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Ex-post Evaluation Report on the Project for Upgrading Jaffna Technical College as a College of Technology

한국국제협력단

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2013. 12



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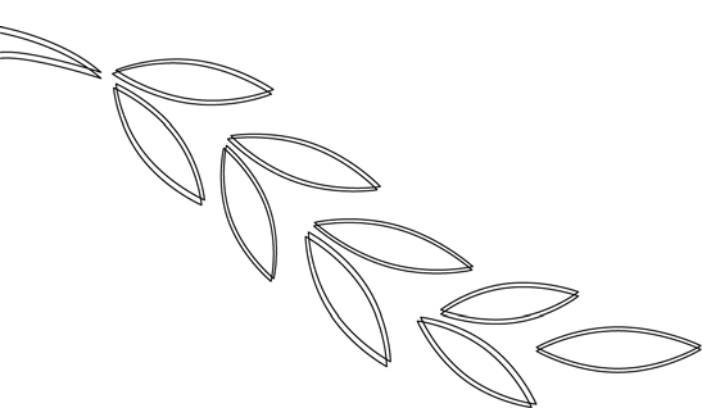
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This evaluation study was entrusted to Global Development Cooperation Consulting by KOICA for the purpose of independent evaluation research. The views expressed in this report do not necessarily reflect KOICA's position.

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Executive Summary

Evaluation Grade Result

1. Title : **Project for Upgrading Jaffna Technical College as a College of Technology**

2. Grade

○ **Relevance: 2 (Partially relevant)**

Rationale: The project was planned within the CPS of the Korean government, the national development policy of Sri Lanka, the vocational education policy of Sri Lanka, and Jaffna development policy. However, the project did not clearly establish the purpose or expected goals, from the very early stages of the project. In addition, due to a lack of industries in the Jaffna area, it did not appear relevant to establish a vocational training center in this location. As a result, this project was evaluated as being only partially relevant.

○ **Effectiveness/ Impact: 2 (Partially effective)**

Rationale: The project was not able to meet the expected student enrollment and graduation rates. However, approximately 340 students were educated and trained in the four departments of CoT Jaffna in 2013, and 31 students are expected to graduate from the ICT Department in 2014. CoT Jaffna educates Tamils and helps them develop their society and economy. Moreover, as most students and staff were very proud of CoT Jaffna this project was evaluated as being somewhat effective.

○ **Efficiency: 2 (Somewhat efficient)**

Rationale: Since Jaffna was a battlefield during the recent civil war, the project was inevitably postponed and incurred a significant amount of overspending. Considering the devastating circumstances in the Jaffna area, however, the project was deemed to be rather well managed and efficient.

○ **Sustainability: 2 (Sustainable if some issues are resolved)**

Rationale: CoT Jaffna suffers from a lack of budget and industries in the Jaffna area. However, the Sri Lanka government, staff, and students of CoT Jaffna showed very strong ownership and were willing to make efforts to develop the College. This created very positive effects for promoting the sustainability of the project.

3. Overall Grade: 8 (Partially successful)



Map of Sri Lanka





Executive Summary

1. Project Title: Project for Upgrading Jaffna Technical College to a College of Technology

2. Results

- **(Relevance)** According to “Mahinda Chintana”, a 10-year Economic Development plan (2006-2016), the Sri Lanka government aimed to achieve four distinguishable objectives: 1.reducing poverty through balanced development and policies targeting high-growth, 2.expanding national infrastructure, 3.developing rural areas and improving agricultural productivity, enhancing productivity both in public and private sectors, and 4.raising the quality of education and public health.
- Special attention was given to the northeastern and central regions, where the level of education had been threatened by the destruction and deterioration of relevant facilities, and the lack of a skilled workforce. The northeastern area has also been damaged by the civil war in the area, and the central region is underdeveloped as it has been considered a marginalized area by the government.
- In terms of the relevancy of the project, there are two main limitations: one is that it lacks clear aims and indicators for establishing project objectives, and the other is that the destructive conditions there, where civil war was taking place, confines the capability to build a vocational school, not to mention establishing one providing Diploma courses equivalent to Level 5-6.
- According to the report of labor demand, the five most in-demand industries in the northern area of Sri Lanka include: 1. food processing, 2. automobiles,

3. construction, 4. mechanics, and 5. electricity (including solar energy). CoT Jaffna excluded food processing, although food processing was the most in-demand industry in the Jaffna area—this exclusion might, however, pose a question as to the relevance of department of selection for CoT Jaffna.
- **(Efficiency)** The project was supposed to be completed by 2007. However, the project was completed in March 2010 and CoT Jaffna was finally opened in February 2011 because of the civil war. Since Jaffna was a battlefield during the civil war, the project was inevitably postponed and was completed over budget. Specifically, the additional expense required for the construction was approximately USD 400,000.
 - Considering the devastating circumstances in Jaffna area, however, the project was deemed to be managed very well and efficiently.
 - **(Effectiveness)** The project was not able to meet the student enrollment or graduation rates. However, approximate 340 students were educated and trained in the four departments of CoT Jaffna in 2013, with another 31 students are expected to graduate from the ICT department in 2014. Therefore, the project was evaluated as being somewhat effective.
 - Since the Sri Lanka government has focused on rebuilding Jaffna and integrating Sinhala and Tamil groups after the civil war, CoT Jaffna is drawing huge attention domestically and internationally. CoT Jaffna educates Tamils and helps them develop their society and economy, and thus may become a significant institution for raising Tamil leaders by providing a huge social impact in the Jaffna area and in Sri Lanka as a whole.
 - While other projects by other international donor agencies were stopped during the civil war, this project was continued until it was completed. The Korean PMC made huge efforts to complete the project, thereby promoting a very good impression of Korea.

- **(Sustainability)** Basically, the Sri Lanka government supported CoT Jaffna. However, it is difficult to sustain the college without additional support because of the high maintenance costs. In addition, a lack of industries in Jaffna further hinders the sustainable development of CoT Jaffna. Nevertheless, the Sri Lanka government, staff, and students of CoT Jaffna showed very strong ownership and were willing to make efforts to develop the college, thus creating very positive effects for promoting the sustainability of this project. In order to enhance the sustainability of this project, however, CoT Jaffna will require further support.
- **(Cross Cutting Issue)** The project helped improve the human rights and HDI index in Sri Lanka by providing educational opportunities for Tamils, an ethnic minority group.

3. Recommendations

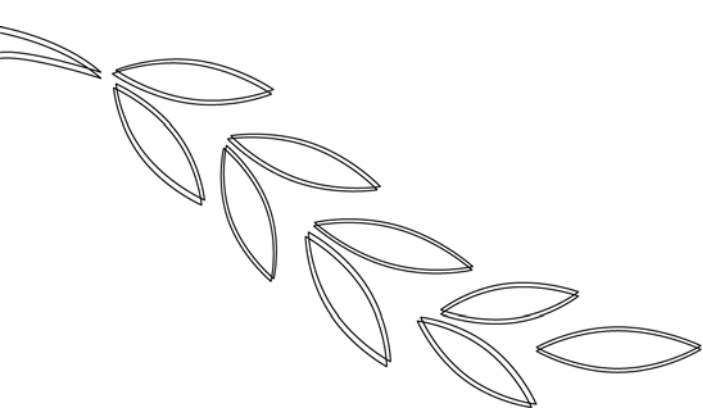
1) Recommendations for project post-management

- Since the Jaffna area is drawing huge attention domestically and internationally after the civil war, the project needs to be further supported or expanded by KOICA. Jaffna is the center of the Tamil region in Sri Lanka and CoT Jaffna is the only vocational training institution supported by foreign aid in Jaffna. This project has very strong symbolic and social power for the Tamils in the Jaffna area. Therefore, this project needs to be strategically supported and focused as a great example for future projects both in Sri Lanka and other countries as well.
- It is strongly advised to provide additional support for training materials and equipment. The software in the ICT department also needs to be updated.
- In order to recruit and educate more Tamil students from outside of Jaffna, more facilities are needed. In particular, the dormitory for students should be considered a priority issue.

- Additional training programs for teachers need to be offered in order to enhance their overall competency. The training programs should be designed to offer more opportunities for qualified teachers. In addition, it is necessary to check whether or not the beneficiaries are aware of support being provided by KOICA.
- Students in Jaffna are generally somewhat demotivated and depressed because of effects from the recent civil war. This project needs to encourage students and work to improve student motivation using various approaches. For example, teaching Korean and English at CoT Jaffna could be very helpful for increasing job opportunities. Or, providing on-the-job training in Korean companies and networking with other KOICA projects in Korea could also encourage students.

2) Suggestions for future projects

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



I . Evaluation and Methodology

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



Evaluation and Methodology



1. Overview of the evaluation

1) Background

- **(General education status)** The literacy rate of Sri Lanka reaches a high level as 95.6% in 2010 and the primary education almost satisfies MDGs. Though the downside exists as shown in the constrained progression toward advanced education and the lower incentives for graduation.
- **(Vocational training status)** The skills of Sri Lanka workers are assessed as behind the international standard.
- The shortage of labor prohibits the progression from agriculture-centered to secondary and/or tertiary economy in many Asian countries. The government of Sri Lanka explains that the lack of skilled labors results from the ineligible job training, regional and sexual gap, deficient advertisement, and poor association between education and corporations.
- **(Gender equality)** Even though gender discrimination is not prominent in the society, most workplace prefers male workers to females, as statistics shows in 2009 where the economic activity rate for females remains 34.3% while that of males 67.9%. Majority of female labors are engaged in the non formal sector.
- **(The recipient country)** The recipient country has an intention to promote human resource development. For the purpose, HRD(Human Resource Development) was included in the national development plan.

- The major objectives in vocational training include:
 - to decrease the under-employment rate by half(i.e. from 23% to 11.3%) by 2016 through providing qualified workers fit for national and international workplace,
 - to efficiently settle world-standard systems such as National Qualification Control System, National Technology Standard, Competency and Quality Control Systems, Employment Information System by 2016,
 - to integrate the existing systems dispersed across different bodies under TVEC, and
 - to expand the quantity and quality of job training systems.
- **(Projects by other donor agencies)** World Bank presently operates E-Sri Lanka development Project Additional Financing program and Additional Financing Livelihoods in Conflict Affected Areas Project.
- Another aiding agency, GIZ(Deutsche Gesellschaft für Internationale Zusammenarbeit), focuses its attention on a northern city of Kilinochchi, recruiting students for ‘Sri Lanka-German Training institute’ following a market research in 2012.
- Based on CPS(country Partnership Strategy), some of the details of future plans are summarized into the following table.

<Table 1-1 Korea ODA Plan in Sri Lanka>

	Items	Details	
Orientation	Long-term plans	Provide long-term plans for vocational training and higher education in association with the national development plans of the government	
	Activation of public/private collaboration	<ul style="list-style-type: none"> • Provide policies improving links between schools and industry - links between the essential industry and CoT/job training - links between the local speciality and job training 	
		Colombo	manufacture, port dues, distribution, ICT, service sectors
		Northeastern Area	agricultural and marine product processing
		Central Area	sightseeing
Southern Area	manufacture, port dues, sightseeing, service sectors		
Action plan		Provide a comprehensive aid scheme and follow-up programs with both local and aiding organizations engaged	
	1. Expanding training facilities	<ul style="list-style-type: none"> • Central Vocational Education Centre • secure enough facilities and materials for regional Technical Colleges(TC) and vocational training centers such as VTC, NAITA, NIBM, etc. 	
	2. Providing policies for job training	<ul style="list-style-type: none"> • reinforce National Qualification Control System - consult on National Qualification Law revision • develop Employment Information System - information on the labor market and employment, statistics • Provide policies improving the school-industry links 	
	3. Enhancing quality of the training	<ul style="list-style-type: none"> • strengthen teaching and managing capabilities - expert dispatch, expansion of WFK projects, activation of collaboration with CoT/labs in Korea 	
	4. Improving secondary education	<ul style="list-style-type: none"> • engage in the projects improving 1,000 secondary schools 	
	5. ODA Plan	<ul style="list-style-type: none"> • reinforce National Qualification Control System; Collaborate with ADB, if possible • WB - links to advanced education, quality control • ADB - higher education, job/technology training 	

2) Purpose

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

3) Evaluation targets

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

<Table 1-2 the evaluation project>

Project title		The Project for Upgrading Jaffna Technical College as a College of Technology	
Goal		Improve the vocational training system of CoT Jaffna	
Details	Korea	○ Construction (USD 1.4 million)	○ Construction for the new departments; Mechanics, Electric, Automobile and ICT.
		○ Materials (USD 0.864 million)	○ Training materials and equipment for the four departments(total of 126 kinds) ○ Materials for the classrooms and staff office, a vehicle, etc.
		○ Invitation training (USD 0.187 million)	○ Manager course(4MM) ○ Instructor course(20MM)
		○ Expert dispatch (USD 0.142 million)	○ Project manager(30MD) ○ Expert dispatch for each department(12MM)
		○ etc. (USD 0.137 million)	○ Feasibility study, Discussion, Evaluation, etc.
	Sri Lanka	○ Infrastructures, existing facility repairs, administrative conveniences, etc.(USD 631,500).	

Project title	The Project for Upgrading Jaffna Technical College as a College of Technology	
Location	○ College of Technology Jaffna in Sri Lanka	
Duration/Budget	○ 2004~2007(4 years) / USD 2,330,000	
Beneficiaries	○ Students in Jaffna, employees, local industries	
Expectation	Korea	○ Promote collaborative atmosphere between the nations
	Sri Lanka	○ Provide qualified workers satisfying the international standard
Implementation Unit	Korea	○ KOICA
	Sri Lanka	○ The Ministry of Skills development, vocational and technical education

- The project was scheduled to complete in 3 years from 2004 to 2007 with the budget of USD 2.3 million US dollars. The project scope includes a) Construction for the new departments; Mechanics, Electric, Automobile and ICT b) providing Training materials and equipment for the four departments c) dispatching expertise d) training personnel; teachers and managers.
- Positive results have been brought about though the long-term effects appear to be limited and the beneficiaries consider the project partially successful.

4) The scope of evaluation

- The ex-post evaluation covered five areas presented in the table below.
- table the range of the ex-post evaluation

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

5) Evaluation procedure

- The evaluation followed the 10 stages below.

	Stages	Details	Output	Schedule
1	Initiation Report session	Ex-post evaluation design Initiation report session	Initiation report	26 Jun
2	Local ex-ante survey	Document survey, statistical survey	Basic survey and local research product	Early May - Jun
		Consultant, local expert selection, interview	Interview questionnaire, transcript, recorded file, consulting report	
3	Establish the evaluation plan	Determine the evaluation standard and survey method under the cooperation with KOICA Establish specific plans for the ex-post evaluation	Service plan Local survey tools - Questionnaire, interview questionnaire, etc.	

	Stages	Details	Output	Schedule
		Propose the ex-post evaluation standard and methodology Develop the local survey tools		
4	Field Research Plan and preparation	Select the local data survey		Jul - Aug
		Designate the local coordinator and translator		
		Set up the site survey timetable	Task implementation plan, service initiation report	
		Write and report the site survey plan	Action plan	
5	Field Research	Site survey - Stakeholder group survey, in-depth interview, focal group discussion	Survey result, transcript, recorded file	14-20 Oct
		Meeting - Project plan, task assignment, negotiation and coordination, etc.	R/D (Consultation proceeding)	
		Secure the basic data and request additional data		
		Site survey	Site survey output	
		Attendance, observation	Field note	
		Meeting with local relevant organizations		
6	Apply the evaluation strategy and method	Apply the implementation, monitoring strategies and method		Jul - Oct
		Apply the evaluation strategy and method	Evaluation output	
		Perform the ex-post evaluation		
7	Data analysis and consulting	Data analysis based on the site survey and evaluation data Consulting from relevant organizations and through network	Data with evaluation and analysis	Sep - Oct
8	Interim report	Interim report session	Report on the site survey result	31 Oct

	Stages	Details	Output	Schedule
9	Collect and analyze the survey result	Integrate and analyze the Korean and local site survey		Nov
10	Final Report session	Final report session	Final report draft	21 Nov
11	Final report	Reviewed and confirmed by the evaluation review board of KOICA	Confirmed report by reflecting the result from the evaluation review board	End of Nov

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

<Table 1-3 The evaluation Team>

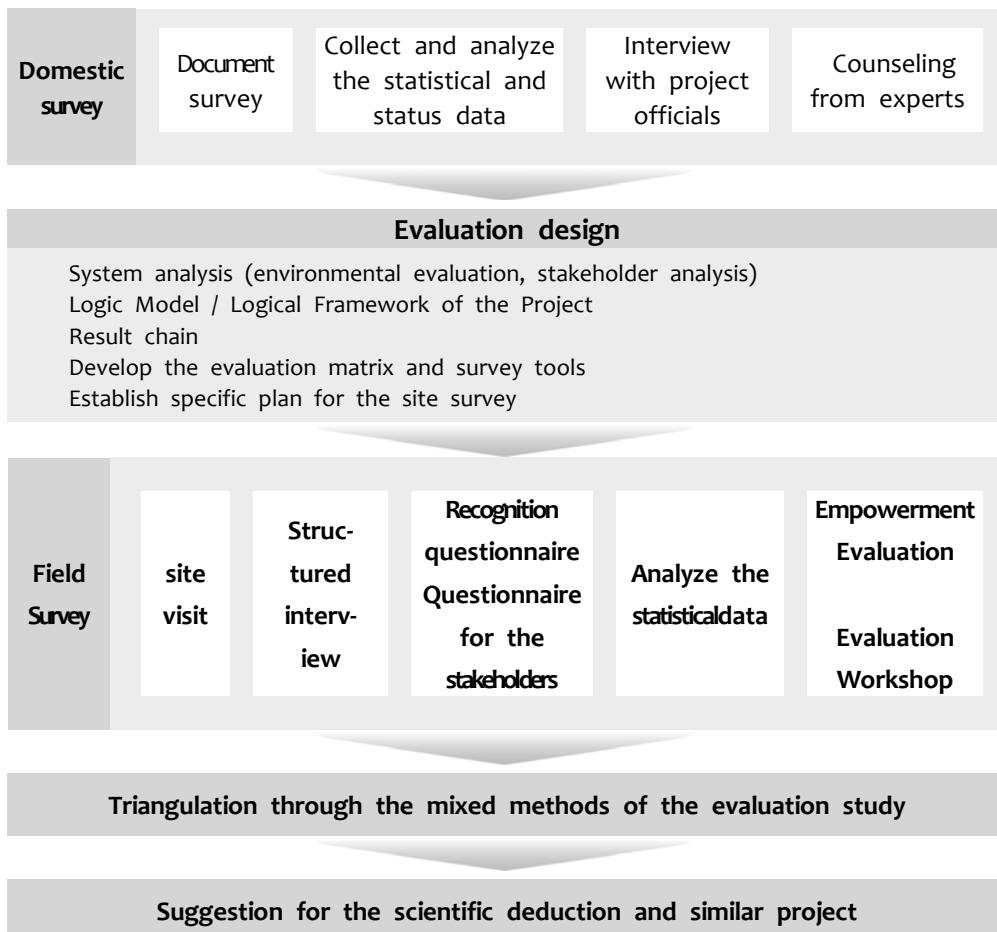
Specification		Name	Role in the team
Senior researcher	PM	Kyechun Lee	<ul style="list-style-type: none"> • Oversee the evaluation • Oversee the preparation and implementation of the site survey and writing the project evaluation report
	Co-PM	Youngwoo Park	<ul style="list-style-type: none"> • Co-oversee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



2. Methodology

1) Methods

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



2) Procedure

(1) Review of literature

<Table 1-4 List of literature review>

Lists of literature review	
KOICA	<ul style="list-style-type: none"> • KOICA(2005), The Feasibility Study • Korea University of Technology and Education(2011), The Post Evaluation of the Project for Upgrading Jaffna Technical College as a College of Technology • KOICA Sri Lanka office documents
Sri Lanka	<ul style="list-style-type: none"> • MYASD – Status of College of Technology Jaffna • College of Technology Jaffna <ul style="list-style-type: none"> – The statement the director college of technology – Jaffna on KOICA-college of Technology – Teacher list – current student enrollment list(all the number of College of Technology Jaffna including full time and part time student)* – PPT of College of Technology Jaffna – PPT from teacher(including request list) • GIZ <ul style="list-style-type: none"> – Vocational Training in the North of Sri Lanka brochure
Other sources	<ul style="list-style-type: none"> • KOICA(2013) Country Partnership Strategy • ERINA (2013) Trend analysis of Northeast Asia • KOICA (2012) A study of Vocational Education Program in ODA

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

- Local statistical data were gathered to be compared with those obtained during the ex-ante and ex-post evaluations.
- The statistics, if available, were analyzed according to the evaluation criteria suggested in the evaluation matrix.
- Valuable sources of the information include: websites of foreign aid organizations such as OECD/DAC, World Bank, UNDP, etc. a homepage offering statistics archive¹⁾, and other web pages providing statistics.

- The statistical data were analyzed by triangulation method, not limited to grasp the general trend, but drawing more valid and reliable conclusion via comparative analysis with other qualitative information.

(3) In-depth interview with the representatives in Korea

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

Organization	Interviewee	
KOICA	Youngsook Nam	former vice representative of Sri Lanka office
Korea University of Technology and Education	Jaehyup Lee	professor, the post evaluation team of the project for Upgrading Jaffna Technical College as a College of Technology

(4) Field research in Sri Lanka

- The field research was conducted through various types of methods such as field inspection, in-depth interviews with the persons concerned, survey questionnaires and in-depth interviews with the beneficiaries, and workshops.

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

- Collaborative evaluation
 - To boost the ownership of the recipient country
 - To allow the persons concerned in the recipient country to play a role in the evaluation
 - To be expected to draw more attention from the recipient country and induce more active participation in future evaluation process

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

A. Site visit

- A site visit was made to confirm whether the facilities were utilized and managed properly.
- A series of questionnaires and in-depth interviews were performed to obtain specific data. Not only the persons concerned also the students, teachers, and representatives from DTET were engaged in the survey.

List of the site visit
• College of Technology Jaffna(CoT Jaffna)
• the local KOICA office
• GIZ
• Ministry of Youth Affairs & Skills Development(MYASD)
• Department of Technical Education & Training(DTET)
• Ministry of Child Development & Women’s Affairs(MCDWA)

B. In-depth interviews with the representatives in Sri Lanka

- The key questions per item were developed on the basis of the evaluation frame and the scope of the interviewees' business and participation from KOICA.

Organization	Interviewees	Data collected
DTET	government officials in charge of job training	<ul style="list-style-type: none"> • official opinion on the relevance, efficiency, effectiveness • related resources (literature, statistics, etc.) • related socioeconomic indicators • (population, income, expenses, etc.)
MYASD	those in charge of job training	
College of Technology Jaffna	managers, instructors	<ul style="list-style-type: none"> • opinion on the relevance, efficiency, effectiveness • administrative data
College of Technology Jaffna	current students, graduates (one at each department)	<ul style="list-style-type: none"> • opinion on efficiency and effectiveness of the project
MCDWA	representatives from Ministry of Child Development & Women's Affairs	<ul style="list-style-type: none"> • official opinion on the project impact over gender issues

- Structured and In-depth Interview
 - The interview tools should be designed systematically so that the results of the analysis converges towards the main conclusion.
 - A pilot test and following subgroup analyses were left out because of the constraints in time and budget.
 - The whole pieces of the interviews were recorded and transcribed when necessary during the analysis.

C. Survey and in-depth interviews

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



3. Limitation in the evaluation

1) Constraint factors and methodological limitations

- **(Absence of data)** The greatest challenge of the evaluation was the absence of exact data.
- **(Absence of project objectives)** The project objectives were not definitely stated and the outcome objectives were absent at the beginning phase of project planning.
- **(Inadequate moment to be assessed)** When it comes to the effectiveness of the project, the absence of graduates from NVQ Level 5 made the evaluation difficult.
- **(limitation in data analysis)** Another challenge arose from the fact that College of Technology Jaffna (hereafter CoT Jaffna) recorded the information with students together with Technical College. Also, they counted full-time and part-time students altogether. These made it difficult to estimate the exact numbers of students in the four KOICA-supported departments and posed a limitation to the exact gauging of the effectiveness.

- **(Lack of local industry)** The area had long been under the influence of the civil war, almost devoid of any properly working industries. The local situation made it challenging to grasp the association between a job training and corporations.
- **(Limited evaluation budget and period)** The evaluation is limited by budget and a short period of evaluation including the site survey, interview, and survey.
- **(Requirement for the ex-ante survey for effective evaluation)** The evaluation consists of 1 site survey process and preparation for the survey through document studies in Korea. However, only the document study is not enough to effectively perform the site survey and there exists the danger of the trial and error in the site survey to the degradation of the evaluation quality. Therefore, it is required to add the preparation ex-ante survey to form the frame for effective evaluation and perform faithful site survey.

2) Adjustment by the evaluators

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



II. Evaluation Framework and Matrix

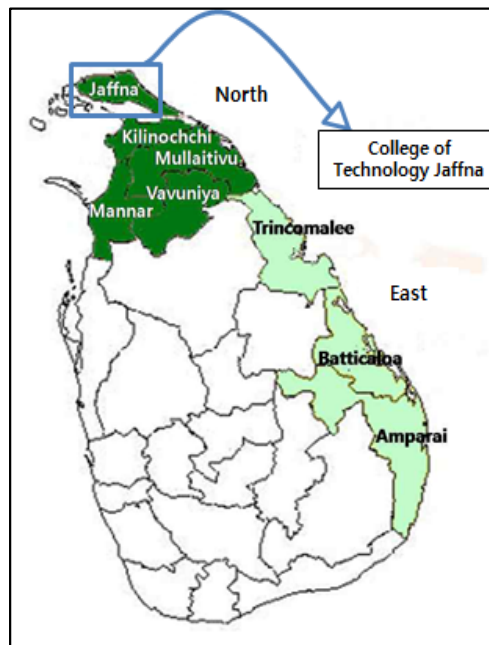
1. Analysis on the project target
2. Evaluation Frame and Performance Model
3. Evaluation Matrix

1. Analysis on the project target

1) Analysis on the environment and other issues

- **(The recipient country)** The Sri Lanka civil war lasted for 26 years from 1983 to 2009, damaging the country with casualties more than 70,000, and an economic loss equivalent to around 30 billion dollars. The war broke out as a result of ethnic and religious conflict between Sinhalese and Tamil, 74% and 18% of the total population, respectively.

<Picture 2-1 The major areas of Tamil during the civil war>



- A positive outlook is possible on the ground that the war ended, subsequently increasing the stability of the country and reducing the budget for the national defense. The reconstruction of the northern areas is specifically expected.
- Mr. Rajapaksa, the president of Sri Lanka, tries to encourage corporations to invest in the region and also asks international help for reconstruction. The government itself plans to provide essential infrastructures northern Sri Lanka.
- The government attempts to develop and reconstruct the northern areas with several projects as presented below.

Project	Budget
Nagenahira Navodaya	app. USD 1.71 billion
Wadakkil Wasantham	app. USD 2.57 billion

Source: KOTRA 2010

- **(Jaffna area)** The Jaffna used to be the third largest city in Sri Lanka. Jaffna has strong Hindi features as the majority of the population composed of the tribe Tamil. No local industry bases in the city, only allowing the limited opportunities of OJT(On the Job Training) positions for the CoT Jaffna graduates. Jaffna expects investment from public and private sectors.
- **(College of Technology Jaffna)** CoT Jaffna founded in 1957 under the war-stricken destructive condition. This KOICA project is the sole one since the year of 1998, when UNDP provided educational materials and equipment such as computers.

2) Analysis on the background of the project

- The background in which the project was initiated needs to be looked into before constructing the evaluation frame and matrix regarding the project.
- The workers fell behind the expected level both from the national and international industries. The aggravating factors include the ineligible and inefficient training, gender differences across the communities, shortage of the advertisement, and weak association between the training and the actual practice.
- Some results of evaluation on other ASEAN nations shows that the deficiency of skilled workers prohibits the transition from the primary to secondary and tertiary industries.
- The Sri Lanka government prioritized human resource development in their 10-year developmental plan, trying to promote quality job training and stabilize the newly introduced qualification examination system.
- The project was required to enhance vocational training in the vulnerable region by upgrading an existing Technical College as a College of Technology.



2. Evaluation Frame and Performance Model

- Picture2-2 presents a comprehensive summary of the result chain of the project.

<Table 2-1 the indicators for impact of the project>

Input resource	Activities	Output	Initial Outcome	Midterm Outcome	Long-term Outcome
<ul style="list-style-type: none"> • Budget • Workforce • Construction sites • Equipment • etc. 	<ul style="list-style-type: none"> • Construction & installation • Instructor training • Training program development • Project Management 	<ul style="list-style-type: none"> • Securing training facilities • Instructor training • Vocational training programs 	<ul style="list-style-type: none"> • Acquisition of skills & knowledge • Securement of job skills for employment • Motivation for the training 	<ul style="list-style-type: none"> • Increased employment • Increased productivity • Increased income • Qualified female worker • Expanded job opportunities • Regional development 	<ul style="list-style-type: none"> • Human resource development • Formation of Social capital • Enhancement of human rights • Promotion of gender equality

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



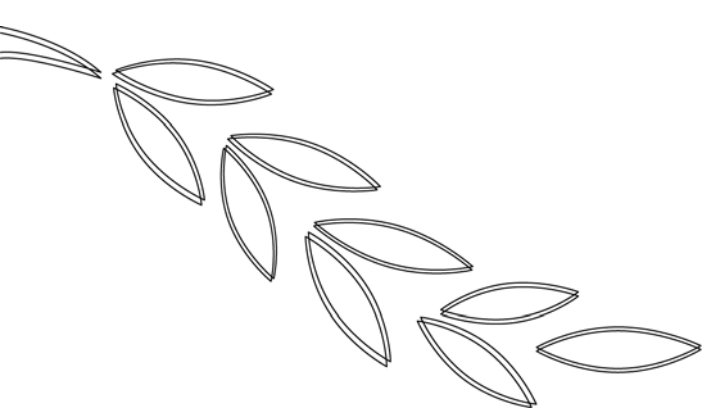
3. Evaluation Matrix

<Table 2-2 evaluation matrix >

Evaluation Bench mark	Evaluation item	Evaluation indicator	Data source	Methods
① Relevance				
KOICA ODA policy	<ul style="list-style-type: none"> • Korean government's ODA policy • the CPS of Sri Lanka 	<ul style="list-style-type: none"> • support status of the cooperation country by KOICA • portion and trend in the aid budget • contents of the policy documents and strategic documents 	<ul style="list-style-type: none"> • KOICA CPS • KOICA statistical data 	<ul style="list-style-type: none"> • literature review • data analysis • Interview
The recipient country	<ul style="list-style-type: none"> • educational development priority • vocational education policy • the needs of demands of the recipient country 	<ul style="list-style-type: none"> • relevance of Educational development policy • relevance of vocational education policy • adequate process of selection for the project target area • relevance of department selection 	<ul style="list-style-type: none"> • the recipient country • PMC 	<ul style="list-style-type: none"> • literature review • survey
② Efficiency				
Input vs output	<ul style="list-style-type: none"> • efficiency 	<ul style="list-style-type: none"> • input vs output (time, money) • performance of supporting input from both governments 	<ul style="list-style-type: none"> • KOICA • the recipient country • KOICA local office • PMC 	<ul style="list-style-type: none"> • literature review • data analysis • survey • interview
Project management	<ul style="list-style-type: none"> • project Management 	<ul style="list-style-type: none"> • efficiency of project management • control of risk factors 	<ul style="list-style-type: none"> • KOICA • the recipient country • KOICA local office • PMC 	<ul style="list-style-type: none"> • literature review • data analysis • survey • interview

Evaluation Bench mark	Evaluation item	Evaluation indicator	Data source	Methods
③ Effectiveness				
Attainment of project goal	<ul style="list-style-type: none"> the goal of KOICA 	<ul style="list-style-type: none"> fortify the basic facilities enforce training system develop human resources 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	<ul style="list-style-type: none"> literature review data analysis survey interview
	<ul style="list-style-type: none"> project purposes 	<ul style="list-style-type: none"> utilization of the equipments and training materials by KOICA overall satisfaction level for the project improve teacher quality improving educational environment transfer knowledge and skills 		
	<ul style="list-style-type: none"> Contribution to local community 	<ul style="list-style-type: none"> contribution to local community's economic and social development 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	
④ Sustainability				
Sustainability	<ul style="list-style-type: none"> sustainability for the human and institutional system financial sustainability ownership of recipient country 	<ul style="list-style-type: none"> sustainable support plan by the recipient country enough budget ownership of the recipient country maintenance management the need of further support risk factors against sustainability 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	<ul style="list-style-type: none"> Literature review data analysis survey interview
⑤ Impact				
Impact on system	<ul style="list-style-type: none"> educational system/vocational education system 	<ul style="list-style-type: none"> Positive impact for the educational system and the vocational education system 	<ul style="list-style-type: none"> KOICA the recipient country 	<ul style="list-style-type: none"> literature review data analysis

Evaluation Bench mark	Evaluation item	Evaluation indicator	Data source	Methods
Impact on beneficiary	<ul style="list-style-type: none"> Impact of viewpoint of beneficiary 	<ul style="list-style-type: none"> improve quality of life for the beneficiary providing trained labor 	<ul style="list-style-type: none"> KOICA local office PMC 	<ul style="list-style-type: none"> survey interview
Impact on community	<ul style="list-style-type: none"> residents 	<ul style="list-style-type: none"> effect of the project for resident of project site 		
⑥ Cross Cutting Issues (Right-Based Approach)				
Impact on human right of minority groups	<ul style="list-style-type: none"> Improve Human Right Situation of Minority 	<ul style="list-style-type: none"> gender equality right of the physically challenged right of ethnic minority 	<ul style="list-style-type: none"> KOICA the recipient country KOICA local office PMC 	<ul style="list-style-type: none"> literature review data analysis survey interview
Environment and Human Development	<ul style="list-style-type: none"> environmental issue human development situation 	<ul style="list-style-type: none"> environmental effect human development index 		



III. Findings on Field Research

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



III

Findings on Field Research



1. Field Research

1) Overview

○ Dates: October 14-20, 2013

<table 3-1 field survey schedule>

Date	Time	rogram	Location
15 Oct (Tue)	10:00	Meet KOICA representatives in Sri Lanka	KOICA office
	14:00	Interview the representatives from MYASD and DTET interview with GIZ	DTET GIZ
16 Oct (Wed)	7:00-9:00	Move into Jaffna	College of Technology Jaffna (CoT Jaffna)
	10:00-12:00	Visit CoT Jaffna, on-sight inspection	
	13:00-14:00	Interview the staff and students	
	14:30-15:30	Workshop	
17 Oct (Thu)	9:00-11:00	Move into Colombo	Ministry of Child Development & Women's Affairs(MCDWA)
	14:00-14:40	Interview the representatives from Ministry of Child development & Women's Affairs(MCDWA)	
18 Oct (Fri)	morning	Write a field visit report	KOICA office
	16:00	Meeting and reporting a report to KOICA	
19 Oct (Sat)	morning	Compile resources in the KOICA Sri Lanka office	KOICA office
20 Oct (Sun)	9:00	Survey data check with translator	
	14:00	Depart from Sri Lanka	

2) Site visit of CoT Jaffna

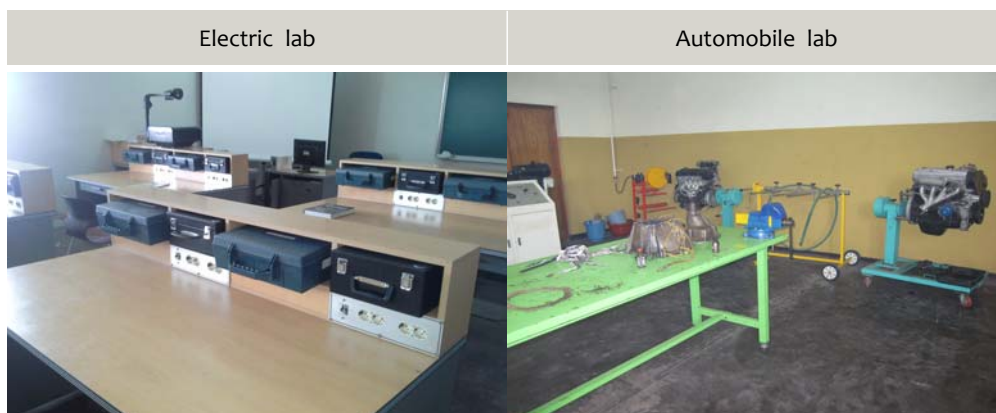
Places and pictures taken



- The above left picture is the newly constructed four departments building of CoT Jaffna. The right picture showed a Tamil's traditional welcoming ceremony. Tamil constitutes approximately 98% of the population in Jaffna. Most of Tamil are Hindus while the state religion of Sri Lanka is Buddhism.



- The above and below four pictures presented here are the laboratories of the KOICA supported four departments.



2. In-depth Interview

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

1) Interviews with the local staff

- representatives from Ministry of Youth Affairs Skill and Development(MYASD) and DETE(Department of Technical Education & Training)

Summary of the interview

- Total of 9 College of Technology exist one in each province. Their primary goal is to promote the local development through higher education.
- The advantages of the target college, what the college needs, and the employing status were explained.
- They also shared information on the enrolled students and the general educational status in Sri Lanka.

○ GIZ

Summary of the interview

The representatives explained;

- the present status of vocational support in northern areas, and
- their supports across the whole nation and future plans.

○ A manager from College of Technology Jaffna

Summary of the interview

The interview covered following topics:

- general information on Jaffna area,
- information on the graduates,
- management and budget in terms of sustainability, and
- what they think needed to be done.

○ Teaching staff from College of Technology Jaffna

Summary of the interview

- The staff talked about the things to be mended, and
- the industrial demand in the northern areas including Jaffna.

○ Representatives from the Ministry of Child Development & Women's Affairs

Summary of the interview

The Ministry described

- the policies for supporting female workers,
- the social status of women in Sri Lanka,
- the perception and salary gap between female and male workers, and
- the occupations that female workers prefer.



3. Survey

- In order to enlarge the reliability and validity of the evaluation, triangulation, which verifies the same indicators with various different targets and methods, were employed.
- The questionnaires were translated into the official language of Sri Lanka after considerable discussion with the local interpreter and the questions were thoroughly reviewed whether they were consistent with the current status of the nation.
- The scale of survey consists of 5 point; 5(strongly agree), 4(agree), 3(neutral), 2(disagree), 1(strongly disagree), 0(not applicable).
- In this survey, CoT graduates are in level 4²⁾.

1) Survey overview

- The questions surveyed includes:

<Table 3-2 Major topics of the survey>

Major topics of the survey
<ul style="list-style-type: none"> • relevance, efficiency, effectiveness, impact, and sustainability • how much content they are with the college facilities and the surroundings • the competency and attitude of the instructors • how much content they are with the training materials • the level of the training courses • the employment rate • contribution to the local community • consideration to the students with marginalized background(i. e. female, physically challenged, ethnic minority)

2) The limitation of the survey and the interviews can be brought up in that the answers were not from the interested four departments, but from students finishing level 4 courses in Construction Technology department. Still, it was quoted here as a useful reference for assessing the impact of the institution as a whole.

Major topics of the survey
<ul style="list-style-type: none"> • user satisfaction with the facilities • overall level of satisfaction with the infrastructures • number of students in a class • dropout rates • satisfaction with follow-up management • collateral benefits other than the initial goals

<Table 3-3 Number of answers collected>

current students	graduates	teaching staff	representatives from DETE	Total
52	4	8	3	67

2) Result of the survey

(1) Relevance

<ul style="list-style-type: none"> • Is CoT Jaffna consistent with the national developmental plan? • Are the curricula adequate for the local demand? • Is the project well planned according to the national developmental plan?

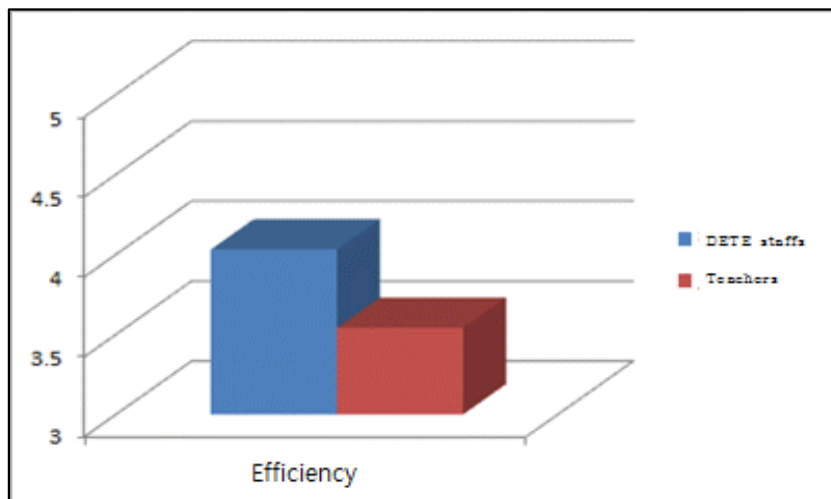
- The average score of DTET staffs and faculty members were 4.25/5, 4.22/5 respectively, which means most respondents of both groups answered 'satisfied' and 'very satisfied'.
- DETE staffs and the faculty members answered that the government and the college shared coherent direction, scoring 4.33/5, and 4.38/5, respectively.
- Both group also expressed that they thought the curricula was appropriate for the local needs, scoring 4.17/5, and 4.25/5, respectively.
- The representatives from DETE marked 4.33/5 and the teaching staff 4.00/5 when asked whether the project was planned appropriately to the national developmental scheme.

(2) Efficiency

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

- When asked questions above, DETE staffs and the faculty members showed the inclination to satisfaction in which DTET staffs showed relatively higher satisfaction with average score of 4.03/5 than faculty members whose average score was 3.54/5.

<Picture 3-1 Survey result on the efficiency of the project>



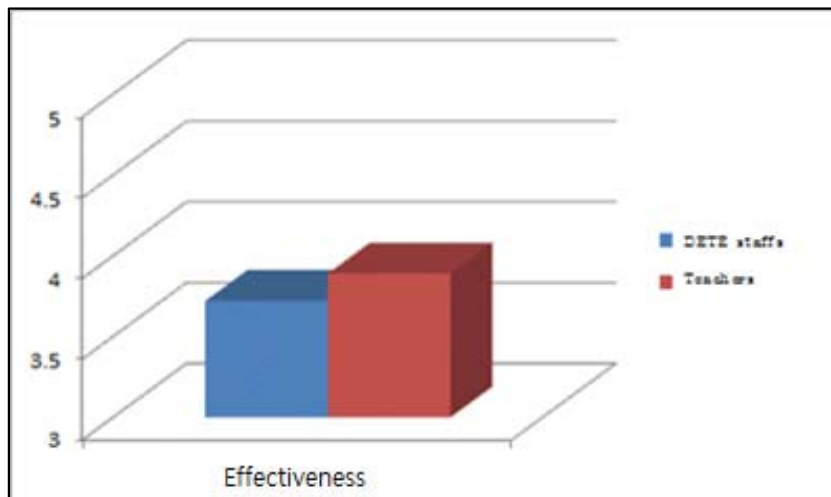
- For questions on the support from Korean government, DETE marked 4.11/5, and the faculty members 3.53/5, indicative of satisfaction.
- For questions on the support of Sri Lanka government, the former scored 3.94/5, and the latter 3.55/5, also expressing satisfaction.

(3) Effectiveness

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

- The response for effectiveness of the project indicates overall satisfaction, scoring 3.72/5 by the representatives of DETE and 3.89/5 by the faculty.

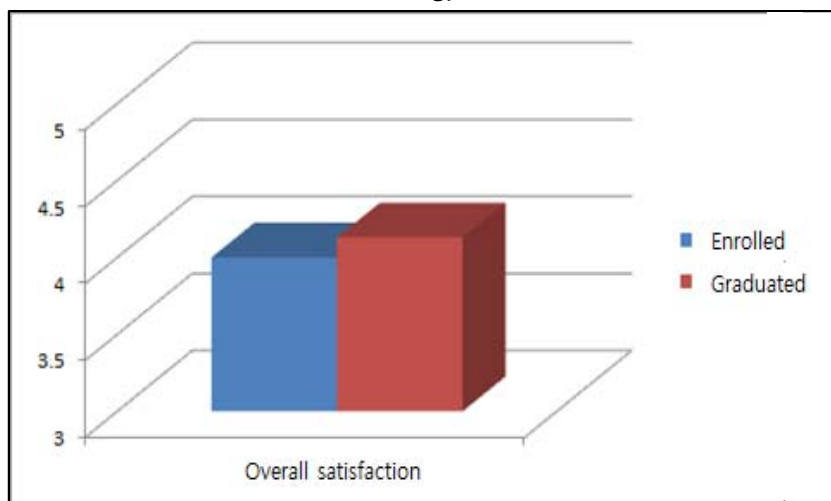
<Picture 3-2 Survey result on the effectiveness of the project>



- A set of write-out questions were used to judge the effectiveness of the project. The result showed that CoT Jaffna helped the students find a job and get increased salary.
- When asked to describe the effect the college brought to the region, many explained that it contributed to the community by providing skilled workers.
- When asked how much satisfied they were with the materials provided by Korea and their management, DETE staffs scored 3.89/5, the faculty members 3.67/5.

- Most of the materials were well utilized with a degree of satisfaction, and the teaching staff marked 3.78/5 for the question, "I can fix the machine if broken." The result shows that the project helped the teachers build their ability and was effective in terms of sustainability.
- Still, there were much request for addition and/or upgrade of the materials among the faculty members, currently enrolled students, and the graduates.
- Majority of the students, both enrolled and graduated, extended their satisfaction with the college, marking 4.0/5 by current students, and 4.13/5 by graduates.

<Picture 3-3 Survey result on the effectiveness, 'overall satisfaction with College of Technology Jaffna'>



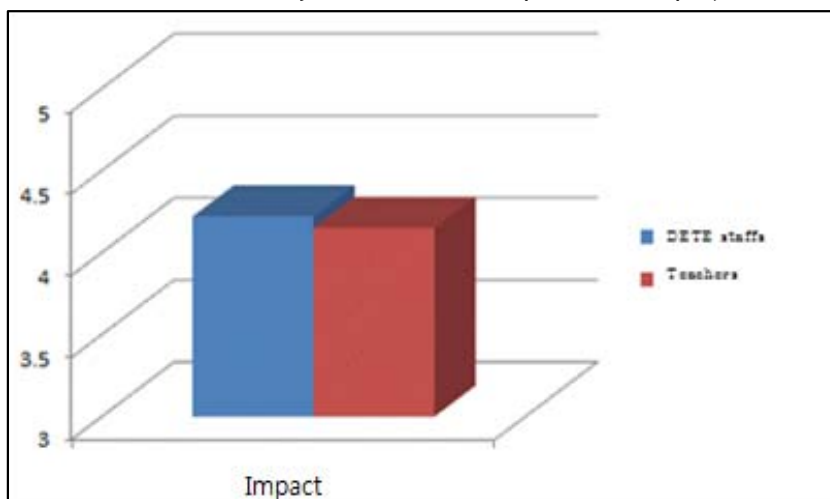
- Many students showed a high degree of satisfaction with their teachers and staffs , scoring 4.30/5. They also described that the staff helped them both in education and in employment.

(4) Impact

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

- Both DETE staffs and the faculty members answered that College of Technology Jaffna contributed to the community by improving the local productivity and providing quality workers. DETE staffs' average score was 4.3/5, while faculty members' 4.2/5. When asked whether the institution was a good model for a vocational training center, positive results were obtained. DETE staffs' average score was 4.38/5, faculty members' 4.3/5.

<Picture 3-4 Survey result on the impact of the project>



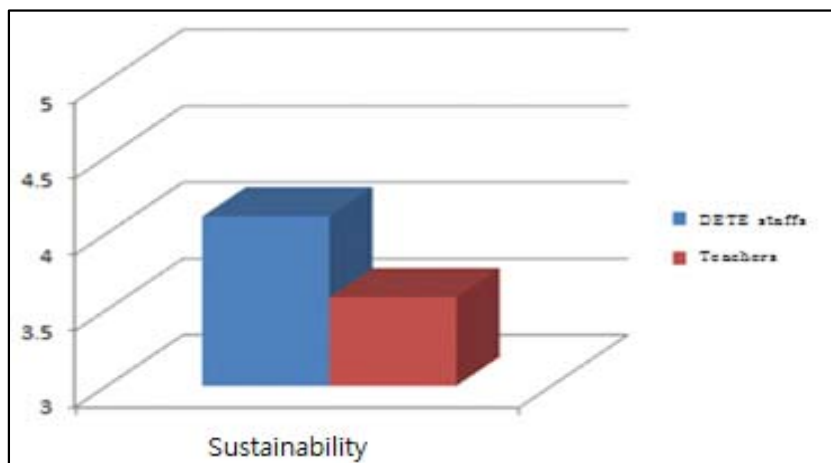
- The students, both presently participating and graduated, answered that they found the college very helpful in that it provided practicable education, job opportunities, and the chance to be paid higher.

(5) Sustainability

- Does the recipient country have an ownership?
- Is the institution likely to be maintained and hold sustainability?
- Is there a need for follow-up support?

- DETE staffs and the faculty members expressed their satisfaction with the questions above with average score 4.11/5 and 3.58/5 respectively.

<Picture 3-5 Survey result on the Sustainability of the project>



- Nonetheless, the lowest score, 3.0/5, was observed among the teaching staff on the question asking the level of satisfaction the teachers had. They were not so much satisfied with the institution, unlike many students were contented with the faculty.
- The staff also showed relatively low level of satisfaction with average score of 3.25/5 regarding the budget and other developmental schemes of the center.
- A question asked to describe what they wanted from the college. Answers collected from the representatives of DETE included dormitory, additional departments, library, school bus, enough training materials, and improvement

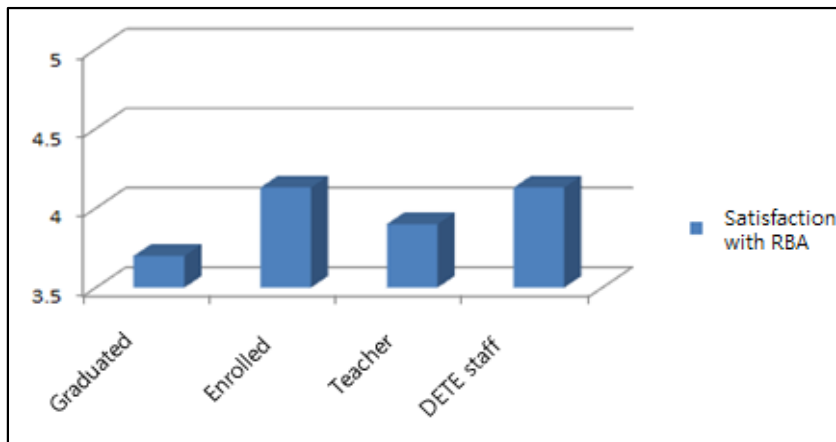
in teaching skills. Those from teachers include dormitory, advanced skills, and teacher motivation.

- Current students wanted improvement in the following factors: advanced skills, dormitory, personal laptops, school bus, and computer labs. Graduated students responded that enough materials, more computers, and improvement in teaching and learning skills were among the answers.

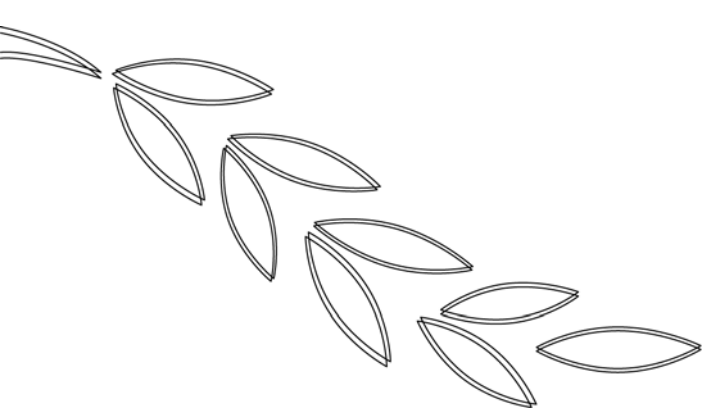
(6) Cross-cutting issues

- This evaluation adopted Right Based Approach(RBA) and added questions asking whether College of Technology Jaffna considered the rights of the socially marginalized groups.
- Overall level of satisfaction with RBA was relatively high, scoring 3.7/5.0, 4.13/5, 3.9/5, and 4.13/5, by graduates, current students, teachers and DETE representatives, respectively.

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



- Most respondents answered that College of Technology Jaffna did not pose a discrimination against minority groups. They perceived that it treated all students equally.



IV. Comprehensive Results on Ex-post Evaluation

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



IV

Comprehensive Results on Ex-post Evaluation



1. Relevance

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

1) Compatibility with the foreign aid policy of KOICA

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

- **(The aiding objectives of KOICA)** By contributing to successful completion of Mahinda Chintana, KOICA intends to improve the economic development of Sri Lanka and the impoverished life of the residents, along with strengthened national relationship between the two countries concerned.
- As a main partner of KOICA, it needs close attention to narrow the developmental gap between the rich and the poor regions and enhance peaceful atmosphere over the country so that the country can procure the rudiment of balanced economic growth and sustainable development, on which they can step upward to a more developed nation.
- **(Main sectors for aid)** KOICA decided to provide 70% out of the total expenses, considering the recipient country's developmental needs, the comparative advantage for Korea, and the division of labor between the two nations involved in the project. Special attention was given to the followings: reinforcement of the socioeconomic infrastructures for balanced development, enhancement of national competitiveness and economic growth through developing human resources(i. e. through improving vocational training and secondary education), and escalation of national productivity by improving government administration systems
- Overall, the project for upgrading Jaffna Technical College as a College of Technology is consistent with the general trend of the foreign aid scheme of KOICA, and considered to be appropriate for educational aid policies specifically as well and the aid policies targeting Sri Lanka.

2) Compatibility with the recipient country's developmental policies³⁾

- The government of Sri Lanka intends to bring forwards balanced growth and reduced impoverishment through Mahinda Chintana, the 10 year midterm Economic Development Plan(2006-2016).

3) The indicators from 2012 were adopted in the evaluation due to the absence of the relevant resources at the planning phase of the project.

- The four main interests were given to those areas including providing national infrastructures, accelerating rural development and agricultural productivity, enhancement of public and private productivity, and improving education and health systems. Also, the project plans for elevated national economic status with GDP per capita equivalent to 4 thousand dollars by 2016.
- The war stricken northern area and marginalized central area were the areas of primary interest as there were poor educational facilities, if any, and shortage of staff was prominent.

3) Appropriateness of Selecting the Project Area

- Jaffna, chosen as the project area, is located at the northernmost area of Sri Lanka, 298km away from the capital city, Colombo. Tamil⁴⁾ constitutes 98% of the population, and most of their lives are related with Hindi culture(Sri Lanka Population census, 2012). One important historical event they suffered is that the city had long been the core of Sri Lanka civil war and the camp for Liberation Tigers of Tamil Elam(LTTE) until the year 2003, when the city was finally open to others.
- According to Mahinda Chintana, four main interests were given to those areas including providing national infrastructures, accelerating rural development and agricultural productivity, enhancement of public and private productivity, and improving education and health systems.
- One of the stressed area, educational sector made a plan of reinforcing educational organizations, expanding educational accessibilities, improving the quality of education and vocational training programs, and supporting the trainees to get employed.

4) The tribe Tamil constitutes the second largest ethnic groups in Sri Lanka following Sinhalese.

- In addition, a plan for job security and increased income was included by establishing a job training center in the northeastern area including Jaffna.
- The northern area of Sri Lanka has long been devastated by the civil war, which needs urgent reconstruction of basic infrastructures in the region. Considering the current situation there and the policies of the government, the project is appropriated targeted in terms of selecting the area.
- Jaffna Technical College, accepted the first students in 1957, remained coarse conditions due to the longstanding civil war in the region. Also, they were in need of reinforcement work after years of deficient support from outside after the UNDP Aid Project in 1998 which helped them to be equipped with multimedia facilities.
- The recipient country sought to build College of Technology of Jaffna, which afforded four training courses equivalent to level 5-6 diploma programs. These diploma courses were expected to provide skilled labors to the destructed northeastern sites.
- Nonetheless, it was regarded to be too early to establish a college of technology providing diploma courses corresponding to level 5-6, as the region was not deemed as capable of doing such establishment, taking it into consideration that vocational training has much to do with nearby industries.
- The lack of quantitative indicators at the onset of project made it difficult to set the rationale for the ex-post evaluation.

4) Compatibility with Vocational Training Policies in the Recipient Country

- The recipient country focused on training skilled workers for changing domestic industries and global labor markets as well as supporting their employment. The government aimed to decrease the current under-employment rate 23% to 11.5% by the year 2016.
- The government of Sri Lanka also had a plan to integrate the job training systems presently dispersed across different organizations. The pivot of the integration, TVEC was expected to lead the process by 2016. By integrating vocational training systems, the government anticipates to settle associated systems as well. These include: World standard quality examination and National technological standard, Competitiveness evaluations and Quality control systems, Employment information systems.
- The project involved upgrading a vocational training school and providing higher level courses, reinforcing training registration systems, building up the administrative capability of vocational training programs, and developing practice-centered curricula such as field practice and apprenticeship.
- In conclusion, the project is compatible with the policies of the vocational training in the recipient country.

5) Appropriateness of the Selection of the Departments

- College of Technology Jaffna has four departments: Mechanics, Electric, Automobile, and ICT(Information and Communication Technology).
- The government of Sri Lanka was trying to increase the national wealth by moving from agriculture-oriented to high yielding ICT industry(i. e. on and off line telecommunications, the internet, electronic government, etc.)—centered country. From this perspective, along with long-term comprehensive development plan, the selection of the departments were appropriate.

- Specifically, the region was in great demand of skilled mechanics able to participate in construction sites, as the long-lasting civil war made much reconstruction necessary.
- Nevertheless, the major industry of the northeastern area including Jaffna is processing agricultural and marine products, according to a resource from KOICA.

<Table 4-1 The Major Industry, National Cooperation Strategies of Each Regions of Sri Lanka>

Colombo	manufacture, port dues, distribution, ICT, service sectors
Northeastern Area	agricultural and marine product processing
Central Area	sightseeing
Southern Area	manufacture, port dues, sightseeing, service sectors

- Another thing is that the greatest number of workers of the region were employed in food processing, followed by automobile industry, construction, mechanics, and electronics including solar energy in descending order(GIZ, 2012, Report: Rapid Survey of Vocational Training Sector in the Northern Region of Sri Lanka).
- Therefore, as for the adequacy of the selection, it leaves a questionable ground that the selection of the departments did not give attention to the major industries of the area such as food and agricultural product processing.

Overall Opinion
The project is well consistent with the aid policy of KOICA as well as the recipient country's development goals and strategies including the development policy of the Sri Lanka government, the aid policy for Jaffna area, and the policy of vocational training systems. Still, it has its limitations in building a technical college on account of the lack of consideration of the current regional condition and major industries, together with the deficiency of quantitative indicators.
2 points, partially appropriate



2. Efficiency

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

1) Outcomes in Relation with Inputs

- Because of the civil war, the project, originally expected to end in the year 2007, was taken over in March, 2010, and was opened in February, 2011.
- The final status after execution can be contrasted with formerly planned budget scheme. The overall expenses were covered within the range of the budget plan, except for the expenses spent on construction, which required additional USD 400,000. Other details are summarized into the following table.

<Table 4-2 PMC Final Report, Details, of working Expenses>

Classification	Details	Planned Budget(March,2005)		Final Status after Execution	
		Expense	Proportion	Expenses	Proportion
Korea	Construction	USD 1,000,000	42.9%	USD 1,400,000	51.3%
	Equipment Provision	USD 864,000	37.1%	USD 864,000	31.6%
	Invitation Training	USD 187,000	8.0%	USD 141,000	5.2%
	Expert Dispatch	USD 142,000	6.1%	USD 142,000	5.2%
	etc.	USD 137,000	5.9%	USD 183,000	6.7%
	Total	USD 2,330,000	100%	USD 2,730,000	100%

- As for the construction project, the target area was in the midst of turmoil between the troops from the ruling government and Liberation Tigers of Tamil Elam(LTTE). Given the condition, only a single construction company participated in the tender and demanded higher price than the auction price.
- The construction company was the only company eligible to proceed the planned construction in Jaffna(equivalent to M1), thus it was inevitable to increase the construction budget.
- Taking the condition into consideration, KOICA decided to provided additional budget to the project in May, 2006.
- Though the project necessitated more expenses and was completed behind the schedule, one should take account of the turbulent social conditions at the moment when judging the effectiveness of the project.

2) Efficiency of Administrative Systems

- The project was completed with additional expenses and delay in time due to the civil war.
- While the project was delayed, the materials provided from Korea were stored in Colombo, remaining packed for one and a half years. They were finally transferred to Jaffna then utilized as intended.
- Considering the overall situation, the project can be approved with a degree of administrative efficiency. Even though it exceeded the planned expenses and due date, it can be excused for the civil war taking place at the moment.

Overall Opinion
<p>The outcome is a compromised one considering additional expenses and delays, still it can be excused for the inevitable circumstances under the civil war. Rather, the efficiency of the administration and management is somewhat approved by continuing the project despite the target area was the center of the civil war.</p>
2 points, partially efficient



3. Effectiveness and Impact

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

1) Attainment of the goals set by KOICA

- **(building infrastructure)** The infrastructure was consistent with the project goal, providing useful facilities for College of Technology Jaffna.
- **(reinforcing education and training of technology)** Only two out of the four newly introduced departments succeeded in recruiting their students in 2011. Those two departments included ICT and Automobile. The overall result does not satisfy the intended objective.
- **(developing human resources)** In 2013, the full-time students enrolled in the four departments are comprised of 33, 20, 28, and 48 students each semesters, majoring in Electric, Mechanics, Automobile, and ICT, respectively. There are also part-time students of 65 Electric majors and 24 Mechanics majors. In the department of ICT, 60 students enrolled in a short-term

courses. There are also 48 of full-time students and 13 of part-time students registered in diploma program of ICT department as well. Not all students are studying for the diploma degree, but all the departments succeeded in student recruitment and 31 ICT majors are expected to graduate in the year 2014.

- Moreover, recently introduced department providing diploma-level courses, Telecommunication Technology and Construction Technology, were able to put 19 and 69 students on their admission lists, respectively. These students share the facilities with College of Technology in Jaffna, which indicates additional efficacy in developing human resources.

<Table 4-3 Current Status of Student Enrollment in 2013>

Feature to notice	NVQ level	Department	Part-time(P), Full-time(F), Short-term courses(S)	Number of students
Supported by KOICA	4	Electric	P	65
			F	33
		Automobile	F	28
		Mechanics	F	20
	P		24	
	5	ICT	P	13
			F	48
F/6M			60	
Initiated by the institution itself		Telecom- munication	F	19
		Construction	P	69

- Jaffna, once the third largest city in Sri Lanka, experienced sharp decline in the scale of population, which gave it a challenging aspect to recruit students(Sri Lanka Population census, 2012).
- The students enrolled in Jaffna Technical College and College of Technology Jaffna were recorded together, and so was the full-time students and the

part-time students. This made it difficult to figure out the exact number of the students in the four interested departments. With the challenging aspect, the number of students was estimated on the basis of questionnaires, interviews, PPT files provided by the college, and resources from KOICA.

2) Achievement of the Project Goals

- **(developing human resources)** Approximately total of 379 students are well-educated at the college in 2013 at the moment.
- **(employment rate)** Evaluating the efficacy by the employment rate does not reflect the efficacy before October 2013, when first graduates turns out.
- **(employment rate)** 48 ICT majors currently join NVQ Level 5 courses, and they are expected to graduate next year.
- **(employment rate)** Since 2011, 33 students in the ICT department has passed NVQ level 4, and 4 of them entered UNIVOTECH.

3) Contribution to the Local Community

- The project area draws attention not only from the government of Sri Lanka, but also from the international organizations. Their main concern is how to integrate and reconstruct the community. As a part of Jaffna community, the college holds a significant influence in the region.
- College of Technology Jaffna can provide skilled workers for reconstruction of economic development in the war-stricken area.
- Unlike other organizations unable to continue their projects, this project completed even in the distracting conditions, which is indicative of its influence on the indigenous population. Also, it is assumed that the community members have positive impression on Korea, observing how much effort had been put on the project from the side of Korea.

- A set of interviews with the DETE personnels, faculty members, current and graduated students revealed that they thought highly of Korea for being the only educational supporter during the civil war.

4) Impacts to the education and vocational training

- Considering that no vocational high school present in Sri Lanka, the only organization able to supply trained technologists is vocational training centers.
- Thus, establishing and running a good example of vocational training center have significant meaning in developing vocational training system in terms of offering practical guideline and good model.
- Presently the college is evaluated as a best example among other vocational schools in Sri Lanka by related governmental officials and faculty members of the school, by which the project could be appraised as having a positive impact on the education and vocational training of the recipient country.

5) Impacts to the Beneficiaries

- **(Impacts to the beneficiaries)** The students of the college regarded the institution helped them in a positive manner. Many of them believed that the education they received helped them in finding a job and self-improvement.
- It was shown that the students currently enrolled in the college experienced occupational and educational benefits from the institution, as the results of the questionnaires proved.
- Graduates from College of Technology Jaffna answered that they enjoyed the benefits in employment, expansion of knowledge, and quality education. Speaking of employment specifically, what most helped them find a job was the support from the teachers. Many found the facilities of vocational training useful at their present workplace.

- The college also obtained positive responses from the DETE personnels, and faculty members. They expressed that the institution made great impact to the region by raising educated leaders and aiding the youth to find a job.
- Teachers also said that their self-improvement was possible through the college.

Overall Opinion
<p>The effectiveness of the project can be evaluated in indirect manner, considering that the first enrolled students do not yet finished the whole courses and that not all the four departments, except for ICT, succeeded in recruiting students studying for a diploma degree. Still the project seems to be effective to a certain degree in that the total number of the students in 2013 was 379.</p> <p>College of Technology Jaffna made positive impact in the local community as it is expected to provide many skilled workers appropriate for the reconstruction. Many in the region found it useful to improve the quality of life.</p>
2 points, partially negative



4. Sustainability

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

1) Input from the Recipient Country

- All education courses are free of charge in Sri Lanka, and an additional advantage was given to the students of College of Technology. The college gave 50 rupee a day to those present, and a small amount of scholarship along with transportation fees were given to the economically challenged students.

- Though College of Technology Jaffna is monthly given a set amount of grant from the government, the budget for purchasing expensive materials fell short as the result of questionnaires and interviews showed.
- **(Independent maintainability)** As for future maintainability, only limited evaluation can be made for the time being under the condition devoid of specific action plans in the future. The two more departments, Construction technology and Telecommunication technology, increased the need for future support from KOICA since they shared materials and facilities with College of Technology Jaffna.
- **(Ownership of the recipient country)** Not only Ministry of Youth Affairs and Skills Development, the primary execution organization of the project, but also the government of Sri Lanka shared a strong will to support the students and accelerate development in the target area. The former organization provided a plan to promote on the job training for the graduates-to-be.
- **(Sustainability on the side of Korea)** Some KOICA volunteers are engaged in managing Automobile and ICT departments.

2) Potential Interruptions to Sustainability

- **(Lack of industry)** Most industries are destructed in Jaffna during the civil war. Taking the current situation into consideration, promoting regional industries should be prioritized for the purpose of increasing the probability of College of Technology Jaffna to be sustained.
- **(Expanding and remodelling facilities)** CoT Jaffna is the sole center for vocational training in the impoverished northeastern areas. So as to expand its influence over the region, it needs more and better facilities for the students from nearby areas, not to mention the presently enrolled ones.

- **(The necessity for follow-up support)** Additional materials and facilities are required to heighten the effect of the project.
- **(Human resources in the recipient country)** For improving teaching performance, it is in demand to offer additional education sessions and the support for developing teaching skills.

Overall Opinion

Though the CoT Jaffna is supported from the government, its limited budget makes it difficult to prepare expensive educational materials, which poses the need for external help. The poor industrial condition in the region affects the sustainability of the institution as well. One positive aspect is that the central and the local government share a degree of ownership and a strong will to support the college. The sustainability of the project can be increased by expanding and remodelling the facilities.

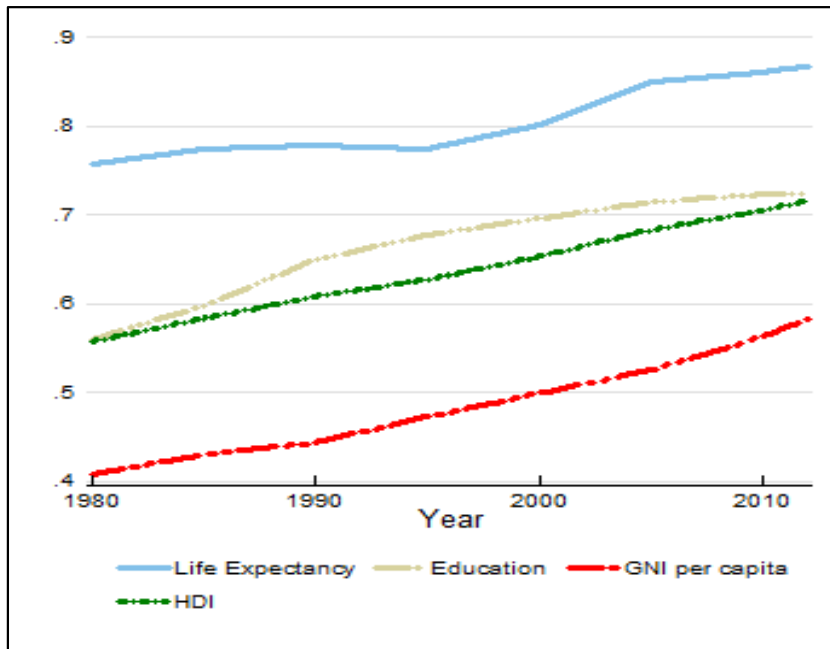
2 points, sustainable by problem-solving



5. Cross-cutting issues

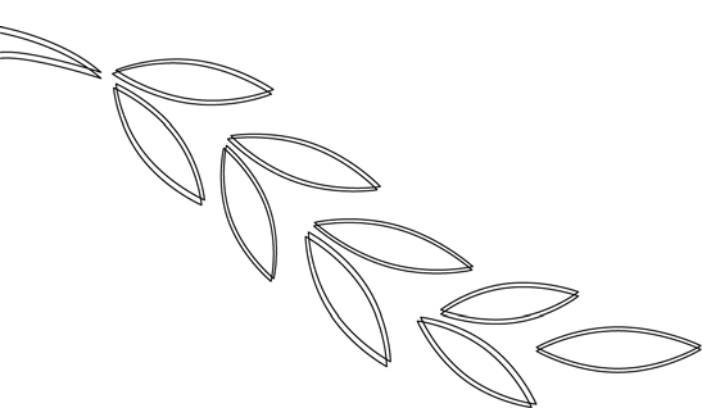
- By deploying Right Based Approach(RBA), it was also evaluated whether the marginalized population(i. e. females, physically challenged, ethnic minorities, etc.) was considered and respected.
- (HDI, Human Development Index) People of Sri Lanka share stronger interest in education than other developing nations, as the HDI index of the country reaches to 0.715 in 2012, ranking 92 out of 187 countries. While the interest in education is high in Sri Lanka, the northern area indicates relatively low enrollment rates due to lack of schools. CoT Jaffna provides educational opportunities to students in the northern area. Therefore, the project on College of Technology Jaffna can be positively regarded.

<Picture 4-1 HDI (1980-2012)>



- **(Gender equality)** The exact gender ratio was unavailable since the college did not meticulously recorded the student information. The gender information was inferred from the questionnaires and interviews. Females students were those 31 out of 52 respondents and 26 of them revealed to be ICT majors whereas only 2 out of 21 male students were major in ICT. As for the interviews, many female students turned out, even though the exact number was not counted. All these finding suggests that the college does not place a bar on female students. The college does not pose discrimination in its admission policies as well, which is inclined to promote gender equality.
- **(Physically challenged)** College of Technology Jaffna does not equipped with facilities for the physically challenged, and the admission faculties explains they are not able to allow the disabled to join the courses for the reason mentioned above. In the aspect, the project is minimally adequate in promoting the rights of physically challenged people.

- **(Ethnic minorities)** The project itself is considered to improve the rights of minorities in that virtually all the faculty members and the students in College of Technology Jaffna have the same ethnic background, Tamil, a minor ethnic group in Sri Lanka.
- **(Environment)** As a project on education, this projects is classified as Category C(minimally hazardous to the environment) according to World Bank classification and expected to be in the echo-friendly line.
- Consequently, judging from RBA, the project made a contribution to the heightened HDI and strongly promoted the rights of ethnic minorities by providing them quality education.



V. Conclusion and Recommendation

1. Overview of the evaluation result
2. Recommendations

1. Overview of the evaluation result

- According to “Mahinda Chintana”, a 10-year Economic Development plan (2006–2016), the Sri Lanka government aimed to achieve four distinguishable objectives: 1. reducing poverty through balanced development and policies targeting high-growth, 2. expanding national infrastructure, 3. developing rural areas and improving agricultural productivity, enhancing productivity both in public and private sectors, and 4. raising the quality of education and public health.
- The project coincides with the developmental policies of Sri Lanka government in that it involves providing quality education to those vulnerable areas in the recipient country.
- Special attention was given to the northeastern and central regions, where the level of education had been threatened by the destruction and deterioration of relevant facilities, and the lack of a skilled workforce. The northeastern area has also been damaged by the civil war in the area, and the central region is underdeveloped as it has been considered a marginalized area by the government.
- In terms of the relevancy of the project, there are two main limitations: one is that it lacks clear aims and indicators for establishing project objectives, and the other is that the destructive conditions there, where civil war was taking place, confines the capability to build a vocational school, not to mention establishing one providing Diploma courses equivalent to Level 5–6.

- According to the report of labor demand, the five most in-demand industries in the northern area of Sri Lanka include: 1. food processing, 2. automobiles, 3. construction, 4. mechanics, and 5. electricity (including solar energy). CoT Jaffna excluded food processing, although food processing was the most in-demand industry in the Jaffna area—this exclusion might, however, pose a question as to the relevance of department of selection for CoT Jaffna.
- The project was supposed to be completed by 2007. However, the project was completed in March 2010 and CoT Jaffna was finally opened in February 2011 because of the civil war. Since Jaffna was a battlefield during the civil war, the project was inevitably postponed and was completed over budget. Specifically, the additional expense required for the construction was approximately USD 400,000.
- Considering the devastating circumstances in Jaffna area, however, the project was deemed to be managed very well and efficiently.
- The project was not able to meet the student enrollment or graduation rates. However, 379 students were educated and trained in the four departments of CoT Jaffna in 2013, with another 31 students are expected to graduate from the ICT Department in 2014. Therefore, the project was evaluated as being somewhat effective.
- Since the Sri Lanka government has focused on rebuilding Jaffna and integrating Sinhala and Tamil groups after the civil war, CoT Jaffna is drawing huge attention domestically and internationally. CoT Jaffna educates Tamils and helps them develop their society and economy, and thus may become a significant institution for raising Tamil leaders by providing a huge social impact in the Jaffna area and in Sri Lanka as a whole.
- While other projects by other international donor agencies were stopped during the civil war, this project was continued until it was completed. The Korean PMC made huge efforts to complete the project, thereby promoting a very good impression of Korea.

- Basically, the Sri Lanka government supported CoT Jaffna. However, it is difficult to sustain the college without additional support because of the high maintenance costs. In addition, a lack of industries in Jaffna further hinders the sustainable development of CoT Jaffna. Nevertheless, the Sri Lanka government, staff, and students of CoT Jaffna showed very strong ownership and were willing to make efforts to develop the college, thus creating very positive effects for promoting the sustainability of this project. In order to enhance the sustainability of this project, however, CoT Jaffna will require further support.
- The project helped improve the human rights and HDI index in Sri Lanka by providing educational opportunities for Tamils, an ethnic minority group.
- The overall evaluation sums up to 8 points, from 2 points each at four discrete criteria: relevance, effectiveness, efficiency, and impact. The project is regarded as partially successful considering the five evaluation criteria of DAC and the evaluation rating system by KOICA.



2. Recommendations

1) Recommendations for project post-management

- Since the Jaffna area is drawing huge attention domestically and internationally after the civil war, the project needs to be further supported or expanded by KOICA. Jaffna is the center of the Tamil region in Sri Lanka and CoT Jaffna is the only vocational training institution supported by foreign aid in Jaffna. This project has very strong symbolic and social power for the Tamils in the Jaffna area. Therefore, this project needs to be strategically supported and focused as a great example for future projects both in Sri Lanka and other countries as well.

- The project area, Jaffna, necessitates specialized approaches and support, with a consideration of the local condition. The area has suffered from the discrimination against Tamil for being an ethnic minority, and also from Sri Lanka civil war.

(1) Additional support on purchasing training materials and equipment

- The college submitted a list of the items and services needed for the four departments (Mechanics, Electric, Automobile, and ICT). The list was handed in to the local KOICA office.
- There also was a request for supporting Construction and Telecommunication Technology departments, but the decision should be made after thorough reviews and need analysis.
- It is strongly advised to provide additional support for training materials and equipment. The software in the ICT Department also needs to be updated.

(2) Expansion and improvement of the facilities

- In order to recruit and educate more Tamil students from outside of Jaffna, more facilities are needed. In particular, the dormitory for students should be considered a priority issue.
- There is a request for remodelling from Technical College. The faculty hopes to improve the main building, or a building for administration. Since the library is also situated in the same building, some of the educational facilities may get attention for renovation.
- When remodelling it, facilities for general student's conveniences and for female students and the physically challenged need to be expanded.

(3) Improve teachers quality

- Unlike the high level of satisfaction from the students to their teachers, the teaching staff does not seem so much satisfied. Many of them ask for continuing teacher training. To meet these demand, following strategies can be employed:
 - To provide the training opportunity following 2~3 consecutive years of teaching experience
 - To offer the training opportunity to those who tried hard for helping the students find a job
 - To allow the teaching staff from the departments with lower dropouts and/or higher graduation rates to first join the training courses.

(4) Enhance learning motivation

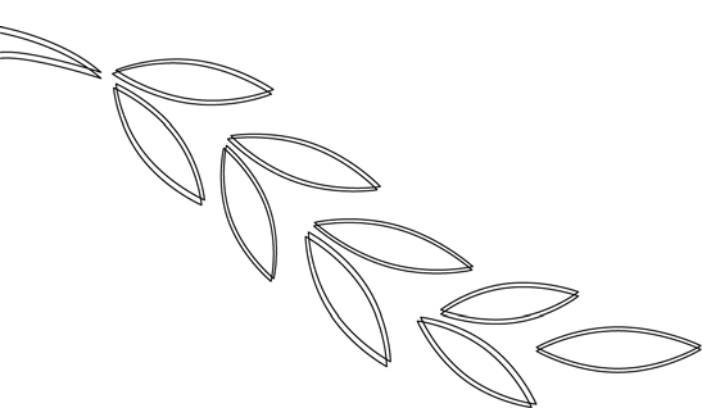
- Students in Jaffna are generally somewhat demotivated and depressed because of effects from the recent civil war. This project needs to encourage students and work to improve student motivation using various approaches.
- Students in Jaffna share the desire for the overseas employment and finding a job elsewhere in the country. Plans supporting this need to be introduced such as provision of language curses.
- There is a demand for the strategic approach to promote OJT(On the Job Training) through strengthening the association between Korean businesses and Sri Lanka counterparts. So is for the follow-up projects from KOICA.
- The employment rate of the graduates from College of Technology Jaffna can be increased if the college succeeds in making a connection with the follow-up projects, specifically, “Improvement Plan for Automobile Department in College of Technology Jaffna and Technical College.”

(5) Strategies for spread and expansion

- Building a model for supporting vocational training in a vulnerable area is highly meaningful to the both countries concerned. Differentiated strategies for spread and expansion are requisite for the purpose.
- For example, teaching Korean and English at CoT Jaffna could be very helpful for increasing job opportunities. Or, providing on-the-job training in Korean companies and networking with other KOICA projects in Korea could also encourage students.
- The strategies should make sure to include the association between the training and employment and it is advised to be expressed as a slogan of the college. Examples are as followings; “Training Center with High Employment Rate,” or “Center for Providing Skilled Workers Leading Local Industries.” If consistent with the plans of KOICA, the strategies will be more effective.

2) Suggestions for future projects

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



Appendix



[Appendix 1. CoT Jaffna Students list]

Name of the College - Jaffna College of Technology		Present Situation of Colleges										Date as on :- 15.10.2013	
Sr Course No	Course Code	Name of the Course	Medium	Duration	Level	NQV or Non NQV	Students Details			Status of Accreditation		Reason for Not Accreditation (In brief)	
							2013 Present No of Students	Drop out %	Accredited (Yes/No)	Accreditation in progress - Renew or Not (Indicate 'R'/'N')			
		Engineering Technician Studies Courses											
01	ETCO5	NC for Engineering Drafting/Workshop	Tamil	IV	4	NQV	40	33	7	18	No	N	All documentation works completed. Have to apply to TVEC & finish accreditation
02	ETCO4	NC in Technology (Quantity Surveying) v	English	IV	5	NQV	41	28	13	22	No	N	Recently included this course under the NQV 5 We will speed up accreditation
03	ETCO1	NC in Technology (Civil Eng-1)	Tamil	3Y	5	NQV	40	36	4	10	No	N	do
04	ETCO1	NC in Technology (Civil Eng-III)	Tamil	3Y	5	NQV	47	40	7	15	No	N	do
05	ETCO1	NC in Technology (Civil Eng-III)	Tamil	3Y	5	NQV	45	38	7	16	No	N	do
06	ETCO2	NC in Technology (Elect/Electronics-I)	Tamil	3Y	5	NQV	33	22	11	23	No	N	do
07	ETCO2	NC in Technology (Elect/Electronics-II)	Tamil	3Y	5	NQV	17	17	0	0	No	N	do
08	ETCO2	NC in Technology (Elect/Electronics-III)	Tamil	3Y	5	NQV	15	12	3	20	No	N	do
09	ETCO3	NC in Technology (Mechanical-I)	Tamil	3Y	5	NQV	23	12	11	48	No	N	do
10	ETCO3	NC in Technology (Mechanical-II)	Tamil	3Y	5	NQV	07	07	0	0	No	N	do
11	ETCO3	NC in Technology (Mechanical-III)	Tamil	3Y	5	NQV	08	05	3	38	No	N	do
12	ETCO4	NC in Technology (Quantity Surveying) v	Tamil	3Y	5	NQV	34	28	6	18	No	N	do
13	ETCO4	NC in Technology (Quantity Surveying) v	Tamil	3Y	5	NQV	27	25	2	7	No	N	do
14	ETCO4	NC in Technology (Quantity Surveying) v	Tamil	3Y	5	NQV	16	16	0	0	No	N	do
Construction Civils Studies Courses													
15	ETCO8	NCECP Electronics-I	Tamil	2Y	4	NQV	17	14	3	18	No	N	TVEC has recommended. Awaiting for Certificate
16	ETCO8	NCECP Electronics-II	Tamil	2Y	4	NQV	13	10	3	23	No	N	do
17	ETCO9	NCECP Plumber	Tamil	2Y	4	NQV	26	15	11	42	No	N	All documentation works completed. Have to inform to TVEC & finish accreditation
18	ETC13	NCECP Industrial Electrician-I	Tamil	2Y	4	NQV	18	14	4	22	No	N	TVEC has recommended. Awaiting for Certificate
19	ETC13	NCECP Industrial Electrician-II	Tamil	2Y	4	NQV	15	15	0	0	No	N	do
20	ETC18	NCECP Motor Vehicle Mechanic-I	Tamil	2Y	4	NQV	28	24	4	14	No	N	do
21	ETC18	NCECP Motor Vehicle Mechanic-II	Tamil	2Y	4	NQV	19	18	1	5	No	N	do
22	ETC19	NC in Building Construction Technology	Tamil	IV	Non NQV		43	31	12	28	No	N	Not an NQV Course
23	ETC26	Certificate in Machining ()	Tamil	IV	4	NQV	20	13	7	35	No	N	TVEC has recommended. Awaiting for Certificate
24	ETCS6	Certificate in Motor Cycle & Scooter Repairing	Tamil	IV	4	NQV	27	20	7	26	No	N	All documentation works completed. Have to apply to TVEC & finish accreditation



[Appendix 2. Survey questionaries]

1) Manager

October 1, 2013	SURVEY: COLLEGE OF TECHNOLOGY JAFFNA_MANAGER
User Satisfaction Survey College of Technology Jaffna	
<ul style="list-style-type: none">♦ Age: _____ ♦ Gender(Circle one): Male Female♦ Ethnicity: Tamil (), Sinhales (), Moore(), Others (Please, specify _____)♦ Disabled: Yes (), No() (if yes, please, specify _____)♦ Where are you from (Hometown)? _____♦ Division _____♦ Organization: _____♦ I am an institute manage (), official ()♦ Role in your organization: _____♦ What is your educational background? (highest degree and major if applicable)♦ How much do you make (monthly income)? _____	
GDC Consulting	P. 1

1) Manager

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

1) Manager

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

1) Manager

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

GDC Consulting P. 4

2) Teacher

October 1, 2013	SURVEY: COLLEGE OF TECHNOLOGY JAFFNA_TEACHER
User Satisfaction Survey College of Technology Jaffna	
<ul style="list-style-type: none">♦ Age: _____♦ Gender(Circle one): Male Female♦ Ethnicity: Tamil(), Sinhales(), Moore(), Others (Please, specify _____)♦ Disabled: Yes (), No() (if yes, please, specify _____)♦ Where are you from (Hometown)? _____♦ Division _____♦ Organization: _____♦ Month/Year when you joined the College of Technology Jaffna: _____♦ Course you mainly instruct: _____♦ What is your educational background? (highest degree and major if applicable)♦ How much do you make (monthly income)?	
<hr/>	
GDC Consulting	P. 1

2) Teacher

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

2) Teacher

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

2) Teacher

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

2) Teacher

October 1, 2013	SURVEY: COLLEGE OF TECHNOLOGY JAFFNA_TEACHER
<p>Please briefly answer the following:</p> <ul style="list-style-type: none">♦ What changes did the College of Technology Jaffna bring to your life? ♦ To improve teachers quality, what do you think the most important aspect as below : (counseling, teaching methods, textbook and program development, skill development) Please, explain the reason <p>Which aspect do you need for improving yourself as qualified teacher?</p> ♦ Do you see any changes in the communities resulted from the College of Technology Jaffna? ♦ If the College of Technology Jaffna can improve the rights of minorities (women, ethnic minorities, poor, disabled, etc.), what is to be done? ♦ Any comments for improving the College of Technology Jaffna? <p style="text-align: center;">Thank you very much for your participation!</p>	
GDC Consulting	P. 6

3) Students

October 1, 2013	SURVEY: COLLEGE OF TECHNOLOGY JAFFNA_STUDENTS
User Satisfaction Survey College of Technology Jaffna	
<ul style="list-style-type: none">♦ Age: _____ ♦ Gender(Circle one): Male Female♦ Grade: _____ ♦ Major: _____♦ Ethnicity: Tamil (), Sinhales (), Moore (), Others (Please, specify _____)♦ Disabled: Yes (), No () (if yes, please, specify _____)♦ Where are you from (Hometown)?♦ What is your educational background(highest degree and major if applicable)♦ What is your parents' educational background (highest degree and major if applicable)♦ Father () Mother()♦ What is your parents' occupation?♦ Father () Mother()♦ What is your household income per month?	
<div style="display: flex; justify-content: space-between;">GDC ConsultingP. 1</div>	

3) Students

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

3) Students

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

3) Students

October 1, 2013		SURVEY: COLLEGE OF TECHNOLOGY JAFFNA_STUDENTS					
		5	4	3	2	1	0
		SA	A	N	D	DA	NA
35.	College of Technology Jaffna treats students equally no matter who they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	College of Technology Jaffna helps local community to develop economically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	College of Technology Jaffna helps me to understand any social issues such as gender issues, human rights, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	College of Technology Jaffna improves social development such as women empowerment, human rights, environmental issues, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GDC Consulting P. 4

4) Alumni

October 1, 2013	USER SATISFACTION SURVEY: COLLEGE OF TECHNOLOGY JAFFNA _ALUMNI
User Satisfaction Survey College of Technology Jaffna	
<ul style="list-style-type: none">♦ Age: _____ ♦ Gender(Circle one): Male Female♦ Graduate year : _____ ♦ Major: _____♦ Ethnicity: Tamil (), Sinhales (), Moore (), Others (Please, specify _____)♦ Disabled: Yes (), No() (if yes, please, specify _____) ♦ Where are you from (Hometown)?♦ What is your educational background (highest degree and major if applicable)♦ What do you do for a living (occupation)?♦ How much do you make (monthly income)?♦ (If you live with your family), what is your household income per month?	
GDC Consulting	P. 1

4) Alumni

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

4) Alumni

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

October 1, 2013		USER SATISFACTION SURVEY: COLLEGE OF TECHNOLOGY JAFFNA _ALUMNI					
		5 SA	4 A	3 N	2 D	1 SD	0 NA
34.	Overall, I am very satisfied with the quality of education in College of Technology Jaffna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	If a friend is looking for vocational training center, I would recommend the College of Technology Jaffna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	College of technology Jaffna treats students equally no matter who they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	College of Technology Jaffna helps local community to develop economically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	College of Technology Jaffna helps me to understand any social issues such as gender issues, human rights, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	College of Technology Jaffna improves social development such as women empowerment, human rights, environmental issues, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4) Alumni

October 1, 2013	USER SATISFACTION SURVEY: COLLEGE OF TECHNOLOGY JAFFNA _ALUMNI
<p>Please briefly answer the following:</p> <ul style="list-style-type: none">◆ Which part (teachers, staffs, programs, facilities, services, administration) of College of Technology Jaffna was most helpful for you to get a job? (Please, specify) ◆ Which part (teachers, staffs, programs, facilities, services, administration) of College of Technology Jaffna is most helpful for your current working place? (Please, specify) ◆ What changes did the College of Technology Jaffna bring to your life? ◆ If the College of Technology Jaffna can improve the rights of minorities (women, ethnic minorities, poor, disabled, etc.), what is to be done?	
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4) Alumni

October 1, 2013	USER SATISFACTION SURVEY: COLLEGE OF TECHNOLOGY JAFFNA _ALUMNI
<ul style="list-style-type: none">◆ Any comment for improving the College of Technology Jaffna? <p style="text-align: center;">Thank you very much for your participation!</p>	
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**Ex-post Evaluation Report on the Project for Upgrading Jaffna Technical
College as a College of Technology**

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