

업무자료
평가심사 2014-26-049

ISBN 978-89-6469-214-1 93320

2014

업무자료 평가심사 2014-26-049

발간등록번호

11-B260003-000307-01

Ex-post Evaluation Report on the Project for the Establishment of Industrial Training Center in Thagaya, Myanmar

2013. 12

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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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In order to ensure the independence of evaluation contents and results, a large amount of evaluation work is carried out by external evaluators. Also, the Evaluation Office directly reports evaluation results to the President of KOICA.

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

Contents

Executive Summary	1
Evaluation Grade Table	3
Map of Myanmar	5
Executive Summary	6
I . Evaluation Overview and Methodology	11
1. Overview	13
2. Methodology	19
3. Limitation in the evaluation	23
II . Evaluation Frame and Matrix	25
1. Analysis on the project target	27
2. Evaluation Frame and Performance Model	30
3. Evaluation Frame and Matrix	32
III . Findings on Field Research	35
1. Field Research	37
2. In-depth Interview	41
3. Survey	44
IV . Comprehensive Results on Ex-post Evaluation	51
1. Relevance	53
2. Efficiency	57
3. Effectiveness and Impact	59
4. Sustainability	62
5. Cross-cutting issues	64

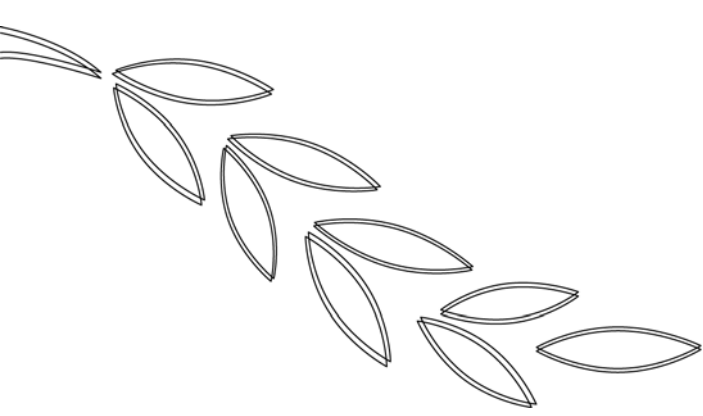
V. Conclusion & Recommendations	67
1. Result	69
2. Recommendations	71
Appendix	75
[Appendix 1. The employment rates of ITC Thagaya]	77
[Appendix 2. Survey Questionnaire]	78

【Table Contents】

<Table 1-1 The evaluation project>	14
<Table 1-2 The evaluation team>	18
<Table 2-1 Part GDP comparison of configuration between Myanmar and major Asian countries(1990-2010)>	28
<Table 2-2 The indicators for impact of the project>	31
<Table 3-1 Major topics of the survey>	44
<Table 3-2 Number of survey respondents>	45
<Table 4-1 Project Works>	57

【Figure Contents】

<Picture 1-1 The site of ITC Thagaya>	15
<Picture 2-1 Result Chain>	30
<Picture 3-1 Survey result on the relevance>	45
<Picture 3-2 Survey result on the efficiency>	46
<Picture 3-3 Survey result on the effectiveness>	47
<Picture 3-4 Survey result on the impact>	48
<picture 3-5 Survey result on the sustainability>	49
<Picture 3-6 Survey result on 'RBA'>	50
<Picture 4-1 Vocational Training System in Myanmar>	56
<Picture 4-2 HDI of Myanmar(1980-2012)>	64



Executive Summary

Evaluation Grade Table

1. Title : The Project for the Establishment of Industrial Training Center in Thagaya, Myanmar

2. Grade:

- Relevance: 3 (Very Relevant)

Rationale: The project was planned within the CPS of the Korean government, the national development policy of Myanmar, and the vocational education policy of Myanmar. The Industrial Training Center (ITC) Thagaya was built to supply qualified labor resources to the Thagaya Industry Complex. As a result, this project was evaluated as being very relevant.

- Effectiveness/Impact: 3 (Very Effective, Positive Impact)

Rationale: More than 600 students have been educated at ITC Thagaya since 2009, with more than 63% of the graduates being employed since 2010. The newer, higher quality equipment at ITC Thagaya also helped improve the quality of labor, providing a positive influence on the local and domestic industry in Myanmar. The staff and students are very proud of ITC Thagaya, and felt that it brought good changes and improved the quality of life. As a result, this project was evaluated as being very effective.

- Efficiency: 3 (Very Efficient)

Rationale: The ITC Thagaya project was conducted within the established budget and timeline. Project construction provided by the Myanmar government was completed one month earlier than the original plan. Due to the reduced construction period, Korean experts were able to sequentially educate teachers who had finished training in Korea. This increased the training effect. Therefore, this project was deemed very efficient.

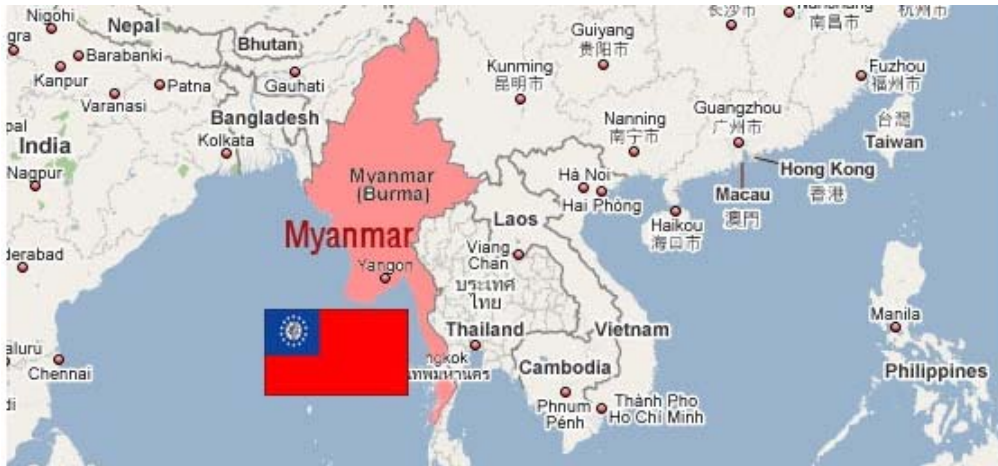
- Sustainability: 2 (Sustainable if some issues are resolved)

Rationale: The ITC Thagaya project needs more support for training materials, due in part to the limited budget provided by the Myanmar government. The issues for teacher selection and the teacher transfer system could also hinder ITC Thagaya from attaining sustainable development. The productivity decline in the Thagaya industry complex will cause some problems for ensuring sustainable development of the institute as well. However, the Ministry of Industry (MOI) and staff of the center have done their best to cope with these obstacles. Therefore, this project is evaluated as being sustainable if some issues are resolved.

3. Overall grade: 11 (Very Successful)



Map of Myanmar





Executive Summary

1. Title : The Project for the Establishment of Industrial Training Center in Thagaya, Myanmar

2. Results

- **(Relevance)** The Industrial Training Center(ITC) Thagaya project was aligned with the National Comprehensive Development Vision 2011–2020, the long-term national development plan of Myanmar, and associated with the purpose of the development plan of Myanmar government.
- The Myanmar government prioritized human resource development in the national development plan. This project focused on educating teachers and students and is associated with the vocational education policy in Myanmar.
- As the Myanmar government moved into a new capital, Naypyidaw, the government had a plan to build an industrial complex in nearby Thagaya. Therefore, the project aim of providing labor resources was deemed very relevant for building an Industrial Training Center in Thagaya.
- **(Efficiency)** The Ministry of Industry(MOI) constructed ITC Thagaya, and KOICA provided new equipment and materials, dispatched experts, and invited teachers from Korea for training. The project was conducted within the set budget and timeline. Construction was even completed one month earlier than the original plan. Due to the shortened period, Korean experts were able to sequentially educate teachers who had finished training in Korea. This further improved the training effect.
- **(Effectiveness)** More than 600 students have been educated at ITC Thagaya since 2009. More than 63% of graduates have been employed since 2010.

Better, newer equipment at ITC Thagaya helped improve the quality of labor as well, and also improved the local and domestic industry in Myanmar.

- Moreover, the staff and students are very proud of ITC Thagaya. They felt that it brought good changes and improved their quality of life. In particular, they highlighted their better opportunities for jobs and education. In other words, the project was very influential to the beneficiaries. Therefore, this project was evaluated as being very effective.
- **(Sustainability)** It is difficult to sustain this institute without additional support due to its high cost, although there was significant support from the Myanmar MOI. Specifically, ITC Thagaya needs more support for training materials.
- Thagaya is a very remote area although located nearby Naypyidaw and by the Thagaya industrial complex. There is no public transportation and no industry other than the Thagaya industry complex. This lack of infrastructure in the Thagaya area may impede sustainable development. Moreover, the productivity of Thagaya industry complex has recently declined because of the centralized planned economy in Myanmar. This conflict may also cause some problems for sustainable development of the center.
- The current teacher selection and teacher transfer system may negatively influence improvements in teacher quality. However, the Myanmar government, staff, and students of ITC Thagaya all display very strong ownership of the center and were willing to make efforts to develop the center. This created very positive effects for promoting the sustainability of the project.
- **(Cross Cutting Issues)** The project helped improve the human rights and HDI index in Myanmar by providing quality education. The project also contributed to an increase in the enrollment and employment rates of female students. There was no discrimination of ethnic minorities, women, of the disabled. In

general, the project was evaluated as being a contributor to improving the rights of underrepresented groups of people.

- To summarize, the project was planned based on the demands stated by the Myanmar government. It also reflected the comparative advantage of Korean ODA. In particular, the ITC departments are one of the most developed industries in Korea. Korean experts were thus able to transfer advanced knowledge and skills to the teachers and students in ITC Thagaya. In addition, the project was conducted very efficiently and managed effectively. All beneficiaries were proud of ITC Thagaya and believed that ITC Thagaya would help grow the industrial output of Myanmar. In order to increase the long-term impact and sustainability, it is now necessary to improve methods for recruiting and transferring teachers, increasing the productivity of the Thagaya industry complex, and providing support for more training materials.

3. Recommendations

1) Recommendations for project post-management

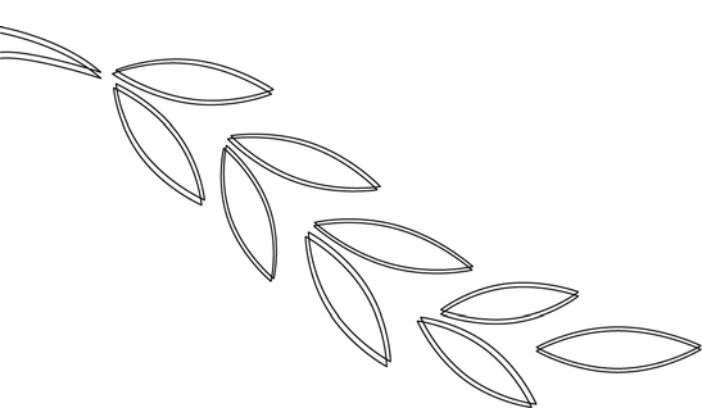
- All ITC Thagaya staffs are public servants in the Ministry of Industry(MOI). Particularly, the ITC Thagaya teachers did not have any teaching experience but were appointed as teachers by the MOI. Moreover, according to MOI policy, teachers need to transfer to new positions every five years. This transfer may cause ITC Thagaya to lose qualified teachers unless new teachers are trained for the equipment. Therefore, it is necessary to improve the method for recruiting and transferring teachers at ITC Thagaya.
- Since Thagaya is very remote area, the living conditions are very poor. There are no grocery stores or public transportation around the center. Moreover, since most teachers stayed in the dormitory like students, teachers have struggled with heavy burdens such as teaching students, disciplining students

in the dormitory, and managing administration work. These conditions provided the basis for why most teachers were hesitant to work at ITC Thagaya and wanted to leave the center after their five-year contract. Therefore, it is necessary to improve teachers living and working conditions.

- To increase the sustainability, it is necessary to support more training materials and update software.

2) Suggestions for future projects

- The goals and indicators should be clearly set using a baseline survey during the feasibility study. In addition, there needs to be an analysis conducted of the major issues and problems in the field of vocational training.
- The vocational training center should be built within existing economic and industrial infrastructure, and recognize the sociocultural features of the recipient country. The sustainability of the project should also be considered.
- It is necessary to offer both a “hard skills program” and “soft skills program” for teachers; the hard skills focus on education on technology and the soft skills involve pedagogy, curriculum development, and student guidance.
- For future projects, all project facilities need to be designed such that underrepresented groups of people including women, the disabled, ethnic minorities, etc. are included. To encourage students and improve their motivation for studying, more student facilities such as libraries, cafeterias, and student unions need to be provided.



I . Evaluation Overview and Methodology

1. Overview
2. Methodology
3. Limitation in the evaluation



I Evaluation Overview and Methodology



1. Overview

1) Background

- **(Vocational training status)** Myanmar is on the turning stage in which its agriculture based economy phases out and industrial one comes up. As the structure of national economy changes, training and education of skilled technical hands is urgently required. However, relevant vocational training system is yet to be settled in terms of policy and practice. Government's investment into education is only 0.8% of GDP 2011. According to CIA report, the 70% of labor belongs to agriculture and the income inequality between urban and rural area is significant.
- **(The recipient country)** Human resources development has been included in the 'National Comprehensive Development Vision(2011-2020)' of the recipient country as one of the priorities.
- **(ODA by Korea)** KOICA's recent official development assistant projects for vocational training of Myanmar as follows;
 - The Project of Thagaya Industry Technical Center in Myanmar (2007-2009/2.3million USD)
 - The Project of Magway Automobile Technical Center in Myanmar (2010-2012/3million USD)

2) Purpose

- This ex-post evaluation was conducted for the purpose of examining the attainability of project aims in terms of quality worker training and expanded job opportunities. In the evaluation process, the five OECD/DAC criteria; relevance, efficiency, effectiveness, impact, and sustainability were applied.
- At the end of the report, suggestions for future projects were present. They provide useful pieces of practicable information for foreign aid programs on vocational training.

3) Evaluation target

- The detailed information on the project is presented in the following table.

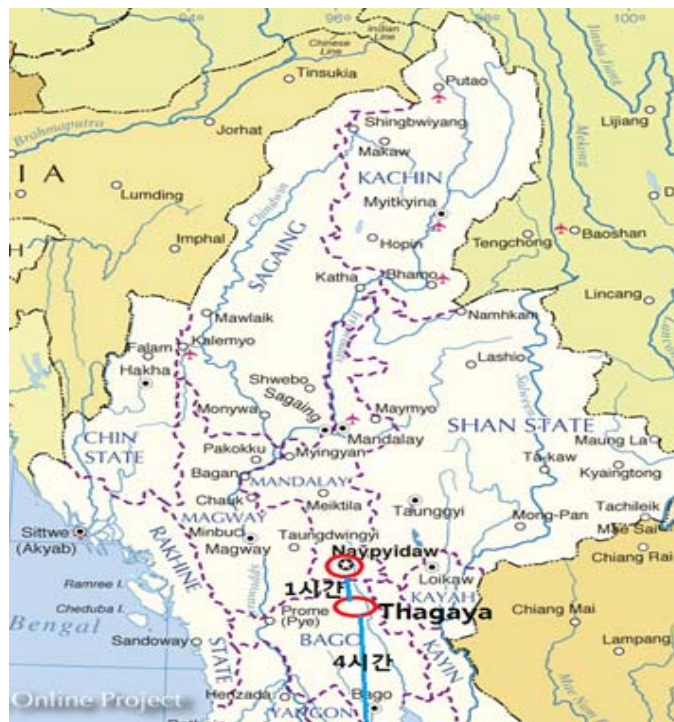
<Table 1-1 The evaluation project>

Project title	The Project for the Establishment of Industrial Training Center in Myanmar	
Duration	2007-2009	
Purpose	To raise skilled hands and employment rate by supporting vocational training infrastructure	
Project Scope	<ul style="list-style-type: none"> • Teaching material support : Training equipment and teaching material • Expert dispatch • Workshop in Korea 	
Budget	2.3 million	
Project Site	Thagaya, Myanmar	
Beneficiaries	Job-seekers including teenagers, MOI(Ministry Of Industry)	
Implementing Agencies	Korea	KOICA
	Myanmar	The Ministry Of Industry 2

- The project was scheduled to complete in 3 years(2007-2009) with the budget of USD 2.3 million. The project scope includes a) construction of the vocational training center, b) supply of training facilities and teaching material, c) training personnel for capacity building

- The project achieved the targeted improvement and showed positive effects including the training of technical manpower and effective ex-post management of recipient agency. However, the mid- and long-term effects and the impact of the project were limited.
- The project site is located in Thagaya, 70km away from the new administrative capital city Naypyidaw.

<Picture 1-1 The site of ITC Thagaya>



4) The scope of evaluation

○ The range of the ex-post evaluation is as follows.

Evaluation Design	Domestic Survey	Field Research	Result Analysis	Write and submit the report
<ul style="list-style-type: none"> • Evaluation Criteria & Methodology • Set up the scope • Making interview & survey questionnaires • Design evaluation plan 	<ul style="list-style-type: none"> • Document study • Policy documents of KOICA and other organizations • The Myanmar national development plan documents • Major social and economic indicator survey 	<ul style="list-style-type: none"> • Establish the site survey timetable • Beneficiary interview and site visit • Survey for the beneficiaries • Report the site survey result 	<ul style="list-style-type: none"> • Analysis collected data using mixed methods 	<ul style="list-style-type: none"> • Report meeting and Review • Final adjustment • Submit the report

5) Evaluation procedure

○ The evaluation followed the stages below.

Task level	Action	Output	Schedule
Initiation Report session	Ex-post evaluation design Initiation report session	Initiation report	Jun. 26
Local ex-ante survey	Document survey, statistical survey	Basic survey and local research product	May-early Jun.
	Consultant, local expert selection, interview	Interview questionnaire, transcript, recorded file, consulting report	

Task level	Action	Output	Schedule
Establish the evaluation plan	Determine the evaluation standard and survey method under the cooperation with KOICA	Service plan Local survey tools - Questionnaire, interview questionnaire, etc.	
	Establish specific plans for the ex-post evaluation		
	Propose the ex-post evaluation standard and methodology		
	Develop the local survey tools		
Site survey Plan and preparation	Select the local data survey		Jul. - Aug.
	Designate the local coordinator and translator		
	Set up the site survey timetable	Task implementation plan, service initiation report	
	Write and report the site survey plan	Action plan	
Field Research	Site survey - Stakeholder group survey, in-depth interview, focal group discussion	Survey result, transcript, recorded file	Aug. 24 - Aug. 31
	Meeting - Project plan, task assignment, negotiation and coordination, etc.	R/D (Consultation proceeding)	
	Secure the basic data and request additional data		
	Site survey	Site survey output	
	Attendance, observation	Field note	
	Meeting with local relevant organizations		
Apply the evaluation strategy and method	Apply the implementation, monitoring strategies and method		Jul. - Aug.
	Apply the evaluation strategy and method	Evaluation output	
	Perform the ex-post evaluation		
Data analysis and consulting	Data analysis based on the site survey and evaluation data Consulting from relevant organizations and through network	Data with evaluation and analysis	Aug. - Oct.

Task level	Action	Output	Schedule
Interim report	Interim report session	Report on the site survey result	Oct. 31
Collect & analyze the survey result	Integrate and analyze survey data		Oct. - Nov.
Final Report session	Final report session	Final report draft	Nov. 21
Final report	Reviewed and confirmed by the evaluation review board of KOICA	Confirmed report by reflecting the result from the evaluation review board	Nov. 27

- The evaluators engaged in the process consisted of following five researchers.

<Table 1-2 The evaluation team>

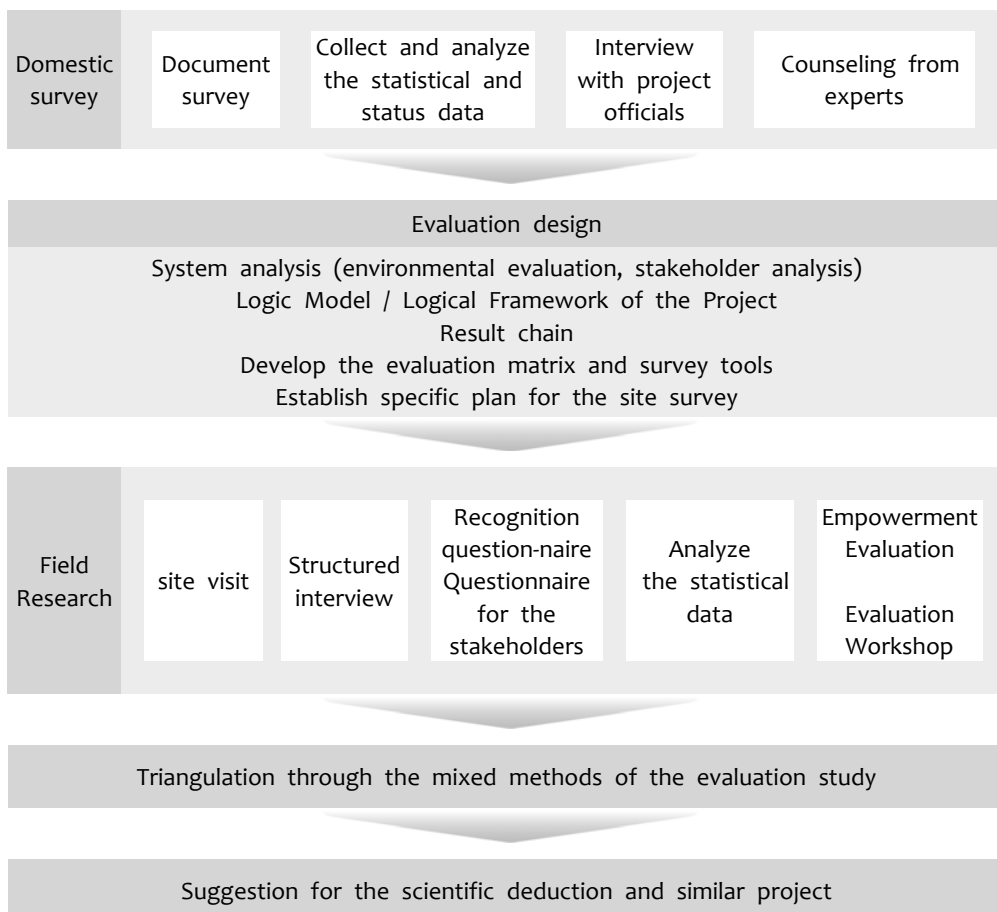
Specification	Name	Role in the team
Senior researcher	PM Kyecheon Lee	<ul style="list-style-type: none"> • Oversee the evaluation • Oversee the preparation and implementation of the site survey and writing the project evaluation report
	Co-Manager Youngwoo Park	<ul style="list-style-type: none"> • CO-oversee the evaluation - Evaluation expert • Perform the evaluation and analyze the result - Human right and gender issues • Design the evaluation methodologies
Co-researcher	Vocational training Kwansik Yoon	<ul style="list-style-type: none"> • Perform the evaluation and analyze the result - Vocation training • Consulting on designing the evaluation methodologies
	Evaluation Aaron Kim	<ul style="list-style-type: none"> • Design the evaluation methodologies • Write the evaluation matrix and questionnaire
Assistant researcher	Management Inah Kang	<ul style="list-style-type: none"> • Collect the basic data and analyze the document • Collect and analyze the site survey result • Assist in analyzing management status
	Management Hyunjung Kang	<ul style="list-style-type: none"> • Assist in managing the ex-post evaluation



2. Methodology

1) Methods

- The evaluation was conducted systematically based on evidence.
- The evaluation process was elaborately designed for effective and efficient on-sight research and for systemic data collection. The results of the evaluation were ensured to be objective and reliable, making it appropriate to draw recommendations for future projects.



2) Evaluation Procedure

(1) Document study

- KOICA internal documents
 - Korea Polytechnics, Jingoo Kim - Preliminary Study 2006
 - Korea Chamber of Commerce and Industry – Project Plan 2007
 - others
- Recipient country Documents
 - Related documents from Ministry of Industry(MOI), Industry Training Center Thagaya(hear after ITC Thagaya), Ministry of Science and Technology(MOST), Ministry of Social Warfare(MSW), and others
- Others
 - Myanmar country partnership strategy of Korea, and others

(2) Data collection and analysis on statistics and current status

- Local statistical data were gathered to be compared with those obtained during the ex-ante and ex-post evaluations.
- The statistics, if available, were analyzed according to the evaluation criteria suggested in the evaluation matrix.
- Valuable sources of the information include: websites of foreign aid organizations such as OECD/DAC, World Bank, UNDP, etc., a homepage offering statistics archive¹⁾, and other web pages providing statistics.
- The statistical data were analyzed by triangulation method, not limited to grasp the general trend, but drawing more valid and reliable conclusion via comparative analysis with other qualitative information.

1) <http://www.ksdcdb.kr/main.do>

(3) In-depth interview with domestic representatives

- In pursuit of better understanding on the project, individual and/or group interviews were planned to take a close look at those areas the literature research revealed restricted information only.
- Interviews with vocation training specialists gave an insight on the knowledge specific in the field.
- The interviews needed to be:
 - well-structured ones capable of procuring specific data according to the evaluation criteria, and
 - useful ones for collecting relevant consult and information.
- Interviewees participating in domestic interviews

Organization	Interviewee	
KOICA	Jinhwa Kim	former representative of KOICA Myanmar office
Korea Chamber of Commerce & Industry	Youngwook Kim	PM, the project for the Establishment of Industry Training Center in Thagaya, Myanmar

(4) Field research in Myanmar

- The research was conducted through various types of methods such as field inspection, in-depth interviews with the persons concerned, survey questionnaires and in-depth interviews with the beneficiaries, and workshops.
- Collaborative evaluation
 - To boost the ownership of the recipient country
 - To allow the persons concerned in the recipient country to play a role in the evaluation
 - To be expected to draw more attention from the recipient country and induce more active participation in future evaluation process

- Evaluation involving beneficiaries; Empowerment Evaluation
 - To share evaluation results with the persons concerned in the recipient country
 - To make up for the research results by active participation from the recipient country
 - To inspire the beneficiaries to learn lessons voluntarily

A. In-depth interviews with representatives in Myanmar

- The visit to the major organizations during the site survey is performed for major stakeholders directly engaged in each evaluation related to the ex-post evaluation. The key questions per item were developed on the basis of the evaluation frame and the scope of the interviewees' business and participation from KOICA.
- Structured and In-depth Interview
 - The interview tools should be designed systematically so that the results of the analysis converges towards the main conclusion.
 - The whole pieces of the interviews were recorded and transcribed when necessary during the analysis.

B. Survey and in-depth interview with the beneficiaries

- During the inspection, the evaluators confirmed whether the facilities were utilized in a proper manner and whether they could be managed under appropriate financial and technological condition.
- The surveys involved direct/indirect beneficiaries including the person concerned, students, teachers, local employers and employees in order to obtain data from the onset of the project till to date.



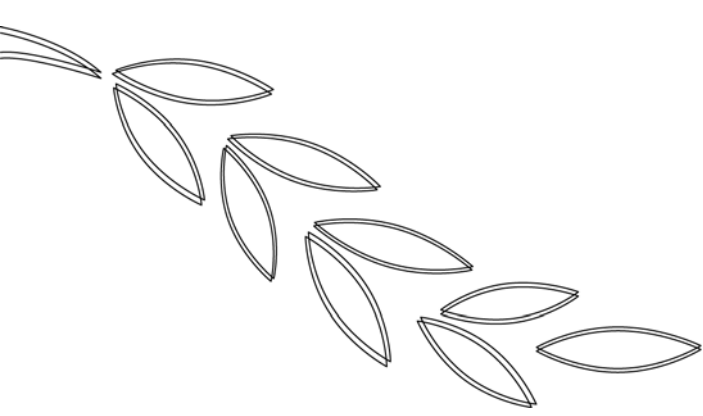
3. Limitation in the evaluation

1) Constraint factors and methodological limitations

- **(Absence of project objectives)** The overall target of the project had not been defined clearly at the initial planning stage. Clear desired outcome setting based on the overall target was not exist as well.
- **(No baseline data)** There is no baseline data for the project area before and after the project, limiting to measure the mid- and long-term effect of the project, the major evaluation item
- **(Limited evaluation budget and period)** The evaluation is limited by a short period of evaluation including the site survey, interview and survey for a wide area and limited budget. The evaluation team visited several places based on arbitrary standards but the limitation exists in the sampling for the analysis with the statistical data for the features in the facilities.
- **(RBA Issues)** The government of recipient country was very sensitive to the human right issues and minority issue. Their low awareness on these issues made difficult to secure related data and material.

2) Adjustment by the evaluators

- **(Triangulation)** In the process of evaluation, triangulation method was deployed to enhance the reliability and validity. The method involved comparative analysis among various data and survey results.
- **(Review survey questionnaires)** The questions on survey were thoroughly reviewed with a local interpretor whether they properly reflected the local condition.



II . Evaluation Frame and Matrix

1. Analysis on the project target
2. Evaluation Frame and Performance Model
3. Evaluation Frame and Matrix



II

Evaluation Frame and Matrix



1. Analysis on the project target

- 1) Analysis on the environment and other issues
 - During 26 years, Myanmar nationalized all industrial facilities and prohibited private foreign trade. Converted to a market economy in 1988, but government monopolize large factories and major industries at the post evaluation time in 2013.
 - Also, almost government enterprise's rate of operation was remarkably low including ITC Thagaya industrial complex, and according to the foreign currency, Myanmar had a difficult like imported materials, replacing delay and repair defective.
 - Looking at the GDP by industry of Myanmar, the table appeared 36.4% of agriculture, 26.0% of industry and 37.6% of service industry. Myanmar was farming community, but agriculture was decreased proportion while the industry had increased. In accordance with this data, the industrialization was proceeding gradually.
 - But, "Burmese socialism" in other words a closed economy, makes delay of industrialization and insufficient promotion of manufacturing business. So, secondary industries were to be of little importance.

<Table 2-1 Part GDP comparison of configuration between Myanmar and major Asian countries(1990-2010)>

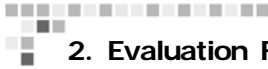
	agriculture			Industry			Service		
	1990	2000	2010	1990	2000	2010	1990	2000	2010
Cambodia	55.6	37.9	36.0	11.2	23.0	23.0	33.2	39.1	41.0
Lao PDR	61.2	52.6	30.8	14.5	22.9	27.4	24.3	24.6	41.8
Myanmar	57.3	57.2	36.4	10.5	9.7	26.0	32.2	33.1	37.6
Vietnam	38.7	24.5	22.1	22.7	36.7	41.1	38.6	38.7	38.3
Brunei	1.0	1.0	0.8	61.6	63.7	66.8	37.5	35.3	32.5
Indonesia	19.4	15.6	15.3	39.1	45.9	47.0	41.5	38.5	37.6
Malaysia	15.0	8.3	10.4	41.5	46.8	43.6	43.5	44.9	46.0
Philippines	21.9	15.8	12.3	34.5	32.3	32.6	43.6	52.0	55.1
Singapore	0.3	0.1	0.0	32.6	33.6	28.3	67.0	66.3	71.7
Thailand	12.5	9.0	12.4	37.2	42.0	44.7	50.3	49.0	42.9
China	27.1	15.1	10.2	41.3	45.9	46.8	31.5	39.0	43.0
India	29.3	23.4	19.0	26.9	26.2	26.3	43.8	50.5	54.7
Korea	8.9	4.9	2.6	41.6	40.7	39.3	49.5	54.4	58.2

Source: KIEP(2012), Myanmar political and economic trends report

- In 2012, economic freedom index of Myanmar was 38.7. Myanmar ranked 173 out of 179 countries, and it ranked 40 out of 41 in Asia-pacific countries.
- This is particularly low rated result about the business activities of the private sector. It is expected to continue for quite long time.

2) Analysis on the background of the project

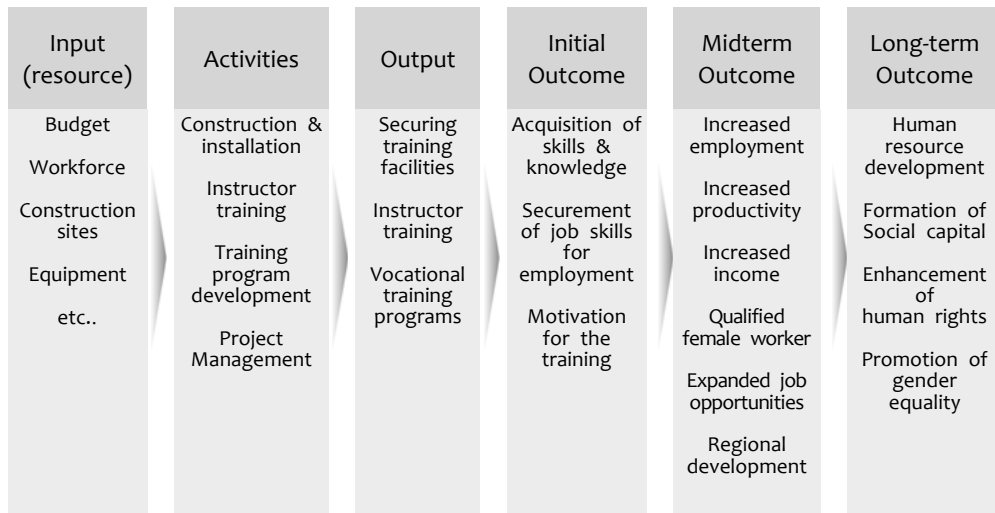
- The background in which the project was initiated needs to be looked into before constructing the evaluation frame and matrix regarding the project.
- Over the past 40 years, Myanmar has maintained a socialist system. Though a change from socialist to market economy, the economic condition had gotten worse with military dictatorship.
- Thus, Myanmar government was strengthening diplomatic efforts with Asian countries. Recently, market entry and support had been increasing dramatically.
- In this situation, the need of international competitive improvement and introduction of advanced technologies had raised awareness. So, Myanmar operated a vocational training center each departments.
- Ministry of Industry was in charge of heavy industry, 7 of industrial complex were distributed across the nation and each industrial complex had a vocational training center. Thagaya which is target area, was located in the industrial complex near Naypyidaw. Myanmar was requested aid of Korea for the international competitiveness improvement through the technology manpower cultivation.
- A recipient country evaluated the vocational training center project successfully, so they were requested “Magway Automobile Industrial Training Center” additionally in 2011, it was finished in 2012.



2. Evaluation Frame and Performance Model

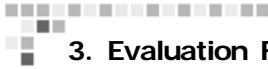
- Picture 2-1 presents a comprehensive summary of the result chain of the project.

<Picture 2-1 Result Chain>



<Table 2-2 The indicators for impact of the project>

Standards	Details	Indicators
Long-term Outcome	• Economic development	• Economic indicators of Myanmar (GDP, Regional income levels, etc.)
	• Human rights	• Self-evaluation from the indigenous people (acknowledgment)
	• Gender equality	
	• Human resources	• HDI (Human Development Index)
	• MDGs	• MDGs indicators
	• Positive national impression on Korea	• Self-evaluation from the citizens and officials (acknowledgement)
Midterm Outcome	• Productivity(technology, skills)	• Production trend of industrial technology
	• Qualified female workers	• Gender ratio of students, Female employment rate
	• Expanded job opportunities	• Employment rate in the mechanics and electric fields
	• Formation of the social capital in the recipient country	
	• Boost to the local economy	• Local economy indicators (GDP, Local income level, etc.)
	• Income increase	• Income trend of graduates and business area
Initial Outcome	• Acquisition of the practical skills and knowledge	• Surveys on the direct beneficiaries(i.e. students, parents, teaching staff, employers)
	• Skills development	
	• Motivation for the training	
	• Educational environment improvement	
	• (construction of ITC Thagaya) Impacts to the environment	• Concerned authorities in the recipient country

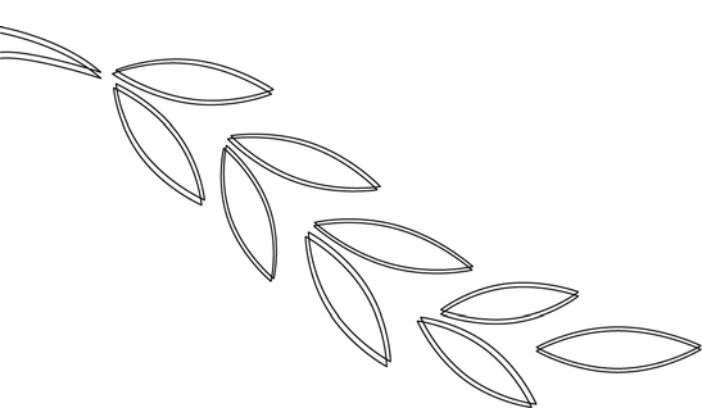


3. Evaluation Frame and Matrix

Evaluation Bench mark	Evaluation item	Evaluation indicator	Data source	Methods
① Relevance				
Korea ODA policy	<ul style="list-style-type: none"> • Korean government's ODA policy • the CPS of Myanmar 	<ul style="list-style-type: none"> • support status of the cooperation country by KOICA • portion and trend in the aid budget • contents of the policy documents and strategic documents 	<ul style="list-style-type: none"> • KOICA CPS • KOICA statistical data 	<ul style="list-style-type: none"> • literature review • data analysis • Interview
The recipient country development policy	<ul style="list-style-type: none"> • educational development priority • vocational education policy • the needs of demands of the recipient country • clear and appropriate purpose of the project 	<ul style="list-style-type: none"> • relevance of Educational development policy • relevance of vocational education policy • meet the needs of demand for Labor market • adequate process of selection for the project target area • adequate Indicator 	<ul style="list-style-type: none"> • the recipient country • PMC 	<ul style="list-style-type: none"> • literature review • survey
② Efficiency				
Input vs output	<ul style="list-style-type: none"> • efficiency 	<ul style="list-style-type: none"> • input vs output(time, money) • relevance of the budget • meet the output 	<ul style="list-style-type: none"> • KOICA • the recipient country • KOICA local office • PMC 	<ul style="list-style-type: none"> • literature review • data analysis • survey • interview
The efficiency during project implementation	<ul style="list-style-type: none"> • project management system 	<ul style="list-style-type: none"> • the transparent project management in the recipient country • analysis of risks • monitoring system/ feedback 	<ul style="list-style-type: none"> • KOICA • the recipient country • KOICA local office • PMC 	<ul style="list-style-type: none"> • literature review • data analysis • survey • interview

Evaluation Bench mark	Evaluation item	Evaluation indicator	Data source	Methods
③ Effectiveness				
Attainment of project goal	<ul style="list-style-type: none"> the goal of KOICA 	<ul style="list-style-type: none"> meet the goal of KOICA meet the goal of the Korean ODA education section 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	<ul style="list-style-type: none"> literature review data analysis survey interview
	<ul style="list-style-type: none"> project purposes 	<ul style="list-style-type: none"> contribution to the vocational education policy in the recipient country contribution to enhance capacity of the recipient country employer satisfaction employment rates utilization of the equipments and training materials by KOICA improve teacher quality improving educational environment transfer knowledge and skills 		
④ Sustainability				
Sustainability	<ul style="list-style-type: none"> Sustainability for the human and institutional system financial sustainability 	<ul style="list-style-type: none"> sustainable support plan by the recipient country enough budget ownership of the recipient country maintenance management the need of further support update or upgrade project further education program 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	<ul style="list-style-type: none"> Literature review data analysis survey interview

Evaluation Bench mark	Evaluation item	Evaluation indicator	Data source	Methods
⑤ Impact				
National development	<ul style="list-style-type: none"> educational system/ vocational education system economic & social development 	<ul style="list-style-type: none"> Positive impact for the educational system and the vocational education system Increase income and employment rates Impact for local industry impact for the beneficiary improve quality of life for the beneficiary whether unexpected impact occurred or not 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	<ul style="list-style-type: none"> literature review data analysis survey interview
⑥ Cross Cutting Issues				
Gender Issue	<ul style="list-style-type: none"> consideration of gender relation and gender equality 	<ul style="list-style-type: none"> awareness of gender relation and gender equality women participation during the project implementation increasing women employment rates empowerment of women increasing women employment a policy making for gender equality 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	<ul style="list-style-type: none"> literature review data analysis survey interview
Environment Issue	<ul style="list-style-type: none"> consideration of environmental issue 	<ul style="list-style-type: none"> awareness of environmental issues consideration of environmental issue during project implementation a policy making for environmental issues 		



III. Findings on Field Research

1. Field Research
2. In-depth Interview
3. Survey



Findings on Field Research



1. Field Research

1) Overview

○ Dates : 24~31 August 2013

Date	Time	Program	Location
24 Aug (Sat)	19:50	Departure	Incheon Airport
	22:30	Arrival in Yangon, Myanmar	Yangon
25 Aug (Sun)		Meeting with local translator Preparation for the research	Yangon
26 Aug (Mon)	10:00	Meet KOICA representatives in Myanmar	KOICA office
	14:00	Meeting with Ministry of Labor	Ministry of Labor Move to Naypyidaw
27 Aug (Tue)	10:00	Interview the representatives from Ministry of Industry and vocational school	Ministry of Industry
	14:00	Meeting with Ministry of Science and Technology	Ministry of Science and Technology
	16:00	Site visit Thagaya Industry Complex	Move to Thagaya
28 Aug (Wed)	9:00	Interview with ITC Thagaya teachers, students, and alumni	ITC Thagaya
	13:00	Visit Thagaya Research & Development Center	Thagaya Research & Development Center
	15:00	Interview with ITC Thagaya Principal and Thagaya Industry Complex manager	ITC Thagaya

Date	Time	Program	Location
29 Aug (Thu)	10:00	Meeting with Ministry of Social Welfare	Ministry of Social Welfare
	14:00	Wrap up meeting with Ministry of Industry	Ministry of Industry Move to Yangon
30 Aug (Fri)	Morning	Write site visit report	
	15:00	KOICA Wrap up meeting	KOICA
31 Aug (Sat)	1:05	Departure to Incheon	

2) Site Visit of ITC Thagaya

- Through site visit at ITC Thagaya, the evaluation team checked whether the project facilities were being used properly or not. The team also investigated technical and financial environment for maintenance.



- The facilities and equipment of ITC Thagaya was maintained very well, and being used usefully as shown above.



- Especially, the price sticker was attached on every equipment, which make students treat the equipment carefully. This shows the authority of Thagaya has strong will to maintain the project.
- On the request from ITC Thagaya, Foundry Department has been established in 2011 as a part of the project.



- Thagaya industrial complex which belongs to Ministry of Industry has been established in 2008, and runs 5 workshops producing bulldozer, excavator, mini excavator and forklift as seen above pictures.

Dormitory of ITC(Bathroom)



Dormitory of ITC(Bedroom)



- The students and teaching staffs of ITC Thagaya are living in dormitory of which facilities are not well equipped. As shown above pictures, many students share one bedroom and convenient facilities such as laundromat and shower are not sufficient.



2. In-depth Interview

- A series of in-depth interviews were performed according to the separate beneficiary groups. The qualitative data obtained through the process helped to ensure the reliability and validity of the evaluation. Each interview took around one to one and a half hours, and appropriate interpretation was offered to secure the reliability of the responses.

1) Interviews with the local staff

- Ministry of Labor

Summary of the interview

The situation of vocational training of which MOL is in charge

- Presently, there is no correlation between vocational training and ordinary education. Authorities are trying to improve this situation.
- MOL is trying to make a law to protect the right of woman and children through the Social secretary labour force projection
- Especially, special efforts are being made for minimum wage and workplace security.
- International aid and government's consideration is desperately needed for those right-protecting efforts.

- Ministry of Industry

Summary of the interview

- MOI pays teachers' salaries of ITC Thagaya, and provides financial & facilities supports for students as well.
- The graduates from ITC Thagays make contract of 1 or 2 years depending on their level. In case of advanced skilled worker, he/she could be promoted to a supervisor position.
- It is not necessarily the case that the graduates of ITC Thagaya have to work in companies belongs to governmental organizations. While most of graduates hope to find jobs at government-running plants, yet some students hope to work at private companies offering higher salaries.
- Presently Myanmar does not have any technical colleges, thus ITC Thagaya likes to extend their programs into 2 year-long programs and improve some facilities. The 2 year programs are needed in order to educate skilled workers.

○ Ministry of Science and Technology

Summary of the interview

- Problems of vocational training center under the MOST are as follows: insufficient governmental supports, financial deficiency, and difficulties in linking between School and works.
- Shortcomings of vocational training center under the MOST are as follows; insufficiency of human resources and infrastructure, bare relations with TVET programs, unsustainable financial condition and low quality of teachers.
- Presently MOST is planning to link vocational training centers which are being run respectively by MOL, MOST and MOI.

○ Thagaya industrial complex

Summary of the interview

- The industrial structure of Myanmar is controlled by planned economy of plan-first and produce-later principal, thus the production system of Thagaya plant follows the order of this structure.
- The link between Thagaya plant and ITC Thagaya is very strong.
- Satisfaction of ITC Thagaya graduates are very high.
- The workers from ITC Thagaya are satisfied by and large with the facilities of ITC Thagaya and with the training program. They said that the techniques learned from ITC Thagaya are useful at their work. They also hope to get further training for advanced skill and re-education.

○ ITC Thagaya - Faculty members and Students

Summary of the interview

- Necessity of advanced program was emphasized.
- Training equipment are not sufficient compared to the number of students, which hampered training.
- Request for continued education and training for teaching staffs.
- Living conditions of teacher are very bad.
- Teaching quality cannot be guaranteed due to the teacher rotation system.
- Students are satisfied with overall condition of ITC Thagaya.
- Upgrade of facilities and equipment such as dormitory and computers are needed.

○ Ministry of Social Welfare

Summary of the interview

- MOSW Focused on welfare of children, disabled, elderly and women.
- There are hardships due to the insufficiency of resource and technique to run vocational training centers.
- Connecting to other Ministries is needed.
- The vocational training center for disabled in Yangon is dilapidated. The facilities should be improved and more teaching staffs should be recruited.
- Myanmar has legislated the disability discrimination law. However, there are still the problems like low level of awareness and welfare for physically challenged people. MOSW is trying to improve the current situation.



3. Survey

- In order to enlarge the reliability and validity of the evaluation, triangulation, which verifies the same indicators with various different targets and methods, were employed.
- The questionnaires were translated into the official language of Myanmar after considerable discussion with the local interpreter and the questions were thoroughly reviewed whether they were consistent with the current status of the nation.
- The scale of survey consists of 5 point; 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), 1 (strongly disagree), 0 (not applicable).

1) Survey overview

- The questions surveyed includes:

<Table 3-1 Major topics of the survey>

ITC Thagaya
<ul style="list-style-type: none"> • relevance, efficiency, effectiveness, impact, and sustainability • how much content they are with the college facilities and the surroundings • the competency and attitude of the instructors • how much content they are with the training materials • the level of the training courses • the employment rate • contribution to the local community • consideration to the students with marginalized background(i.e. female, physically challenged, ethnic minority) • user satisfaction with the facilities • overall level of satisfaction with the infrastructures • number of students in a class • dropout rates • satisfaction with follow-up management • collateral benefits other than the initial goals

<Table 3-2 Number of survey respondents>

current students	Alumni	teachers	MOI personnel	Total
151	35	18	8	212

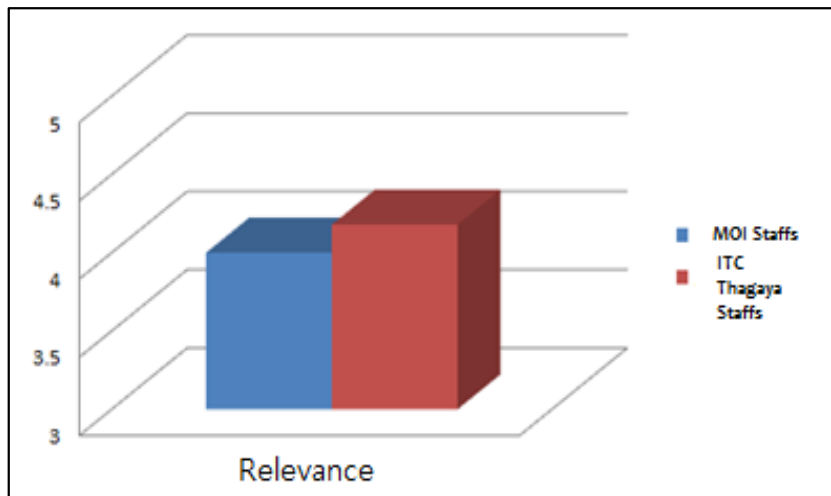
2) Result of the survey

(1) Relevance

- Is the project consistent with the national developmental plan?
- Are the curricula adequate for the local demand?
- Is the project well planned according to the national developmental plan?

- When questions above were presented, all groups expressed satisfaction or higher as Picture 3-1 shows. The blue bar represents the opinion of MOI representatives(4/5) , the red bar represents faculty member of ITC(4.18/5).
- The results was higher than the 3.6/5 of the completion assessment in 2011.

<Picture 3-1 Survey result on the relevance>

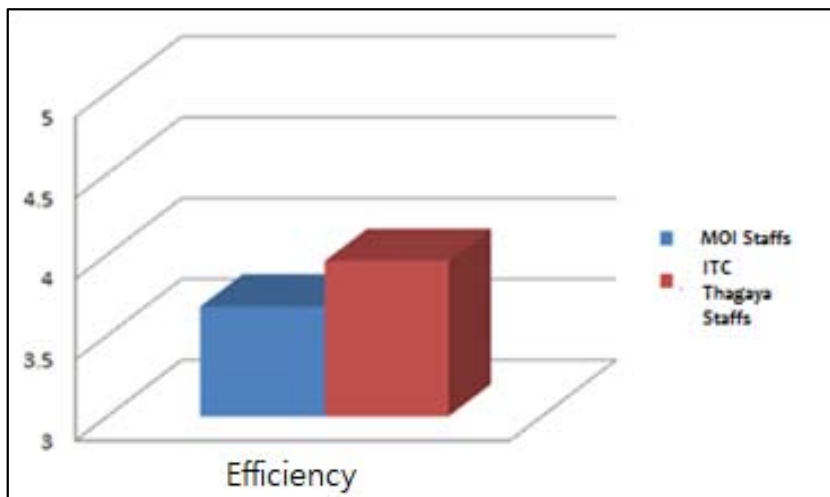


(2) Efficiency

- Was the project budget enough and efficiently allocated?
- Was the workforce enough and efficient?
- Was the project duration long enough and efficient?

- When asked questions above, MOI representatives and the faculty members showed the inclination to satisfaction. The blue bar stands for MOI, the score was 3.68/5, the red bar stands for the faculty members, the score was 3.96/5
- The opinion between satisfaction with Korean government and Myanmar government were different. Respondents showed higher satisfaction with the Korean government' support(4.0/5) compared to the Myanmar counterpart(3.75/5).

<Picture 3-2 Survey result on the efficiency>

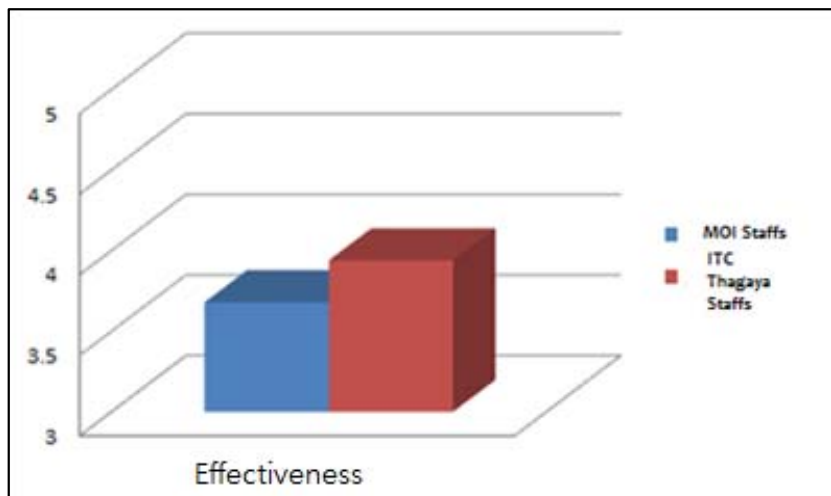


(3) Effectiveness

- Were the project goals effectively achieved?
- Did it effectively contribute to the enforcement of the recipient country?
- Did it effectively contribute to the local community?
- Were the provided materials utilized effectively?

- The response for effectiveness of the project indicates overall satisfaction, scoring 3.68/5 by the representatives of MOI and 3.94/5 by the faculty.
- Especially, for the question about the impact on the local community, both respondents groups showed highly positive opinion that ITC contributed to raise skilled workers those are needed in local community.
- Overall training equipment satisfaction and its use are very high. However, teaching staffs showed very low point of 2.82/5 for the question of “I can fix the training equipment when breakdown occurs”, which means there should be continuous training program for teaching staffs in the future. This lack of equipment maintenance training could lead to sustainability issue.

<Picture 3-3 Survey result on the effectiveness>

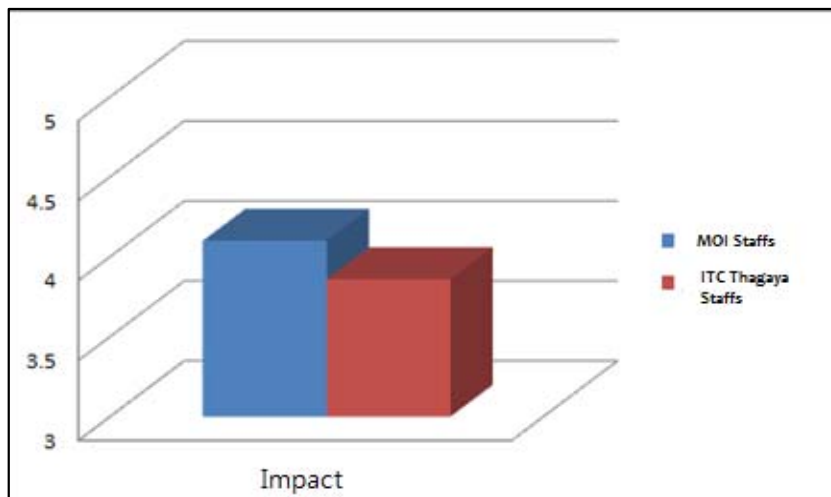


(4) Impact

- Did the project have enough impact over the community?
- Did it spread positive impact over the lives of the local inhabitants?

- Both MOI representatives and the faculty members answered that ITC Thagaya contributed to the community by improving the local productivity and providing quality workers, former scored 4.1/5, latter 3.86/5.
- The students, both presently participating and graduated, answered that they found the college very helpful in that it provided practicable education, job opportunities, and the chance to be paid higher. Graduates responded 4.22/5, participating students 4.3/5, which means their satisfaction were very high.

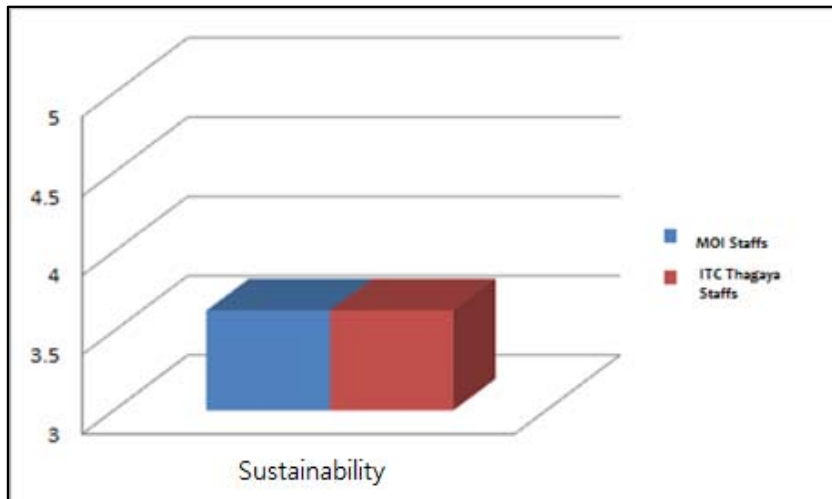
<Picture 3-4 Survey result on the impact>



(5) Sustainability

- The responses on questions about sustainability including ownership, independent maintenance and necessity for post support are as follows. Representatives of MOI scored 3.63/5, faculty members 3.63/5. The satisfaction degree for this question was the lowest among other DAC evaluation criteria.

<picture 3-5 Survey result on the sustainability>

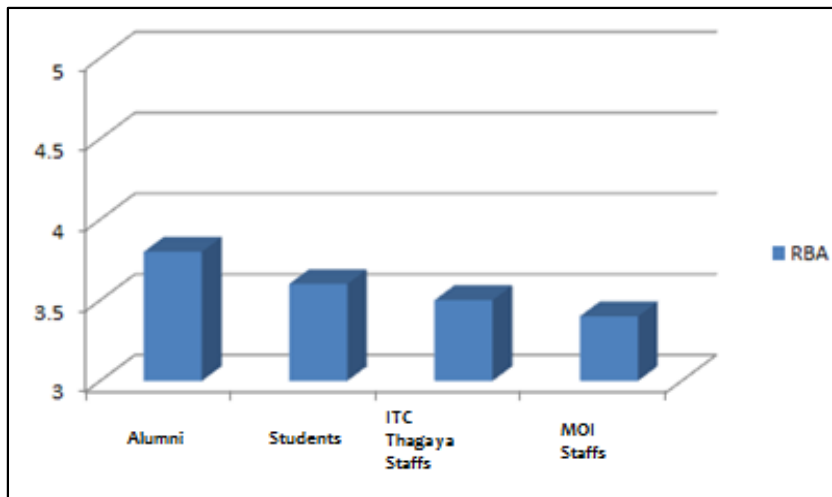


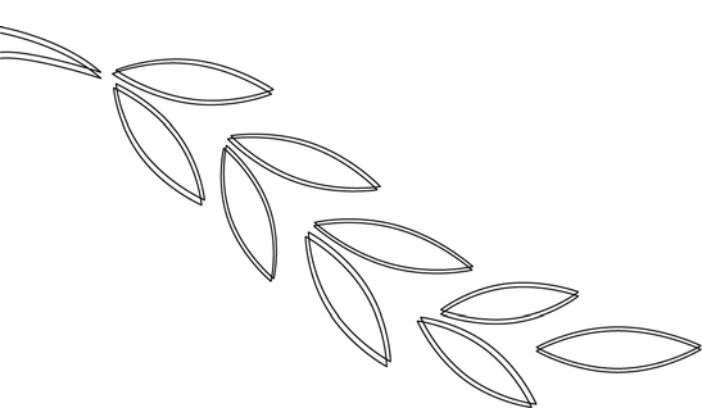
- Especially, faculty members showed low satisfaction on their salary level(3.07/5), which is the lowest among other sustainability criteria. Taken as a whole, faculty members' satisfaction for their job was not that high compared to the students' satisfaction for the faculty members.
- Representatives of MOI and faculty members showed relatively low satisfaction for the budget and development plan(former 3.4/5, latter 3.5/5).

(6) Cross-cutting issues

- This evaluation adopted Right Based Approach(RBA) and added questions asking whether ITC Thagaya considered the rights of the socially marginalized groups.
- Overall level of satisfaction with RBA was relatively low. That is, the scores of graduates was 3.8/5.0, students 3.6/5, Teaching staffs 3.5/5, MOI representatives 3.4/5.
- Most respondents answered that there are hardly discrimination against minority groups such as woman and ethnic minorities. Some students showed opposite opinion. Interesting point is that students from ethnic minority responded that they did not feel any discrimination.

<Picture 3-6 Survey result on 'RBA'>





IV. Comprehensive Results on Ex-post Evaluation

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



IV

Comprehensive Results on Ex-post Evaluation



1. Relevance

- In order to assess the level of relevancy of the project, following indicators should be considered: the adequacy of selecting input factors at the onset of the project, the developmental needs of the beneficiaries, and the consistency with the inclination of their policy.
- In this report, it would be addressed whether the aid plan of KOICA, the developmental plan of the recipient country, selection of the project area, and the policy of vocational training were relevant to the subject.

1) Compatibility with the foreign aid policy of KOICA

- According to “Mid-point Strategies of Foreign Aid without Compensation (2008-2010)” it is clearly noted that KOICA focuses on the assistance of policies to boost human resources development, training skilled workforce, and provision of facilities for the purpose of educational development. Specifically, Vocational training is the main focus in development projects for Asia region.
- Goal 2 in the educational sector among the KOICA aid strategies is to build a basis of vocational training. To do this, the detailed action plan includes training skilled workers, providing qualified vocational training, and establishing the system for qualified examination.

- Korea's Country support strategy for Myanmar is focusing on raising skilled labor resources including strengthening vocational training system, policy support, improving qualification of teachers.
- This project could be said to be consistent with overall aid policy and country partnership strategy for Myanmar.

2) Compatibility with the recipient country's developmental policies

- The Myanmar government has plans that National Comprehensive Development Vision 2011-2020 and National Socio-Economic Development Plan 11/12-15/16 for realize a vision. The primary national development plan was established but detailed contents were not yet open to the public before consent of national assembly.
- The vision of new Myanmar government consists of 1. Political efforts for democracy, 2. Activation of the market economy, industrialization and economic development through the integration into the world economy, 3. Poverty reduction.
- The feature in the economic policy of Myanmar government's vision emphasize the comprehensive growth. 1. Simultaneous development of the sustainable development of agriculture and industrialization, 2. Balanced development between regions, 3. Comprehensive growth of all population, 4. Comprehensive growth of statistics and statistical systems improvement.
- Overall, construction of the regular vocational training center with objective of international competitiveness improvement was appropriate.

3) Appropriateness of selecting the project area

- ITC Thagaya is located in Thagaya industrial complex. This is 320km north of Yangon and 70km south of Naypyidaw.
- Thagaya is located between Yangon and Mandalay. This location could be a catalyst to make a balanced development between Northern and Southern region of Myanmar.
- It was appropriate to locate the ITC in the industrial complex, because there were needs to supply skilled labor for the industrial complex. However, there are several factors such as access to Thagaya is not well, and there hardly are other infrastructure or facilities except the industrial complex itself around project site, which make possibility of negative impact on project sustainability if not recipient' strong will for the project.

4) Compatibility with vocational training policies in the recipient country

- **(Vocational training)** Vocational training of Myanmar belongs to Ministry of Science and Technology(MOST), Ministry of Labour(MOL) and Ministry of Industry(MOI). As can be seen following chart, it consists of academic program and skill development program. Vocational education of MOST and MOE focus on academic education while MOI focused on skill development.
- ITC Thagaya is a project relevantly consistent to the policy of recipient country which focuses on skill development.

<Picture 4-1 Vocational Training System in Myanmar>

Academic and Skill Development Programmes

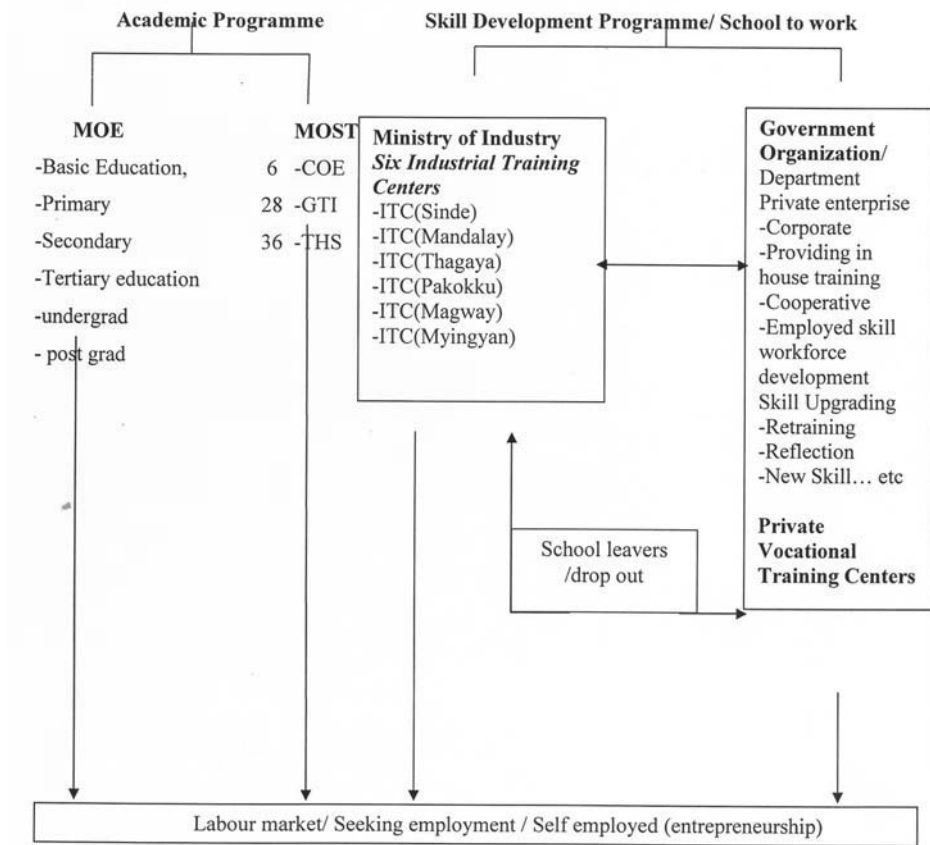


Fig -1 HRD strategy leading labour Market enrichment

Overall Opinion

ITC Thagaya project was consistent with the demands and policy of recipient country. The location selection was relevant because of its connectivity with Thagaya industrial complex. According to the interview and survey results, the satisfaction degree on the relevance was very high.

3 points, very relevant



2. Efficiency

- The purpose of evaluating efficiency is to gauge how much output or outcome were produced out of the inputs when the condition at the moment of the project was considered.
- This evaluation looked into whether the input was properly deployed, and examined whether each factors were allocated accordingly and successfully.

1) Outcomes in relation with inputs

<Table 4-1 Project Works>

	Works	Budget(1,000 USD)
Recipient country	Construction	1,650
	Administration	-
KOICA	Construction design and Monitoring	176
	Equipment Provision	1,323
	Training workshop	373
	Expert Dispatch	284
	Others	144

- The recipient country took the construction part while KOICA support the training material and equipment, expert dispatch and capacity building workshop. The project has been completed in 3 years 2007 to 2009 without any budget expansion from planned amount of 2.3million USD.
- The construction period has been shortened due to the recipient country had taken the construction. That is, they know well local system and situation.

2) Efficiency of administrative systems

- The expert has been dispatched 1 month before planned schedule due to the early construction completion. The timing of expert dispatch correlated with the trainees' return to home country, which make the effects of expert dispatch even bigger.
- According to the survey results, the satisfaction for the project was relatively high, in detail, the officials from MOI showed their satisfaction as 3.63 point out of 5 point scale while teachers responded 3.96/5.

Overall Opinion

ITC Thagaya project has been implemented according to the planned budget. Shortening construction period by 1 month consequentially contributed to strengthen the effects of the capacity building program. Thus, the efficiency of the project could be assessed as very high.

3 points, very efficient



3. Effectiveness and Impact

- In evaluating the effectiveness of the project, attention should be given to whether it succeeded to achieve the intended outcomes.
- To assess the impact of the project, the potential long-term influence on the beneficiaries needs to be examined.
- This ex-post evaluation stuck to the five major criteria of DAC, providing overall opinion with description on the effectiveness and impact following KOICA guidelines for evaluation.
- After all, the evaluation covered factors including: not only relatively short-term outcomes involving attainment of the goals set by KOICA and the project goals, also long-term outcomes encompassing contributions to the local community and the nation as a whole, and the influences to the beneficiaries.

1) Attainment of the goals set by KOICA

- **(Building infrastructure)** The project results was consistent with the project goal, providing useful facilities for ITC Thagaya.
- **(Developing human resources)** During the early stage of the project, it was hard to recruit students, which was the reason that early period of the project focused on the training for employed workers. In case of 2010, 89 out of 103 students were employed workers. However, the number of job-seeker students has steadily increased. In the year of 2012, the number of employed worker was just 36, which was 30% of total 121 students.

2) Achievement of the project goals

- According to the PMC report, the project aimed (1) to build infrastructure for vocational training (2) to develop human resources by raising skilled workers, (3) to transfer advanced technique and knowledge
- **(Building infrastructure)** The project met the goals of building infrastructure for vocational training.
- **(Developing human resources)** Since opened in 2009, total 459 students graduated from ITC Thagaya. Including the number of students who are enrolled currently, it could be said that total of almost 600 skilled hands have been brought up.
- **(Transferring advanced technique and knowledge)** According to the interview results, officials and teachers showed very positive assessment on the technique and knowledge transfer results. They also asked continuous expert dispatch and workshop program.

3) Contribution to the local community

- The project contributed to development of the local community by supplying skilled workers for the Thagaya industrial complex in a long term view.
- However, Thagaya area is lagged agriculture area except the industrial complex zone, which make the short-term prospect for the project's contribution to the local development unclear. In addition, only 3 students out of total 150 currently enrolled students are from Thagaya area, which explains the project did not consider the benefit for the local residents. This situation could affect project sustainability negatively.

4) Impacts to the beneficiaries

- The students of the college regarded the institution helped them in a positive manner. Many of them believed that the education they received helped them in finding a job and self-improvement.
- The officials from MOI responded that the project increased the employment rate of graduates. The teaching staffs of the ITC Thagaya also responded the project was helpful to improve their technique and knowledge.
- According to the interview results, the recipient's satisfaction for the project was very high. ITC Thagaya became a necessary course to visit for other donor agencies when they visit Myanmar. The project contributed to build up a positive image of Korea. Thus, the effectiveness of the project should be said very high.

Overall Opinion

ITC Thagaya has been training almost 600 students since its opening of 2009. The employment rate of graduates is average 63% since 2010. Thus the effectiveness of the project could be said very high. Also, the project affected the local community and Myanmar economy very positively by bringing up skilled workers. According to the interview results, project's beneficiaries responded that the project made positive impact to their lives.

3 points, very effective



4. Sustainability

- To evaluate sustainability of a project, it should be addressed whether the facilities have a potential to be maintained and managed accordingly, and whether the wash back effects can be sustained.
- In the ex-post evaluation, special attention was drawn to the followings: input from the recipient country in terms of the budget and manpower, and potential interruptions to sustainability.

1) Input from the recipient country

- The operating expense including salary are partially supported by Myanmar government, however, according to the interview and survey, the budget for expensive teaching material and training equipment is not sufficient.
- **(Sustainability on the side of Korea)** Some KOICA volunteers are engaged in managing ex-post maintenance.
- **(Ownership of the recipient country)** MOI(Ministry of Industry), the project execution agency has a strong will and cooperative attitude for the project.

2) Potential interruptions to sustainability

- **(Access issue of Thagaya)** Thagaya is located near new capital city Naypyidaw, it is hard to access to Thagaya because of there is no public transportation connecting it with around city areas. It is a major limitation of the project site, which make the project's sustainability to be lowered indeed.
- **(The necessity for follow-up support)** Additional materials and facilities are required to heighten the effect of the project.

- **(Issue of teachers qualification)** All of teachers and administration workers at ITC Thagaya are MOI public servants. Particularly, teachers were selected and allocated to ITC Thagaya regardless of their will. They were never trained or educated to take teaching roles. In addition, the MOI has a regulation under which every its officials should be transferred to a different position every 5 year. This situation could lower the sound capacity building of teachers.

Overall Opinion

The budget of government is not sufficient for this project. Teaching material should be supplied continuously. Current system for teaching staffs supply could undermine teaching capacity. However, the ownership and will of recipient country is very strong, which is the reason the project is assessed to have sustainability by problem solving.

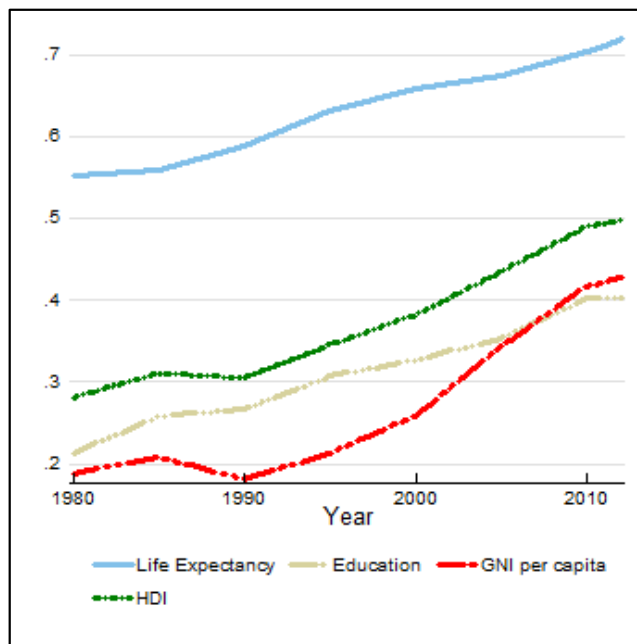
2 points, sustainable by problem-solving



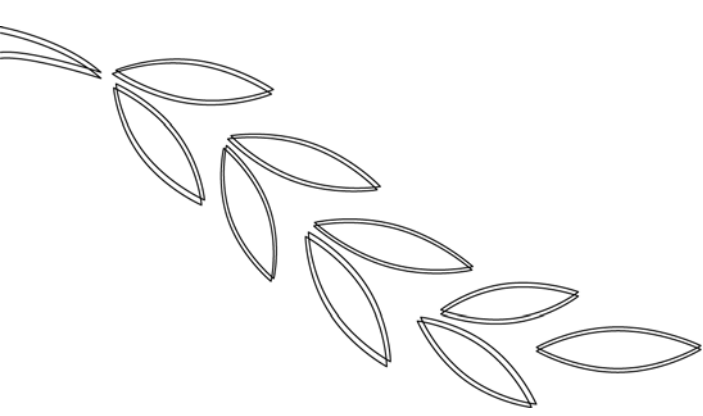
5. Cross-cutting issues

- By deploying Right Based Approach(RBA), it was also evaluated whether the marginalized population(i.e. females, physically challenged, ethnic minorities, etc.) was considered and respected.
- **(HDI, Human Development Index)** HDI index of Myanmar reaches to 0.498 in 2012, ranking 149 out of 187 countries. HDI index of the country are increasing steadily since 1980, it is still staying lower level compared to other countries. Considering this situation, ITC Thagaya has positive impacts on HDI in terms of offering chance of education.

<Picture 4-2 HDI of Myanmar(1980-2012)>



- **(Gender equality)** Since the ITC Thagaya opening of 2009, the female students ratio has steadily stayed over 30%. In case of year of 2012, female students account for 45%, 54 out 129 attending students. In 2013, female students account for 38%. Considering the fact that there is no limitation in female student to enroll the ITC training program, it could be said the project conforms gender equality.
- **(The Disabled)** ITC Thagaya does not equipped with facilities for the physically challenged, and the admission faculties explains they are not able to allow the disabled to join the courses for the reason mentioned above. In the aspect, the project is minimally adequate in promoting the rights of physically challenged people.
- **(Ethnic minorities)** Myanmar consists of 7 states of ethnic minorities and 7 regions of Burmese ethnic group. The minor ethnic groups live in Northeast and West area, thus these areas do have ethnic issues. However, there is no noticeable ethnic discrimination in urban area.
- Most of students of ITC Thagaya are Burmese, 16 out of 18 teachers are Burmese as well, which makes ethnic discrimination issues do not noticeably occur. A few mentions on ethnic issue came not from minority students, but from Burmese students. It seems to be caused by that most of minor ethnic students are from rich families or have parents whose jobs are civil servants, which make them unsensitive to the right limitation of ethnic minorities. Thus, this situation is assessed that discrimination and right limitation against ethnic minorities do not exist.
- **(Environment)** As a project on education, this projects is classified as Category C(minimally hazardous to the environment) according to World Bank classification and expected to be in the echo-friendly line.
- Consequently, judging from RBA, the project made a contribution to the heightened HDI and promoted the rights of social minorities as a whole.



V. Conclusion & Recommendations

1. Result
2. Recommendations

1. Result

- The Industrial Training Center (ITC) Thagaya project was aligned with the National Comprehensive Development Vision 2011–2020, the long-term national development plan of Myanmar, and associated with the purpose of the development plan of Myanmar government.
- The Myanmar government prioritized human resource development in the national development plan. This project focused on educating teachers and students and is associated with the vocational education policy in Myanmar.
- As the Myanmar government moved into a new capital, Naypyidaw, the government had a plan to build an industrial complex in nearby Thagaya. Therefore, the project aim of providing labor resources was deemed very relevant for building an Industrial Training Center in Thagaya.
- The Ministry of Industry(MOI) constructed ITC Thagaya, and KOICA provided new equipment and materials, dispatched experts, and invited teachers from Korea for training. The project was conducted within the set budget and timeline. Construction was even completed one month earlier than the original plan. Due to the shortened period, Korean experts were able to sequentially educate teachers who had finished training in Korea. This further improved the training effect.
- More than 600 students have been educated at ITC Thagaya since 2009. More than 63% of graduates have been employed since 2010. Better, newer

equipment at ITC Thagaya helped improve the quality of labor as well, and also improved the local and domestic industry in Myanmar.

- Moreover, the staff and students are very proud of ITC Thagaya. They felt that it brought good changes and improved their quality of life. In particular, they highlighted their better opportunities for jobs and education. In other words, the project was very influential to the beneficiaries. Therefore, this project was evaluated as being very effective.
- It is difficult to sustain this institute without additional support due to its high cost, although there was significant support from the Myanmar MOI. Specifically, ITC Thagaya needs more support for training materials.
- Thagaya is a very remote area although located nearby Naypyidaw and by the Thagaya industrial complex. There is no public transportation and no industry other than the Thagaya industry complex. This lack of infrastructure in the Thagaya area may impede sustainable development. Moreover, the productivity of Thagaya industry complex has recently declined because of the centralized planned economy in Myanmar. This conflict may also cause some problems for sustainable development of the center.
- The current teacher selection and teacher transfer system may negatively influence improvements in teacher quality. However, the Myanmar government, staff, and students of ITC Thagaya all display very strong ownership of the center and were willing to make efforts to develop the center. This created very positive effects for promoting the sustainability of the project.
- The project helped improve the human rights and HDI index in Myanmar by providing quality education. The project also contributed to an increase in the enrollment and employment rates of female students. There was no discrimination of ethnic minorities, women, of the disabled. In general, the project was evaluated as being a contributor to improving the rights of underrepresented groups of people.

- To summarize, the project was planned based on the demands stated by the Myanmar government. It also reflected the comparative advantage of Korean ODA. In particular, the ITC departments are one of the most developed industries in Korea. Korean experts were thus able to transfer advanced knowledge and skills to the teachers and students in ITC Thagaya. In addition, the project was conducted very efficiently and managed effectively. All beneficiaries were proud of ITC Thagaya and believed that ITC Thagaya would help grow the industrial output of Myanmar. In order to increase the long-term impact and sustainability, it is now necessary to improve methods for recruiting and transferring teachers, increasing the productivity of the Thagaya industry complex, and providing support for more training materials.



2. Recommendations

1) Recommendations for project post-management

(1) Improve teacher quality

- All ITC Thagaya staffs are public servants in the Ministry of Industry (MOI). However, the ITC teachers did not have any teaching experience but were appointed as teachers by the MOI. Moreover, according to MOI policy, teachers need to transfer to new positions every five years. This transfer may cause ITC Thagaya to lose qualified teachers unless new teachers are trained for the equipment. Therefore, it is necessary to improve the method for recruiting and transferring teachers at ITC Thagaya.

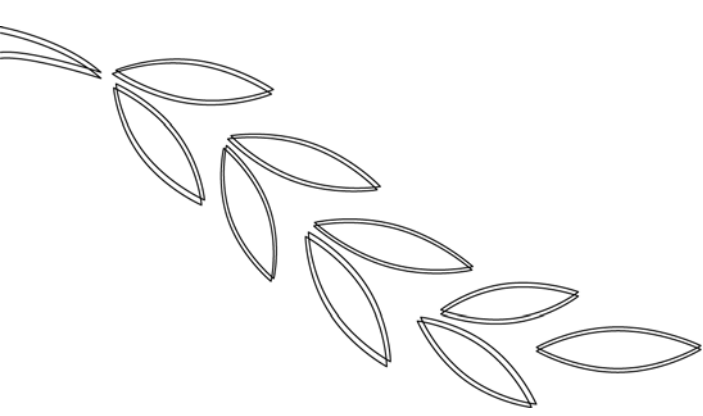
(2) Improve teaching environment

- Since Thagaya is very remote area, the living conditions are very poor. There are no grocery stores or public transportation around the center. Moreover, since most teachers stayed in the dormitory like students, teachers have struggled with heavy burdens such as teaching students, disciplining students in the dormitory, and managing administration work. These conditions provided the basis for why most teachers were hesitant to work at ITC Thagaya and wanted to leave the center after their five-year contract. Therefore, it is necessary to improve teachers living and working conditions.
- It is also necessary to support more training materials and update software.

2) Suggestions for future projects

- The goals and indicators should be clearly set using a baseline survey during the feasibility study. In addition, there needs to be an analysis conducted of the major issues and problems in the field of vocational training.
- The vocational training center should be built within existing economic and industrial infrastructure, and recognize the sociocultural features of the recipient country. The sustainability of the project should also be considered.
- It is necessary to offer both a “hard skills program” and “soft skills program” for teachers; the hard skills focus on education on technology and the soft skills involve pedagogy, curriculum development, and student guidance.
- For future projects, all project facilities need to be designed such that underrepresented groups of people including women, the disabled, ethnic minorities, etc. are included. To encourage students and improve their motivation for studying, more student facilities such as libraries, cafeterias, and student unions need to be provided.

- The Ministry of Social Welfare(MOS) in Myanmar has a plan to upgrade the vocational education center for juvenile delinquents and the disabled. However, the Ministry is currently struggling with attempts to raise the budget and a lack of technology. For this reason, the MOS wants to cooperate with a well-equipped and supported vocational center such as ITC Thagaya. Therefore, if Korea could plan and conduct projects supporting the vocational education of juveniles or the disabled in Myanmar, it would set a great example for future ODA projects. Moreover, Korea currently has a very good reputation for the vocational education for these groups of people. In developing countries, this type of vocational training will help to grow the economy and develop society by improving the human rights and quality of life of the local residents.



Appendix

1. The employment rates of ITC Thagaya
2. Survey Questionnaire

Job Opportunities of Industrial Training Center(Thagaya)

Course No	Trainees			Employee			other			Employment In MCI			company			Still trying to employ			%	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Course No (1)	63	40	103	50	34	84	13	6	19	10	10	-	10	3	4	7	-	2	2	89%
Course No (2)	90	26	116	26	10	36	64	16	80	54	15	69	6	-	6	4	4	1	5	93%
Course No (3)	78	41	119	33	23	56	45	18	63	30	9	39	11	-	11	4	9	9	13	79%
Course No (4)	67	54	121	19	17	36	48	37	85	14	-	14	-	-	-	34	37	71	16%	
Total	298	161	459	128	84	212	170	77	247	108	24	132	20	4	24	42	49	91	63%	



[Appendix 1. The employment rates of ITC Thagaya]



[Appendix 2. Survey Questionnaire]

1) Manager

August 28, 2013	USER SATISFACTION SURVEY: ITC THAGAYA_MANAGER
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**User Satisfaction Survey
ITC Thagaya**

- ◆ Age: _____ ◆ Gender(Circle one): Male Female
- ◆ Ethnicity: Burmese (), Shan (), Karen (), Rakhine ()
Others (Please, specify _____)
- ◆ Disabled: Yes (), No ()
(if yes, please, specify _____)
- ◆ Where are you from (Hometown)?
- ◆ Division _____
- ◆ Organization: _____
- ◆ I am an institute manage (), official ()
- ◆ Role in your organization: _____
- ◆ What is your educational background? (highest degree and major if applicable)
- ◆ How much do you make (monthly income)?

GDC Consulting P. 1

1) Manager(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_MANAGER							
Please rate the following statements in the scale of 5.									
Scale:									
0	1	2	3	4	5				
Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
				0	1	2	3	4	5
				NA	SD	D	N	A	SA
1.	The educational direction of ITC Thagaya coincides with the national development plan and human resource development plan.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The curriculum meets the current needs of the local industry			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The skill level of the graduates meets the current needs of the local industry.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The project has been planned to meet the development plan of Myanmar			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The ITC Thagaya is designed ecofriendly			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The ITC Thagaya is designed friendly for groups of the minorities (women, ethnic minorities, disabled, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficiency									
7.	The Korean government provided enough input for the institute			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The equipment by Korean government is durable			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The equipment by Korean government is appropriate for educational purpose			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The quantity of equipment by Korean government is adequate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The individual training of equipment operation in Korea was enough in terms of number of trainers and duration			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The technology transferred from Korean experts to the institute is appropriate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	If you have any comments on the input from Korean government, please explain								
14.	The Myanmar government provides enough input for the institute.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The budget provided by the Myanmar government was appropriate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The human resources (teachers, administrators) provided by the Myanmar is appropriate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1) Manager(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_MANAGER					
		0	1	2	3	4	5
		NA	SD	D	N	A	SA
17. The institute facilities (space, utilities, etc.) by Myanmar government was enough							
18. If you have any comments on the input from Myanmar government, please explain							
19. The project was implemented during at the reasonable time period		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am satisfied with the constructed building		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The constructed building is reflected Myanmar culture		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness							
22. The ITC Thagaya has trained successfully skilled workers for local communities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The training for machine operation and maintenance by the Korean experts was very useful		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The training for training material and plan development provided by the Korean experts is adequate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The training equipment has been properly managed/maintained		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The approximate training equipment utilization ratio is		0-20	20-40	40-60	60-80	80-100 (%)	NA
26-1. If there are any problems in part procurement for broken equipment, please specify		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The institute operation system for training course has been well organized		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The institute equally has admitted student no matter who they are		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability							
29. The institute has enough budget and funding to continue its activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The institute has own system to support program development		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The institute provides any internal workshop or seminar to		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1) Manager(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_MANAGER					
		0	1	2	3	4	5
		NA	SD	D	N	A	SA
upgrade teachers' instruction skill and knowledge.							
32.	The institute has own system to develop and revise textbooks and training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	The training materials are consistently offered to student for educational purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	The institute has been supported by the Myanmar government or any other organization to upgrade course and program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact							
35.	The graduates have been contributed to increase productivity in the local industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	The graduates have been contributed to enhance the quality of products in local industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	The institute became one of best examples for other vocational training center in Myanmar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	The institute has been improved the rights of minorities group of people(women, ethnic groups, poor, disabled, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GDC Consulting P. 4

1) Manager(계속)

August 28, 2013	USER SATISFACTION SURVEY: ITC THAGAYA_MANAGER
<p>Please briefly answer the following:</p> <ul style="list-style-type: none">• Do you see any changes in the communities resulted from the ITC Thagaya? • If the ITC Thagaya can improve the rights of minorities (women, ethnic minorities, poor, disabled, etc.), what is to be done? • Any comments for improving the ITC Thagaya? <p style="text-align: center;">Thank you very much for your participation!</p>	
<p>GDC Consulting P. 5</p>	

2) Teacher

August 28, 2013	USER SATISFACTION SURVEY: ICT THAGAYA_TEACHER
User Satisfaction Survey ITC Thagaya	
<ul style="list-style-type: none">• Age: _____• Gender(Circle one): Male Female• Ethnicity: Burmese (), Shan (), Karen (), Rakhine () Others (Please, specify _____)• Disabled: Yes (), No() (if yes, please, specify _____)• Where are you from (Hometown)?• Division _____• Organization: _____• Month/Year when you joined the ITC Thagaya: _____• Course you mainly instruct: _____• What is your educational background? (highest degree and major if applicable)• How much do you make (monthly income)?	
GDC Consulting	P. 1

2) Teacher(계속)

August 28, 2013		USER SATISFACTION SURVEY: ICT THAGAYA_TEACHER							
Please rate the following statements in the scale of 5.									
Scale:									
0	1	2	3	4		5			
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		Not Applicable			
				0	1	2	3		
				NA	SD	D	N		
							4		
							5		
							SA		
1.	The educational direction of ITC Thagaya coincides with the national development plan and human resource development plan.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The curriculum meets the current needs of the local industry			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The skill level of the graduates meets the current needs of the local industry.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The purpose of the project, which is supplying skilled workers, is still relevant to the current needs of the local industry			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The ICT Thagaya is designed ecofriendly			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The facilities and environment are designed friendly for the minorities(women, ethnic minorities, disabled, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficiency									
7.	The Korean government provided enough input for the institute			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The equipment by Korean government is durable			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The equipment by Korean government is appropriate for educational purpose			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The quantity of equipment by Korean government is adequate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The individual training of equipment operation in Korea was enough in terms of number of trainers and duration			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The technology transferred from Korean experts to the institution is appropriate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	If you have any comments on the input from Korean government, please explain			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The Myanmar government provides enough input for the institute.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The budget provided by the Myanmar government was appropriate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The human resources (teachers, administrators) provided by the Myanmar is appropriate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GDC Consulting									
P. 2									

2) Teacher(계속)

August 28, 2013		USER SATISFACTION SURVEY: ICT THAGAYA_TEACHER					
		0	1	2	3	4	5
		NA	SD	D	N	A	SA
17.	If you have any comments on the input from Myanmar government, please explain						
18.	The project was implemented during at the reasonable time period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	The quality, number, and duration of dispatched experts is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I have learned a great deal from the experts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I have taught my students what I have learned from the experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	While the project was implemented, the rights of minority groups of people has been considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness							
23.	The ITC Thagaya has trained successfully skilled workers for local communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	The training for machine operation and maintenance by the Korean experts was very useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	The training for training material and plan development provided by the Korean experts is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	The approximate training equipment utilization ratio is	0-20	20-40	40-60	60-80	80-100 (%)	NA
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26-1.	If there are any problems in part procurement for broken equipment, please specify						
27.	The training equipment has been properly managed/maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I was trained how to fix the equipment for in case of malfunction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	The textbooks developed during the project were fully utilized in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	The textbooks are clear enough to describe the subject matter to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	The institution operation system for training course has been well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GDC Consulting P. 3

2) Teacher(계속)

August 28, 2013		USER SATISFACTION SURVEY: ICT THAGAYA_TEACHER					
		0	1	2	3	4	5
		NA	SD	D	N	A	SA
32.	I am able to give career guidance to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	I am able to give good advice for living and studying issues to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	The institution equally has admitted student no matter who they are						
Sustainability							
35.	The institute has enough budget and funding to continue its activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	The institution has own system to support program development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	I am capable of performing program development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I am able to develop and update textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	The institution provides any internal workshop or seminar to upgrade teachers' instruction skill and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	The institution has own system to develop and revise textbooks and training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	The training materials are consistently offered to student for educational purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	The institution has been supported by the Myanmar government or any other organization to upgrade course and program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	The working environment is good enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	My salary is enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	If you have any second job, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Overall, I am very proud of working at the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	If you have any comment on your working condition, please explain						
48.	The institution get along with local community culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact							
49.	The graduates have been contributed to increase productivity in the local industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	The graduates have been contributed to enhance the quality of products in local industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Teacher(계속)

August 28, 2013		USER SATISFACTION SURVEY: ICT THAGAYA_TEACHER					
51. The institution became one of best examples for other vocational training center in Myanmar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. I transferred knowledge and skills what I had trained from Korea to other training center, schools, or companies in Myanmar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. The institution has been improved the rights of minorities group of people(women, ethnic groups, poor, disabled, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GDC Consulting P. 5

2) Teacher(계속)

August 28, 2013	USER SATISFACTION SURVEY: ICT THAGAYA_TEACHER
<p>Please briefly answer the following:</p> <ul style="list-style-type: none">• What changes did the ITC Thagaya bring to your life? • To improve teachers quality, what do you think the most important aspect as below : (Counseling, teaching methods, textbook and program development, skill development) Please, explain the reason <p style="text-align: center;">Which aspect do you need for improving yourself as qualified teacher?</p> • Do you see any changes in the communities resulted from the ITC Thagaya? • If the ITC Thagaya can improve the rights of minorities (women, ethnic minorities, poor, disabled, etc), what is to be done? • Any comments for improving the ITC Thagaya?	
<p>Thank you very much for your participation!</p>	
GDC Consulting	P. 6

3) Students(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_STUDENTS							
Please rate the following statements in the scale of 5 Scale:									
0	1	2	3	4	5				
Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
0	1	2	3	4	5				
NA	SD	D	N	A	SA				
Facility and Environment									
1.	I am satisfied with facilities(classrooms, restrooms, cafeteria, dormitory, etc.) in ITC Thagaya			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I am satisfied with the educational environment in ITC Thagaya			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The facilities and environments are ecofriendly			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The facilities and environment are friendly for the minorities(women, ethnic minorities, disabled, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The facilities and environment are well maintained			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffs and Instructors									
6.	The number of instructors and staffs are enough			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The instructors and staffs are qualified			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The instructors are concerned about whether the students learned the subject matter.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The instructors are enthusiastic about teaching in the institute			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The instructors conducted classes without cancelation or neglect			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The training equipment operation skills of instructors is good			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The instructors provide helpful feedback on my performance			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Instructors and staffs are kind and approachable			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Instructors and staffs do not discriminated students by gender, ethnicity, SES, and disabled.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I am able to get advice or guidance about the career by instructors and staffs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program and the services:									
16.	The level of program is appropriate			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The program challenges me to think deeply about the major			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Students(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_STUDENTS					
		0	1	2	3	4	5
		NA	SD	D	N	A	SA
18.	The program will help me to get a job after the graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	The instructional techniques engaged me with my major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	The textbook helps me better understand my major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	The level of textbook is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	The textbook was clearly easy enough to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	The tools and materials are appropriate for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	The tools and materials are used efficiently in classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Students are able to use tools and materials currently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operation and Management							
26.	I am satisfied with administration system of ITC Thagaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I am satisfied with the availability of the facilities in terms of their accessible time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Do you pay tuition?	Yes			No		
25-1.	If yes, I am satisfied with the program quality compare to the amount of tuition I pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	ITC Thagaya reflects students' opinion or needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Effect							
30.	Overall, I learn a great deal from the ITC Thagaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	I am very confident to have job after the graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	My skills and knowledge from ITC Thagaya will be very helpful for future job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall evaluation							
33.	Overall, I am very satisfied with the quality of education in ITC Thagaya .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Students(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_STUDENTS					
		0	1	2	3	4	5
		NA	SD	D	N	A	SA
34.	If a friend is looking for vocational training center, I would recommend the ITC Thagaya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	ITC Thagaya treats students equally no matter who they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	ITC Thagaya helps local community (including Thagaya Industry Complex) to develop economically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	ITC Thagaya helps me to understand any social issues such as gender issues, human rights, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	ITC Thagaya improves social development such as women empowerment, human rights, environmental issues, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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GDC Consulting P. 4

4) Alumni

August 28, 2013	USER SATISFACTION SURVEY: ITC THAGAYA_ALUMNI
User Satisfaction Survey ITC Thagaya	
<ul style="list-style-type: none">◆ Age: _____ ◆ Gender(Circle one): Male Female◆ Graduate year : _____ ◆ Major: _____◆ Ethnicity: Burmese (), Shan (), Karen (), Rakhine () Others (Please, specify _____)◆ Disabled: Yes (), No() (if yes, please, specify _____) ◆ Where are you from (Hometown)?◆ What is your educational background (highest degree and major if applicable)◆ What do you do for a living (occupation)?◆ How much do you make (monthly income)?◆ How many people live with you in your residence?◆ (If you live with your family), what is your household income per month?	
<div style="display: flex; justify-content: space-between;">GDC ConsultingP. 1</div>	

4) Alumni(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_ALUMNI				
Please rate the following statements in the scale of 5 Scale:						
0	1	2	3	4	5	
Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
0	1	2	3	4	5	
NA	SD	D	N	A	SA	
Facility and Environment						
1.	I am satisfied with facilities(classrooms, restrooms, cafeteria, dormitory, etc.) in ITC Thagaya					
2.	I am satisfied with the educational environment in ITC Thagaya					
3.	The facilities and environments are ecofriendly					
4.	The facilities and environment are friendly for the minorities (women, ethnic minorities, disabled, etc.)					
5.	The facilities and environment are well maintained					
Staffs and Instructors						
6.	The number of instructors and staffs are enough					
7.	The instructors and staffs are qualified					
8.	The instructors are concerned about whether the students learned the subject matter.					
9.	The instructors are enthusiastic about teaching in the center					
10.	The instructors conducted classes without cancelation or neglect					
11.	The training equipment operation skills of instructors is good					
12.	The instructors provide helpful feedback on my performance					
13.	Instructors and staffs are kind and approachable					
14.	Instructors and staffs do not discriminated students by gender, ethnicity, SES, and disabled.					
15.	I am able to get advice or guidance about the career by instructors and staffs					
Program and the services:						
16.	The level of program is appropriate					
17.	The program challenges me to think deeply about the major .					
18.	The programs helped me to get a job					
GDC Consulting						
P. 2						

4) Alumni(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_ALUMNI					
	0	1	2	3	4	5	
	NA	SD	D	N	A	SA	
19. My major is very related with my current work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. I am satisfied with my position at work as ITC graduates is level of my job is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. The instructional techniques engaged me with the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. The program materials (e.g., textbooks, course package) helped me better understand the major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. The equipment is relevant for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. The equipment is used efficiently in classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. The training materials were consistently provided while I attended in the ITC Thagaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Operation and Management							
26. I am satisfied with administration system of ITC Thagaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. I am satisfied with the availability of the facilities in terms of their accessible time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Did you pay tuition?	Yes				No		
	<input type="checkbox"/>				<input type="checkbox"/>		
25-1. If yes, I was satisfied with the program quality compare to the amount of tuition I paid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. ICT Thagaya reflects students' opinion or complaint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning Effect							
30. Overall, I learn a great deal from the ITC Thagaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. My skills and knowledge from ITC Thagaya is very helpful for my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. I currently use the skills and knowledge from ITC Thagaya in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. I often heard that my work capacity was improved after I graduated ITC Thagaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Evaluation							

4) Alumni(계속)

August 28, 2013		USER SATISFACTION SURVEY: ITC THAGAYA_ALUMNI					
		0	1	2	3	4	5
		NA	SD	D	N	A	SA
34.	Overall, I am very satisfied with the quality of education in ICT Thagaya .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	If a friend is looking for vocational training center, I would recommend the ITC Thagaya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	ICT Thagaya treats students equally no matter who they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	ITC Thagaya helps local community (including Thagaya Industry Complex) to develop economically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	ITC Thagaya helps me to understand any social issues such as gender issues, human rights, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	ITC Thagaya improves social development such as women empowerment, human rights, environmental issues, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please briefly answer the following:							
<ul style="list-style-type: none"> Which part (teachers, staffs, programs, facilities, services, administration) of ITC Thagaya was most helpful for you to get a job? (Please, specify) 							
<ul style="list-style-type: none"> Which part (teachers, staffs, programs, facilities, services, administration) of ITC Thagaya is most helpful for your current working place? (Please, specify) 							
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**Ex-post Evaluation Report on the Project for the Establishment of
Industrial Training Center in Thagaya, Myanmar**

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Published by the Korea International Cooperation Agency (KOICA)

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ISBN : 978-89-6469-214-1 93320