

Sustainable English Language Centers Through EdTech and Social Enterprise: Building Human Capital in Resource-Constrained Contexts

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Abstract

Human capital theory suggests that investment in education increases the productivity of a person by building required knowledge and skills; thus, it raises the employability of that person, being enabled to earn good income in later life (Becker, 1964). Human capital, defined as the stock of knowledge and skills within people to increase productivity (Becker, 1964), is essential for national development. Recent OECD research in 2024 confirms that there is a correlation between educational advancement and employment opportunities that are directly propositional for both genders and has remained constant. In conflict-affected countries like Myanmar, proficiency in the English language is viewed as a valuable human capital asset, particularly in a globalized world to reach global and be offered job opportunities (Ali et al., 2023). Human capital theory sees education monetary returns; it encompasses intellectual, social, and emotional capitals, influencing individual satisfaction, customer loyalty, and the holistic well-being of a society. One subject area, English Language Teaching (ELT) becomes a strategic domain, enhancing individuals' employability and strengthening nation's overall competitive advantage in a globalized economy. In national development perspective, investment in English language acquisition along with the development of sustainable ELT center is essential to both individual advancement and broader socio-economic progress.

Keywords: sustainability, English language teaching, edtech, human capital, social enterprise, equity, poverty reduction, Myanmar, policy recommendations

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Introduction

On the road to promote Education for Sustainable development (ESD), one essential criterion to develop human capital, crucial resource in nation building. This principle defines global education systems seeking to balance equity, innovation and resilience while promoting productivity and employability of individuals in the pursuit of equitable education for all. In a conflicted-affected nation such as Myanmar, teaching English Language—a global lingua franca—plays a vital role in helping its citizens, a human capital, to participate in international discourse, enhance employability and promote the knowledge. Equitable access to English education empowers individuals with human capability: i.e. having financial independence, social mobility and resilience to navigate turbulent socio-economic conditions.

Yet, in resource- constrained and conflicted-affected contexts like Myanmar, access to quality English education remains a significant challenge. Political instability, ethnic conflicts, prolong civil war and digital inequity continue to disrupt the education system while the shortage of qualified English teachers, insufficient teacher training, and lack of pedagogical resources limits the effectiveness of public education. These situations prevent many Myanmar students from attending private English Language Teaching centers, widening the gap between privileged and underserved learners.

In such fragile environments, sustainable education model that integrate social innovation and technology usage is a way to ensure equity and resilience. One promising approach is application of Educational Technology (EdTech) with social enterprise framework in the operation of language centers. Edtech offers cost-efficient solutions that improve organization quality, streamline administration and extend educational reach to marginalized learners. On the other hand, social enterprise practices enable to reinvest the profits into socially beneficial action. Together both approaches align economic viability with social responsibility, promoting a pathway toward educational sustainability.

From a theoretical perspective, this single case study draws upon Human Capital Theory (Becker, 1964; OECD, 2024) which views education as a key driver of productivity and national development. Within this framework, English Language proficiency is viewed as a key form of human capital in developing nations where it increases the access to global market and profound knowledge of rapid changing world (Ali et al., 2023). Moreover, to solve the social problems such as unequitable education and unemployment, this study applies a self-funded social enterprise model that performs a dual function— advancing social missions while maintaining economic sustainability. Furthermore, the study incorporates social returns on investment (SROI) framework to quantify and measure the effectiveness of the social enterprise movement.

Overall, this case study shows that EdTech-integrated social enterprise models can create sustainable pathways for national development. It can be initiated at small scale at local ELT center like Myat Kay Khaing English Classes, a Pearson Accredited Center in Yangon, Myanmar _ a focal case of this study. By leveraging Edtech to reduce operation costs, reinvesting in building human capital such as employees, teachers and learners, and promoting social innovation aligned with as advocated by UNESCO's 2030 Agenda, the ELT center not only strengthens human capital but also empowers individuals to become capable, self-reliant, and socially responsible members of their communities.

Literature Review

Human capital is the collective value of an individual's knowledge, skills, and other abilities that enable them to be more productive (Becker, 1964; Schultz, 1961). It can be accumulated through training given in the form of either formal education or informal education, and it is represented as one of the most important development assets for both individuals and nations (OECD, 2024).

According to a survey done by Égert, de La Maisonneuve, and Turner (2022), there is a strong link between potential for productivity and education quality than education quantity, reinforcing the central role of education in human capital development. Beyond its economic outcomes, developing human capital involves training individuals to become more responsible for global citizens, promoting social justice, and enhancing global wealth. Education for sustainable Development (ESD) for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of the 17 Sustainable Development Goals (SDGs). Its objective includes integrating ESD and the SDGs into policies, learning environments, capacity-building of educators, the empowerment and mobilization of young people, and local level action (UNESCO, 2020, p. 20). In this regard, ESD contributes readiness within workforce to reach global but also trains learners with the knowledge, skills and values necessary to act responsibly in complex social, economic and environmental contexts (UNESCO, 2020). If poverty is considered a national problem, education should be a mean to tackle.

Inclusive sustainable education ensures all learners from all communities can learn together while integrating in the act of environmental, social and economic sustainability in their daily learning practice. No matter which community a learner is from, education should prepare them with the skills and knowledge to meet different challenges. In fact, being sustainable is no longer additional credit to reward; but an imperative for a firm, or a company, in education context a school or a language center must develop. As noted by Irina Bokova, Former Director-General of UNESCO, reflects the role of sustainable education has a catalytic impact on well-being of individuals and future of our planet (UNESCO, 2017, p. 7). There to lead sustainable and inclusive growth, we need to think the way we define education role in combating challenging.

Within above mentioned educational philosophy, English Language Teaching (ELT) occupies a strategically important position. Given the roles of English language in the global economic context and technological advancement, the acquisition of English language education matters more than ever. English language proficiency enables individuals to have better employment opportunities and higher productivity in an international context. Hence, developing sustainable ELT centers in poverty-stricken and resource-constrained contexts like Myanmar is an educational investment but also a long-term national strategy to fight against poverty and to combat pressing global challenges (Becker, 1964; OECD, 2024).

Furthermore, English language teaching and learning programs are “good value for money”, because they have a double dividend of boosting human capital. Yet, tuition costs remain a significant constraint for learners from many disadvantaged backgrounds. Increasing the learning autonomy at ELT center, and lowering the entry barriers will enhance more students' participation and result in favourable outcomes without having financial burden.

Rooted in early economic thought on socially benefit enterprise—where individual can promote collective well-being (Smith, 1776)—the establishment of sustainable ELT centers practicing social enterprises business framework offers a viable solution. Aligning with the contemporary recognition of social responsibility as a core component of sustainable business practice (McKinsey, 2014), ELT centers can initiate social innovation to solve social problem _ that is to strengthen human capital at minimal cost while carrying broader social responsibility, conducting social justice and sustainable national development. ELT centers with social mission can reinvest surplus resources to enhance education access and equity.

Initiating social innovation to solve social problem like enabling more learners from different background should be the primary goal of social enterprise (Investopedia team, 2024). By initiating social enterprise movement, ELT is believed that some of the pressing social problems like the unequitable education system, financial restrains and digital divide can be addressed. As a result, citizens of respective nations or social groups can experience better living conditions, financial freedom and social mobility. Ultimately, social enterprise model position education not just as teaching and learning service but as a transformative force of empowerment and poverty reduction.

With the extensive integration of EdTech, an affordable tool to develop sustainable social enterprise ELT centers, centers can reach undeserved communities while they can narrow the rich gap between urban and rural communities. Going along with Sustainable Development Goal 4, EdTech can function more than its pedagogical function by reducing dependence on physical infrastructure, travel and printed material. Every cost reduction using Edtech becomes every earning for an ELT firm to reinvest again in sustainable program and to contribute equitable education. In addition, social enterprise ELT centers will be able to invest in people to be prepared for an uncertain future while reaching more population.

When measuring the outcome of social enterprise initiatives, the indicator Social Return on Investment (SROI) can be used. Then, entities can not only understand the impact but also use this administrative and decision-making tool to make changes and improvements while allocating resources (ESG Voices, 2024). SROI analysis can be done in many different forms, encompassing overall social value generated entire organization or emphasizing on specific program or research scope. It can be conducted internally by the organization itself or by external research firm (A guide to SROI, 2012). By assigning monetary values to social outcomes, SROI establishes a ratio to measure how much social value is created for every dollar (any form of currency) of investment (Indira Gandhi National Open University, n.d.).

In the context of ELT centres, SROI analysis of ELT center quantify the social and economic value generated by the educational program beyond financial metrics. Although there is no fixed SROI ration for all ELT centers that does not exist die to different circumstances and contexts, the SROI framework remains valuable means to evaluate how such centers create impact through development initiatives, building human capitals (EBSCO, 2025). By this way, there is evidence that ELT generates measurable economic and social value reinforcing the role of them as key drivers of equity, empowerment and national development.

Methods

This study adopts a mixed-methods case study design to explore how English language teaching centers in Myanmar contribute to sustainable education and national development through social enterprise model, which is leveraged by the use of EdTech tools, a main method

in earning revenue and reducing cost of running a center. The current study is conducted at Myat Kay Khaing English Classes, a Person-accredited IGCSE English center in Myanmar that operates as a social enterprise for the period of 4 years from 2021 to 2025.

The approach combines quantitative and qualitative data to provide a comprehensive understanding of the case. Quantitative data includes students' enrolment, employee retention, cost efficiency and outcomes with qualitative response of employee's and educators' experiences. All participants—leaners, staff and educators—were selected using purposive sampling to capture diverse socio-economic backgrounds. Thus, the data present, both measurable and interpretive understandings of how social enterprise, operated with Edtech tools, can build human capital and expand human capabilities.

The aim of the study was to explore the way self-funded ELT social enterprise like Myat Kay Khaing sustain the firm in long term by using array of EdTech tools to create blend learning environment. Thus, this study is guided by following questions:

RQ1: How the use of Edtech tools optimize administrative efficiency and cost reduction and pricing strategy of cross- subsidization.

RQ2: How the collective profits are re-invested in its social enterprise initiatives and social causes like promoting teachers' education, and empowering young people.

Through the integration of EdTech and social enterprise practices, the centre adopts a market practice "Market Inclusion", a strategy to produce a product or a service that represents and caters to consumers from underrepresented, underserved and marginalized consumer segments to reach diverse consumers who will feel, seen, valued and able to participate.

Quantitative data were analysed descriptively to identify trends in enrolment, revenue growth, cost efficiency, and reinvestment patterns. Qualitative data from educators and staff were studied to highlight operational sustainability, workforce development and social enterprise practices. The integration of quantitative and qualitative findings strengthened the validity of the case study.

Findings

During the reporting period of five years from 2021 to 2025, Table 1 shows that the yearly revenue growth of Myat Kay Khaing English Classes show steady increase. Despite tuition fees for premium classes being approximately half of those charged by similar ELT centers, total income increased consistently across the study period.

Table 1*Yearly Revenue Summary of Myat Kay Khaing English Classes*

Year	Total Budgeted Income (MMK)	Year- Over- Year Growth	Key Interpretation
2022	220,200,000	—	Recovery phrase from COVID era
2023	283,152,300	+28.6%	Expansion through EdTech Integration and enrolment growth.
2024	399,675,274	+41.1%	More Digital Learning Expansion via Zoom, Cloud-based driving operating system
2025	445,578,879	+11.5%	Stable Cash-Flow and Community Reinvestment

Note. Myat Kay Khaing financial report [2020 to 2025] are audited and reported by Aung Myint Oo & Associates Accounting Firm, Yangon (PA-317, covering the period 2020–2025).

Table 2 presents the distribution of expenditure on educational technology (EdTech) tools for instructional and administrative purposes. The largest proportional of expenditure (76 %) are spent on high teaching tech Investment, followed by software and subscription services (14.7%) and administrative and accounting technologies (10.3%). Smaller proportions of expenditure were directed toward communication and promotion technologies (1.2%) and security and infrastructure investments (3.9%).

Table 2*Expenditure on EdTech Tools at Myat Kay Khaing English Classes Over the Five Year From 2020 to 2025*

Category	Examples	Total (MMK)	% of Total Spend
Administrative & Accounting Tech	SQL Accounting Sis, Cloud Storage	4,195,000	10.3
Teaching & Learning Tech	Smart TVs, Laptops, Tablets, Mobile Devices	31,078,850	76.0
Software & Subscription	Zoom, Gmail (Annual License),	6,000,000	14.7
Communication & Promotion Tech	Domain Name, Online Branding	500,000	1.2
Security & Infrastructure	CCTV, Wi-Fi Networks	1,609,900	3.9
Total		40,893,750 MMK	100

Note. Percentages may not total exactly 100 due to rounding. Financial data were audited and reported by Aung Myint Oo & Associates Accounting Firm, Yangon (PA-317), covering the period 2020–2025.

On the other hand, Table 3 summarises several training programs that management employee has to attend. The programmes include Orientation & Onboarding, Soft Skill Training

(Communication & Teamwork), Technical Skill Development, Accounting Skill Development (LCCI, ACCA), HR management training, Customer Service and other employee engagement workshops. In addition, these programs provide educational support through flexible schedules and study leave, financial assistance, skills development through training and workshops, career advancement pathways and health care support.

Based on the internal data and estimated outcomes from training expenditures between 2020 and 2025 Table 3 and Table 4, Myat Kay Khaing invested approximately 3.1 million MMK in different training programs.

Table 3
Training Programs Launched for Employees

Category	Details
Educational Support	Flexible Schedules and Study Leave for Academic Pursuits.
Financial Assistance	Partial Tuition Reimbursement and Scholarships
Skill Development	Access To Training Programs, Workshops and Career Growth Opportunities.
Career Advancement	Clear Pathways for Promotion and Leadership Opportunities After Degree Completion
Well-Being Support	Mentorship, Counselling, And Employee Engagement Activities.

As it mentioned in Table 4, there is clear evidence of continuous professional development (CPD) during the reporting period from 2021–2025. The profits retained from the streamline operation is used for human capital development by giving different trainings such as technical skills, linguistic skills and critical thinking to thrive in a globalized world. The employee training and professional development programs is initiative across multiple departments, including finance and accounting, operations, human resources, and teaching faculty.

Table 4
Reinvestment in Continuous Professional Development Programs

Employees' Departments	Courses	Amount Spent [MMK]	Year
Finance and Account (1 Employee) Operation	Financial Management	256500	2021
	Business Administration	285000	2021
Finance And Accounting	LCCI Lv1 And 2	104000	2022
Finance And Accounting	LCCI Lv1 And 2	104000	2023
Human Resource	Hr Management	250000	2023
Finance And Accounting	Financing	350000	
Operation	Sales And Marketing	400000	
Finance And Accounting	Financing	400000	
8 Assistant Teachers (Previous Works in Public School)	English Language Class [Cambridge Lingua Skill B1 And B2]	70000 Kyats Per Month for Each = 560000 Kyats	

Note. The above-mentioned data is extracted from Myat Kay Khaing Human Resource Record. Myat Kay Khaing financial report [2020 to 2025] are audited and reported by Aung Myint Oo & Associates Accounting Firm, Yangon (PA-317, covering the period 2020–2025)

In addition, Table 5 indicates further that there is staff stability and human capital sustainability between 2021–2025. Despite the expansion of business, the center maintained a average 94.6% retention rate. Despite the fluctuations in 2023–2024 which reflect the pains resulted from the unstable labour market after the compulsory military law had been issued, the center retention rate is significantly high. Overall, the data indicate a relatively stable workforce over the five-year period.

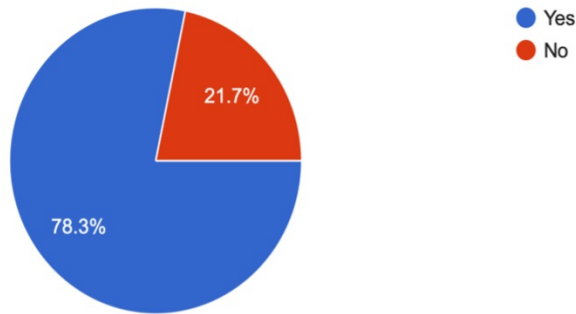
Table 5
Employee Retention

Year	Description	Number of Employee	Retention
2022	Employee at the start	4	1
	Employee who left	0	
	Employees who remained	4	
	Employees at the end of the year (including new hires)	2	
2023	Employee at the start	6	0.9
	Employee who left	0	
	Employees who remained	6	
	Employees at the end of the year (including new hires)	4	
2024	Employee at the start	12	.83
	Employee who left	2	
	Employees who remained	10	
	Employees at the end of the year (including new hires)	2	
2025	Employee at the start	12	1
	Employee who left	0	
	Employees who remained	12	
	Employees at the end of the year (including new hires)	0	

While quantitative data demonstrate sustained financial growth, strategic reinvestment and high employee retention, qualitative findings provide further insight into how these outcomes were experienced by staff member in practice. Extracted data from survey forms and narrative interview reveals that most employees and assistant teachers benefit from firm's sustainable program and are actively involved in their personal, professional development while committed to organizational well-rounded growth.

According to internal qualitative survey (2025), it is revealed that 78.3% of staff get opportunities to join different classes, offered as free and optional programs (See Figure 1). These programs were provided as optional and accessible to staff across different roles.

Figure 1
Percentage of Employees Got Training or Professional Development From the How Center

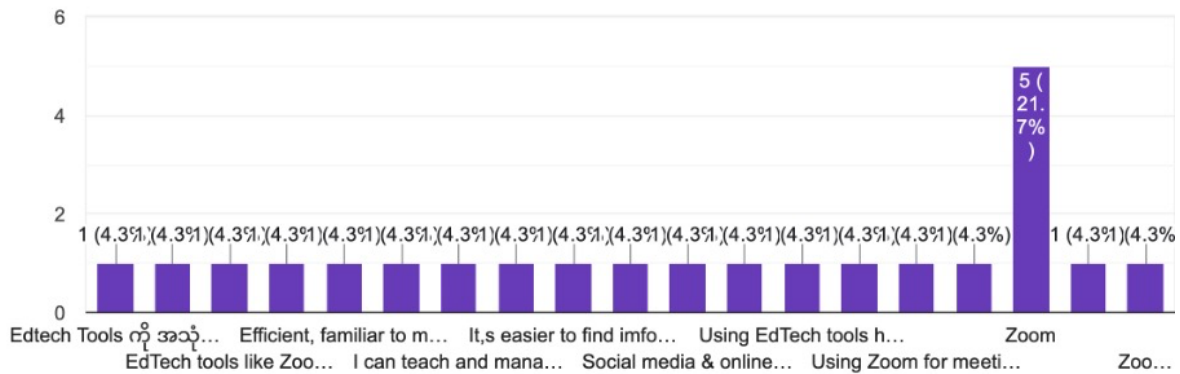


On the qualitative survey responses indicate that EdTech integration contributed to increase digital confidence among teaching staff, particular those used to work at public schools. One teacher reflected:

When I first join the center, I was already confident in my academic subject’s area and teaching. However, I faced challenges related to E-skills which made me feel a bit uncomfortable. So I continued Learning and practicing to become more confident.

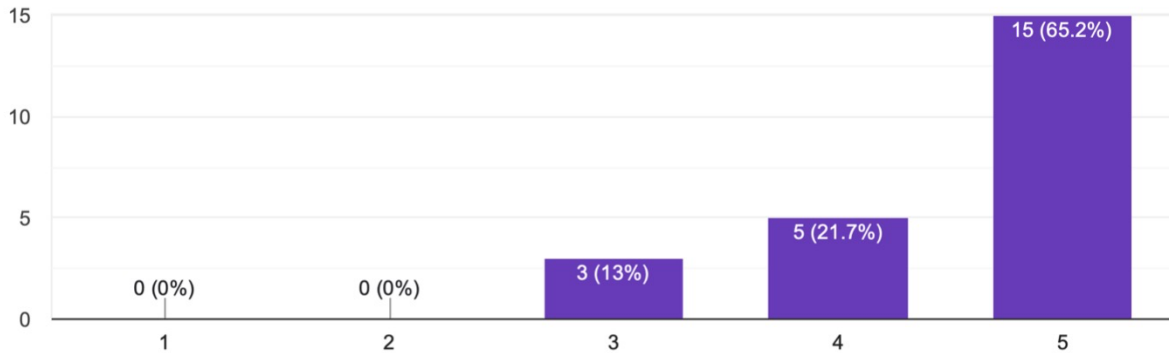
Similarly, former public-school teachers who had been away from technology reported that she came to know how to operate and conduct EdTech tools, consistent with internal survey results. (Figure 2)

Figure 2
Employees Responses on EdTech Tools Application Survey Questions



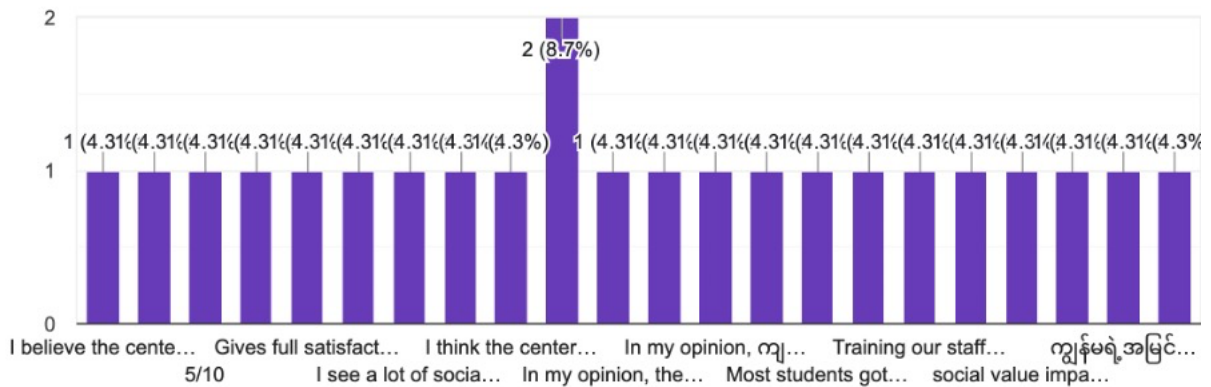
According to the internal qualitative survey (2025), most employees who had been benefited by sustainable practices call high for social value created in the center as shown in figure 1 and it is remarked for good conducts of social investment done by the center (Figure 3). It is also reflected that employees’ belief in the center conduct of building human capital which is visible and aligned with enterprise mission and social value creation.

Figure 3
Employees Responses on Social Value Creation



Note: Employee satisfaction level, scaled from 5 = highest to 1= lowest.

Figure 4
Social Value Created for Every Investment on Training



The data of quantitative report and outcomes from qualitative survey require an integrated to assess their broader social and economic significance. In mixed-method research applied in this current case study, combining financial performance indicators with lived experiences enables a more comprehensive understanding of social enterprise impact.

To move beyond the descriptive outcomes and to capture social value generated for stakeholders, this study applies Social Return on Investment (SROI) analysis. SROI provides as structured approach to yield both measurable financial outcomes and non-financial social benefits into comparable value framework, allowing the overall social impact of the ELT center’s social enterprise practices to be evaluated.

Despite SROI being just a tool for reflection and learning rather than an absolute precision, conservative financial proxies were applied to quantify environmental and social outcomes in monetary terms (A guide to SROI, UK, 2012). Based on the financial data audited and reported by Aung Myint Oo & Associates Accounting Firm, Yangon (PA-317), it is estimated that social return ration is approximately 1.78:1 – for investing every 1 kyat, there is 1.78 kyats of social value being generated in form of improved education quality, enhanced productivity and employability of human capital, expanded education access (see Table 6).

Table 6
SROI Analysis Proxies and Estimation of Myat Kay Khaing English Classes, 2020–2025

Outcome Area	Social Value Created	Proxy / Monetary Estimate (MMK)	Rationale / Source	Stakeholders Affected
Teacher Development and Training	Improved professional qualifications	2,000,000 MMK per teacher per year	Estimated equivalent of tuition & certification value	Teachers
Employment Creation	Hiring local youth and former public-school teachers to extend business	8,400,000 MMK average annual salary	Average salary from center's HR data (2024)	Organization workforce
Tuition Fee Subsidy	Reduced or free classes for public school students	420,000 MMK per student per year	Average market tuition minus subsidy value (internal finance data)	Public school students
Employee Training and Development	Free community English and career sessions	1,500,000 MKK Per year	Estimated equivalent of tuition & certification value	Local community
EdTech Efficiency	Reduced paper, energy, and operation costs	40,000,000 MMK per year	Internal cost-saving report; reduced printing and physical record keeping	Institution
Staff/ Teacher Retention	Lower turnover cost (training, recruitment)	500,000 MKK per newly employed staff and its required training	Calculated from historical HR turnover data (pre- and post-EdTech integration)	Institution
Brand Social Value	Enhanced trust, visibility, and reputation	5% of annual revenue = 20,000,000 MMK	Conservative proxy for intangible brand equity increase	Institution / Society

Discussion

This study reveals that between 2022 and 2025, Myat Kay Khaing English Class transformed from a post-pandemic ELT center into a self-sufficient social enterprise with over 100% growth in revenue. This transformation highlights the potential of EdTech-Leverage operational models to support both sustainability, resilience and mission-driven objective within resource-constrained educational context.

This financial progression reflects an effective EdTech-Led Cost model where digitalization, automation, and online learning system significantly reduce operational expense. This finding highlights the growing possibilities of EdTech Integration serves as both pedagogical and economic advantage in developing nations, particularly where physical infrastructure and capital are limited.

Importantly, financial sustainability enabled the center to advance its social mission. Profits gained allows the firm to serve its social mission: outreaching students from diverse socio-economic backgrounds, enhancing the English language level of public-school teacher, and empowering young workforce to build their capability to attain financial and social freedom. These responsible movements of the firm enhance the brand identity as a socially engaged enterprise, creating social value.

EdTech tools expenditure reflects a strategic balance between initial hardware setup and ongoing digital transformation. In the case of an ELT firm operating at the 1000 square foot apartment yet giving service to a thousand students across different proficiency levels highlights how EdTech tools enable the small ELT firm to be self-sufficient and self-financed sustainable center.

EdTech tools applications also mean that it is not just technical solution but as a social innovation—empowering human resource—constrained ELT firms to deliver equitable, high-quality education for sustainable development. By the reducing the operation cost using Edtech, Myat Kay Khaing English Classes can empower the youth: those who hasn't got a chance to attend further study or learn at university; those who were unable to find the job that would balance their work and study. Hiring them for different roles in operation, registration and accounting department, Myat Kay Khaing give them a chance to increase their productivity and employability.

Employment record further proved that most youth employees between 20–25 years old had been serving in the industry for more than 3 years old and show low rate of employee retention. It is clear that the center commits to make social enterprise movements for social innovation, solving social problem such as unemployment and education gap. This exemplifies how a small-scale language center can sustain itself economically and serve the social mission of equitable English education access.

Additionally, the study of SROI combined with qualitative research contextualizes these outcomes. The estimated SROI ratio highlights that human capability is strengthened when meaningful social value is continuously generated. Rather than serving as a precise measurement, SROI in this study illustrates social enterprise model of the center as a sustainable and equitable approach to national development for resource-constrain country like Myanmar. This also proves that the center aligns with global definition of social enterprise _ “a business that uses profits to achieve social mission” and enables to initiates its social

innovation, empowering youth in the community (Social Enterprise UK [2012] and OECD [2024]).

If the study is examined in a broader global context, the outcomes of Myat Kay Khaing English Classes reflect those of international movements that link education, sustainability and social entrepreneurship. If community-based ELT projects in Bangladesh (Ali et al., 2023) is taken as a reflective example to consider, it is demonstrated that social innovation act through English language teaching can improve financial resilience, education equity and inclusion, aligned with UNESCO's education for sustainable Development (ESD 2030) framework.

In this regard, Myat Kay Khaing English Classes contributes as an emerging model that exhibits resource-constrained, context-sensitive, technology-assisted and socially driven, yet remains both sustainable and scalable. It demonstrates adaptability and transferability in other developing region facing similar constraints, offering valuable insights of EdTech Integration and social enterprise practices in the pursuit of sustainable English language education.

Conclusion

While this study recognizes limitation related to data precision, geographical difference, political instability of the country and contextual generalization, the study nonetheless is transferrable and adaptable model of sustainable English language center development in resource-constrained settings. By applying quantitative and qualitative thematic interpretation, the research offers a balanced and credible understanding of how modest and humble ELT center in education sector can yield measurable social value in resource-constrained contexts like Myanmar.

Ultimately, the findings of the study reveal that sustainability in education is not solely dependent on large scale investment, or government funding. Instead, it can emerge through EdTech Innovation, Social Enterprise principles and a strong commitment to human capital development. This model thus offers practical insights for policymakers, educators and entrepreneurs seeking to build more sustainable education platform where equity and social justice are prioritized. By expanding undivided opportunities for learning, such initiatives will enable people to gain more social and financial freedom, a prioritized component of national development pathway in resource-constrained context.

Limitation of the Study

This study focuses on one ELT center, Myat Kay Khaing English Classes, in Myanmar. Thus, findings may not be fully generalizable to other ELT centers not only in Myanmar but also in other countries owing to experience different circumstances and available resources, management structures and other socio-economic contexts.

Since the case study is researched and conducted by the founder of studied ELT center, the case study might have researcher bias in interpreting data or presenting results. Although every effort was made to maintain transparency and objectivity, the absence of third-party validation and audited data is concerned limitation.

Moreover, social and economic conditions in Myanmar such as political instability, inflation and internet disruptions can significantly impact the outcome. It is difficult to correlated the success of Myat Kay Khaing English Classes with other ELT centers within nation especial of

those from civil-war affected landscape, and those from suburban or less developed areas of the country. This might have been the case to different ELT centers established in countries of similar resource-constrained situations.

Finally, the relatively shorter observation period from 2020 to 2025 restricts the study's ability to capture long-term outcomes and monetize intangible social impacts such as learners empowerment, and productivity increments into quantitative values.

Recommendation

This study proposes the model of Myat Kay Khaing English Classes which can be studied as a contextual and transferrable case study, operated in resource-constrained regions. A thorough Longitudinal study written with independent or third-party reviewers to validate the long-term human capital effects particularly in relation to teacher development and human capital progress is recommended. Furthermore, to strengthen the reliability and credibility SROI findings, broader stakeholders'—such as of learners, teachers, community member—perspectives and audited quantitative data are required. Then, such methodological expansion would highlight the generalizability and relevancy of study in wide discussion on sustainable education and social innovation.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

It is declared that AI-assisted tools like ChatGPT is used exclusively for language editing, grammar correction and readability in the preparation of this manuscript. AI tools are not used for conceptualization, analysis, argument development and theoretical discussions. All core ideas, data interpretation and theoretical discussions are all part of author's original scholarly work and research.

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