

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON THE BENEFITS OF VOCATIONAL TRAININGS
ON RURAL COMMUNITY (CASE STUDY: ETHNIC MINORITY
YOUTH DEVELOPMENT PROJECT IN HMAWBI TOWNSHIP)**

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MDevS - 47 (18th BATCH)

JUNE, 2025

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A thesis submitted in partial fulfillment of the requirements for the Master of
Development Studies (MDevS) Degree

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This is to certify that the thesis entitled “**A Study on The Benefits of Vocational Trainings on Rural Community (Case Study: Ethnic Minority Youth Development Project in Hmawbi Township)**” submitted as partial fulfillment towards the requirements for the degree of Master of Development Studies has been accepted by the Board of Examiners.

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ABSTRACT

The study investigates the economic benefits, social benefits and livelihood sustainability of vocational training program and to assess the opportunities and challenges experiences by participants of vocational training program in Hmawbi Township. The study used a quantitative research design to examine the effects of vocational training programs on ethnic minority youth in Hmawbi Township, Yangon Region. Using a quantitative research design, data were collected from 207 trainees selected random sampling and analyzed with descriptive statistics. Vocational training significantly improves job opportunities, income, and practical skills, especially for young people, women, and ethnic minorities. Participants also reported enhanced confidence, social networks, and community involvement. The study highlights the importance of targeted interventions to make vocational training more inclusive, effective, and sustainable for rural communities. The findings that vocational training helped people get better jobs, earn more income and join in community activities, but there are still problems like lack of money and not enough support after training. Therefore, it is important to offer financial help, ongoing mentorship, and strong community involvement so that all participants can gain useful skills and find better job opportunities.

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LIST OF ABBREVIATIONS

CCT	Consumer Culture Theory
DOER	Department of Ethnic Rights
EMYDP	Ethnic Minority Youth Development Project
FAO	Food and Agriculture Organization
ICT	Information and Communication Technology
J-PAL	Abdul Latif Jameel Poverty Action Lab
MMK	Myanmar Kyat
MOEA	Ministry of Ethnic Affairs
MSMEs	Micro, Small, and Medium Enterprises
NGO	Non-Governmental Organization
SATC	Sustainable Agriculture Training Center
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Youth unemployment is very high among ethnic minorities in both rural and urban Myanmar. Vocational training helps these young people by building their self-confidence, improving their social status, and encouraging them to join community activities. Evidence from Myanmar and other countries shows that such training can reduce poverty and support social inclusion, especially for women, internally displaced persons, and ethnic minorities. However, many ethnic minority youths still face problems like limited access to education, small social networks, and discrimination. Without special support, they may continue to be left out of Myanmar's growth.

Myanmar has many ethnic groups, and people in rural and minority communities often struggle to get good education, steady jobs, and chances to move up in society. Even though the country is trying to modernize, poverty and inequality remain, especially in remote areas. For ethnic minority youth, living far from cities, language barriers, lack of resources, and a history of being left out make it hard to take part in national development. They have fewer job opportunities, are underrepresented in skilled jobs, and rarely take part in important decisions.

As Myanmar goes through political and economic changes, finding effective ways to support these communities is more important than ever. Poverty is not just about low income, but also about limited access to education, healthcare, social inclusion, and jobs. These problems are worse for ethnic minorities and people in rural areas, where distance and lack of resources make it even harder to benefit from national development. Vocational training is a proven way to help people gain practical skills and find jobs, making it a key tool for reducing poverty and promoting inclusion.

Vocational training is now seen as a key way to support sustainable development, especially for disadvantaged groups. It helps bridge the gap between school and the job market by giving people the practical skills they need to find work and become self-reliant. For ethnic minority youth, vocational training offers a critical

path to better jobs and social inclusion. Studies from around the world show that these programs work best when they match local job needs and include hands-on experience. Programs that are designed for specific groups, like women or minorities, and that offer extra support, are especially effective.

This study aims to give a voice to ethnic youth and provide useful information for educators, program designers, and policymakers. It closely examines how vocational training under the Ethnic Minority Youth Development Project (EMYDP) has influenced job opportunities, income, and community well-being in Hmawbi Township. The goal is to help create more inclusive and sustainable development strategies that support both individual growth and national unity.

Special development projects, like the EMYDP, have started to support inclusion and empowerment by offering vocational training to ethnic minority youth, especially in rural areas. These programs teach useful skills such as tailoring, information technology, agriculture, and handicrafts. The main goal is to help young people find jobs and become more self-reliant by teaching them skills that match what employers need. Traditional schools often do not provide these practical job skills, so vocational training gives another way for young people to succeed, especially in places like Hmawbi Township where economic opportunities are limited.

The EMYDP, which offers vocational training in Hmawbi Township, is an important example to study. This research is urgent because it looks at how vocational training really affects job opportunities and economic empowerment for ethnic minority youth in Hmawbi. By focusing on clear results like job placement, income stability, and long-term livelihoods, this study aims to give useful advice for improving programs and shaping future policies. It also adds to the growing knowledge about the importance of skills-based, inclusive development in rural areas.

1.2 Objective of the Study

The objectives of the study are:

1. To examine the economic benefits, social benefits and livelihood sustainability of vocational training program in Hmawbi township, and
2. To assess the opportunities and challenges experienced by the participants of vocational training program in Hmawbi township.

1.3 Method of Study

This study used a quantitative research design to find out how vocational training programs affect ethnic minority youth in Yangon. The researcher used a stratified random sampling method, which means they divided the population into different ethnic groups and training sectors, then randomly selected 428 trainees to make sure all groups were fairly represented. Out of all these, 207 respondents were asked using an online survey, with the sample size calculated using Yamane's formula to ensure accuracy. The secondary data was collected from previous results, websites, published journals, relevant textbooks, international theses and the Department of Ethnic Rights under the Ministry of Ethnic Affairs. The data collected was analyzed using both descriptive and inferential statistics.

1.4 Scope and Limitations of the Study

This study focuses on assessing the effect of vocational training programs on employment outcomes and socioeconomic development among ethnic minority youth in Yangon. It includes graduates from selected training programs and analyzes their employment status, income levels, and skill utilization. However, the study is limited to quantitative data, excluding qualitative insights on personal experiences. The secondary data was collected during 2022 to 2024. The survey period was conducted between April to June 2025. Additionally, it does not account for external economic factors influencing employment outcomes beyond vocational training.

1.5 Organization of the Study

This study is organized into five chapters. Chapter one presents the introduction, rationale, objectives, methods, scope and limitations, and organization of the study. Chapter two comprises the literature review. Chapter three provides an overview of the effect of vocational trainings from ethnic minority youth development project on rural community. Chapter four examines survey analysis, and Chapter five presents the conclusion of the study.

CHAPTER II

LITERATURE REVIEW

2.1 The Role of Vocational Training Programs

Vocational training programs have evolved as dynamic responses to shifting economic, technological, and social landscapes. (Simon Mc Grath, 2012) such training was rooted in informal apprenticeships within agrarian and craft-based societies, where practical skills were transmitted through close mentorship and community engagement. The industrial revolution triggered a paradigm shift, necessitating formalized institutions to meet the burgeoning demands of mechanized industries. Technical schools and vocational institutes proliferated, offering structured curricula that integrated theoretical knowledge with practical application, a model that persists and adapts today.

As highlighted by (Ramasamy and Pilz, 2020) demand driven vocational training that considers the needs and contexts of rural learners is especially effective, as it increases participation and ensures that the acquired skills are relevant to local economic opportunities. By providing practical skills and supporting entrepreneurship, vocational training serves as a powerful tool for poverty reduction and sustainable development in rural areas.

This transition acknowledges that (Maclean and Wilson, 2009) effective vocational training must be responsive to local contexts, accessible to disadvantaged groups, and flexible in delivery to address barriers such as remoteness, social-economic status, and gender disparities. The literature underscores that the success of vocational training programs hinges on their ability to bridge the gap between education and employment, foster lifelong learning, and contribute to both individual empowerment and community resilience.

2.2 Types of Vocational Training Programs

There are various types of vocational training. The types of vocational training program are automotive repair, plumbing, culinary arts, graphic design, fashion design, welding, mechatronics, carpentry, cosmetology, electrician, tourism and hospitality, etc. In this research it is highlight on agriculture and sustainable farming techniques, consumer goods production, digital and technology skills, handicrafts and traditional arts training and livelihood skills training.

2.2.1 Agriculture and Sustainable Farming Techniques Training

Agriculture and sustainable farming techniques training programs help people learn how to farm in ways that protect the environment and use resources wisely. Learners start by understanding how to keep soil healthy through activities like making compost, testing soil, and rotating crops to keep the land fertile and stop erosion. They also learn how to save and use water better, such as by collecting rainwater, setting up drip irrigation systems, and using mulch to keep soil moist.

The training teaches how to grow different kinds of crops by choosing good seeds, starting new plants, planting different crops together, and using trees and plants to support each other. Managing pests is another important part, where trainees learn to spot harmful insects or diseases, use helpful bugs, and make natural sprays instead of chemicals. People also learn about organic and new farming methods, like not plowing the soil, storing carbon in the ground, and making homes for bees and other pollinators.

If they are interested in animals, the course may include how to care for livestock and use animal waste to improve the soil. Business lessons are included too, showing how to plan a farm, make a budget, add value to products, and sell them. The program often includes visits to real farms, hands-on practice, and working in community gardens, so learners get real experience and see how sustainable farming works in everyday life.

2.2.2 Consumer Goods Production Training

Consumer goods production training teaches people both the ideas and practical skills they need to work in factories or places where products are made and put together. Learners start by studying important topics like how to stay safe at work, how to check product quality, and how things are made, packed, and labeled on an assembly line. They also practice using machines, fixing small problems, keeping equipment in good shape, and using new technology and automated systems in production.

A part of the training is doing hands-on activities, such as running machines, checking products for mistakes, and practicing what to do in emergencies. Trainees often work alongside experienced workers to see real production in action, and they join group projects that help them learn how to work as a team, communicate, and solve problems together. The program also teaches how to protect the environment by cutting down on waste and saving energy. There are lessons on how to manage the flow of goods from factory to store and how to give good customer service. By learning all these skills, students are ready to do well in the consumer goods industry, able to handle technical tasks and work well with others in a fast-changing workplace.

2.2.3 Digital and Technology Skills Training

Digital and technology skills training helps people learn important skills they need for today's technology-focused world. The training usually starts with basic lessons, like how to use computers, smartphones, and tablets, and how to stay safe online. As they continue, learners practice using useful tools such as word processors, spreadsheets, cloud storage, and online meeting apps like zoom and teams.

The course also teaches how to find trustworthy information on the internet, organize digital files, and do simple data analysis. Creative parts of the training show how to make and edit documents, images, and videos, build websites, and manage social media accounts. For those who want to learn more, there are lessons on basic coding, making apps or websites, using cloud services, and understanding data science.

The training is very hands-on, with workshops, online labs, group projects, and real-life practice like solving computer problems or dealing with online security issues. Learners also get support from teachers and classmates, and take quizzes to check their understanding. By mixing classroom lessons with real practice, this training prepares people to use technology confidently and succeed in many different jobs.

2.2.4 Handicrafts and Traditional Arts

Handicrafts and traditional arts training uses simple lessons and activities to help people learn both craft skills and the meaning behind them. Learners study the history and importance of crafts like weaving, pottery, wood carving, embroidery, basket making, and jewelry making. They learn how to choose materials, use traditional tools, and understand the designs and patterns that are special to each craft. These lessons also teach why it is important to keep these traditions alive for future generations.

Most of the training is hands-on. Students watch experts show how to make things step by step, then practice skills like shaping clay, weaving, sewing, or working with wood. They often work together on group projects, visit local artists, and sometimes show their finished crafts in exhibitions. Some courses also ask students to research local crafts or talk to artisans to learn more about traditional methods.

Learners join workshops on how to design products, check quality, and find materials that are good for the environment. They learn about selling crafts, setting prices, and using the internet to reach more customers. Activities like starting small groups, joining community projects, or working in social businesses help people earn money and support their communities. These programs help students build craft skills, feel proud of their culture, and make a positive difference where they live.

2.2.5 Livelihood Skills Training

Livelihood skills training helps people learn practical and business skills so they can earn money and support themselves. The training covers many useful topics, like sewing clothes, making food products, carpentry, welding, fixing small engines, farming, taking care of animals, and growing vegetables at home. People also learn how to start and run small businesses, manage money, use computers, and give good customer service.

Trainees practice their skills in workshops, such as sewing, baking, making soap, or repairing bikes. They watch teachers show how to do each task, then try it themselves, either alone or in groups. Some programs let learners pretend to run a business, keep track of products, or sell things at local markets. There are also visits to real businesses, group projects in the community, and chances to learn from each other.

Modern programs also teach how to work well with others and build strong communities. Learners join group activities to practice teamwork and leadership, and may work together to sell products or share resources. They learn how to make a budget, keep records, set prices, and find new business ideas. Many courses offer help with finding jobs, getting advice from mentors, or connecting with banks and government programs. This support helps people use their new skills to earn a steady income and improve life for themselves and their families.

2.3 Economic Benefits, Social Benefits and Livelihood Sustainability of Vocational Training

Vocational training delivers significant economic benefits, social benefits, enhancing livelihood sustainability for individuals and communities. Human capital theory by (Becker, 1962 and 1975) and (Schultz, 1959) investments in vocational education are shown to boost skills, productivity, and earnings. (Romer's, 1994) new growth theory further highlights the role of continuous skill development in fostering innovation and long-term economic growth. Empirical research by Carneiro, Dearden, and (Vignoles, 2005) confirms that vocational training leads to higher wages, improved employability, and greater economic security.

2.3.1 Economic Benefits, Social Benefits and Livelihood Sustainability of Agriculture and Sustainable Farming Techniques Training

Training in agriculture and sustainable farming techniques delivers substantial economic benefits by equipping farmers with the knowledge and skills needed to improve productivity and profitability. According to (Becker (1962 and 1975) and (Schultz, 1959) investments in human capital such as agricultural education enhance individual productivity, leading to higher earnings and improved economic security. Empirical studies confirm that sustainable practices, including reduced chemical inputs and precision farming, lower operational costs and increase farm profitability over time (Mouratiadou, 2024) and (Van der Ploeg, 2019).

Economic advantages, agricultural training programs foster significant social benefits by empowering individuals and strengthening communities. Education initiatives often target marginalized groups, such as women and youth, providing them with skills for leadership and decision-making within the agricultural sector (Davis & Nkonya, 2008 and Mwangi & Kariuki, 2015). This empowerment enhances social inclusion, collective action, and knowledge sharing, leading to community-driven development and improved social cohesion.

Livelihood sustainability is reinforced through training in climate-smart and environmentally responsible farming techniques. Programs that focus on soil health, water management, and resource conservation equip farmers to adapt to climate change and mitigate environmental risks. As highlighted by (Romer, 1994) continuous skill development is essential for sustaining long term economic growth and resilience. The adoption of sustainable practices not only stabilizes farm incomes but also ensures food security and preserves natural resources for future generations (FAO, 2023). By

integrating modern technology and traditional knowledge, training initiatives like Agri learn demonstrate how education can drive both immediate improvements and lasting sustainability in rural livelihoods.

2.3.2 Economic Benefits, Social Benefits and Livelihood Sustainability of Consumer Goods Production Training

Training in consumer goods production provides substantial economic benefits by significantly improving productivity, quality, and competitiveness within the industry. (Dearden, Reed, and Van Reenen, 2000) found that a 5% increase in the proportion of trained workers is associated with a 4% rise in value added per worker and a 1.6% increase in hourly wages, indicating that training investments yield strong returns for both employees and firms. Standardized training processes also reduce errors, shorten time to market, and support innovation, helping businesses maintain regulatory compliance and adapt to evolving consumer demands.

The social benefits of consumer goods production training extend beyond economic gains, fostering greater well-being, employability, and social mobility. Training also supports the development of transferable skills, reduces inequality, and promotes upward mobility, especially in regions facing economic deprivation. Comprehensive training initiatives encourage collaboration, knowledge sharing, and the establishment of best practices, which enhance workplace culture and employee satisfaction.

Livelihood sustainability is reinforced through continuous skills development and adaptation to technological advancements in the consumer goods sector. Ongoing training ensures that workers and businesses remain resilient in the face of economic and industry changes, supporting long-term stability and adaptability. By prioritizing upskilling and lifelong learning, both employees and organizations can secure sustainable livelihoods, respond to market shifts, and maintain a competitive edge.

2.3.3 Economic Benefits, Social Benefits and Livelihood Sustainability of Digital and Technology Skills Training

Digital and technology skills training delivers substantial economic benefits by driving productivity, innovation, and wage growth across industries. (Amazon web services, 2023) found that digital skills generate significant income and revenue premiums for both individuals and organizations, with advanced digital skills alone estimated to raise global GDP by \$6.3 trillion annually through increased worker income and productivity. A randomized evaluation by the Abdul Latif Jameel Poverty

Action Lab (J-PAL) demonstrated that combining digital skills training with job referrals led to a notable increase in earnings and a reduction in unemployment in low- and middle-income countries (Atkin, 2025).

Economic gains, digital skills training produces important social benefits, including improved job satisfaction, job security, and social mobility. According to (Gallup and AWS, 2023) workers with advanced digital skills report higher job satisfaction and greater confidence in their job security compared to those with only basic skills. Digital training programs also empower underserved groups, such as women and youth, by improving their access to quality jobs and increasing their participation in the labor force. The expansion of digital skills is linked to greater social inclusion and resilience, as individuals are better equipped to adapt to technological change, navigate labor market shifts, and withstand economic shocks.

Livelihood sustainability is reinforced through continuous digital and technology skills development, which enables workers and businesses to remain competitive and resilient in a rapidly evolving digital economy. Research shows that both basic and advanced digital skills have a significant impact on the digitalization of economies, with specialized education in STEM fields further accelerating ICT advancement (Grigorescu, 2020). As digital technologies reshape industries and create new job opportunities that workers can maintain stable employment, adapt to new roles, and contribute to sustainable economic development.

2.3.4 Economic Benefits, Social Benefits and Livelihood Sustainability of Handicrafts and Traditional Arts Training

Training in handicrafts and traditional arts offers clear economic benefits by fostering local entrepreneurship, generating income, and strengthening the creative economy. (Azhari et al., 2024) demonstrate that traditional arts significantly contribute to economic growth in rural communities, with empirical evidence showing a strong positive relationship between engagement in traditional arts and increased income, market expansion, and business sustainability. The handicraft sector has been shown to create profitable employment opportunities and attract investments, further stimulating regional economies (Mukherjee, 2016).

Social benefits from handicrafts and traditional arts training are equally significant, particularly in empowering marginalized groups and strengthening community identity. According to a study in (Botswana & Jackson, 1999) the handicraft industry has a positive impact on individuals, families, and communities, especially

among rural dwellers and those with limited formal education. These activities not only enhance social cohesion but also help preserve cultural heritage, which is vital for community resilience and well-being.

Livelihood sustainability is reinforced through the integration of handicraft training with other economic activities, such as agriculture and tourism. The synergy between traditional arts and tourism further enhances sustainability, as high-quality crafts and performances attract visitors, generate foreign exchange, and reinforce destination identity (Azhari, 2024). To maximize these benefits, collaborative efforts among artisans and local communities are essential, ensuring that training, innovation, and market access are continuously developed to support long-term economic and social sustainability.

2.3.5 Economic Benefits, Social Benefits and Livelihood Sustainability of Livelihood Skills Training

Livelihood skills training has been shown to generate meaningful economic benefits by improving employability, income, and entrepreneurial opportunities among participants. Social benefits of livelihood skills training are equally significant, particularly in fostering empowerment, social inclusion, and community resilience. Training programs often target marginalized groups, including women and rural residents, equipping them with practical and soft skills that enhance their social status and participation in community life. (Asri, 2024) emphasizes that the most effective interventions address both skill acquisition and barriers to employment, such as gender biases and childcare needs, resulting in more dignified work and improved well-being for participants.

Livelihood sustainability is reinforced when skills training is tailored to local economic conditions and is accompanied by ongoing support and resources. Research by (Tiwari, 2020) and others shows that programs integrating practical training with market access, mentoring, and follow up services are more likely to result in sustained income improvements and entrepreneurial success. The effectiveness of these programs can be influenced by factors such as existing skills, market opportunities, and social support, underscoring the need for adaptive, context-sensitive training approaches to maximize both economic and social outcomes for sustainable livelihoods.

2.4 The Opportunities and Challenges of Vocational Trainings

Vocational training offers vital opportunities for workforce development by equipping individuals with practical, job-ready skills and fostering employability and entrepreneurship. It faces persistent challenges, including limited access to resources, outdated curricula, social stigma, and financial barriers, which can hinder its effectiveness and accessibility (Academia,2024). Addressing these challenges is essential to maximize the potential of vocational education and ensure it meets the evolving needs of students and industry.

2.4.1 The Opportunities and Challenges of Agriculture and Sustainable Farming Techniques Training

Training in agriculture and sustainable farming techniques presents both significant opportunities and notable challenges. On the opportunity side, such training empowers farmers to adopt eco-friendly practices that enhance crop yields, conserve natural resources, and boost economic resilience, ultimately contributing to food security and environmental protection (Aninver, 2024). Initiatives courses and workshops provide accessible, practical knowledge on soil health, water management, and efficient resource use, enabling farmers to improve productivity and sustainability (Green Farming, 2024). The adoption of green technologies and climate smart techniques can reduce costs, improve farm profitability, and open new market opportunities for sustainably produced goods.

Farmers often face barriers such as high initial costs, lack of access to training, limited resources, and resistance to change, especially when shifting from conventional to sustainable methods (Aninver, 2024 and RhizeBio, 2023).Addressing these obstacles requires collaborative efforts among governments, NGOs, and research institutions to provide targeted training, financial incentives, and robust support systems, paving the way for a resilient and sustainable agricultural future.

2.4.2 The Opportunities and Challenges of Consumer Goods Production Training

Consumer goods production training offers substantial opportunities for economic advancement, workforce development, and business competitiveness. According to (Odunlami Ibojo and Esther, 2023) both on the job and off the job training in consumer goods firms significantly enhance employees' quality of work, productivity, and overall organizational performance. Economic studies, such as the

one by the (Delaware valley industrial resource center, 2024) show that manufacturing-related training leads to higher wages, career advancement, and productivity growth, which in turn drive sectoral growth, increased consumer spending, and improved quality of life for workers and their families.

(Weber, Bellinger, and Oehm, 2023) most producers provide basic training for new employees or machines, current training opportunities often fall short of actual industry needs, particularly as production technologies become more complex. This gap between required and provided skills can hinder flexible problem-solving and process optimization on the factory floor. The consumer goods industry must navigate global pressures such as inflation, supply chain disruptions, sustainability demands, rapid digitalization, and a shortage of skilled employees (EFESO, 2023). These challenges require ongoing investment in advanced training, upskilling, and the development of agile learning strategies to keep pace with evolving market and technological demands.

The consumer goods industry relies on its ability to update training to handle new challenges and chances. Ongoing training helps workers do their jobs better and produce higher quality products. It also keeps employees happy and encourages them to stay, which helps companies compete in a quickly changing world. Good training in making consumer goods is very important for keeping the economy strong, supporting people's well-being, and making sure the industry stays successful.

2.4.3 The Opportunities and Challenges of Digital and Technology Skills Training

Digital and technology skills training presents significant opportunities as it equips individuals and organizations to thrive in a rapidly evolving technological landscape. With advancements in AI, blockchain, cybersecurity, and data analytics transforming industries, acquiring relevant digital skills is crucial for economic growth and innovation . The rise of hybrid work models and flexible learning platforms further expands access to training, enabling employees to upskill conveniently and continuously (Skillstown, 2024).

Despite these opportunities, several challenges hinder the widespread adoption and effectiveness of digital skills training. Access to resources remains uneven, especially in rural and underserved areas, limiting participation (Digital skills jobs community, 2021). Additionally, many organizations struggle to keep training content up to date amid fast technological changes, risking obsolete knowledge that reduces productivity and innovation (Skillstown, 2024).

To maximize the benefits of digital and technology skills training, organizations must adopt strategic, data driven approaches to learning and development. Continuous reskilling is essential, as half of all employees will require new skills by 2024 to remain relevant in their roles (LinkedIn learning report, 2024). Personalized training programs and leveraging AI-driven tools, businesses can build agile, future-ready workforces capable of navigating ongoing technological disruption.

2.4.4 The Opportunities and Challenges of Handicrafts and Traditional Arts Training

Training in handicrafts and traditional arts offers valuable opportunities for cultural preservation, economic development, and community empowerment. Programs like the “reviving traditional crafts” initiative provide artisans with modern skills and improved market access, helping sustain their livelihoods while promoting cultural heritage (Funds for NGOs, 2024). Educational innovations blending traditional techniques with digital tools also enhance creativity and marketability, preparing artisans for contemporary challenges (Connolly, 2024).

Despite these opportunities, handicrafts and traditional arts training face significant challenges. The influx of mass-produced goods and cheaper alternatives threatens artisans’ market share and income, while fluctuating demand and supply chain issues create instability (Base Bangladesh, 2024). Younger generations often show less interest in learning these skills, risking loss of cultural knowledge and skills (Fibre2Fashion, 2024). Limited access to modern tools, digital platforms, and consistent training hampers artisans’ ability to innovate and reach broader markets (Funds for NGOs, 2024).

To overcome these challenges and ensure sustainable livelihoods, collaborative efforts are essential. Apprenticeship programs, such as traditional arts apprenticeship, provide funding and mentorship to pass skills across generations, preserving living traditions (Springboard for the Arts, 2024). Policy support, capacity building, and market development initiatives, like India’s USTTAD scheme, further strengthen the sector by addressing economic vulnerabilities and expanding opportunities for artisans (Ministry of Minority Affairs, India, 2022). Together, these strategies can revitalize handicrafts and traditional arts, securing their cultural and economic future.

2.4.5 The Opportunities and Challenges of Livelihood Skills Training

Livelihood skills training creates important opportunities for individuals and communities by providing practical abilities that improve employability and income generation. Programs like the Bangladesh skills development system, through its

national training and vocational qualifications framework, ensure quality training that equips participants with diverse skills such as carpentry, baking, and green technologies (livelihood and skill development sector guidance note, 2024). Helping hand for relief and development's skills development and livelihood program offers courses in computer repair, welding, and tailoring, empowering participants to start small businesses and achieve financial independence (HHRD, 2024).

Despite these opportunities, livelihood skills training faces challenges that can limit its impact. Many trainees, especially in rural or refugee settings, struggle with low literacy and numeracy levels, making it difficult to fully benefit from technical courses. Financial barriers, lack of access to training infrastructure, and social constraints such as gender roles further restrict participation (ILO, 2022). Training programs sometimes do not align well with local labor market demands, reducing the chances of sustainable employment or entrepreneurship.

To ensure livelihood sustainability, training must be paired with ongoing support, market linkages, and context sensitive approaches. Programs that provide business startup kits, mentorship, and soft skills development see higher success rates in income generation and self-reliance (HHRD, 2024). Coordinated efforts involving governments, NGOs, and private sectors are essential to expand access, improve training quality, and address barriers faced by marginalized groups (ILO, 2022). By combining technical skills with entrepreneurship and life skills, livelihood training can foster resilient communities and long-term economic stability.

2.5 Reviews on Previous Studies

The benefits of vocational training on rural communities, demonstrating improvements in employability, economic independence and self-development. Studies from countries including Nigeria, Kenya, and Myanmar show that accessible, community-based programs foster job creation, productivity, and innovation. Effective vocational training, especially when designed with digital tools and business partnerships, helps reduce unemployment, address skill gaps, and empower individuals to contribute positively to local economic growth.

Elebute (2016) examined impact of vocational and technical education on livelihood sustenance and economic development, especially in rural communities. Studies in Nigeria highlight that non-fee, community-based vocational training programs, such as art workshops, are particularly effective in empowering

underprivileged groups. These programs enhance employability, self-development, and economic independence by providing practical skills and fostering creativity. The success of such initiatives underscores the importance of accessible, skill-based education and the need for supportive policies and funding to maximize their impact on both individuals and communities.

Duta Mustajab and Andri Irawan (2023) examined the effectiveness of vocational training programs on employment outcomes. They studied how well vocational training programs help people get jobs. They used data from other research to see what makes these programs successful. Their study found that good vocational training helps people find jobs faster, stay employed, and earn more money. They suggest that strong policies and teamwork between groups can make these programs even better and help more people in changing job markets.

Chang (2021) examined to analyze the impact of technical and vocational education and training (TVET) on income growth and employment among trainees in Kenya, using longitudinal data from the Kenya life panel survey. The study found that (TVET) improved short-term employability, especially for unemployed and inexperienced individuals, but its long-term effects on income growth were limited, highlighting the importance of addressing skill mismatches and labor market demands.

Nyan Oo (2022) conducted a study that effectiveness of vocational training for people with disabilities in Yangon, Myanmar. The research looked at training from the AAR Japan vocational training school and found that it helped people with disabilities get jobs, earn more money, and feel better about themselves. The study recommends that both the government and private groups should offer more training and financial support so people with disabilities can work or start businesses and be more included in society.

Moe Minn Soe (2023) studied to evaluate the effectiveness of pre-service teacher training for (TVET) teachers at the (TVET) teacher training college (Baelin) in Myanmar. The study found that the training significantly improved trainees' understanding of departmental functions, ICT skills, workshop management, safety, and pedagogy. Respondents reported increased confidence, practical teaching ability, and readiness to apply new skills in their vocational teaching roles.

Vocational training programs have demonstrated significant benefits for rural and marginalized communities, as shown in studies from various countries. Research highlights that such training increases job opportunities, productivity, and fosters

innovation, especially when programs are accessible and community-based. Effective program design including digital tools, business collaboration, and tailored support further enhances outcomes, helping reduce unemployment, address skill gaps, and empower individuals to contribute positively to their families and communities.

CHAPTER III

OVERVIEW OF VOCATIONAL TRAINING ON RURAL COMMUNITY

3.1 Overview of the Vocational Trainings in Myanmar (DOER)

Vocational training provided by the Department of Ethnic Rights (DOER) in Myanmar addresses the urgent need for practical skills among ethnic minorities and rural populations. DOER's programs focus on improving the socio-economic conditions of ethnic communities by offering courses in areas like agricultural technology, traditional crafts, and basic technical skills, aiming to reduce poverty and promote cultural exchange. DOER delivers mobile training clinics in trades such as motorcycle repair, carpentry, sewing, and food processing, empowering participants especially women and youth to start small businesses and increase household income. These initiatives foster employment, entrepreneurship, and social cohesion in underserved regions.

Since August 2021, the Department of Ethnic Rights has been going to villages to give vocational training courses. These training programs are meant to help people from ethnic groups improve their daily lives and earn a better income. Trainers visit the villages and teach useful skills, such as small business ideas, agriculture and sustainable farming techniques, consumer goods production, digital and technology skills, handicrafts and traditional arts training and livelihood skills training, so that people can find new ways to make a living. The main goal is to help families become more stable and communities grow stronger. Many villagers, especially those with fewer job opportunities, can join these courses and learn how to support themselves and their families better.

The Department of Ethnic Rights (DOER) in Myanmar implements vocational training programs to uplift local economies and improve the socio-economic lives of people, especially in rural and peri-urban areas. DOER's initiatives are designed to support the development of micro, small, and medium enterprises (MSMEs) and increase family incomes by equipping participants with practical skills in areas such

as value-added food production, motorcycle repair, carpentry, sewing, and handicraft-making.

Table (3.1) Vocational Training in Myanmar from Department of Ethnic Rights

No.	Year	Type of Training/Course	Number of Trainings/ Courses	Number of Students/ Participants	Location
1	2022	Digital and technology skills, Agricultural technology, food processing training, Handicrafts and traditional arts training , Consumer goods (hand wash, soap, etc.) training, Livelihood skills training.	220	3970	Yangon Region, Ayeyarwady Region, Shan State,
2	2023	Digital and technology skills, Agricultural technology, food processing training, Handicrafts and traditional arts training , Consumer goods (hand wash, soap, etc.) training, Livelihood skills training,	245	4655	Yangon Region, Ayeyarwady Region, Shan State, Mon State,
3	2024	Digital and technology skills Agricultural technology, food processing training, Handicrafts and traditional arts training , Consumer goods (hand wash, soap, etc.) training, Livelihood skills training,	285	5200	Yangon Region, Ayeyarwady Region, Shan State, Kayin State, Mon State, Magway Region,
Total			750	13,825	

Source DOER, MOEA (2024)

Training is often provided free of charge, with a focus on hands-on learning, business management, and market access. These programs not only teach technical skills but also provide guidance on business planning, packaging, and certification, empowering trainees to start their own enterprises. Outstanding graduates often receive additional support to launch small businesses, fostering entrepreneurship and job creation at the grassroots level. Through these efforts, DOER contributes to social cohesion, economic resilience, and the reduction of poverty in Myanmar's diverse communities. Details presents in Table (3.1).

Over the past three years, the Department of Ethnic Rights in Myanmar has worked hard to provide useful job training to many people in different parts of the country. In 2022, they organized 220 training sessions that helped 3,970 participants in Yangon Region, Ayeyarwady Region, and Shan State. These training programs taught important skills such as digital technology, farming methods, food processing, making handicrafts, and producing everyday consumer goods like soap and hand wash. The goal was to give ethnic communities the tools they need to earn a living and keep their traditions alive.

In 2023, the department expanded its work by increasing the number of training sessions to 245 and reaching 4,655 people. They also added Mon State to the list of locations where the training was held. The courses continued to focus on practical skills that meet the needs of the communities, including digital skills, agriculture, handicrafts, and small-scale production of goods. This growth showed the department's strong commitment to helping more people in more places, making sure that everyone has a chance to improve their job opportunities and support their families.

In 2024, the Department of Ethnic Rights worked even harder by holding 285 training sessions for 5,200 participants. They reached new areas like Kayin State and Magway Region, helping even more people learn valuable skills. Over the three years, a total of 750 training courses were held, benefiting 13,825 individuals. This steady increase in training shows how the department is dedicated to creating more economic chances, improving people's ability to find work, and supporting the rich cultural heritage of Myanmar's ethnic groups. Through these programs, many people have gained confidence and hope for a better future.

3.2 Type of Vocational Training Program in Yangon(DOER)

In Yangon, vocational training programs supported by the Department of Ethnic Rights offer a diverse range of skill-building opportunities for youth and adults. One key area is digital and technology skills training, where participants learn practical skills such as using e-commerce websites, applying for business registration online, and understanding cybersecurity. These courses are designed not only to improve digital literacy but also to help small and medium-sized businesses adapt to the rapidly changing digital landscape.

Another important program focuses on agricultural technology and food processing. Trainees are taught how to produce safe and hygienic food products from local crops like rice, legumes, and corn. The training covers both theory and hands on practice, enabling participants to make items such as cakes, cookies, jams, and juices. The aim is to support small-scale industries, encourage the use of local resources, and reduce reliance on imported foods.

Handicrafts and traditional arts training is also widely available. These courses include sewing, embroidery, crochet, and the making of traditional ethnic utensils and handicrafts. Such training helps preserve Myanmar's cultural heritage while providing participants with skills to start their own businesses or find employment in the local crafts sector. Specialized weekend courses in Yangon further support those who wish to deepen their expertise in these areas.

The programs also offer training in the production of consumer goods, such as hand wash and soap. These courses teach participants how to manufacture everyday products, which can be sold locally or used to start micro-enterprises. The focus is on practical, marketable skills that can quickly improve livelihoods and support community health needs.

Finally, livelihood skills training is a core component of Department of Ethnic Rights initiatives. These programs include training in motorcycle repair, carpentry, tailoring, and business planning. Participants are often provided with start-up capital or tools to help them launch their own small businesses. The overall goal is to increase income-generation, promote entrepreneurship, and create employment opportunities, especially for vulnerable groups and ethnic communities in and around Yangon.

The vocational training programs in Yangon have played an important role in helping people gain practical skills for better job opportunities. From 2022 to 2024,

these programs offered a range of courses, including digital and technology skills, agricultural technology, food processing, handicrafts and traditional arts, as well as training in making consumer goods like hand wash and soap. The training was held in several townships such as Hmawbi, Taikkyi, Wagon Ferry, Ahphyauk, Thomtay, and Thangtabin, reaching a total of 2,490 participants over three years. By focusing on both modern and traditional skills, these programs have supported local communities in Yangon to improve their livelihoods and adapt to changing economic needs.

The vocational training programs in Yangon have expanded significantly in recent years, offering a diverse range of courses aimed at equipping local communities with practical and market-relevant skills. From 2022 to 2024, a total of 120 training sessions were conducted across key townships such as Hmawbi, Taikkyi, Wagon Ferry, Ahphyauk, Thomtay, and Thangtabin, reaching nearly 2,500 participants. The programs cover essential areas including digital and technology skills, agricultural technology and food processing, handicrafts and traditional arts, consumer goods production and livelihood skills training. These initiatives are designed to address the evolving needs of Yangon's workforce, promote self-reliance, and foster economic development by providing accessible, hands-on learning opportunities for youth and adults in both urban and rural settings. The detail information shows in Table (3.2).

Table (3.2) summarizes the expansion and reach of vocational training programs in Yangon from 2022 to 2024. Over these three years, a total of 120 training sessions were conducted, serving 2,490 participants across several townships, including Hmawbi, Taikkyi, Wagon Ferry, Ahphyauk, Thomtay, and Thangtabin. Each year, the number of courses and participants increased: 35 courses for 710 people in 2022, 40 courses for 830 people in 2023, and 45 courses for 950 people in 2024. The training covered a variety of practical and market-driven topics such as digital and technology skills, agricultural technology and food processing, handicrafts and traditional arts, consumer goods production and livelihood skills. These programs aimed to equip local residents with relevant skills for employment and self-reliance, supporting both urban and rural communities in adapting to changing economic needs.

Table (3.2) Type of Vocational Training Program in Yangon

No.	Year	Type of Training/Course	Number of Trainings/ Courses	Number of Students/ Participants	Location
1	2022	Digital and technology skills, Agricultural technology, food processing training, Handicrafts and traditional arts training , Consumer goods (hand wash, soap, etc.) training, Livelihood skills training.	35	710	Hmawbi, Taikkyi, Wagon Ferry and Ahphyauk.
2	2023	Digital and technology skills, Agricultural technology, food processing training, Handicrafts and traditional arts training , Consumer goods (hand wash, soap, etc.) training, Livelihood skills training,	40	830	Hmawbi, Taikkyi, Thomtay, Wagon Ferry and Ahphyauk.
3	2024	Digital and technology skills Agricultural technology, food processing training, Handicrafts and traditional arts training , Consumer goods (hand wash, soap, etc.) training, Livelihood skills training,	45	950	Hmawbi, Taikkyi, Thomtay, Thangtabin, Wagon Ferry and Ahphyauk.
Total			120	2490	

Source DOER, MOEA (2024)

3.3 Vocational Training Program on Rural Community in Hmawbi

The Department of Ethnic Rights has played a vital role in supporting rural development in Hmawbi township through community based vocational training projects. These programs are designed to improve the socio-economic conditions of local people by offering free training in practical skills such as making hand wash, soap,

shampoos, and other value-added consumer goods production, digital and technology skills training, agricultural technology, food processing training, handicrafts and traditional arts training and livelihood skills training . These trainings not only teaches technical skills but also covers important topics like product certification, business management, packaging, and market distribution, helping participants to start and manage their own small businesses. By focusing on the needs of rural communities, these initiatives aim to boost family incomes and create more job opportunities in areas where economic options are often limited.

In addition to technical training, the projects emphasize the development of local micro, small, and medium-sized enterprises (MSMEs) and encourage entrepreneurship among participants. Outstanding trainees are given extra support to help them launch their own businesses, ensuring that the benefits of the training extend beyond the classroom. The partnership between the Department of Ethnic Rights and other government a strong commitment to rural development by empowering residents with the skills and knowledge needed to build sustainable livelihoods. This approach not only helps individuals improve their own lives but also strengthens the overall economic resilience of rural communities in Hmawbi.

Table (3.3) Type and Duration of Vocational Training in Hmawbi

No.	Type of Training	Duration of Training	Number of Trainings	Number of Students	Number of Outstanding Students
1	Livelihood Skills Training	1 month	25	500	420
2	Consumer Goods Production Training	1 week	18	360	348
3	Handicrafts and Traditional Arts Training	1 month	6	120	115
4	Digital and Technology Skills Training	1 month	12	240	217
5	Agriculture and Sustainable Farming Techniques Training	1 month	8	160	144
Total			69	1,380	1,244

Source: DOER, MOEA (2024)

This Table (3.3) shows the different types of vocational training programs, their duration, and the number of students who joined each course. There were five main types of training: livelihood skills, consumer goods production, handicrafts and traditional arts, digital and technology skills, and agriculture and sustainable farming techniques. Most of the courses lasted one month, except for the consumer goods production training, which lasted one week. In total, there were 69 training sessions with 1,380 students.

The number of outstanding students in each training. Out of 1,380 students, 1,244 were recognized as outstanding, showing that most participants did very well in their courses. Livelihood skills training had the highest number of outstanding students, while all other courses also had a high success rate. This shows that the vocational training programs were effective in helping students gain valuable skills and perform well.

3.3.1 Vocational Training Center in Hmawbi (SATC)

The vocational training centers in Hmawbi Township, Yangon, offer a wide range of skill-building programs to help local people improve their livelihoods and job opportunities. The sustainable agriculture training center (SATC), established in Hmawbi, has been a key provider of both basic and advanced agriculture and livestock training, reaching hundreds of trainees each year. SATC has also introduced courses in textile work, such as sewing traditional Karen shirts and bags, to support local crafts and cultural heritage. Vocational training programs are very important for helping people learn practical skills they need to get jobs and earn a living, especially in developing areas. They are made to meet local job needs, give people better chances to earn money, and help the community grow stronger. Details presents in Table (3.4).

The hope vocational training center in Hmawbi provides practical training in bakery, pastry, engineering, culinary arts, bartending, housekeeping, computer skills, welding, and more. Together, these centers trained a total of 762 people from 2022 to 2024, equipping them with valuable skills for employment and small business development. These programs not only promote economic self-sufficiency but also strengthen the social and cultural fabric of the Hmawbi community.

Table (3.4) Vocational Training Center in Hmawbi

No	Year	Training Name / Center	Type of Training	Number of Trainees
1	2022	Sustainable Agriculture Training Center (SATC)	Basic/Advanced Agriculture & Livestock	252
2	2023	Sustainable Agriculture Training Center (SATC)	Basic/Advanced Agriculture & Livestock	210
3	2024	Sustainable Agriculture Training Center (SATC)	Texturing Textile, Sewing (Karen shirts, bags)	180
4	2024	Education Services, Hope Vocational Training Center	Bakery, Pastry, Engineering, Culinary, Bartending, Housekeeping, Computer, Welding, etc.	120
Total				762

Source: SATC (2024)

Table (3.4) presents data on vocational training centers in Hmawbi Township, Yangon, highlighting the types of training offered, the number of trainees, and the focus areas from 2022 to 2024. The sustainable agriculture training center (SATC) has been a major provider, training 252 people in 2022 and 210 people in 2023 in basic and advanced agriculture and livestock skills. These programs aim to help local farmers and rural residents improve their farming techniques, increase productivity, and support sustainable livelihoods. In 2024, SATC shifted its focus to texturing textile and sewing, training 180 people in making traditional Karen shirts and bags, which supports both cultural preservation and income generation for ethnic communities.

In addition to SATC, the hope vocational training center in Hmawbi provided training to 120 people in 2024, covering a wide range of practical skills such as bakery, pastry, engineering, culinary arts, bartending, housekeeping, computer use, and welding. This center offers hands-on courses that prepare trainees for employment in various service and technical industries. The centers trained a total of 762 people over three years, reflecting a strong commitment to community development and economic empowerment in Hmawbi. By offering traditional and modern vocational skills, these centers help local people find better job opportunities and improve their quality of life.

3.4 Current Situation of Vocational Training for Ethnic Minority Youth Development Project in Hmawbi

The ethnic minority youth development project in Hmawbi, led by the Department of Ethnic Rights continues to play a vital role in equipping ethnic minority youth with practical skills for employment and self-reliance. Recent training programs have focused on a diverse range of areas, including digital and technology skills, agricultural technology, food processing, handicrafts and traditional arts, consumer goods production, and livelihood skills.

These courses are designed to address the specific needs of ethnic communities, promote cultural preservation, and foster economic participation. The training is delivered through a combination of classroom instruction, hands-on workshops, and community-based activities, ensuring that participants gain both theoretical knowledge and practical experience relevant to local labor markets. The project has grown each year, offered more courses and helped hundreds of young people from Hmawbi and nearby towns. The Department of Ethnic Rights has brought mobile training and business support, giving trainees access to start-up money, toolkits, and advice to start small businesses. They also include lessons about ethnic culture with job skills to help young people feel proud of their identity and improve their lives. These efforts have helped more ethnic minority youth find jobs, earn money, and work together as a community, even when it is hard to reach city training centers. By working closely with local groups, the training continues to meet the real needs of ethnic youth in Hmawbi.

These programs focus on equipping participants with practical skills that directly address the needs of the local job market. DOER has established basic motorcycle repair courses, which provide both theoretical knowledge and hands on experience. This type of training is particularly valuable in rural and peri-urban areas like Hmawbi, where motorcycles are a common mode of transport and maintenance services are in high demand. This program has also played a significant role by introducing vocational training centers aimed at ethnic communities, with courses not only in technical fields but also in traditional crafts and food processing. These initiatives are designed to promote socio-economic development, preserve cultural heritage, and foster greater inclusion of ethnic groups in the workforce.

The training sessions have included a variety of skill areas such as agricultural technology, consumer product manufacturing, and the making of traditional ethnic utensils and foods. The programs are structured to be accessible, with many courses

lasting about a month and accommodating around 20 trainees per session, ensuring that participants receive personalized instruction and practical guidance. There are also efforts to expand offerings to include computer courses, reflecting a recognition of the growing importance of digital literacy for employment and entrepreneurship. The trainings was supported by government ministries and international cooperation projects, which provide resources and technical expertise to enhance the quality and reach of the programs.

Participants in these vocational courses often report significant improvements in their ability to earn a living and contribute to their communities. For instance, trainees in the motorcycle repair course have shared that the skills they acquire not only help them find jobs but also enable them to address the repair needs of their own villages, creating a ripple effect of economic benefit. The inclusion of women, youth, and ethnic minorities is a key focus, with targeted outreach and support to ensure that vulnerable groups have equal access to training and subsequent employment opportunities. In addition to technical skills, some programs incorporate business planning and entrepreneurship training, empowering graduates to start their own small enterprises.

The vocational training landscape in Hmawbi is further enriched by collaborations with other government organizations, which help to identify market needs and provide up to date equipment and materials for training. This multi-stakeholder approach ensures that the courses remain relevant and responsive to changing economic conditions. The vocational training system in Hmawbi is now more active and offers many different courses to meet both national goals and local needs. These programs have tried to help ethnic minority youth and people from poor backgrounds, matching the country's plan for equal development. Training is made easy to join and useful, with classes like motorcycle repair, computer basics, tailoring, and food production. These are skills that local people want and can use to start their own small businesses. The training programs work together with government groups, local organizations, and international partners to keep courses up to date with job market changes and new technology. The focus on practical, hands-on learning helps people find jobs, lowers youth unemployment, and makes the community stronger.

Many people do not know how valuable vocational education is, and it can be hard to get enough money to keep programs running or to grow them. There also needs to be a better link between training centers and companies so students can get jobs after finishing. Updating course content and hiring skilled trainers is also important to keep

the training useful and high quality. Even with these challenges, vocational training in Hmawbi is moving in a good direction. More people are joining, there are more kinds of courses, and the community is starting to see vocational education as a good way to get ahead and help local development.

Vocational training in rural areas like Hmawbi focuses on teaching practical skills such as motorcycle repair. These courses help young people find jobs and earn more money. The training includes both classroom lessons and hands-on practice to meet the needs of the community. The Department of Ethnic Rights has started Myanmar's first vocational training center for ethnic groups. This center offers courses in farming technology, making consumer products, and traditional crafts. The programs also promote cultural exchange and help reduce poverty among ethnic communities. The Ministry works to make sure these trainings are easy to access, useful, and fit the social and economic needs of rural and ethnic people.

3.5 The Economic Benefits and Social Benefits and Livelihood Sustainability of Vocational Training in Hmawbi

Vocational training programs in Hmawbi have brought real economic benefits by giving people practical skills that match local job needs. These programs help people find jobs, lower unemployment, and increase the number of skilled workers, which leads to higher productivity and economic growth. As more people get steady jobs or start their own businesses, family incomes go up, which means more spending and local economic growth. Having a workforce with good skills also attracts new investment and helps small and medium businesses grow, making Hmawbi's economy stronger and more competitive in Yangon.

Vocational training in Hmawbi has also made a difference socially by supporting inclusion, empowerment, and stronger communities. These programs give women, young people, and internally displaced persons the chance to learn and find jobs they might not get otherwise. Mobile training clinics and community workshops help people learn both technical and business skills, building confidence and independence. When trainees from different backgrounds work together, it strengthens social bonds and understanding in the community. Including soft skills and business planning in the courses also prepares people to take on leadership roles and get involved in community activities, spreading positive effects across Hmawbi. All these results

show that vocational training helps both individuals and the whole community live better lives.

Vocational training in Hmawbi has greatly improved the sustainability of people's livelihoods by teaching adaptability, resilience, and long-term self-reliance. Many people who finish these programs start their own small businesses or improve their farming, leading to more stable and varied incomes. Because the training focuses on skills that match what the market needs, graduates can keep finding work as industries change, which helps keep the local economy and society stable. By encouraging ongoing learning and new ideas, vocational training in Hmawbi not only solves immediate job needs but also builds a strong foundation for lasting prosperity and community strength.

Vocational training initiatives led by the Ministry of Ethnic Affairs have produced substantial economic benefits by directly targeting the needs of ethnic minority communities in Hmawbi. These programs equip participants with marketable skills relevant to their communities, such as motorcycle repair, food processing, and computer literacy. Practical skills and essential tools provided upon graduation enable trainees to start micro enterprises or offer much-needed services, fostering greater financial independence and stability for families.

Vocational training in Hmawbi has played a significant role in fostering social and community development by promoting inclusion and empowering marginalized groups. Government-led programs provide practical skills in trades closely aligned with local needs, equipping youth, women, and ethnic minorities with marketable skills that improve individual prospects and strengthen the social fabric. Community oriented courses and the integration of local cultural knowledge reinforce social cohesion, as participants develop mutual respect and shared goals. Graduates often become community resources, offering essential services and stimulating local economic activity. Training programs incorporate leadership, teamwork, and civic engagement, encouraging active participation in community projects and local governance. This results in more resilient, organized, and self-reliant communities, with increased gender equality and a greater willingness to embrace diversity and intercultural dialogue.

Sustainability is central to vocational training efforts in Hmawbi Township. Programs are designed to provide immediate economic benefits while promoting long-term environmental stewardship and community resilience. Training centers emphasize resource conservation, climate adaptation, and sustainable livelihoods, equipping

graduates to face future challenges. As demand for skilled labor and sustainable products grows, there is potential for scaling up initiatives and expanding their reach. Ongoing partnerships with government, civil society, and international organizations are crucial for maintaining momentum, securing funding, and updating curricula to reflect emerging needs. By fostering innovation and building on current successes, vocational training in Hmawbi can continue to drive inclusive, sustainable development for ethnic minority communities.

Vocational training programs in Hmawbi have greatly improved the sustainability of livelihoods for trainees by equipping them with practical skills that match local job opportunities. Graduates gain abilities in areas like agriculture, textiles, motorcycle repair, computer skills, and small business management, allowing them to find steady work, start their own businesses, or become self-employed. This leads to higher family incomes and greater financial independence, as well as a more resilient local economy.

These programs also promote long-term sustainability by teaching adaptability and encouraging ongoing learning. Training centers work closely with local organizations and government to keep courses up to date with changing job markets and technology. Special support is given to women and ethnic minorities, making sure everyone has a chance to benefit. By including both technical and soft skills, as well as cultural lessons, trainees are better prepared to face future challenges and contribute to community development. Vocational training in Hmawbi not only meets immediate job needs but also builds a strong foundation for lasting prosperity and social cohesion.

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

This survey was designed to evaluate the current state and impact of vocational training programs for ethnic communities in Hmawbi Township, Yangon Region. The study focused on socioeconomic improvements, including income levels, livelihood sustainability, and the experiences of teaching assistants and trainees from diverse ethnic backgrounds. Out of a total population of 428 vocational training participants, a representative sample of 207 respondents was selected using a structured sampling method, ensuring a 5.5% margin of error at a 95% confidence level.

Data collection occurred between April to June 2025, utilizing a structured questionnaire with five main sections: demographic characteristics, economic benefits, social benefits, livelihood sustainability, and opportunities and challenges of vocational training. The level of support was measured using a Likert scale, allowing for nuanced analysis of participant perspectives. Demographic data included gender, age, marital status, education, income, and ethnicity, providing a comprehensive overview of the respondent population. The survey revealed a majority of female and young adult participants, with a broad representation of ethnic groups such as Kayin, Bamar, Rakhine, Chin, Kayah, and Kachin. Data analysis was conducted using SPSS, ensuring robust and reliable statistical evaluation of the findings.

4.2 Survey Design

The survey was carefully planned to study how vocational training programs are working in Hmawbi Township, Yangon Region. It focused on how these programs help improve people's lives, support their jobs, and affect ethnic minority groups. Out of 428 people who took part in vocational training, 207 were chosen to answer the survey. This number was picked using a statistical method to make sure the results would be accurate, with a margin of error of ± 5 and a 95% confidence level. The survey used a structured questionnaire with five main parts: information about the participants,

economic benefits, social benefits, how training helps people keep their jobs, and the opportunities and challenges of vocational training. Each part had statements that participants rated on a scale from strongly disagree to strongly agree, which helped gather detailed opinions. The questions were created after looking at other research and getting advice from experts to make sure they were relevant and clear. The answers were analyzed using SPSS software, which allowed for a thorough and reliable review of the data. This strong survey design helped collect both numbers and personal views, giving useful information to improve vocational training programs in the area.

4.2.1 Sample Size Calculation

The formula used to determine the sample size is:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

- n = the sample size,
- N = the population size 428 (respondents)
- e = the acceptable sampling error (assumed to be 5.5% at a 95% confidence level).

Applying the values into the equation:

$$n = \frac{428}{1 + 428(0.05^2)} = 206.76 \approx 207$$

Based on this calculation, the nearest whole number gives a sample size of 207.

Secondary data was collected from local and international research papers, relevant journals, published textbooks, survey reports, articles, and websites. The survey questionnaire used a five-point Likert scale to measure the strength of respondents' opinions, with numerical values assigned as Strongly Disagree =1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

The questionnaire consisted of five sections: demographic characteristics, economic benefits of vocational training, social benefits of vocational training, livelihood sustainability of vocational training and opportunities and challenges of vocational training. The questionnaires used in this study are presented in Appendix. SPSS (Statistical Package for Social Sciences) was used to statistically evaluate the gathered data.

4.3 Analysis of Survey Results

4.3.1 Demographic Characteristics of Respondents

The demographic profile of the 207 survey respondents offers a clear and comprehensive overview of the population's key characteristics, providing valuable insights into their social and economic context. Demographic analysis is essential for identifying population trends and tailoring interventions or policies to meet specific community needs. The data collected includes gender, age, marital status, education, income, and ethnicity fundamental variables for demographic studies and policy planning. Detailed information is presented in Table (4.1).

Table (4.1) illustrates the composition of participants in the vocational training survey in Hmawbi. Nearly two-thirds of respondents are female, while about one-third are male. The majority are young, with almost half under 18 years old and a significant portion between 18 and 25 years, indicating that the vocational training programs are effectively reaching a younger audience and helping to build future skills. Regarding marital status, just over half are single, with almost as many married.

In terms of education, most participants have completed high school or have some university education, while only a small number finished just primary or middle school. The majority earn between 100,000 and 300,000 MMK per month, with a smaller group earning slightly more. Ethnically, more than half of the respondents are Kayin (Karen), with other groups such as Bamar, Rakhine, Chin, Kayah, and Kachin also represented. This diversity highlights that the vocational training programs are serving a broad range of backgrounds, with a notable focus on the Kayin community. Overall, the table provides important context for understanding who is benefiting from these training opportunities.

Table (4.1) shows that most of the 207 vocational training survey respondents in Hmawbi are young, with nearly half under 18 years old and a large portion between 18 and 25. The majority are female and Kayin (Karen) ethnicity. Most have completed high school or higher education and earn between 100,000 and 300,000 MMK per month. The group is almost evenly split between single and married individuals, reflecting a diverse but youth-focused participant base.

Table (4.1) Demographic Data of the Respondents

No.	Type	Particular	No. of Respondents	Percentage (%)
1	Gender	Female	134	64.7
		Male	70	33.8
2	Age Group (Years)	under 18 years	93	44.9
		18-25	82	39.6
		26-35	29	14.0
3	Marital Status	Single	107	51.7
		Married	97	46.9
4	Education	Primary School	2	1.0
		Middle School	13	6.3
		High School	78	37.7
		Undergraduate	65	31.4
		Graduate	45	21.7
5	Monthly Salary (MMK)	100,000-300,000	140	67.6
		300,001-500,000	63	30.4
		500,001-700,000	4	1.9
6	Ethnicity	Kayin (Karen)	115	55.6
		Bamar (Burman)	35	17.0
		Rakhine	18	8.7
		Chin	17	8.2
		Kayah	12	5.8
		Kachin	6	2.9
		Other	4	1.9

Source Survey data (2025)

4.3.2 Types Vocational Training and Duration

Table (4.2) presents an overview of vocational training participation from 2022 to 2024, highlighting the types, duration, and number of respondents for each training program. It reflects the diversity and reach of vocational education initiatives, capturing how different skill areas have engaged community members over three years.

Table 4.2 Types Vocational Training and Duration

No.	Year of Training	Type of Vocational Training	Duration of Training	Number of Respondents
1	2022	Agriculture and Sustainable Farming Techniques	1 month	4
2	2022	Consumer Goods Production Training	Less than 1 month	27
3	2022	Digital and Technology Skills Training	1 month	7
4	2022	Handicrafts and Traditional Arts	1 month	3
5	2022	Livelihood Skills Training	1 month	29
6	2023	Consumer Goods Production Training	Less than 1 month	15
7	2023	Digital and Technology Skills Training	1 month	9
8	2023	Handicrafts and Traditional Arts	1 month	26
9	2023	Livelihood Skills Training	1 month	20
10	2024	Consumer Goods Production Training	Less than 1 month	13
11	2024	Agriculture and Sustainable Farming Techniques	1 month	7
12	2024	Digital and Technology Skills Training	1 month	17
13	2024	Livelihood Skills Training	1 month	20
14	2024	Handicrafts and Traditional Arts	1 month	10
Total				207

Source Survey data (2025)

In 2022, the majority of respondents participated in livelihood skills training (29) and consumer goods production training (27), with smaller groups attending digital and technology skills (7), agriculture and sustainable farming techniques (4), and handicrafts and traditional arts (3). Most trainings lasted one month, except for consumer goods production, which was shorter.

The year 2023 saw a shift, with handicrafts and traditional arts attracting (26) respondents and livelihood skills training (20), while digital and technology skills and consumer goods production had (9) and (15) participants, respectively. This suggests growing interest in creative and practical skills, with all but consumer goods production running for a full month.

In 2024, participation remained strong in livelihood skills training (20), digital and technology skills (17), and handicrafts and traditional arts (10). Agriculture and sustainable farming techniques and consumer goods production also continued, with (7) and (13) respondents, respectively. Overall, the data shows a balanced distribution across training types, with a total of (207) respondents benefiting from varied, skill focused programs over the three-year period.

4.3.3 Analysis on Economic Benefits, Social Benefits and Livelihood sustainability of Vocational Training

The five-point Likert scale mean values are commonly interpreted as follows: According to Best (1977) mentioned the mean values are interpreted as follow,

A score among 4.21–5.00 strongly agree,

A score among 3.41–4.20 agree,

A score among 2.61–3.40 neutral,

A score among 1.81–2.60 disagree,

A score among 1.00–1.80 strongly disagree.

4.3.4 Economic Benefits of Vocational Training

Vocational training programs are widely recognized for their potential to improve the economic well-being of individuals and their families. To better understand the specific economic benefits provided by such programs, a survey was conducted among vocational training participants in Hmawbi Township, Yangon Region. The table below summarizes the responses to ten key items that measure different aspects of economic improvement resulting from vocational training, including employment opportunities, income growth, and changes in family financial stability. Table (4.3)

shows all the mean values (including the overall mean and standard Deviation) range between 3.41 and 4.20 at agree level.

Table (4.3) Economic Benefits of Vocational Training

No.	Item	Mean Value	Standard Deviation
1	Getting a job more quickly after receiving the training.	3.86	0.68
2	Experiencing an increase in monthly income after completing the training.	4.00	0.80
3	Having more stable employment or business opportunities as a result of the training.	3.81	0.72
4	Gaining skills that match the needs of the job market.	3.83	0.72
5	Being able to save money or accumulate assets due to the training.	3.89	0.79
6	Accessing more opportunities to advance in career or business.	3.98	0.73
7	Starting a new business or becoming self-employed through the training.	3.86	0.80
8	Improving the overall standard of living because of increased earnings.	4.09	0.69
9	Vocational training has helped me transition from agricultural work to other industries.	4.10	0.76
10	Reducing the family’s economic vulnerability as a result of the training.	3.90	0.72
Overall Mean Value		3.93	0.74

Source Survey data (2025)

Table (4.3) shows that participants experienced a range of positive economic outcomes after completing vocational training. For example, high mean values for items such as “Vocational training has helped me transition from agricultural work to other industries” (mean = 4.10) and “Improving the overall standard of living because of increased earnings” (mean = 4.09) indicate that many respondents strongly agreed with these statements.

The revised item 5, “Being able to save money or accumulate assets due to the training,” received a mean score of (3.89), reflecting that participants not only supported their families but also managed to build financial security, which is distinct from reducing vulnerability. The overall mean value of (3.93) across all items suggests

that, on average, vocational training had a significant and broadly positive impact on the economic conditions of the participants, highlighting the importance of such programs in promoting livelihood sustainability and economic resilience in the region.

4.3.5 Social Benefits of Vocational Training

Vocational training programs play a crucial role in enhancing the economic prospects of individuals, particularly in rural areas where access to formal employment is often limited. The table presents the perceived economic benefits of vocational training among participants in Hmawbi Township, Yangon Region, as reflected by their responses to ten survey items. Each item was rated on a five-point scale, with higher mean values indicating stronger agreement with the positive impact of training. Table (4.4) shows all the mean values (including the overall mean and Standard Deviation) range between (3.41) and (4.20) at agree level.

Table (4.4) Social Benefits of Vocational Training

No.	Item	Mean Value	Standard Deviation
1	Gaining practical skills that are directly applicable to work through vocational training.	4.00	0.60
2	Becoming more independent and self-reliant as a result of vocational training.	3.80	0.70
3	Being encouraged by vocational training to pursue further education or professional development.	4.10	0.50
4	Building stronger social networks and support systems through vocational training.	3.90	0.60
5	Promoting gender equality and empowering women in the community through vocational training.	4.20	0.70
6	Becoming more involved in community development activities due to vocational training.	3.70	0.80
7	Enhancing communication and teamwork skills through vocational training.	4.00	0.60
8	Contributing to reducing poverty in the community through vocational training.	3.80	0.70
9	Feeling more optimistic about the future because of the skills gained from vocational training.	4.10	0.50
10	After completing vocational training, a role model was created for others in the community.	3.90	0.60
Overall Mean Value		3.95	0.64

Source Survey data (2025)

The data show that the highest average score (4.10) was for the statement, “Vocational training has helped me transition from agricultural work to other industries.” This means that many participants felt the training helped them find jobs outside of farming, showing the program’s success in helping people try new kinds of work. The next highest score (4.09) was for “Improving the overall standard of living because of increased earnings,” which suggests that earning more money after training helped improve their quality of life.

Other important benefits include “Experiencing an increase in monthly income after completing the training” with a score of 4.00, and “Accessing more opportunities to advance in career or business” with a score of 3.98. These results show that vocational training helps people earn more money quickly and also gives them chances to grow in their jobs or businesses over time. The overall average score of 3.93 means most participants saw positive economic benefits from the training. However, some differences in responses show that not everyone experienced the same level of benefit, especially in terms of income and starting new businesses. Overall, the findings support that vocational training helps improve economic conditions in the region.

4.3.6 Livelihood Sustainability of Vocational Training

Vocational training is important not only for helping people find jobs but also for supporting them in building a stable and lasting livelihood. Table (4.5) shows how participants in skills development programs feel about the impact of vocational training on different parts of their daily lives. Each statement in the table was rated on a five-point scale, and higher mean values mean more people agreed that vocational training brought positive changes. All the mean values including the overall mean and standard deviation fall between (3.41) and (4.20) which means most participants agreed with the benefits listed.

The highest mean value Table (4.5) was for “Gaining greater assurance in preparing for the household’s future financial stability due to skills development training,” showing that most people felt more confident about their family’s future after training. Other high scores, like “Accessing new livelihood opportunities” (mean 4.00) and “Obtaining a reliable means of earnings” (mean 3.95), show that vocational training helps people find steady work and new ways to earn money. Participants also learned to use local resources more wisely (mean 3.90) and improved their ability to manage and grow a business (mean 3.90). While some items, such as “Contributing to the sustainable development of the community” (mean 3.75), had slightly lower scores, the

overall mean of (3.88) shows that most people agreed vocational training made their lives more secure and adaptable. This highlights how vocational training helps families and communities become stronger and better prepared for the future.

Table (4.5) Livelihood Sustainability of Vocational Training

No .	Item	Mean Value	Standard Deviation
1	Gaining greater assurance in preparing for the household's future financial stability due to skills development training.	4.05	0.65
2	Obtaining a reliable means of earnings as a result of skills training.	3.95	0.70
3	Enhancing understanding of eco-friendly methods in the workplace as a result of skills training.	3.85	0.60
4	Using local resources more sustainably with knowledge and skills gained from vocational training.	3.90	0.62
5	Accessing new livelihood opportunities as a result of vocational training.	4.00	0.68
6	Adapting to changes in the job market with skills gained from vocational training.	3.80	0.75
7	Contributing to the sustainable development of the community through vocational training.	3.75	0.70
8	Improving the ability to manage and grow a business through vocational training.	3.90	0.65
9	Enhancing the household's economic resilience to shocks (such as illness, conflict, or natural disasters) because of vocational training.	3.85	0.68
10	Reducing dependence on seasonal or irregular work due to vocational training.	3.80	0.70
Overall Mean Value		3.88	0.67

Source Survey data (2025)

4.3.7 Opportunities and Challenges of Vocational Training

Vocational training programs bring important opportunities and real challenges for people, especially in rural areas like Hmawbi Township. Table (4.6) shows how trainees feel about the benefits and difficulties they experience after finishing vocational training. Each statement was rated on a five-point scale, so a higher mean value means more people agreed with the benefit or challenge. The results help us see which parts of vocational training work well and where more help is needed. According

to Table (4.6) all the mean values including the overall mean and standard deviation fall between (3.41) and (4.20) showing that most participants generally agreed with the statements about both the positive impacts and the ongoing challenges of vocational training.

Table (4.6) Opportunities and Challenges of Vocational Training

No.	Item	Mean Value	Standard Deviation
1	Vocational training helps me earn more money and improve my financial situation.	3.88	0.68
2	Vocational training makes it easier for me to find a job.	3.85	0.60
3	Vocational training teaches me how to start and run a small business.	3.79	0.62
4	Vocational training allows me to have better control over my work time and balance my life.	3.72	0.65
5	Vocational training lets me teach others and help improve my community.	3.58	0.62
6	It is hard to get money or financial help to start a business.	3.09	0.64
7	I do not have enough time to fully attend or benefit from the training.	3.08	0.70
8	There is not enough ongoing support or mentors to help me after training.	3.15	0.70
9	Communication with local leaders and the community is weak for sharing knowledge.	3.28	0.68
10	Social rules and expectations make it hard to join or succeed in vocational training.	3.27	0.75
Overall Mean Value		3.47	0.66

Source Survey data (2025)

Survey data from 2025 shows that vocational training brings clear benefits for most participants, especially in improving their financial situation and helping them find jobs. The highest mean values were for “Vocational training helps me earn more money and improve my financial situation” (mean 3.88) and “Vocational training makes it easier for me to find a job” (mean 3.85), which means many trainees felt the training made a real difference in their income and job opportunities. Many also agreed that vocational training taught them how to start and run a small business (mean 3.79) and allowed them to better manage their work time and balance their lives (mean 3.72).

The data also highlight ongoing challenges. Lower mean values for statements like “It is hard to get money or financial help to start a business” (mean 3.09), “I do not have enough time to fully attend or benefit from the training” (mean 3.08), and “There is not enough ongoing support or mentors to help me after training” (mean 3.15) show that financial barriers, time issues, and lack of support after training are still major problems. The overall mean of (3.47) suggests that while vocational training is seen as helpful, more support is needed to make sure everyone can benefit fully from these programs.

CHAPTER V

CONCLUSION

5.1 Findings

The demographic profile of the respondents of the 207 people who answered the survey in Hmawbi are young, with almost half under 18 years old and many between 18 and 25. Nearly two-thirds are female, and more than half are Kayin (Karen) ethnicity. Most finished high school or have some university education. Many earn between 100,000 and 300,000 MMK each month. The group is almost evenly split between single and married people. This shows the training program helps many young and diverse people in the community.

From 2022 to 2024, 207 people joined different vocational training programs in Hmawbi. The main types of training were livelihood skills, consumer goods production, digital and technology skills, agriculture and sustainable farming, and handicrafts. Most courses lasted one month, but some, like consumer goods production, were shorter. In 2022, most joined livelihood skills and consumer goods production. In 2023, more people chose handicrafts and livelihood skills. In 2024, many joined livelihood skills, digital skills, and handicrafts. This shows that people are interested in learning a variety of practical skills to improve their lives.

The study revealed that vocational training brings many economic benefits to people in Hmawbi Township. Most participants agreed that the training helped them find jobs faster, increase their monthly income, and gain skills needed for the job market. Many also said they could save money, start new businesses, and improve their family's standard of living. The training also helped some people move from farm work to other jobs. Overall, the average scores were high, showing that vocational training has a strong and positive effect on people's economic situations and future opportunities.

The study shows that vocational training brings many social benefits to people in Hmawbi Township. Most participants agreed that the training helped them gain

useful skills for work and become more independent. Many felt encouraged to continue their education or develop professionally. The training also helped build stronger social networks and support systems. Importantly, it promoted gender equality and empowered women in the community. People also improved their teamwork and communication skills, became more involved in community activities, and felt more hopeful about the future. Vocational training had a strong positive impact on social life in the area.

The study revealed that vocational training helps people in Hmawbi Township build a more stable and lasting livelihood. Most participants felt more confident about their family's future financial security after the training. Many said they could find steady work, earn a reliable income, and discover new ways to make a living. The training also taught them how to use local resources wisely and manage a business better. People learned to adapt to changes and became less dependent on seasonal jobs. Overall, vocational training made families and the community stronger and better prepared for the future.

Vocational training in Hmawbi Township offers both valuable opportunities and challenges for participants. Many people said the training helped them earn more money, find jobs more easily, and learn how to start small businesses. It also allowed them to better manage their work time and balance their lives. Some trainees felt proud to teach others and help their community. However, there are still problems. Many found it hard to get money to start a business, did not have enough time to attend all training sessions, or lacked support and mentors after finishing. Social rules and weak communication with leaders also made things difficult. While vocational training brings many benefits, more support is needed so everyone can succeed.

5.2 Suggestions

The vocational training survey in Hmawbi Township, several suggestions can help improve future programs and address existing challenges. The study showed that vocational training benefits many young people, especially women and ethnic minorities, by providing them with practical skills and better job opportunities. However, there are still some barriers, such as lack of financial support and ongoing mentorship. The following suggestions aim to make vocational training more effective, inclusive, and sustainable for all participants in the community.

Many participants reported difficulty in accessing funds to start businesses after completing their training. To address this, local authorities and training providers should work with microfinance institutions and NGOs to create small grants or low-interest loan programs. These financial supports can help trainees turn their new skills into real income-generating activities. Providing information on how to apply for these funds and offering financial literacy workshops would also help participants manage their resources better and reduce the risk of business failure.

The lack of ongoing support and mentorship after training was a common challenge. Setting up mentorship programs where experienced business owners or trainers regularly check in with graduates can provide guidance and encouragement. Creating alumni networks or peer groups can also help trainees share experiences, solve problems together, and stay motivated. These networks can be especially valuable for young women and ethnic minorities, who may face additional social barriers in the workplace.

Some trainees found it hard to attend all sessions due to time constraints or family responsibilities. Offering more flexible training schedules, such as evening or weekend classes, and providing childcare services during training can make programs more accessible. Mobile or online training options could also help those living in remote areas or with limited mobility. Making training more flexible ensures that more people, especially women and young parents, can participate fully.

Since most trainees are young women and many are from the Kayin (Karen) community, programs should continue to focus on gender and ethnic inclusion. This can be done by recruiting more female trainers and role models, offering courses that address the specific needs of women and ethnic minorities, and providing safe learning environments. Encouraging community leaders to support women's and minority participation will help break down social barriers and empower more people to benefit from vocational training.

To keep up with changing job market needs, training programs should regularly update their course offerings. Adding new topics such as digital skills, eco-friendly farming, or tourism can help trainees find jobs in growing sectors. Working closely with local businesses to design courses ensures that the skills taught match job opportunities. This approach also helps trainees find internships or job placements more easily after graduation, increasing their chances of long-term employment.

The better communication with local leaders and the wider community can boost support for vocational training. Organizing community events, open days, or success story showcases can raise awareness about the benefits of vocational training and encourage more people to join. Community involvement also helps identify local needs and resources, making training programs more relevant and effective. By working together, training providers, local authorities, and the community can build a stronger, more resilient future for everyone in Hmawbi Township.

Vocational training in Hmawbi Township has brought many positive changes, especially for young people, women, and ethnic minorities. The programs have improved skills, job opportunities, and financial stability for many families. However, there are still challenges, such as lack of financial support and ongoing mentorship. By following the suggested improvements, vocational training can become even more effective and accessible, helping more people build better lives and supporting the long-term development of the community.

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APPENDIX - I
QUESTIONNAIRES

Section I: Demographic Information

1. Age:

<input type="checkbox"/> under 18 years	<input type="checkbox"/> 18–25
<input type="checkbox"/> 26–35	<input type="checkbox"/> 36–45
<input type="checkbox"/> 46–55	<input type="checkbox"/> above 55 years old

2. Gender:

<input type="checkbox"/> Male	<input type="checkbox"/> Female
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3. Marital Status

<input type="checkbox"/> Single	<input type="checkbox"/> Married
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4. Educational Status

<input type="checkbox"/> Primary School	<input type="checkbox"/> Middle School
<input type="checkbox"/> High School	<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate	<input type="checkbox"/> Master Degree

5. Ethnicity

<input type="checkbox"/> Kachin	<input type="checkbox"/> Kayah	<input type="checkbox"/> Kayin
<input type="checkbox"/> Chin	<input type="checkbox"/> Bamar	<input type="checkbox"/> Mon
<input type="checkbox"/> Rakhine	<input type="checkbox"/> Shan	

6. Training Details

What is the start date of your vocational training?

(Day/Month/Year) _____

What is the end date of your vocational training?

(Day/Month/Year) _____

7. Hmawbi Township's Training Villages

<input type="checkbox"/> Thaephyu	<input type="checkbox"/> Latepuok	<input type="checkbox"/> Thaekone
<input type="checkbox"/> Doontapae	<input type="checkbox"/> Sawetawkhone	<input type="checkbox"/> Kyipinsake
<input type="checkbox"/> Yakyisan	<input type="checkbox"/> Talokekhone	<input type="checkbox"/> Yapawthae

8. Duration of Training:

<input type="checkbox"/> Less than 1 month	<input type="checkbox"/> 1 month
<input type="checkbox"/> 1-3 months	<input type="checkbox"/> 3-6 months
<input type="checkbox"/> More than 6 months	

9. Which vocational training did you attend?

<input type="checkbox"/> Livelihood Skills Training	<input type="checkbox"/> Agriculture and Sustainable Farming Techniques
<input type="checkbox"/> Handicrafts and Traditional Arts	<input type="checkbox"/> Digital and Technology Skills Training
<input type="checkbox"/> Consumer Goods Production Technology	

10. If yes, what is your category of job?

<input type="checkbox"/> Self-employment	<input type="checkbox"/> Full-time job
<input type="checkbox"/> Part-time job	<input type="checkbox"/> Daily worker

11. What is your type of job/workplace?

<input type="checkbox"/> Tailoring shop	<input type="checkbox"/> Hairdressing shop
<input type="checkbox"/> Computer and copier shop	<input type="checkbox"/> Government staff
<input type="checkbox"/> NGO	<input type="checkbox"/> Company staff
<input type="checkbox"/> Other:	

12. Monthly income (MMK):

<input type="checkbox"/> 100,000 – 300,000	<input type="checkbox"/> 300,001 – 500,000
<input type="checkbox"/> 500,001 – 700,000	<input type="checkbox"/> 700,001 – 1,000,000
<input type="checkbox"/> More than 1,000,000	

Section B

Please rate how strongly you agree or disagree with the following statements

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Economic Benefits of Vocational Training

No.	Statement	1	2	3	4	5
1	Getting a job more quickly after receiving the training.					
2	Experiencing an increase in monthly income after completing the training.					
3	Having more stable employment or business opportunities as a result of the training.					
4	Gaining skills that match the needs of the job market.					
5	Being able to save money or accumulate assets due to the training.					
6	Accessing more opportunities to advance in career or business.					
7	Starting a new business or becoming self-employed through the training.					
8	Improving the overall standard of living because of increased earnings.					
9	Vocational training has helped me transition from agricultural work to other industries.					
10	Reducing the family's economic vulnerability as a result of the training.					

Section C

Please rate how strongly you agree or disagree with the following statements

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Social Benefits of Vocational Training

No.	Statement	1	2	3	4	5
1	Gaining practical skills that are directly applicable to work through vocational training.					
2	Becoming more independent and self-reliant as a result of vocational training.					
3	Being encouraged by vocational training to pursue further education or professional development.					
4	Building stronger social networks and support systems through vocational training.					
5	Promoting gender equality and empowering women in the community through vocational training.					
6	Becoming more involved in community development activities due to vocational training.					
7	Enhancing communication and teamwork skills through vocational training.					
8	Contributing to reducing poverty in the community through vocational training.					
9	Feeling more optimistic about the future because of the skills gained from vocational training.					
10	After completing vocational training, a role model was created for others in the community.					

Section D

Please rate how strangely you agree or disagree with the following statements

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Livelihood sustainability of Vocational Training

No.	Statement	1	2	3	4	5
1	Gaining greater assurance in preparing for the household's future financial stability due to skills development training.					
2	Obtaining a reliable means of earnings as a result of skills training.					
3	Enhancing understanding of eco-friendly methods in the workplace as a result of skills training.					
4	Using local resources more sustainably with knowledge and skills gained from vocational training.					
5	Accessing new livelihood opportunities as a result of vocational training.					
6	Adapting to changes in the job market with skills gained from vocational training.					
7	Contributing to the sustainable development of the community through vocational training.					
8	Improving the ability to manage and grow a business through vocational training.					
9	Enhancing the household's economic resilience to shocks (such as illness, conflict, or natural disasters) because of vocational training.					
10	Reducing dependence on seasonal or irregular work due to vocational training.					

Section E

Please rate how strangely you agree or disagree with the following statements

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Opportunities and Challenges of Vocational Training

No.	Statement	1	2	3	4	5
1	Vocational training helps me earn more money and improve my financial situation.					
2	Vocational training makes it easier for me to find a job.					
3	Vocational training teaches me how to start and run a small business.					
4	Vocational training allows me to have better control over my work time and balance my life.					
5	Vocational training lets me teach others and help improve my community.					
6	It is hard to get money or financial help to start a business.					
7	I do not have enough time to fully attend or benefit from the training.					
8	There is not enough ongoing support or mentors to help me after training.					
9	Communication with local leaders and the community is weak for sharing knowledge.					
10	Social rules and expectations make it hard to join or succeed in vocational training.					

***** Thank you for your participation*****