



Terms of Reference for an Independent Evaluation

Vocational Training and Life Skills Project

FXB Myanmar

1. Project Description

With few or no competencies, increasingly more children and youth find themselves out of the education system and therefore occupying non-formal jobs. Those children and youth are especially exposed to various forms of danger such as child labor, crime, detention, sexual abuse, drugs, and HIV/AIDS. Girls are more vulnerable to human trafficking because they receive promises of a better life as soon as they get out of school and of their community looking for a job.

Based on this context and specific youth needs, FXB Myanmar has opened a Vocational Training (VT) Center in Shwe Pyi Thar, a disadvantaged suburb of the capital of Myanmar, Yangon.

The global goal of the project is to increase levels of youth employment / self-employment and income in the targeted communities. In order to reach this global goal, the project is sequenced in the following four specific objectives.

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

Over the years, the FXB Myanmar project has evolved to also address the growing needs of young people living in remote and vulnerable areas by introducing mobile training where access to education and employment is limited. This strategic expansion has enabled reaching a larger number of marginalized youths by providing vocational training opportunities where none previously existed.

The project has now been ongoing for nearly 30 years (documented for the last 15 years), enabling hundreds of graduates to find jobs in the labor market and/or to open their own business. With such a time frame of project implementation, it is now the time to take a few steps back and to conduct an independent evaluation of the project, on various aspects such as relevance, efficiency of operations and external efficiency (achievement of objectives, productivity of trained beneficiaries, costs, etc.).

2. Objectives of the evaluation

The independent evaluation described here intends to assess the relevance, efficiency and impact of the FXB Vocational Training Project in Shwe Pyi Thar and through the mobile training units. More specifically, it carries five specific objectives:

1. Assess the relevance of the project including the different training curriculums and mobile trainings based on contextual analysis of education/ training opportunities and labor market in the area.
2. Evaluate the efficiency of operations in the FXB Training center: relevance of different trainings, teaching methods, quality of staff, use of space, management of the school, and relationships with relevant industries.
3. Evaluate the external efficiency of the project, including graduation rates of students, rates of professional insertion, economic and exploitation situation of previous beneficiaries, impacts



of Life Skills component on personal development, comparative productivity levels, and cost-benefit analysis using our baseline data.

4. Evaluate the monitoring and reporting methodology of the project by FXB.
5. Assess the project's overall success in light of the four project's specific objectives mentioned above.

3. Methodology or evaluation approach

The evaluator will review and analyze existing project documentation. The main sources of information will be the project management team at FXB Myanmar and FXB International.

To meet the **objective of evaluation 1** (Assess the relevance of the project, including various training curricula and mobile training, based on a contextual analysis of education/training opportunities and the labor market in the area.), it will be necessary to analyze any official and economic documentation from state services, as well as any existing analysis of the labor market, along with testimonials from locals.

To meet the **objective of evaluation 2** (Evaluate the efficiency of operations in the FXB Training center: relevance of different trainings, teaching methods, quality of staff, use of space, management of the school, and relationships with relevant industries.), it will be necessary to conduct interviews and direct observation in the center but also to define metrics to compare the FXB Training Center's operations against industry.

To fulfill the **objective of evaluation 3**, which involves assessing the external efficiency of the project, including graduation rates, professional insertion rates, economic situations of previous beneficiaries, impacts of the Life Skills component on personal development, and cost-benefit analyses, a comprehensive approach is needed. This entails conducting a Comparative Productivity Analysis to not only gauge the effectiveness of the project in enhancing the productivity levels of its graduates compared to individuals in similar sectors and backgrounds but also to assess their life skills and professional integration. This analysis may encompass various metrics such as output per hour, sales figures, project completion rates, income, as well as scores from a life skills questionnaire.

In order to fulfill the **objective of evaluation 4** (evaluate the monitoring and reporting methodology of the project by FXB), it will be necessary to establish criteria for efficiency and relevance and suggest, if necessary, other indicators or methodologies for FXB to evaluate their own projects.

By fulfilling evaluation objectives 1, 2, 3 and 4 it should be possible to derive a macro-level analysis, which essentially constitutes **objective 5** (Assess the project's overall success in light of the four specific objectives mentioned above).

The process of evaluation will include conducting interviews and focus group discussions with representatives from project implementation team, sample of graduated students, graduated students' employers and other collaborating bodies. Therefore, the evaluator will conduct field visits in both the FXB training center, places where the mobile trainings has operated, and factories/shops/small businesses in which graduated students are now working.

While maintaining independence/ neutrality, the evaluation will be carried out using a participatory approach, which seeks the views and assessments of all parties. The evaluation will make use of the results of previous progress reports of this project from 2017 to 2023.



4. Deliverables

The evaluator will prepare an inception report including:

- An initial review of documentation
- The methodologies and metrics selected according to the documentation available.
- Challenge and risks identified.
- All proposed modifications to the initial ToR regarding timing or other essential elements

Evaluation report describing the evaluation and puts forward the evaluator's findings and recommendations. The evaluation report will not be longer than 30 pages (without annexes) and should be structured along the following lines:

- Introduction
 - Purpose of the evaluation
 - Key questions and scope of the evaluation
 - Approach and methodology
- Intervention Context
 - Education and Training system
 - Labor market
- Project Description
 - Project Objectives
 - Implementation of the project
 - Documentation
- Project Evaluation
 - Relevance
 - Efficiency of operations
 - External efficiency (achievement of objectives, productivity, etc.)
 - Sustainability
- Conclusions and Recommendations

In addition, the evaluator will also prepare an Executive Summary, no longer than 4 pages with a brief presentation of the project and its context, a presentation of the main results, conclusions and recommendations. The evaluation report and the executive summary will be written in English.

5. Composition and requirements of the evaluator

Expert in the field of Education and Professional Insertion – qualifications:

- Advanced degree in social sciences, development studies, economics, or a related field
- Minimum 5 years of experience in educational and/or vocational training area
- Knowledge of programming and project cycle management
- Knowledge of participatory approaches in evaluation context
- Experience as an evaluator of projects
- Excellent written and verbal communication skills
- Experience in producing high quality written reports
- Ability to efficiently manage and clean datasets, ensuring data integrity and reliability for statistical analysis and proficiency in using statistical software.
- Fluency in Burmese and English



6. Evaluation Time Frame

The deadline for submission of expressions of interest will be **May 29, 2024**. Expressions of interest must contain an evaluation proposal, a budget, and CV of the evaluator/evaluation team.

The duration of the evaluation should be approximately 3 months, and the evaluation mission shall be undertaken in the time period between June and August 2024.

Expressions of interest have to send to cckyaw@fxb.org . Only shortlisted candidates will be contacted.