

**Training on Entrepreneurship Development and Life-Long Learning**

Apart from bettering the youth improvement issues in Myanmar, the programme also intends to provide upskill training to the Myanmar labour market, which could have an indirect positive influence on solving the youth unemployment problems. Trainings related to entrepreneurship development are categorized under this subject:

Trainings	Duration (hours)	Tuition Fees (kyats)
Start Your Own Business	30	60,000
Marketing Management	30	90,000
Human Resources Management	30	90,000
Financial Literacy	18	60,000
Community Project Management	35	50,000

Marketing for SMEs	21	50,000
Excel Essential for Beginners	15	20,000

Fig.5 Trainings on Entrepreneurship Development

- **Start your own business**

The Start Your Own Business course IS comprised of three parts:

- (1) Generate Your Business idea (GYB)
- (2) Start Your Business (SYB)
- (3) Business Plan Presentation

GYB leads students through a step-by-step process of identifying and analysing business ideas. At the end of GYB, they will have ascertained a solid business idea that will be used as a basis for developing a business plan in the SYB phase. SYB builds on GYB, by presenting business ideas for legal and financial scrutiny, as well as to the target market.

- **Marketing Management**

The Marketing Management certificate programme provides insights on how to effectively apply marketing management theories and practices, including the marketing mix, and through real-world business scenarios.

- **Human Resources Management**

The Human Resource Management certificate programme provides practical and theoretical insights for current or aspiring Human Resource professionals. Participants will learn essential skills for business management and apply the core competencies of organisational effectiveness, staffing, development and training, and HR systems management.

- **Financial Literacy**

Financial Literacy for Start-ups is an intensive 18-hour training programme for current or aspiring business owners. The programme builds financial skills including learning how to analyse cash flow forecasts and budgets, as well as how to evaluate budgets prepared by managers.

- **Community Project Management**

This course introduces the main concepts and techniques of community project management and develops the skills needed to implement successful projects. It is designed for learners with no

prior experience in community projects, but can also serve as practical training for entry-level development workers.

This programme includes guest speakers, class discussion, role-playing and simulations, reflection through guided questions, presentations, problem-solving exercises, case-study materials, and group projects. This course is for students who are studying developmental disciplines and students seeking to work at CSOs, NGOs and INGOs in the future or get involved as developmental volunteers in community activities.

- **Marketing for SMEs**

With the purpose of improving the society's entrepreneurial environment, CEBSD also provides a course for people who already own and manage an existing SME (small or medium-sized enterprise) and want to improve their marketing skills. The Marketing for SMEs course will help improve customer loyalty and increase sales and profitability.

**Training on Capacity building**

- Training of Trainers
  - Coping with Traumas & Facilitating Healing
  - Gender-sensitive Learning Communities
  - Sustainable Development Goals
  - Peace Education

Training of Trainer (ToT) sessions are provided free of charge to anyone who wants to become a facilitator. Training topics focus on peace education and facilitation skills in order to enhance and promote the peace movement in Myanmar. After attending the training, participants are expected to have a general idea about how to organise a relevant workshop and are encouraged to return to deliver the lecture in their respective communities, and share their knowledge of peace education with others.

- **Capacity Utilisation in the Faculty of Yangon University of Economics**

Lecturers from Yangon University of Economics have been trained by UNESCO specialists to design and deliver practical vocational education, to build business skills, knowledge of the local job market, and students' confidence in their ability to participate. These workshops, along with the lecturer's participation in CEBSD teaching, are the key to creating necessary shifts in pedagogy

and the approaches required to better respond to both students' and the labour market's needs, and in doing so set an educational model for training in Myanmar.

### **Community activity**

#### **- Plastic Campaign**

Following the initiative from Bangkok's regional office, CEBSD organised the plastic campaign combining with the Youth Leadership programme. This activity intends to raise young people's awareness of environmental protection as well as providing them the opportunity to apply the skills gained from training. Students are required to design and organise campaign activities in different venues in Yangon.

#### **- Support on Youth enterprise**

Youth Enterprise participation is considered as promoting the development of young people, in particular career development. For this study, we define youth enterprise as a business with substantial participation and direction by youths who are aged between 15 to 24.

During the Business Skills for Youth programme (BSY), young people are encouraged to prepare a comprehensive business plan with a creative initiative. Some groups put the business plan into practice after the training and turned it into a real business. During the implementation of their start-up stage, CEBSD provided support on venues, computers and mentoring.

In BSY batch 13-a group of students identified the information gap between young people and available opportunities. During the training, they proposed the business plan of providing education consultant services. They started delivering workshops and recruiting members in different regions of Myanmar. The CEBSD provided a meeting room for them as their office, and gave mentoring and advice on their strategy planning.

#### **- English Conversation Club**

Learning a new language is not only about grammar or vocabulary, but also how we express our ideas, our opinions and ourselves. Intended to create an interactive environment for English learners to practise their oral speaking, CEBSD organised the English Conversation Club on Saturday morning regularly. Everyone, with or without knowledge of English, is welcome to join free of charge. Topics for discussion are different each week, including rapport talk, travel, and workplace stresses, etc. A series of discussions on Sustainable Development Goals are also



held. Each week, one specific goal is chosen, participants first learn about the goal then brainstorm about what they can do as an individual and how working toward and reaching this goal affects other sectors.

- **Essential Business Skills Workshop Series**

To move forward and expand activities in areas of need, it is important to make the programmes more accessible to a wider range of young people through the Essential Business Skills Workshop Series. The Series offers opportunities to develop new skills, build on existing skills and improve business performance.

These workshops enable participants to explore ideas in a professional environment, and to interact and share knowledge and experiences with speakers and among participants, fostering their ability to successfully compete for jobs and advance their careers.

## Evaluation

The importance of the evaluation of this assessment has been frequently emphasised. The essence of this is not just to assess the impact of these programmes but also to discover ways of enhancing youth employability and entrepreneurship considering the locality's natural resource endowment and comparative advantage.

Since they seek to address a wide range of youth development issues they represent, and because the intended results normally take a long time to reach, youth development initiatives frequently fail to measure the impact their initiatives actually contribute to the young people involved. Meanwhile, it is necessary to track and evaluate the results of the participants to ensure that the plan was successful in achieving its objectives.

Attempting to identify the demand for a structured framework to follow up both short-term and long-term results, scholars at Purdue University's 4-H Youth Development Programme designed a Four-Fold Youth Development Framework including 47 technical skills with the intention to enhance young people's propensity to become healthy and successful adults. (Barkman & Machtmes, 2000).

It is also notable that, with reference to the limited amount of information available on measuring outcomes of youth leadership activities, many organisations may develop their own tools and methods to monitor and measure outcomes, while others may not systematically assess the outcomes of youth leadership. This project evaluation is carried out with the purpose to allow the measurement, assessment and analysis of the impacts of the project regarding changes achieved on target groups in terms of awareness and attitudes, as well as to make recommendations for future work based on lessons learned from this project.

The three main focuses which will be included are as follows:

- Identify the needs of partners, beneficiaries and other stakeholders so that the programme can provide the activities in demand;
- Their relative satisfaction with the delivery of the project by the CEBSD team; and
- The relative benefits gained from being a stakeholder in the programme- including any recommendations for being part of similar projects in the future.

## **Background and purpose of the research**

The research purposed to evaluate the inputs, outcomes, outputs and impact of the project.

- **Resources/inputs** used in project implementation: project funding/budget, staff, time, equipment, technical assistance and training, local support, invisible knowledge and any other resources
- Fulfilment of **Objectives**: Do the youths understand and put principles and concepts of leadership and employability skills learnt during training into practice? Do the youths participate and engage in their communities as their skills develop? Do the employability skills they learnt during training have a higher level of integration and of reciprocal understanding among young people achieved?
- Fulfilment of **Output** Indicators: Training program, evidence of the ToT sessions, evidence of student conducted initiatives, evidence of the produced business plan and resources.
- Fulfilment of **Impact** Indicators: Evidence of increased youth understanding and knowledge towards business world, youth importance, behavioural changes and attitudes, successful joint initiatives, design of community based project proposals, leadership and institutional capacities built upon. Other minor indicators will be investigated in more detail below.

## **External evaluation**

### **Focus groups**

#### **Methodology**

2 focus groups were convened that involved a total of 10 youths representing the direct and indirect CEBSD project beneficiaries, covering various communities, ethnicities and training programmes. By using the focus group qualitative research method, the aim was to gather information beyond the scope of quantitative research methods. Questions were designed based on the evaluation objectives in order to gather ideas and opinions from the selected participants.

This focus group study assigned one international, and one local moderator and took a dual moderation approach. Moderators took the responsibility in arranging meeting venues and meeting dates. Meetings were conducted in English, with the international moderator ensuring that all topics were covered and notes taken, while the local moderator ensured the session progressed

smoothly and provided translation whenever necessary, as there were a set of questions that were discussed openly within the group.

Representatives from the Youth Development Program organised by CEBSD gathered together and had some discussions on the following questions:

- What is the level of your understanding of youth development?
- Did the quality and efficacy of the project support your expectations. i.e. training, project proposal coaching, grant support...?
- How did you find the impact of knowledge transfer and experience sharing at the grassroots level?
- What would your personal recommendations consist of (with regards to the youth community based partnership), in relation to your youth activity opportunities during this project?

### **Focus groups' report**

- *What is the level of your understanding of youth development?*

Generally, interviewees believe they have sufficient understanding on youth development. According to their understanding, youth development is referred to as “empowering young people and equipping them with essential skills to reach future goals”. Participants all noticed and agreed on the importance of youth development. However, more than half mentioned they considered youth development to be concentrated on interpersonal and soft skills. From their perspective, youths can improve their communication skills, leadership skills, critical thinking and so on, through our youth development process. These skills are believed to support their performance better whilst working with each other.

- *Was the quality and efficacy of the project support up to your expectations, for example; training, project coaching and grant support?*

Most of the focus group members showed both satisfaction and enthusiasm in their feedback. Trainers and training methods are the parts they appreciated the most, especially when compared with other training programs they had previously attended. Most of them said that the interactive

courses, with various in-class activities, enabled the training to be very much practical and attractive. For the hands-on project sessions, overall feedback was positive in relation to the activity arrangement and support from the program. Most of the participants showed their appreciation of the activities presented by CEBSD. They said they liked the plastics campaign session in particular. This activity not only provided them with the opportunity to apply the skills they learnt from training, but also enlightened them in the social sphere, encouraging their participation in protecting the environment. As CEBSD was acting supportively during the training, students felt comfortable to turn to the facilitators for help. One notable suggestion from students is that they felt they were being treated equally during the whole project, even though they were from different socio-ethno demographics. This indirectly increased their sense of esteem and encouraged them to treat others in the same manner, as striving for equality between all is imperative and a top priority in today's diverse global society.

- *What was the impact of the transfer of knowledge and experience sharing at the grassroots level?*

Most of the students considered they actively shared their knowledge and experience with the community at the grassroots level during all stages of the training. During the training, certain activities were designed to build up the connection between youths and their community. Students believed these activities gave them the chance to bond with local communities. One focus group member mentioned that while she implemented the plastic campaign in the local kindergarten, she got the chance to share knowledge of environmental protection to the younger generation and build up close relationships not only with the children, but parents also. After the activity, she received positive feedback from parents, telling her how their child reminded them to reduce plastic usage, thus really giving her a sense of achievement.

Commenting on the discussion theme, the participants claimed that they tried to transfer their knowledge gained during the training to their friends and others after the training. The participation in youth development programs led them to realise how to be more independent and step into adulthood. One focus group member shared his experience of taking on the role of leader in one of his group activities after the training, and by applying the leadership skills he learnt from the program, he also inspired his team members to act more responsibly.

- *What would your personal recommendations consist of, (with regards to the youth community based partnership) in relation to your youth activity opportunities during this project?*

The most common feedback received from the focus group meetings is that they wanted more alumni activity as well as internship opportunities. Focus group members considered that through alumni activity they can not only build up connections with peers, but also gain invaluable experiences from them. This would strongly benefit them and bring more chances to expand their overall experiential knowledge. Moreover, as nearly half of the participants still have difficulty finding a job or internship after attending the training, they suggested that it would be great if the programme could partner with other organisations as well as companies, providing volunteer roles as well as work opportunities with them.

*Here are some of the recommendations from focus group members:*

**Student A – English for the Business World**

“I was so lucky to join this class. This is not only about Business English but also how to communicate professionally. I had the chance to learn about international business cultures and communications and it supported my studies at university and post-graduate preparation. Receiving lectures from a native speaker made me feel more confident and professional.”

**Student B – Business skills for Youth**

“The Business Skills for Youth course has been really beneficial to me. I have been more systematic and skilled at planning and setting strategies. I have had the chance to apply the theories from the classes to my actual workplace and now I am trying to start my own business. I developed more understanding of relationship building, networking and decision making.”

**Student C – Financial Literacy**

“The programme has covered the essential ‘must-knows’ on the financial management of business. I now have a clear understanding on budget planning, cash flows and balance sheets, and how to organise them effectively. I found the 18-hour course to be very practical with transferable skills to my own business.”

## Participant Satisfaction Survey

In order to evaluate the project with qualitative research methodology, four sets of questionnaires were prepared for the specific target project beneficiaries. The questionnaires referred to a training evaluation framework and consisted of both closed and open-ended questions. The data are encoded to Microsoft Excel and analysis in percentages. The table below presents the figures of the answers given by respondents.

### Report on the survey

#### - **Business Skills for Youth program**

For the first session of this survey, students from the Business Skills for Youth program were asked about the implementation of CV writing, interview skills, time management, presentation, networking, teamwork, negotiation, problem solving, decision making, and budget planning- after having completed the training. The range of implementation ranked between: didn't apply; applied somehow; fully applied; already applied before the training; and not applicable.

For the second part of this survey, students were asked to share if they had any successes or if they had met any barriers during the implementation.

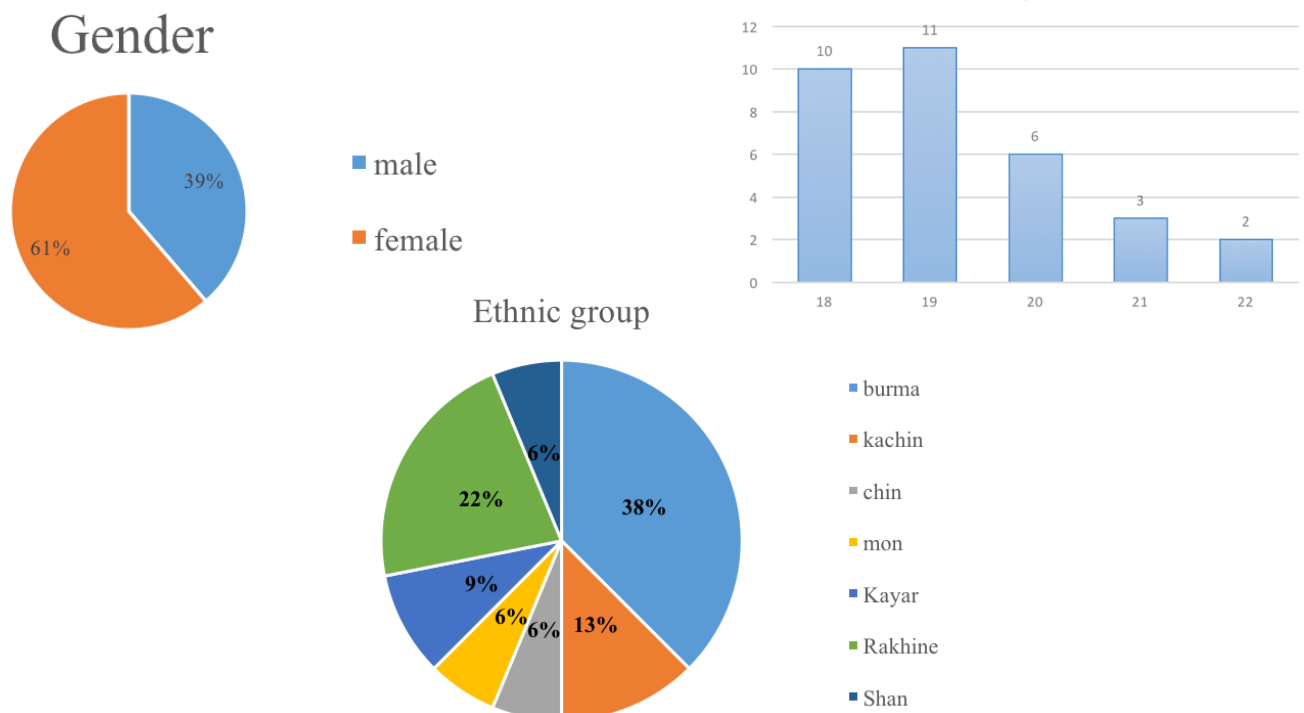


Chart.2-5 Students from Business Skills for Youth Personal information

Do you get any job/internship opportunity after the training

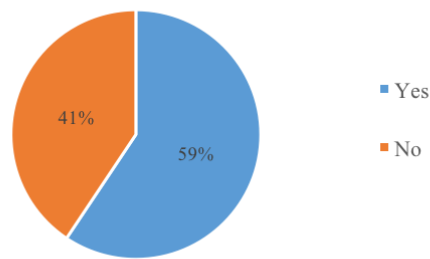


Chart.6 Internship/ Job Experience

Surveys had been distributed to 45 students from Batch 14 Business skills for Youth by using Google Form. 32 copies of responses were collected and analysed.

As the descriptive analysis result shows on Chart.2-5, most of the students are between the ages of 18 and 19, the number of female participants slightly outweighed the male. Meanwhile, the ethnic diversity ensured that students came from 7 different ethnic groups. As shown in Chart.6, nearly 60% of students claim that they got a job opportunity after completing the training. There is no direct proof that students got the job directly because of the training, but it should be noted that there are still 40% of students without the offer of a job or internship after completion.

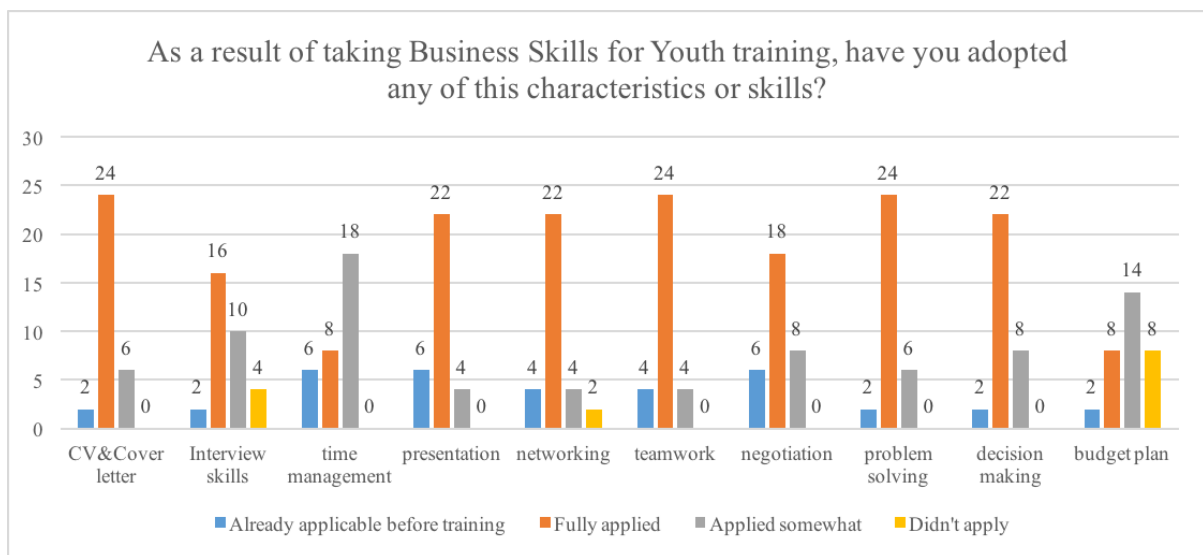


Chart.7 Skills applicable situation

To understand how the skills that students acquired from training play any positive roles in their life, this survey lists the 10 skills that represented the training most, and asks questions about the implementation level ranging between fully applied to didn't apply. Generally speaking, for most



of the skills, students believed they have fully applied or applied somewhat, except time management and budget planning. Students notably claimed that they didn't apply budget planning skills after the training. Quite some students also considered that time management skills, presentation skills and negotiation techniques were already applicable for them before training.

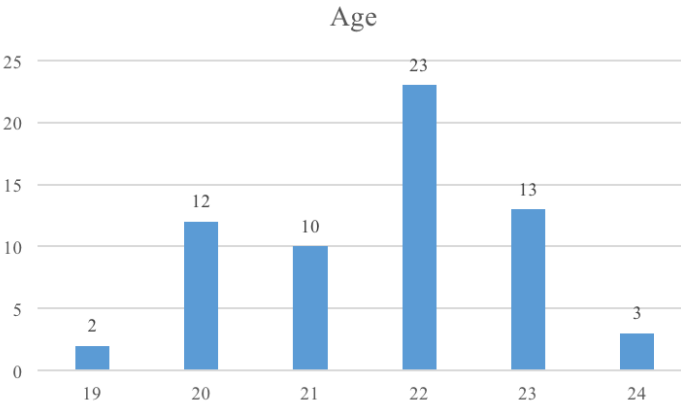
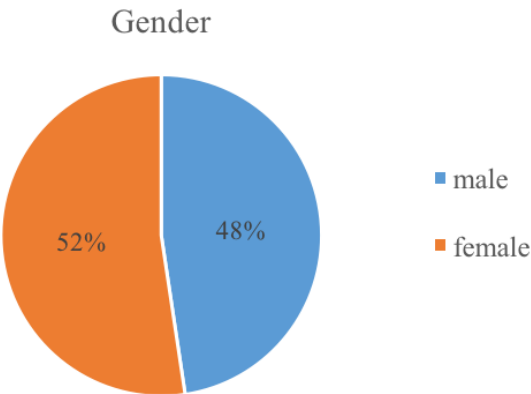
Turning focus toward the open questions, students gave examples on how the skills gained helped them to achieve success. One student mentioned that the time management training helped reduce her procrastination and motivated her to finish assignments before the deadline. Another student mentioned that by applying the presentation skills acquired, he was awarded a prize as a good orator at his school.

On the other hand, students also shared the barriers they met while implementing the skills. According to one participant, he realized negotiation was not as easy as taught in books. And one student mentioned creating a budget was still hard for her in the real world.

With regards to planning for the next stage, most of the students will continue to study including going abroad or attending more training to enhance their skills level. Some also mentioned that they are planning on getting a job to gain more real life experience in the working world.

Last but not least, in the future, students are looking forward to attending diploma courses at CEBSD; and would like to have access to, or obtain information about scholarships as well as career consultancy services at CEBSD.

- Youth leadership program



Ethnic group

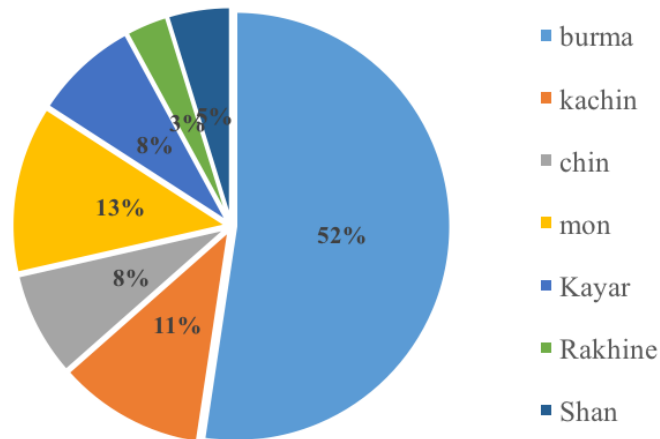


Chart.8-10 Students from Youth Leadership Programme Personal information

The survey was distributed to 71 students from the Youth Leadership Program by using Google Form. 63 copies of responses were collected and analysed. As can be seen from the Chart.8-10, most of the students from the Youth Leadership Program are from a variety of Burmese ethnic groups and between the ages of 20 to 23. Female students from this batch have a slightly higher representation than male students. In chart.11, it can be seen that over half of the students claimed that they gained internship or job opportunities.

Do you get any job/internship opportunity after the training

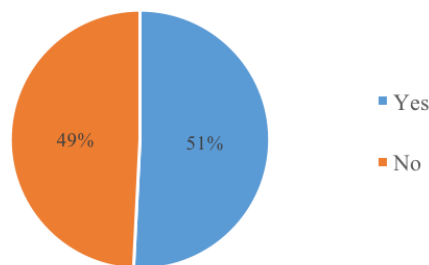


Chart.11 Internship/ Job Experience

For the first session of this survey, students from the Business Skills for Youth programme were asked about the implementation of self-awareness, peer respect, confidence, team building, conflict resolution, problem solving, decision making, communication, adaptability, critical thinking, and multi tasking after completing the training. They ranked the implementation, as

before; between didn't apply; applied somehow; fully applied; already applied before the training, and not applicable.

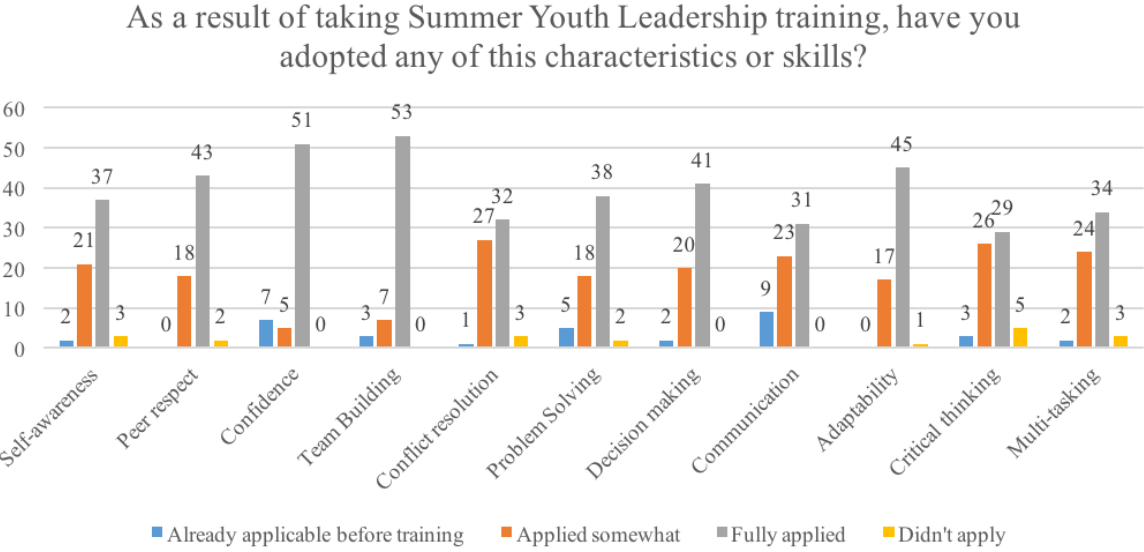


Fig.17 Skills applicable situation

For the second part of this survey, students were asked to share if they had any successes or met any barriers during the implementation.

Overall, students showed positive feedback with regards to the applicable level of the skills acquired from the training, and those that they got the opportunity to apply outside the training program environment. Nevertheless, some skills and characteristics were considered to be already applicable and applied before attending the training, like peer respect, confidence and problem solving. These aspects could be adjusted in the next batch of training, with consideration to replacing them with other higher level skills.

Students also shared the successes they experienced whilst implementing these skills after completing the training. By implementing critical thinking and communication strategies, one student was able to convince team members of their idea during the group discussion. Another student claimed that she felt more confident after the training and was able to speak out in front of others. A group of students mentioned that they attended community volunteer activities that were motivated and inspired by the Plastic Campaign.

Nevertheless, participants also mentioned some barriers they had met during the implementation. As a person still in his adolescence, one student felt that he didn't get enough respect and chances from his seniors as well as society as a whole to apply the skills he gained. One student was even concerned that he may become overconfident after completing the training!

Thinking of the next step, the main proportion of students mentioned they would like to keep attending training to enhance their skill levels as they feel it to be very beneficial for them. Students showed an especially strong interest in attending a more advanced level of the leadership program. They showed a desire for a second phase of the leadership programme that continues to train from a more kinaesthetic approach, that is, learning by doing.

### **Post-evaluation for Entrepreneurship trainings**

The evaluation form was distributed to each individual participant on the last day of the training program, to collect feedback about their satisfaction.

Generally speaking, this program gained a considerable high percentage of satisfaction from participants who attended the entrepreneurship training. In most of the areas, high scores (defined as an average result of over 4 points) were given by students, which indicated their satisfaction with the training. Various feedback was collected, that provided positive guidance for the development of future programmes. However, there is still space for improvement, with reference to the evaluative result.

Here are some conceivable improvement adaptations for future consideration:

#### **1. Training duration**

The comments that were most frequently mentioned were about the insufficient training time. Participants suggested to extend training duration, especially for courses involving professional knowledge, e.g. Financial Literacy.

After consulting students, there seemed to be two prominent reasons:

For some entry level beginners, due to their lack of background knowledge, they expected the lectures to conduct training from an introductory level. Some unclear explanations, or use of language assuming prior knowledge on the subject matter, (thus requiring extra research outside of lecture hours, or just pure misunderstanding) could possibly be the main reason that led to their feelings of insufficient time.

For the rest of the participants who requested a longer training duration, it was a positive reason- they simply enjoyed attending the program very much. They felt it enriched their knowledge and appreciated all the group work activities. In this case, they desired to extend the duration of training in order to spend more time in the educational atmosphere.

However, the adjustment of training duration need not be considered too much. On one hand, there is no doubt that with more time allocated, participants would receive more detailed explanations. On the corollary, short-term but effective training is one of our program characteristics as well as

a central selling point. For those who want to increase their professional knowledge within a short time period, elongating the duration of training would be considered a drawback. In which case, a time extension may be seen as inefficient and could potentially lower participants' enthusiasm and motivation.

Meanwhile, this is not only related to students but also the lecturers. With more time investment, this adjustment will also potentially influence the training fees, as well as the training design.

In that case, as the cons of increasing time duration outweigh the pros, some solutions to these minor qualms are suggested below:

- Program administration should be more standardised; while accepting participants for each training, situations should be avoided whereby students can not coherently follow the lecturers. Different levels of training can also be provided in order to meet different students' needs.
- Lecturers should adjust their lesson plans in order to suit students of differing educational levels too. The explanation sessions could be increased if necessary.
- Advanced level training/ Training topic / Diploma courses

## 2. Trainings in demand

Students showed their willingness to attend future training, especially at the advanced level. So far, most of the training programmes from our project target entry level beginners. But we should not ignore student's desire to continue to improve their professional knowledge.

Meanwhile, participants also proposed the training they would like to attend in the future. These wide range of training topics covered interpersonal skills to specialized knowledge, and are believed to benefit their future career development. However, the development of an entirely new training course could be hard and time consuming as it involves a lot of dedication from different stakeholders. Most of the on-going training programmes are co-designed with partnership organisations, including universities, banks, professional curriculum development organisations, to name but a few. Training is delivered by certified and qualified trainers.

Possible topics for the future follow-up training can be following:

- Specific topics
  - Accounting
  - Sales and sales service
  - Consumer behaviour
  - Hospitality and tourism management

- Project management
- Business
  - Business planning
  - Business management
- Language/Communication
  - Business English
  - Public speaking
  - Communication skills
- ICT Skills
  - Photoshop/ photo editing
  - Advanced level Excel training
- Interpersonal Skills
  - Conflict resolution and mediation
  - Problem solving and decision making

### **Organisation self-evaluation**

An organisational assessment (appendix. A) has been distributed to the program officer to evaluate the youth development curriculum. This assessment focuses on the youth development program curriculum design in the following three aspects: Assisting young people to develop self-exploration skills; Assisting them to develop career exploration skills, and to assisting them to develop career planning & management skills.

After checking the curriculum following this evaluation list, most of the criteria is fulfilled and indicators were found within the curriculum. This program includes most of the essential items for a youth development program in a different extent, but still, there are some items missing.

For Objective 1- in order to assist youth to develop self-exploration skills, the Business Skills for Youth and Youth Leadership Program provides support on engaging young people in identifying their strengths, values and goals. This program also mentioned that the changing of plans is acceptable.

The second objective, assisting youths to develop career exploration skills, is well covered in the Business Skills for Youth Program. The first phase of the Business skills for Youth programme are specifically designed for assisting youths in developing their career exploration skills and entering the world of work. Youths are engaged in determining their top interests and the

requirements for pursuing a career in those fields. Moreover, opportunities to network with professionals and workplace visits are provided.

Last but not least, this programme also meets the requirement of Objective 3: Assisting Youths to Develop Career Planning & Management Skills. During the training, various group activities took place in creating individualised plans, skills development and maximising personal competencies. Furthermore, young people are engaged in discussions about desirable employability skills.

However, with the help of this checklist, we also identified some sessions that could be added to the programme. For instance, the concentration on youths with disabilities is insufficient. Assessment suggests programmes should also cover those with special needs as program beneficiaries.

Comparison between the project and its competitors

**Competitors 1:** Strategy First University

**Competitors 2:** Teach for ASEAN

	CEBSD	Strategy First University	Teach for ASEAN
Type	Public-Private Partnership	Private	Public
Chain	No	Yes	No
Certificate Courses	Yes	Yes	Yes
Diploma Course	No	Yes	No
Available training Courses	10	23	5
Average number of participants	30	30	30

Fig. 6 Comparison

There are an increasing number of organisations and companies entering the education sector in Myanmar. For this study, we chose two leading companies and organisations in the Myanmar Education Sector for the comparison study.

This comparison study will compare our program with its competitors from the private sector and public sector accordingly; the comparison focuses on available training programs, accessibility, and competitive advantages.

Established in January 2010, Strategy First University is one of the leading educational companies in Myanmar. Through collaboration with national and international partners, they offer both certificate training and diploma courses on different subjects related to Youth Entrepreneurship. With 6 branches located in popular locations in Yangon and one in Mandalay, they are easy to

reach for students who want to attend. The most popular training programs of Strategy First University are the certificates in Corporate Finance, Own Business Management, 21<sup>st</sup> Century Leadership Skills and the Diploma in Master of Business Administration. Diploma training is one of the biggest selling points of Strategy First University. By cooperating with foreign universities, students are able to receive a degree from a university in other countries without studying abroad. This could be considered as a convenience for some students. However, as a profit-seeking company, the comparatively high entry fee is the biggest barrier, and proving to be a hindrance to possibly higher enrolment rates.

In contrast, Teach for ASEAN, a non-profit organisation, established in May 2017, with a mission to improve educational equity and access to employment opportunities for disadvantaged communities. They have been working with organisations and individuals from different sectors to provide good education and employment opportunities for our beneficiaries through community events and training programs. This program is supported by Care Positioning System, a non-profit, volunteer-driven social enterprise based in Singapore. The main activities of this programme are-

- A) Project Runway: a weekly coaching for Myanmar Youths;
- B) Workplace Skills Programme about Employability;
- C) Lifelong Learning Institute: Professional Development.

Although Teach for ASEAN is providing similar training with CEBSD, the target groups are significantly different. Teach for ASEAN focuses more on rural areas and children between the ages of 6 and 14 years. During school breaks, Teach for ASEAN will train and organise volunteers to reach out to different rural areas, giving training on language acquisition and employability skills.

## Porter's Five Forces Analysis

### **Industry rivalry**

Although there are quite a lot of similar training organisations existing in Myanmar, CEBSD is the only one operating under the Ministry of Education.

Even though similar topic training is conducted within other organisations, our lectures are conducted by a lecturer from Yangon University of Economics as well as staff from UNESCO.



Office buildings are allocated by the Ministry of Education, which strongly reduces our stress regarding overhead costs such as rent and other bills, which in turn leads to low fixed costs.

Buyer threat of backward integration: Students may boycott lectures once they have acquired learning materials and conduct self study, perhaps even dropping out of the course, thus the university will lose out on future course fees.

### **Potential entrants**

Sellers' threat of forward integration: some famous teachers or trainers might want to start their own business and provide training by themselves, therefore essentially sabotaging the university.

Entrance barriers are comparatively low without requesting a huge amount of investment on purchasing equipment.

### **Substitutes**

- Online training program
- Training from participants' schools or their companies.

Recently there are more and more training programmes available online for free. Students are able to access this online training without time and location limitations. Being replaced by online training programmes could be one significant threat for the regular training organisation. Moreover, some schools are integrating the similar training programme to their regular training basis, so it is not necessary for students to attend after-school training anymore.

### **Buyers**

The amount of buyers cannot be guaranteed. There is always an uncertain amount of participants for each training course due to several factors. Factors are related to weather conditions, training topics and the trainer's schedule, etc.

Companies, organisations and schools can be considered as our potential buyers as they might sponsor employees to our program, so it is important to build up cooperation with them and accept group registration.

There is possibility of buyer backward integration, as nowadays there is strong access to internet and people are becoming more adept at self learning.

The cost of switching between educational centres is comparatively high for buyers, as most training centres don't refund tuition fees.

## **Suppliers**

As lecturers are assigned by Yangon University of Economics instead of being trained by us, it's hard to request teachers to apply the methodology we prefer, which increases the difficulty in monitoring training quality.

Due to the long-distance relationship with our curriculum developer, which was first compiled over 5 years' ago, training resources are becoming outdated.

Support from both the Ministry of Education and PepsiCo. could be revoked at any moment.

## Internal Evaluation

### SWOT Analysis:

To evaluate this program from an internal perspective, a SWOT analysis of CEBSD was conducted. This SWOT analysis is based on a managerial perspective, identifying the current strengths, opportunities for future development, and the weaknesses and threats that need attention. This SWOT study provides exemplary knowledge that can be used for analytical generalisation and theories about skill development in Myanmar. This exemplary knowledge can be used to improve existing programs and aid in the design and implementation of future programs.

<b>CEBSD</b>  Action Points: <ul style="list-style-type: none"> <li>- Clarify partners and funding</li> <li>- Explore potential business model amendments to improve sustainability (i.e. through corporate training/ToT)</li> </ul>	<b>Strengths</b> <ul style="list-style-type: none"> <li>- Excellent reputation and strong brand.</li> <li>- Most competitive training centre with regards to value for money.</li> <li>- Large alumni of presenters and students.</li> </ul>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>- Confirm and clarify relationships with partners/ Find new partners.</li> <li>- Expand business model and provide corporate training.</li> <li>- Expand operations and provide ToT.</li> </ul>
	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>- Current funding runs out by end of 2020.</li> <li>- Classroom size restricts growth.</li> <li>- Only one physical location.</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>- Dependent on the Ministry of Education, which may retract involvement.</li> <li>- Tuition fees might have to be raised which adversely affects competitiveness.</li> <li>- Imitators start emerging.</li> </ul>

Fig.7 SWOT Analysis

### **Strengths:**

CEBSD is the first private-public partnership organisation in the education sector in Myanmar. Under the collaboration between the Ministry of Education, UNESCO and funding from PepsiCo, CEBSD has strong endorsement in both the private and public spheres.

With the support from the Ministry of Education, lecturers from Yangon University of Economics are assigned to deliver CEBSD lectures. This could be considered as a unique selling point which provides participants access to formal learning outside of campus.

After completing the training, participants will receive a certificate from Yangon University of Economics, which will be highly revered by employers in Myanmar and be considered as a value added attribute for the interviewee.

With the funding support from PepsiCo, CEBSD does not consider revenue as a priority but more focuses on reaching out to the people in need. In this case, training fees at CEBSD are comparatively low when compared with other profit-seeking training organisations.

With the aforementioned efforts, CEBSD is enjoying a great reputation and strong brand image in Myanmar.

CEBSD has a large alumni of former presenters and students, and their word-of-mouth recommendations can be considered as the best marketing for CEBSD.

### **Weaknesses:**

Insufficient staff- only 3 team members cover the areas of human resources, marketing, finance and teaching. Due to heavy workloads, some missions as well as plans were not accomplished properly, and the expected outcomes were not achieved. CEBSD has only one physical location in Yangon which strongly limits our accessibility for students from other areas.

Current funding runs out by the end of 2020, and the contract is yet to be renewed.

Class room size restricts the number of participants, and with overwhelming numbers of participants, many group activities can not be conducted properly.

Training equipment and courses haven't been updated since the establishment of this project.

Diploma training cannot be provided as yet, which is becoming popular in this market.

### **Opportunities**

The education market in Myanmar is rapidly growing as people in Myanmar are realising the importance of a quality education and it seems they are becoming more prepared to invest their

time as well as money in it, to improve their personal skills by attending different kinds of training programmes.

In the coming future, training models may focus on training of those people that deliver the programme curriculum, instead of individual training, in order to educate more trainers for this society; equipping them with the knowledge from CEBSD and supporting them to spread the knowledge to other areas, thus increasing our influence.

It is also possible for us to revise the old business model, deliver training at other places, and collaborate with other organisations.

### **Threats**

As we are in collaboration with the Ministry of Education and PepsiCo, we are very much relying on them, and there is the risk that PepsiCo may not provide funding anymore or the Ministry will not continue to assign teachers to deliver training at our centre.

Training centres unrelated to ours are imitating our curriculum and providing training in similar areas and on similar topics.

## **Conclusion**

Since the programme started in 2013, the CEBSD team actively collaborated with different beneficiaries and dedicated themselves to promoting youth development in Myanmar. By providing training and organising activities, they have put in massive effort and contributed to both the human resource capacity and labour market of Myanmar. There is no doubt that this programme has brought significant change and greater opportunities to young people in this developing country in a crucial time of global change, following a clear cut direction and approach. However, qualitative and quantitative measures for outcomes are still missing. With this purpose, this study adopted different methods and conducted a comprehensive evaluation for this program, and some key findings are shown below.

Overall, the outcomes and outputs of this program achieved so far have successfully met the goals previously set. The training and activities that are currently happening are kept closely aligned with the core intention of this programme; youth development, whilst also paying close attention to life-long learning and peace education.

Combining the results from focus group meetings and participants' evaluation; participants' satisfaction can be acknowledged as considerably high. Participants found the training to be applicable and supportive for their future career development.

According to the evaluation process, participants gained significant improvement in: Personal Adjustment; Social Self-Efficacy; Social Competence; Supportive Connections with Adults; and Connection to Communities.

To conclude, the impact on youths who completed the training attained the following:

With regards to the leadership and interpersonal skills level, youths became able to identify and clarify their self worth, and gain a clearer understanding about their own strengths and weaknesses. Also, through completing the skills training, their problem-solving skills and communication skills (including active listening and interacting) are considered to have significantly improved. Their critical thinking skills were also enhanced when confronted with tasks.

Moreover, on a social level, these young people who completed the training have increased their competency on their ability to respond and discuss regional, national and global topics; and they are able to actively engage in and coordinate an organised group activity, and acquire support from advisors and tutors when needed.

When put into action, participants will have a clearer goal of what they want to achieve and will be able to negotiate as well as communicate and effectively motivate followers.

On an employability skills level, after completing the set of training, students showed their improvement in both soft skills and practical skills. They gained a general idea of the business world and also improved their skills in effective communication, team-work, and negotiation skills amongst others. They also improved their ability to prepare a resume, write a cover letter, search for information and use computers.

These skills are believed to have a positive impact on the development of Myanmar's youth, and support young people to feel more confident about achieving their goals. The entrepreneurship training received positive feedback from participants, who mentioned this training as being useful, practical and applicable for their career development- and even directly or indirectly related to their promotion.

This programme also had a positive impact on society through delivering free ToT training and organised social activities.

Meanwhile, apart from evaluating the training, this study also analysed the operation of the CEBSD programme by using a multitude of different tools, and has identified some competitive advantages and disadvantages.

As the first private-public partnership educational organisation in Myanmar, and endorsed by Yangon University and UNESCO, the CEBSD has a strong reputation amongst participants. Meanwhile, with the financial support from PepsiCo, the CEBSD is able to train at a reasonable price without being too concerned about revenue. Referring to students' feedback, most of them signed up because of our great reputation, and the affordable fees made it accessible for them to attend. These two factors are the most unduplicable competitive advantages. However, this could also become a significant drawback for this program, as the CEBSD heavily relies on the Yangon University of Economics. Considering the program is reaching the end of its first partnership contract with PepsiCo, the CEBSD should also look toward identifying a sustainable way of continuing to run this program.

It is also notable that an increasing number of competitors are entering the emerging education sector in Myanmar as it is the fastest growing industry. Through comparing the program with its two existing competitors and applying Porter's Five Forces Analysis, we noticed the growing competition in this sector. More importantly, the comparison reminds us to keep and guard our unique selling point; providing high quality training with a fair price.

However, from an operational perspective of this program, there are three main restrictions identified below:

### **1. The insufficient staff and faculty.**

Currently the CEBSD team only has 3 staff, responsible for teaching and managing the delivery of the project. The insufficient human resource team strongly limits the potential of the project's development. On the other hand, the faculty assigned by Yangon University of Economics is only able to deliver training on a very infrequent basis. Another factor affected by the insufficient staff and faculty is the available training programme. If there were more trainers available, the programme would be able to provide more diverse material to reach more people with different needs.

### **2. The one and only physical location.**

The limitation of the physical location is not only a barrier for young people from outside of Yangon, but also for people living in Yangon's downtown central area, as the centre is located 10 KM away from the city centre and 20 KM away from the university's main campus. Due to the distance and terrible traffic conditions, the average commute time for students is 1 hour for a one-way trip. This is inconvenient for participants and reduces our accessibility.

Furthermore, as the only programme office is located in Yangon, it's hard for young people who live in other cities to access, especially from rural areas.

### **3. Aging equipment and limited class room-size**

As the equipment hasn't been renewed since the programme was established, this severely restricts the capacity of organising ICT training. With better internet and computer access, more classes in subjects like Photo editing, G-suites and video editing can be provided. Also, the limited space of the classroom restricts the number of participants, and we have to reject some applicants, which may encourage them to seek training elsewhere.



## **Recommendations**

The project evaluation conducted by this study applied multidimensional research methods and analytical tools and mechanisms in order to present accurate data related to the programme. The evaluation focuses on identifying the impact brought about by this project in terms of youth empowerment and societal development, and analyses the programme's operation. In this section, constructive recommendations will be provided for the next stage in the programme's development based on the analysis result.

While the programme targets on covering the youth of Myanmar from different ethnic groups and regions, there is still one significant group missing- the young people with disabilities and special needs. The programme has been ongoing for 6 years, and as of yet we still haven't received any applicants from disabled youths. Following the guidelines of zero exclusion, the central and transformative promise of the 2030 agenda and its SDGs, the programme should grant more attention to the disabled youth group through actively getting in touch with them as well as collaborating with special education schools and providing tailor-made training for them to improve their skills needed to gain employment. There is no doubt that leadership skills and business skills will have a positive influence on disabled young people to achieve their future goals. Trainers are one of the determining factors for training to be a success or not. It is also essential to provide competent and sufficient training to the trainer and lecturer regularly so that they can keep updated with this dynamic world. This does not only ensure the training quality but also enables the trainers to deliver a wider range of guidance.

Partnership development and collaboration with other organisations could be helpful for the next stage. Through partnership with the business sector, more guest speaker sessions and internship opportunities can be offered to students which in turn will provide them with a closer look into the real business world. Furthermore, by collaborating with other organisations, we hope it will break down the restriction barriers of location. Partnerships with similar programmes in other geographical locations and co-delivering training could help us reach out to the other areas in Myanmar and get in touch with the young people elsewhere.

After reviewing the business skills for the Youth Training Program, we considered some chapters that can be updated to be better aligned with today's dynamic society. As the world has entered the information century, skills in demand are also changing. The curriculum was developed in 2013, and only minor updates have been made since then. More information related to technology and a new working style could be added to better suit the needs of the target group.

As the project is reaching the end of the first partnership, a contingency plan should be prepared in case the partner cuts off the sponsorship. CEBSD needs to find out a sustainable development model to support the programme to be financially autonomous, or at least gain financial backing from a new sponsor or donor. The tuition fees might need to be adjusted to balance the income and expenses and maintain the revenue to support the programme's continuity.

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**Appendix.A Organizational Assessment**

Item	Strongly Disagree	Somewhat Disagree	Natural	Somewhat Agree	Strongly Agree
<b>Assist Youth to Develop Self-Exploration Skills</b>					
Youth are engaged in identifying what they are good at (e.g. what skills they have) and recognizing their strengths.					
Youth are engaged in identifying their values (e.g. what's most important to them).					
Youth are engaged in identifying their interests and passions, including various careers that are interesting to them.					
Youth are engaged in identifying how they learn best, including understanding their learning style.					
Youth are engaged in setting meaningful goals (e.g. goals that align with their interests and values).					
Youth understand that it is okay if their goals change over time.					

<b>Assist Youth to Develop Career Exploration Skills</b>					
Youth are engaged in exploring multiple potential careers to ensure they are aware of many possibilities before they determine their top interests					
Youth are engaged in identifying the requirements for obtaining careers of interests (Requirements include specific skills, education credentials, training, work experience, etc.).					
Youth are engaged in identifying entry-level jobs that could put them on the path to getting the job they ultimately want.					
Youth talk with professionals about their careers. This may occur through opportunities such as guest speakers, informational interviews, career mentors, career fairs, career camps, and employer engagement as career project advisors.					
Youth have in-person and hands-on experiences in work settings through opportunities such as workplace tours/visits and job shadowing.					
Youth engage in career-related projects or creating career portfolios.					

<b>Assist Youth to Develop Career Planning &amp; Management Skills</b>					
Youth are engaged in creating individualized plans to achieve their career, postsecondary education, and life goals.					
Youth are engaged in activities that develop soft skills.					
Youth are engaged in discussions about employability skills, including what skills and behaviours employers expect, how to communicate effectively in work situations, and more.					
Youth are engaged in activities that develop skills specific to their career goals (e.g. using specific computer programs, taking care of younger children, designing websites, preparing food, writing press releases).					
Youth are engaged in activities that develop personal competencies (e.g. decision-making, problem-solving, leadership, self-advocacy, and self- management).					
Youth are engaged in activities or training that develop financial literacy.					

Youth with disabilities learn about disability benefits and employment.					
Youth with disabilities learn about their rights and making decisions about disclosing their disability to obtain accommodations or supports.					
Youth with disabilities learn about services and opportunities specifically for individuals with disabilities that assist with obtaining employment, including work incentives, vocational rehabilitation services, and Schedule A for federal employment.					
Youth who have been involved in the justice system learn about criminal background checks by employers or records expungement.					
Youth are engaged in reevaluating their goals and adjusting their individualized plans regularly.					