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Ex-post Evaluation Report on the Project for Establishment of Korea-Vietnam Friendship IT College in Danang

2013. 12

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한국국제협력단



461-833 경기도 성남시 수정구 대왕판교로 825
Tel.031-7400-114 Fax.031-7400-655
<http://www.koica.go.kr>



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IT College in Danang

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The Korea International Cooperation Agency (KOICA) performs various types of evaluation in order to secure accountability and achieve better development results by learning.

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This evaluation study was entrusted to Sangmyung University by KOICA for the purpose of independent evaluation research. The views expressed in this report do not necessarily reflect KOICA's position.

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Evaluation Score

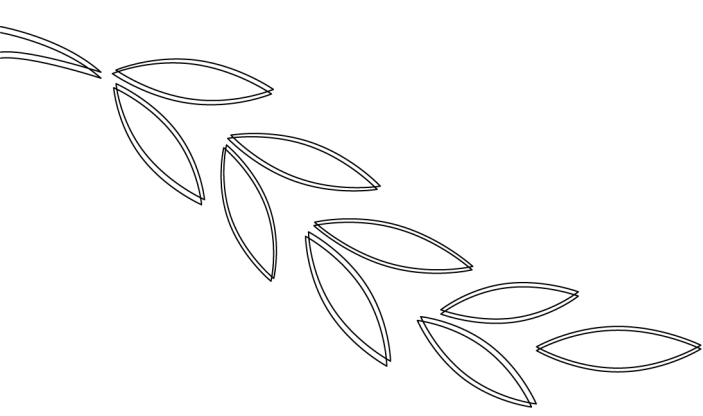
1. Project Title:

Project for Establishment of Korea-Vietnam Friendship IT College in Danang

2. Evaluation Score

- Relevance : ③, 2, 1 (Very Relevant)
 - The project area was well selected considering ICT Development Plan and IT Human Resource Development Plan in the recipient country, and the strength of the donor country in HRD in ICT field.
- Effectiveness/Impact : ③, 2, 1 (Very Effective, Positive)
 - Thanks to the establishment of the IT college, many Danang IT major hopefuls are now able to get involved in the quality IT training, consequently providing well-qualified IT workers in the community. Also, it helped vitalize the local market economy as well as contributed to attract some enterprises in the IT complex in Danang such as IT Park and Hi-tech_Zone.
- Efficiency : 3, ②, 1 (Partially Efficient)
 - As for the low efficiency score, major reason can be found in the fact that more than expected amount of resources were required as a result of the re-development of the texts and administration information systems.
- Sustainability : 3, ②, 1 (Partially Sustainable)
 - The sustainability of the project, however, is not deemed low as there are self-help efforts to cross its own limitation and upgrade to a 4-year university. Considering the support from the Vietnamese government and the industrial circumstances in Danang, the college is expected to continue to grow.

3. Score : Successful



Executive Summary



Executive Summary

This report addresses the ex-post evaluation on the project titled Establishment of Korea-Vietnam Friendship IT college (VKFITC), which had been led by KOICA from 2004 to 2008. In the report, special attention was given to the outcomes, impact, and sustainability of the project. For the purpose, the evaluation was performed according to the OECD/DAC guidelines, which provide evaluation criteria including relevance, effectiveness, efficiency, impact, sustainability and so forth.

Both success and failure factors were analyzed, and future suggestions were drawn based on the lessons learned through the project. It would be of great help for enhancing the quality of official development assist in the future.

In order to objectively induce the evaluation results, related data were compiled comprehensively, using both performance and process evaluation. The former examined whether each steps involved properly satisfied what had been expected at the stage, while the latter looked into whether the design and the procedures coincided with the domestic circumstances and helped the recipient country build stronger national capability.

Above all, <Sectoral scores of the evaluation> shows the summary of this evaluation. Among the five major criteria, high marks were given to relevance and effectiveness/impact of the project. Thanks to the establishment of the IT college, many Danang IT major hopefuls are now

able to get involved in the quality IT training, consequently providing well-qualified IT workers in the community. Also, it helped vitalize the local market economy as well as contributed to attract some enterprises in the IT complex in Danang such as IT Park and Hi-tech_Zone.

<Sectoral scores of the evaluation>

Criteria	Relevance	Effectiveness /Impact	Efficiency	Sustainability
Score	3	3	2	2

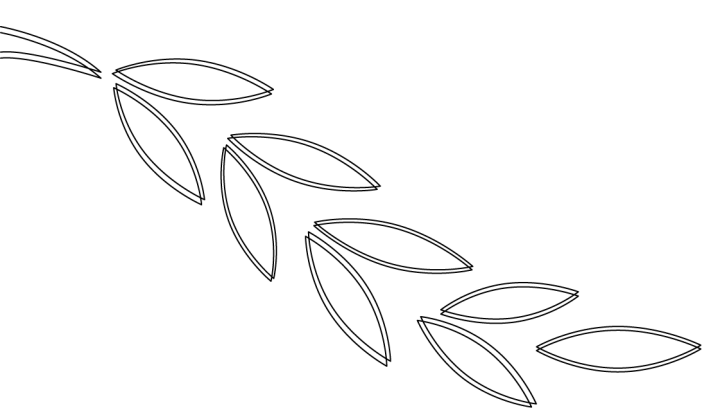
As for the low efficiency score, major reason can be found in the fact that more than expected amount of resources were required as a result of the re-development of the texts and administration information systems.

The sustainability of the project, however, is not deemed low as there are self-help efforts to cross its own limitation and upgrade to a 4-year university. Considering the support from the Vietnamese government and the industrial circumstances in Danang, the college is expected to continue to grow.

If the two interested countries, Korea and Vietnam, continue to cooperate, more fields need to be tapped into by Korean sides. One example is dispatching volunteers capable of teaching soft skills required from the college, not restricting the scope of aid to provide Korean trained IT experts. Supporting libraries is another thing to be considered as the instructors have trouble in developing teaching materials due to the lack of proper references.

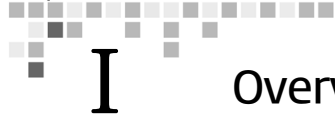
A future project, similar to this one, necessitates more concrete analysis

on the primary beneficiaries, as higher education in Vietnam is not mandatory. It means that analysis on the potential college students should be emphasized rather than corporations to hire the college graduates. It can be a conclusive factor when making a decision on the total study period. In addition, as a PMC task, evaluation baseline should be clarified in order to grasp the project outcomes more clearly through preliminary and ex-post evaluations. If it is not possible, complementation can be made by more than twice ex-post evaluations at regular intervals.



I . Overview of the Evaluation

1. Background and purpose
2. The objectives and scope of the evaluation
3. Evaluating items



I

Overview of the Evaluation



1. Background and purpose

- Korea-Vietnam Friendship IT College (VKFITC) was founded by KOICA and Vietnamese Ministry of Planning Investment (MPI) for the purpose of developing ICT human resources in central Vietnam during 2004-2008. Many have happened since it turned up in 2007, the college continues to operate accommodating those political, social, and industrial changes.
- This ex-post evaluation was conducted to specify both successful outcomes and unsuccessful ones and the reasons why. It intends to take lessons from the executed project and present suggestions for continuous fulfillment of the interested project and also for similar projects in the future.



2. The objectives and scope of the evaluation

- This ex-post evaluation aims to specify the inputs and detailed activities, what outcomes were brought about by the outputs at the moment, and the impacts of the project so far.
- To do this, the evaluation was made on the five OECD/DAC evaluation criteria; relevance, effectiveness, efficiency, impact, and sustainability and cross-cutting issues.



3. Evaluating items

- The evaluated target is a grant-type aid in higher education sector, involving an IT college in Danang. The college was built collaboratively by Korea and Vietnam as a form of a project. The targeted beneficiaries were local high school students and their parents, local enterprises and so forth.

<Table 1> Items concerned in the evaluation

Target sector	<input checked="" type="checkbox"/> Education <input type="checkbox"/> Health <input type="checkbox"/> Governance <input type="checkbox"/> Agriculture <input type="checkbox"/> Industry/Energy
Target area	<input checked="" type="checkbox"/> Asia-Pacific <input type="checkbox"/> Africa <input type="checkbox"/> Latin America <input type="checkbox"/> Middle East-CIS
Type	<input checked="" type="checkbox"/> Project <input type="checkbox"/> Offer training <input type="checkbox"/> Dispatch volunteers <input type="checkbox"/> Dispatch experts
Scale	<input type="checkbox"/> Nationwide <input type="checkbox"/> Regional <input checked="" type="checkbox"/> Local
Finance	<input type="checkbox"/> Loan <input checked="" type="checkbox"/> Grant

1) Overview of the project

<Table 2> Project overview

		Details	
Title		Establishment of Korea-Vietnam IT College	
Aim		Found a practice-oriented IT college applying Korean IT educational systems	
Division	Korea	○ Construction (US\$5,283,000)	○ Head office, lecture rooms, laboratories, research facilities, dormitory, gym, etc., and ○ Basic infrastructures including sewerage, electricity, telecommunications
		○ Equipment (US\$3,446,000)	○ Server, PC, office devices for IT education and administration, ○ Convenient facilities for college operation, and ○ Development of the educational management system
		○ Expert dispatch (US\$710,000)	○ One project manager from KOICA, ○ Eleven instructors, ○ Four experts from distinguishable fields each, ○ An installation expert, etc.
		○ Invitational training (US\$408,000)	○ Eleven administrators ○ Five managers(2 weeks), ○ Five administrators(2 weeks), ○ Sixteen instructors(3 months), ○ Five instructors(2 months), and ○ Ten government officials(a week)
		○ etc.	○ Technology consulting, inspection, evaluation, etc.
	Vietnam	○ Provide construction site ○ Provide infrastructures including electricity, the internet, septic tank, ect. ○ Design and build dormitories, gym, and the Students' Hall ○ Provide administrative support regarding construction permission	
Target area		○ Danang, Vietnam	
Period/budget		○ (2004~2008)/US\$20 mil.(Korea:US\$10 mil., Vietnam:US\$10mil.)	
Beneficiaries		○ students at the college, local residents	
expected	Korea	○ Enhance the high-tech national image by indirectly advertising Korean IT standards	
	Vietnam	○ Train IT professionals in the central areas of Vietnam	
implemented	Korea	○ Korea International Cooperation Agency(KOICA)	
	Vietnam	○ Ministry of Information and Communication(MIC)	

Table 3 was constructed based on the ex-post evaluation reference.

2) Project progression

<Table 3> Details of the project progression

Date	Details
2003.9	In the Korea-Vietnam summit, consent to launch a grant-type project in 2004 as a means of narrow the information gap
2003.10	Korean sides dispatched financial representatives, asking project design from Vietnamese sides
2003.11	Vietnamese application for the project officially accepted
2003.11	Dispatched a research group for establishing a business
2004.2	Confirmed as a new project
2004.3	Carried out an invitational training for managerial staff
2004.6	Selected a service enterprise for technological consulting
2004.6	Dispatched a preliminary research group
2004.8	Executed a conference and signed R/D
2004.9	Vietnamese master plan submitted
2004.9	Dispatched a field manager
2004.10	Concluded an agreement between the minister for foreign affairs and the minister for investment plans
2006.9	Invitational training for instructors(9/18~12/16)
2006.10	Invitational training for managers(10/30~11/12)
2006.11	Invitational training for administrators(11/12~11/25)
2006.11	Invitational training for government officials(11/26~12/2)
2006.12	Launched development of information systems
2007.03	Completed curriculum development
2007.06	Second PMC on-site research
2007.06	First dispatch of a college administration expert(6/23~7/8)
2007.07	Additional invitational training for five instructors(7/15~9/15)
2007.08	Equipment shipped
2007.08	Dispatched an IT expert(8/16~12/15)
2007.09	Dispatched a network expert(9/16~12/15)
2007.10	Dispatched a expert on equipment installation(10/19~11/17)
2007.12	College opened
2008.03	Project completed
2009.04	Performed end-of-project evaluation

3) Notable features and the focus of the evaluation

- The implementation agency from the recipient sides: Ministry of Information and Communication (MIC)
 - The project can be classified as an educational one, yet it was requested from MIC in Vietnam, not by Ministry of Education.
 - Cooperation with MIC has a positive side in terms of increasing expertise, it also poses the challenge to the implementation agencies such as PMC of dealing with two different ministries as approval form Ministry of Education was obligatory. The evaluation was performed in consideration of the outcomes and impact by MIC as the implementation agency.

- Aggressive participation from the recipient country: fund
 - Vietnamese government, the recipient sides, also put US\$10 million (50% of the total budget) into the project, which is indicative of developed ownership from the recipient country.

- Promote upgrade to a 4-year University
 - The target outcome was to build a 3-year college. After the project, however, the college itself has pushed forwards works to promote the college to a 4-year university. The plan is now supported by the second project of KOICA (2013~2015), reinforcing the infrastructures and their capabilities.

<Table 4> References on upgrading to a 4-year university

Year Draftsman	Reference
2009 VKFITC	The pre-feasibility Project Establishment of Korea-Vietnam Friendship University of Information Technology and Communications
2012 VKFITC	The Project For upgrading Korea-Vietnam Friendship Information Technology College to Korea-Vietnam Friendship University of Information Technology and Communications

- Still, this evaluation focused on the primary project whose goal was to build a 3-year college. Much of the 4-year upgrade scheme was not included, though some (e.g., the reason why the educational goal was changed from providing technicians to supplying engineers) were taken into consideration in terms of evaluating sustainability of the project.



II . Evaluation methods and procedures

1. Evaluation criteria and methods
2. Research methodology: Domestic and Field-visit researches
3. Division of works and the overall schedule



II

Evaluation methods and procedures



1. Evaluation criteria and methods

1) Evaluation criteria

- The evaluation was made on the ground of the five major evaluation criteria suggested by OECD/DAC; relevance, effectiveness, efficiency, impact, and sustainability and cross-cutting issues.

<Table 5> Evaluation criteria

Criteria	Details
Relevance	How much contribution was made by the project in terms of satisfying the beneficiaries' needs and priorities and how consistent the project objectives are with the overall directions of the developmental policies in the recipient country.
Effectiveness	How much contribution was made by the project in terms of achieving the project aims and objectives.
Efficiency	Whether the budget was rationally used, that is, the degree of conversion from the inputs to the outputs and outcomes.
Sustainability	The expected duration of the positive impact to last after implementation/termination of the project
Impact	The comprehensive results of the project, whether it being either intended or unintended, and either positive or negative
etc.	Gender main streaming, environment, etc.

2) Evaluation methods

- The questions and indicators for evaluation were selected according to the evaluation criteria as the details shown in <Table 6>.

<Table 6> Ex-post evaluation matrix for the Korean-Vietnamese project on IT college foundation

Criteria	Questions	Indicators	Methods
Relevance	Development (recipient country)	<ul style="list-style-type: none"> ❖ Were the project objectives consistent with Vietnamese Human Resource Development Plan (2004)? ❖ Are the project objectives consistent with the current Vietnamese Human Resource Development Plan? 	Literature reviews
	Beneficiaries	<ul style="list-style-type: none"> ❖ Were the beneficiaries (i.e., 3-year college) well-chosen? ❖ Were the needs from the local community well-taken into consideration? 	Interviews
	Cooperative strategies (donor country)	<ul style="list-style-type: none"> ❖ Was the project consistent with the cooperative strategies of the donor country? 	Literature reviews
Effectiveness	Short-term outcomes	<ul style="list-style-type: none"> ❖ Were the educational facilities well-constructed as intended? ❖ Was the educational system effectively designed? ❖ Was the information system effectively designed? 	Literature reviews, Questionnaires
	Medium-term outcomes	<ul style="list-style-type: none"> ❖ Is the annual number of newly enrolled students above a set level? ❖ Are the teaching staff and the students satisfied with the education? ❖ Do students there show progress in their ICT ability as they proceed? ❖ Does the college succeed in securing an adequate number of the teaching staff? 	<ul style="list-style-type: none"> Satisfaction level of the beneficiaries Student enrollment rate Current status of the staff
	Long-term outcomes	<ul style="list-style-type: none"> ❖ Does the college turn out graduates above a set rate annually? ❖ Did the graduates find jobs successfully? ❖ Are the graduates able to find jobs as they hope? 	<ul style="list-style-type: none"> Statistics on graduates Employment status Satisfaction level of graduates

Criteria	Questions	Indicators	Methods
Efficiency	Management	Results from the dispatched experts	Literature reviews, interviews
	Process	End-of-project report	Literature reviews, interviews
Impact	Positive impacts	Students Enterprises Local residents	Interviews
	Negative impacts	Graduates Enterprises Local residents	Interviews
Sustainability	Educational environment /competence	Korea-Vietnam IT College Master Plan	Literature reviews, interviews
	Provision of skilled workers	Vietnamese IT Human Resource Development Plan	Literature reviews, interviews

Criteria	Questions	Indicators	Methods
Vitalization of ICT industries	<ul style="list-style-type: none"> ❖ Is it consistent with the national developmental plan? ❖ Is there continuous labor demand on intermediate level technicians? 	Current status of the investments	Literature reviews, interviews
Gender main streaming	<ul style="list-style-type: none"> ❖ Is it gender-biased when admitting its new students? 	Admission standards and processes Student gender ratio	Literature reviews
Environment	<ul style="list-style-type: none"> ❖ Is there any hindering factors to the environment? 	Equipment status, etc.	Interviews
ect.			



2. Research methodology: Domestic and Field-visit researches

- Employed were methods such as literature reviews, questionnaires, and interviews. A comprehensive domestic research and twice on-site surveys were conducted.

<Table 7> Research methodology

	Methodology	Details
methods ¹⁾	literature review	Current status of Vietnamese policies and developmental plans, reports related to business projects, etc.
	questionnaire	Beneficiaries(faculty and students), high school students in Danang
	interview	Persons concerned both nationwide and worldwide
Subjects	Domestic research	Design the evaluation details via literature reviews Interview the persons concerned
	On-site survey	Local literature reviews Survey questionnaires to the beneficiaries and interviews with the persons concerned On-site inspection

1) Detailed lists of the literatures are provided as Appendix 5, survey questionnaires as Appendix 3, and the interviewers as Appendix 2, respectively.



3. Division of works and the overall schedule

1) Division of works

- The evaluation team was established in consideration of the characteristic features of the project. The team was comprised of a leading professor with experiences in evaluation ICT and education, an ODA project expert, a business administration professor who would comment on the college administration, and a computer education expert from whom the advice on ICT education would be drawn.

<Table 8> Division of works

Standing	Person in charge	Responsibility
Team leader(TL)	Paek, Seon-uck Sangmyeong Univ. Prof. of Computer Software Engineering	Overall evaluation management
Researcher	Kim, Jang-seong C.E.O. of Korea ODA Inc.	Evaluation on ODA processes
Researcher	Park, Heung-kuk Sangmyeong Univ. Prof. of Multimedia Technology	Evaluation on the management of higher education
Researcher	Byun, Ji-na Korea Univ. Researcher in Department of Computer Science Education	Evaluation on ICT education

2) Schedule

- The evaluation was conducted over 7 months, starting in May, 2013 to December, 2013.

Performed work	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.
Evaluation design	■						
Domestic research	■						
Field-visit survey(1st)		■					
Result analysis			■	■			
Field-visit survey(2nd)					■		
Result analysis						■	
Completing report							■



III. Analysis on the target project

1. Environmental analysis on the target area
2. Analysis on the target institution
3. Analysis on the persons concerned

1. Environmental analysis on the target area

1) Brief overview on Vietnam



- Name of the country: Socialist Republic of Viet Nam
- Location: Southeastern Asia
- Capital: Hanoi
- Language: Vietnamese language
- Area: 331,210km² (ranking 66th worldwide)
- Population: app. 92,470,000 (ranking 14th)
- GDP: US\$135.4 billion (ranking 58th worldwide)
- Religion: Buddhism 70%, Roman Catholic 10%
- Political structure: Single party autocracy, socialism, republican form of government

Source: Korean Ethnic Culture Encyclopedia²⁾

2) The industries and economy of Vietnam³⁾

- Vietnam, once exhibiting continuous high growth rate, currently shows slowed economic growth due to the unfavorable condition both at home and abroad.

2) <http://terms.naver.com/entry.nhn?cid=1597&docId=576128&mobile&categoryId=1597>. searched on July 1st, 2013

3) Below description is mainly based on the information provided by Embassy of The Republic of Korea in Vietnam.

The latter, especially the Euro Crisis, deteriorates the export condition of Vietnam.

- When it comes to international trade, traditionally top-ranked export items, fabrics, were exported worth of US\$ 15.1 billion, but the year-on-year increase stayed only at 7.5% because of the economic crisis in U.S.A. and Europe. On the other hand, exporting mobiles phones increased substantially at 84.7% compared to last year thanks to Samsung investment in Vietnam.

<Table 9> The sectoral export scales

rank	sector	2009	2010	2011	2012	year-on-year increase (%)
1	fabrics	9,004	11,172	14,043	15,093	7.5
2	mobile phones	n.a	2,307	6,885	12,717	84.7
3	crude oil	6,210	4,944	7,241	8,229	13.6
4	electronic appliances	2,774	3,558	4,670	7,838	67.3

Note: The year-on-year increase rates were estimated based on data from 2012 and 2011.

Mobile phone export in 2010 was estimated using the increasing rate in 2011.

Source: Vietnamese Statistics Office. Embassy of the Republic of Korea⁴⁾

- As Samsung Electronics initiated mobile phone production in Vietnam, the import of the mobile phone and computer components amounted to US\$ 5 billion and US\$13.1 billion, respectively.
- The industrial condition of Vietnam is still somewhat substandard, yet improving thanks to the government foreign investment policies. They import materials and components from Korea, Japan, and Taiwan, then export their processed products to U.S.A. and Europe.

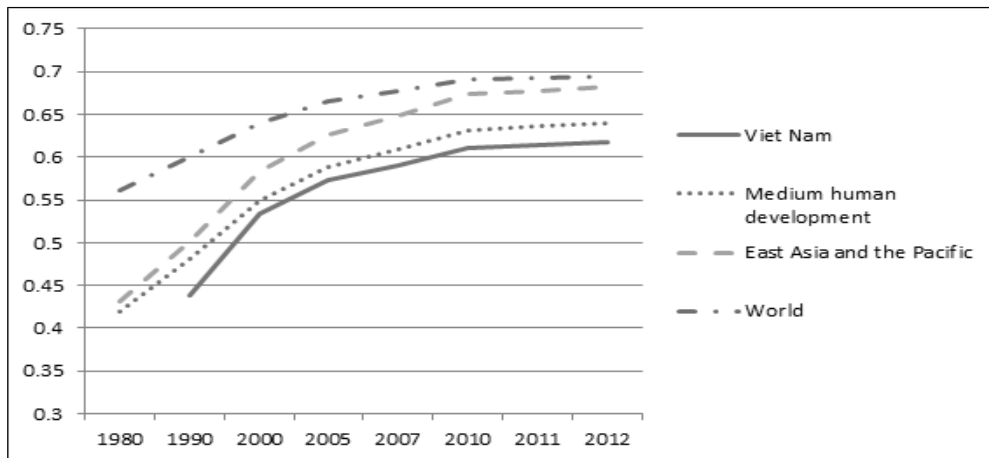
4) <http://vnm-hanoi.mofa.go.kr/korean/as/vnm-hanoi/policy>

- More than half of the total foreign investments are concentrated in manufacturing and processing, followed by real estate and hotels, and food service industry, each ranking second and third. Especially, M&As among Vietnamese and Japanese corporations are under way.
- The anticipated year-on-year GDP increase in 2013 is around 5.6%, with mobile phone export reaching US\$ 15 billion (Total of US\$8,1 billion over the first five months of 2013).

3) The current status of Vietnamese Human Development

- 2011 Vietnamese Human Development Index (HDI) was 0.617 with 127th place out of 186 nations investigated, categorizing the state to a Medium Human Development group. HDI of Vietnam is inclined to consistently grow, and the tendency is similar to that of the world, East Asia, Medium Human Development groups⁵⁾.

[Figure 1] 1980~2013 Vietnamese Human Development



Source: UNDP(2013). Human Development Report 2013.

5) The investigated countries are categorized into four different groups: Very high development, High human development, Medium human development, and Low human development. If a country belongs to a medium human development group, it means it is ranked approximately 50%~75% from the top.

- Unlike other sectors, educational HDI in Vietnam is closer to that of a high human development country than to a medium.

<Table 10> Vietnamese educational HDI in 2013

Category	Adult literacy	Secondary education	School enrollment			Education satisfaction	Primary education dropouts
			primary	secondary	higher		
Vietnam	93.2	26.3	106.0	77.0	22.3	80.4	7.9
Medium Human Development	82.3	50.5	113.4	70.7	22.1	69.2	18.8
High Human Development	92.7	64.2	110.5	91.0	48.7	58.0	7.3
World	81.3	57.7	107.9	71.2	28.7	64.2	18.0

Source: UNDP (2013). Human Development Report 2013.

- The employment rate is significantly higher than that of other Medium Human Development countries and even higher than that of High human Development groups. Contrarily, job satisfaction reveals to be lower compared to the high satisfaction level about life and the nation.

<Table 11> Vietnamese social HDI in 2013

Category	Employment rate	Youth unemployment	Child labor	Life satisfaction	Job satisfaction	Satisfaction with local community	Trust for the nation
Vietnam	81.3	..	16.0	5.8	71.8	70.1	77.0
Medium human development	68.4	4.9	71.4	79.9	..
High human development	61.2	22.4	..	5.9	73.4	76.4	..
World	65.8	5.3	73.1	79.0	52.0

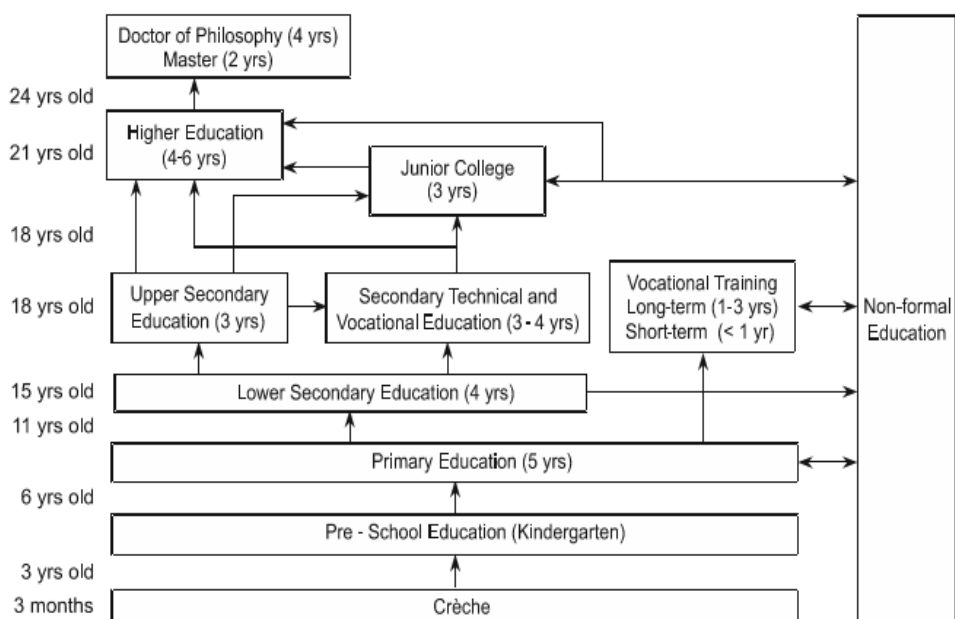
Source: UNDP (2013). Human Development Report 2013.

4) Vietnamese educational system and current status

i) General introduction to Vietnamese educational system

- [Figure 2] illustrates the overall educational system in Vietnam. All Junior Colleges offer 3-year courses. Some higher education centers proffer 2-year courses, but these only grant the students certifications, not diplomas

[Figure 2] Vietnamese school system



Source: Ministry of Education, Vietnam⁶⁾

- A student with a background equivalent to an upper secondary education or a secondary technical and vocational education needs to apply in May and take an entrance examination in July if he hopes to attend a university.
- Students apply for a university with the exam results along with their previous school performances. Only a single apply can be made by each

6) <http://en.moet.gov.vn/?page=6.7&view=3401>. searched on July 30th, 2013

student. If he fails, he should either try again next year or apply for a 3-year college.

ii) HRD circumstances of ICT fields

- Vietnamese Ministry of Education and Training established an ICT development plan in 2000 to nurture 50,000 ICT professionals. In 2005, another plan was made to educate 250,000 ICT experts.

- In 2009, it proposed that the teaching staff should be well qualified to train skilled ICT workers. To be more specific, it required ICT instructors of a university should be more than 90% of the total ICT teaching staff, while those in a college need to exceed 70%. More than 30% of the entire ICT lecturers should hold doctors' degree or equivalent.

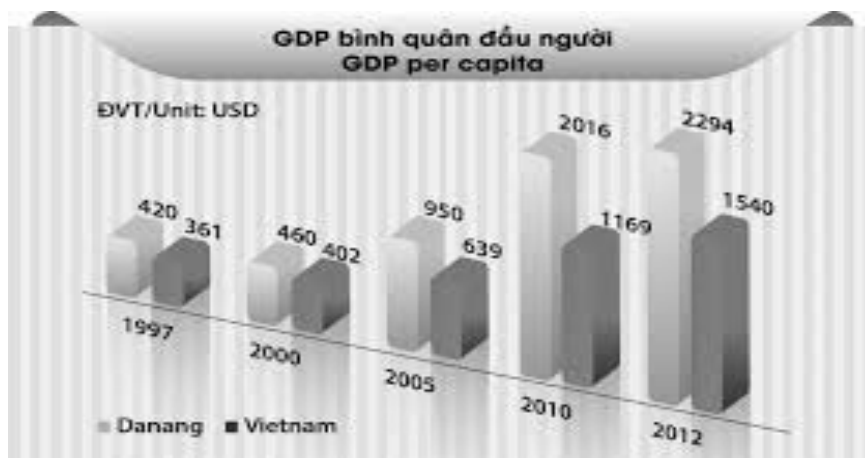
- The Ministry put a special emphasis on training ICT professionals, as also shown in the aim that more than 70% of the total professional workers are inquired to get ICT education.

5) Analysis on the project region

i) Local industries and human resources in Danang

- Danang is situated in central Vietnam, the third largest city in the nation following Hanoi and Ho Chi Minh. The total area is estimated to reach 1,283 km^2 , total population 960,000, and GDP per capita US\$ 2,294. Note that Danang is the city where GDP increases at the highest rate in Vietnam.

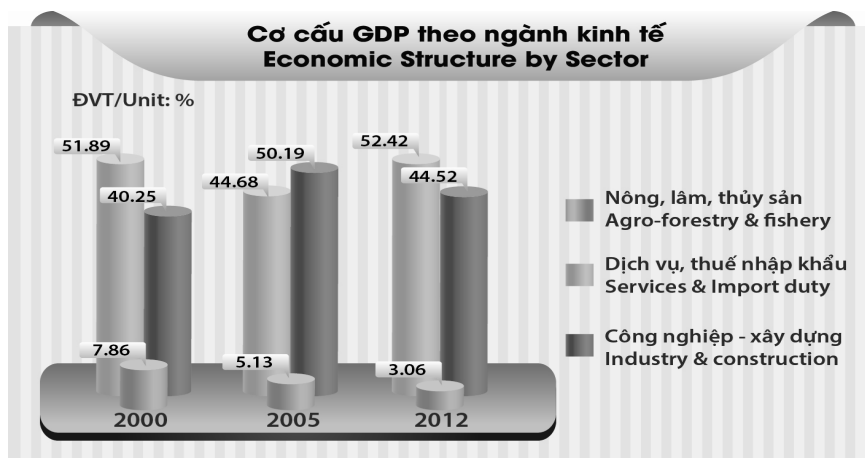
[Figure 3] GDP for Danang (1997~ 2012)



Source: IPC DANANG (2013). INVEST IN DANANG.

- Judging from the sectoral GDP, service industry comprises the biggest portion of the city economy, followed by industries and construction.

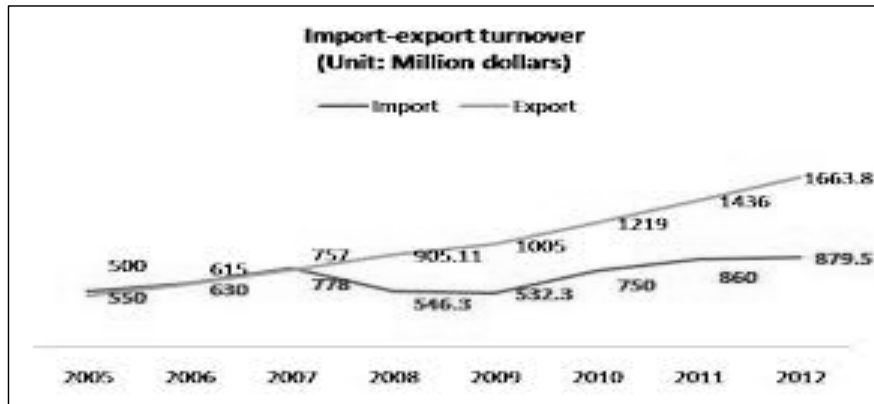
[Figure 4] The economic structure of Danang(2000~2012)



Source: IPC DANANG (2013). INVEST IN DANANG.

- In 2012, the total export reached US\$16.63 million, doubling the total import of US\$8.79 million.

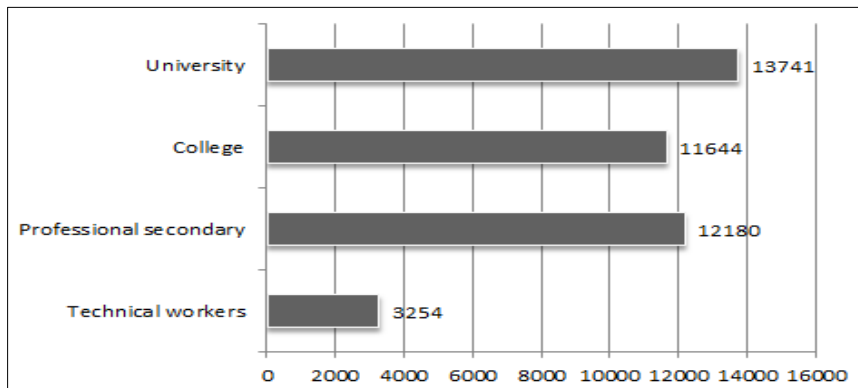
[Figure 5] Import-export turnover of Danang(2005~2012)



Source: IPC DANANG (2013). INVEST IN DANANG.

- Approximately 60% of the total population is under the age of 30, and 39% under 18. Working population is estimated at 480,880, and the unemployment rate is low at 3.2%, exhibiting high employment rate.
- The educational backgrounds of the professional graduates in Danang in 2011 are presented in [Figure 6]. The biggest group is university graduates, followed by college graduates.

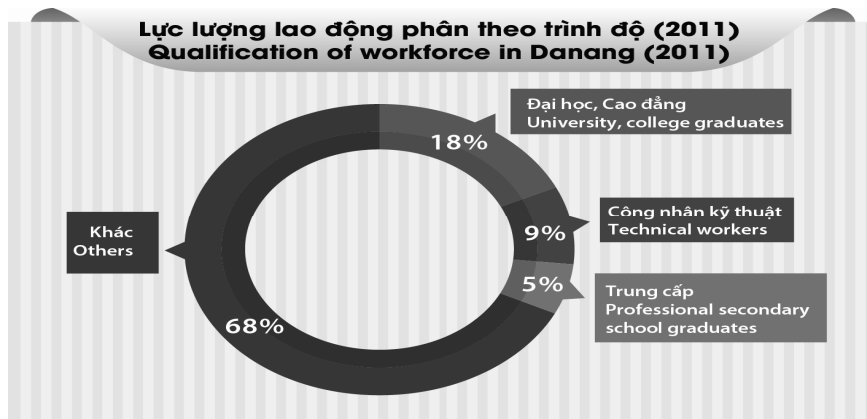
[Figure 6] Number of graduates in Danang(2011)



Source: IPC DANANG (2013). INVEST IN DANANG.

- In 2011, the total working population can be subclassified into 18% with higher education, 9% with college education, and 5% of professional secondary education background, showing more workers with advanced training in technology.

[Figure 7] Qualification of workforce in Danang(2011)



Source: IPC DANANG (2013). INVEST IN DANANG.

ii) The current ICT status in Danang

- According to Vietnam ICT Index (2009-2011), the city of Danang was assessed as having the top ranking ICT environment among the 63 areas investigated, and it was considered to have industrial potential in terms of leadership (IT industry development strategies and other business strategies), HRD (IT-related college and other training centers), infrastructure (complete network, IT zone, and Software Park), application (digital government and Smart City).

<Table 12> Regional Ranking of ICT Application

No.	Provinces/Cities	Rank in 2012	Rank in 2011
1	Da Nang City	1	1
2	Ha Noi City	2	19
3	Thanh Hoa	3	4
4	Ho Chi Minh City	4	8
5	Nghe An	5	52

- About 700 IT companies are currently operating their businesses in Danang, and they recorded sales figures of US\$140million (year-on-year increase rate 77.9%) and software export of US\$13.50 million (year-on-year increase rate 30%).
- Software Park 1 began to allow move-ins in 2009 as the first industrial complex in central Vietnam. Currently 43 IT corporations are located in the 26,000 m^2 area, as a workplace for some 1,500 workers. There exist various fields including hardwares, software, and digital contents.



2. Analysis on the target institution

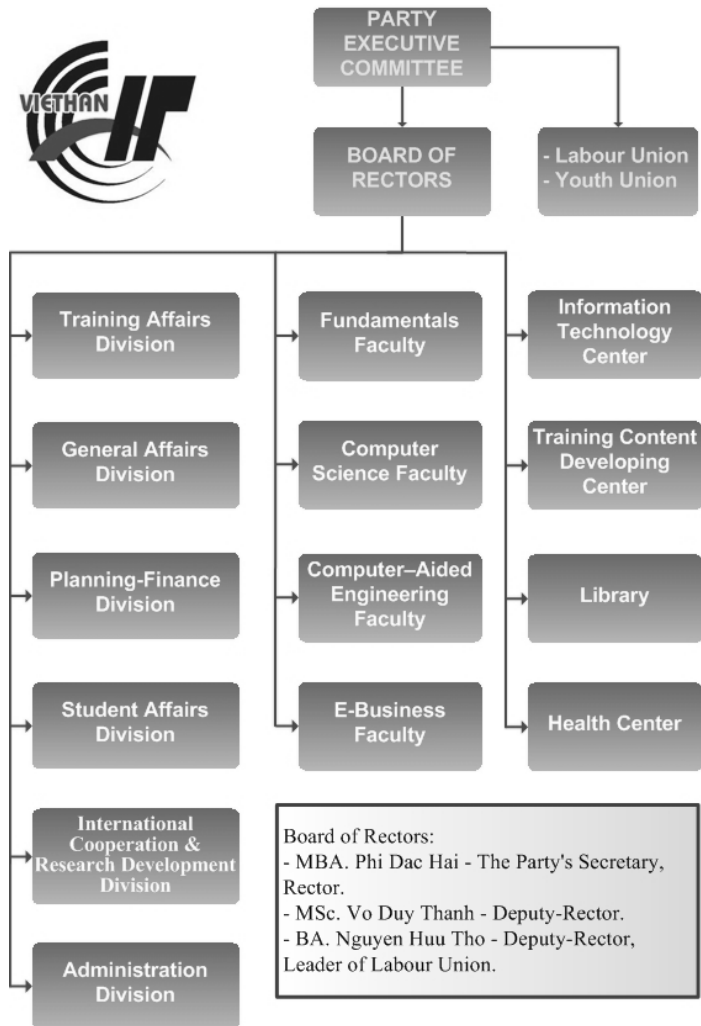
- Korea-Vietnam Friendship Information Technology College (VKEITC) is the only IT specialized college in Vietnam. As a MIC-affiliated college, it opened in 2007 and has educated 4,161 students until 2013 present. Among them, 2,090 were graduated.

[Figure 8] The aeroview of VKFITC



- There are three departments presently operated in the college: Computer Science, Computer Aided Engineering, and E-Business Administration. For the administrative purpose, the college has a few administrative bureaus such as Bureau of Education and Training, Bureau of Planning-Financing, Bureau of Students' Affairs, and Bureau of International Cooperation & Research Development.

[Figure 9] The organization of VKFITC



Source: <http://www.viethanit.edu.vn>



3. Analysis on the persons concerned

- The persons concerned in the project include the implementation agencies of the two nations, local beneficiaries, and so forth. From Korean sides, they can be specified as KOICA, Ministry of Foreign Affairs, PMC (Samsung Networks. currently, Samsung SDS) and <Table 13> shows the Vietnamese sides.

<Table 13> Stakeholder

Classification		Relations with the target institution
Implementation unit	Ministry of Information and Communication	The implementation organization of the recipient country
	Department of Education and Training in Danang	A government institution in charge of education in the recipient country
direct beneficiaries	faculty	Working at the target college
	students	Educated at the college and granted corresponding degrees
indirect beneficiaries	local residents	Vitalizing the local economy through the foundation of a college
	local enterprises	Provided with qualified IT workers from the college
potential beneficiaries	highschool students	Expanded opportunities for college education
	parents	Expanded opportunities for their children



IV. Comprehensive evaluation results

1. Relevance
2. Effectiveness
3. Efficiency
4. Impact
5. Sustainability
6. Cross-cutting and other issues


1. Relevance

- In evaluating relevance of a project, the evaluator needs to judge whether the project was properly based on the political stance of the recipient country at the planning phase, whether the inputs were selected on the ground of the developmental needs of the recipient country, and whether it was a valid strategy corresponding to those needs.

<Table 14> Evaluation matrix for assessing relevance

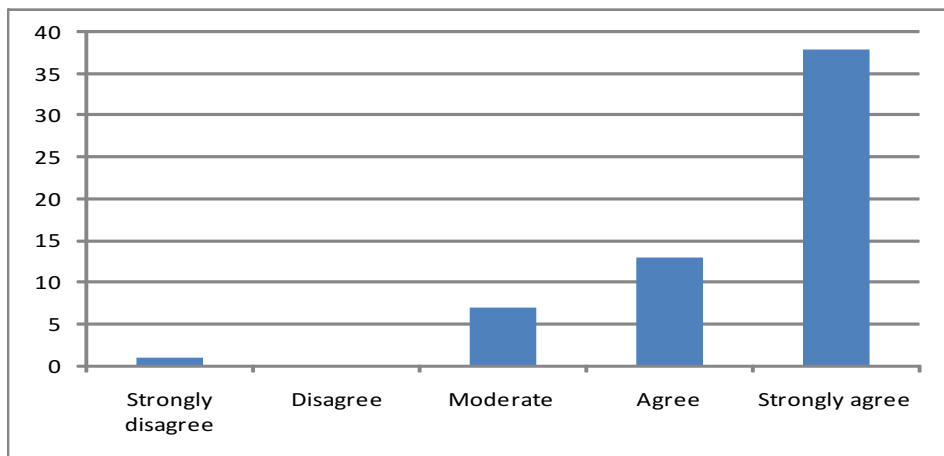
Subjects	Detailed questions	Indicators
1) Development Policies (recipient country)	<ul style="list-style-type: none"> ❖ Were the project objectives consistent with Vietnamese Human Resource Development Plan(2004)? ❖ Are the project objectives consistent with the current Vietnamese Human Resource Development Plan? 	IT HRD Plan, Evaluation from the persons concerned
2) Beneficiaries	<ul style="list-style-type: none"> ❖ Were the beneficiaries(i.e., 3-year college) well-chosen? ❖ Were the needs from the local community well taken into consideration? 	Detailed lists of inputs, Report on the project validity
3) Cooperation strategies (donor country)	<ul style="list-style-type: none"> ❖ Was the project consistent with the cooperation strategies of the donor country? 	Vietnamese CPS in Korea

1) Development of the recipient country

❖ *Were the project objectives consistent with Vietnamese Human Resource Development Plan (2004)?*

- In 2000, Vietnamese government established a plan, Số 58-CT/TW (Information an Communication Technology Promotion Doctrine), where the government claimed to nurture 50,000 ICT professionals by 2005. These 50,000 professionals will be composed of university graduates, college graduates, technicians, and so forth.
- When asked to assess the relevance of the project in relation with Vietnamese Development Plan (2004), the teaching staff responded affirmatively as shown in [Figure 10].

[Figure] 10] Response from instructors on project relevance with 2004 Development Plan

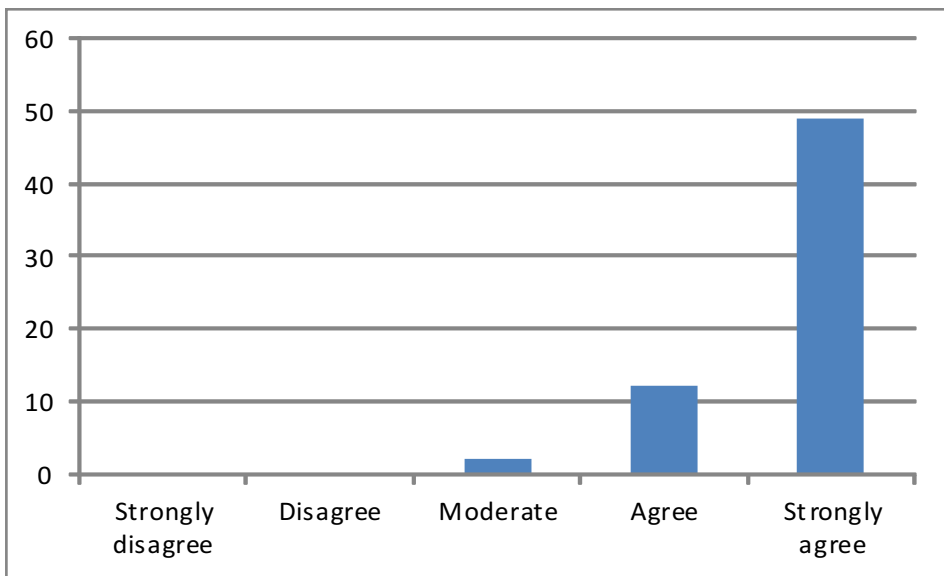


- It turns out that the project goals were adequately set up at the planning phase through literature reviews, questionnaires, and interviews.

❖ Are the project objectives consistent with the current Vietnamese Human Resource Development Plan?

- In 2000, Vietnamese government established a plan, Số 58-CT/TW (Information an Communication Technology Promotion Doctrine), where the government claimed to nurture 50,000 ICT professionals by 2005. These 50,000 professionals will be composed of university graduates, college graduates, technicians, and so forth
- When asked how much consistent the project was with the current Development Plan, the beneficiaries answered that it had a high degree of relevance to the plan. The project is evaluated to be relevant as [Figure 11] shows.

[Figure 11] Response from instructors on project relevance with current Development Plan



2) Beneficiaries (3-year ICT college)

❖ *Were the beneficiaries (i.e., 3-year college) well-chosen?*

- At the onset of the project, many 3-year colleges in Vietnam had trouble in recruiting brilliant students due to keen aspiration among the students and parents toward university education. Even when they succeeded in gathering students, still other hardships remained as the poor educational circumstances hindered teaching and learning process. The problem was especially severe for ICT departments.
- The city of Danang felt urged to open a 3-year college in order to secure adequate supply of human resources in the region and promote development in ICT fields employing the resources. As a consequence, the government sought help from Korea to build a 3-year ICT college.
- On the planning stage, however, existed conflicting claims as some argued that they needed to build a 4-year university instead accepting students' needs. Nevertheless, the final decision was to build a 3-year college since the educational competence in Danang had its limitations owing to the tardy development compared with Hanoi and Ho Chi Minh.
- Moreover, a 2-year or a 3-year college in Vietnam can be promoted to a 4-year university after consolidating administrative foundations. Thus, from the very first, MIC and others in the recipient country proceeded the project with intention to upgrade the college in the future.
- The outcome (i.e., 3-year college and 4-year university) and project goal (i.e., to provide technicians and engineers) were both appropriate with the consideration given to the current circumstances of the recipient country. Yet,

the shortcoming can be found in the fact that the decision to build a 3-year college was not based on the beneficiaries' needs, but on administrative causes regarding approval.

❖ *Were the needs from the local community well taken into consideration?*

- According to the report on the project validity, the analysis on how many students hope to be ICT professionals has not been made. Therefore, claiming its validity on the ground of the analysis on the national development plans and industrial structures reveals its limitation: the project goals were confined to provision of labors, not including expansion of the educational opportunities.
- Also, the insufficient need analysis to the local residents led to the consequence that some of the departments⁷⁾ were not established in the end. Considering these in mind, the needs analysis could be evaluated as pertaining to low degree of relevance.

3) Cooperative strategies of the donor country

❖ *Was the project consistent with the cooperative strategies of the donor country?*

- Back in 2004, Korea had not yet established its cooperative strategies in education and ICT fields⁸⁾. Still, the two fields mentioned were the areas where Korea actively promoted international cooperation and support using the knowledge it learned by experience.

7) The Department of CAD/CAM failed to open a course due to the shortage of the students.

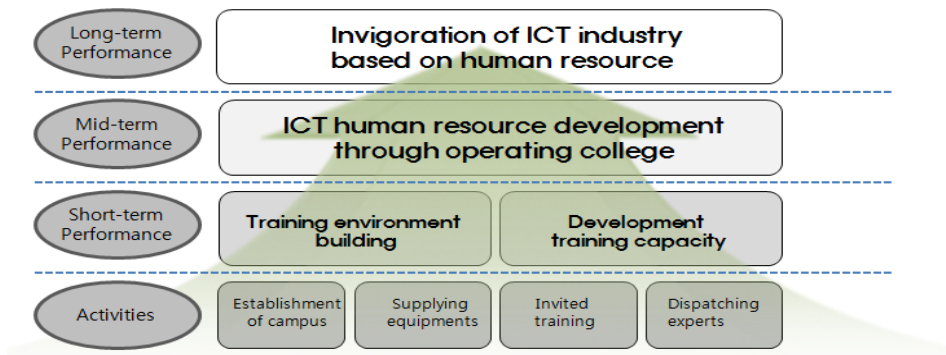
8) Since 2009, midpoint strategies for each sector have been clarified and projects are proceeded based on them.

- The largest project in scale at the moment, worth of US\$10 million, specified the scope of project restricted to education and ICT, and the selection is thought to be appropriate.

2. Effectiveness

- The effectiveness of a project indicates the degree of goal achievements. It is assessed based on the objective evaluation criteria at planning phase, and comparison between the initial goals and the outcomes of the project is made to confirm the degree of accomplishment.

[Figure 12] Chains of project outcomes



- The proposed outcomes of the project is summarized in [Figure 12]. To check the step by step achievements, questions suggested in <Table 15> were asked.

<Table 15> Evaluation matrix for assessing effectiveness

Subjects	Detailed questions	Indicators
Short-term outcomes	<ul style="list-style-type: none"> ❖ Were the educational facilities well-constructed as intended? ❖ Was the educational system effectively designed? ❖ Was the information system effectively designed? 	Blueprint of the college, Curriculum(2007~2013)
Medium-term outcomes	<ul style="list-style-type: none"> ❖ Is the annual number of newly enrolled students above a set level? ❖ Are the teaching staff and the students satisfied with the education? ❖ Do students there show progress in their ICT ability as they proceed? ❖ Does the college succeed in securing an adequate number of the teaching staff? 	Satisfaction level of the beneficiaries, Student enrollment rate, Current status of the staff
Long-term outcomes	<ul style="list-style-type: none"> ❖ Does the college turn out graduates above a set rate annually? ❖ Did the graduates find jobs successfully? ❖ Are the graduates able to find jobs as they hope? 	Statistics on graduates, Employment status, Satisfaction level of graduates

1) Short-term outcomes: to build the educational facilities and competence

❖ *Were the educational facilities well-constructed as intended?*

- By constructing lecture rooms, library, dormitory, and so forth, the campus is able to proffer educational settings to the its members. Still, a few problems are witnessed in the buildings. The podium of the lecture theater, for instance, is soaked when it rains since the lowest part of the room is about 1m lower than the sea level. Yet it still serves its educational function without much problem.

- These kinds of problems were earlier pointed out in the end-of-project report as well, but it seems that the persons concerned in the Vietnam do not agonize much over the matter.
- Among the equipment aid to the college, the provision of PCs was the major one. They, however, are now much deteriorated with no intermittent supply after the initial installation. Yet, they can still serve as educational tools and the college itself takes heed to manage the appliances.
- When asked how much satisfied they were with the training equipment, the instructors marked 4.23, and the students 2.52 on a five-point scale. Both instructors and students scored high when asked how much better the apparatuses compared with those in other colleges. In summary, the beneficiaries consider the training equipment relatively fair even though they are not fully content with them.

<Table 16> Results of the how much satisfied the beneficiaries are with the training equipment

Subject		Average (total:5)	Standard deviation(SD)
Satisfied with the training equipment	Instructors	4.23	0.97
	Students	2.52	1.06
Relative quality compared with other colleges	Instructors	4.59	0.79
	Students	3.08	1.06

- Some of the students decided to join the college due to the excellent training circumstances. From this perspective, the short-term outcomes played a role in accomplishment of medium-term outcomes.

❖ *Was the educational system effectively designed?*

- The instructors are mostly content with the curricula developed by the dispatched experts. They said that theirs were better than those of other colleges in Danang.

<Table 17> Results on the satisfaction level of the curricula

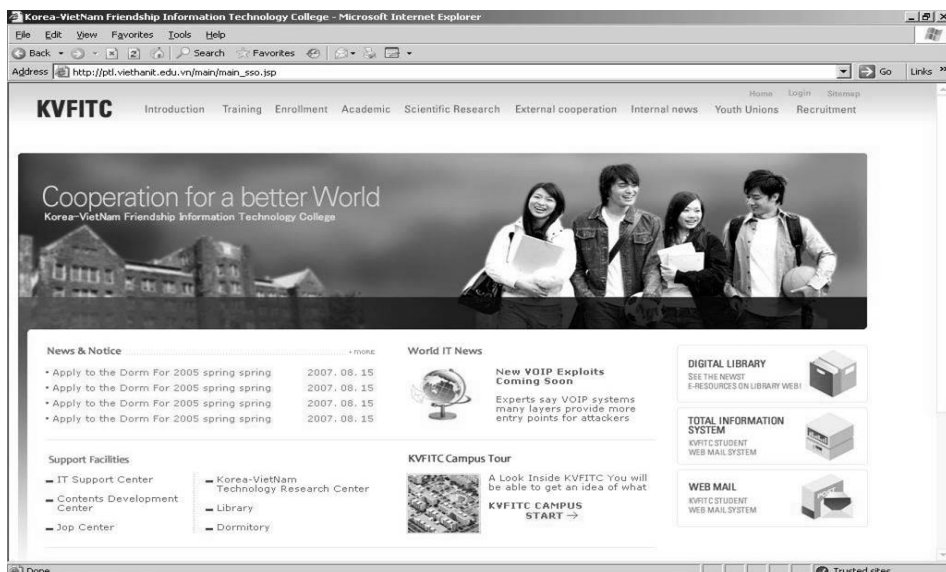
Subjects	Average	SD
Satisfaction level of the curricula	3.49	0.78
Relative quality compared with other colleges	3.95	0.70

- English-written textbooks were also developed by the dispatched experts and through invitational training. Yet they has been rarely used into practice. Even in those rare cases, the textbooks served as reference materials and were provided in translated or modified version.
- The evaluation team asked for the textbook evaluation to a ICT professor in a 4-year university in Korea and another ICT professor in a 2-year college in Korea. As a result, they concluded that the texts were theory-biased and the content was appropriate for university-level education rather than for college education.
- The reasons above coincided with the responses from the instructors of Korea-Vietnam IT College.

❖ Was the information system effectively designed?

- The information system comprised of Comprehensive Information System, Library Management System, and Portal System was developed by PMS, Korea, but it was seldomly utilized. The limited usage can be explained that the system was not designed in a user-friendly way. That is, its design was based on college management system in Korea, not based on Vietnamese school system, and was provided in English version. In addition, ISP (Information Strategic Planning) should have been performed before constructing the information system. Low participation from Vietnamese engineers is regarded as one of the reasons.

[Figure 13] Mainscreen of Comprehensive Information System developed in 2007



Source: Samsung Networks (2008). Report from the IT experts on the VKFITC foundation project

- To complement this, a Vietnamese local enterprise devised EDUSOFT for seven months starting in August, 2009 to March, 2010. The software is now adequately employed in the college.

2) Medium-term outcomes: to nurture professional engineers through the college

❖ *Is the annual number of newly enrolled students above a set level?*

- The college aimed to recruit 720 students in 2007 and the total number of students' positions is now doubled to 1400. Only 42.8% were seated in the first year of opening, the rate gradually increased to reach 83.3% in 2010, then it has been on the decrease since 2012.

<Table 18> Admission status of VKFITC (2007~2013)

	Year	Entrance quota	Passed applicants	Enrolled students	Filling rate
1	2007	720	376	308	42.8
2	2008	850	566	488	57.4
3	2009	1000	938	786	78.6
4	2010	1100	1078	916	83.3
5	2011	1100	961	790	71.8
6	2012	1400	915	540	38.6
7	2013	1400	799	355	25.4

*October, 2013. Appendix shows department specific status.

- The government officials conjectured that the decreasing student filling rate arose from a recent government policy. According to this, a new provision was introduced prohibiting 3-year college graduates from directly transferring to a university. They need to wait at least three years and take the university entrance examination just as high school students, along with the examination for special admission.
- On the contrary to the assumption, the questionnaire result revealed that

72.4% of the students wanted either to be employed or to start their own businesses. Likewise, many interviewees answered that they wished to get hired right after the graduation if possible. Therefore, the policy above mentioned would not be the major reason for the decline.

- To explain it, Ministry of Information and Communication and Donga University⁹⁾ point to Vietnamese economic crisis nowadays. The crisis drove the IT labor market into much worse condition, resulting in the decreased interest among students towards IT.

❖ *Does the college succeed in securing an adequate number of the teaching staff?*

- The first staff training was held in 2006, inviting 5 managers, 16 instructors, and 5 technicians to Korea. After the college opening, a total of 53 staff joined in.
- As the number of students increased, the number of faculty members also rose to 206. <Table 19> shows the details.

<Table 19> Faculty status in 2012

No	Position	Number	Degree			
			Doctor's	Master's	Bachelor's	Lower
1	Managers	3	0	2	1	0
2	Instructors	115	0	51	65	0
3	Employee	67	0	8	40	19
4	Technology/service	21	0	0	0	21
		206	0	61	106	40

Source: VKFITC (2012). The project for upgrading VKFITC to VKFITU

9) It is a private university, offering both 4-year university courses and 3-year college courses.

- The absence of Ph.Ds can be explained in terms of the fact that it is a 3-year college. It is a pervasive phenomenon, not limited to the case, so it does not require close attention.

❖ *Are the teaching staff and the students satisfied with the education?*

- On five score scale, instructors gave 3.55 and faculty members marked 3.91 when asked to value the medium-term outcomes. Significant difference was made between two discrete groups: instructors in charge of other than major specialty showed remarkably lower scores.

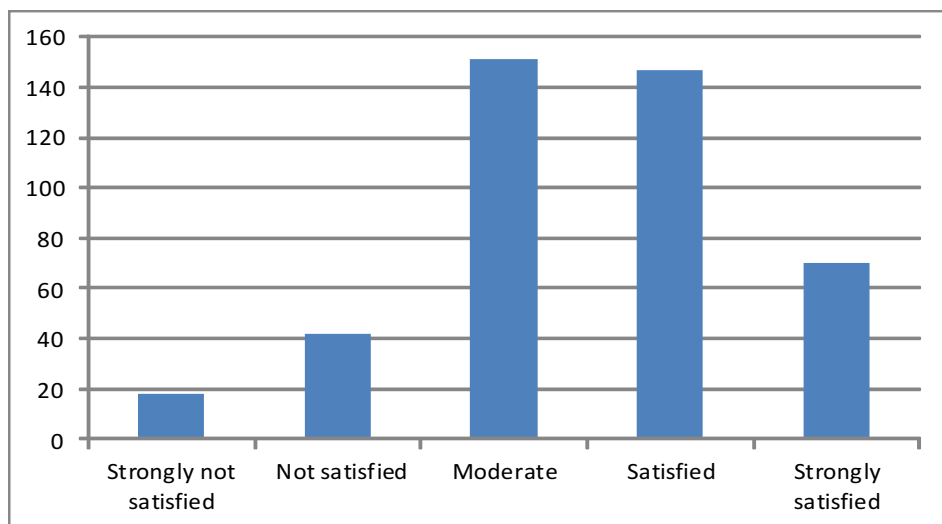
<Table 20> Midpoint achievement evaluated by the teaching staff

Department	Number	Avg.	SD	F	p-value
Information Application	8	3.88	0.64	3.942	.013
Computer	20	3.80	0.62		
Business Administration	13	3.77	0.83		
Others ¹⁰⁾	21	3.05	1.02		
Total	62	3.55	0.88		

- The undervaluation made by instructors from other departments has something to do with the expert opinion that the students' opportunities to soft skills (e.g., English language, presentation skills, etc.) are confined in the school curricula.
- Most students answered 'moderate' or above when asked how much satisfied they are with the college overall, which induces the conclusion that the meuium-term aims were partly achieved.

10) elective courses, etc.

[Figure 14] Overall satisfaction level of the students



- The overall satisfaction level was heavily influenced by whether the decision to apply the college was high on priority order at the time of admission. Students interviews disclosed that university hopefuls at that time still expected higher quality education, and this tendency affected the result of the survey.

<Table 21> Satisfaction level of students depending on whether they wanted to apply to VKFITC

	Number	Avg.	SD	F	p-value
1st	20	3.75	1.29	4.623	.001
2nd	149	3.50	0.95		
3rd	106	3.45	0.99		
not considered	81	3.48	0.95		
not wanted	10	2.20	1.03		
Total	366	3.46	1.00		

❖ *Do students there show progress in their ICT ability as they proceed?*

- The college is believed to play a role in promoting the students' ICT skills as the results of ICT Fluency Test suggest; first graders got lowest grades of 4.42, while the highest average score is seen from the second year students.

<Table 22> Results of ICT Fluency Test

School year	Number	Avg.	SD	Minimum value	Maximum value
1	14	4.42	2.27	1	8
2	78	9.55	3.36	3	18
3	61	7.08	4.54	0	18
Total	153	8.09	4.13	0	18

*F=21.695, p=.00

- Further analysis should be made on the result that ICT competence of the third year students turned out to be lower than that of second graders, but the issue is reserved for the time being¹¹⁾.

3) Long-term outcomes: to vitalize ICT industries through professionals' engagement

❖ *Does the college turn out graduates above a set rate annually?*

- Until now, VKFITC has turned out 2,090 graduates. The number of graduates equals to the 83.7% of the entire admitted students.

11) The qualitative evaluation has not yet been performed, as the ICT Fluency Test was conducted in October, 2013, after the evaluation left.

<Table 23> VKFITC graduation status(2007~2010)

	Admission	Graduation	Enrolled students	Graduates	Graduation rate(%)
1	2007	2010	308	308	100.0
2	2008	2011	488	467	95.6
3	2009	2012	786	701	89.2
4	2010	2013	916	614	67.0
Total			2,498	2,090	83.7

Source: VKFITC (2012). The project for upgrading VKFITC to VKFITU

❖ *Did graduates find jobs successfully?*

- 48.73% of the entire graduates so far were able to find jobs, and 25% proceeded to inter-colleges. Remaining 25% are thought to be unemployed. That is, about 75% of the total graduates were able to find their position, which implies the courses after graduation are deemed to be fair.

<Table 24> Graduate employment rate

	1st		2nd		3rd		Total	
	Student number	Rate (%)	Student number	Rate (%)	Student number	Rate (%)	Student number	Rate (%)
Graduates	313		428		656			
Number of subjects	270	90.0	338	79.0	480	73.2	1088	
Inter-college	82	30.4	72	21.3	120	25.0	274	25.6
Employed	132	48.9	167	49.4	230	47.9	529	48.7
Job in major field	65	49.3	70	41.9	136	59.1	271	51.2
Job other than major	67	50.7	97	58.1	94	40.9	258	48.7
Unemployed	56	20.7	99	29.3	129	26.9	284	25.6

Source: VKFITC (2012). The project for upgrading VKFITC to VKFITU

- About half of those employed found a job in their major field, and the other half graduates were hired in areas other than the major. The similar phenomenon occurs across other nations as well, thus no special heed is demanded.
- However, the long-term outcome of the project is somewhat restricted as the quantitative outcome fails to exhibit significance. The project intended to nurture technicians and help them find jobs in related fields. Unlike the initial goal, only 50% of the graduates were hired and 50% of those hired were employed in other fields.
- The instructors scored higher on the long-term outcomes, 3.79 points, than on the medium-term outcomes, 3.55 points. There was no significant difference across the majors ($p=.225$).

<Table 25> Evaluation results on the long-term outcomes by the instructors

Department	Number	Avg.	SD	F	p-value
Information application	8	4.13	0.64	1.496	.225
Computer	20	3.80	0.52		
Business administration	13	3.61	0.65		
etc.	21	3.76	0.44		
Total	62	3.79	0.55		



3. Efficiency

- The efficiency of a project is the ratio of the output values against the input values, judging whether it presents higher ratio than that of alternatives.

<Table 26> Evaluation matrix for assessing efficiency

Subjects	Detailed questions	Indicators
Management	❖ Was the project completed in time/within the budget?	Results from the dispatched experts
Process	<ul style="list-style-type: none"> ❖ Considering the inputs, were the construction and equipment effectively supplied? ❖ Considering the inputs, was the transfer of the technology effectively proceeded? ❖ Considering the inputs, was the system development effectively proceeded? 	End-of project report

1) Management

❖ *Was the project completed in time/within the budget?*

- Despite the noncooperative circumstances at the moment of project, it was relatively efficiently conducted, maintaining close cooperative relationships between KOICA and Vietnam.
- The overall schedule was somewhat delayed due to the tardy construction process, but other business items were proceeded as planned. Consequently, the project can be thought as efficient considering that most items were completed at a proper time and within the set duration.
- There were each of twice modifications in the construction and other

business contracts, and those involving construction required increased budget. Construction budget was executed according to the construction process rate, and the budget for other business areas was also turned out to be executed timely and accordingly. The overall management can be evaluated as efficient.

2) Activities process

- Most inputs contributed to the intended outcome of the project such as buildings, equipment, and curricula. Yet, some inefficiency was witnessed as shown in the additional budget necessitated by the inadequate planning without little consideration on the recipient country¹²⁾.

❖ *Considering the inputs, were the construction and equipment effectively supplied?*

- Much of the metal door frames and handrails in Korean-built buildings became rust, and some of the handrails were so rusty that some parts were broken down. Unlike this, stainless material was used in the new building constructed by a Vietnamese company and it is relatively free from moist. The problem could have been prevented by careful consideration on the local conditions.
- As for the electronic equipment, all the machines usually require to be switched once in every three years, thus supplying appliances providing long duration of warranty was rational. Taking it also into the consideration that VKFITC has taken good care of them, conclusion can be made that the equipment was efficiently supplied.

12) Only inefficient aspects were here mentioned. All others are considered efficient.

- However, appliances like beam projectors and printers are now left in storage after short use. It is resulted from little consideration of whether the college is capable of preparing Korean-made consumables continuously.

- ❖ *Considering the inputs, was the transfer of the technology effectively proceeded?*
 - Much of the training dealt with speciality knowledge of the major, which was somewhat inefficient considering that most of the invited instructors were fresh out of university with little experience in teaching and material development.

 - When it comes to the material development, it failed to accomplish its goals since the developed textbooks were of no use and some modifications were made before use.

- ❖ *Considering the inputs, was the system development effectively proceeded?*
 - The information system is not believed to be efficient for following two reasons; one is that it employed English rather than Vietnamese, and the other is the additional cost needed to provide the Vietnamese version of the system.



4. Impact

- Impacts indicate the comprehensive result whether it being either positive or negative, and either intended or unintended. To be more specific, impacts indicate the outcomes in Logical Framework, which means the behavioral, technological, knowledge and attitude short and medium-term changes in the beneficiaries.

<Table 27> Evaluation matrix for assessing impacts

Subjects	Detailed questions	Indicators
Positive impacts	<ul style="list-style-type: none"> ❖ Do the intended positive impacts(i.e., to narrow the information gap, to help employment) turn up as a result of the project? ❖ Is there any unintended positive impact? ❖ Is there any unintended beneficiary? 	Students, enterprises, local residents
Negative impacts	<ul style="list-style-type: none"> ❖ Do the intended negative impacts(i.e., to affect other colleges) turn up as a result of the project? ❖ Is there any unintended negative impacts? 	Graduates, enterprises, local residents

1) Positive impacts

- ❖ *Do the intended positive impacts (i.e., to narrow the information gap, to help employment) turn up as a result of the project?*
- The results of ICT Fluency Test for 208 college students revealed that there was no significant difference in ICT capability between a group of having information devices like computers/mobile phones and a group without them.

<Table 28> ICT Fluency Test result depending on possession of information devices

		Number	Avg.	SD	t	p-value
Desktop computer	Have	82	8.45	3.71	1.137	.083
	Not	71	7.69	4.57		
Laptop computer	Have	122	8.20	4.10	.585	.948
	Not	31	7.71	4.32		

- There also was no difference in ICT skills between those who were able to directly access on line and those not.

<Table 29> ICT Fluency Test result depending on the Internet accessibility

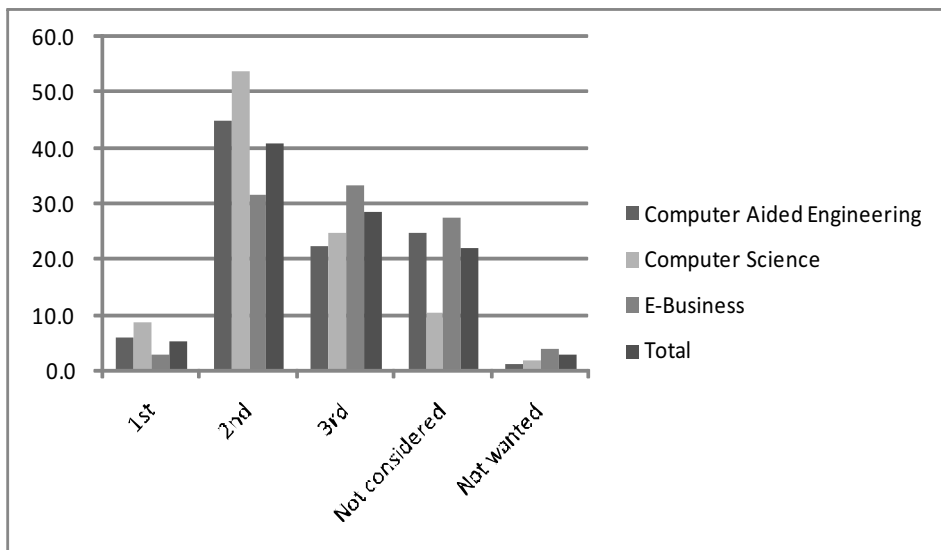
		Number	Avg.	SD	t	p-value
Always able to use computer	Possible	137	8.05	4.08	-.410	.467
	Not	16	8.50	4.65		
Always able to get online	Possible	125	8.26	4.10	1.050	.923
	Not	28	7.36	4.27		
Home Internet connection	Possible	99	8.02	3.82	-.315	.061
	Not	54	8.24	4.70		

- The information gap among the students turned out to be relatively narrow regardless of IT device possession and online accessibility. This is partly due to the computer and internet labs provided in the college. The overall low score leaves much to be tapped on in the future.
- On the other hand, the anticipated impact of providing skilled engineers is thought to be confined. It is because many of the students transferred to a 4-year university, so the enterprises felt only a slight improvement in hiring skilled workers thanks to the college.

❖ *Is there any unintended beneficiary?*

- The goal of the project was to provide relevant education to ICT majors. Some unintended beneficiaries turned up as they chose to join in even though they did not wish to major in ICT.
- If the unintended beneficiaries are defined as the students whose priority was not on VKFITC, the number of the unintended beneficiaries exceeds the intended counterparts.

[Figure 15] VKFITC ranking at the time of application



- Many answered that their first choice lied on a 4-year university. The phenomenon may arise from the Vietnamese university application practice; that is, applying to a 4-year university first, then a 3-year college later. Therefore, it seems natural that the unintended beneficiaries outnumber the intended.

- A tendency was observed among the students that they decided to enter into the college based on the test results. It shows the strong influence of the university entrance examination system on Vietnamese students.
 - If the many unintended beneficiaries are able to find a job and actively participate in the economic activities, the impacts is expected to be greater than those by the intended.
- ❖ *Is there any unintended positive impact?*

□ The city of Danang

- The city of Danang, which hopes to construct a huge IT complex such as IT Park and Software Park, seems to think highly of the impacts by VKFITC. In a leaflet attracting IT corporations, it explained the city has affluent human resources using the college as grounds for the claim.

□ Local residents

- VKFITC plays various roles for the community. It provides courses not only for the regular students, but also for the local enterprises and MIS officials. A series of short-term training was offered annually for the officials, employers, and workers in the regions from Ha Tinh to Binh Thuan.
- The area where VKFITC is situated is about 10km away from the central Danang and it used to be sparsely populated. After designated as a college village, VKFITC was the first to be founded. Now there exist a number of restaurants and cafes. The local economy is expected to grow more following the open of American University on the opposite site of VKFITC.

□ Enterprises

- The evaluation team assumed that the enterprises would mark high for the impacts of VKFITC, but none of the four interviewed did. The possible reason is that they prefer to hire university graduates to 3-year college graduates.
- Still, considering the large numbers of graduates, more VKFITC graduates are expected to participate in economic activities all over Danang, which might induce greater impacts of the college to the local enterprises.

2) Negative impacts

❖ *Do the intended negative impacts (i.e., to affect other colleges) turn up as a result of the project?*

- The 4-year universities in Danang evaluated that the impacts of VKFITC is rather insignificant, while other 3-year colleges in Danang felt substantial impacts. It is because that VKFITC provides far better training circumstance than other 3-year colleges.
- Further impacts can appear once the college succeeds in recruiting more instructors according to the project of upgrading the college to a university, and other universities would admit the impacts.

❖ *Is there any unintended negative impact?*

- VKFITC provides approximately 500 ICT graduates each year. The number is competitively higher in labor market compared with other colleges in Danang. This implies the possibility of more vigorous competition in the job market for the ICT graduates from existing colleges.

<Table 30> The number of 3-year college students in Danang

	Name	Total		ICT majors	
		2012	2013	2012	2013
1	Truong Cao dang Cong nghe	1800	1900	200	220
2	Truong Cao dang Cong nghe Thong tin	750	760	370	370
3	Truong Cao dang Giao thong van tai II	1100	1200	0	0
4	Truong Cao dang Kinh te-Ke hoach Da Nang	1700	1800	100	100
5	Truong Cao dang Luong thuc Thuc pham	1200	1200	0	0
6	Truong Cao dang Thuong mai	1500	2400	*	*
7	Truong Cao dang Bach khoa Da nang	1200	900	*	*
8	Thuong Cao dang Cong nghe va Kinh doanh Viet Tien	750	350	200	100
9	Truong Cao dang DL Kinh te Ky thuat Dong Du Da nang	1000	700	*	*
10	Truong Cao dang Tu thuc Duc Tri	1200	900	150	100
11	Truong Cao dang Tu thuc Phuong Dong-Da nang	1100	1100	*	*

*Not precisely estimated

Source: VKFITC (2009). The project for upgrading VKFITC to VKFITU



5. Sustainability

<Table 31> Evaluation matrix for assessing sustainability

Subjects	Detailed questions	Indicators
Educational environment/ competence	<ul style="list-style-type: none"> ❖ Are the policies and budget appropriate enough to operate a college? ❖ Is the maintenance technology well secured? ❖ Does it hold adequate number of qualified instructors? 	Korea-Vietnam IT College Master Plan
Provision of skilled workers	<ul style="list-style-type: none"> ❖ Is it consistent with Vietnamese Human Resource Development Plan? ❖ Is there continuous educational demand? ❖ Is it capable of providing vocational training? ❖ Is there any cooperative system aiding in employment? 	Vietnamese IT Human Resource Development Plan
Vitalization of ICT industries	<ul style="list-style-type: none"> ❖ Is it consistent with the national development plan? ❖ Is there continuous labor demand on intermediate level technicians? 	Current status of the investments

1) Educational environment and competence

❖ *Are the policies and the budget appropriate enough to operate a college?*

- For the educational purpose, MIC operates PTIT, a 4-year university and research center, and VKFITC. The two institutions are supported in order to become IT specialized universities, and considerable efforts are made to upgrade VKFITC to a university which is able to provide well-qualified engineers all over the country¹³⁾.
- The college budget, which consists of subsidiaries from MIC, tuition fees, and other revenues, has been consistently increased.

13) PTIT has branches all over the country, representatively, Hanoi in the northern region and Ho Chi Minh in the southern region.

<Table 32> VKFITC budget status (2008~2012)

Year	Budget	Number of students	Budget per capita
2008	7,072,303,567	796	8,884,803
2009	13,384,732,220	1,582	8,460,639
2010	18,498,241,873	2,190	8,446,685
2011	24,587,308,549	2,492	9,866,496
2012	29,136,720,336	2,246	12,972,716

* Reconstructed on the basis of financial status and student status¹⁴⁾

Source: VKFITC (2012). The project for upgrading VKFITC to VKFITU

- However, if the low enrollment continues, the financial state can be affected.
- On the other hand, the college procures other revenues from short-term courses and other projects.

<Table 33> The proportion of other revenues (2008~2012)

Year	Budget	Other revenues	Proportion of other revenues
2008	7,072,303,567	1,939,303,567	27%
2009	13,384,732,220	6,531,482,220	49%
2010	18,498,241,873	10,187,241,873	55%
2011	24,587,308,549	13,208,388,549	54%
2012	29,136,720,336	13,628,720,336	47%

Source: VKFITC (2012). The project for upgrading VKFITC to VKFITU

- By obtaining other revenues via paid courses, it helped to improve the sustainability of the projects in terms of finance.

14) VKFITC does not allow students' leave, so the number of students was calculated by adding all the number of enrolled students including the first, second, and third graders.

❖ *Is the maintenance technology well secured?*

- The college employed maintenance workers by whom the KOICA provided equipment has been well managed, and some of the old equipment was changed on its own budget. These all increases the sustainability of the project.

❖ *Does it hold adequate number of qualified instructors?*

- The faculty members are deemed to be willing and competent in developing study materials and curricula. Many of them is studying for a doctor's degree, showing their eagerness to grow their abilities in their specialty.
- According to the results from the students questionnaires, they were more satisfied with practical training courses than with theory-based ones.

<Table 34> Student satisfaction levels on curricula

	Theory-based courses	Practical training courses	Relative quality compared with other colleges
Avg.	2.38	2.53	2.45
SD	0.99	1.06	1.04

- Some graduates pointed out that the low satisfaction level on theory-based courses resulted from VKFITC curricula, too much focus given to theory or centered on basic knowledge.
- Not only the 48 textbooks provided by Korea were translated then utilized in class, but the instructors are also developing some 70 texts on their own.

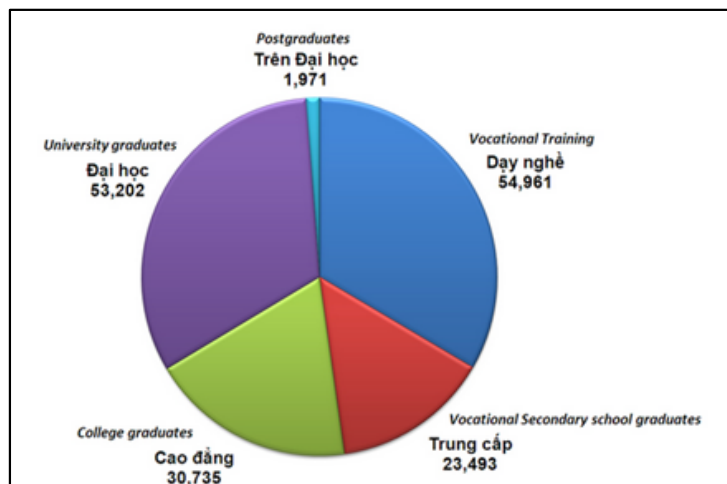
- As for the texts, a lot of the students negatively responded saying that they were less relevant than other educational materials (training equipment and curricula).
- Compromised capability in textbook development is a source of regret. Yet, the instructors are young-aged and many of them continue to build their ability through graduate school education, leaving room for sustainability and future growth.

2) Provision of skilled workers

❖ Is it consistent with Vietnamese Human Resource Development Plan?

- The city of Danang plans to provide 53,202 university graduates and 30,735 college graduates by 2020. To do this, it will continue to support the local colleges.

[Figure 16] 2020 Danang Human Resource Plan



- On the other hand, a new provision has been introduced to control the number of advanced manpower. According to a policy announced by Ministry of Education in June, 2013, 3-year college graduates need at least three years of work experience in order to transfer to a university. In the past, a college graduate can transfer to a university right after the graduation and the examination for special admission was sometimes exempted if he had made excellent grades. The policy made the university-hopefuls avoid attending 3-year colleges.

❖ *Is there continuous educational demand?*

- For the admission in 2013/2014, 333 out of 1400 positions were filled after the first admission. A representative from VKFITC admission office told that they were expecting a total number of 500 students after closing the second admission.

<Table 35> 2012/2013 Enrollment status

	Major	Total	Enrolled	Enrollment rate
College	Communications and Electronics	100	71	71
	Graphic Design	50	15	30
	Construction Engineering	100	59	59
	Computer Science	450	185	41
	Administrative Management	500	195	39
	Marketing	200	90	45
Sum		1400	615	43.9
Junior college	Electronic Communications	150	36	24
	Office Information System	150	16	10.7
	Graphic Design	150	12	8
	E-commerce	100	20	20
Sum		550	84	15.3
Total		1950	699	35.8

Source: VKFITC (2013). 5 Years of Management and Current Status of VKFITC

❖ *Is it capable of providing vocational training?*

- Along with its regular courses, courses like English language, Korean language, computers, Soft Skill, CCNA certificates are also offered. The instructors and the students devote themselves to self-improvement, resulting in 23 science researches and 15 innovative ideas.
- However, soft skills (e.g., communication skills, presentation skills, etc.) were the source of weakness pointed out all by current students, and graduates and their managers at workplace. To solve the problem, the VKFITC provides elective courses on soft skills, but only 20% of the students are taking them.

❖ *Is there any cooperative system aiding in employment?*

- Not many VKFITC students are engaged in activities outside the college. An interview with a representative of Vietnam Association of Information Processing revealed that none of VKFITC students has participated in ICT Olympic for Students hosted by the association unlike students from Danang University, Wuitan University, Economics University and Teachers' College in Danang. It is recommended for the college to inspire the students to take parts in those activities outside.
- Consistent cooperation persists based on the continuous support from KOICA by sending volunteers and medium- and long-term consulting teams. The consulting teams offer advice on college administration, while the volunteers are put into the actual lectures. All mentioned above helped increase the project sustainability.
- Recently, VKFITC signed a few MOUs with Korean universities and organizations and addressed the issues including student exchange program.

It leaves some to be desired that the international partners of the college are confined to Korean institutions.

<Table 36> Present MOU status of VKFITC

Rank	Name of the institution	Date
1	Wuideok University	2011.11
2	Inndeok University	2012.02
3	Mjeongji University	2012.04
4	Sungsil University	2012.06
5	Sunui Foundation	2012.11
6	Dongah University	2012.12
7	Korean Student Union of Volunteer Works	2013.05

Source: VKFITC (2013). 5 Years of Management and Current Status of VKFITC

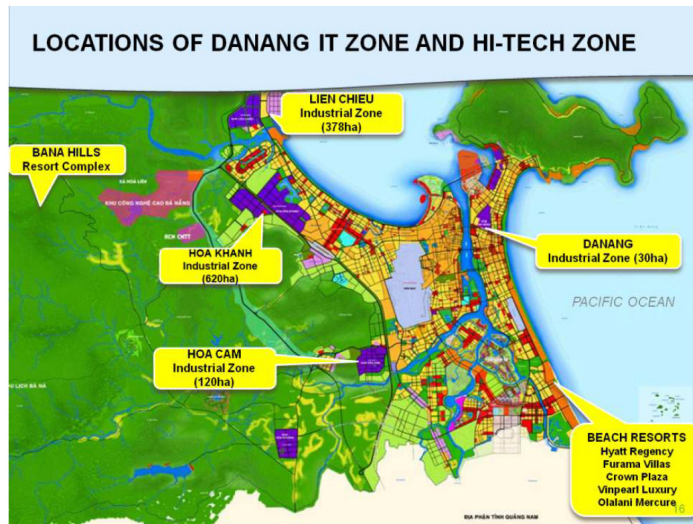
- The more colleges and universities are founded in the nearby region, the higher chance of sustainability is believed to be attained.

3) Vitalization of ICT industries

❖ *Is it consistent with the national development plan?*

- The government of Vietnam has planned to develop the Danang region as an ICT complex shown in [Figure 17]. In order to attract more ICT enterprises in the complex, the city government exempts the corporation tax. All these backgrounds support the sustainability of VKFITC.

[Figure 17] Danang IT complex blueprint



- ❖ *Is there continuous labor demand on intermediate level technicians?*
 - Some enterprises located in Danang mentioned that the city is developing based on ICT industries and is in need of technicians with various levels. Yet it is not easy to hire skilled technicians partly because a high percentage of high school students hope to obtain university education and also partly because many enterprises do not distinguish between technicians normally trained for 3 years and engineers with university educational background. The latter poses extra trouble for the college graduates in that they should compete with graduates with better background. The tendency, however grave it is, cannot be corrected near future since it involves changing the common perspectives pervading in the society.



6. Cross-cutting and other issues

<Table 37> Evaluation matrix for assessing cross-cutting and other issues

Subjects	Detailed questions	Indicators
Gender main streaming	❖ Is it gender-biased when admitting its new students?	Admission standards and processes, student gender ratio
Environment	❖ Is there any hindering factors to the environment?	Equipment status, etc.

1) Gender main streaming

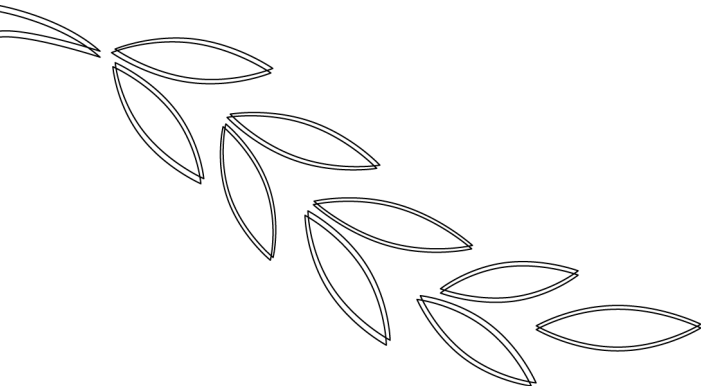
- No gender-biased restriction is posed on student admission as any other Vietnamese colleges and universities and females comprise roughly half of the total students. Of course the government supports students with minor ethnic group backgrounds, but the number is too small to be significant.

2) Environment

- The college construction stucked to the construction and environmental laws in Vietnam, therefore no notable environmental problem was involved in the project.

3) Other issues

- It is common in Vietnam that other ministries aside from Ministry of Education are entitled to found a college (presently, more than 14 ministries own 14 or more colleges), not involving any trouble getting approved by Ministry of Education. Many VKFITC students also admitted their favor of the college belonging to MIC.



V. Conclusion and future suggestions

1. Summary of the evaluation and suggestions
2. Suggestions for follow-up management
3. Suggestions for similar projects
4. Suggestions for evaluation processes
5. Suggestions to Korean-Vietnam IT College on the issue of upgrading to a 4-year college



Conclusion and future suggestions



1. Summary of the evaluation and suggestions

- (Relevance) The project area was well selected considering ICT Development Plan and IT Human Resource Development Plan in the recipient country, and the strength of the donor country in HRD in ICT field. Yet, broader analysis on the beneficiaries needs should have been made in terms of expansion of educational opportunities. The needs of the students and the enterprises were not taken into consideration, and it resulted in inadequate planning, for instance, on curriculum development.
- (Effectiveness; Short-term) A great proportion of the intended short-term outcomes were achieved including construction, equipment, and management of the information system. Still, some drawbacks were also indicated; that is, the developed textbook was not so much utilized because the language was not familiar for the students and the content covered university level information.
- (Effectiveness; Medium-/Long-term) Many of VKFITC graduates were able to find their positions either at a workplace or in a university. This shows achievement of the proposed medium-term outcomes. Some reported low levels of satisfaction the college, especially when they entered into the college after failing to get a university admission.
- A number of those students decided to transfer to a university, which made it difficult to focus on training IT technicians in a practical way. Therefore, the long-term outcomes were scarcely accomplished.

- (Efficiency) Some efficiency was witnessed owing to the deficient analysis on the local circumstances, the needs of the local companies, and the level of technology. The information system of the college needed to be revised by another Vietnamese company as a result of the lack of customization. When it comes to the textbook development, it was somewhat inevitably led by Korean professors since most of the Vietnamese instructors lacked experiences in teaching and textbook development. Yet, the level of the textbook was another source of problem as it was directed rather for university level students (i.e., in need of profound theory) than college level students (i.e., in need of practice). A careful analysis should have been given to the difference between college education and university education in the recipient country.
- (Impact) By providing computer labs and internet access to the students, the college increased the positive impact of the project. It also played a role, though partly, in attracting more enterprises in nearby IT complex. The local market has been vitalized as well. A minor problem brought negative impact to the region: overproduction of ICT professionals in the target area.
- (Sustainability) The implementation agency, PMC, provided equipment made in Korea, following the recommendation of KOICA. It elicited a problem of lowering the project sustainability in that the college has difficulty in purchasing Korean consumables. Another problem can be suggested from the fact that to the college was provided the textbook, not how to develop one for themselves. Nevertheless, the project is considered highly sustainable thanks to the stable grant from MIS, maintenance technicians present, the capability of the college itself, and the external circumstances of successful operation in nearby IT complexes. KOICA also plans to support the project continuously, trying to upgrade it to a 4-year university and medium- and long-term consulting teams are dispatched for support.



2. Suggestions for follow-up management

- The college departments can be modified in accordance with the changing social needs. It is required for the college to carefully take heed to the needs from the community, in addition to build capabilities to flexibly deal with any significant changes. The abilities can be enhanced through interactions with other Vietnamese colleges, local communities, and enterprises as well as by motivation to the faculty members.
- Practical action plans to improve students' soft skills should be prepared in response to those comments from students, instructors, company managers, and so forth. One example can be dispatching of experts who can teach those soft skills.
- In interviews with the instructors, they answered that more effective support can be made by purchasing textbooks that they hope to use, not by involving Korean experts in developing textbooks. Many found it difficult to construct their own teaching materials due to the limited number of references in the library. Thus, it is suggested to procure more books in the library so that they can be utilized not only by the instructors but also by the students.



3. Suggestions for similar projects

- Above all, the needs and the level of the beneficiaries should be clarified first. If there is the clash of opinions among the different groups concerned, the needs of the government and the local communities require more detailed specification.
- Special attention should be given on the needs of high school students. The survey should target not only the students in the interested community but those across other regions, then differentiated strategies should be drawn on the survey results. Offering ICT courses just because of the high demand might seem to consider students as resources for labor market.
- In terms of balanced development, it was a brilliant decision to undertake the project in Danang, which was a less developed region in Vietnam compared with Hanoi or Ho Chi Minh. Opening as a 3-year college as the recipient country recommended was a fair decision as well, considering the local needs and the possibility of procuring qualified staff. Even if it opened as a 3-year college, it is possible to be upgraded to a 4-year university, giving another positive aspect to the decision. Nonetheless, more objective analyses on each scheme should have been conducted at the planning phase. The estimated duration and budget as well as the expected outcomes should be made to secure project efficiency in the long-term.
- A similar project, opening a 3-year college with the plan to upgrade it later, also needs to plan for attracting doctorate instructors. For example, there has been attempts to ask incentives from the recipient country at the time of contracting RD.
- The accomplishment and the effectiveness of the project was inhibited by the insufficient analysis on the needs of Vietnam and Danang government and the local level of technology. Therefore, a similar project in the future needs to

be flexible enough to accommodate the local needs and level of technology by reviews by PMC and reestablishing action plans.

- When planning the project, the characteristic features of higher education should be taken into consideration. One of the aims of higher education is to help students employed, so how to help students find a job needs attention. For this purpose, discussion should be made on providing language courses and other courses dealing with soft skills along with industry-educational cooperations.



4. Suggestions for evaluation processes

- Procuring baseline data is fundamental to evaluation and monitoring. We recommend that the request of PMC should include evaluation indicators other than project performance and baseline data about them. Specifically, a task involving activities like PDM establishment and management, and baseline data survey might be inquired providing an outcome management expert in the team.
- Baseline data are also required in the end-of-project evaluation. If the same evaluation tools are deployed in end-of-project evaluation and ex-post evaluation, more objective assessment is anticipated to be made.
- In case of absent baseline data, an alternative of conducting ex-post evaluation two times is worth consideration. If ex-post evaluation is carried out more than twice, with an intermission longer than a year, it is likely to partly complement the absence of the preliminary evaluation.



5. Suggestions to Korean-Vietnam IT College on the issue of upgrading to a 4-year college

- It is true that many students want to transfer after graduating from the college, still many others hope to get a job after graduation. This means that VKFITC should strive to ensure the internal stability as well as to upgrade to a 4-year university.
- If VKFITC continues to remain as a highly qualified college making the maximum use of its excellent training circumstances and later succeeds in the upgrade, it can be grow into an outstanding ICT specialized university with differentiated educational competence both in lectures of theories and in practical training. Further effort is required to consider how to make the greatest use of the existing infrastructures.
- We insist that there should be a shared perception on the role of a 3-year college and that of 4-year university, and what is expected for the teachers in this changing educational circumstances in Vietnam. Refer to Donga University in Danang, which has been upgraded to a 4-year university fairly recently. Details of its educational goals and curricula are provided here in <Table 38>.

<Table 38> ICT-related interdisciplinary comparison in Donga Univ.

	Major	Post-graduate position	etc.
4-year	Information Technology	professional programmer professional project manager managing networks such as analysis, design, etc.	TOEIC450
3-year	E-commerce	developing web platform for small- and medium-sized enterprises	TOEIC350
	Network Management	network manager	
	Programming	professional programmer network manager system manager in corporations	

Source: Donha University official web site <http://donga.edu.vn/>
searched on August 18th, 2013

- More systematic industry-educational cooperation is recommended to overcome the financial restriction and to enhance instructors' research competence. For this purpose, a research center of industry-educational cooperation can be introduced to VKFITC. The facility can aid in easing the financial burden as well as in helping students to improve their abilities
- We also suggest that the college should organize a board of industry-educational cooperation. It will examine the needs from the industrial sector to the educational one on the issues like curriculum and textbook development fit for the needs. For those who actively participate, incentives may be given to motivate teaching staff.
- Vietnamese government intends to induce 4-year universities to educate 30% of the students to be well equipped with professional technologies and English language competency. It also aims at helping all graduates to reserve ICT abilities. These goals should be accommodated in course curricula.

- Ministry of Education in Vietnam asked 4-year universities and 3-year colleges to hire instructors with master's degree or higher more than 70% and 50%, respectively. To meet the requirement, teaching competency should be enhanced, for example, by operating exchange programs with Korean universities¹⁵).
- The charged IT courses had better be expanded to courses for commoners, office workers, government officials, and high school students. It will result in not only increased profit but also a model for an ODA project by which harmonious development is possible among beneficiaries along with local communities.
- A system to aid in accommodating students' needs in curriculum development is in demand.
- The college needs to motivate the students by offering them opportunities to study in Korea. VKFITC may find its partners in Korea quite easily if it contacts those universities trying hard to attract foreign students. This exchange program will benefit both sides.
- Even though the college has a job center, contents development center, etc., their activities are not being systematically carried out.
- In the long run, collateral 3-and 4-year university is a appropriate decision given the condition that the shortage of technicians or 3-year college graduate is expected along with the tendency of oversupply of engineers or 4-year university graduates. Still, a shared perspective has not yet been made

15) From 2013 onward, Sungsil University in Korea proffers an invitational doctorate program where the invited Vietnamese instructors can be granted with doctor's degree in three years. Presently, only three were allowed to participate as many others fell behind in their English language competency.

on what is anticipated either as a 3-year college instructor or as a 4-year university professor.

- In the condition of decreasing needs of a 3-year college and the opposite trend for a 4-year university, the mission and vision of VKFITC is another point that requires agreement .
- In other words, little attention has been paid to what the instructors should perform as university professors. To be more specific, VKFITC instructors do not seem to care deeply about researches and industry-educational cooperation, unlike their counterparts in nearby Danang IT College.
- Managers who hired VKFITC graduates mentioned that their soft skills such as communication skills, teamwork, and attitudes were rather ineffectual. So were their practical skills, commented by the managers.
- The shortage of employment aid as well as college promotion to attract top students was significant.



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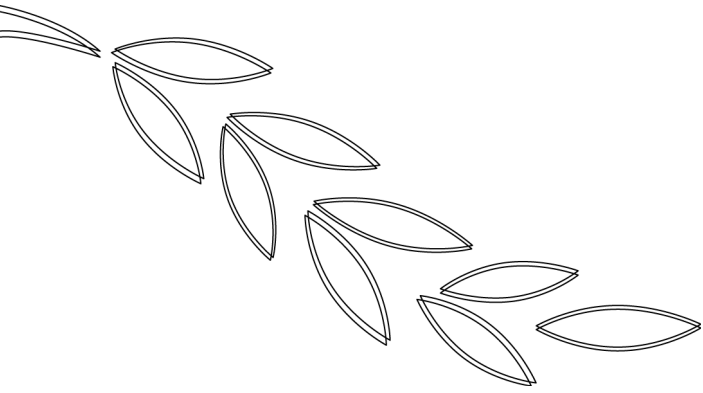


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Internet website

- Organization for Economic Cooperation and Development
[Http://www.oecd.org](http://www.oecd.org)
- OECD Development Assistance Committee
[Http://www.oecd.org/dac](http://www.oecd.org/dac)
- United Nations Development Programme
[Http://www.undp.org](http://www.undp.org)
- World Bank
[Http://www.worldbank.org](http://www.worldbank.org)



Appndix



Appndix



1. Questionnaire for VKFITC teaching staff

Questionnaire (Teaching Staff)			
[Personal Information]			Gender: M <input type="checkbox"/> F <input type="checkbox"/>
P	1	Department	① Division of Applied Information ② Division of Computer Information Technology ③ Business Management ④ Marketing ⑤ Administrative Division ⑥ Other()
P	2	Title	① Dean ② Professor ③ Lecturer ④ Instructor ⑤ Other()
P	3	Tenure of office	① 1 year or less ② 1year ~ 3 years ③ 3 years ~5 years ④ 5tears ~ 10 tears ⑤ 10 tears or more
P	4	Other work experience, employment	① Yes, have ② No, I don't have
P	5	Educational level	① Less than high school graduation ② Bachelor's degree(domestic) ③ Bachelor's Degree(overseas) ④ Master's Degree (Domestic) ⑤ Master's Degree (overseas) ⑥ Ph.D. (domestic) ⑦ Ph.D. (Overseas)
P	6	Training abroad	① Yes, I have ② No, I don' have
		(It you have Training abroad)	- Country: - Period: - Purpose: - Funding :

[Questions]			1	2	3	4	5
		Questions					
R	1	a	Was the project's purpose (education of IT technician) relevant to the Vietnam's development plan in 2004 at that time?				
R	1	b	Is the project purpose relevant to the current development plan in Vietnam?				
R	1	d	This college belongs to MIC, not to MOET. Does this have positive effect (self-esteem, awareness of college, etc.) to you as a professor (lecturer, Instructor, etc.)?				
R	2	a	The project's inputs (labs, equipment, etc.) were selected to suit the purposes of the project?				
R	2	a	The project's inputs (Invite Training, Dispatch experts, etc.) were been selected to suit the purposes of the project?				
R	2	b	The project's inputs (labs, equipment, etc.) were selected to suit local circumstances				
R	2	b	The project's inputs (Invite Training, Dispatch experts, etc.) were selected to suit local circumstances.				
E T	1	a	Are you satisfied to the training facilities (building and lab equipment) when you teach?				
E T	1	a	This college is better than another college in Da Nang in terms of facilities (buildings and lab equipment)				
E T	1	b	Curriculums designed by dispatched experts are effective?				
E	1	b	This college is better than another college in Da Nang in				

T			terms of curriculums					
E T	1	d	Are you satisfied (or proud) with working in this college?					
E T	2	a	The mid-term purpose of the project (education of IT Technician) was achieved.					
E T	3	b	The long-term purpose e of the project (IT industry development in Central Region) has been achieved.					
S	1	b	Are you satisfied with the cooperative works (confirmation, permit, etc.) with the Ministry of Education and Training?					
S	1	c	Are you satisfied with the college's academic-industry cooperation systems?					
S	2	a	Are you satisfied with the MIC's financial supports to operate your department?					
S	2	b	Are you satisfied with student scholarships?					
S	3	a	Are you satisfied with the maintenance of educational equipment (technical aspects)?					
S	3	a	Are you satisfied with the maintenance of educational equipments (cost / administrative side)?					

2. Among below activities, select items that meet the project's goal (multiple choices).

- ① Construction
- ② sewage, electricity, basic infrastructure
- ③ IT equipment and administrative equipment
- ④ Information system on college management
- ⑤ curriculum development
- ⑥ consulting on operation of the college
- ⑦ invitational training to Korea(teachers / System Manager)
- ⑧ other items (such as technical advice)

3. Select two strong points that the Vietnam-Korea friendship IT college has, compared with other college/university among below items. If you think there is no strength, write 'N'.

- | | |
|--|------------------------------------|
| ① facility (building) | ② facilities (classrooms and labs) |
| ③ facilities (dormitories and libraries) | ④ faculty |
| ⑤ curriculum | ⑥ employment support programs |
| ⑦ Scholarship | ⑧ overall awareness |
| ⑨ employment of graduate | |

compared college/university	Đại học Bách Khoa Đà Nẵng	Cao đẳng CNTT Đà Nẵng (thuộc ĐH Đà Nẵng)	Học viện Bưu chính Viễn thông	Cao đẳng CNTT TP. Hồ Chí Minh
Strength				

4. Your college is under ongoing process to promotion for 4 years university from 3 year college',

4-1-1) If you agree to the promotion, what is the reason?

4-1-2) If you don't agree to the promotion, what is the reason?

4-2) What do you think the main problem in promoting VKFITC to 4 year university?(You might consider regarding facilities, equipments, capability of teaching staffs, capability of administration, etc.

5. If you have any other comment about the VKFITC, please write below.

Thank you very much.



2. Questionnaire for VKFITC students

Questionnaire(Students)							
<p>This questionnaire was designed to evaluate the Korea's project named 'the establishment of Vietnam-Korea friendship IT College'. The results of the questionnaire responses received from students will be used for evaluate the project and the college, so that we plan the development plan of the college. The results of your responses will be treated as private.</p>							
[Personal Information]			Student No. _____ Gender: M <input type="checkbox"/> F <input type="checkbox"/>				
P	1	Department	① Division of Applied Information ② Division of Computer Information Technology ③ Business Management ④ Marketing				
P	2	Grade	① 1st ② 2nd ③ 3rd				
P	3	Resident place	① In Da Nang ② Other(<input type="text"/> km from the college)				
P	4	High school	① Academic high school ② Technical high school ③ Vocational training center ④ Other(_____)				
P	5	Future plan	① Work in a company ② Open own business ③ Continue to study for university diploma ④ Other(_____)				
P	6	Future plan(Field)	① Hardware ② Software ③ Digital contents				
P	7	Position you want	① Skilled Labor ② Technician ③ Engineer ④ Scientist				
P	8	The minimum salary you think when you get college diploma	_____ VND a month				
P	9	Salary you want	① 10,000,000VND ~ 15,000,000VND ② 15,000,000VND ~ 18,000,000VND ③ 18,000,000VND or more				
[Self estimation of your quality]							
A	1	Majors theories	① Low ② Mid ③ High				
A	2	Majors practical	① Low ② Mid ③ High				
A	3	English reading	① Low ② Mid ③ High				
A	4	English writing	① Low ② Mid ③ High				
[Questions]							
1. 1 point(not at all) to 5 points(very so) keep up to check the score for the questions below.							
		Questions	1	2	3	4	5
R	2	b	Laboratory equipments for training are appropriate to my				

R	2	b	level?						
R	2	b	Curriculum is appropriate to my level?						
E	1	a	Textbooks are appropriate to the course?						
F	1	a	Education facilities (labs, etc.) are helpful to improve my IT skills.						
E	1	a	In terms of facilities, this college is better than the other colleges.						
E	1	b	Theory classes are extremely helpful to improve my IT skills.						
F	1	b	Practical classes are extremely helpful to improve my IT skills.						
E	1	b	In terms of the curriculum, this college is better than the other colleges.						
E	1	d	Overall, I am satisfied with the curriculum.						
O	3	a	To get a job(IT related), I think I have to study English more. (I think English classes in this college are not sufficient.)						
R	1	D	This college belongs to MIC, not to MOET. Does this have positive effect (self-esteem, awareness of college, etc.) to you as a student?						
I	1	a	Korea government cooperated with MIC to establish this college. Was it(Korea) positive effect to choice the college?						

2. In high school, your ranking to select this college?

- ① 1st(most wants to go) ② 2ed ③ 3rd
 ④ Never considered to go ⑤ Did not want to go

2-1. Write the reason for the above answer.

(① : The reason that you most wanted to go, ②, ③: The reason that you most wanted other college, ④, ⑤: The reason that you never considered or wanted)

3. This question is to ask the reason you choice this college related your motivation to study IT. Whether you had a motivation to study IT before enter this college or not, please select one answer in the following table. After select, write the reason.

	Whether you want to study IT	Motivation to enter this college
①	Though I didn't want to study IT	I wanted to enter this college.
②	Though I didn't want to study IT	I entered because the level of this college and my grades were adjusted.
③	Though I didn't want to study IT	I entered because my parents.
④	I wanted to study IT	Moreover I wanted to enter this college
⑤	I wanted to study IT	Moreover I entered because the level of the college and my grades were adjusted.
⑥	I wanted to study IT	I entered because my parents, not my will.
⑦	(Other answer)	

4. The VKFITC will be a university. Assume that if you have a plan to enter a university to get a 4 years degree after graduating the VKFITC, than how much do you consider applying the VKFITC?

① I must try to apply the VKFITC

② If I can't apply to other university because of grade, than I will apply to the VKFITC.

③ If I can't apply to other university because of fee, than I will apply to the VKFITC

④ I don't know yet. I will look for benefits more.

⑤ I never apply to the VKFITC.(reason:_____)

5. Select two strong points that the Vietnam-Korea friendship IT college has, compared with other college/university among below items. If you think there is no strength, write 'N'.

① facility (building)	② facilities (classrooms and labs)
③ facilities (dormitories and libraries)	④ faculty
⑤ curriculum	⑥ employment support programs
⑦ Scholarship	⑧ overall awareness
⑨ employment of graduate	

compared college/university	Đại học Bách Khoa Đà Nẵng	Cao đẳng CNTT Đà Nẵng (thuộc ĐH Đà Nẵng)	Học viện Bưu chính Viễn thông	Cao đẳng CNTT TP. Hồ Chí Minh
Strength				

6. If you have any other comment about the VKFITC, please write below.

Thank you very much

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Korea-Vietnam Friendship IT College in Danang**

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825 Daewangpangyo-ro, Sujeong-gu, Seongnam-si,

Gyeonggi-do, Korea 461-833

C.P.O Box 2545

Tel: 82-31-740-0114, Fax: 82-31-740-0693

Website: <http://www.koica.go.kr>

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