

# EVALUATION OF THE 'ADVANCEMENT & DEVELOPMENT THROUGH ENTREPRENEURSHIP PROGRAMS AND TRAINING' PROGRAM

COMPLETED FOR USAID  
ON BEHALF OF THE INDIANA UNIVERSITY KELLEY SCHOOL OF BUSINESS

M&S CONSULTING

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REPORT BY M&S CONSULTING

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AOR/USAID/BURMA: Leslie Marbury

AO/USAID/BURMA: Ragheda Rabie

PROJECT DIRECTORS: Ash Soni

LaVonn Schlegel

PROJECT MANAGER: Jonathan Crum

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Evaluation of the 'Advancement & Development through  
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## Executive summary

The *Advancement & Development through Entrepreneurship Programs and Training* (ADEPT Program) was a USAID-funded project managed by the Indiana University Kelly School of Business (KSB) that has, over 3 years from 2013, delivered activities in Myanmar aimed at creating a positive impact through improving entrepreneurial business acumen among its people.

M&S Consulting was engaged by KSB to evaluate the impacts the ADEPT Program has had. Despite limitations in possible study designs, the study was able to deliver statistically significant findings on the key research questions. The study used quantitative methods based on self-assessment and peer-assessment surveys of the target groups of the study. Statistical tests – particularly student-T testing, correlation analysis, simple linear regression analysis, and multiple linear regression analysis – were applied to the datasets collected for each target group, and this resulted in the following key assessments:

**Yangon University of Economics (YEco) MBA students** reported a significant improvement in their business skills, leadership abilities, and mental fortitude during their MBAs, much of which they attributed to the ADEPT Program activities. The Consulting Practicum Project activity showed a significant link to reported improvements in business skills. Those MBA students who participated in the Consulting Practicum Project and the Business Idea Competition seemed to get the most out of the ADEPT program.

**YEco’s Department of Management Studies (DMS) Faculty** reported improvement in teaching confidence and teaching capabilities, which seems to be linked most to the use of KSB-provided curricula. However, this could not always be stated to the required degree of statistical confidence (due in large part to the small sample size available among the faculty), and outside factors were also important in explaining the change.

**Participants in the HP LIFE program** reported significant increases in their business skills, confidence in business, and interest in starting businesses, and this was supported by the opinions of their HP LIFE trainers. Yet the HP LIFE Participants' self-assessments of their business skills and confidence in business following the program were still less than a control group of business-interested Myanmar people. The data suggests positive effects of the HP LIFE program overall, but M&S has reservations about the veracity of the HP LIFE participant data due to clustering of responses, and occasional spurious and counter-intuitive results of the analysis.

## Acknowledgements

M&S Consulting would like to thank the HP LIFE program trainers for their responsiveness and support in coordinating the collection of evaluation data from their HP LIFE participants across the country, without which this study would be incomplete.

We would also like to thank the faculty and students of YEco for their support in this evaluation, and for their efforts in supporting the ADEPT Program over the last three years.

Finally, thanks to the staff of the Kelly School of Business for their support and friendship over the last three years. The ADEPT Program has been a highlight of our working lives, and we appreciate you putting trust in us from the get-go.

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## Introduction

The *Advancement & Development through Entrepreneurship Programs and Training* (ADEPT Program) was a USAID-funded public-private partnership managed by the Indiana University's Kelly School of Business (KSB) that has, over 3 years, delivered a suite of activities in Myanmar aimed at creating a positive impact on the local society and economy through improving entrepreneurial business acumen of Myanmar people. This document presents the findings of an evaluation of the ADEPT Program, which assessed what impacts the Program had.

M&S Consulting<sup>1</sup> was engaged by KSB to design, implement, and deliver the evaluation from July 2016 to September 2016. The study sought to evaluate the extent to which the ADEPT Program activities has improved:

- Yangon University of Economics (YEco) **MBA students'** business skills, leadership abilities, and mental fortitude.
- YEco Department of Management Studies (**DMS**) **faculty** teaching confidence, and teaching capabilities.
- **HP LIFE participants'** business skills, confidence in business, and interest in starting a business.

The above three groups can be considered the target groups of the study, and assessing the change in these intended capabilities or traits – the dependent variables – resulting from the ADEPT Program activities was the aim of the study.

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<sup>1</sup> **Disclosure:** *M&S Consulting is also the owner and operator of Project Hub Yangon (PHY) – a trading name that was a delivery partner for the ADEPT Program. PHY delivered entrepreneurship training at YEco for MBA students, and also delivered one workshop/seminar for the DMS Faculty. PHY was not involved with the HP LIFE program. At all times, M&S has been mindful of potential conflict of interest and potential analytical biases resulting from our involvement in the program delivery, and has dealt with these potential biases by obtaining approvals of approaches and key project documents with the KSB, by making all of the Evaluation materials available to KSB, and presenting as much of the detail about our approach as is feasible in this document and its appendices. M&S maintains a code of ethics and integrity that is equal to or exceeds industry best practice in international development, and this can be found on the M&S website: [www.morrisandsilvester.com](http://www.morrisandsilvester.com).*

This document first presents the methodology that was developed and implemented by M&S to make assessments, including its limitations and challenges. It then presents the results of the study for each of the three groups separately, particularly highlighting assessments about the effectiveness of the ADEPT program, and the statistical confidence with which they were made. Finer details about the methodology and results are offered the appendices to save the casual reader from getting bogged down. The Executive Summary is offered (earlier) in lieu of a conclusion.

## Methodology

The study undertaken was empirical and quantitative – it sought to gain insights about the true impacts of the ADEPT Program impacts from the analysis of statistical evidence, particularly that which was obtained through surveying of the Program's participants.

This methodology sought specifically to assess the changes in the desired outcomes of the ADEPT Program – the *dependent variables* – and how they were related to the ADEPT Program activities – the *treatments variables* – while taking account of other potential external and demographic explanatory factors – the *control variables*. These three types of variables are described in more detail below.

The average change in the dependent variables was considered to be a function of the participants' exposure to the treatment variables and control variables, as well as a certain degree of random error<sup>2</sup>. The ultimate aim of the statistical analysis was to confidently assess the average effectiveness of each treatment variable in explaining the changes in the dependent variables vis-à-vis outside factors. Particularly, the study assessed whether we can say with confidence – at the 95% level – that

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<sup>2</sup> This can be represented as the following formula:  $\hat{Y} = f(\beta_{x_1}, \beta_{x_2}, \dots, \beta_{x_n}, \beta_{c_1}, \beta_{c_2}, \dots, \beta_{c_n}, \epsilon)$   
Where:  $\hat{Y}$  is one of the dependent variable or change in the desired outcome of the ADEPT program;  $x$  is the treatment variables or ADEPT Program activities;  $c$  is the control variables or factors outside the ADEPT Program;  $\epsilon$  is random error or differences in the participants experience that cannot be captured in the study.  $\beta$  represents the power of the variable in explaining the change in the dependent variable, and the assessment of this was the ultimate objective of this study.

the different activities had an effect overall, whether the effect was positive, and what proportion of the observed changes might be attributed to the ADEPT program activities.

### **Challenges and Limitations**

The study was not completed under ideal empirical conditions, but efforts were made to make the analysis as robust as possible and to compensate for these challenges.

Firstly, there was no baseline study completed, so a pre- and post-treatment comparative analysis was not possible. M&S sought to compensate for this first by basing the assessment on the ADEPT Program participants' self-assessment of the desired changes, by triangulating where possible through peer assessments, and by having a (limited) treatment group vs. control group comparison.

However, there was error and certain types of bias inherent in self- and peer-assessments. Also, having a comparable control group for many of the assessments was not feasible. It was particularly difficult to arrange for a control group participant to self-assess change in the dependent variables over a comparable period, and to find teachers to act as a control group for comparison with the DMS Faculty.

Furthermore, there was no definitive test – such as a standardized test, or examination, etc. – that captured all of the desired changes of the ADEPT Program (see *Dependent Variables* below). Although there are some desired changes – such as improvement in business skills – that could have been captured through certain standardized tests, but their veracity in the Myanmar context had not been established, their deployment within the time and resources available for this study was not considered feasible, and/or it was not considered meaningful for this study without a pre-treatment benchmark.

The DMS Faculty are few in number – approximately 50 – which meant obtaining a sample size that would yield statistical significance was a challenge. M&S addressed this by seeking appointments with each faculty member and implementing the surveys through 1-on-1 discussions at their offices to ensure their wider participation in the study. However, the eventual sample size of 21 was not conducive to making sufficiently confident assessments.

The HP LIFE Participants were scattered in many locations where HP LIFE Centres are located throughout Myanmar, so administering surveys at each site was not possible for M&S staff. Instead, the HP LIFE Trainers at 9 active HP LIFE centres requested their HP LIFE Participants complete an online survey at the centres (which all have computers and an internet connection). M&S consultants could not be present to ensure that the data was collected under improved conditions that might reduce error and bias (and there was evidence to suggest that it wasn't, as will be discussed later).

Language barriers were minimized as much as possible, but could have been the cause of some error at certain points of the study. Firstly, they were developed in English and translated into Burmese by an M&S consultant – a native Burmese speaker with advanced English, who also administered the survey – in close cooperation with the survey developer. However, it is plausible that the full meaning of some English words included in the surveys did not translate well. Secondly, surveys were distributed either in English or Burmese, depending on the survey respondent's preference, and it is plausible that some respondents of both the English survey and the Burmese survey were not sufficiently proficient in either language, especially for HP LIFE centres in areas in which alternative Myanmar languages are spoken.

### Dependent variables

Below is a list of the study's key dependent variables – the intended impacts of the ADEPT Program that were assessed for its relation to the application of the ADEPT Program interventions.

<b>Target groups</b>	<b>Dependent variables</b>
MBA students	i) Change in business skills ii) Change in leadership abilities iii) Change in mental fortitude <sup>3</sup>
DMS faculty	i) Change in teaching confidence ii) Change in teaching capabilities

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<sup>3</sup> Mental fortitude was defined as the extent to which the respondent feels they are able to respond to difficult professional situations.

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HP LIFE participants	i) Change in business skills
	ii) Change in confidence in business
	iii) Change in interest in starting a business

Statistical analysis techniques were used to compare pre-treatment with post-treatment reported conditions of the above dependent variables, or post-treatment reported conditions with a control group's reported conditions.

As mentioned, data on the pre-treatment condition of the target groups was not available for this evaluation. As such, the surveys asked the target group respondents to assess their own the pre- and post-treatment capabilities or traits relating to the dependent variables. Noting the potential biases that might result from this approach, respondents were also asked to assess their peers' pre- and post-treatment conditions as a way to triangulate assessments of change in the dependent variables. The HP LIFE trainers and the DMS faculty were also asked to assess the HP LIFE participants and MBA students respectively, and the MBA students were asked to assess their DMS faculty teachers.

To create a control group for comparison, an online survey of the general Myanmar population was also completed using Google Forms and disseminated through the social media channels of Project Hub Yangon. This population could generally be considered to be those in Myanmar interested in start-up business and entrepreneurship. The respondents to this survey that claimed to have participated in the MBA program or HP LIFE, or claimed not to be Myanmar nationals, were not included in the control group data. This control group population were also asked to self-assess the same capabilities and traits listed for the MBA Students and HP LIFE Participants' dependent variables – i.e., their level of business skills, leadership abilities, mental fortitude, confidence in business, and interest in starting a business. They were not asked to report on teaching confidence or teaching capabilities, as it could not be assumed that they were teachers or could otherwise comment commensurately about these things.

It was this self- and peer-assessment data that was analysed to form estimations in the differences in the desired capabilities and traits of the target groups. Particularly, by subtracting the post-treatment conditions from the pre-treatment conditions of each respondent's self-assessment and peer

assessments, and by comparing the post-treatment conditions to the control group conditions<sup>4</sup>, it was felt that this was the best feasible way of gleaning insights about the actual impact of the ADEPT Program activities.

This data was used to test the following hypotheses:

- The self-reported post-treatment condition of the target group was greater than the pre-treatment condition.
- The peer-reported post-treatment condition of the target group was greater than the pre-treatment condition.
- The self-reported post-treatment condition of the target group was greater than the self-reported control group condition.

### Secondary Dependent Variables

In some cases, the surveys allowed the collection of data that could be treated as secondary dependent variables – variables that reflected traits that were not the core intended impact of the ADEPT Program, but were of interest nonetheless. The main one of these was the post-graduation aspirations of the MBA Students. The attribution of improvements could also be considered a dependent variable in certain cases. The results from analysis of these secondary dependent variables are reported when appropriate in the results section.

### Treatment variables

The aim of the analysis was to assess the impact that the ADEPT program activities – the treatment variables – had on the dependent variables. This was done through testing the above dependent variables reported by each survey respondent with each respondent's individual exposure to each ADEPT Program activities<sup>5</sup> to assess the following hypothesis:

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<sup>4</sup> Of course, the control group were not asked to make a pre-treatment self-assessment, so there could not be a comparable *difference* calculated. This meant that the control group data was of limited use.

<sup>5</sup> In most instances, the treatment variables were treated as dummy variables – that is, assigned a value of either 0 or 1 in the datasets – and average changes in the dependent variables were assessed against the two states.

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- Respondents who were exposed to more treatment overall reported more improvement in their condition on average.

And, to compare the effectiveness of each type of treatment exposure, the average difference in the dependent variables could be estimated for each type of treatment exposure, to assess the following hypothesis:

- Respondents who were exposed to <treatment> reported more improvement in their condition on average than those who were not.

<b>Target groups</b>	<b>Treatment variables</b>
MBA students	<ul style="list-style-type: none"> <li>• Introductory Seminar</li> <li>• Business Idea Competition</li> <li>• Business Plan Competition</li> <li>• Consulting Practicum Training Workshop</li> <li>• Consulting Practicum Project</li> <li>• Incubation Internship</li> <li>• Business Model Adaptation Workshop</li> <li>• Guest Speaker Seminar</li> </ul>
DMS faculty	<p><i>Workshops and Seminars:</i></p> <ul style="list-style-type: none"> <li>• Workshop on “Teaching with Cases” by KSB Dean Idalene Kesner (July 2014)</li> <li>• Videos on “Teaching with Cases” by KSB Dean Idalene Kesner (in Yeco library)</li> <li>• Workshops on “Experiential learning” by KSB Prof. Philip Powell (January and May 2014)</li> <li>• Workshop on “Economic Impact Studies” by Dr. Bruce Jaffee (June 2015)</li> </ul>

However, finer granularity in the analysis was attempted by estimating the amount of overall treatment exposure across multiple treatment variables – e.g., the total hours of exposure across multiple treatments on an individual basis – to be included in simple and multiple regression analyses. However, this approach did not yield many significant insights.

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	<ul style="list-style-type: none"><li>• Workshop on “Academic Freedom for University Faculty” by KSB Dr. Bruce Jaffee (June 2015)</li><li>• Workshop on “Writing Business Cases” by KSB Dr. Patricia McDougall-Covin (February 2015)</li><li>• Workshops on “Cross-Cultural Management” by KSB Dr. Patricia McDougall-Covin (February 2016)</li><li>• Seminar on “Entrepreneurship and Introduction to Incubation” by Project Hub Yangon (June 2014)</li><li>• Seminar on “Teaching business planning” by Project Hub Yangon (August and September 2014)</li></ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"><li>• CD on entrepreneurship curriculum</li><li>• DVDs on international business training</li><li>• Free business case resources from the Richard Ivey School of Business</li><li>• “Business Model Generation” books (including the Business Canvas)</li><li>• “Managing Across Cultures” books</li><li>• HP Computer Centres</li></ul> <p><i>Curricula:</i></p> <ul style="list-style-type: none"><li>• Financial Accounting</li><li>• Macroeconomics</li><li>• Introduction to Managerial Accounting</li><li>• Finance</li><li>• Operations Management</li><li>• Human Resources</li><li>• International Business Management</li><li>• Managerial Economics</li><li>• Organizations and Organizational Change</li><li>• International Trade</li><li>• Banking and Financial Intermediation</li></ul>
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		<ul style="list-style-type: none"> <li>• Intercultural Communication Strategies</li> <li>• Game Theory</li> </ul>
HP participants	LIFE	<p><i>HP LIFE classes / courses:</i></p> <ul style="list-style-type: none"> <li>• Seminars/Workshops</li> <li>• HP LIFE classes</li> <li>• Computer basic class</li> <li>• With other program (E.g. Youth Empowerment Program)</li> <li>• Used HP LIFE on my own</li> </ul>

**Control variables**

Each target group was also asked if they participated in the following outside factors that could also plausibly cause change in the dependent variables, such as:

- Part-time work
- Student group or interest group organizing
- Additional or formal study courses
- International travel or exchanges
- Additional self-directed or online learning

Where relevant, variables were also included for other possible explanatory factors such as demographic factors (gender, age), experience (education attainment level, years of work experience), location, and English abilities.

The respondents' reported exposure<sup>6</sup> to these control variables were included in multiple regression analysis and tested for statistical significance in explaining changes in the dependent variables.

### Data collection

A mix of surveying approaches were used based on what M&S felt would yield the highest sample size of quality responses given the time and resources available. These approaches included:

**Respondent interviews:** Printed surveys in English and Burmese were taken to the locations of the DMS Faculty members (generally their offices, or elsewhere on campus) by the M&S consultant and question-and-answer interviews were administered over approximately 15 minutes. The M&S consultant at times further explained the research questions when there was confusion, but otherwise read the questions as a consistent script.

**Hardcopy surveys:** Printed surveys in English and Burmese were distributed to the respondents – in this case the MBA Students – either directly or via their class representative. The survey was explained to them by the M&S consultant, and collected following approximately 15 minutes of time (which was sufficient time to complete the forms).

**Online surveying:** Google Forms was used to develop English and Burmese language online forms that were identical to the hard-copy survey forms in terms of content. The hyperlinks to these forms were distributed to the respondents by email, by the ADEPT Program closed social media group (on Facebook), or via the Project Hub Yangon social media (on Facebook and Twitter). Each target group was contacted differently, and linked to the appropriate form. The surveys were kept live for approximately 3 to 4 weeks before being closed for analysis.

<i>Target Group</i>	<i>Respondent interviews</i>	<i>Hardcopy surveys</i>	<i>Online surveys</i>
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<sup>6</sup> The control variables were treated as dummy variables – that is, assigned a value of either 0 or 1 in the data – and average changes in the dependent variables were assessed against the two states. Unlike the treatment variables, a combinative variable capturing the amount of total exposure to control variables was not attempted.

MBA Students		✓	✓
DMS Faculty	✓		
HP LIFE Participants (and trainers)			✓
Control group			✓

### Data compilation

The Google Forms surveys fed the data from the respondents into a Google Spreadsheet, which was used to collect all data – all hardcopy forms and interview sheets were also inputted into this spreadsheet either through the Google Form or the Spreadsheet directly by the M&S consultant. After all data was inputted into the spreadsheet, the sheet was downloaded and the data was cleansed for analysis. Three data sets were developed for analysis, one for each target group.

### Analytical process

Three datasets were developed for the target groups (MBA Students, DMS Faculty, and HP LIFE Participants), and either Microsoft Excel or STATA software was used to analyse the datasets in the following steps:

1. *Student-T testing*: To test whether there had been a significant change in the overall levels of the dependent variables. For each dependent variable, the student-T test was to assess whether there has been a significant average change between the reported pre- and post-treatment conditions, or between the post-treatment reported condition and the control group's reported condition.<sup>7</sup>
  
2. *Correlation analysis*: To get an initial rough idea of which variables show signs of relations with other variables – particularly looking for correlations between explanatory (treatment or control) variables and dependent variables. Each combination of dependent variables and

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<sup>7</sup> I.e.,  $H_i: \hat{Y}_i \neq 0$

either treatment or outside variables were tested for correlation coefficients greater than 0.4.<sup>8</sup>

3. *Simple linear regression*: When an explanatory variable showed a correlation with a dependent variable, a simple regression analysis was performed to assess whether there was a significant relationship, and if so, what explanatory power is indicated for the variable.<sup>9</sup>
  
4. *Multiple linear regression*: When a number of independent explanatory variables showed significant explanatory power, they were included in a multiple regression analysis, and combined with control variables, to see if – with a fuller picture – those variables continued to show explanatory power vis-à-vis the other variables.<sup>10</sup> A backward elimination process was used to find regression equations of the dependent variables that showed strong statistical relationships that shed light on the impact of the treatments and other controlling factors.<sup>11</sup>

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<sup>8</sup> I.e.,  $H_i: \text{corr}(\hat{Y}_i, x_j) > 0.4$

<sup>9</sup> I.e., For  $\hat{Y} = \alpha + \beta x_j + \varepsilon$ ;  $H_i: \rho(\beta = 0) < 0.05$

<sup>10</sup> Cross-product terms or higher-order univariate terms were not considered necessary for testing.

<sup>11</sup> I.e., For  $\hat{Y} = \alpha + \beta x_1 + \beta x_2 + \dots + \beta x_n + \beta c_1 + \beta c_2 + \dots + \beta c_n + \varepsilon$ ;  $H_i: \rho(\beta_j = 0) < 0.05$

## Results

The results show improvements in the desired impacts of the ADEPT Program in the three target groups over the implementation of the Program, and in many cases these improvements can be confidently linked to ADEPT Program activities. Overall, the ADEPT Program's positive impacts were most clear for the Yeco MBA students in this study, but some positive impacts were also evident for the DMS Faculty and HP LIFE Participants despite difficulties with collecting sufficient reliable data. The results DMS Faculty showed that outside factors were also important for explaining improvements.

Greater detail about the results of the study are presented here by each target group by presenting the key findings, a description of the data, assessments about its dependent variables, and assessments about its treatment and control variables. A brief discussion about potential study biases is offered at the end.

### Yeco MBA Students

When assessing the impact of the ADEPT Program on a random sample of 124 MBA Students, the study reveals the following key findings:

- The students reported a significant improvement in their *business skills* over the terms of their MBAs to a level that was significantly above the control group, and much of this improvement was attributed to the ADEPT program.
- The students reported a highly significant improvement in their *leadership abilities* over the terms of their MBAs, and much of this improvement was attributed to the ADEPT program.
- The students reported a highly significant improvement in their *mental fortitude* over the terms of their MBAs, and much of this improvement was attributed to the ADEPT program.
- The CPP Activity seems to positively affect business skills, and increase attribution of business skills and leadership abilities improvements to the ADEPT program.
- Those MBA students who participated in the BIC attribute more of their improvements in business skills, leadership abilities and mental fortitude to the ADEPT Program.
- The outside factors of international travel or exchanges and student interest group organizing were linked to increased mental fortitude.

### **Description of the data**

The study sampled 124 present or past MBA students at YEco. Of these, 40% were 1<sup>st</sup> Year MBAs, 48% were 2<sup>nd</sup> Year MBAs, 9% were MBA alumni that graduated in 2016, and 2% graduated before 2016. The average age of respondents was 22.6 years, average work experience was 1.7 years, and 12% of respondents were male.<sup>12</sup>

### **Dependent variables**

There were 3 dependent variables considered for the MBA Students:

1. Business skills
2. Leadership abilities: "The ability to lead others"
3. Mental fortitude: "Strength in facing difficult (professional) situations"

Overall, correlation analysis suggests that students who improved in one aspect would, on average, improve on another – evidenced by relatively strong correlations (from 0.5 to 0.8) between the dependent variables. There were also positive correlations (from 0.3 to 0.46) between the self-assessments and peer-assessments. That is to say, when students perceived an improvement in their own business skills, leadership abilities, and mental fortitude, they would often also report improvements in that of their peers. This could either be explained by a natural correlation – e.g., that those who improve their business skills may feel a greater sense of mental fortitude – or by general optimism or pessimism in self- and peer-assessments.

### **Change in Business Skills**

**The students reported a significant improvement in their business skills over the terms of their MBAs to a level that was significantly above those not completing an MBA, and much of this improvement was attributed to the ADEPT program.**

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<sup>12</sup> This was considered to be fairly representative of the student body. However, given the treatment period, it was not an ideal distribution of grade levels of MBA students. M&S was hoping to receive more responses from recent alumni – a sub-group which would have been exposed to more of the treatment period, and who may have had some experience in the YEco MBA program before the ADEPT program commenced.

Students reported a 34.2% increase in their business skills, from 4 out of 10 to 5.7 out of 10 ( $p < 0.001$ ). On average, students attributed 28.5% of their improvement in their business skills to their participation in the ADEPT program, and 41.4% attributed to their MBA studies, with the remaining 30.1% being attributed to their activities outside of the program.

The post-treatment self-assessment of the students' business skills was 22% higher than that of the general Myanmar population reporting in the control group survey ( $p < 0.005$ ).

Peer assessments showed that:

- On average, students reported observing an 18% increase in the business skills of their fellows students, from 5 out of 10 to 6.1 out of 10 ( $p < 0.001$ ).
- DMS Faculty's reports of their students' pre- and post-treatment business skills were *not* significantly different at the 95% level<sup>13</sup>.
- On average, the DMS Faculty's reports of the students' business skills were 55% higher than what the control group assessed of themselves ( $p < 0.001$ ).

### ***Change in Leadership Abilities***

**The students reported a highly significant improvement in their leadership abilities over the terms of their MBAs, and much of this improvement was attributed to the ADEPT program.**

Students reported a 17.9% increase in their abilities to lead others over the treatment period, from 4.5 out of 10 to 5.8 out of 10 ( $p < 0.001$ ).

On average, students attributed 29.1% of their improvement in their ability to lead others to their participation in the ADEPT program; 39% was attributed to their MBA studies, with the remaining 31% being attributed to their activities outside of the program.

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<sup>13</sup> However, DMS Faculty assessed students to have improved their business skills by 23% on average at the 90% confidence level. Given the low sample size of faculty members, this may be suggestive of an underlying trend.

However, the post-treatment self-assessment of leadership abilities was *not* significantly different to that of the control group.

Peer assessments showed that:

- On average, students reported observing an 16% increase in the ability of their fellows students to lead others, from 5.1 out of 10 to 6.1 out of 10 ( $p < 0.001$ ).
- The DMS Faculty's reports of their students' pre- and post-treatment leadership abilities are *not* significant at the 95% confidence level<sup>14</sup>.
- On average, the teachers' reports of the students' leadership skills was 27% higher than what the control group assesses of themselves in the Global Entrepreneurship Survey ( $p < 0.05$ ).

#### ***Change in Mental Fortitude***

**The students reported a significant improvement in their mental fortitude over the terms of their MBAs, and much of this improvement was attributed to the ADEPT program.**

Students reported a 28.5% increase in their "strength in facing difficult professional situations" over the treatment period, from 4.7 out of 10 to 6.12 out of 10 ( $p < 0.001$ ).

On average, students attributed 29.6% of their improvement in their strength in facing difficult professional situations to their participation in the ADEPT program, and 37.3% was attributed to their MBA studies, with the remaining 33.1% being attributed to their activities outside of the program.

Overall, the post-treatment self-assessment of mental fortitude was *not* significantly different to that of the control group.

Peer assessments showed that:

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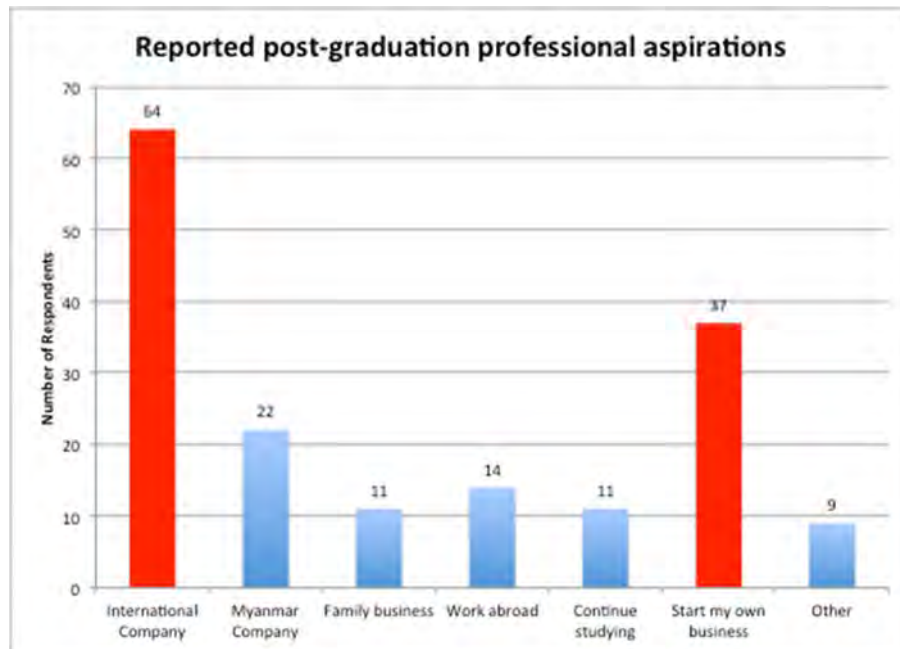
<sup>14</sup> However, DMS Faculty assessed students to have improved their leadership abilities by 28% on average at the 90% confidence level. Given the low sample size of faculty members, this may be suggestive of an underlying trend.

Evaluation of the 'Advancement & Development through Entrepreneurship Programs and Training'  
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- On average, students reported observing an 17% increase in the strength of their fellows students in facing difficult professional situations, from 5.1 out of 10 to 6.1 out of 10 ( $p < 0.001$ ).
- There was *not* a significant reported difference between the faculty's reports of students' mental fortitude pre- and post-treatment on average at the 95% confidence level<sup>15</sup>.
- Teachers' reports of the students' leadership skills was *not* significantly different to the control group at the 95% confidence level.

**Post-graduation aspirations**

Shifting the mindset of the MBA students to approach entrepreneurship and international business as a post-graduate career could also be considered an intention of the ADEPT program.



Of the students that responded:

- 51.6% of respondents wanted to work for an international company following graduation.

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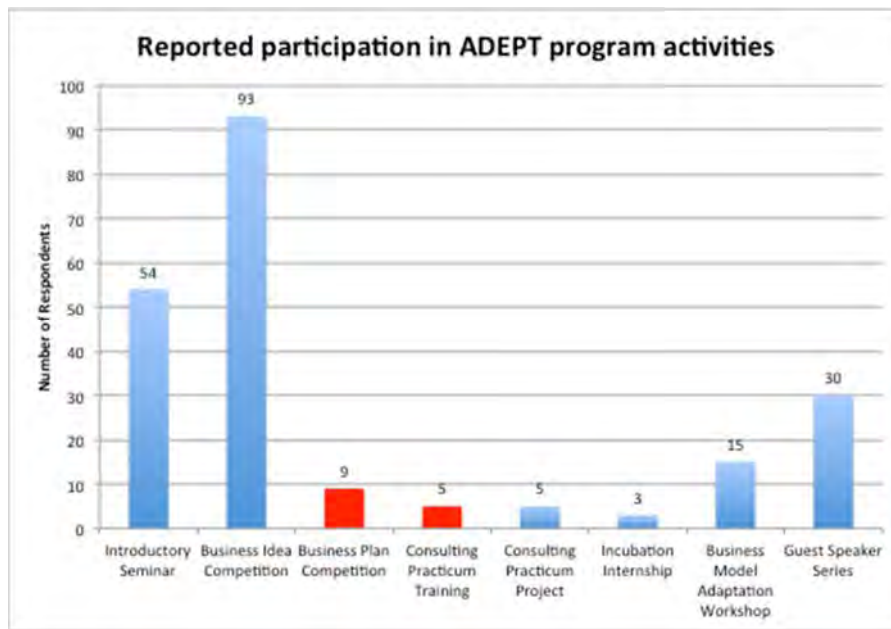
<sup>15</sup> However, DMS Faculty assessed students to have improved their business skills by 29% on average at the 90% confidence level. Given the low sample size of faculty members, this may be suggestive of an underlying trend.

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Program

- 29.8% of respondents wanted to start their own business following graduation.
- The remaining 19% wanted either to work for a Myanmar company, their family business, continue studies, or 'other' following graduation.

**Independent variables**

The independent variables are the treatments or interventions that were applied as part of the ADEPT program to create the desired impacts – namely, the activities put on for MBA students. The students that responded to the survey claimed to have participated in the following activities:



It is clear in this data that there was an under-representation in the respondents of those students that completed the *Consulting Practicum Training*, and the *Business Plan Competition*, which means that the outcomes of these interventions was more difficult to assess. These students come from the 2016 alumni sub-group, which proved difficult to survey having left the school.

Although the *Consulting Practicum Project* and the *Incubation Internship* activities also experienced a low sample size, there were few students who completed these activities, so M&S is satisfied with the sample size for these activities.

Not all activities yielded statistically significant results. The following sections describe what significant changes could be ascertained using statistical analysis techniques – particularly correlation, simple linear regression, and multiple regression analysis.

#### ***The effects of the Consulting Practicum Project (CPP)***

**The CPP Activity seems to positively affect business skills, and increase attribution of business skills and leadership abilities improvements to the ADEPT program.**

Although not significant at the 95% confidence level, the regression analysis suggests a trend towards a positive relationship between *business skills* and the CPP, whereby the participation in the CPP (n = 5) led to an increase in reported business skills of 1.34 out of 10 ( $p < 0.1$ ) in simple linear regressions. The low sample size, as well as spurious co-linearity with the Consulting Practicum Training (CPT) and other treatment variables, meant that the CPP's effect when considering other factors could not be fully understood.

Regression analysis also suggests a significant positive relationship between the CPP and the *attribution of the improvements in business skills and leadership abilities to the ADEPT program*. Participation in the CPP increases this attribution of business skills improvements to the ADEPT program by 13% on average ( $p < 0.01$ ), and the attribution of leadership abilities improvements to the ADEPT program by 11% on average ( $p > 0.01$ ).

#### ***The effects of the Guest Speaker Series (GSS)***

**The GSS seems to relate to improved leadership abilities and interest in starting a business, but this likely reflects a selection bias for this activity.**

Regression analysis suggests a significant positive relationship between *leadership abilities* and the GSS, whereby the participation in the GSS (N = 30) led to an increase in reported leadership abilities of 0.67 out of 10 ( $p < 0.05$ ) in simple linear regression.

Regression analysis also suggests a moderately significant relationship between the GSS and an *interest in starting a business following graduation*, whereby the participation in the GSS led (N = 30) led to a 17.5% increase in the likelihood that the respondent would report wanting to start their own business following graduation ( $p < 0.1$ ) in simple linear regression.

However, given that there were so few Guest Speaker sessions, these relationships are likely explained by a selection bias (see below). As such, this significant result is not included as a key finding.

#### *The effects of the Business Plan Competition (BPC)*

**The BPC might have a relationship with an interest in starting a business in the future, but we did not have sufficient information to confidently assess this.**

Regression analysis suggests a moderately significant relationship between the participation in the BPC and an interest in starting a business following graduation. Participation in the BPC (N = 9) led to an increase in the likelihood that the respondent would report wanting to start a new business by 27.5% ( $p < 0.1$ ). Given the low sample size, this weak finding could be indicative of an underlying trend that would be come apparent with a greater sample size.

#### *The effects of the Business Idea Competition*

**Those MBA students who participated in the BIC attribute more of their improvements in business skills, leadership abilities and mental fortitude to the ADEPT Program.**

Regression analysis suggests a significant relationship between participation in the BIC (N = 93) and the *attribution of the improvement of business skills, leadership abilities, and mental fortitude to the ADEPT program*. The participation in the BIC increases the attribution of business skills improvements to the ADEPT program by 9% on average ( $p < 0.001$ ), the attribution of leadership abilities improvements to the ADEPT program by 5% on average ( $p < 0.01$ ), and the attribution of mental fortitude improvements to the ADEPT program by 5% on average ( $p < 0.01$ ).

Correlation analysis also suggests stronger positive relationships between participation in the participation in the BIC and attributions of improvements in the business skills, leadership abilities and mental fortitude.

#### *The effects of outside activities*

**International travel or exchanges and student interest group organizing significantly relates to *mental fortitude*.**

Most MBA Student respondents (88%) reported participation in extra-curricular activities. There was a particularly high number of students participating in additional study courses (45.2%) or self-directed / online learning (18.5%), and part-time work (29.8%).

Regression analysis suggests suggest participation in international travel or exchanges (N = 8) led to an increase in mental fortitude of 1.5 out of 10 ( $p < 0.05$ ) in simple linear regressions, and student group or interest group organizing (N=22) led to an increase in mental fortitude of 1 out of 10 ( $p < 0.05$ ) in multiple linear regressions.

### YEco DMS Faculty

The study of the impacts of the ADEPT Program on the DMS Faculty was problematic due to the low population for sampling, which meant a low sample size of only 21. Nevertheless, when assessing the impact of the ADEPT Program on a random sample of 21 DMS Faculty, the study reveals the following key findings:

- We could not assess to a sufficient degree of confidence that there has been a significant improvement in *teaching confidence*, although an improvement is observable which could suggest a more significant underlying trend.
- We could not assess to a sufficient degree of confidence that there has been a significant improvement in *teaching capabilities*, although an improvement is observable which could suggest a more significant underlying trend.
- Regression analysis suggests a significant relationship between the use of KBS-provided curricula and teaching confidence, and a potential relationship between KBS-provided curricula and teaching capabilities.
- Overall, outside effects were better at explaining reported improvements in teaching confidence and capabilities than YEco activities and resources.

### Description of the data

The study included 21 respondents, all of whom were part of the Department of Management Studies, and taught at the MBA school at the time of research. The average teacher had 6.7 years of experience, almost all of which has been in YEco. Most (71%) were assistant lecturers, and most of the rest were lecturers (19%), with only one assistant professor and one tutor. Only 10% were men.

There was a broad exposure to the ADEPT program treatments, although there were unfortunately *no* faculty that claimed to have been exposed to the following treatment variables, which hence could not be included in the analysis:

<b>Type of treatment</b>	<b>Treatment not included due to insufficient sample</b>
Seminars/workshops:	<ul style="list-style-type: none"><li>• Workshops on "Experiential learning" by KSB Prof. Philip</li></ul>

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	Powell – January and May 2014
Resources:	<ul style="list-style-type: none"> <li>• DVDs on international business training</li> <li>• HP Computer Centres</li> </ul>
Curricula:	<ul style="list-style-type: none"> <li>• Macroeconomics</li> <li>• Managerial Economics</li> <li>• International Trade</li> <li>• Banking and Financial Intermediation</li> <li>• Game Theory</li> </ul>

***Dependent variables***

There were two dependent variables considered for the DMS Faculty:

- Teaching confidence
- Teaching capabilities

Correlation analysis suggests that the *confidence* and *capabilities* increases with the *teaching rank*, and *years of teaching experience*, but also shows that the more senior DMS Faculty were less likely to attend KBS-provided workshops.

***Change in Teaching Confidence***

**We could not assess to a sufficient degree of confidence that there has been a significant improvement in *teaching confidence*, although an improvement is observable which could suggest a more significant underlying trend.**

At the 95% confidence level, there was *not* a significant difference between the faculty's reported levels of confidence pre- and post-treatment. However, a trend was suggested of an 11% improvement in teaching confidence on average, significant at the 90% confidence level.

23.6% of this change was attributed by the faculty members to their participation in KSB activities.

Peer assessments revealed that:

- When assessing their peers' teaching confidence, the faculty members did *not* report a significant difference on the whole.
- There was *not* a significant reported difference between the students' reports of faculty members' teaching confidence at the beginning and end of their MBAs.

#### ***Change in teaching capabilities***

**We could not assess to a sufficient degree of confidence that there has been a significant improvement in *teaching capabilities*, although a small improvement is observable which could suggest a more significant underlying trend.**

At the 95% confidence level, there was *not* a significant difference between the faculty's reported levels of capabilities pre- and post-treatment. However, a trend was suggested of a 12% improvement in teaching capabilities on average, significant at the 90% confidence level.

22.8% of this change was attributed by the faculty members to their participation in KSB activities.

Peer assessments revealed that:

- When assessing their peers' teaching capabilities, the faculty members did *not* report a significant difference on the whole.
- There was *not* a significant reported difference between the students' reports of faculty members' teaching capabilities at the beginning and end of their MBAs.

### ***Independent variables***

The independent variables are the treatments or interventions that were applied as part of the ADEPT program to create the desired impacts – namely, the seminars and workshops, resources, and curriculum provided to the Yeco faculty.

Overall, correlation analysis suggests that the more experienced the teacher, the less they attended KBS seminars, and used KBS-provided resources. However, correlation analysis also suggests that the more experienced, confident, capable, and senior the teacher, the more they use KBS-provided curriculum.

Correlation analysis suggested that those teachers that reported increases in confidence and capabilities were more likely to report observing increases in the business skills, leadership abilities, and mental fortitude of their students.

### ***The effects of KBS-provided Curriculum***

**Regression analysis suggests a significant relationship between the use of KBS-provided curricula and teaching confidence. It also suggests a relationship between the use of KBS-provided curricula and teaching capabilities, but not at the 95% confidence level.**

Regression analysis showed that each additional curriculum used by the Faculty member increases reported confidence by 0.7 out of 10 on average ( $p < 0.05$ ) and increases reported capabilities by 0.5 out of 10 ( $p < 0.1$ ) in simple linear regression. The greatest improvements in teaching confidence and capabilities were experienced by teachers that utilized the KBS curricula on “Operations Management”, “Organizations and Organizational Change” and “Intercultural Communications Strategies”.

### ***The effects of outside activities***

Outside activities were included as a controlling variable – to explain other non-treatment variable that could have affected the teachers’ feelings of changes in confidence and capabilities.

**Overall, outside effects were better at explaining reported improvements in teaching confidence and capabilities than Yeco activities and resources.**

Regression analysis suggests a trending relationship between teachers' engagement with outside activities and improvements in teaching confidence, whereby each additional outside activity increases the teachers' reports of teaching confidence by 0.8 out of 10 ( $p < 0.1$ ). Correlation analysis suggests that the outside activities that most improve teacher confidence are self-directed and online studies, followed by international travel and exchanges, whereas a negative correlation was suggested between teaching confidence and both outside part-time work and outside formal studies.

### **HP LIFE Participants**

Despite concerns about the veracity of the data, the study of 147 HP LIFE Participants revealed some positive relationship between exposure to HP LIFE activities and to increases in the dependent variables, particularly revealing the following key findings:

- On average, more time spent in the HP LIFE program led to greater improvements on average, and HP LIFE Trainers that had spent more time teaching noticed more change in their students.
- There was a significant increase in the students' self-assessment of their business skills, and this was mostly attributed to the HP LIFE program, but HP LIFE participants were less sure of their business skills than the control group on average.
- There was a significant increase in the students' reported confidence in business, and this was mostly attributed to the HP LIFE program, but HP LIFE participants were less confident in business than the control group on average.
- On average, HP LIFE participants felt that they would "maybe" have the opportunity to apply what they have learnt, start their own business, or continue studying entrepreneurship and business.
- The MBE-Yangon centre, the Hpa-An centre, and Yone Kyi Yar centre yielded the best results on average.<sup>16</sup>

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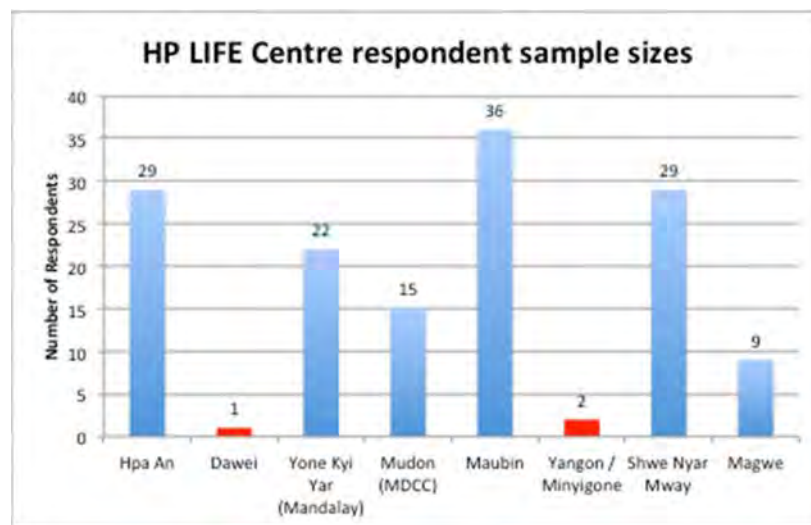
<sup>16</sup> Although not all centres were included in the analysis. This assessment is only from comparing the results from Hpa-An, Mandalay, Mudon, Maubin, Shwe Nyar Mway, and Magwe.

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Program*

- There was some evidence of positive underlying trends linking the HP Life Classes treatment variable to improved business skills and confidence in business, and particularly in interest in starting a business, but there were also some significant counter-intuitive and negative results.
- Activities outside of HP LIFE done by HP LIFE participants were frequently suggested to have significant and positive influences.
- Overall, HP LIFE trainers were optimistic about their students' progress.

**Description of the data**

The study sampled 147 HP LIFE Participants from 8 HP LIFE centers. Approximately 1% of data was missing in their responses due to erroneous input or incomplete answers. The average age of respondents was 21.6 years, average work experience was 9.4 months, and 35% of respondents were male. 51% had an education to a bachelor degree or above, and 47% had graduated high school. The average respondent had been involved with the HP LIFE program for 7.5 weeks, and had devoted approximately 50 hours toward it.



Of the HP LIFE Centres involved in the survey, the Dawei Centre, and the Yangon / Minyigone (MBE) centres were poorly represented, which means assessments of these centres (vis-à-vis others) could not be made.

### Dependent variables

There were three dependent variables considered for the HP LIFE participants:

- Business skills
- Confidence in business
- Interest in starting a business

Overall, the statistical analysis (correlations and multiple-regression analysis) suggested that more exposure to HP LIFE activities led to increases in the dependent variables. Trainers noticed more change the more teaching they did, and the HP LIFE participants reported more positive change the more they studied.

### The change in Business Skills

**There was a significant increase in the students' self-assessment of their business skills, and this was mostly attributed to the HP LIFE program, but HP LIFE participants were less sure of their business skills than the control group.**

On average, students reported a 65% increase in their perceived business skills, from an average of 2.2 out of 10 to 3.6 out of 10 ( $p < 0.001$ ). 63% of the students' increase in business skills was attributed to the HP LIFE program by participants, as opposed to other potential causes (37%). However, the HP LIFE students still rate their business skills 22% *lower* than the control group ( $p < 0.005$ ).

Peer assessments revealed:

- There was a significant increase in the participants' reports of other participants' business skills of 1.1 out of 10 ( $p < 0.001$ ).
- There was a significant increase in the HP LIFE trainers' assessment of their students' business skills ( $p < 0.001$ ). On average, teachers reported a 60% increase in overall business skills of students, from an average of 3.4 out of 10 to 5.5 out of 10. The teachers' reports of their students' business skills were far greater than the students' self-assessments of their own skills in both pre- and post-treatment conditions.

- Despite the HP LIFE Participants rating their business skills lower than did the control group, the HP LIFE trainers rated their students' business skills as 18% higher than the control group rated their own skills ( $p < 0.05$ ).

#### *The change in confidence in business*

**There was a significant increase in the students' reported confidence in business, and this was mostly attributed to the HP LIFE program, but HP LIFE participants were less confident in business than the control group.**

On average, students reported a 59% increase in confidence in business from 2.8 out of 10 to 4.4 out of 10 ( $p < 0.001$ ). On average, 63% of the increase in students' confidence in business was attributed to the HP LIFE program by students, as opposed to other causes (37%). However, the HP LIFE students still rate their confidence in business as 25% lower than the control group ( $p < 0.005$ )

Peer assessments revealed:

- There was a significant improvement in the participants' reports of other participants' confidence in business of 0.9 out of 10 on average ( $p < 0.001$ ).
- There was a significant increase in the HP LIFE Trainers' assessment of their students' confidence in business ( $p < 0.001$ ). On average, teachers reported a 58% increase in overall confidence in business of students, from an average of 3.7 out of 10 to 5.9 out of 10.
- The teachers' reports of their students' confidence in business were far greater than the students' self-assessments of their own confidence in both pre- and post-treatment conditions. However, overall, the HP LIFE teachers did not rate their students' confidence in business significantly differently than the control group.

#### *The change in interest in starting a business*

**We could not assess to a sufficient degree of confidence that there has been a significant improvement in *interest in starting a business*, although an improvement is observable which could suggest a more significant underlying trend. Yet, interests in starting a business still lower than the control group.**

At the 95% confidence level, there was *not* a significant difference in HP LIFE participants' reported *interest in starting a business*, although there was a 12% increase in average reported interest in starting a business from 4 out of 10 to 4.5 out of 10 on average ( $p = 0.11$ ). On average, 64% of this change in the students' interest in starting a business was attributed to the HP LIFE program by the students, as opposed to other potential causes (36%).

Overall, the HP LIFE students still rated their intent on starting a business as 40% lower than the control group ( $p < 0.001$ )

Peer assessments revealed:

- There was a significant improvement in the respondents' reports of other participants' interest in starting their own business of 0.9 out of 10 on average ( $p < 0.005$ ).
- There was a significant increase in the HP LIFE Trainers' assessments of their students' interest in starting a business ( $p < 0.001$ ). On average, teachers reported a 46% increase in their students' overall interest in starting a business of students, from an average of 4.5 out of 10 to 6.6 out of 10. HP LIFE Trainers' reports of their students' interest in starting a business were far greater than the students' self-assessments of their own interest in both pre- and post-treatment conditions.
- However, overall, the HP LIFE trainers do not rate the intent of their students' to start a business as significantly different (at the 95% confidence level) to the control group.

#### *Other dependent variables of interest*

HP LIFE participants were additionally asked how likely it is (a range where 0 was unlikely and 10 was definitely) that they would:

- Apply what they had learnt in the HP LIFE program in their work
- Start a business of their own
- Continue studying entrepreneurship and business

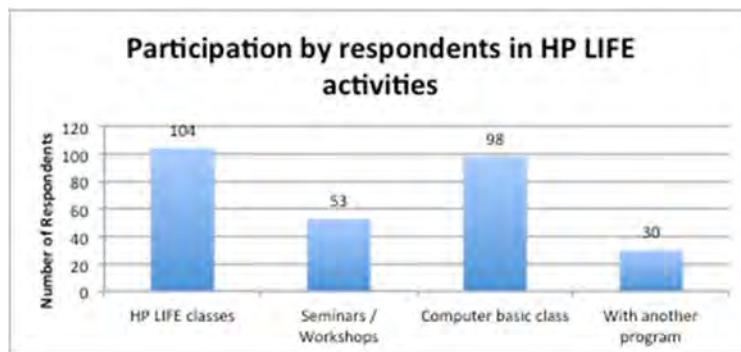
**On average, HP LIFE participants felt that they would "maybe" have the opportunity to apply what they have learnt, start their own business, or continue studying entrepreneurship and business.**

On average, people felt that they would "maybe" use what they had learnt in the HP LIFE program in their work, with the average response being 4.7 out of 10 in.

On average, people felt that they would "maybe" start a business of their own, with the average response being 4.5 out of 10.

On average, people felt that they would "maybe" to "likely" continuing studying entrepreneurship and business, with the average response being 5.4 out of 10.

#### *Independent variables*



There were 4 types of HP LIFE activities considered: the core HP LIFE programs, which were the most popular, the Computer Basics Classes, Seminars or Workshops, and activities associated with other programs – particularly the Youth Empowerment Program.

As mentioned, the data from HP LIFE participants behaved less reliably than expected, and has meant that the outcomes of the study were less clear. Only findings about the treatment variables considered to be more reliable are elaborated on in further detail here.

### HP LIFE Centres

**The MBE-Yangon centre, the Hpa-An centre, and Yone Kyi Yar centre yielded the best results.**

Regression analysis suggests that the better performing centres for improving *business skills* are the MBE-Yangon centre, and the Hpa-An centre. The MBE-Yangon centre saw increased participants' reports of business skills improvements by 3 out of 10 on average ( $p < 0.1$ ), and the Hpa-An centre saw increases of 2.3 out of 10 on average ( $p < 0.1$ ).

Regression analysis suggests that the better performing centres for improving *confidence in business* are the MBE-Yangon center, the Hpa-An centre, and the Yone Kyi Yar centres respectively. The MBE-Yangon centre saw increased participants' reports of confidence in business by 3.5 out of 10 on average ( $p < 0.05$ ), the Hpa-An centre saw increases of 3 out of 10 on average ( $p < 0.05$ ), and the Yone Kyi Yar centre saw an increase of 2 out of 10 on average ( $p < 0.1$ ).

Regression analysis did *not* yield significant results about the relationship between the HP LIFE centre location and *interest in starting a business*.

### HP LIFE activities

**There was some evidence of positive underlying trends linking the HP Life classes to improved business skills and confidence in business, and particularly in interest in starting a business, but there were also some significant counter-intuitive and negative results.**

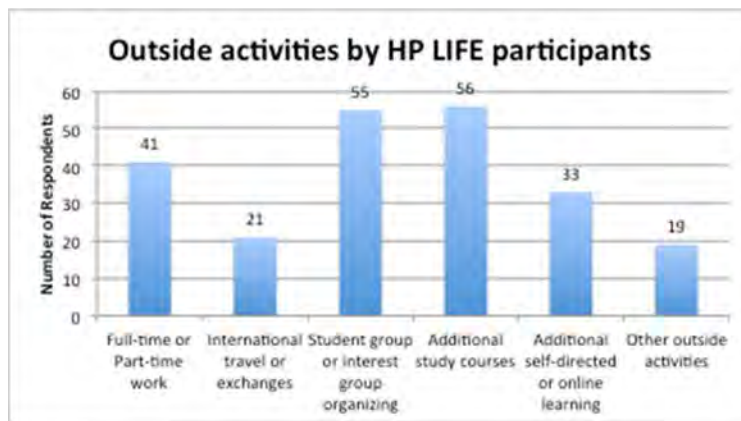
Overall, the more *certificates that the participant received*, the more likely they were to report improvements in business skills ( $p < 0.05$ ), confidence in business ( $p < 0.05$ ), and interest in starting a business ( $p < 0.01$ ) (when controlling for the amount of time spent in the classroom).

On average, participation in the HP LIFE *classes* led to an increase of *intention to start a business* of 1.7 out of 10 ( $p < 0.001$ ). There was also a positive relationship between the participation in HP LIFE with *other programs* (e.g., the Youth Empowerment Program) and the intention to start a business ( $p < 0.05$ ).

However, there were also some significant but counter-intuitive results emerging in the data. The data suggested that:

- There was a moderately significant and inverse relationship between the HP LIFE Classes activity and improvements in business skills – i.e., that HP LIFE classes reduced participant's business skills – but this result was spurious when combining with more variables in a multiple regression analysis.
- There was a significant and inverse relationship between seminars or workshop activities and confidence in business for participants – i.e., that the seminars or workshops actually reduced confidence in business.
- There was a significant negative relationship between the participation in the computer basics class and the intention to start a business ( $p < 0.05$ ).

#### Outside activities



All 147 HP LIFE participants surveyed reported doing an outside activity that could feasibly improve the dependent variables.

**Activities outside of HP LIFE done by HP LIFE participants were frequently suggested to have significant and positive influences.**

Reports of improvements in business skills were related significantly and positively by international travel and exchanges ( $p < 0.05$ ), school group or interest group organizing ( $p < 0.005$ ) and additional study courses ( $p < 0.05$ ).

Reports of improvements in confidence in business were related significantly and positively with outside part-time work ( $p < 0.001$ ), and international travel or exchanges ( $p < 0.001$ ).

Counter-intuitively, there was also a significant negative relationship between self-directed or online courses and business skills ( $p < 0.05$ ) and confidence in starting a business – that is to say, outside self-directed or online courses reduced business skills for HP LIFE Participants.

#### *Insights from HP LIFE Trainer data*

**Overall, HP LIFE trainers were optimistic about their students' progress.**

Generally, the more hours HP LIFE Trainers put into teaching every week, the more they observe improvements in the teachers business skills, and confidence (less so with intentions to start a business).

Maubin HP LIFE Trainers are the most optimistic about the effect it's having on its students. The Trainers in Hpa-An, Dawei, and Yangon (MBE) are also moderately confident.

HP LIFE Trainers who taught with other programs (e.g., the Youth Empowerment Program) felt their student's business skills and intent to start a new business were improved. Teaching such programs increased reports of student business skills by 1.9 out of 10 ( $p < 0.01$ ), and reports of intent to start a new business by 1.7 out of 10 ( $p < 0.05$ ).

There were *no* observed significant effects of the HP LIFE resources on the teachers' reports of any type of student improvements. However, the teachers who provided YouTube videos to their students attributed approximately 41% more of the improvement in their students' business skills to the HP LIFE program ( $p < 0.05$ ), and attributed approximately 35% more of the improvement of their students' intent to start their own business to the HP LIFE program ( $p < 0.05$ ).

There were no observed significant effects of the HP LIFE activities on the teachers' reports of students' confidence.

## **Potential biases**

There were various points in the study in which bias was potentially introduced to the study.

In many questions, survey respondents were provided with tick-boxes from 0 to 10 when indicating the scores they wished to assign against most variables. Although this was considered the best method to ensure an unbiased answer from the respondent, such methods can result in a bias of central tendency whereby boxes in the middle range – around 4 to 6 out of 10 – are favoured over boxes at the extremities – from 0 to 3 and from 7 to 10. This bias was likely more problematic when survey respondents were requested to assign attribution of experienced improvements between ADEPT, outside factors, and sometimes one other potential factors (such as the core MBA program in the case of MBA students).

When MBA student respondents were asked to attribute the change in their abilities between different potential causes, one further potential bias could arise from difficulty in delineating the ADEPT program or outside activities with their MBA Program. M&S sought to reduce this bias by ordering the questions about which outside activities the respondent is involved in before asking them about attribution. But it is unknown whether, on average, they could fully separate out in their minds between the ADEPT program and their regular MBA studies.

When considering the results of the questions about post-graduation intentions of students, a selection bias may be present: All except one respondent from the MBA students had chosen to participate in ADEPT activities organized by Project Hub Yangon. These activities were generally optional, and were advertised as being for those people interested in either startups or international business, and generally required a proficiency in English language. As such, this question may suffer from bias resulting from a non-random sampling.

Another potential selection bias was also observed when assessing the effect of the Guest Speaker Series. Those respondents seeking to improve their leadership abilities or start a business may have self-selected to attend the GSS to hear from entrepreneurial leaders, but the actual effects are more likely to have come from other activities they participated in because of such motivations.

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When generally considering the results of self- and peer assessments about improvements, the potential pessimism bias could arise by students when assessing themselves, and a potential positive bias by teachers when assessing their students' business skills. For example, this bias could also be applied when considering self- and peer-assessments of confidence in business and interest in starting a business of HP LIFE Participants. However, students own self-assessments of their feelings – such as feelings of confidence and interest in starting a business – should be considered less biased or unbiased.

## **Annex – Surveys used for data collection (in English)**

List of surveys:

1. MBA Student survey
2. MBA Alumni survey
3. DMS Faculty survey
4. HP LIFE Participant survey
5. HP LIFE Trainer survey

# ADEPT Program Evaluation

Dear MBA student,

Indiana University's Kelley School of Business would like your help in assessing the quality of your experience with the activities that it has been running at your school under the USAID-funded ADEPT program since 2013, in cooperation with Project Hub Yangon. Gathering this information from students like you is vital to make our activities better, and to demonstrate their value.

**Confidentiality:** The information you provide here will NOT be given to any of your teachers, other students, or your instructors from the ADEPT program with your name attached. Your name is asked only for us to check which activities you have been involved in.

Please fill out all parts of this questionnaire and return to Ko Phyo (Daniel), and ask him directly if you have any questions. Thank you very much for your help!

## 1) Some details

a) Your Name:		b) Student ID:	
c) Your gender:		d) Your year level:	
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		<input type="checkbox"/> 1st Year MBA <input type="checkbox"/> 2nd Year MBA	
g) How would you score your English language abilities? (Please tick <u>one</u> appropriate box)		e) Your age:	
<input type="checkbox"/> Native or fully fluent <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair* <input type="checkbox"/> Poor* <input type="checkbox"/> None*		<input type="checkbox"/> 18-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55-64 <input type="checkbox"/> 65+	
h) Which best describes what you want to do when you graduate: (Please tick <u>all</u> boxes that apply)		f) Total years of work experience before MBA:	
<input type="checkbox"/> Native or fully fluent <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair* <input type="checkbox"/> Poor* <input type="checkbox"/> None*		<input type="checkbox"/> 0 <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-10 <input type="checkbox"/> 11-12 <input type="checkbox"/> 13-14 <input type="checkbox"/> 15-16 <input type="checkbox"/> 17-18 <input type="checkbox"/> 19-20 <input type="checkbox"/> 21-22 <input type="checkbox"/> 23-24 <input type="checkbox"/> 25-26 <input type="checkbox"/> 27-28 <input type="checkbox"/> 29-30 <input type="checkbox"/> 31-32 <input type="checkbox"/> 33-34 <input type="checkbox"/> 35-36 <input type="checkbox"/> 37-38 <input type="checkbox"/> 39-40 <input type="checkbox"/> 41-42 <input type="checkbox"/> 43-44 <input type="checkbox"/> 45-46 <input type="checkbox"/> 47-48 <input type="checkbox"/> 49-50 <input type="checkbox"/> 51-52 <input type="checkbox"/> 53-54 <input type="checkbox"/> 55-56 <input type="checkbox"/> 57-58 <input type="checkbox"/> 59-60 <input type="checkbox"/> 61-62 <input type="checkbox"/> 63-64 <input type="checkbox"/> 65-66 <input type="checkbox"/> 67-68 <input type="checkbox"/> 69-70 <input type="checkbox"/> 71-72 <input type="checkbox"/> 73-74 <input type="checkbox"/> 75-76 <input type="checkbox"/> 77-78 <input type="checkbox"/> 79-80	
<input type="checkbox"/> Work in my family business <input type="checkbox"/> Work in a Myanmar company <input type="checkbox"/> Work in an international company <input type="checkbox"/> Start my own business <input type="checkbox"/> Continue studying <input type="checkbox"/> Work abroad <input type="checkbox"/> Other. Please specify: _____		_____	
* Please request a Myanmar language survey			

## 2) Your learning activities

## ADEPT Program Evaluation

a) Which ADEPT program activities have you participated in? <i>(Please tick <u>all</u> boxes that apply)</i>	b) Outside of the MBA, in which of the following activities do you participate? <i>(Please tick <u>all</u> boxes that apply)</i>
<input type="checkbox"/> Introductory Seminar <input type="checkbox"/> Business Idea Competition <input type="checkbox"/> Business Plan Competition <input type="checkbox"/> Consulting Practicum Training Workshop <input type="checkbox"/> Consulting Practicum Project <input type="checkbox"/> Incubation Internship <input type="checkbox"/> Business Model Adaptation Workshop <input type="checkbox"/> Guest Speaker Seminar	<input type="checkbox"/> Part-time work <input type="checkbox"/> Student group or interest group organizing <input type="checkbox"/> Additional study courses <input type="checkbox"/> International travel or exchanges <input type="checkbox"/> Additional self-directed or online learning <input type="checkbox"/> Other: _____

### 3. The change in your capabilities

a) RIGHT NOW, how would you score <b>yourself</b> on the following skills below? <i>(Please provide a score from 0 to 100)</i>	b) Thinking back to BEFORE your MBA, how would you score <b>yourself</b> on these skills back then? <i>(Please provide a score from 0 to 100)</i>
Business skills _____ / 100	Business skills _____ / 100
The ability to lead others _____ / 100	The ability to lead others _____ / 100
Strength in facing difficult situations _____ / 100	Strength in facing difficult situations _____ / 100

### 4. Explaining the change

a) Out of 10, how much of this improvement in your <b>business skills</b> is due to your participation in:	None    Some    About half    Most    All
	0   1   2   3   4   5   6   7   8   9   10
Activities <u>outside</u> of your MBA program?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ADEPT program activities?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## ADEPT Program Evaluation

MBA studies?	
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b) Out of 10, how much of this improvement in your <b>ability to lead others</b> is due to your participation in:	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">None</td> <td style="padding: 0 10px;">Some</td> <td style="padding: 0 10px;">About half</td> <td style="padding: 0 10px;">Most</td> <td style="padding: 0 10px;">All</td> </tr> <tr> <td style="padding: 0 10px;">0</td> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Activities <u>outside</u> of your MBA program?																	
ADEPT program activities?																	
MBA studies?																	

c) Out of 10, how much of this improvement in your <b>strength in facing difficult professional situations</b> is due to your participation in:	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">None</td> <td style="padding: 0 10px;">Some</td> <td style="padding: 0 10px;">About half</td> <td style="padding: 0 10px;">Most</td> <td style="padding: 0 10px;">All</td> </tr> <tr> <td style="padding: 0 10px;">0</td> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Activities <u>outside</u> of your MBA program?																	
ADEPT program activities?																	
MBA studies?																	

**5) The change in other students' capabilities**

a) RIGHT NOW, how would you score the <b>other students</b> in your MBA on the following skills? <i>(Please provide a score from 0 to 100)</i>	b) Thinking back to the BEGINNING of the MBA, how would you score the <b>other students</b> in your MBA on these skills back then? <i>(Please provide a score from 0 to 100)</i>
Business skills _____ / 100	Business skills _____ / 100
The ability to lead others _____ / 100	The ability to lead others _____ / 100
Strength in facing difficult situations _____ / 100	Strength in facing difficult situations _____ / 100

**6) The change in your teachers**

a) RIGHT NOW, how would you score your <b>teachers</b> in	b) Thinking back to the BEGINNING of the MBA, how
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## ADEPT Program Evaluation

your MBA on the following? <i>(Please provide a score from 0 to 100)</i>	would you score your <u>teachers</u> in your MBA back then? <i>(Please provide a score from 0 to 100)</i>
Teaching confidence _____ / 100	Teaching confidence _____ / 100
Teaching capabilities _____ / 100	Teaching capabilities _____ / 100

**7) Top teachers**

a) Please name the three most <b>confident</b> teachers	b) Please name the three most <b>capable</b> teachers
1. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 2. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 3. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	1. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 2. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 3. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

**Thank you!**

## ADEPT Program Evaluation

Dear recently graduated MBA alumni,

Indiana University's Kelley School of Business would like your help in assessing the quality of your experience with the activities that it has been running at your school under the USAID-funded ADEPT program since 2013, in cooperation with Project Hub Yangon. Gathering this information from alumni like you is vital to make our activities better, and to demonstrate their value.

**Confidentiality:** The information you provide here will NOT be given to any of your teachers, other students, or your instructors from the ADEPT program with your name attached. Your name is asked only for us to check which activities you have been involved in.

Please fill out all parts of this questionnaire. Thank you very much for your help!

### 1) Some details

a) Your Name:			
c) Your gender:	d) Your year of graduation:	e) Your age:	f) Total years of work experience before MBA:
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	<input type="checkbox"/> 2013 <input type="checkbox"/> 2014 <input type="checkbox"/> 2015 <input type="checkbox"/> 2016		
g) How would you score your English language abilities? <i>(Please tick <u>one</u> appropriate box)</i>		h) Which best describes what you are doing, or what you want to be doing now that you have graduated: <i>(Please tick <u>all</u> boxes that apply)</i>	
<input type="checkbox"/> Native or fully fluent <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair* <input type="checkbox"/> Poor* <input type="checkbox"/> None* <p style="text-align: center; font-size: small;">* Please request a Myanmar language survey</p>		<input type="checkbox"/> Work in my family business <input type="checkbox"/> Work in a Myanmar company <input type="checkbox"/> Work in an international company <input type="checkbox"/> Start my own business <input type="checkbox"/> Continue studying <input type="checkbox"/> Work abroad <input type="checkbox"/> Other.                      Please                      specify: <hr style="width: 50%; margin-left: 0;"/>	

### 2) Your learning activities

## ADEPT Program Evaluation

a) Which ADEPT program activities did you participate in? <i>(Please tick <b>all</b> boxes that apply)</i>	b) Outside of the MBA, in which of the following activities did you participate during your MBA? <i>(Please tick <b>all</b> boxes that apply)</i>
<input type="checkbox"/> Introductory Seminar <input type="checkbox"/> Business Idea Competition <input type="checkbox"/> Business Plan Competition <input type="checkbox"/> Consulting Practicum Training Workshop <input type="checkbox"/> Consulting Practicum Project <input type="checkbox"/> Incubation Internship <input type="checkbox"/> Business Model Adaptation Workshop <input type="checkbox"/> Guest Speaker Seminar	<input type="checkbox"/> Part-time work <input type="checkbox"/> Student group or interest group organizing <input type="checkbox"/> Additional study courses <input type="checkbox"/> International travel or exchanges <input type="checkbox"/> Additional self-directed or online learning <input type="checkbox"/> Other: _____

### 3. The change in your capabilities

a) AT THE END OF YOUR MBA, how would you have scored <b>yourself</b> on the following skills below? <i>(Please provide a score from 0 to 100)</i>	b) Thinking back to BEFORE your MBA, how would you have scored <b>yourself</b> on these skills back then? <i>(Please provide a score from 0 to 100)</i>
Business skills _____ / 100	Business skills _____ / 100
The ability to lead others _____ / 100	The ability to lead others _____ / 100
Strength in facing difficult situations _____ / 100	Strength in facing difficult situations _____ / 100

### 4. Explaining the change

a) Out of 10, how much of this improvement in your <b>business skills</b> was due to your participation in:	None    Some    About half    Most    All
	0   1   2   3   4   5   6   7   8   9   10
Activities <u>outside</u> of your MBA program?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ADEPT program activities?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## ADEPT Program Evaluation

MBA studies?	
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b) Out of 10, how much of this improvement in your <b>ability to lead others</b> was due to your participation in:	<table style="margin: auto;"> <tr> <td style="padding: 0 10px;">None</td> <td style="padding: 0 10px;">Some</td> <td style="padding: 0 10px;">About half</td> <td style="padding: 0 10px;">Most</td> <td style="padding: 0 10px;">All</td> </tr> <tr> <td style="padding: 0 10px;">0</td> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Activities <u>outside</u> of your MBA program?																	
ADEPT program activities?																	
MBA studies?																	

c) Out of 10, how much of this improvement in your <b>strength in facing difficult professional situations</b> was due to your participation in:	<table style="margin: auto;"> <tr> <td style="padding: 0 10px;">None</td> <td style="padding: 0 10px;">Some</td> <td style="padding: 0 10px;">About half</td> <td style="padding: 0 10px;">Most</td> <td style="padding: 0 10px;">All</td> </tr> <tr> <td style="padding: 0 10px;">0</td> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Activities <u>outside</u> of your MBA program?																	
ADEPT program activities?																	
MBA studies?																	

### 5) The change in other students' capabilities

a) AT THE END OF YOUR MBA, how would you score the <b>other students</b> in your MBA on the following skills? <i>(Please provide a score from 0 to 100)</i>	b) Thinking back to the BEGINNING of the MBA, how would you score the <b>other students</b> in your MBA on these skills back then? <i>(Please provide a score from 0 to 100)</i>
Business skills _____ / 100	Business skills _____ / 100
The ability to lead others _____ / 100	The ability to lead others _____ / 100
Strength in facing difficult situations _____ / 100	Strength in facing difficult situations _____ / 100

### 6) The change in your teachers

a) AT THE END OF YOUR MBA, how would you score	b) Thinking back to the BEGINNING of the MBA, how
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## ADEPT Program Evaluation

your <u>teachers</u> in your MBA on the following? <i>(Please provide a score from 0 to 100)</i>	would you score your <u>teachers</u> in your MBA back then? <i>(Please provide a score from 0 to 100)</i>
Teaching confidence _____ / 100	Teaching confidence _____ / 100
Teaching capabilities _____ / 100	Teaching capabilities _____ / 100

**7) Top teachers**

a) Please name the three most <b>confident</b> teachers	b) Please name the three most <b>capable</b> teachers
1. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 2. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 3. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	1. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 2. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 3. <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

**Thank you!**

# ADEPT Program Evaluation

Dear Professor,

Indiana University's Kelley School of Business would like your help in assessing the quality of your experience with the activities that it has been running at your University under the USAID-funded ADEPT program since 2013. Gathering this information from teachers like you is vital to make our activities better, and to demonstrate their value.

**Confidentiality:** The information you provide here will NOT be given to any other teachers, students, or your instructors from the ADEPT program with your name attached. Your name is asked only for us to check which activities you have been involved in.

Please fill out all parts of this questionnaire and return to Ko Phyo (Daniel), and ask him directly if you have any questions. Thank you very much for your help!

## 1) Some details

a) Your Name:			
c) Your gender:	d) When did you start teaching at YUEco?	e) Are you still teaching at YUEco?	f) Total years of teaching experience YUEco:
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		<input type="checkbox"/> Yes <input type="checkbox"/> No  If no, when did you leave? _____	
g) How would you score your English language abilities? <i>(Please tick <u>one</u> appropriate box)</i>	h) If you are still a teacher, what best describes your current teaching position?: <i>(Please tick <u>one</u> appropriate box)</i>		
<input type="checkbox"/> Native or fully fluent <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair* <input type="checkbox"/> Poor* <input type="checkbox"/> None*  * Please request a Myanmar language survey	<input type="checkbox"/> Assistant Lecturer <input type="checkbox"/> Lecturer <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Professor <input type="checkbox"/> Other.                      Please describe: _____		

## ADEPT Program Evaluation

### 2) Your engagement with capacity building activities and resources

a) Which KSB seminars have you participated in? *(Please tick all boxes that apply)*

- Workshop on "Teaching with Cases" by KSB Dean Idalene Kesner (July 2014)
  - Videos on "Teaching with Cases" by KSB Dean Idalene Kesner (in YUEco library)
  - Workshops on "Experiential learning" by KSB Prof. Philip Powell (January and May 2014)
  - Workshop on "Economic Impact Studies" by Dr. Bruce Jaffee (June 2015)
  - Workshop on "Academic Freedom for University Faculty" by KSB Dr. Bruce Jaffee (June 2015)
  - Workshop on "Writing Business Cases" by KSB Dr. Patricia McDougall-Covin (February 2015)
  - Workshops on "Cross-Cultural Management" by KSB Dr. Patricia McDougall-Covin (February 2016)
  - Seminar on "Entrepreneurship and Introduction to Incubation" by Project Hub Yangon (June 2014)
  - Seminar on "Teaching business planning" by Project Hub Yangon (August and September 2014)
  - Other. Please specify:
- 

b) Which of the following KSB-provided resources have you used in your teaching? *(Please tick all boxes that apply)*

- CD on entrepreneurship curriculum
- DVDs on international business training
- Free business case resources from the Richard Ivey School of Business
- "Business Model Generation" books (including the Business Canvas)
- "Managing Across Cultures" books

c) Which of the following KBS-provided revised business course curriculum have used in your teaching? *(Please tick all boxes that apply)*

- Financial Accounting
- Macroeconomics
- Introduction to Managerial Accounting
- Finance
- Operations Management
- Human Resources
- International Business Management
- Managerial Economics
- Organizations and Organizational Change

## ADEPT Program Evaluation

<input type="checkbox"/> HP Computer Centres <input type="checkbox"/> Other. Please specify: _____	<input type="checkbox"/> International Trade <input type="checkbox"/> Banking and Financial Intermediation <input type="checkbox"/> Intercultural Communication Strategies <input type="checkbox"/> Game Theory
--	--

d) Outside of the YUEco or KSB activities and resources, are there any outside activities that you do to improve your teaching abilities? *(Please tick all boxes that apply)*

<input type="checkbox"/> Part-time work	<input type="checkbox"/> International travel or exchanges
<input type="checkbox"/> Interest group organizing	<input type="checkbox"/> Self-directed or online learning
<input type="checkbox"/> Formal study courses	<input type="checkbox"/> Other: _____

### 3. The change in your capabilities

a) RIGHT NOW, how would you score <b>yourself</b> on the following skills below? <i>(Please provide a score from 0 to 100)</i>	b) Thinking back to WHEN YOU STARTED TEACHING at the YUEco, how would you score <b>yourself</b> on these skills back then? <i>(Please provide a score from 0 to 100)</i>
Confidence in teaching _____ / 100 Capabilities in teaching _____ / 100	Confidence in teaching _____ / 100 Capabilities in teaching _____ / 100

### 4. Explaining the change

a) Out of 10, how much of this improvement in your <b>confidence in teaching</b> is due to:	<table style="width: 100%; text-align: center;"> <tr> <td>None</td> <td>Some</td> <td>About half</td> <td>Most</td> <td>All</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Experience teaching at YUEco	<table style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

## ADEPT Program Evaluation

Activities and resources provided by KSB	
Activities <u>outside</u> of YUEco	

b) Out of 10, how much of this improvement in your <b>capabilities in teaching</b> is due to:	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">None</td> <td style="padding: 0 10px;">Some</td> <td style="padding: 0 10px;">About half</td> <td style="padding: 0 10px;">Most</td> <td style="padding: 0 10px;">All</td> </tr> <tr> <td style="padding: 0 10px;">0</td> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Experience teaching at YUEco																	
Activities and resources provided by KSB																	
Activities <u>outside</u> of YUEco																	

### 5) The change in other teachers' capabilities

a) RIGHT NOW, how would you score the <b>other teachers</b> in YUEco on average on the following?  <i>(Please provide a score from 0 to 100)</i>	b) Thinking back to WHEN YOU STARTED TEACHING, how would you score <b>other teachers</b> in YUEco on average back then?  <i>(Please provide a score from 0 to 100)</i>
Confidence in teaching _____ / 100	Confidence in teaching _____ / 100
Capabilities in teaching _____ / 100	Capabilities in teaching _____ / 100

### 6) The change in your students' capabilities

a) How would you score the average <b>student</b> in the MBA program in following skills at the END of their MBA?  <i>(Please provide a score from 0 to 100)</i>	b) How would you score the average <b>student</b> in the MBA program in the following skills at the BEGINNING of their MBA?  <i>(Please provide a score from 0 to 100)</i>
Business skills _____ / 100	Business skills _____ / 100

## ADEPT Program Evaluation

The ability to lead others _____ / 100	The ability to lead others _____ / 100
Strength in facing difficult situations _____ / 100	Strength in facing difficult situations _____ / 100

**Thank you!**

## ADEPT Program Evaluation

Dear HP LIFE student,

The HP LIFE program needs your help in assessing the quality of your experience with the activities that it has been running since 2013. Gathering this information from HP LIFE students like you is vital to make our activities better, and to demonstrate their value.

**Confidentiality:** The information you provide here will NOT be given to any of your instructors or other students with your name attached. Your name is asked only for us to check which activities you have been involved in.

Please fill out all parts of this questionnaire and return either to your local HP LIFE coordinators to Mr. Ko Phyo, and ask him directly if you have any questions. Thank you very much for your help!

### 1) Some details

a) What is your name:		b) Which HP LIFE Centre did you visit to participate in the HP LIFE program?	
c) Your gender:	d) What is your highest level of academic achievement?:	e) Your age:	f) How many years of work experience do you have?
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	<input type="checkbox"/> Below high school <input type="checkbox"/> High school <input type="checkbox"/> Bachelor degree or higher		
g) How would you score your English language abilities? <i>(Please tick <u>one</u> appropriate box)</i>		h) Which best describes what you want to do in the future: <i>(Please tick <u>all</u> boxes that apply)</i>	
<input type="checkbox"/> Native or fully fluent <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair* <input type="checkbox"/> Poor* <input type="checkbox"/> None*		<input type="checkbox"/> Work in my family business <input type="checkbox"/> Work in a Myanmar company <input type="checkbox"/> Work in an international company <input type="checkbox"/> Start my own business <input type="checkbox"/> Formal studies <input type="checkbox"/> Work abroad <input type="checkbox"/> Other. Please specify: <hr style="width: 100%; border: 0; border-top: 1px solid black;"/>	

### 2) Your learning activities

## ADEPT Program Evaluation

a) Which HP LIFE activities have you participated in? <i>(Please tick <b>all</b> boxes that apply)</i>	b) How many certificates have you received from HP LIFE programs?		
<input type="checkbox"/> Seminars/Workshops <input type="checkbox"/> HP LIFE classes <input type="checkbox"/> Computer basic class <input type="checkbox"/> With other program (E.g. Youth Empowerment Program) <input type="checkbox"/> Used HP LIFE on my own	<input type="checkbox"/> None <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 or more		
c) In total, for <b>how many weeks</b> have you been involved in the HP LIFE program?	d) On average, how many <b>hours per week</b> do you feel you've spent working on the HP LIFE program?		
_____ weeks.	_____ hours / week		
e) Outside of the HP LIFE program, in which of the following activities do you participate? <i>(Please tick <b>all</b> boxes that apply)</i>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Full-time or Part-time work  <input type="checkbox"/> Student group or interest group organizing  <input type="checkbox"/> Additional study courses                    _____             </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> International travel or exchanges  <input type="checkbox"/> Additional self-directed or online learning  <input type="checkbox"/> Other:                    _____             </td> </tr> </table>		<input type="checkbox"/> Full-time or Part-time work <input type="checkbox"/> Student group or interest group organizing <input type="checkbox"/> Additional study courses  _____	<input type="checkbox"/> International travel or exchanges <input type="checkbox"/> Additional self-directed or online learning <input type="checkbox"/> Other:  _____
<input type="checkbox"/> Full-time or Part-time work <input type="checkbox"/> Student group or interest group organizing <input type="checkbox"/> Additional study courses  _____	<input type="checkbox"/> International travel or exchanges <input type="checkbox"/> Additional self-directed or online learning <input type="checkbox"/> Other:  _____		

### 3. The change in your capabilities

Out of 100, how would you score <b>yourself</b> on the following...	a) ...BEFORE the HP LIFE program?  <i>(Please provide a number from 0 to 100)</i>	b) ...NOW, having participated in the HP LIFE program?  <i>(Please provide a number from 0 to 100)</i>
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## ADEPT Program Evaluation

Business skills	____ / 100	____ / 100
Confidence in business	____ / 100	____ / 100
Interest in starting a business	____ / 100	____ / 100

### 4. Explaining the change

a) Out of 10, how much of this improvement in your <b>business skills</b> is due to your participation in:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">None</td> <td style="text-align: center;">Some</td> <td style="text-align: center;">About half</td> <td style="text-align: center;">Most</td> <td style="text-align: center;">All</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Activities <b>other than</b> the HP LIFE program?																	
HP LIFE program activities?																	

b) Out of 10, how much of this improvement in your <b>confidence in business</b> is due to your participation in:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">None</td> <td style="text-align: center;">Some</td> <td style="text-align: center;">About half</td> <td style="text-align: center;">Most</td> <td style="text-align: center;">All</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Activities <b>other than</b> the HPLIFE program?																	
HP LIFE program activities?																	

c) Out of 10, how much of this improvement in your <b>intentions to start a business</b> is due to your participation in:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">None</td> <td style="text-align: center;">Some</td> <td style="text-align: center;">About half</td> <td style="text-align: center;">Most</td> <td style="text-align: center;">All</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> </table>	None	Some	About half	Most	All	0	1	2	3	4	5	6	7	8	9	10
None	Some	About half	Most	All													
0	1	2	3	4	5	6	7	8	9	10							
Activities <b>other than</b> the HP LIFE program?																	
HP LIFE program activities?																	

### 5) The change in other students' capabilities

Out of 100, how would you score <b>other participants in the HP LIFE program</b> on the following...	a) ...BEFORE the HP LIFE program?	b) ...NOW, having participated in the HP LIFE program?
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## ADEPT Program Evaluation

	<i>(Please provide a number from 0 to 100)</i>	<i>(Please provide a number from 0 to 100)</i>
Business skills	____ / 100	____ / 100
Confidence in business	____ / 100	____ / 100
Intentions to start a business	____ / 100	____ / 100

**6) Likelihood of using what you learnt**

Out of 10, how likely is it that you will...	Unlikely    Maybe    Likely    Definitely										
	0	1	2	3	4	5	6	7	8	9	10
a) Apply what you have learnt from the HP LIFE program in your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Start a business of your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Continue studying entrepreneurship and business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you!**

## ADEPT Program Evaluation

Dear HP LIFE Trainer or Coordinator,

The HP LIFE program needs your help in assessing the quality of your students' experiences. Gathering this information from HP LIFE Trainers or Coordinators like you is vital to make our activities better, and to demonstrate their value.

**Confidentiality:** The information you provide here will NOT be given to HP, Indiana University, or other people involved with the program with your name attached. Your name is asked only for us to check which activities you have been involved in.

Please fill out all parts of this questionnaire and return either to your local HP LIFE coordinators to Mr. Ko Phy, and ask him directly if you have any questions. Thank you very much for your help!

### 1) Some details

a) What is your name:	b) Which HP LIFE Centre(s) have you been involved in?

### 2) Your teaching activities

a) Which HP LIFE seminars have you taught? <i>(Please tick <b>all</b> boxes that apply)</i>	b) What HP LIFE resources have you provided?
<input type="checkbox"/> Seminars/Workshops <input type="checkbox"/> HP LIFE classes <input type="checkbox"/> Computer basic class <input type="checkbox"/> With other program (E.g. Youth Empowerment Program)	<input type="checkbox"/> HP LIFE computer centre <input type="checkbox"/> HP LIFE Youtube Videos <input type="checkbox"/> HP LIFE EdCast channel <input type="checkbox"/> HP LIFE offline (paper) materials
c) In total, how long have you been involved in the HP LIFE program?	d) On average, how many <b>hours per week</b> do you teach for the HP LIFE program?
_____ months	_____ hours / week

### 3. The change in your students' capabilities

## ADEPT Program Evaluation

a) Out of 100, how would you score <b>HP LIFE participants</b> on the following...	...BEFORE the HP LIFE program? <i>(Please provide a number from 0 to 100)</i>	...AFTER participating in the HP LIFE program? <i>(Please provide a number from 0 to 100)</i>
Business skills	____ / 100	____ / 100
Confidence in business	____ / 100	____ / 100
Interest in starting a business	____ / 100	____ / 100

### 4. Explaining the change

Out of 10, please estimate...	None	Some	About half	Most	All						
	0	1	2	3	4	5	6	7	8	9	10
a) how much of this improvement in students' <b>business skills</b> is due to their participation in the HP LIFE program, as opposed to other potential factors?											
b) how much of this improvement in students' <b>confidence in business</b> is due to their participation in the HP LIFE program, as opposed to other potential factors?											
c) how much of this improvement in students' <b>intentions to start a business</b> is due to their participation in the HP LIFE program, as opposed to other potential factors?											

### 5) Average student engagement

a) On average, how long are students involved in the HP LIFE program?	b) On average, how many <b>hours per week</b> do students devote to the HP LIFE program?
_____ months	_____ hours / week

Thank you!

**U.S. Agency for International Development**

Burma Mission

110 University Avenue

Kamayut Township

Rangoon, Burma

Tel: (+95-1) 536-509, 535-756, 538-038

Fax: (+95-1) 511-069

<http://www.usaid.gov/burma>