

***Myanmar – Swiss Centre of Excellence
for Vocational Education and Training***

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Tracer Study

A follow up on the Baseline Study 2014

Insightful assessment on:

- CVT Graduated Apprentices
- Partner Companies
- Young Entrepreneurs for Myanmar
- In-Company Trainer
- CVT Certified Instructor

Prepared for



Center for Vocational Training
Berufsbildungszentrum

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List of Abbreviations

ASEAN	Association of South East Asian Nations
CA	Commercial Assistant
CEBSD	Centre of Excellence for Business Skills Development
CESR	Comprehensive Education Sector Review
CI	Certified Instructors (CVT)
CM	Cabinet Maker
CVT	Center for Vocational Training
EE	CVT Employees
ER	CVT Employers
E4Y	Education for Youth Program (CVT)
EL	Electrician Training
GDP	Gross Domestic Product
H & G	Hotel and Gastronomy
ICT	In-Company Trainer
ICT C	Partner of the In-company trainer course
ILO	International Labour Organization
KII	Key Informant Interview
MMRD	Myanmar Marketing Research and Development Co., Ltd.
MMK	Myanmar Kyat
MOLES	Ministry of Labour, Employment and Social Security
MoST	Ministry of Science and Technology
MPT	Myanma Posts and Telecommunications
MW	Metalworker (CVT)
NGO	Non-Governmental Organization
NSSA	National Skill Standards Authority
PTC	Practical Training Centre
SDC	Swiss Agency for Development and Cooperation
SEZ	Special Economic Zone
SHL	Swiss Hotel Management Academy Lucerne
SMVTI	Singapore Myanmar Vocational Training Institution
SPSS	Statistical Package for the Social Sciences
TTWG	TVET Technical Working Group
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
USD	US Dollar
VET	Vocational Education Training
YE4M	Post-Graduate Young Entrepreneurship Programme (CVT)
YSX	Yangon Stock Exchange

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Executive Summary

The Center for Vocational Training (CVT) was established in Yangon, Myanmar, in 2002. The organization's main objective is to introduce and practice a Myanmar-adapted form of the dual apprenticeship model from Switzerland and has over the years developed five professions successfully depending heavily on the donations from Swiss donators and spenders. Supported by the Swiss Agency for Development and Cooperation (SDC), CVT initiated in 2013 a Capacity Building Project with the overarching goal of raising protracted employment, earning and training opportunities to disadvantaged youth in Myanmar through extending the dual vocational training system. The implementation period of the project is from the year 2014 to 2018.

Myanmar Marketing Research and Development Co., Ltd. (MMRD) conducted the baseline study for the project from February to May 2014. In 2015, CVT repeated the assessment with the objective of updating the baseline data, assessing new trainings, equipping CVT with relevant information to tackle the challenge of fundraising, improving its programs, and thereby contributing to the sustainable development of the Vocational Education sector in Myanmar. CVT extended the study to include participants of the Young Entrepreneurs for Myanmar programme, In-Company Trainers, and Certified Instructors.

The field work was conducted from 5 to 20 November 2015 for a total of 16 days in Yangon region. The total number of sample respondents was 349. MMRD selected the available sample respondents from the list of contacts among the categories of respondents provided by CVT. The sample size of respondents in each category in the 2014 and 2015 studies was determined by CVT and it is compared in **Table 1**. The study uses both qualitative and quantitative data collection methods, mainly Key Informant Interviews (KIIs) and structured questionnaires. Most of the respondents (89%) were interviewed face-to-face, and the remaining 11% were interviewed by phone.

No.	Category of Sample Respondents	2014	2015
1	Partner Company	93	100
2	CVT Graduated Apprentice (male/female)	140 (83/57)	150 (66/84)
3	Young Entrepreneurs for Myanmar (male/female)	-	24 (15/9)
4	Company of In-company trainer course	-	15
5	In-company trainer (male/female)	-	25 (18/7)
6	CVT Certified Instructor (male/female)	-	35 (29/4) ¹
7	Association	6	-
	TOTAL	239	349

Table 1: Comparison of categories and sample respondents from CVT studies in 2014 and 2015

¹ Questionnaires=35, Respondents=33

The **key findings** from the 2015 Tracer Study, including comparisons with results obtained in 2014, are summarized below:

CVT Partner Company

The satisfaction of the partner companies on the efficiency and productivity of CVT graduates has increased up to 98% (95% in 2014) (**Outcome 2, Indicator >85%**). The percentage of companies, which believe that the capacity of CVT graduates has increased after graduation, has slightly declined (93% in 2015 and 99% in 2014).

Regarding financial contributions, more than 70% of the companies, which responded, are willing to pay the defined registration and annual membership fee. It was found that 66% of the companies, which responded, would like to donate to CVT; 86% of them prefer to donate on an annual basis. Nearly half of the partner companies (40%) find it reasonable to contribute up to 100,000 Myanmar Kyats (MMK) (76.98 USD²) annually.

CVT Graduated Apprentice

Over half of CVT graduates received a rise in pay or a promotion after CVT training (58% in 2015 and 70% in 2014) (**Overall Goal, target >45%**). Only 2% of CVT graduates earn less than 100,000 MMK per month after training (**Overall Goal, target 2%**). While the percentage of CVT graduates who expressed that CVT training increases their employability is still high at 96%, the figure is slightly lower than it was in 2014 at 98.6%. The unemployment rate among CVT graduates is 3% in 2015.

The level of satisfaction with teachers is 'high' among 93% of CVT graduates - almost all of the respondents provided positive feedback on teaching methods. Majority of the respondents favour the curricula because it is based on Association of South East Asian Nations (ASEAN) and international standards and uses a good mixture of theory and practical components which are very supportive and useful for their workplace; 94% of the respondents stated that CVT's training is relevant to their current line of work. The percentage of CVT graduates who expressed that the content of the training 'exceeded their expectations' is lower than it was in 2014 (53% in 2015 and 61% in 2014); however, 94% of CVT graduates think that the courses are relevant to their current line of work.

Interestingly, many of the respondents are still in the same professional or expert subject of the training in the current workplace, but they are not necessarily with the same company or employer that they were with during the training period.

² USD= 1299 MMK (Reference Foreign Exchange Rates of Central Bank of Myanmar as of 11th December 2015,) <http://forex.cbm.gov.mm/index.php/fxrate>

Young Entrepreneurs for Myanmar

One out of 12 graduates started a new business after graduation. The remaining graduates had their own businesses before signing up for the course. Among those who already have a business, half of them earn revenue of 1 million MMK per month. Most of the graduates with running businesses make a profit of at least 300,000 MMK per month.

By overall grade, one fourth of CVT's graduates marked the entrepreneurship course as 'excellent' and 'very good'. More than 90% of the students 'agree' with the teaching methods or teaching materials. They also think that the teachers are well prepared and that the training topics match their expectations. More than 95% of the respondents will recommend the Young Entrepreneurs course to others.

In-Company Trainer

As per the findings of the qualitative assessment, all of the respondents believe that the teachers are skilled and the hand-outs are impressive. Almost all of them think that the training provided is efficient. Suggestions for the course include selecting more motivated trainees who are able to become trainers later.

CVT Certified Instructor

The field of employment is mostly in Hotel and Gastronomy (H&G). The income of graduates ranges from 100,000 to 500,000 MMK per month depending on the position of employment. Approximately one in two graduated instructors are now teaching in Yangon and other places. Suggestions from some respondents include recruiting more skilful teachers, updating the curriculum, using more teaching aids, a library, and Internet access.

Multiplication Ability of CVT Programmes

As per the 2015 Tracer Study, it is clear that CVT's dual Vocational Education Training (VET) method is still effective - partner companies and trainees are both satisfied. It is also highly relevant to current graduates with the exception of a few minor issues such as the limited capacity of some trainers at CVT, which affected the level of satisfaction among some of the trainees. A thorough review of the skills and capacities of the trainers/teachers in various courses is recommended. While the curriculum corresponds to international standards, the graduates would like it to be more compatible with the changing needs in the country. Additionally, the teaching aids and classroom facilities for different courses need to be completely equipped.

Currently, CVT's activities and courses are known mostly through personal contacts. To be more widely recognized, MMRD recommends that CVT needs to actively seek wide recognition among potential partners and apprentice candidates through the media, including webpage and social media. Increasing the number of partner companies and potential apprentices could financially support and strengthen the project in the long run. In order to sustain its position, and to stay on top of demand and supply trends in the vocational training market, CVT should consider sustaining its existing recognized courses, while also launching new courses on topics which are in high demand. For instance, diploma courses which are shorter in duration would do well in Yangon as well as locations like Mandalay, Ayeyarwady, Mon and Kayin States.

1 Management Summary

1.1.1 Background

In 2002, Max O. Wey³, a Swiss national formerly employed by Red Cross International, launched the Center for Vocational Training⁴ (CVT) in Yangon, Myanmar. Since then, CVT has launched a number of Graduate Apprentices courses such as Cabinet Maker (2002), Commercial Assistant and Metalworker (2003), Hotel and Gastronomy (2007), and Electrician (2005). Other courses include the Education for Youth Program (E4Y) (2008), Young Entrepreneurs for Myanmar (YE4M) (2014), In-Company Trainer (2014) and Certified Instructor (2014).

In order to expand its recognized services by enlarging and optimizing its facilities, knowledge and expertise, the CVT Capacity Building Project started in 2013 with support from SDC. The project has four phases:

- Inception Phase: January 2013 – April 2014 (finished)
- Development Phase: July 2014 – April 2016 (on going)
- Handover Phase: June 2016 – April 2017
- Improvement Phase: May 2017 – April 2018

The CVT Board in Switzerland is leading the implementation phase and signing respective contracts with SDC. For information exchange, training of instructors and sharing of facilities, CVT has a strategic partnership with Swisscontact, 600Kids.org and Swiss Hotel Management Academy Lucerne (SHL).

To optimize the multiplication capability of CVT's vocational training programs and increase the employability of graduated apprentices, five professional training courses are expected to get official recognition from the National Skill Standards Authority⁵ (NSSA) within a few years⁶.

CVT has commissioned an objective third party to evaluate the project programs, validate the baseline studies and report accordingly. MMRD conducted the baseline study for the project in February 2014. The Tracer Study commissioned in 2015 is a follow up to the baseline study conducted by MMRD in 2014 – the main objective is to update the information on the baseline study and to obtain tracer data from the new trainings which include YE4M, In-company Trainer and Certified Instructor.

³ Max O Wey passed away in 2008.

⁴ CVT signed with Ministry of Labour, Employment and social Security (MOLES) and officially registered as international NGO with certificate No.0057 in August 2013.

⁵ Launched in 2007, the National Skill Standards Authority (NSSA) headed by deputy minister for labour and comprised of various stakeholders (government ministries and private organizations) to facilitate the free flow of skill labour within ASEAN region and to establish the National Occupational Skill Framework. (Official website of National Employment & Skill Development) (<http://www.nesdmyanmar.org/>) accessed at 14 December 2015

⁶ First the competency levels will be developed and then the courses will be recognized through them (NSSA)

Output/Outcomes and Indicators

From the logical framework of the project, some of the important outcomes/outputs and indicators related to this study are listed below in **Table 2**.

Objective/outcome/Output	Indicator and Targets	Means of verification
Overall Goal (impact)	Average starting salary CVT alumni main field (31%) increased from 100,000-200,000 Kyats per month. Share of low salaries (<100,000 Kyats per month) of the CVT alumni decreased from 7.2% to 2%. Employability: Average percentage of alumni receiving a promotion after graduation, keeps stable on >45%	Tracer Study on CVT alumni Tracer study/Survey on CVT training companies
Outcome 2	Quality approach: The grade of “high satisfaction” of the training companies with graduates after CVT training keeps stable on >85%. (According to the current baseline study)	Tracer study/survey on CVT training companies
Outcome 3	Young entrepreneurs& instructor training: Average income of CVT PGD increases minimum 15%-20% within the first year after graduation.	Tracer study/survey on CVT PGD

Table 2: Key output/outcomes and indicators

1.2 Methodology

Study Design

MMRD conducted a cross-sectional comparative (follow-up) study using qualitative and quantitative data collection methods.

Study Location

The study was conducted around Yangon area, where the interviewees are located.

Study Population

The study population was from among the six categories of respondents selected by CVT:

- 1) Partner Company (ER)
- 2) CVT's Graduate Apprentice (EE)
- 3) Young Entrepreneurs for Myanmar (YE4M)
- 4) Company for In-company Trainer (ICT C)
- 5) Participant of In-company Trainer Course (ICT P)
- 6) CVT Certified Instructor (CI)

Study Tools

The study tools used for field data collection are listed below:

- 1) Qualitative tool: An interview guideline was developed for Key Informant Interviews (KII) with the following categories of respondents:
 - Company for In-company Trainer (ICT C)
 - Participant of In-company Trainer Course (ICT)
 - CVT Certified Instructor (CI)

- 2) Quantitative tool: A structured questionnaire was developed for collecting data from the following categories of respondents:
 - Partner company (ER)
 - CVT's Graduate Apprentice (EE)
 - Young Entrepreneurs for Myanmar (YE4M)

Interviews were conducted face-to-face or by phone.

Sample Population

The total sample population for the study was 349 respondents. MMRD selected the sample from each category based on the availability (ability to contact) and voluntary participation of the respondents from the list of contacts provided by CVT. The number of sample respondents in each category as well as the data collection method was decided by CVT (**Table 3**).

No	Quantitative Survey	Number of Samples	Qualitative Survey	Number of Samples
1	Partner company (ER)	100	Company for In-company Trainer (ICT C)	15
2	CVT Graduated Apprentice (EE)	150	Participant of In-company trainer Course (ICT)	25
3	Young Entrepreneurs for Myanmar (YE4M)	24	CVT Certified Instructor (CI)	35

Table 3: The sample size and data collection method

Summary of the Study Procedure

Prior to field data collection, MMRD received the sample size to study and potential list of respondents from CVT which included their names, courses attended or company name, contact address and/or phone number. CVT and MMRD jointly developed the study tools – questionnaires and interview guidelines for the KIIs. MMRD translated the questionnaires/guidelines into Myanmar language. MMRD then recruited the field data team of 15 staff, and conducted a 3-day training to explain the tools and how they were to be implemented; the training included pre-testing of the questionnaires.

After screening the list of respondents, the field staff contacted them to inquire about their willingness to participate in the study. Interviews were then scheduled with respondents who were successfully contacted and volunteered to participate in the study. On the appointed date, time and place, the assigned field staff obtained verbal informed consent and interviewed the respondents using the questionnaire. Field data collection was completed in 16 days (from 5-20 November 2015). The data collected through the interviews was cleaned, coded and translated.

Field staff and data entry staff conducted data quality checks to ensure that the data was complete and consistent. A quality control team conducted checks for phone interviews, and verified whether respondents completed their interviews as scheduled.

The data was then entered using Statistical Package for the Social Sciences (SPSS) and analysed for the final report.

Limitations of the Study

Limitation	Description and mitigation
Inaccessibility of a few respondents during data collection	From the list of contacts provided by CVT, MMRD was unable to reach graduates and companies whose contact details were either out-dated or incomplete. MMRD was unable to contact ⁷ 53% (422/790) of the respondents within the scheduled time frame for the study. (Annex 1)
Phone interviews with a few respondents	A few respondents from different categories requested that the interviews be conducted on phone instead of in-person due to various personal and professional constraints—11% (39/349) of the respondents had to be interviewed by phone (Table 5) . The highest percentage of phone interviews was among respondents of the YE4M category (21%). In phone interviews, although the field team used the same structural questionnaire as in face-to-face interviews, some of the respondents had to be contacted more than once to complete the interview, as they were reluctant to answer in detail. To overcome these challenges, the interviewer had to explain the purpose of the questionnaire in detail to the interviewee, ensure that the questions were clearly understood, and call more than one time. Despite the measures taken by MMRD to tackle this challenge, it is likely that data collected through phone interviews is limited in its reliability and completeness, compared to face-to-face interviews.
Unmet data for some targets and indicators	The questionnaire and KII guideline for the tracer study does not capture all the information required for all the indicators and targets for respective outcomes. For instance, Outcome 3 in CVT’s logical frame states that graduates from YE4M and In-company Training are targeted to increase their average income by a minimum of 15-20% within the first year after graduation – this information could not be obtained from this study. This limitation could perhaps be traced back to the development of the questionnaire, before the study began. It is possible that CVT and MMRD had missed sharing some information while developing the tools.

Table 4: Limitations of the study

⁷ Reasons included missing or incorrect phone numbers or failure to reach the respondents

No.	Category of Sample Respondents	Face to face	Phone contact	Phone contact %	TOTAL
1	Partner Company	88	12	12%	100
2	CVT Graduate Apprentice	136	14	9%	150
3	Young Entrepreneurs for Myanmar	19	5	21%	24
4	Company of In-company Trainer	14	1	6%	15
5	Participant of In-Company Trainer Course	22	3	12%	25
6	Certified Instructor	31	4	11%	35
	TOTAL	310	39	11%	349

Table 5: List of sample of respondents interviewed face-to-face or by phone

2 Highlights of the Current Economic and Educational Context in Yangon

Formerly the capital of Myanmar, Yangon is now the commercial capital of the country contributing to 23%⁸ of its national Gross Domestic Product (GDP). Yangon region has not only a sizeable population of 7.3 million⁹ people, but also a sizeable economy at 8.93 trillion MMK in fiscal year 2010-11. It has at least 14 industrial zones and various industries including exports in agricultural products. Yangon has a total of 2,717¹⁰ basic education schools, 33 universities/colleges¹¹ and 601¹² vocational training schools for subjects ranging from engineering design to media and communication and fashion design. In addition to recent political developments, Myanmar has also experienced growth and change in its economy and education environment over the past few years. Recent key developments in these areas are highlighted below:

2.1 Economic Sector

New Economic Laws: The Foreign Investment Law (November 2012), National Investment Law (July 2013), Myanmar Central Bank Law (July 2013) and the Law on minimum daily wage of 3600 MMK (2.77 USD) for workers (August 2015) have been recently enacted in Myanmar. These new economic laws form the backbone for all business sectors in Myanmar.

Foreign Banks Opening: Since 1 October 2014, the Government of Myanmar has released licences for nine foreign banks to operate in the country. These banks are allowed to do wholesale banking but not retail banking like domestic banks. Among them, the Bank of Tokyo Mitsubishi UFJ Ltd, Sumitomo Mitsui Banking Corporation and Overseas-Chinese Banking Corporation Ltd are the first foreign banks to open their branches in Yangon¹³ on 23 April 2015.

⁸ The Myanmar Time (7 November 2011)

⁹ 'Census Report'. The 2014 Myanmar Population and Housing Census 2. Nay Pyi Taw: Ministry of Immigration and Population. (May 2015)

¹⁰ Department of Education Planning, Ministry of Education (March 2014)

¹¹ Department of Planning

¹² Education Directory and Guide for Everyone Yangon (2014-15), MMRD

¹³ The Irrawaddy News, 9 April 2015 online news (<http://www.irrawaddy.org/business/foreign-banks-opening-branches-in-burma-for-first-time-in-decades.html>) accessed at 8 December 2015

Special Economic Zone: Under the law for Myanmar Special Economic Zone, which was enacted in January 2014, the newly opened Thilawa Special Economic Zone (SEZ)¹⁴ is located 23 kilometres south east of Yangon. The SEZ, a 1.5 billion USD manufacturing complex, is promoted by Myanmar-Japan Thilawa Development Ltd., in which Mitsubishi Corp., Marubeni Corp., Sumitomo Corp., and the government-affiliated Japan International Cooperation Agency hold a 49% stake. Myanmar Federation of Chambers of Commerce and Industry has provided the rest of the capital for the SEZ. A total of 24 Japanese businesses are included among the 47 foreign companies that will be set up in the Thilawa SEZ.

Opening of Myanmar's Stock Market: The Yangon Stock Exchange (YSX), Myanmar's first official stock market, is a joint venture between the state-owned Myanmar Economic Bank, Daiwa Securities Group and the Japan Exchange Group¹⁵. It was launched on 9 December 2015 in Yangon. Foreign investors will now be able to trade Myanmar stocks "in a few months", according to Maung Maung Thein, Deputy Finance Minister and Chair of the Securities Exchange Commission of Myanmar. However, a few entities in Myanmar, including the Myanmar Economic Bank, are still under sanctions by the US government¹⁶. It is notable that the US recently temporarily lifted trade restrictions on shipping hubs in Yangon for a period of six months¹⁷.

Mobile and Internet Usage: In addition to the existing national telecommunications operator Myanma Posts and Telecommunications (MPT), two international telecommunication operators, Telenor and Ooredoo, launched their services in Myanmar in 2014. Mobile and internet penetration skyrocketed from 4% at the beginning of 2012 to 65% in October 2015. There are now 27 million¹⁸ internet users (53% of the total population) all over the country.

Hotel and Tourism: Since Myanmar opened up in 2011, the number of tourists visiting from around the world has soared. Myanmar's Ministry of Hotels and Tourism forecasted 4.7 million visits in 2015¹⁹; majority of the tourists entered through Yangon International Airport. While Yangon has 317 licenced hotels as of October 2015, more hotels are under construction and scheduled to launch.

Infrastructure: Newly built hotels and high-rise buildings have flourished around Yangon. The construction of affordable housing in Yangon's suburban areas, initiated by the government, is in progress. The upgradation and extension of Mingaladon International Airport by local and international companies is also underway.

¹⁴ Officially launched in September 2015 (The Japan Times News, 24 September 2015)

¹⁵ The Wall Street Journal online, issue of 13 October 2013 (<http://www.wsj.com/articles/myanmar-to-open-yangon-stock-exchange-in-early-december-1444775353>) accessed on 2 November 2015

¹⁶ Myanmar Times, 12 October 2015 (<http://www.mmtimes.com/index.php/business/16932-yangon-stock-exchange-risks-opening-under-us-sanctions.html>) accessed on 2 November 2015

¹⁷ Reuter News online, 7 December 2015 (<http://www.reuters.com/article/us-usa-myanmar-sanctions-trade>) accessed at 11 December 2015

¹⁸ The daily 'Mirror' Newspaper in Myanmar language, 16 October 2015 issue

¹⁹ Myanmar Times, 7 December 2015 (<http://www.mmtimes.com/index.php/national-news/18015-better-transport-more-open-travel-puts-myanmar-on-track-for-2015-16-tourism-arrival-goal.html>) accessed on 31 December 2015

2.2 Education Sector

Myanmar's government has made some significant changes in the education sector, some of which are described below.

Myanmar National Education Law: The enactment of the new Myanmar National Education Law in September 2014 aims to reshape the country's several-decades-old failing educational foundation. This new law came under criticism from some student groups in the country, who protested against it. It was later amended – the newly developed law has sub-sector laws, including a section for Technical Vocational Education and Training (TVET)²⁰.

Technical Vocational Education and Training (TVET): Sufficient skilled labour is one of the six focus areas for Myanmar's Comprehensive Education Sector Review (CESR). TVET is among them. CESR requires an increase in, and strengthening of, all aspects of vocational training with the assistance of the private sector.

Very recently, some international non-governmental organizations (INGOs) assisted in the delivery of short vocational training courses through local government technical high schools in states such as Kayah, with the support of the Department of Technical and Vocational Education under the Ministry of Science and Technology. The Loikaw Government Technical High School will be equipped with teaching materials and aids to start the short vocational training courses, aided by the European Union and the Swiss Agency for Development and Cooperation. Similarly, United Nations Educational, Scientific and Cultural Organization (UNESCO), which provides policy advice to the government of Myanmar, also supports TVET reform through the CESR²¹ TVET Technical Working Group (TTWG). UNESCO also manages a public-private partnership project between the Ministry of Education, PepsiCo and UNESCO on strengthening business skills for youth employment in Myanmar, which includes the establishment of the Centre of Excellence for Business Skills Development (CEBSD) at the Hlaing Campus of Yangon University of Economics. Currently, the main challenges for TVET in Myanmar include:

- *Access to training:* Students have difficulties in accessing training especially in rural areas where only agricultural extension services are available; tuition fees and a rigid enrolment system may be barriers for youth
- *Relevant and quality training:* The quality of the trainings offered is poor, and there is a lack of trust in the qualifications on offer, there are no recognized/regulated national qualifications, and TVET and skill development is supply driven and not necessarily relevant to the needs of the community or the region
- *Management:* There is a no coordinated response for, and regulation of, skills development in the country

²⁰ The TVET sub-sector comprises multiple stakeholders, which makes the situation particularly complex. 21 ministries undertake some form of TVET though the bulk occurs within the Ministry of Science and Technology (Ministry of Science and Technology, MoST) which is also the lead ministry on TVET reform. The Minister of MoST chairs the TVET Taskforce, established by the President's office in 2014. Another important player is the Ministry of Labour, Employment and Social Security (MOLES) which is in charge of the Employment and Skills Development (ESD) law, enacted in August 2013.

(<http://www.unescobkk.org/education/news/article/myanmar-tvet-as-key-to-educational-opportunities-for-all>) accessed at 20 November 2015

²¹ Myanmar Comprehensive Education Sector Review (CESR) Phase 1: Rapid Assessment Technical Annex on TVET Subsector Analysis-Policy, Legislation, Management & Service Delivery (8 March 2013)(ADB)

3 Training Company

3.1 Satisfaction of the Employer

Employability of CVT's Graduate Apprentice

In comparing the opportunities for CVT graduates and non-CVT graduates, 48% of the companies responded that CVT graduates are more likely to be employed, 33% are likely to be promoted, and 31% are being granted more permission to do something. No significant changes were reported for 14% of the companies interviewed (**Figure 1**).

100 Employers (22 female and 78 male) participated in the survey for CVT Training Companies.

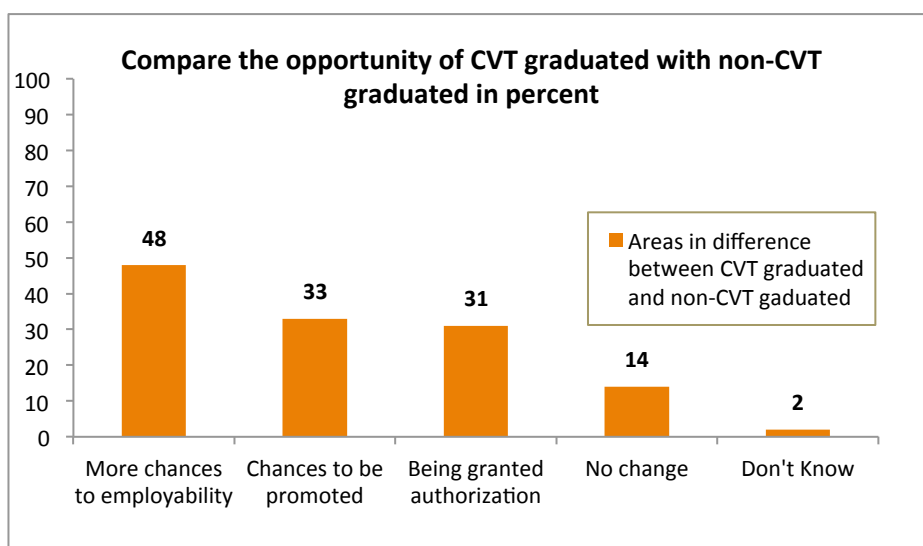


Figure 1: Opportunities for CVT graduates versus non-graduates

Know-How, Work Experience and Reliability

After being trained for 3 years at CVT, companies expect CVT's graduates to be more efficient in the workplace (76%), to have improved capacity (61%), to have theoretical and practical knowledge relevant to their job (48%), to obtain more technical skills (42%), to have improved communication skills (29%), confidence (19%), critical thinking (14%), English language skills (12%), and to be knowledgeable about team work (9%).

CVT as a Training Partner

All of the companies involved in the study were satisfied with the CVT training programme - 80% have a 'high' level of satisfaction and 20% have a 'medium' level of satisfaction.

Source of Information about CVT

Among partner companies, 78% know about CVT from their friends. Other sources include from other companies (12%), leaflets (8%), staff (6%), introductions by CVT (5%), email, newspapers and journals, and other CVT stakeholders (1% each). None of the respondents knew about CVT from Facebook, webpages or NGOs.

3.2 Impact of the CVT Training

Company satisfaction on efficacy and productivity of CVT graduates

2014	2015
95%	98%

Performance

Regarding the efficiency and productivity of CVT apprentices, 98% of the employers interviewed were satisfied (95% in 2014)—67% were ‘highly satisfied’, and 31% were ‘satisfied’ with CVT graduates. The remaining 2%²² had no comment on it.

Quality as Perceived by Companies

Regarding the fulfilment of companies’ expectations from CVT’s trainings, 69% of the respondents stated that it meets their expectations, 25% stated that the training exceeds their expectations, and 94% agree that the training fulfils their expectations; 4% responded that the training does not meet their expectations and 2% did not know.

Indicators and targets (CVT Logical framework)

- Quality approach: The grade of “high satisfaction” of the training companies with graduates after CVT training keeps stable on > 85%. (Outcome 2)

Efficiency of CVT graduates

In relation to the capacity of CVT apprentices, 93% of the companies reported that it has increased after the CVT training, 5% of them do not think it has increased, while 2% could not tell.

The capacity of CVT graduates at work increased

2014	2015
99%	93%

Although CVT’s training is beneficial for the employee as well as the employer, some CVT graduates do not continue working in the same company or firm after the CVT training is complete. CVT graduates who left their companies after the training caused some dissatisfaction among employers who invested time and capital in their training. A few of them had no agreement or bond with the company, which enabled them to leave the company without any hesitation during or after the CVT training.

²² Among the interviewees (respondents) from companies, some do not know well about the CVT trained staff who is completed the CVT graduate apprentice course. Some of their staff is still attending in the CVT course, not graduated yet. So they cannot provide the feedback on them.

Applicability of a Dual Training System

Dual training system is applicable and advantageous to them

2014	2015
95%	99%

Almost all of CVT's apprentices (99%) responded that the dual training system provided by CVT is applicable to their work. Graduate respondents from courses such as Cabinet Maker (CM), Electrician Training (EL), Hotel and Gastronomy (H&G) and Metalworker (MW) were among those responding that CVT courses are fully applicable to their respective work.

From the employer side, over 90% understand the benefits of the dual training system and its applicability to the company. The remaining 6% of the employers fail to recognize the value.

3.3 Opinion on Financial Contribution to CVT

Registration Fee

Over two thirds (73%) of CVT's training partner companies which participated in the survey are willing to contribute a registration fee²³ of USD 100 over five years (2015-2020). 23% of the respondents were unwilling to contribute that much. The key reasons for their unwillingness to contribute include: financial difficulties (61%); no right to decide on this contribution (13%); on completion of the training the graduates leave the company (9%); still thinking that CVT provides free training (4%); and could not invest in the apprentices (4%), among other reasons.

Annual Fee

More than 70 % of the CVT training partner companies are willing to pay the registration and annual membership fee.

Regarding the annual membership fee of USD 20, 77% of the companies would like to support CVT because they think it is beneficial for all employers/employees, the training fee is low-cost, CVT requires sustaining for long, and it is a collaborative action between CVT and the partner company. However, 18% of the

companies are not willing to pay an annual fee, for which the reasons include financial difficulties, lack of decision-making power, no plan to send any more apprentices to CVT, resignation of graduates on completing CVT's training and inability to invest in the apprenticeship among other reasons. 5% of the respondents had no comment on the annual fee.

Donation

It was found that 66% of the partner companies were willing to provide a donation²⁴ to CVT. More than half of them (59%) are from companies with 19 employees or less.

Among those who would like to contribute to CVT, 86% prefer to do so on an annual basis and 13% would prefer to donate on a monthly basis. Among those who are in favour of an annual donation, 53% suggested donating less than 50,000 MMK per year. Another 40% can afford between 50,000 to 100,000 MMK annually. Only 3% stated that they would donate between 100,001 to 200,000 every year. The remaining 1.5% can donate no more than 300,000 MMK once a year.

²³ A payment for a particular right, work or service of CVT

²⁴ Money given to support CVT in long run

Opinion on Opening Branches in Myanmar

Over 74% of the interviewed companies suggested Mandalay Region and 17% suggested Ayeyawady Region in which to extend CVT's branches (previously 66% for Mandalay Region and 17% for Nay Pyi Taw Council Region in 2014). Other regions commonly proposed were Shan State (14%), Mon State (10%) and Kayin State (3%).

Mandalay (74%) and Ayeyawady (17%) are the most commonly proposed regions to open branches of CVT.

The reasons provided for expansion into Mandalay region include: it is a populated commercial hub with many industries including hotels and tourism in upper Myanmar and to create more job opportunities, especially for those from disadvantaged backgrounds. The reasons provided for expansion into Ayeyarwady region include: its high population density, to create more job opportunities, and to facilitate the development of the area.

The new training programmes recommended include automobile repair services (33%), English language classes (23%), computer training (18%), and construction training (14%). Other trainings suggested are food processing (10%), beauty salon/dress making (10%), phone and accessories services (5%), safety training, management (HR/Tourism), sales and marketing, basic banking courses, air-conditioning services, pharmacy, video editing, mechatronic, mechanics, agricultural, livestock, and political science, among others.

4 CVT Graduate Apprentices

4.1 Satisfaction among Apprentices

Reputation as CVT Graduated Apprentice

Over 61% of CVT's graduates expect to get paid more than those employees who do not attend the CVT training. The most common reason is because they can apply their knowledge from CVT's training to their work and practice comprehensively. Other reasons include: CVT graduates think of themselves as better than non-CVT graduates in every aspect, CVT courses teach them everything that they need to know for their job and a CVT certificate indicates that they are competent employees in their respective fields. Among those graduates who do not expect to get paid a higher salary after CVT training, 77% stated that a growth in salary depends on the length of service, qualifications and hard work. Nearly a fourth (22%) think that they have many competitors who are attending non-CVT trainings. Another 3% responded that the trainings are not relevant to their job. Nearly 2% of them are also government staff.

150 CVT graduates (84 female and 66 male) responded to the assessment of CVT Graduated Apprentices.

Employability

Employability of CVT graduates

2014	2015
95%	96%

In terms of employability, 96% of the graduate apprentices expressed that CVT helps them become more employable. The remaining 4% responded 'No' to this question.

Source of Information about CVT

Most of the graduated apprentices (89%) get information on CVT from their friends. Others know about CVT from owners of the respective companies and other companies (5% each), leaflets, NGOs, and emails (1% each).

Relevance of CVT Courses to Current Work

As many as 94% of CVT graduates think that the courses are relevant to their current line of work. Only a third of CVT graduates are still in the same company or working with the same employer at work while attending CVT courses; 60% of CVT graduates are no longer in the same business, company or profession. The remaining 4% of CVT graduates are managing their own businesses, while another 3% currently have no work at all.

Quality Theoretical Training & Documentation

Regarding training, 53% of the respondents stated that the content of the training 'exceeded their expectations'. This percentage is slightly lower than in 2014 (61%). The courses that exceeded the expectations of the graduates, from the best to least are CM, CA, EL, H&G and MW.

The training exceeded the expectations of the graduates

2014	2015
61%	53%

Among the graduates who expressed that the training exceeded their expectations, 80% think that CVT has systematic teaching, 40% like teaching of accounting, 36% like computer accounting, 31% think that CVT teachers have good facilitation and teaching aids, 25% think that they have become professional after the CVT training and 13% have gained mechanical knowledge. At the same time, 45% of the

respondents think that the training meets their expectations. Only 2 % of the respondents answered that the training does not meet their expectations at all.

41% of CVT graduates would like to suggest changes to the duration of the theoretical programme. The types of CVT courses and suggested months for theoretical programmes (based on highest percentage of commonly suggested months) are mentioned below in **Table 6**.

No.	CVT Apprentice Training	Mostly suggested months for theoretical programme
1	Commercial Assistant	24
2	Cabinet Maker	24 or 36
3	Electrician	24
4	Hotel & Gastronomy	24 or 36
5	Metalworker	18

Table 6: CVT Apprentice training and suggested months for theoretical programme

Quality of Practical Training

Over 76% of CVT graduates do not think that there is a gap both in the theoretical and practical training. Additionally, 95% think all of the areas are useful for their work.

Moreover, 64% of the respondents would like to keep the existing duration of courses for the Practical Training Centre (PTC). The trainees suggested that most of the PTCs in CVT courses should be conducted within 12-36 months. The type of CVT courses and their mostly suggested (in highest percentage) months for PTC are mentioned below in **Table 7**.

No.	CVT Apprentice Training	Mostly suggested Months for PTC
1	Commercial Assistant	24 or 36
2	Cabinet Maker	12 or 36
3	Electrician	12 or 36
4	Hotel & Gastronomy	12 or 36
5	Metalworker	12

Table 7: CVT Apprentice training and suggested months for PTC

Teachers & Trainers

Regarding the capacity of the trainers, 93% of the respondents rated their level of satisfaction as 'high' and 7% rated it as 'medium'. No respondents rated their level of satisfaction as 'low'. The most

Graduates' high level of satisfaction with trainers

2014	2015
96%	93%

common reasons for satisfaction include: 1) sharing knowledge in the class, 2) teaching method is systematic, 3) lecturers are patient in delivering the training, 4) professional lecturers deliver the course, 5) the trainers are approachable, and 6) lecturers link theory and practice well. One of the respondents commented that some of the lecturers could not explain hard-to-understand lessons very well.

In relation to the training offered by CVT, 54% of the graduates would like to keep the admission requirement and training content and syllabus, and 42% would like to keep the training period. Among the respondents, 33% suggested changes to the training period, and 29% suggested changes to the theory and practice ratio.

4.2 Impact of the CVT Training

Job Opportunities

It is stated that 89% of CVT graduates expect better efficiency at work compared to employees without CVT training. A quarter of the respondents (26%) foresee an increase in salary, and the next 23% anticipate a good position at work. Another 3% think that the trainings improve their knowledge and communication, while 1% awaits opportunities for overseas training.

Unemployment Rate

Currently, 3% (5 out of 150; 4 from CA and 1 from H&G) of CVT graduates are unemployed. Among these five graduates, two (CA and H&G) are pregnant or have recently delivered. Another two (CA) are trying to apply for jobs locally. The remaining one (CA) graduate is attending a Master's Degree course.

Income

37% of the CVT graduates earn between 100,000-300,000 MMK, and 2% get a salary less than 100,000 MMK

Throughout the CVT apprentice training, both in the theoretical programme and PTC, 85% of the apprentices are provided a salary by their companies. During the theoretical programme, all those employees attending the CM course receive a salary. Almost all of the apprentices, irrespective of the course, receive their salaries during their PTC.

The income of the CVT graduates shows that more than half (61%) of them receive over 300,000 MMK per month. Another third (37%) earn between 100,000 and 300,000 MMK on a monthly basis. Only 2% of them earn less than 100,000 MMK per month (Figure 2).

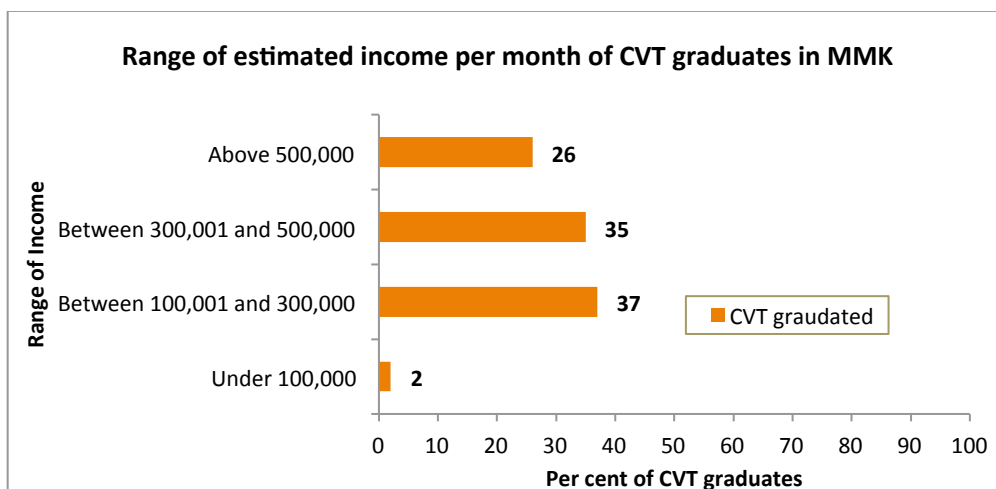


Figure 2: Estimated income per month of CVT graduates

Indicators and targets (CVT Logical framework)

- Average starting salary of CVT alumni main field (31%) increases from 100,000 -200,000 Kyat per month up to 200,000 – 300,000 Kyat per month.
- Share of low salaries (< 100,000 Kyat per month) of the CVT alumni decreases from 7.2% to 2%.

By gender, female graduates show the same or slightly lower salaries than their male counterparts, especially below the salary of 500,000 MMK per month. Nearly one third of the female respondents – most of them are graduates of the CA apprentice course – earn a monthly income of over 500,000 MMK, which is almost 10% higher than male graduates (30% vs. 21%) (Figure3).

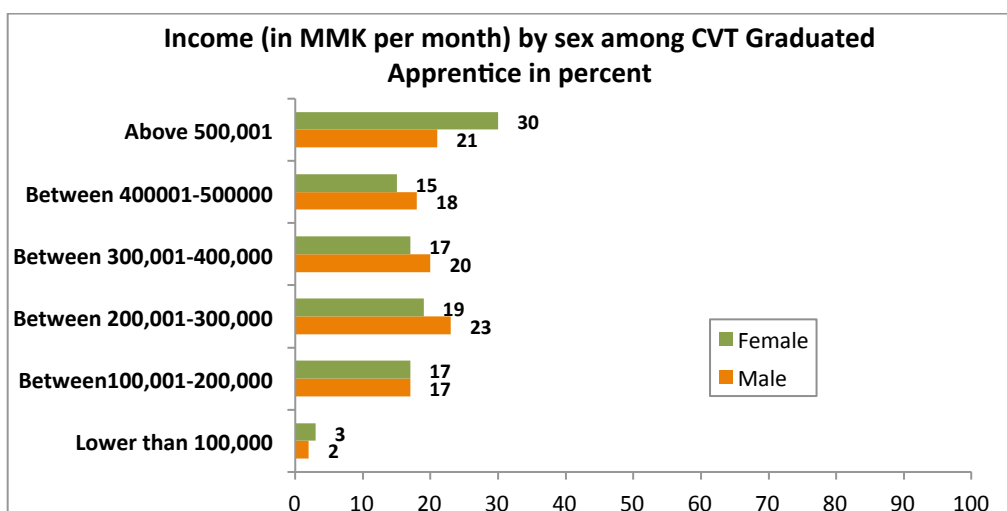


Figure 3: Income (in MMK per month) of male and female graduates of CVT Apprentice

Promotion

CVT graduates received a pay rise or were promoted at work

2014	2015
70%	53%

After completing the CVT apprenticeship training, 53% of the graduates received a pay rise or a promotion at work (70% in the 2014 baseline study)(Figure 4). The highest percentages of trainees who receive that opportunity are from CM, H&G or CA courses. 43% of them receive a pay rise of about half their previous payment after CVT graduation. Another 10% make nearly double their former salary.

Indicators and targets (CVT Logical framework)

- Employability: Average percentage of CVT alumni receiving a promotion after graduation, keeps stable on > 45%.

Nearly half (48%) of the companies promote employees who graduated from CVT, while another half (50%) does not promote their graduate employees. A small percentage of respondents (2%) did not answer this question. The most common reasons for promotion provided by the companies interviewed include: 1) the trainees' capacity is in progress (85%), and 2) they are more knowledgeable and efficient than non-CVT graduates (54%). Many companies do not promote CVT graduates because they are not permanent staff (30%), or the business itself is family-run (24%) or promotions are based on hard work and not only knowledge and skill. A few (10%) think that the graduated staff (4% from CA, 4% from CM and 2% from H&G) do not show any significant change in their capacity after the CVT course.

Long-Term Work Contract

Among CVT graduates, about a third (33%) are still working in the same company or with the same employer through which they are attending the CVT courses. More than half (60%) of them are now no longer with the same company or employer.

Impact of CVT Training on Graduates

The important findings on the impact of CVT training on graduates are in relation to their increased employability (99% vs. 96%), improved salary (70% vs. 53%) and applicability of knowledge and skills at work (98 vs. 99%) between 2014 and 2015 – this is illustrated in Figure 4.

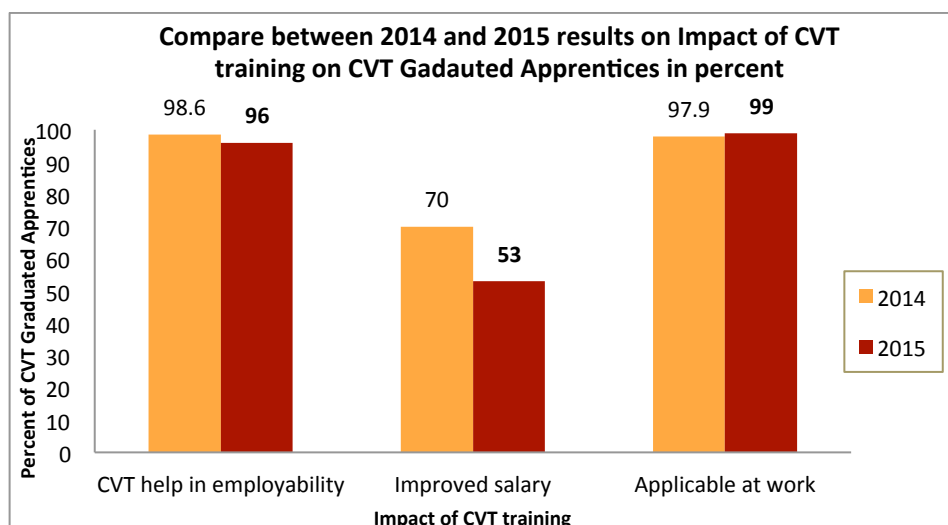


Figure 4: Comparison between 2014 and 2015 on impact of CVT training

5 Young Entrepreneurs for Myanmar (YE4M)

The pilot post-diploma course on Young Entrepreneurs for Myanmar commenced in 2014 with the objective of equipping young people with entrepreneurial knowledge and skills, supporting sustainable economic development in general, and opening up more employment opportunities for the next generation.

5.1 5. 1 Satisfaction of the Students

Overall Grade

As an overall grade, about one in four out of a total of 24 sample respondents from YE4M graduates rated the course as 'excellent' or 'very good'. Another 62% rated it as 'good'; 4% rated it as average and 8% rated it as 'pass'.

24 Students (15 female and 9 male) included in the analysis of Young Entrepreneurs for Myanmar (YE4M).

Quality Theoretical Training & Documentation

More than 95% of the respondents 'strongly agree' or 'agree' that the training covers the topics that they would like to learn. Again, majority (87%) of them also 'strongly agree' or 'agree' that the training itself is well structured. Of the total respondents, 4% were undecided and 8% did not think the training was well structured.

Regarding the training materials, including curricula and hand-outs, 91% of the respondents 'strongly agree' or 'agree' that they are useful and easy to understand; 8% do not agree. Regarding the length of the training, and whether it is sufficient to deliver the intended content, 46% 'strongly agree' or 'agree' that the length is sufficient. On the contrary, 42% do not think the length is sufficient and responded as 'disagree' or 'strongly disagree'.

Teachers & Trainers

Majority of the graduated entrepreneurs (87%) 'strongly agree' or 'agree' that the business trainers came across as self-confident and adequately prepared for their lessons. Only 4% did not agree with this.

Regarding the teaching methods, 92% of the respondents 'strongly agreed' or 'agreed' that methods such as pair and group work, brainstorming, small group discussions, role plays, games and quizzes used during the training deepened the understanding of the training content. 4% of the respondents did not agree with it.

The study found that 92% of the entrepreneurs 'strongly agree' or 'agree' that the students' questions related to the content of the sessions were answered in a competent manner; 8% of the respondents disagreed.

Majority (96%) of the respondents 'strongly agree' or 'agree' that the language used by the business trainers was understandable for the learners and that complicated terms were properly explained using practical examples. Only 4% of the respondents disagreed with it.

Training Venue

Over two third (79%) of the respondents 'strongly agree' or 'agree' that the training venue is conducive for learning. Nonetheless, 13% of the respondents disagreed with it, and the remaining 8% had no comments.

Overall Impression

When asked if they would recommend someone without reservation for the YE4M program, almost 96% of them 'strongly agree' or 'agree'; 4% of the respondents stated that they would not recommend it to others.

5.2 Impact of the CVT Training

The status and outcome of having a business for the 24 graduates sampled from the YE4M course is listed in **Table 8**. Only 42% (10 out of 24) of the respondents had their own business before attending the course; the remaining 58% did not own a business. Among those respondents who did not have a business during the course, only two graduates (4%) established new businesses after completing the course. Out of 10 graduates who already had a business, only one extended the business, in addition to the existing business. Half of the graduates have not owned or started any businesses until now.

No.	Status of Graduates from Entrepreneurship Programme	Number	In per cent
1	Have a business during the entrepreneurship course	10*	42%
2	Start a new business after completion of Entrepreneurship Programme	2	8%
3	Not own a business during, and after Entrepreneurship Programme	12	50%
	TOTAL	24	100%

Note: * Out of 10 , 1 (4%) extends a new business apart from existing business after completion of Entrepreneurship Programme

Table 8: Status and outcome of graduates from Entrepreneurship Programme

Self-employment

High confident in:

- Develop a business plan
- Human resource Management
- Microeconomics
- Innovation and creation

Least confident in:

- Sales and Marketing

Nearly half of the sample (42%) had their own business during the entrepreneurship course. Majority (90%) of them felt that their business had improved after their participation in the entrepreneurship training. Another half responded that the two significant changes were that they could employ more people and their sales had increased. One third of them also noticed that their business became more profitable and they started selling new products or offering new services. A few reported that their work had become more systematic and their managerial skills had improved.

After the course, 90% of the trainees felt that they achieved slightly more confidence in the following areas (Figure 5):

- 1) Innovation and creation of new products and services, and improvement of existing ones
- 2) Development of business plans
- 3) Human resource management
- 4) Microeconomics

A slightly lower percentage (80%) gained more confidence in:

- 1) Business organization and management (selecting the right legal form of business organization and management)
- 2) Financial planning (e.g. sales, cost and profit plans, book-keeping, profit and loss accounts, balance)

After the training, 70% of the trainees gained more confident in developing a business strategy.

The area in which trainees gained the least confident area was sales and marketing - only 60% of them reported it as having improved.

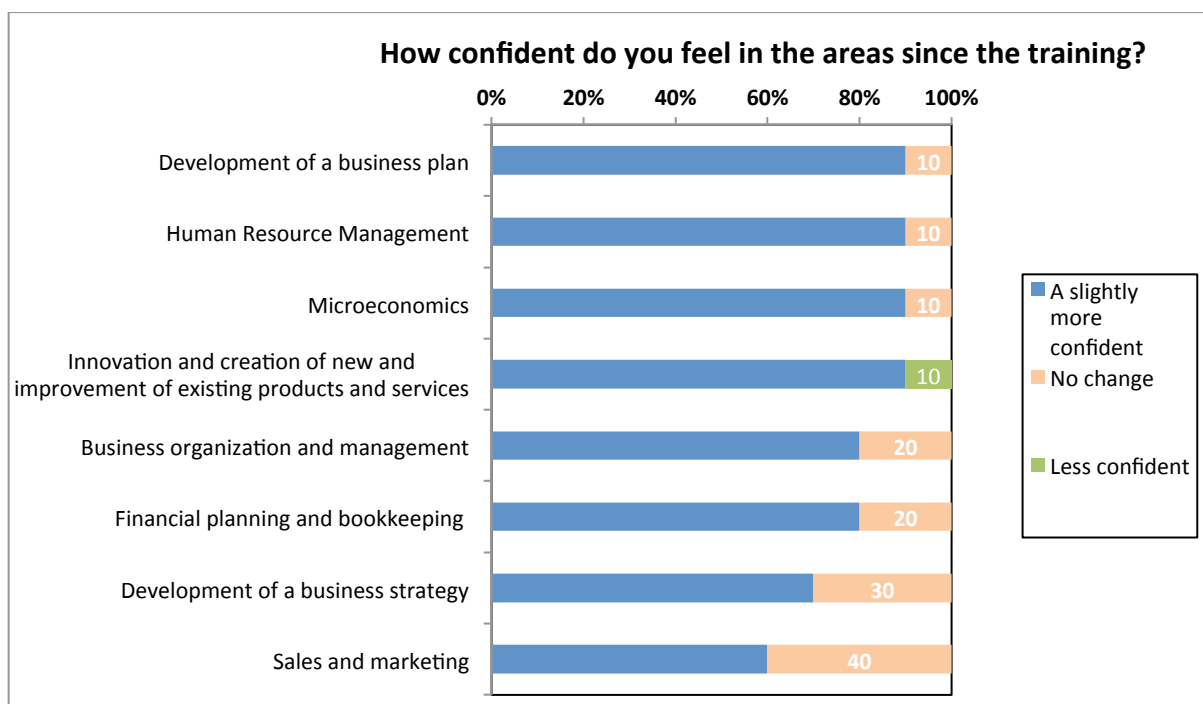


Figure 5: The status of confidence felt by the trainees after the training

In their own businesses, the most frequently applied skills, which were learned during CVT trainings, include:

- 1) Developing or refining a business plan
- 2) Improving financial planning and book-keeping
- 3) Reviewing costs of goods and services and price setting
- 4) Improving management of people in the business

The least applied skills include:

- 1) Improving products and services
- 2) Increasing marketing efforts and optimizing marketing plan/mix
- 3) Selecting an appropriate legal form for the business (e.g. sole proprietorship, partnership, cooperative, limited company)

No one responded that they used the knowledge of applying for a loan from financial institutions in their business.

No business during the course

One in twelve graduates started a new business after completing the Entrepreneurship Programme

Half of the respondents (12 out of 24) did not have their own business when they were attending the entrepreneurship course. After graduation, if they have the opportunity and resources, 42% of the graduates 'strongly agree' and 50% 'agree' to start a business. Only 8% of them are undecided on it. From the respondents, 25% 'strongly agree' and 42% 'agree' that they know the necessary practical details to start a business; one fifth of the respondents are undecided on whether they know the details about starting a business. A third (33%) of them were not sure if they have the confidence to start a business.

Among 12 graduates, 75% of them gained confidence in: 1) innovation and creation of new products and services, and improvement of existing ones, 2) development of a business plan, and 3) business organization and management, and 4) microeconomics. Two thirds (66.7%) achieved more confidence in: 1) development of a business strategy, 2) financial planning and book-keeping, and 3) human resource management. The lowest rate of confidence was found in sales and marketing.

More than half of the YE4M graduates do not do anything toward starting a business

Regarding any further action towards starting a business and becoming an entrepreneur during or after the YE4M training, only one fourth (25%) of the respondents had conducted market research for a business idea. More than a half (58%) had not conducted any market research so far. About half of respondents took no action to prepare a business, look for a suitable business location, or invest time in developing the business product/services. Two third of them did not acquire the necessary business equipment (e.g. tools, furniture). Very few respondents completed or initiated a business of their own. No one completed applying for the required business licences, permits or arranged for any other necessary formalities. Only one graduate did it so far. Organizing finances to start their own business was the most common activity reported by 66% of the respondents.

New Companies

Only one YE4M graduate extended their business, in addition to the existing one, after graduation.

No Activity So Far

Half of the respondents did not have their own business during or after attending the YE4M course.

They do not start any business because:

- 42% are employed staff (Government, or NGOs)
- 25% do not find a suitable location for the business;
- 16% lack of finance

Reasons behind this include: Nearly half of them (42%) stated that they are employed staff (either government, 17% or NGOs, 25%) while 25% did not find a suitable location for the business, 16% lacked financial support, and 8% reported that they lack confidence in technical skills or have family issues. However, no one expressed that they lacked confidence in entrepreneurial skills or experienced problems in obtaining the required the permissions from authorities.

Plans to start a business: One seventh of the YE4M graduates who do not have any business so far, have no plan to start a business. Additionally, one out of three are not certain about it. Nearly half (42%) of them intend to start a business within one year. Another 8% will start businesses within the next 3 years.

Income - Revenue and Profit

When comparing the monthly revenues of entrepreneurs who already owned a business during the YE4M course with those who started their own business after completing the course, it was found that 70% of those having a business during the course earned more than 1 million MMK per month in revenues. Among them, 30% received more than 2 million MMK in revenues per month. All of the entrepreneurs who started their own business after completing the course have a monthly revenue of less than 500,000 MMK (Figure 6).

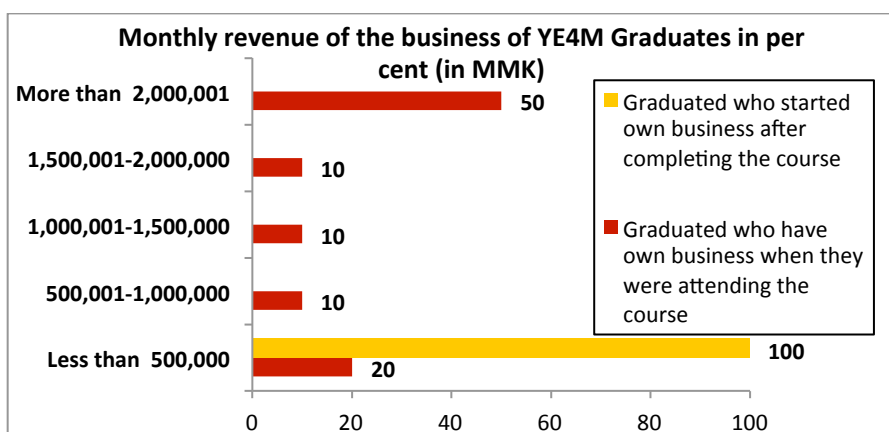


Figure 6: Comparing monthly revenue of the business of YE4M Graduated

Indicators and targets (CVT Logical framework)

- Young entrepreneurs & instructor training: Average income of CVT PDG increases minimum 15% - 20% within the first year after graduation (Outcome 3)

As for the monthly profits, 70% of the entrepreneurs who owned a business during the course received above 300,000 MMK per month. Nearly one out of three of them received more than 1.2 million MMK of monthly profit. On the other hand, all of the entrepreneurs who started their own businesses after completing the course received a monthly profit margin of less than 100,000 MMK (Figure 7).

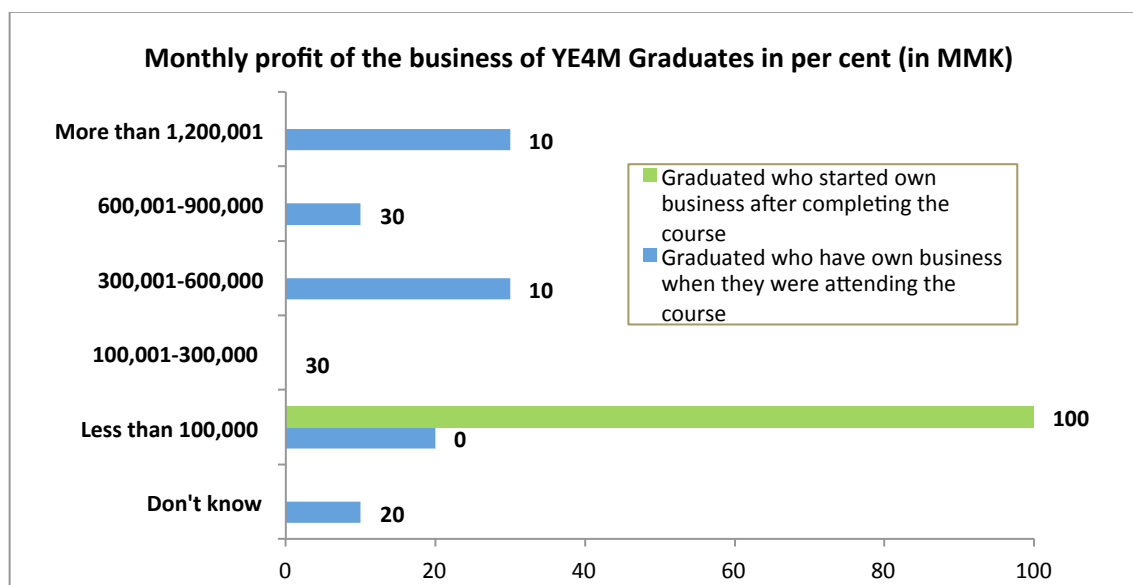


Figure 7: Comparing monthly profit of the business of YE4M Graduates

6 In-company Trainer

The pilot course for In-Company Trainers started in March 2014. The course takes over 70 hours and covers subjects such as work safety, skill management, dealing with apprentices, evaluation processes and basic methods and didactics.

6.1 Training Feedback

Reasons for Attending Training

By the qualitative assessment it was found that the most common reason for a company to allow their employees to attend the training programme was to increase their productivity (60%). Other reasons included: to share their knowledge and skills with other employees (15%); the employee himself/herself was interested in attending the course; to increase their salary, or they were requested by a higher managing body to attend the training.

15 Companies (3 female, 12 male) and 25 In-company Trainers (7 female and 18 male) answer the in-company trainer questionnaires

From the In-Company Trainer's own perspective, more than half of the responses indicated that they wanted to increase their own productivity (55%), share their knowledge and skills (26%), were self-motivated and interested to attend (11%) or were requested by senior management to attend the training (8%).

Difficulty in Sending Employees

About 80 % of the respondents stated that they faced no difficulty in sending an employee to those trainings. The remaining 20% of them stated that they face difficulties in finding talented and motivated supervisor-level staff to replace those attending the training.

Curricula

Majority of the respondents (23 out of 25) expressed a 'high' level of satisfaction with the curricula, while the remaining (2 out of 25) expressed a 'medium' level of satisfaction. The company's instructors acknowledged the practical usefulness of the curricula, which is based on Swiss and international standards of a step-by-step approach and a focus on management and technical skills taught through discussion methods. To improve the curricula, suggestions include updating the curricula, adding topics on management, leadership, and human resources which are more compatible with practice.

Teacher and Methods

All the respondents recognized the instructional skills of the teachers as good - there was no particular problem in understanding the lectures. One of the respondents commented that when the curriculum is studied independently, it is difficult to understand because it is prepared in English. To solve this problem, the teachers should be available and approachable for the instructors (trainees) who have trouble understanding.

Satisfaction with the teaching methods was rated as 'high' or 'medium' from all of the respondents. The group work activity - sharing knowledge through discussions, role plays, presentations and

systematic arrangement of the easy-to-understand teaching programme - is valued by the trained company instructors. One respondent suggested teaching management skills using discussion methods.

Handouts

Compatible, brief, illustrative, bilingually explained, re-applicable and freely-supplied handouts

Almost all of the respondents rated their satisfaction with the handouts provided during the course as 'high' – the handouts are not only compatible with the topics, but they also serve as a reference resource later. Other reasons are that handouts are supplied free; they are essentially concise, illustrative and bilingual.

Class Room and Teaching Environment

More than half of the respondents expressed 'high' satisfaction with the classroom and teaching environment. A few respondents expressed 'medium' satisfaction- the most common reason was that some of the classrooms were slightly noisy for teaching because they were close to the traffic outside.

6.2 Impact of the CVT training

Training Efficiency

Almost all of the respondents from the company (14 out of 15) are either 'satisfied', or 'very satisfied' with the efficiency and productivity of the staff. One respondent had no comment on it because the two trained staff left the company right after the training was completed.

Almost all respondents expressed that the trainers fulfilled the expectations of the company; only one respondent answered 'No' because the staff quit the company after the training. The fulfilment of expectations is because the knowledge and skills acquired from the training can be shared with other staff easily and more efficiently than before. This kind of work is fulfilling company expectations and also speeding up the work procedures.

Quality and Effectiveness

In terms of the effectiveness of the subject or its usefulness at the workplace, almost all of the respondents 'strongly agreed' or 'agreed' with it. In Basic of Dual Vocational Training, almost all (24) of them strongly agreed or agreed with it. In skill management, preparation and implementation of internal training, dealing with apprentices, and work safety and health protection, majority (23/25) of the respondents strongly agreed or agreed about the usefulness of these subjects. Most of them (21/25) strongly agreed or agreed that basic methods and didactics are beneficial for them. The lowest percentage of satisfaction is found in contracting and employment - more than two thirds (19/25) of the respondents strongly agreed or agreed that this subject is effective. Five respondents were neutral and one respondent disagreed on the usefulness of this topic.

Suggestions for the Programme:

Selection of trainees: They should be prioritized from those who are very motivated and will practically reapply the training course later - for instance, some of the TCs from government departments and private companies for instance, have had no chance to work as instructors so far.

Curricula: It needs to be more updated and robust. A few of the respondents and companies suggested that the topics be more specific and specialized.

Suggestion:

- Updated, robust and precise training topics
- Small group session
- Teach in Myanmar language
- Powerpoint slides

Topics/subjects to add: Among the respondents, a third of the instructors would like to add subjects/topics to the programme. The new suggestions are to add topics on general knowledge, skills on leadership, management, communication and problem solving etc., to add more details on safety at work. Updated and promising new courses such as Information Technology (IT) and mechanical workshops were also suggested.

Teachers and teaching methods: One respondent proposed that teachers should wear uniforms during the training hours. To have an effective teaching-learning environment, smaller group training sessions have been suggested. It is preferred that Myanmar language²⁵ be the medium of instruction to ensure that the message relayed is understood; English language should play a lesser role during coaching.

As the participants have different levels of skill and knowledge, the teaching session or classes should be separated according to the skill and knowledge or the learning levels of the respondents. Some respondents suggested fewer seminar-like sessions and more PowerPoint slides.

Teaching activity: To achieve a more stimulating teaching environment, a few respondents recommended a talk show and that afternoon sessions should be replaced by games or other activities.

Handouts: Majority of the respondents had no suggestions on the handouts. A few would like to recommend translating the handouts into Myanmar language, distributing it to the students in advance, changing it into text book style to save or refer to easily, delivering them in a holding bag, and also providing PowerPoint slides in handouts. One respondent suggested changing the colour of the handouts to be darker, because the present colour is lighter in some way.

Classroom and teaching environment: Some suggestions include separating the office and classroom for individual subjects, making more space and a less noisy teaching environment. A few suggested internet connection in the classroom.

²⁵ Currently CVT uses Myanmar language as medium of teaching and instruction in the classroom

7 CVT Certified Instructor

CVT's Certified Instructor Training Programme was launched in January 2014. H&G, Metalworker, Wood processing and Electrician courses are in progress. Each course consists of: a basis didactic period (total 90 hours in two weeks, a professional education (total 250 hours in six weeks), and an applied field training period. After eight weeks of training, the trainees have to demonstrate their instructor's skills to verify their competency for receiving the 'certificate' in the instructor course. The assessment was done by qualitative interviewing method.

**35 Responses by 33 Instructors
(4 female, 29 male) in the analysis
of Certified Instructor:**

- 5-Metalworker
- 5-Wood processing
- 5-Electrician
- 5-H&G Front Office
- 5-H&G Food Preparation
- 5-H&G Food & Beverage
- 5-H&G Housekeeping

7.1 Training Feedback

i. Didactic:

Curricula: Majority of the certified instructors did not provide any negative feedback about the curriculum of the two-week didactic course. Only two respondents expressed that the curriculum is a little high-level for them, partly due to text issued in English.

Teacher and methods: About a fifth (6 out of 34) of the respondents thought that the English medium of instruction makes it difficult for them to follow the course. As some of the certified instructors have taken the basic training course before, they have no concerns with the teaching method. They also prefer the method of teaching by discussion which makes learning easy.

Handouts: The finding is combined with the next section on Professional Didactic.

ii. Professional Didactic:

Curricula: Majority of the respondents favour the curricula because it is based on Association of South East Asian Nations (ASEAN) and international standards and uses a good mixture of theory and practical components which are very supportive and useful for their workplace. Some courses like Metalworker are reported as improving drawing skills. A few would like to update the curriculum to the latest technology and developments.

Teacher and methods: Almost all of the respondents provided positive feedback - many of the instructors liked the method of teaching based on discussion, practice and team work. Those respondents from H&G training recognize the essential usage of English language during the course, but a few prefer using bilingual teaching methods in English and Myanmar.

Handouts and others: Most of the respondents were satisfied with the handouts provided by CVT. The instructors appreciated the free support of neat, well-prepared and complete handouts, its soft copies which could be kept for reference later, and also PowerPoint presentations used during the course. A few instructors from the Wood Processing course suggested providing bilingual handouts in Myanmar and English language. A few respondents from H&G - Food Preparation and Food & Beverage courses - would like to receive textbooks rather than handouts.

iii. Evaluation:

Workplace: In this phase, more than half of the respondents (21/35) have no specific opinion because many feel that this four week evaluation is enough and complete for them. Some of the respondents think that this phase may need more time to absorb the teaching/coaching method, more teaching aids, better logistical arrangements with government counterparts for place of field work, accommodation, place for teaching and so forth for field practice, and more information provided before the fieldwork begins. Concerning the teachers, the respondents would like them to demonstrate coaching first before letting the students try it. Teachers should be more punctual for the classes.

Coaching: The 12 week course was recognized as enough time for majority of the respondents (25/35) - some of the respondents appreciate that the course is systematically designed and that it makes them familiar with teaching methods and practical aspects of instructing and creates a self-confident instructor. Some of the respondents who have already finished some basic CVT courses such as H&G feel quite comfortable during the 12 weeks of the course. Nonetheless, 8/35 respondents think that 12 weeks is not enough and suggested increasing it to five months. In contrast, a few respondents suggest that the course requires only two months to be complete.

7.2 Impact of the CVT training

Job Market

Nearly half of the trained instructors provide the teaching in Yangon, Mandalay, Bagan, Dawei, Kayin and Shan.

Among the 33 trained instructors interviewed, 15 (45%) of them provided some teaching in Yangon, Mandalay, Bagan, Dawei, Kayin and Shan State (**Table 10**). The rest, 18 (55%) did not provide such activity yet. Out of those doing their own teaching so far, majority had no particular issue. A few instructors (3) had some difficulties in teaching to young learners, shortening the course due to time limitations and lack of familiarity with some of the topics of the course, for example in Metalworker.

No.	Subject of training providing	Number of Instructors	Place of teaching after the training course
1	H & G Food Preparation	2	Yangon, Bagan, Mandalay
2	H & G Housekeeping	1	Yangon
3	H & G Food & Beverage	3	Mandalay, Kayin, Shan
4	H &G Front Office	3	Yangon, Mandalay, Kayin, Shan
5	Wood processing	2	Yangon
6	Electrician	3	Yangon, Mandalay, Dawei
7	Metalworker	1	Yangon
	TOTAL	15	

Table 9: Type of training, number of instructors and place of teaching provided after the CVT Instructor course

Field of Employment

Out of 33 respondents, the majority (17 out of 33) are employed in H&G in various positions (**Table 11**). They are all now in the same business. One respondent who completed the H&G Food & Beverage and Front Office course established his own training school. All six respondents from the Metalworker course are still in the same industrial profession. Another five instructors who finished

the wood processing course are employed in furniture manufacturing. Three instructors from the Electrician course are in the electricity businesses, either government or private. One respondent who finished the Electrician course is employed as a volunteer instructor at the moment.

No.	Field of employment	Position	CI course attended	Number
1	Hotel	Manager, Assistant Manager, HG Consultant, Captain, Executive Chef, Chef, Supervisor, F&B In-charge, Part-time trainer, Receptionist	Hotel & Gastronomy Food Preparation, Food & Beverage, Housekeeping, Front Office	17
2	Furniture	Owner, Manager, Engineer, Staff	Wood processing	5
3	Industry	Owner, Assistant Manager, Mechanics	Metalworker	6
4	Electricity	Owner, Assistant Manager (Government), Supervisor (Private)	Electrician	3
5	Training School	Owner	Hotel & Gastronomy Food & Beverage Front Office	1
6	Entrepreneur	Volunteer Instructor	Electrician	1
TOTAL				33

Table 10: Field of employment and CVT course attended

Applicability of the Training System

All of the respondents expressed that the training is satisfactory for them. In terms of applicability of the training, majority provided a very positive response because the courses included both theory and practical aspects and they could share their knowledge and skill easily with their colleagues.

One respondent answered that the training is not useful for him until now because the training attended and the present position does not match - for instance, the training is for housekeeping but his present position is in the front office.

Suggestion on Programme

Many of the respondents had no specific suggestions for the programme. A few suggested new courses on automobile workshop, mobile phone and IT services, refrigerator repair, English language speaking, general knowledge, arts, human resource, engineering drawing such as AUTOCAD etc.

To improve the services of CVT, following are the recommendations from the respondents:

Student selection:

- To enrol graduated trainees without current employment

Course:

- The curricula should be updated and promoted by more people through media
- To open more than one course per year
- To provide more time for practical components
- To discuss with the partner company to allow the staff to attend the courses on some weekdays (some trainees have to resign from their current work to attend the course) or open the courses on weekends

Teaching Environment:

- To install more teaching aids in practical sessions, for example in H&G programmes
- To open a library
- To have internet access
- To teach both theory and practice in one place

Teachers:

- To supervise students more, not only during the course but in the workplace as well
- To recruit more qualified CVT certified instructors as teachers
- To improve the skill and morale of the teachers
- To have frequent student-teacher gatherings to ensure strong relations and sharing information

8 Multiplication Ability of CVT's Dual Education Programs

POSITIVE ACCEPTANCE OF CVT OVERALL - TEACHING ENVIRONMENT IN RELATION TO THE CAPACITY BUILDING OF THE GRADUATES NEEDS TO BE REVIEWED

In general, based on the findings of the 2015 study, the dual VET approach of CVT trainings is still perceived and shown as a positive and beneficial method in Myanmar. Compared to other vocational trainings, where employees are not paid a salary during the course and are responsible for course expenses/ fees themselves, the dual VET method of CVT is well-suited to countries like Myanmar where opportunities for acquiring work-related training and a trainee salary are rare. Trainees are not burdened by course fees and can avoid going into debt during the course. Moreover, the relevance of the CVT training content (both theoretical and practical components) to their current work is high for many of the graduates. Compared to 2014 findings, although the accessed indicators are well within the acceptable range of the target percentage, some of the responses on impact of the training such as 'perceived capacity of the graduates', 'high level of satisfaction with the trainers', and 'the training exceeded their expectations' of the graduates are slightly lower in percentage in the 2015 study. A review of the teaching environment, especially the teaching skills and expectations of the trainees from the teachers is crucial.

From the partner companies' perspective, as the CVT graduates were not employed in the companies for long, a few of the companies were dissatisfied with them. While the number of trainees enrolling for various CVT courses or programmes is growing every year, a few of the partner companies are losing interest in continuing to send more apprentices to CVT in the near future, irrespective of how much they would like to support a longer-term relationship with CVT.

It is notable that the partner companies are sending more of their employees to other non-CVT training programmes (Appendix 3.7).

MORE ROBUST AND BRIEF COURSES WITH UPDATED CURRICULA

Although CVT's apprenticeship courses are based on theoretical and practical instructions, aligned with CVT's international/ Swiss model and with regional standards, the most striking challenge discovered is that it takes a long time to complete the course. In the meantime, neither the trainee apprentice nor the sponsor company could guarantee that employee would still be with the same company until the end of the 3-year graduation course. Many of the sponsor companies are not big-scale and the training is a long-term investment for them – they need to provide at least part of the employees' salary and time for the training. It is the same for the employees who are required to stay with the company until the end of the course and continue working with them for a desirable period.

A few apprentices or graduates leave the company during the training period or as soon as the CVT course is complete. This is an unexpected loss for the companies. It is also a loss for those employees who leave the company during the course and need to continue the course at their own expense. To overcome this issue, and to sustain a long-term working relationship with the partner companies, it is recommended that CVT revisit the duration of the apprenticeship training or discuss with solutions with partner companies, which would suit the Myanmar context. It is also recommended that the training curricula of the diverse CVT courses are reviewed and updated based on the changing economic and technical demands in Myanmar. The trainees request more instruction on practical problem solving during the training. Additionally, the skills of the teachers in CVT courses, especially the Certified Instructor course, need to be revised because some of the instructors are fresh graduates from CVT itself.

EXPANDING THE PROGRAMMES AND EXTENDING AREAS

Though well received, the current CVT apprenticeship and other instructor training courses are limited in subjects and do not fully cover the anticipated growing economic needs of Myanmar as a whole (refer to Section 2). The enrolled candidates and areas covered are still confined to metropolitan Yangon. To build local human resource capacity and employability, CVT may face competition in the near future from upcoming vocational training programmes²⁶ which are being started all over the country by different players including NGOs or joint-governments.

Until now, the main source of information about CVT has been personal networks - friends and contacts. More brand awareness of CVT courses and its activities is necessary for further widening of its network among companies and potential trainees. If CVT would like to extend its capacity building project, it needs to consider launching new subjects/courses such as auto-repair workshop, mobile phone/IT service, construction, and agricultural and livestock breeding in Mandalay or Ayeyarwady Regions (refer to Section 3.c Opinion on Financial Contribution to CVT, Opinion on Open Branches in Myanmar), among other topics.

²⁶ Singapore Myanmar Vocational Training Institution (SMVTI) will open in Yangon with the training courses on hospitality and tourism, electronics, facility management and engineering services in accordance with the curricula of the Institute of Technical Education in Singapore. (Ministry of information, June 2015)

OPTIONS FOR FUTURE REPLICATION OF CVT LIKE TRAINING INSTITUTIONS IN SD-FOCUSED MYANMAR ECONOMIC DEVELOPMENT ZONES

Referring back to the profile information²⁷ on the potential replication of CVT training in Mon and Kayin State in the 2014 baseline report, some highlighted updates include:

Mon State: With a population of over 2 million²⁸ people, Mon State ranks fourth in population density in Myanmar. The state's GDP was 254,845 million MMK (USD 1736 million) in fiscal year 2013-14²⁹, contributing to 4.3% of Myanmar's GDP in 2014-15 (seventh largest among all states and regions). Key sectors in the state include agriculture (25% of total GDP of the state), trading (18% of total GDP of the state), transportation (17% of total GDP of the state), industry (17% of total GDP of the state), meat and fishery (9% of total GDP of the state), and construction (9% of total GDP of the state)³⁰. Moreover, in the hotel and tourism sector, the Mon State government recently approved the development of a hotel zone project on an eight-mile stretch of the state's coastline in south of the capital Moulmein over the next two years. The US\$12 million infrastructure development project, planned in partnership with international companies, is expected to be completed by the end of 2017. Initial developments include the building of 100 bungalows, several three-star hotels and restaurants, playgrounds, pools and other resort facilities³¹. Other sectors such as agriculture³² and high-potential new industries jointly developed with neighbouring Thailand³³, are under development in Mon State. All in all, Mon State has many high-potential economic sectors for successful replication of CVT training institutes.

Kayin State: Adjacent to Mon State, Kayin State (with a population of 1.5 million³⁴) had a GDP of 903,568 million MMK (US\$696 million) and contributed to 1.9% of the country's GDP in 2014-15³⁵. Key sectors in the state include agriculture (38% of the states GDP), industry (22% of the states GDP), and trading sharing (20% of the states GDP)³⁶. The sectors of potential growth include tourism and industry³⁷ (400 hectares of Hpa-An Industrial zone) because of improvements in infrastructure, energy and road accessibility. Supported by ADB, the New Asian Highway roads are under construction; a border portion between Kawkayeik-Myawaddy-Mae Sot is already open. Kayin State is also a segment of Greater Mekong Sub region's East-West Economic Corridor³⁸. The new road is expected to significantly improve trade, industry and travel between Myanmar and Thailand, and provide the regions with better economic opportunities along with regaining peace and stability in the State.

²⁷ Table 41-Option for future replication, Page 64 of CVT Baseline Study in May 2014

²⁸ National Census Report, 2014

²⁹ National Economic and Planning Department, Mon State, 2014

³⁰ Ibid

³¹ <http://www.mymagicalmyanmar.com/regular/coastal-hotel-zone-to-develop-in-mon-state/> assessed at 25 January 2016

³² 7 Billion Kyats Agricultural Development Loan for Mon State, February 2015 (Burma News International)

³³ <http://www.nationmultimedia.com/business/Ten-Thai-firms-eye-investing-in-Myanmars-Mon-state-30214806.html> assessed at 25 January 2016

³⁴ National Census Report, 2014

³⁵ National Planning law 2015-2016 by Wunna Htun, Governance Coordinator, ActionAid Myanmar http://www.slideshare.net/WunnaTun3?utm_campaign=profiletracking&utm_medium=sssite&utm_source=ssslideview

³⁶ National Economic and Planning Department, Kayin State, 2014

³⁷ <http://www.mmtimes.com/index.php/business/14287-chief-minister-says-kayin-state-ready-to-move-ahead.html>

³⁸ Myanmar's New Road to Prosperity (Asian Development Bank), 3 December 2014. <http://www.adb.org/news/features/myanmar-s-new-road-prosperity> assessed 25 January 2016

In conclusion, it is recommended that CVT provide shorter courses, possibly diplomas, and open in those states and regions which have positive economic prospects in the near future but high rates of unemployment and low capacity among young people currently.

9 Recommendations

9.1 CVT Graduates and Apprentices

- Reconsider the age limitation of 16-22 years, because young people in that age group are less interested in the training. Possibly more adult trainees should be enrolled in the course
- Select the trainee focusing more on their motivation and interest in the training
- Add new courses such as computer, English, mobile phone/IT, auto-repair and construction
- Further promote CVT courses among companies and businesses
- Provide diploma degrees for the existing courses (the present courses are three years and only provide certificates), or provide new and updated but shorter courses with diploma degrees
- Consider opening new training courses in other regions and states

9.2 Young Entrepreneurs for Myanmar

- Use Myanmar language as the language of instruction³⁹
- Have more topics and teaching on practical issues
- Improve the teaching of the topics on 'sales and marketing' to increase the confidence of the entrepreneurship trainees
- Open the course after doing a feasibility assessment survey like International Labour Organization (ILO)
- Promote the course as much as possible

9.3 In-company Trainer

- Enrol trainees who have a higher chance of becoming genuine instructors
- Consider appointing teachers from outside who have sound theoretical knowledge and ample practical experience

9.4 CVT Certified Instructor

- Enrol trainees who have a higher chance of becoming genuine instructors
- Consider appointing those teachers from outside who have sound theoretical knowledge and ample practical experience (appointed CVT graduates for teachers have limited experience in practical issues in the workplace)

³⁹ Some of the training documents are in English

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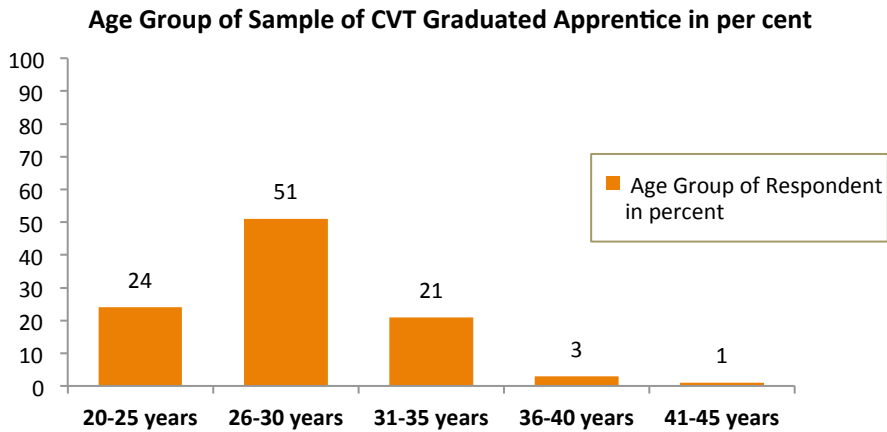
11 Appendice

Appendix 1 List of Contact for 2015 Tracer Study

Category of Respondents	Detail professional	List of Contact provided by CVT	Failed for Interview					Not contacted/ included in the survey	Interviewed Sample	
			Missing Phone Number	Incorrect Phone Number	Failed Phone Connection	Out of Yangon	Refuse the interview			Cancel the appointment
Partner Company	Electrician	60	0	1	10	1	2	1	17	28
	Metalworker	28	0	4	6	0	0	0	3	15
	Commercial Assistant	122	0	6	20	1	15	1	47	32
	Cabinet Maker	28	0	0	2	2	0	0	13	11
	Hotel & Gastronomy	65	1	9	8	0	7	0	26	14
Total		303	1	20	46	4	24	2	106	100
CVT Graduated Apprentice	Commercial Assistant	270	51	16	48	6	12	3	39	95
	Cabinet Maker	78	22	1	7	1	1	0	35	11
	Electrician	130	21	9	10	1	3	1	65	20
	Hotel & Gastronomy	87	30	5	8	2	1	0	25	16
	Metalworker	95	44	2	1	2	1	0	37	8
Total		660	168	33	74	12	18	4	201	150
Young Entrepreneur Programme	YE4M-Pilot 1	11	0	0	0	1	1	1	0	8
	YE4M-Pilot 2	22	1	1	1	0	1	0	10	8
	YE4M-Pilot 3	19	0	0	1	0	0	0	10	8
Total		52	1	1	2	1	2	1	20	24
Partner of the In-company trainer	ICT C	40	0	0	1	0	5	0	19	15
Total		40	0	0	1	0	5	0	19	15
Participant of In-company trainer course	ICT-Pilot 1	19	0	0	0	0	0	0	8	11
	ICT-Pilot 2	20	0	1	1	0	3	0	7	8
	ICT-Pilot 3	18	0	0	1	0	5	0	6	6
Total		57	0	1	2	0	8	0	21	25
Certified Instructor	Electrician	11	0	0	1	0	0	2	3	5
	Food and Beverage	23	0	0	0	0	0	0	18	5
	Front Officer	22	0	1	1	1	0	0	14	5
	Food Preparation	8	0	0	1	1	0	0	1	5
	House Keeping	20	0	0	1	0	0	0	14	5
	Metalworker	6	0	0	0	0	1	0	0	5
	Wood processing	10	0	0	0	0	0	0	5	5
Total		100	0	2	4	2	1	2	55	35
Grand Total		1212	170	56	129	19	58	9	422	349

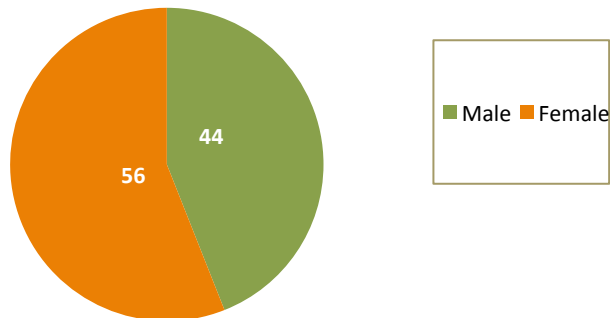
Appendix 2 Demographic data of CVT Graduated Apprentice in graph

A2.1 Age Groups of CVT Graduated Apprentice



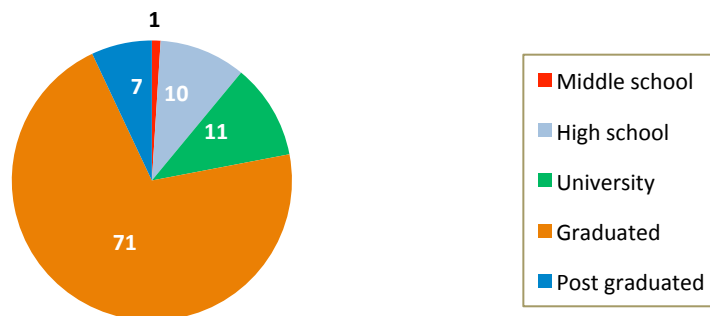
A2.2 Sex Distribution of CVT Graduated Apprentice

Sex contribution of Sample of CVT graduated Apprentice in per cent

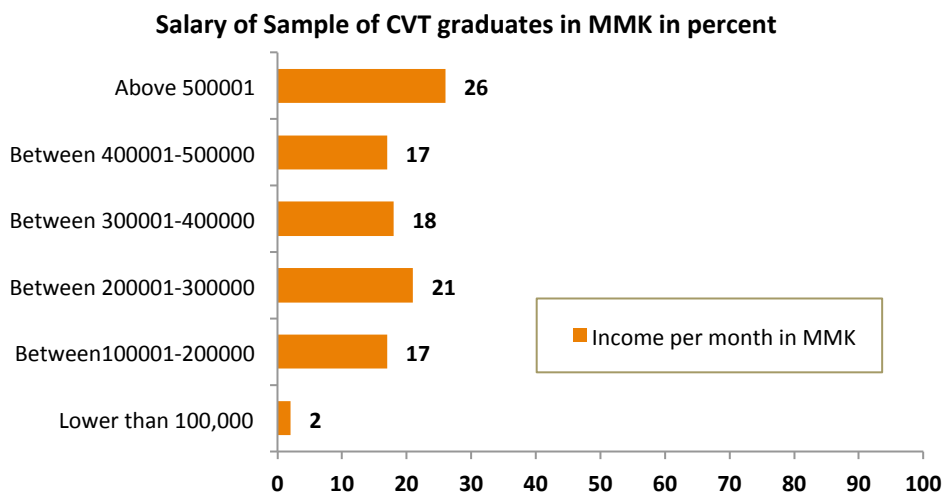


A2.3 Education level of CVT Graduated Apprentice

Education level of Sample of CVT Graduated Apprentice in per cent

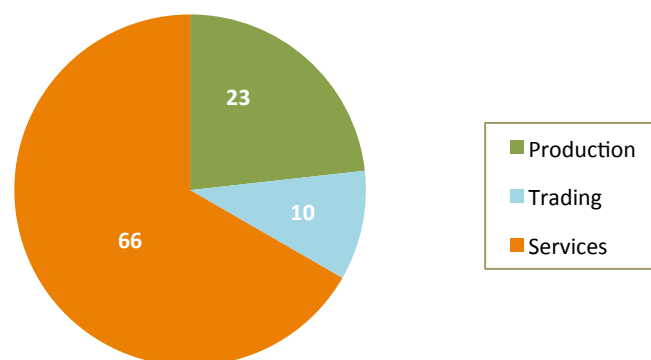


A2.4 Salary of the CVT graduates in MMK

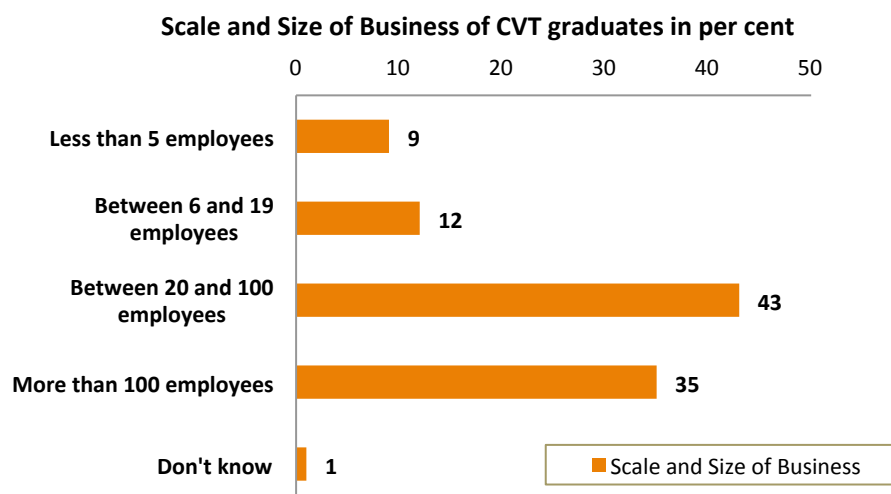


A2.5 Type of business of CVT graduates

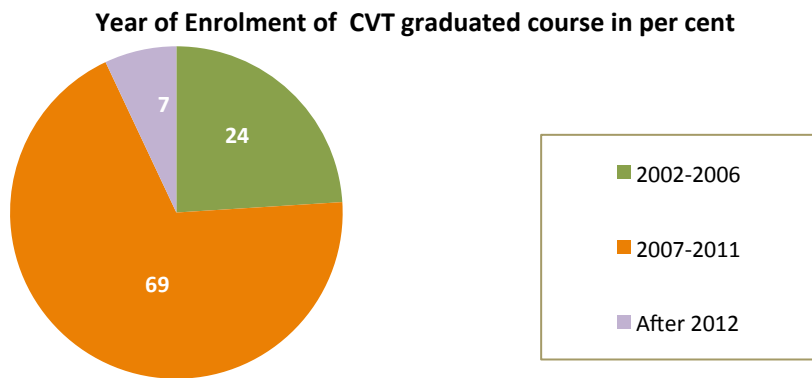
Type of Business of the sample of CVT graduated in per cent



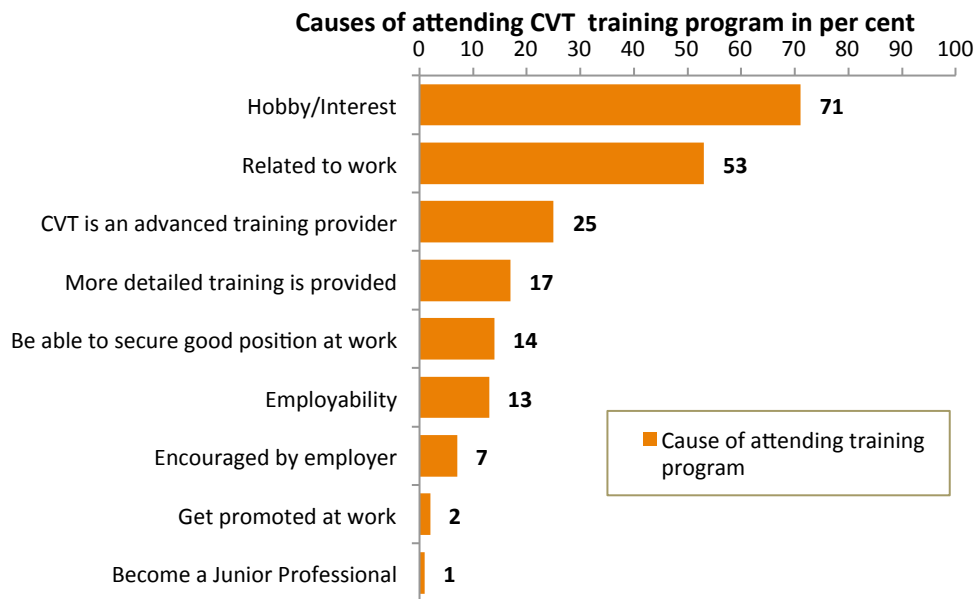
A2.6 Scale and size of business of CVT graduates



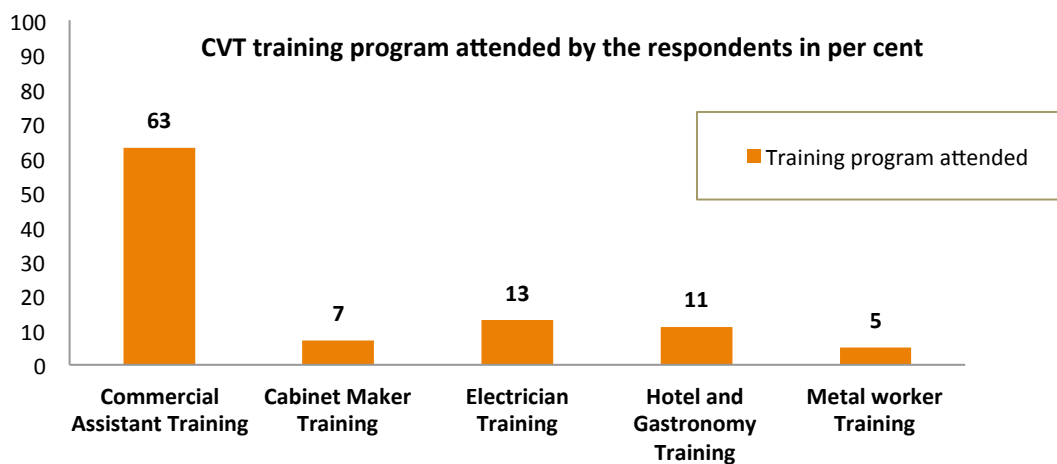
A2.7 Year of enrolment to CVT graduated course



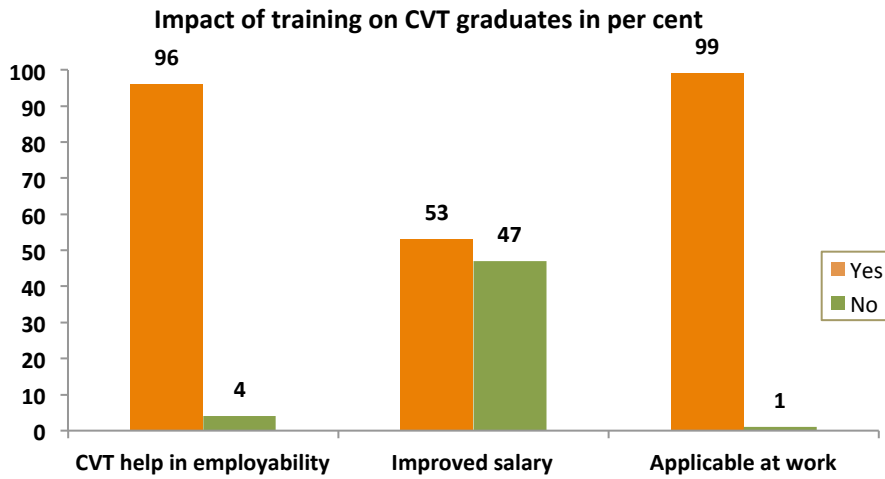
A2.8 Causes of attending CVT training programme



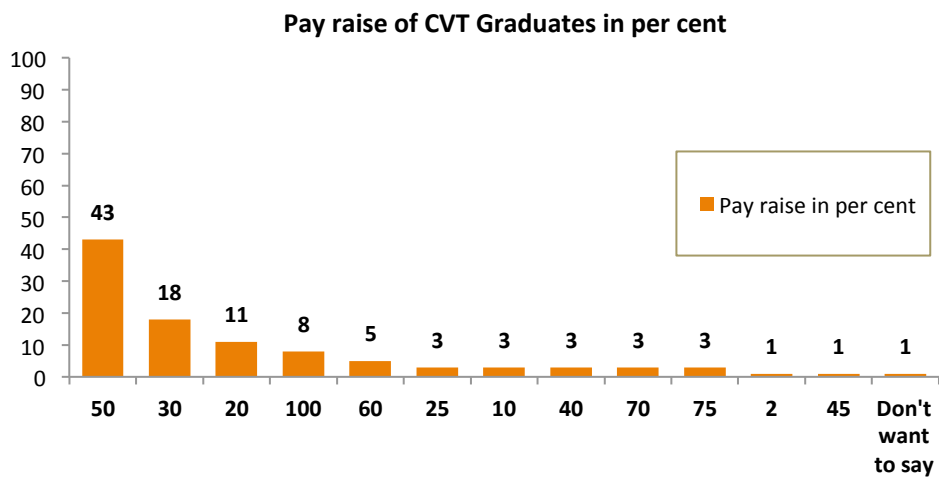
A2.9 CVT Training Programme attended



A2.10 Impact of training on CVT graduates

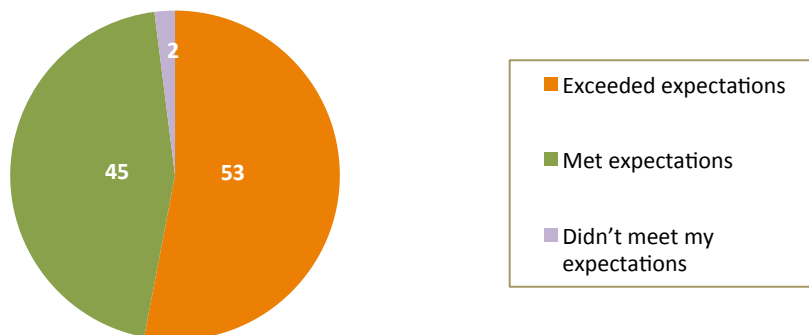


A2.11 Pay rise in CVT graduates

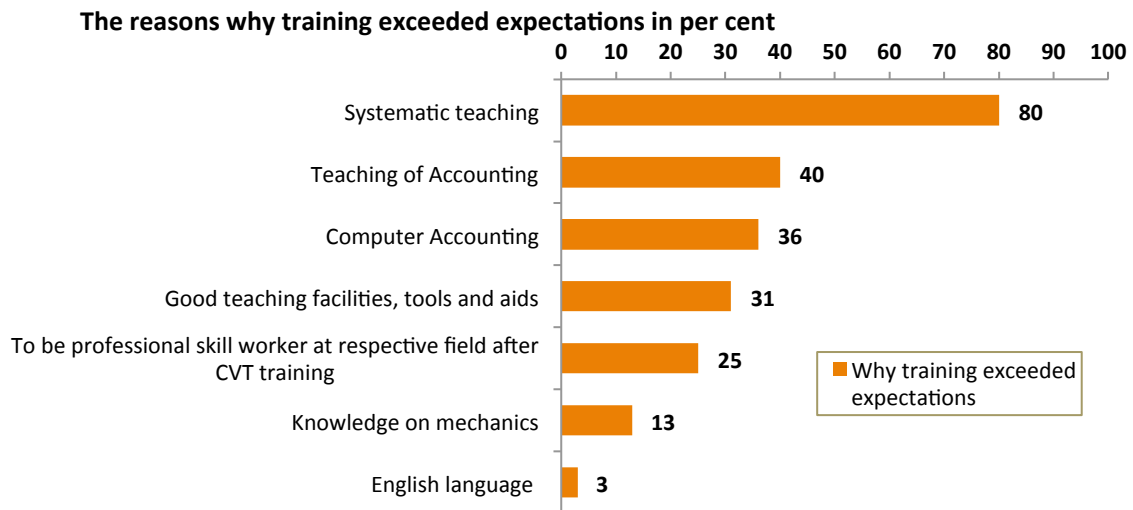


A2.12 Training met expectations of CVT graduated

Training met expectations of CVT Graduated in per cent

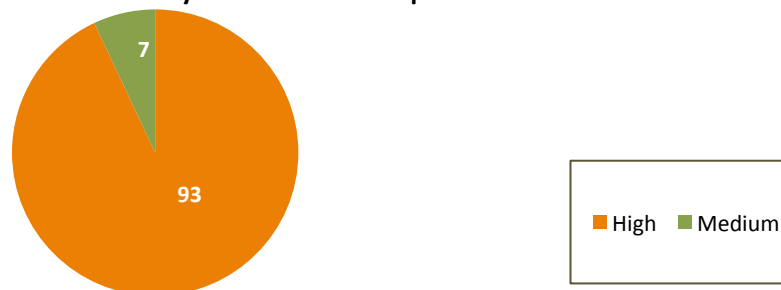


A2.13 The reasons why training exceeded expectations

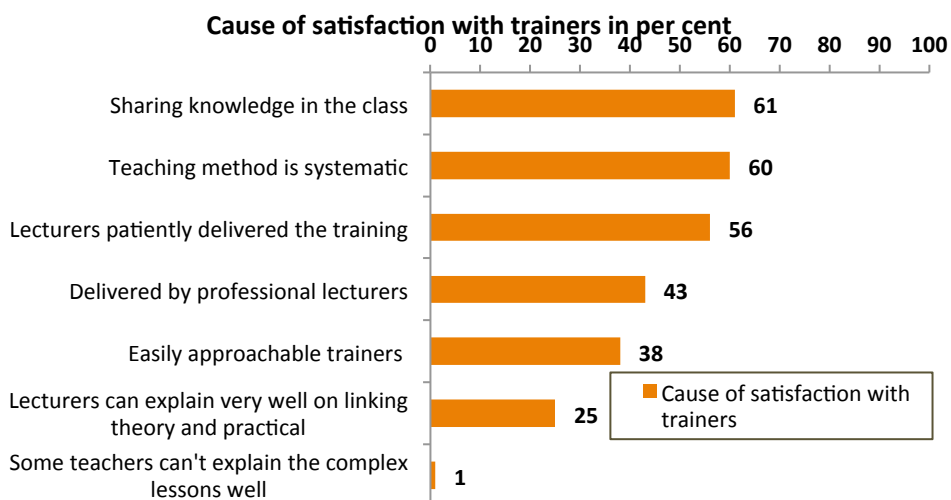


A2.14 Satisfaction with trainers by CVT graduated

Satisfaction with trainers by CVT Graduated in per cent

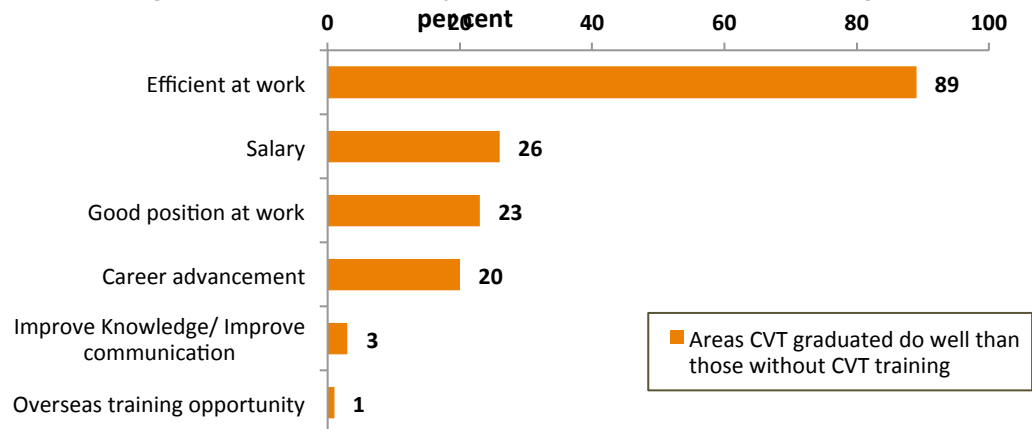


A2.15 Causes of the satisfaction with the trainers



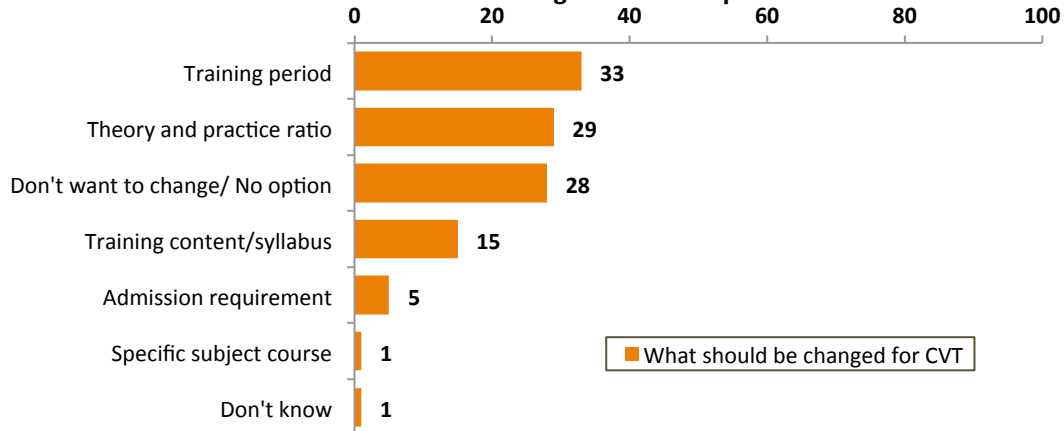
A2.16 Difference between CVT graduated and workers without CVT training

Areas CVT graduates do well in compare to workers without CVT training in



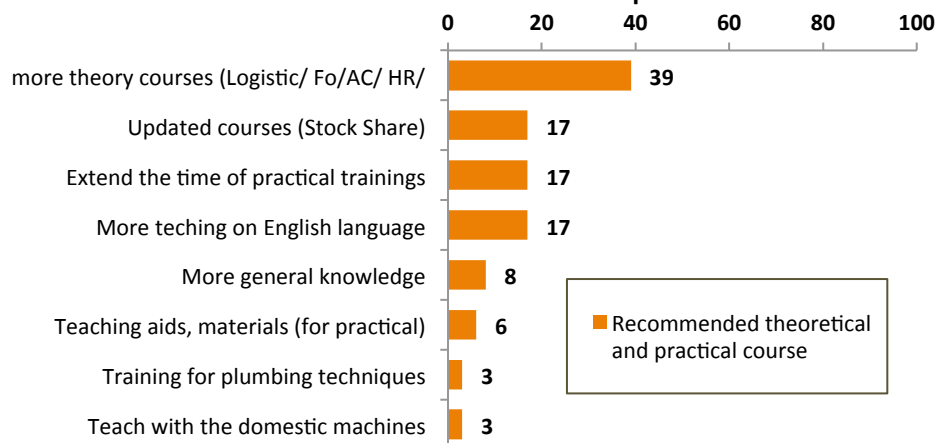
A2.17 Suggestions on CVT courses to be changed

What should be changed for CVT in per cent



A2.18 Recommendation on theoretical and practical course

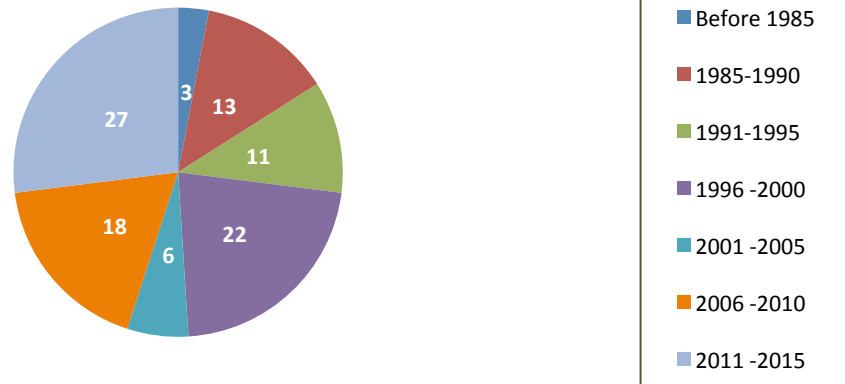
Recommended theoretical and practical course



Appendix 3 Background data of Partner Companies in graph

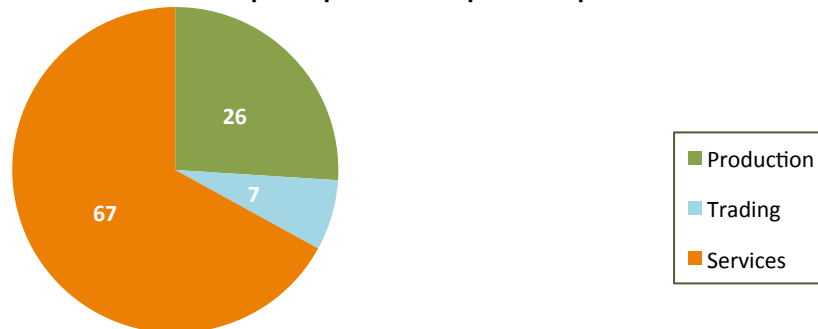
A3.1 Year of establishment of the partner companies

Year of Establishment of the partner companies in per cent



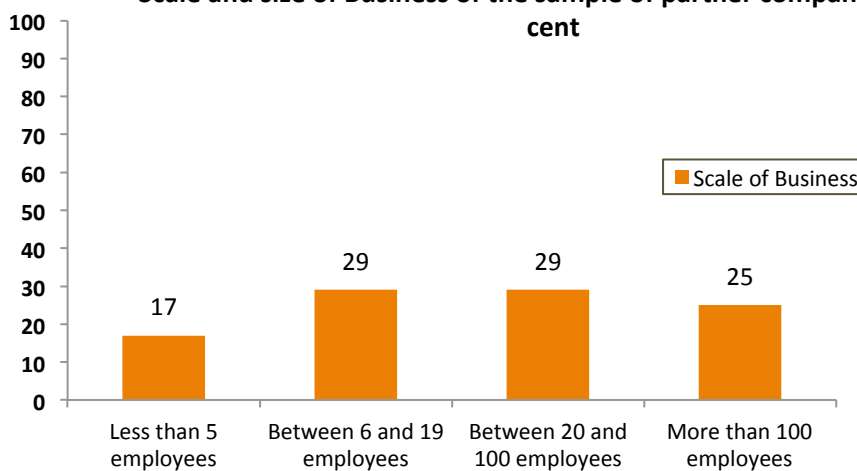
A3.2 Types of business of the partner companies

Type of Business of the sample of partner companies in per cent



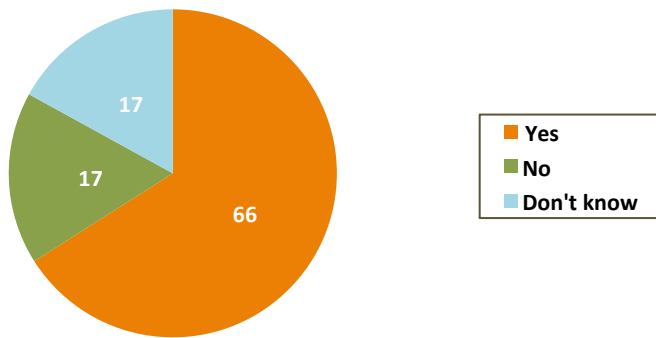
A3.3 Scale and size of business of the partner companies

Scale and size of Business of the sample of partner companies in per cent



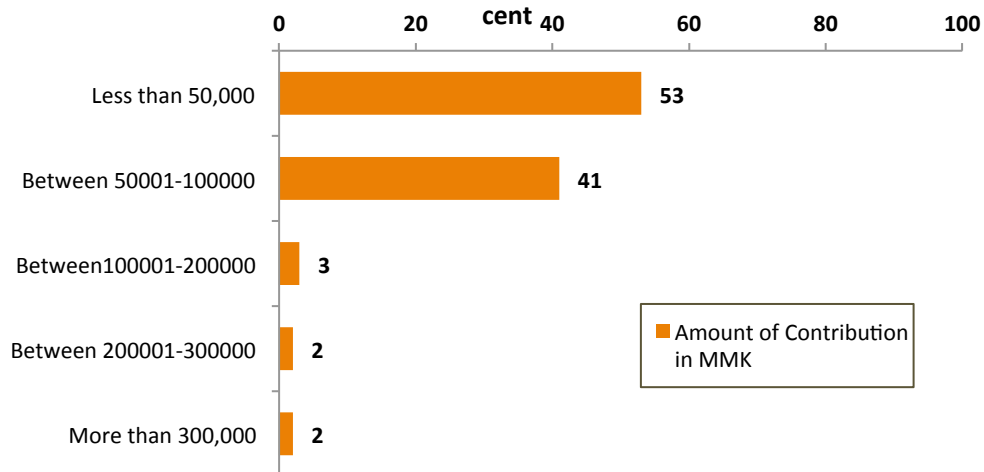
A3.4 Desire to make donation to CVT by the partner companies

Desire to make donation to CVT by the partner companies in per cent



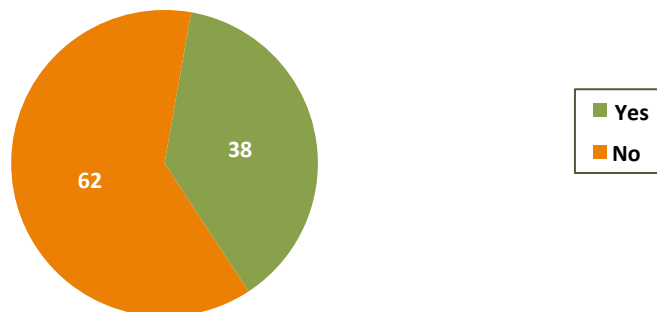
A3.5 Contribution to CVT by partner companies

Amount of Contribution to CVT by partner companies (in MMK) in per cent

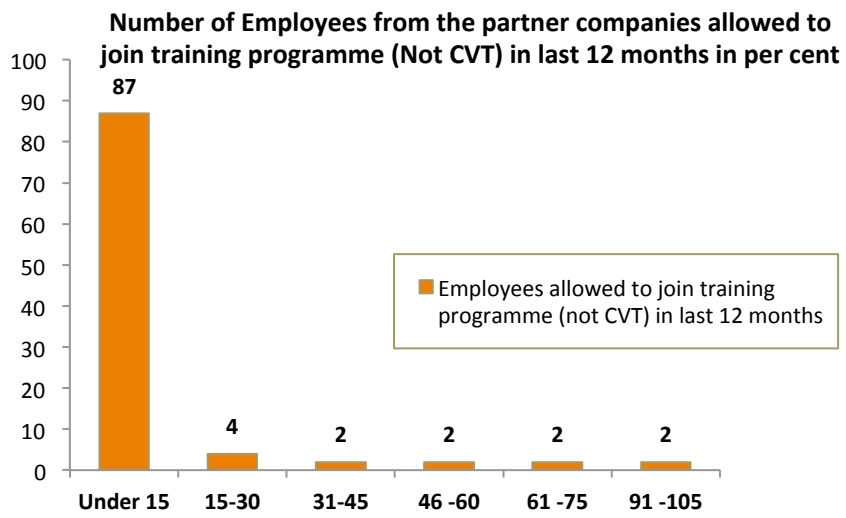


A3.6 Plan of expansion of business by partner companies

Any plan for business expansion in other states and regions by the partner companies in per cent



A3.7 Employees from partner companies joined non-CVT training in last 12 month



Appendix 4 Organization chart

