

**YANGON UNIVERSITY OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**A STUDY ON THE EFFECTIVENESS OF
THE YOUNG LEADERS DEVELOPMENT PROGRAMME
AT THABYAY EDUCATION FOUNDATION**

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EMDevS-1 (15th BATCH)**

AUGUST, 2019

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**A thesis submitted in partial fulfillment of the requirements for the
degree of Master of Development Studies**

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ABSTRACT

The number of youth leadership development programme has increased quickly in Myanmar in recent years to empower the youth to be positive change makers but the effectiveness of them has come under question. The specific objective of this study is to evaluate the effectiveness of Community Leadership and Social Studies (CLASS) programme at Thabyay Education Foundation. A self-administered questionnaire is used and distributed to all alumni from CLASS programme. The results reveal that there are positive correlations among four variables. However, both behaviour and results are not significantly correlated with reactions. Overall mean scores and overall standard deviations show positive evaluation of the programme in relation to reactions, learning and behaviour but level 4 determining results of the training receives the lowest overall mean scores. The study concludes that the programme has the positive impact on improving youth leadership skills and recommends the school management to continue the current practices to retain the effectiveness of this programme.

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LIST OF ABBREVIATIONS

ADB	Asian Development Bank
CBO	Community Based Organisation
CBO	Charity Based Organisation
CIPP	Context Input Process Product
CLASS	Community Leadership and Social Studies
CSO	Civil Society Organisation
HRD	Human Resource Development
IYF	International Youth Foundation
LRC	Local Resource Centre
MBA	Ministry of Border Affairs
NASET	National Alliance of Secondary Education and Transition
NGO	Non-Government Organisation
UNFPA	United Nations Population Fund
UDNR	University for the Development of the National Races
UNESCO	The United Nations Educational, Scientific and Cultural Organisation
YECD	Youth Empowerment for Community Development
YLDP	Youth Leadership Development Programme

CHAPTER I

INTRODUCTION

This chapter introduces the rationale of the study with the problem statement, followed by objectives of the study, method of study, scope and limitations of the study. It concludes with the organisation of the study.

1.1 Rationale of the Study

Leadership is an important asset for youth in today's society. Leadership skills are essential for young people to feel satisfaction and contribute to society (Scheer, 1997). Therefore, youth leadership development programmes are designed to equip young people with knowledge and skills necessary to be positive change makers in communities.

Youth are future leaders and they have great power and influence to affect or change the world for development. Young people, who constitute about 20 million populations, can be the driving force behind the development in Myanmar.

It is increasingly and seen as necessary to consider involving young people in community development initiatives. The development of leadership contributes greatly to the positive development of young people and their communities. Leadership skills such as goal-setting, problem-solving and sound decision-making are not just necessary for leaders - these skills are needed for success in today's world (MacNeil, 2000).

Youth leadership development programmes are designed to encourage change and make positive impacts in the communities and societies. Youth leadership development can be defined as young people empowered to inspire, mobilise themselves and others towards a common purpose to effect positive change (Kahn, Hewes & Ali, 2009).

The growing recognition of leadership development through public interest and literature points to how essential leadership is in relation to the future success of the nations, organisations and the economy (Hernez-Broome & Hughes, 2004). Integrated strategy to nurture youth for development shows that young people must be provided

with the required knowledge, skills, resources and opportunities to achieve their development through quality education, right to use quality health care services, supportive environment, social networks, and the promise of employment opportunities. Therefore, they can play a vital role in building stable democracies, strong societies and prosperous economies. The dynamics that affect young people everywhere are changes in demography and advancement in technology, changes in economic environments, diversity in social and political factors that are connected one another in this age of globalization.

Youth leadership development supports the youth in developing and growing ability to analyse their own situations, set individual and professional goals, have the self-assurance, self-actualisation, confidence, self-respect, and abilities to make them happen.

Aung Sun Suu Kyi, the State Counsellor of Myanmar, pledged to narrow the gap between the old and new generation by sharing experiences, passing down the knowledge and the good heritage from the old to the new generation, encouraging the education, health and sports sectors of the country as part of the efforts for development of youths (“Myanmar Youth Policy Released”, 2018).

The number of youth leadership development training programmes has mushroomed in Myanmar in recent years. Capacities building for community young leaders development programmes in Myanmar are being implemented across the nation by the government, international and local Non-Government Organisations.

However there is a question concerning whether or not the youth leadership development training programmes providing at the organisations and training centres in Myanmar are properly measuring the achievements and the results that all the stakeholders want. Therefore, an evaluative research is required to undertake by conducting systematic review of training evaluation.

Recognising this requirement in youth leadership development process, the researcher decided to study one of these programmes to have knowledge and facts about the achievement of its success.

Community Leadership and Social Studies (CLASS) programme at Thabyay Education Foundation was selected to study since it is the one that was relevant to conduct this research and one of the well-established capacity building organisations which has been nurturing the young leaders with the objectives of cultivating change makers to improve the quality of their leadership and community development skills.

1.2 Objectives of the Study

The main objective of the study is to assess the effectiveness of community young leaders development programmes in Myanmar.

To meet this objective, the specific objectives are:

1. to identify the young leaders development programmes and their activities in Myanmar from national level to community level and
2. to evaluate the effectiveness of the young leaders development programme provided by Thabyay Education Foundation.

1.3 Method of Study

Descriptive method was used and the study applied quantitative approach. Respondents of this study were CLASS programme graduates who completed this programme from 2015 to 2018. Kirkpatrick's 1959 model of training evaluation was used and the survey questionnaire was designed based on the one developed by Homklin (2014).

1.4 Scope and Limitations of the study

This study focused on the training evaluation of the alumni from CLASS programme organised by Thabyay Education Foundation and primary data were collected. The sample size was 130 out of 197 of CLASS graduates from 2015 to 2018.

As a limitation, this study does not reflect the whole range of organisations providing community youth leadership development programmes in Myanmar because the scope of the study covers only one selected training provider organisation.

1.5 Organisation of the Study

This thesis has five chapters. Succeeding this introductory chapter, chapter two contains detailed theoretical framework of community youth leadership development, and training evaluation models. Chapter three describes the overview on community young leaders development programmes in Myanmar that are being implemented by the government, International and local Non-Government Organisations. Chapter four presents the survey analysis of the study. The conclusion is presented in Chapter five, which includes findings and suggestions of this study.

CHAPTER II

LITERATURE REVIEW

This chapter consists of three sections: The first section includes key concepts such as community development and leadership. It provides a basis for understanding community development and youth leadership development. The second section presents the theoretical framework of common training evaluation models and Kirkpatrick's four-level of training evaluation model. The last section of this chapter is review on previous studies.

2.1 Concepts of Community Youth Leadership Development

The participation and engagement of youth, and their active cooperation with adults, bring about local community development, while having opportunities for their self-development, advancement and development of their leadership skills.

2.1.1 Leadership Development

There are different ways and approaches to define leadership. Despite the various definitions, four main elements characterise leadership, which are: process, influence, group settings, and common goals (Rost, 1991; Northouse, 2013). Thus, leadership can be defined as a social process whereby an individual influences a group of individuals to achieve shared visions and goals.

The traditional belief that leadership is an inborn characteristic trait that only a few people possess has changed and been substituted with a concept that anyone can be a leader by learning to improve leadership skills and behaviours. According to Robbins (2009), if there were specific behaviours that identified leaders, then leadership can be taught and programmes can be designed that implanted behavioral patterns in individuals who desired to be effective leaders.

2.1.2 Organisational Leadership and Community Leadership

In the organisational setting both management and leadership are critical. Rost

(1991) argued that the leadership's definition exceeds good management. In fact, they present some similarities. Both involve influence, working in groups, accomplishing goals, and others (Northouse, 2013).

While management is concerned with short-term outcomes, leadership focuses long-term outcomes and future positive changes. Thus, leadership is a social process of involving others and motivating them to overcome certain barriers and reach common goals (Ricketts, 2009; Kotter, 1996).

Leadership development programmes designed for community development and organisational leadership should be different because of their different nature and characteristics. Pigg (1999) rejected the use of organisational approaches used in community development. He indicated that communities are interactional fields, which have more informal leadership structure.

The community development process intends to make positive changes in the society to improve the quality of the life of citizens. Consequently, capacity development programmes needed to create community development are more complex than organisational leadership development strategies and approaches.

Pigg (1999) identified leadership development as a community development process. He argued that the leadership and community development are fairly similar. He indicated that both leadership development and community field are processes that emerge through purposive interaction and aim to reach common goals. Both focus on a generalised interest rather than on individual interests. Understanding these similarities helps to plan for leadership programmes based on community knowledge.

To sum up, Community leaders rely on personal power and networks to gain and utilise resources. They need to cultivate networks across the various public and social fields. On the other hand, organisational leaders rely on positional power and they are salaried employees. Community leaders have more informal leadership styles and structures than organisational leaders. Community leadership development programmes should be different from organisational leadership development programmes when they are designed and developed. It is critical to design and organise them based on the community characteristics and models rather than using organisational leadership development methodologies and models.

2.1.3 Integrating Community and Youth Leadership Development

It is necessary for communities to cultivate effective leaders for community

development. Without capable leaders, local communities will not be transformed positively. In contrast communities that nourish diverse leadership are more likely to have a broad vision of what they want to achieve and know how to succeed the objectives (Hustedde & Woodward, 1996). Therefore, it is important to develop the ability of local people to mobilise resource to meet their needs in order to create community development. The leadership literature suggests that youth leadership development programmes must be structured so that youth have chances not only to learn new skills and knowledge but also to utilise them in meaningful and appropriate ways (Mead & MacNeil,2006).

United Nations Educational, Scientific and Cultural Organisation has recognised youth as agents for change, social transformation, peace, and sustainable development (UNESCO, 2013). They are the adults of the future and the long-term contributors to community development (Barnett & Brennan, 2006). They cannot be excluded from the investment in social capital because they are both a valuable resource that should be allocated properly as well as the leaders of the future. The youth engagement literature discussed the merging of youth development and community development. Community context shapes youth development and communities. Young people are influenced by the size of their communities, neighborhoods, schools attended, media and people that affect their lives (Brennan & Rosemary, 2009).

Definitions of social capital have been perceived differently. The influential sociologist Bourdieu (1986) defined social capital as coming from individual contributions to a community in which it could be utilised for improvements of social economy with strong social accountability, relationships and systems. Coleman (1988) argues against that by offering a broad definition of social capital as communal collections of entities with precise functions and two common components. These components are existing social structures and specific groups. Therefore, community development practitioners have recognised the importance of the concepts of social capital.

Youth development is a part of community development and consists of positive engagement of stakeholders such as members of family, friends, and supportive environments to create the youth leadership development programmes that young people need (Brennan, Barnett & Lesmeister, 2007).

Youth who feel that they are valued and recognised can make a constructive and effective contribution to society and that will lead to have positive relationships between

youth and their communities.

Therefore, the combination of youth leadership development and community development will allow the emergence of leadership. Engaging youth in real community issues will help developing cognitive, moral and social skills, which will potentially enable them to overcome the challenges they face, and advance in their lives (Ekpoh, Edet & Uko, 2013). Such blended approach will also provide youth with learning and development opportunities that increase their contributions toward their communities.

Wilkinson & Keneeth (1991) linked community development to community leadership. The authors indicated that community development occurs when different actors shift from specific goals and interests to collective interests. This change towards the collective good creates the structure of relationships necessary to create community development. Then they elaborated about the centrality of the structural orientation towards community leadership. They explained the process of building the structure of community leadership by projecting similarities from the organisational leadership. Pigg (1999) rejected the practices of community leadership programmes based on organisational development.

Most of youth leadership development programmes focused on leadership skills acquisition and the applied nature of leadership. Community development goals are often included but that are not compulsory for the programmes (Yu, Gambone, Lewis-Charp, Sipe & Laco, 2004). However, these programmes consider youth as future leaders rather than current leaders (Mead & McNeil, 2006).

2.1.4 Role of Youth Leadership Education Programmes

Human capital is defined as the skills, talents, and knowledge of community members. It is important to recognise that children and adolescents are also contributors of the human capital to build healthy communities on the whole (Phillips & Pittman, 2009). There is a need to invest in nurturing young people's knowledge, skills and abilities to act as powerful change agents. By doing so, social transformation can help society meet and achieve the challenges. Young people must be given a chance to be empowered with leadership skills such as decision-making and problem solving that can lead community development efforts in the future (Barnett & Brennan, 2006). Neglecting young people from the development processes will result in serious issues and challenges in the future.

Alternatively, most youth leadership programmes occur within an organisational or programmatic context. These types of leadership programmes focus on individuals and train them in problem solving, goal setting, decision-making, and other leadership skills (Yu et al., 2004).

For sustainable development, the human capital is required to be built. Asset-based community development (ABCD) is a methodology for the sustainable development of communities based on their strengths and potentials (“Asset Based Community Development.” (n.d.). It involves evaluating the knowledge, skills, talent and experience accessible in a community and then figure out to take appropriate actions. The community's own assets and resources are used as they are fundamental for sustainable development; it allows the people in the community by inspiring them to effectively use what they have already owned.

2.2 Common Training Evaluation Models

There are various types of training evaluation models. Organisations usually use different training evaluation models in accordance with the allowance of learning and development budgets of the organisations. Four general approaches commonly used models can be identified (Topno, 2012).

- (a) Kirkpatrick Model: Professor Donald Kirk Patrick introduced this model in 1959. This is a very famous model discovering four levels of training outcomes such as reaction, learning, behaviour and results. It serves as excellent planning, effectively evaluating and useful trouble shooting tool.
- (b) CIPP Evaluation model: Daniel L. Stufflebeam developed CIPP model of programme evaluation in 1993. It refers to the four aspects of evaluation such as context evaluation, input evaluation, process evaluation and product evaluation. The major concept of this model is to gain better results of a training programme.
- (c) CIRO approach: Warr, Bird and Rackson proposed the CIRO model for the evaluation of managerial training in 1970 in their book “ Evaluation of Management Training” . This model was used to evaluate four phases of training such as context, input, reaction and outcomes. However, this model does not evaluate the behavioural change.
- (d) Phillip’s Evaluation approach: In the past decade, Human Resource Development (HRD) professionals have been finding the evidence of

financial contributions of the training to business performance. Phillips (2003) suggested adding the fifth level to Kirkpatrick's four level evaluation approach to measure the return on investment (ROI) caused by training.

According to Hoklim (2014), The Kirkpatrick four-level evaluation model has worked as the fundamental framework and most prominent approach to the training evaluation scheme in organisations for a half century. The model has two distinguished factors. First, the model makes the training professionals understand training evaluation in an organised approach. Second, the model also makes the complicated training evaluation process simple.

2.3 Framework of Kirkpatrick Training Evaluation Model

Evaluation involves the assessment of the training programmes to evaluate how effective is the training programme and what people are doing differently and more desirable than before as a result (Kirkpatrick, 2008). This process is conducted by collecting data to find out participants' satisfaction with the deliverables of the training. It is also found out whether they learned and gained knowledge and new skills from the training and are able to apply those knowledge and skills from the training when they go back to the workplace or not.

There are three reasons for evaluating training programmes. The most common reason is that evaluation guides how to improve future programmes. The second reason is to determine whether the programme should be continued or stopped. The third reason is the existence of the training programmes and its budget (Kirkpatrick, 2008).

Training effectiveness is considered in accordance with the achievement of set training's objectives (DeSimone & Werner, 2009). On the other hand, training effectiveness must be measured according to the objectives of the programme being evaluated.

This study will use with Donald Kirkpatrick's Four Levels of Training Evaluation Model that referred to training evaluation as an evaluation of four different levels criteria to analyse and measure.

Donald Kirkpatrick's training evaluation model is a useful and trendy technique to measure the effectiveness of a training programme (Myo Lwin, 2013). Donald Kirkpatrick developed this model in 1959, and modified several times. The four levels of training evaluation phases are as follows:

1. Reactions
2. Learning
3. Behaviour and
4. Results.

In terms of examining and analysing, each level can get recognition of how much effectiveness of training and requirements for the future. Behaviourial change and results depend on organisational change which is the most important impact on the training. Laing (2009) noted that the improvement of organisational performance depends on training. It is the key element because training can improve the competency of individual level and organisational level.

It can also help to realise gaps between the desired targets or standards and the actual levels of current work performance. In this respect, it will require to evaluate the effectiveness of the youth leadership development programmes provided at Thabyay Education Foundation that is primary source for this study.

Dogra (2001), pointed out that three kinds of training outcomes are required to measure by organisations such as course planning that is relevance and comprehension of the course, usefulness of training, i.e., applying the classroom learning to the job in terms of skills, competencies, decision making, problem- solving abilities and relationships. Becoming different in the mind sets such as work related behaviours and attitudes, personal and organisational values, interpersonal skills, competencies and personal attributes are also measured.

According to Kirkpatrick (1996), the phase of the evaluation taking place makes the subject of evaluation or the level of evaluation. In Kirkpatrick's four-level model which is used evaluating training needs, the information getting from the lower level can provide the room for improvement of every level of the evaluation. According to this model, the evaluation steps should be conducted consecutively if time and budget allow. The information getting from the evaluation of the every level leads to the foundation of the future step to improve. The effectiveness of the training programme can be measured more precisely by understanding the current level's achievement.

2.3.1 Reactions

The first level evaluation of the Kirkpatrick model is weighting the effect of the reaction of the training programme. The reactions level is the measurement of trainees' reaction or perceptions or attitudes towards the training effectiveness such as the

instructor, the topics, the presentation style, learning environment, the schedule which all represent the quality of training. The requirements which cause by the perceptions of the trainee should be solved by improving the above mentioned factors. According to Kirkpatrick model, improvement of the training can be provided by the evaluation of the programme at this level (Haslinda, 2009).

This level evaluation is just the measurement of overall satisfaction of the trainees. Positive attitudes towards the training programme show trainees' good reactions because that could lead to positive learning motivation. The significant reactions have positive correlation with learning. However, a negative reaction may receive in this level. By doing so, a training organiser can take necessary actions to improve the programme in the future by using the information in this level.

2.3.2 Learning

The second level evaluation is also important. Without learning, no behavioural changes will occur (Kirkpatrick, 2008). Learning is to discover the trainees' perceptions such as changes in knowledge, skills and attitudes that can include in learning outcomes. Learning can be described as the measure of attitudes changed, increasing their knowledge or their skills because of the training. In this second level evaluation, it is aimed to measure the improvement of trainees' knowledge, skills and attitudes. On the other hand, the participants are tested to see what new skills have been acquired after the training programme.

Measurement of outcome in this level is typically conducted by using instructor and achievement tests. Observation can be used to measure. Therefore, the evaluation is using in the performance test. For the first level evaluation, questionnaires are used. The trainees usually give their ratings for various items in this evaluation process.

In addition, measuring the training can be related to the technique of using and shifting knowledge, skill and attitudes getting from the training. To evaluate the extent of learning, tests are often used at the second level evaluation. The tests include pre-test and post-test that are conducted before and after the training. In the second level evaluation, the testing should be done promptly. It will determine changes of trainees' knowledge skills and attitudes after the training. Measuring this level evaluation explores progress of trainees' performance like improving in terms of knowledge, skills, and attitudes of the trainees. Assessment of the first level evaluation is simpler and easier than this level.

From formal to informal and team assessment to self-assessment tests can be done by this approach.

2.3.3 Behaviour

Level three evaluation determines the extent to which changes in behaviour because of the training (Kirkpatrick, 2008). The third level evaluation is to measure the trainees' learning progress, changing their behaviour and performance. This is also to find out the result of training programme. It aims to investigate the changes of the training programme on the trainees' job related behaviours. Moreover, third level evaluation involves measuring the knowledge improved, skills, and attitudes changes but the evaluations of the first level and the second level are still important ones. Thus, the positive reactions, the immediate perceptions of the trainees are the very need for the training programme. These changes in knowledge, skills, and attitudes are useful for them after the training is going to be motivated if they are able to apply them on their job. Haslinda (2009) mentioned that changing of job behaviours are led by the positive reactions and learning effects.

The gained skills must be transferred to the appropriate work situation. This level measures the transfer of skills and behaviours getting from the training. Finding the effectiveness of the new skills, knowledge and attitudes upon the everyday life of learner's work is the evaluation of this level. The quality of transfer is strongly depending on what the participants done and how they behave after the training. The low effectiveness of training courses provided insufficient supervision (Bergenhengouwen, Horn & Mooijman, 1997). In this level, the effectiveness of the programme will give trainees' confidence. However, measuring is also difficult case, predicting the behaviour change, time is the impossible things and so, when and how often of the evaluation become the important decision. (Winfrey, 1999).

2.3.4 Results

The fourth level evaluation is to find out the individual and organisational results from the training programme. This level gives effectiveness for organisation and making good environment with trainees' improved performance. Furthermore, this level seeks organisation's objective like providing service works. Evaluating results provides the greatest challenges to training professionals (Kirkpatrick,2008).

There are no limited outcomes of the training investment and other important results can be provided which will lead to acquire positive attitude, knowledge and skills that are conducive to the successful implementation of the community development projects (Shek & Chak, 2012). However, many organisations have limitation for gathering Level 4 data (Shelton & Alliger, 1993).

The figure below shows D.L Kirkpatrick’s four level framework for categorising training outcomes (Kirkpatrick, 1996). Both level 1 and level 2 criteria (reactions and learning) are collected before trainees return to their job. Level 3 and Level 4 criteria (behaviour and results) measure the degree to which trainees are used to determine transfer of training (Noe, 2000).

Table 2.1: Kirkpatrick’s Four-Level Framework of Evaluation Criteria

Level	Criteria	Focus
1	Reactions	Trainee satisfaction
2	Learning	Acquisition of knowledge, skills, attitudes, behaviour
3	Behaviour	Improvement of behaviour on the job
4	Results	Business results achieved by trainees

Source: Based on Noe.R. A Employee Training & Development (2000)

2.4 Review on Previous Studies

The various reviews connected with the present study are presented below.

Anderson, Sabatelli and Trachtenberg (2007)’s research entitled ‘Evaluation of Youth Leadership Training Programmes’ studied and presented the results of a two-year evaluation of youth leadership programmes offered within community youth development programmes in Connecticut. The researchers studied the relationships between social self-efficacy, social competence, supportive connection with adults, presence with caring, and connection to Community and Neighborhood. It was hypothesised that youth leadership programme would have a positive influence on those variables. Social Self-Efficacy was assessed using a brief 8-item scale developed by Muris in 2001. Two scales developed by Bandura in 2001 were used to measure self-assertive efficacy and self-regulatory efficacy. Empathy was assessed by a subscale taken from the Teen Conflict Survey by Bosworth and Espelage in 1995. These outcomes were assessed by two subscales drawn from The Neighborhood Youth Inventory. They were the 8-item

Neighborhood Support subscale and the 3-item Neighborhood Activities subscale. Analyses were conducted using repeated measures analysis with pre-test and post-test scores as the within subjects factor and group membership as the between subjects factor. The research found that males engaged in leadership activities reported a statistically significant increase in their social self-efficacy over time when compared to females within the leadership group and all of the youth within the comparison group. Though the amount of change was very small (only a change of about ½ point), post-test scores of self-assertive efficacy were significantly higher for both the leadership and control groups. The post-test scores of youth in the leadership group and youth within the comparison groups showed no significant increases in their self-regulatory efficacy at the end of the evaluation period. However, The self-regulatory efficacy scores of the youth within the leadership group were significantly higher, at both the pre-test and post-test intervals, than the youth within the control group. Youth engaged in leadership activities reported a significant increase in the level of support they experienced in their neighborhoods compared to youth in the comparison groups. The study found that youth who participated in leadership activities reported a higher level of neighborhood activities than the youth within the control group, at both the pre-test and post-test intervals. Again, youth who participated in leadership activities reported higher levels of empathy than the youth within the control group, at both the pre-test and post-test intervals. In sum, the results indicated that youth who participated in leadership activities reported significant improvements in two areas compared to youth who comprised the comparison group. Youth engaged in leadership programmes reported they received greater neighborhood support than other youth. In addition, males in leadership programmes reported improvements in their social self-efficacy compared to other youth. Males in the leadership group also reported significantly greater change in self-regulatory efficacy compared to females in the comparison group.

Angelo(2014)'s unpublished doctoral thesis assessed the implementation fidelity of a High School Student Leadership Academy's curriculum. The National Alliance of Secondary Education and Transition (NASSET) Youth Development and Leadership Standards were used to evaluate the outcomes of youth leadership development programme. The standards set by NASSET specific to youth development and leadership identified three areas of research focus: social-emotional development, self-determination, and leadership practices and behaviours. Mixed methods were used to conduct a programme evaluation of a high school student leadership academy and

compare participants' learning outcomes to the NASET youth development and leadership standards. The research design embedded in the CIPP (Context Input Process Product) programme evaluation framework. The research data provided evidence from students, parents, and facilitators that indicated student achievement of the intended learning outcomes. The research questions were intentionally aligned with the CIPP programme evaluation goals to ensure a thorough process. The answers to the research questions indicated the effectiveness of specific design elements and unit plan implementation strategies. The study concluded that the intentional process utilised within the Student Leadership Academy created a climate and learning environment that fostered personal growth and development and leadership growth and development.

Balt (2014) studied youth leadership development programmes in Africa by assessing two case studies: evaluated youth leadership development programmes in Africa as external assessment. The aim of this study was to find out whether a single set of criteria can be used in youth leadership development programmes in African context. The methodology used in this study was qualitative analysis. This was analysed using the ten criteria of the International Youth Foundation's (IYF) framework as an assessment tool. The two case studies of youth leadership development programmes in Uganda and South Africa underlined the fact that in general these programmes varied greatly in their implementation, timeframe, work ethic and surrounding circumstances. Both these programmes proved successful when measured against their own objectives and the results have proved satisfactory with regard to the changes in the lives of the youth participated in these programmes.

Brantley (2016) studied the effectiveness of youth leadership development programmes in urban Baptist churches. It explored youth perceptions on youth leadership development programme (YLDP) in urban Baptist churches. A qualitative study was used to find the effectiveness of this youth leadership development programmes, located in Cleveland urban communities. This approach involved gaining an understanding of youth perceptions, feelings, and beliefs about the youth leadership development programmes. Using an emergent design approach, interviews, and focus groups were conducted to collect data. The interview led to the discovery of seven themes: (a) communication, (b) preparation, (c) learning, (d) helping, (e) encouragement, (f) friendship, and (g) fun. The findings of this study concluded that youth valued communication as a primary source for leadership growth. Youth felt that the YLDP prepared them in terms of growth and guidance in their personal development. The concept of learning was expressed by the

youth as a key component of the programme. Youth also identified how they received encouragement to strive for excellence from participating in the programme. The idea of having fun was strongly shared by the youth, and was a primary factor expressed. A primary reason youth expressed for participating in the programme was friendship. The results were aligned with literature which identifies the importance of communication in reference to youth voice, personal development, and the important role of youth and adult partnerships.

Many researchers have conducted studies done by case study method to measure and evaluate the effectiveness of training programmes by using Kirkpatrick model. Those studies were also reviewed to understand how the researchers analysed their findings and results.

Homklin (2014) conducted a research for his doctoral dissertation to study training effectiveness of skill certification system in Thailand by utilising Kirkpatrick's training evaluation model. This study tried to evaluate the effectiveness of the skill certification system and training effectiveness. Furthermore, this study contributes to the understanding of individual and work environment characteristic variables, which are: learning motivation, self-efficacy, motivation and opportunity to transfer, social and organisational support, as moderators of the relationship between training and its outcomes. The study found that there were progressive causal relationship of reaction, learning, and behaviour to results.

Miller (2018) evaluated a collegiate high-impact leadership development programme offered through the Agricultural Leadership, Education, and Communications department of Texas A&M University in College Station, Texas. The purpose of this study was to determine the effectiveness of the Fellows programme through the use of Kirkpatrick's Evaluation Model. As a quantitative study, the results found were very clear. The participants responded statistically significant scores on all four portions of Kirkpatrick's model. The questionnaire was designed based on a five-anchor scale, possessed questions about specific aspects of the Fellows programme. The overall effectiveness of the Fellows was successful, and the results were both positive and promising for the leadership programme.

Kirkpatrick (2008) conducted a case study for a training of First Union National Bank' employees. The training was named CARE that is an acronym for Communication, Awareness, Renewal and Empowerment. A five-point scale was used in which 5 was the best and 1 signalled cause for concern. On this measure, an average of 3.9 was received

and the authors considered this was a very good score. After conducting a fairly rigorous evaluation of the CARE, the researchers concluded that the participants reacted favourably to the training programme, the participants felt that they learned and were using new skills. More participants than nonparticipants were staying at First Union and First Union not only helped employees grow and develop personally but also benefited in a real, quantifiable way.

Ding (2018) conducted his doctoral thesis to evaluate Western Australia nurses' trauma nursing knowledge and skills following participation in the Trauma Nursing Core Course (TNCC) and Kirkpatrick's four level of training evaluation model was applied. Results showed overwhelmingly positive evaluation on the training programme. The majority of participants were confident in their trauma knowledge and skills according to their overwhelmingly showing positive opinions in the evaluation form. The researcher concluded that TNCC was reported to have a positive impact on the nurses' trauma care knowledge, skills and practices, which could contribute to better patient outcomes.

The review of literature, theoretical frameworks and review on previous studies exhibit many critical concepts influencing youth leadership development. Leadership theories and community development theories were also explored in this section in order to analyse how it is aligned with young leaders' development for community development practices. Evaluation is a kind of examination in social research field and it checks the effectiveness and efficiency of educational programmes. The evaluation of a large number of existing youth leadership programmes showed an increase in youth leadership skills.

In conclusion, evaluation of youth leadership development programmes in previous studies indicated that the most youth noted improvements in their leadership skills, better understanding of leadership and feeling more prepared to be a leader and growth in knowing what they can do to make the community better. It also found that how the effectiveness of the training programmes were analysed by using Kirkpatrick model.

CHAPTER III

OVERVIEW ON YOUNG LEADERS DEVELOPMENT PROGRAMMES IN MYANMAR

The aim of this chapter is to review the noteworthy community young leaders development programmes providing in Myanmar. In this chapter, the organisations' profiles, programmes offering and their achievements are described.

According to Zeldin & Camino (1999), youth leadership development can be defined as the providing of knowledge, skills and experiences, from highly designed to quite informal, that help young people to equip them with a set of competencies to lead others in the long run. Youth leadership is the practice of teens exercising personal power and authority over themselves or others to achieve the shared organisational goals. On the other hand, youth leadership is provision of knowledge and skills to young people necessary to lead civic engagement, educational reform and community organising activities ("Youth Leadership", n.d.).

Today, numerous youth leadership development programmes around the world provide the young people with particular skills associated with leadership development, and youth empowerment.

The Republic of the Union of Myanmar released youth policy in 2017 to promote youth's role in the development of the country that will lead a better future. The policy would promote to nurture youth who will play a crucial role in the development of the country.

The Community Youth Leadership Development programmes in Myanmar fundamentally emphasises on skills development in civic education, personal development, project management, community service, and youth leadership (Asia Development Bank, 2015). The major aim of the programme is to develop and nurture their potentials for leadership to contribute to community development services. These activities enhance involvement among young people and help them to participate in activities and meeting community needs. The major objective of performing effective and sustainable community projects is to gain positive social impact. They are necessary to

equip with required skills to increase youth engagement in community and national development that will lead to empower potential young leaders in Myanmar.

The capacity building programme designed for youth leadership development fills an important skill development role for civil society in Myanmar and community development. There are some noteworthy community youth leadership development and capacity building initiatives in Myanmar, started by or with the support of government, international Non- Government Organisations and local Non- Government Organisations (Asian Development Bank, 2015).

According to Local Resource Center (LRC), which is fostering civil society organisations' institutional capacity through skill development and targeted information circulation, the well- established capacity building organisations for community young leaders' development in Myanmar from national level to community level organisations are as follow:

1. The University for the Development of the National Races of the Union (Sagaing)
2. ActionAid Myanmar
3. Nyein (Shalom) Foundation
4. Thabyay Education Foundation

3.1 The University for the Development of the National Races of the Union (Sagaing)

The country faced huge challenges and issues for state-building process because of ideological differences, diverse opinions and conflicts that came along with independence. As a consequence, border areas have seen weaknesses in infrastructures. To change into a more advanced role and lives of ethnic people, the leaders of the country have carried out development projects in the Union through a systematic approach to develop soft and hard infrastructures, and reduce poverty in the border areas that has been suffering for a long time.

3.1.1 Organisational Profile

According to the Ministry of Border Affairs' official website, The University for the Development of the National Races of the Union (UDNR) was founded as the Academy for Development of National Races (ADNR) in Sagaing on 20th October 1964 with the aim of nurturing national youths to become highly-qualified educational personnel who are dedicated to socio-economic development and solidarity among

national races. The ADNR was upgraded to the University by law Notification No. (9/91) of State Law and Order Restoration Council on 10th May 1991.

Furthermore, the University for the Development of the National Races of the Union was handed over to the Ministry of Border Affairs on 1st April, 2012 by the Union Civil Services Board.

The main duty of the UDNR is to nurture the trainees of national youths to become effective and positive change makers in nation building process as educational personnel as well as good organisers who will perform their duties with the sense of responsibility and accountability focusing on human resources development in remote areas to carry out the development of socio-economic life of the citizens of the country, and to strengthen the union spirit among the different ethnic groups. The objectives of the university are:

- (a) To strengthen the union spirit among the national races of the Union while staying in a friendly atmosphere in pursuing education at the University;
- (b) To respect and understand the culture and good custom and traditions of the national races of the Union;
- (c) To promote the spirit of eagerness to serve in order to raise the standard of living of the national races of the Union;
- (d) To raise the quality of leadership and efficiency in performing the development of the national races of the Union;
- (e) To inspire the spirit of desiring to serve to raise the quality of life of the national races of the Union;
- (f) To cultivate good educational personnel who are free from party politics and who possess good moral character;
- (g) To raise the spirit of national solidarity and ensure the perpetuation of the sovereignty of the state.

3.1.2 The Programmes at the University for the Development of the National Races of the Union (Sagaing)

According to the trainees selecting manual, union minister of border affairs acts as Chairman of the central selection committee and members are heads of deputy from respective ministries such as Ministry of Education and Ministry of Home Affairs. Director General from Education and Training Department of the ministry acts as

secretary of the central committee and state/region education officer is the secretary of the respective regional selection committee.

Eligible candidates must have passed the matriculation exam of Myanmar in the year in which they are applying for admission. Students are selected according to the:

- (1) National Education Strategic Plan in the targeted divisions or states
- (2) requirements of the divisions or states' development plan
- (3) acceptance and being able to carry out designated tasks and duties in any assigned locations especially in remote areas.

According to an interview with U Nay Myo Thu, Former Registrar and Head of International Relations Department, the university usually makes the school year application process announcements through division and township education offices, some departments under the ministry. Only 300 students from all across the country are accepted to enroll every year (Nay Myo Thu, 14 June, 2019, personal communication).

This is a highly selective programme. The eligible youth can obtain the application forms at townships and regional education offices. And the application is sent to the central selection committee at Ministry of Border Affairs. Next, they take the entrance examinations. Those who pass the entrance examinations will be invited for the interview. Finally, those who pass all the testing processes are admission to the university. Teacher Education courses offered at the former institute and university from 1965 to 2018 are:

- (a) Primary Assistant Teachership Certificate Course (3-years)
- (b) Special Primary Assistant Teachership Certificate Course (1-year)
- (c) Junior Assistant Teachership Certificate Course (1 year);
- (d) Diploma in Teacher Education Course (1 year);
- (e) Bachelor of Education Degree (Bridge) Course (2 years);
- (f) Bachelor of Education Degree Course (5 years);
- (g) Postgraduate Bachelor of Education Degree Course (1 year);
- (h) Master of Education Qualifying Course (1 year);
- (i) Master of Philosophy (Education) Degree Course (1 year);
- (j) Master of Education Degree Course (2 years).

Currently, the university is offering only degree programmes after upgrading to the university level. To promote the qualification of its academic staff, The University has

been offering Master of Education Degree Courses and Doctorate courses in collaboration with other institutions.

21 subjects that are divided into five categories offered at the University are:

1. Academic Subjects (Arts/ Science)
2. Electives subjects (Arts) and Elective Subjects (Science)
3. Teachership Subjects
4. Co-curricular Subjects and
5. Special Co-curricular Subjects

3.1.3 Achievement

Table 3.1: Numbers of Graduates by Types of Course: 1964 to 2018

Type of Course	No. of Graduates
Master of Education	118
Master of Philosophy	35
Bachelour of Education	3842
Diploma in Teacher Education	856
Junior Assistant Teacher	956
Special Primary Assistant Teacher	461
Primary Assistant Teacher	7162
Total	13430

Source: Registrar's Office, University for Development of National Races, 2019

According to Table 3.1, over 50 years, a total of 13,430 students from all over country were trained. After upgrading to the university level, from 1991 to 2018, 3995 students graduated and received Master of Education, Master of Philosophy and Bachelour of Education degrees. 9435 students received diploma in education and teacher certificates from 1964 to 2018 and most of them are primary assistant teachers. Currently they are performing nation building and community development tasks across the nation as teachers, educational personnel and high ranking government officials. Furthermore, some of them are taking the role of politicians and members of regional and state government cabinets.

40 elected members of parliament in 2010 general election were graduates from the University for the Development of the National Races of the Union (Sagaing). In

2015 general election, 14 graduates from this university were elected to serve as member of parliaments.

Among those graduates, U L Paung Sho is the Chief Minister of Kayah State, the head of Kayah State Government (“U L Phaung Sho”, 2017). He was born in Lawpita Shan Village and received Bachelor’s degree of Education from University of Development for the National Races of the Union. He became a deputy education officer in Mese Township and won the 2015 General Election from No. 2 Mese Township representing the National League for Democracy Party.

3.2 ActionAid Myanmar

There are also an increasing number of international NGOs working around Myanmar with a specific vision and direction to strengthen civil society. One of them is ActionAid Myanmar, which provides intensive training to local organisations and assistance through its fellowship programme (Asian Development Bank, 2015). In accordance with ActionAid Myanmar’s official website, the programme organises youth leaders in targeted communities to help them, through participatory processes, analyse their problems, plan for development, advocate democratic norms and forms of decision making, mobilise resources (including that of local government), and facilitate the implementation of community-prioritised action points.

3.2.1 Organisational Profile

ActionAid is an international anti-poverty agency working in over 50 countries, taking sides with poor people to alleviate poverty together. ActionAid has operated in Myanmar since 2006. ActionAid Myanmar’s approach is building capacity among youth and empowering them to contribute to their own community development. One of its major programmes is participatory community development (includes livelihood, health, education, women’s rights, Disaster Risk Reduction etc.) through fellowship programme that is for young people to enhance development in Myanmar. ActionAid Myanmar has been implementing projects in partnership with government, the local and international NGOs in different regions in Myanmar.

3.2.2 ActionAid Myanmar’s Youth Fellowship Programme

The Youth Fellowship programme was begun in 2006 by ActionAid (Myanmar), Shalom (Nyein) Foundation and Metta Foundation to train young people to play an

important role in Myanmar's economic and social development and with a network of over 800 youth Fellows have been trained in participatory community development to become positive change agents in their respective communities.

As with many highly participatory development programmes in Myanmar, the 'Change Maker' Fellowships programme has two goals such as local grass-roots development and broader democratisation . It seeks to both stimulate positive change at the local level based on the communities' priorities and resources, as well as contribute to broader macro change through community empowerment in working with government agencies by developing the potential of dedicated and passionate educated young people (ActionAid Myanmar, 2018).

ActionAid Myanmar's approach is to build capacity among youth. The programme was started in Kachin state and extended to Kayah state and later to Rakhine state and Ayeyarwady Division.

Fellows are recruited by local partner organisations through their direct contact with communities. Most commonly, an advocate from a local partner facilitates an open community meeting, explains the programme and invites the community to nominate suitable young people to receive intensive training with ActionAid. ActionAid Myanmar's project leader interviews them with ward or village administrators and the elders in the community. Nominated fellows must be under twenty-five years of age, and have commonly completed a tertiary degree. Many graduates in Myanmar do not have good employment opportunities in the narrow and poorly-developed economy, and a good number return home after completing tertiary studies. These tertiary-educated young people are a potentially powerful force for community empowerment despite their youth. They are young people with leadership potential, elected by their own community members and living in the village where they work (Bawk Ra, 7 June, 2019, personal communication).

The fellows who have undergone a 6-week intensive training covering the concept of practical knowledge related to sustainable development, voluntary actions, community mobilisation, human and women rights, participatory methodologies, leadership and good governance. The training also includes training in participatory development tools as well as personal development before they are sent back to facilitate participatory processes in the community for two years (Bawk Ra, 7 June, 2019, personal communication).

Fellows are recruited for a two-year placement, and are commonly placed in their own village area or are at least sent back to their own region and ethnicity after the training. Thus, despite their youth, they start with a measure of credibility and programme understanding by their communities. Fellows are provided a minimal support salary and little additional financial resource, but are given personal support through networking with other fellows and intermittent ongoing training opportunities.

After the intensive training, the Fellows usually start by promoting community action around tangible areas such as health, education, livelihoods, developing an environment of cooperation and social cohesion, through the self-help groups as above and by use of participatory development activities with those open to work with them (Bawk Ra, 7 June, 2019, personal communication).

3.2.3 Achievement

There were trained 816 fellows working in 11 regions in Myanmar from 2006 to 2017. According to table 3.4, 185 trained fellows were from Ayeyarwaddy division and followed by 144 in Kayin states. 102 fellows were trained in Magway division. Least number of trained fellows from 2006 to 2017 was from Rakhine and Sagaing because only 31 fellows were trained from each region. There were no fellows from Yangon, Mandalay and Shan state.

External evaluations of the programme found that almost all communities developed a representative committee within the life of the 2-year fellow's presence, and the mobilisation of local assets plus those from outside the community has results in very impressive outcomes (Löfving, 2011).

The Fellowship programme works at the grassroots level to train community-selected youth leaders to initiate and manage community development projects. It has been very successful in rural and ethnic regions of Myanmar (Grizelj, 2017).

In the education sector, results included the opening of 40 early childhood centres, the construction of schools in 30 villages (with a mix of government and non-government funding), local community members providing voluntary teaching in 30 underfunded primary schools, 22 villages negotiating for government-paid teachers, and over 1,600 people in adult literacy groups. Health and sanitation outcomes included 77 wells in 33 villages and small projects in peace building (Ware, 2014).

Table 3.2: Numbers of Fellow Trained by ActionAid Myanmar: 2006-2017

Sr.	State/Region	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017		Total		Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Kachin	12	18	8	8																					20	26	46
2	Kayah			7	8			5	5					5	5			18	12							35	30	65
3	Ayeyarwaddy			17	14			13	18					32	51			5	6	13	3	6	7			86	99	185
4	Rakhine			7	8			4	2									3	7							14	17	31
5	Kayin									15	15	13	18			20	12			9	9	9	11	12	1	78	66	144
6	Magway											15	35	21	16			3	12							39	63	102
7	Mandalay											7	8	11	8			3	3	3	10					24	29	53
8	Tanintharyi															20	37									20	37	57
9	Mon															12	18							7	5	19	23	42
10	Sagaing																	11	20							11	20	31
11	Chin																			45	15					45	15	60
	Total	12	18	39	38	0	0	22	25	15	15	35	61	69	80	52	67	43	60	70	37	15	18	19	6	391	425	816

Source: Youth Fellow Programme Department, ActionAid Myanmar, 2019

3.3 Nyein(Shalom) Foundation

According to Local Resource Center (LRC), one of the prominent civil society organisations providing Community Youth Leadership Development Programme is Nyein (Shalom) Foundation. It nurtures youth to empower them for community development focuses on capacity building who have the potential to become community leader to strengthen civic engagement and to be key change agents in promoting peace and developing community.

3.3.1 Organisational Profile

Nyein (Shalom) foundation initiated its work in 2000 in Myanmar. Since it began, Nyein's mission is to build a sustainable peace with justice. Therefore, the foundation sets a priority on achieving an inclusive peace process with emphasising the vital importance of public participation (Nyein Foundation, 2019).

In 2016, Nyein became increasingly engaged in coordination work between the new government, the public and Ethnic Armed Organisations (EAOs). The Foundation was able to achieve this important work because of the trust and long-standing relationships it had built with government, EAOs and all parties. Nyein Foundation believes that creating inclusiveness for the involvement of all will be a great support for forward movement both inside and outside of the formal peace process. Its work for positive inclusion has seen important to increase the involvement of communities through civilian peace support mechanisms (Nyein Foundation, 2019).

Nyein is pioneering research and data collection among communities to further ensure to listen to everyone's voice. And it is working for policy change in areas where necessary to be conducive to the potential for peace. As its vision is to see a just and peaceful society for all the peoples in Myanmar, practices good governance and fosters a culture that is a method for dealing with differences peacefully (Nyein Foundation, 2019).

3.3.2 Youth Empowerment for Community Development (YECD) Programme at Nyein Foundation

According to Myanmar Times, The Youth Fellowship programme was launched in 2006 by ActionAid (Myanmar), Shalom (Nyein) Foundation and Metta Foundation, to train young people to play a greater role in Myanmar's economic and social development (Cherry Thein, 2015). It has been producing a new generation of young leaders to bring

improvements in the livelihoods of the local people, ending poverty and increasing the chances of sustainable development in the targeted areas.

The programme aims to develop selected young people as potential civil society leaders to facilitate community development, respond to emergencies, and organise and facilitate capacity-building at grassroots level. The focus groups are particularly women, ethnic minorities and internally displaced people.

Youth Empowerment for Community Development (YECD) Programme provides youths with the training courses such as community development concepts, Application of Participatory Rural Appraisal (PRA) Tools, facilitation skills, leadership concepts, financial management and gender equality. And the fellow students require to take three month placement programme to complete their service learning requirements by volunteering with community based organisations across country.

The YECD runs by Nyein Foundation seeks to mobilise, educate, train, and empower young people to support peace and community development in ethnic states such as Kachin, Kayah and Mon.

The training process of the fellows begins in collaboration with local CSOs and CBOs named as operational partner organisations. To select fellows, Nyein foundation closely works with CSOs in project areas such as Kachni, Kayah and Mon states. The partner organisations conduct pre-selection process. And then pre-selected candidates are interviewed by project team members from Nyein Foundation. Selected candidates are trained by Nyein Foundation and they return to the partner originations where they come and work for community development projects in those areas.

After the project team selects the fellows, they are trained one and a half month in round one, they have to take three month placement in the community. And then they require to attend training round two for one month before six month working period one in the assigned community to gain community development experience in real life situations. In the subsequence stage, the fellows are to attend a half month long training round three and they are assigned one year working period in the community. Following the placement in respective villages, local youths take the role of fellows in helping the community members. Finally, after being placed in community, fellows closely work with the community members for the development.

3.3.3 Achievement

To date more than 230 fellows in Kachin State, Mon State and Kayah State have received training from Nyein Foundation. The alumni of this programme become part of a large dynamic network, which helps drive and sustain the youth space. Table (3.5) exhibits number of fellows who completed the training at Nyein foundation from 2006 to 2018. The majority were 39 trained fellows from Kayah state during the programme timeline of 2015-2018. It was followed by 32 fellows who were trained in Kachin in 2010-2011 timeline. 30 fellows were trained from Kachin state from 2006 to 2012. Another 30 were trained from Kachin and Kayah states from 2009 to 2014 timeline and from 2017 to 2018, a new batch of 30 fellows from Kahchin state were trained. All of the fellows trained by Nyein foundation were from three civil war-torn areas in Myanmar.

Table 3.3: Numbers of Fellow Trained by Nyein Foundation: 2006-2018

Batch	Timeline	Male	Female	Total	Region
1	2006-2012	14	16	30	Kachin
2	2009-2014	15	15	30	Kachin and Kayah
3	2010-2011	16	16	32	Kachin
4	2012-2014	12	7	19	Kayah and Mon
5	2012-2014	17	12	29	Kachin
6	2015-2017	17	8	25	Mon
7	2015-2018	22	17	39	Kayah
8	2017-2018	16	14	30	Kachin
Total		129	105	234	

Source: YECD Programme Office, Nyein Foundation, 2019

Through the training, Nyein builds the capacity of the local youths called fellows until they are prepared for community leadership. Following the placement in respective villages, local youths take the role of fellows in helping the community members and established village development committee, identifying the local needs by using Participatory Rural Assessment (PRA) tools and exploring ways to satisfy them in Kachin, Kayah and Mon states. The fellows conducted the vocational training such as mushroom plantation, making liquid soap and organic fertiliser training to the communities. Furthermore, with the effort of one of the fellows, building embankment

project was successfully completed supported by Mon State Government. In doing so, Nyein aims to foster parallel development; development of the community for self-reliant and self-responsive in future and development of potential youth leaders.

3.4 Thabyay Education Foundation

3.4.1 Organisational Profile

Thabyay Education Foundation has been providing quality education with the aim of peaceful, socially just, democratic and prosperous societies. It was founded in 1996 and has worked to support people from Myanmar to access the education and professional development opportunities that they need to assist their society achieve the objectives (Thabyay Education Foundation, 2019).

Kant Kaw Education Center (KKEC) , part of Thabyay Education Foundation, was established in 2009 with the purpose of guiding and nurturing change makers to enhance their community development skills and access to international university education. In 2015, the objective was modified into developing young community leaders who also possess adequate academic skills to further their study abroad (Thabyay Education Foundation, 2019).

3.4.2 Community Leadership and Social Studies (CLASS) Programme at Thabyay Education Foundation

CLASS is year-long residential programme that prepares qualified students of diverse ethnic backgrounds in Myanmar to take leadership role in their community. Students in the CLASS programme will develop their potential for leadership skills through increased comprehending of community project management and knowledge in social studies (Thabyay Education Foundation, 2019).

CLASS is a year-long intensive programme- three terms in a year and three months per term with one month break in between. Students are necessary to take five courses per term, and finish their service learning practicum during their breaks.

Eligible candidates for the CLASS programme

- (1) are between 18 and 26 years old
- (2) have passed the high school matriculation examination
- (3) have completed one year of experience in community work and
- (4) hold a pre- intermediate level in all four English language skills, as the majority of CLASS courses are taught in English.

In addition, each applicant will need to submit a written essay and reference(s) to demonstrate their social commitment. Priority is given to ethnic and religious minorities and to applicants with plans to work in local and national development. Any eligible applicants can obtain the application forms either directly Thabyay Education Foundation in Yangon or through Thabyay's partners in ethnic areas in various states and divisions and sit for English diagnosis test there. And then, successful candidates are interviewed by the programme team. Admitted candidates are informed one week after the interview.

The candidates who meet all the criteria are selected and send the scholarship acceptance letter for the confirmation to join the programme. The student recruitment and selection process aimed at increasing the diversity and gender equality.

Courses are offered in three categories such as social studies, community leadership and development and life/work skills. CLASS offers the subjects such as academic English, environment and economics, gender and global issues, social change and transformation, international relations and political science, peace and conflict, work skills, study skills and community leadership, service learning and workforce exposure. Service learning and community service programme provide students with structured hands on experience to engage effectively in community development activities. Students are placed in communities including remote areas of Myanmar to conduct various community services. They are offered diploma certificate on the completion of the programme (Thabyay Education Foundation, 2019).

3.4.3 Achievement

According to Thabyay Foundation's Annual Report (2017-18), CLASS programme has reached out to remote areas, ethnic states, the Thai-Myanmar border and refugee camps. From 2015-2018, totally 197 students from ten batches graduated with a diploma. The number of CLASS interns has also increased. In 2017, CLASS internship placements increased by 126% compared to the year 2016 and community partners were expanded from 22 communities in 2016 to 29 communities in 2019.

Table 3.4: CLASS Community Partner Organisations

No.	Partner Organisation	Region/State
1	Pyinnya Taga Academy	Kachin
2	Youth Life Formation Center	Kayah State
3	Gateway Learning Center	Kayin State
4	Education Gathering Group (EGG)	
5	Zion Baptist Church Learning Center	Chin State
6	Chin Institute of Social Science	
7	Ramonnya Land English Language Center	Mon State
8	Mon National Education Committee	
9	Ye English Center	
10	Center for Education, Art and Literature	Rakhine State
11	Sky Youth Racecourse Center	
12	Northern Shan Kachin Baptist Convention	Shan State
13	SaJaNa	
14	KLC Learning Center	
15	Norwegian Refugee Council	
16	Nay Thar Monastic School	Sagaing Region
17	Multipurpose Mission Center	
18	Shwe Pyi Soe San Private High School	
19	Thabyay Education Foundation (Mandalay)	Mandalay Region
20	YWCA (Pathein)	Ayeyarwaddy Region
21	Maubin Community Development Center	
22	Tanintharye Friends	Tanintharyi Region
23	YWCA of Taungoo	Bago Region
24	Professional Youth Learning Center	
25	The Curriculum Project Office	Thailand-Myanmar Border
26	Mai Ja Yang College	China-Myanmar Border
27	Leadership Development Program Department	Yangon Region
28	Karen Baptist Convention	
29	Kant Kaw Education Center	

Source: Thabyay Education Foundation Annual Report (2017-18)

In accordance with table 3.4, Shan state has four community partners, three partners from Sagaing and Mon state. Those states and regions have more community partners than other regions. Kayin, Chin, Rakhine, Ayeyarwaddy and Bago regions have two community partner organisations each. The rest of the region has only one community partner organisation. It is closely related to the numbers of student recruitment. The statistics of the respondents showed that most of them came to attend the programme from Shan state, the second most numbers of respondents came from Mon state. 2017-18 annual report also confirmed that a large numbers of students came to join the programme were from Shan and Mon states. Yangon has three community partners for the reason of liaison among the various candidates from all over the country.

With the help and strong supports from community partner organisations, the programme is reaching out to remote areas, ethnic regions, Thai-Myanmar border, China-Myanmar border and refugee camps (Thabyay Education Foundation, 2019).

Table 3.5: Graduates from CLASS Programme: 2015-2018

Year	Batch	Male	Female	Total
2015	1	12	7	19
	2	14	7	21
	3	12	7	18
2016	4	12	9	21
	5	12	9	21
	6	11	7	18
2017	7	10	11	21
	8	9	10	19
	9	10	9	19
2018	10	9	11	20
Total				197

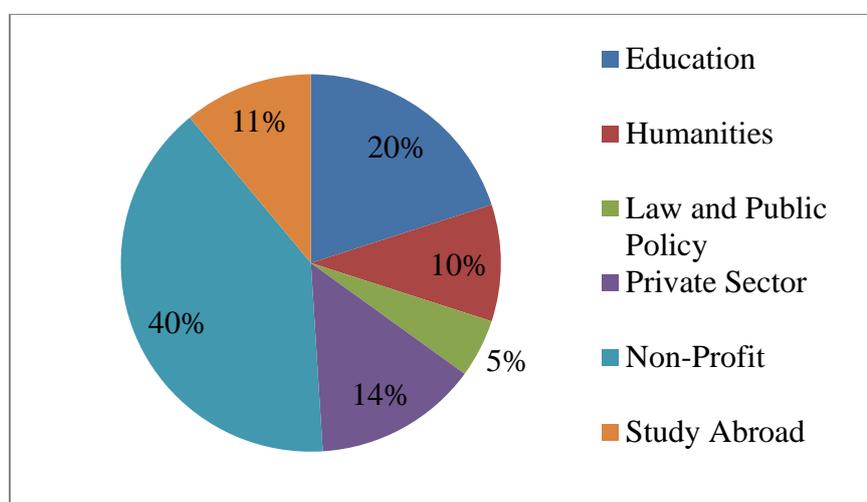
Source: CLASS Programme Office, Thabyay Education Foundation, 2019

Table 3.5 gives the information about number of graduates from 2015 to 2018. In the year 2015, a total of 58 students graduated with a diploma and in 2016 and 2017, 60 and 59 students graduated respectively. The first batches of 2018 graduate students were 20. Up to 2018, 197 students had received the diploma from the school. The table also

shows that the school accepted 18-21 students per batch. Approximately equal number of male and female in student selection can be also found in the table.

Thabyay Education Foundation organises its Alumini Conference every year. CLASS Programme tracks its alumni systematically with the aim of monitoring and evaluating the programme’s impact, effectiveness, and relevancy. The information getting from this tracking will lead to take future interventions regarding students’ personal and professional development. The figure below shows different occupational status of the alumni after their graduation. It can be clearly seen that their activities after graduation varied considerably. Most of them at 40% are working in Non-profit organisations while 14% of them are working in private sector and 11% of them are pursuing their further studies. As the figure shows, 75% of the alumni are working in community development fields.

Figure 3.1: CLASS Alumni Tracking



Source: Thabyay Education Foundation Annual Report (2017-18)

To seek detailed information about CLASS achievements, the senior programme manager, a senior trainer, five community partners from Mon state, Shan State, Rakhine State and Sagaing Division and alumni from previous batches and existing students were interviewed.

According to Sam Naw, who graduated from batch 1 and he is currently with Kachin News Group which is a non-profit and independent ethnic Kachin multi-media organisation and covering news from Burma (Myanmar), regional and around the world. He is working there as a reporter, duty editor and coach editor. He is also working with

Democratic Voice of Burma (DVB). The CLASS programme not only taught him to communicate strongly with many different people while working as a media professional and be able to differentiate the needs and wants of the communities, but it also enhanced his way of critical thinking, thinking political issues critically, analysing international affairs objectively and understanding peace process in Myanmar when he is working with diverse people and working places (Sam Naw, 30 May 2019, personal communication).

Another success story is by Naw Aye Chan Wadi, who graduated from batch 9 and is from Thandaung Township, Kayin State. She worked as a volunteer teacher in her village before she joined CLASS. She worked as an intern at an English Language Teaching Center after CLASS programme where non-formal education is provided. She realises that the CLASS programme gave her precious concepts about sharing and caring with the people in the community. She is applying her knowledge and experience getting from service learning in her current job. All teaching methods she learned showed how to collaborate harmoniously as a group, share ideas and learn from each other. All these skills and knowledge are essential tools for her wherever she works. Currently she is working at Myanmar Mobile Education which is providing non-formal education. Now she is planning to initiate the educational project for out of school children in Yangon and Myingyan (Aye Chan Wadi, 1 June 2019, personal communication).

In responding to interview questions, some CLASS programme graduates responded that on the completion of the CLASS programme, they gained self-confidence and leadership skills, were able to conduct public speaking professionally, skillfully conceptualise important social and political issues, analyse or evaluate current political issues objectively, understood key concepts in community project management. They all agreed that the most important lesson they have learned from CLASS was they come to understand that each individual is unique, and recognising their individual differences along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. They also are known to set a high value on the importance of service for the greater good of society. One common suggestion from the students was that the duration of the programme was not sufficient to learn new knowledge and skills provided by the school.

One of the existing students said they learned a lot from the course-works, classmates and lectures in individual including diversity and harmonising perspectives. The best thing they learned was developing the leadership skills and understanding the

diversity. They suggested that the length of the course should be longer (Than Win, Lin Tun, Taung Sin & Tun Lin Kyaw, 9 April 2019, personal communication).

According to Community partners' responses, when the students came back to their community after the training programme, they became more professional, more mature, improved their leadership skills, worked ethically, understood how to mobilise resources and appreciated democracy and democratic values (Yi Yi Cho, Su Mon Phyo, Cynthia, Han Ko Lin, & Kyi Thar Nyein, 16 & 17 May, 2019, personal communication).

As reported by the senior programme manager and the senior trainer, the programme is highly selective and approximately 18-22 students are accepted each intake. Students are from all across the country. To select students, the school closely works with community partners who play a vital role in student recruitment process. Only one student dropped out during three years of programme establishment. Students' leadership assessments are conducted after three months of the study. Students are changed in terms of behaviours and the ways they work after the training and improve their leadership skills, accept and value diversity as a strength (Su Su New & Thinzar Oo, 26 April 2019, personal communication).

The quantitative data analysis was also used to identify CLASS participants' perceptions of the training course; especially, whether the CLASS programme had help improve their knowledge and skills to lead in the community settings. The results were analysed and evaluated in further detail of the CLASS participants' views on how well the organisation had prepared them to be emerging community leaders.

To sum up, four well-established community young leaders development organisations from national level to community levels were presented in this chapter. The University is in state ownership and receives sufficient public funds through the national government to select and appoint of education personnel on their education and training. ActionAid International has a long history of providing capacity to youth empowerment in developing countries and has brought those experiences to Myanmar. It started providing capacity to youth in Myanmar and worked with other local partner organisations in 2006 with the use of its global experiences and local strategies. Nyein foundation is one of the partner organisations of ActionAid Myanmar which has been training the youth to be more empowered in three civil war-torn areas. Finally yet importantly, Thabyay Education Foundation has been building capacity to the youth in Myanmar to become community leaders since 2015 with strong leadership team, broad visions and supportive local and international partners. As a result, the youth became

more empowered and achieved success in terms of quantity and quality. The study is about the evaluation of the effectiveness of the young leaders development programme at Thabyay Education Foundation.

To achieve the objectives of this study, the well-established organisations which are providing young leaders development programmes for community development in Myanmar were identified. To meet another specific objective, the survey results analysis of the effectiveness of young leaders development programme at Thabyay Education Foundation is presented in chapter four.

CHAPTER IV

ANALYSIS ON SURVEY RESULTS

In this chapter, survey profile, survey design, demographic characteristics of the respondents such as genders, ethnic groups, students' recruitment regions, their occupations after graduation, age, educational levels and analysis on survey results of four levels of training evaluation with the help of questionnaire are presented.

4.1 Survey Profile

All the respondents were alumni from CLASS programme organised by Thabyay Education Foundation. To conduct this study, first the researcher requested the permission from the school management of Thabyay Education Foundation. After receiving the permission letter, a pilot study was conducted. The first version of the Kirkpatrick's four levels of training evaluation questionnaire (61 items) was given to 18 students from CLASS batch 11 who were about to complete the programme to clarify and estimate relativity.

The respondents revealed that the questionnaire was clear in the wordings, the questions were readable, clear and accurate in reflecting the factors relating to community youth leadership students. Data were analysed for internal consistency and the Cronbach's coefficient alpha was 0.806 that indicated high internal consistency. It was concluded that the questionnaire appeared to have adequate reliability for the survey.

The questionnaire was distributed to all the alummni in May and June 2019 through email and finished collecting in July 2019.

The follow-up emails were sent to maximise the response rate. Out of 197 alumni, 145 were able to contact. Of the 145 contacted, 130 completed the survey questionnaire and the study was finished in July, 2019. The response rate for survey turned out 89.7%. Before presenting the survey results, the survey design is described below.

4.2 Survey Design

The survey questions were designed with more of a quantitative nature to assess the effectiveness of the CLASS programme. The questionnaire includes five parts. They are respondents' personal characteristics and the four levels of Kirkpatrick' training evaluation model such as reactions, learning, behaviour and results. The sample size was derived from the below formula developed by Slovin at 95% confident interval and 5% acceptable error (margin of error) (Ryan, 2013).

$$n = \frac{N}{1 + Ne^2}$$

Where;

n= sample size

N = 197 (Total Population)

e = a standard error taken at 95% level of confidence interval

(e = 5% = 0.05)

Therefore;

$$n = \frac{197}{1 + 197(.05).05} = 131$$

The questionnaire consisted of a series of statement which the respondents required to provide their opinions towards the training. A five point Likert scale was used to score ranging from 1 to 5 for each statement to indicate the degree of disagreement or agreement. For reaction section, 1,2,3,4, and 5 represent 'Strongly dissatisfied', 'Dissatisfied', 'Neither Dissatisfied nor Satisfied (Neutral)', 'Satisfied', and 'Strongly satisfied'. For the rest of the sections 1, 2, 3, 4, and 5 represent 'Strongly disagree', 'Disagree', 'Neither disagree nor agree (Neutral)', 'Agree' and 'Strongly Agree' respectively.

Microsoft Excel and Statistical Package for Social Science (SPSS) software were used to analyse the quantitative data once they were all collected.

4.3 Examination of the Demographic Data

In descriptive anlysis on demographic data of 130 respondents in the survey, number and percentage distribution of personal profiles, ethnicity, recruitment regions, alumni's activities after graduation and educational levels. In this section demographic data are interpreted and summarised in frequency distribution and percentage distribution.

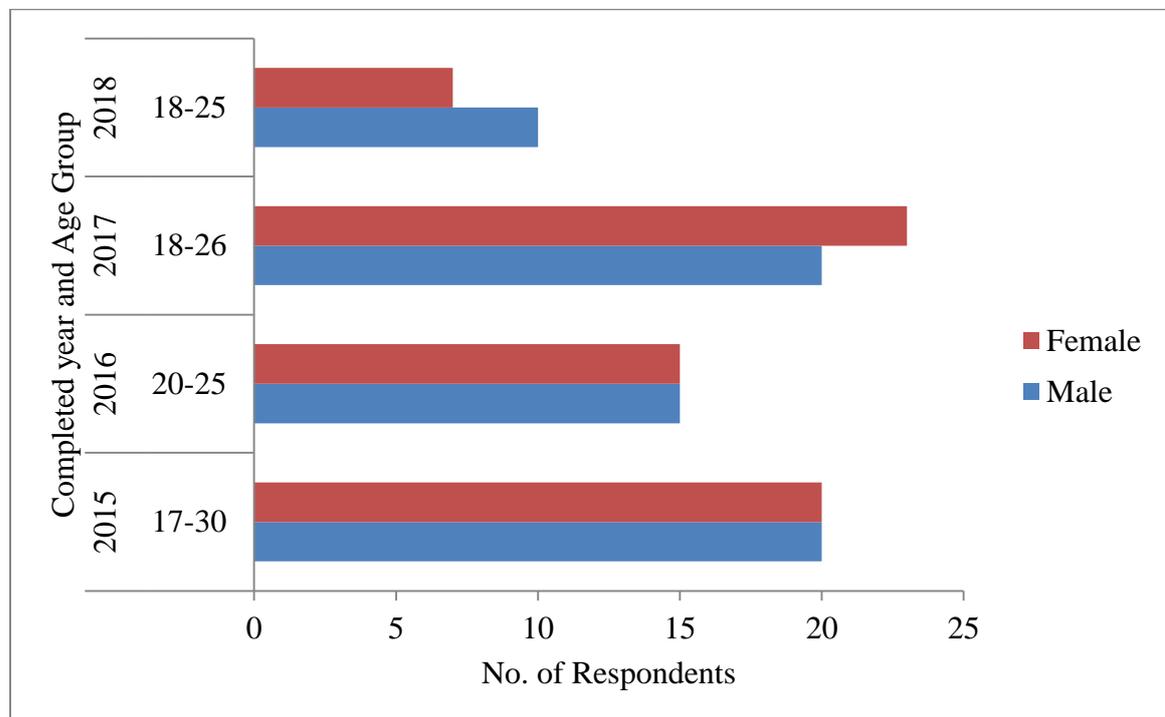
The frequency analysis of respondents' demographic data are showed in tables and illustrated in bar charts for graphical display.

Table 4.1: Personal Profiles of the Respondents

Completed Year	Age Group	Male	Female	Total Respondents
2015	17-30	20	20	40
2016	20-25	15	15	30
2017	18-26	20	23	43
2018	18-25	10	7	17
Total		65	65	130

Source: Survey Data, 2019

Figure 4.1: Personal Profiles of the Respondents



Source: Survey Data, 2019

Table 4.1 and figure 4.1 show the total number of respondents found as 130 and the respondents' demographic information such as age, genders and numbers of them are presented. The respondents' age ranged from 17 to 30 years with 50% identified as female. The oldest one was 30 and the youngest one was 17. 40 respondents who

graduated in 2015, 30 respondents who graduated in 2016, 43 respondents who graduated in 2017 and 17 respondents who graduated in 2018 participated in the survey.

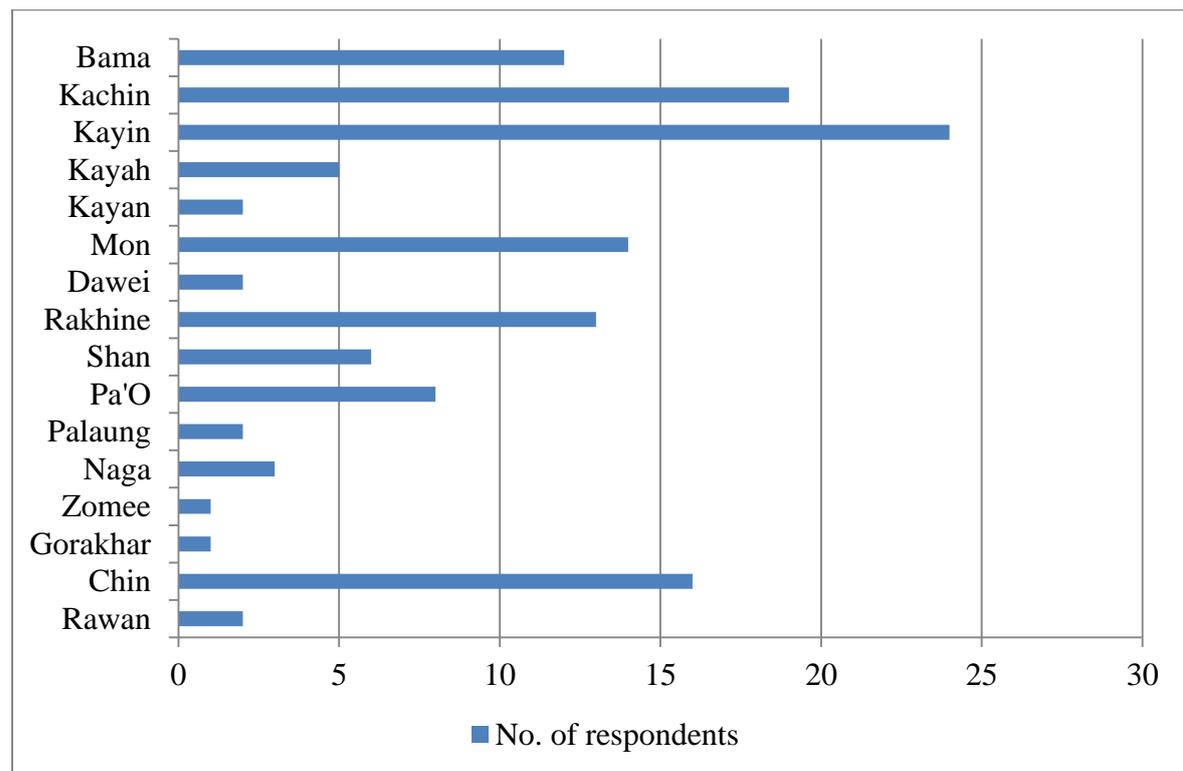
Table 4.2: Ethnicity of the Respondents

Ethnicity	Respondents	Percentage
Bamar	12	9.2
Khchin	19	14.6
Kayin	24	18.5
Kayah	5	3.8
Kayan	2	1.5
Mon	14	10.8
Dawei	2	1.5
Rakhine	13	10.0
Shan	6	4.6
Pa'O	8	6.2
Palaung	2	1.5
Naga	3	2.3
Zomee	1	.8
Gorakhar	1	.8
Chin	16	12.3
Rawan	2	1.5

Source: Survey Data, 2019

Table 4.2 and figure 4.2 indicate the ethnic groups of the respondents who participated in this survey. Kayin made up 18.5% of the total respondents that was highest in number with 24, followed by Kachin, who completed the survey was 19 respondents at 14.6%. Thirdly, 16 respondents at 12.3% was Chin. The smallest numbers of the respondents which represent at the percentage of 0.8 each were Zomee and Gorakhar. With regard to ethnicity coverage, Thabyay Education Foundation administered student recruitment reached out to almost all major national races.

Figure 4.2: Ethnicity of the Respondents



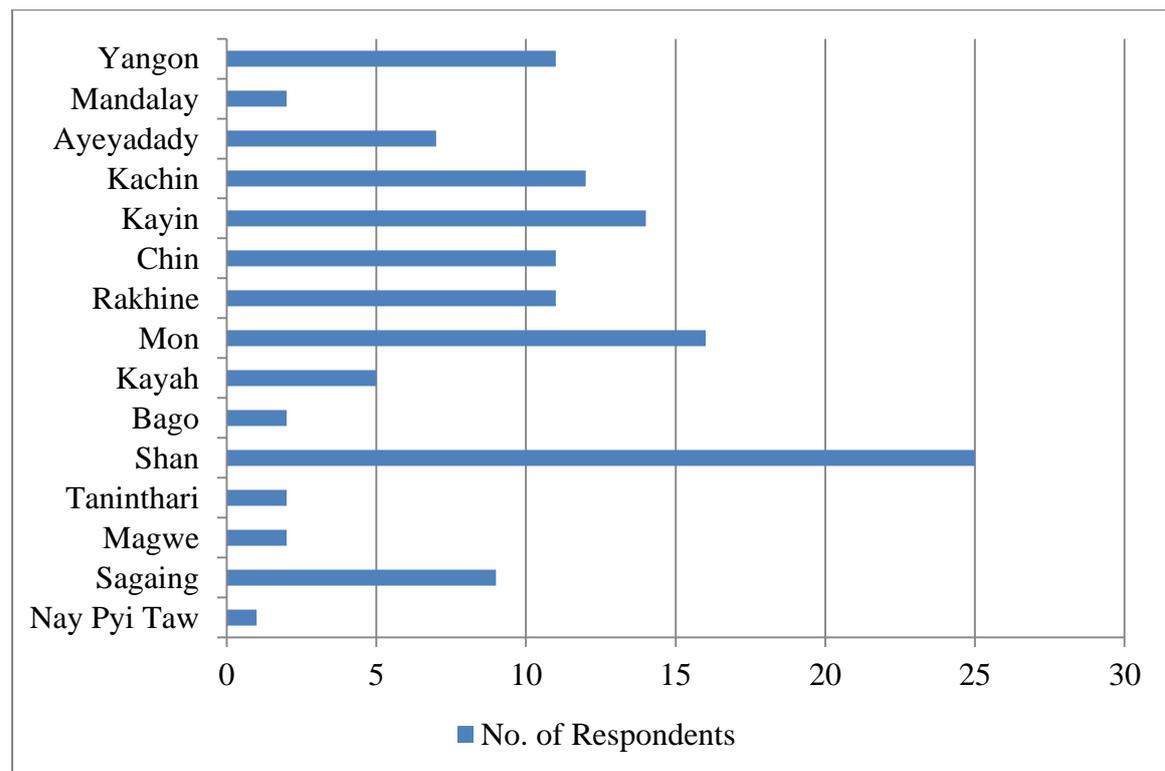
Source: Survey Data, 2019

Table 4.3: Student Recruitment Regions

Region	Respondents	Percentage
Yangoon	11	8.5
Mandalay	2	1.5
Ayeyawaddy	7	5.4
Kachin	12	9.2
Kayin	14	10.8
Chin	11	8.5
Rakhine	11	8.5
Mon	16	12.3
Kayah	5	3.8
Bago	2	1.5
Shan	25	19.2
Taninthari	2	1.5
Magwe	2	1.5
Sagaing	9	6.9
Naypyitaw	1	0.8

Source: Survey Data, 2019

Figure 4.3: Respondents' Recruitment Regions



Source: Survey Data, 2019

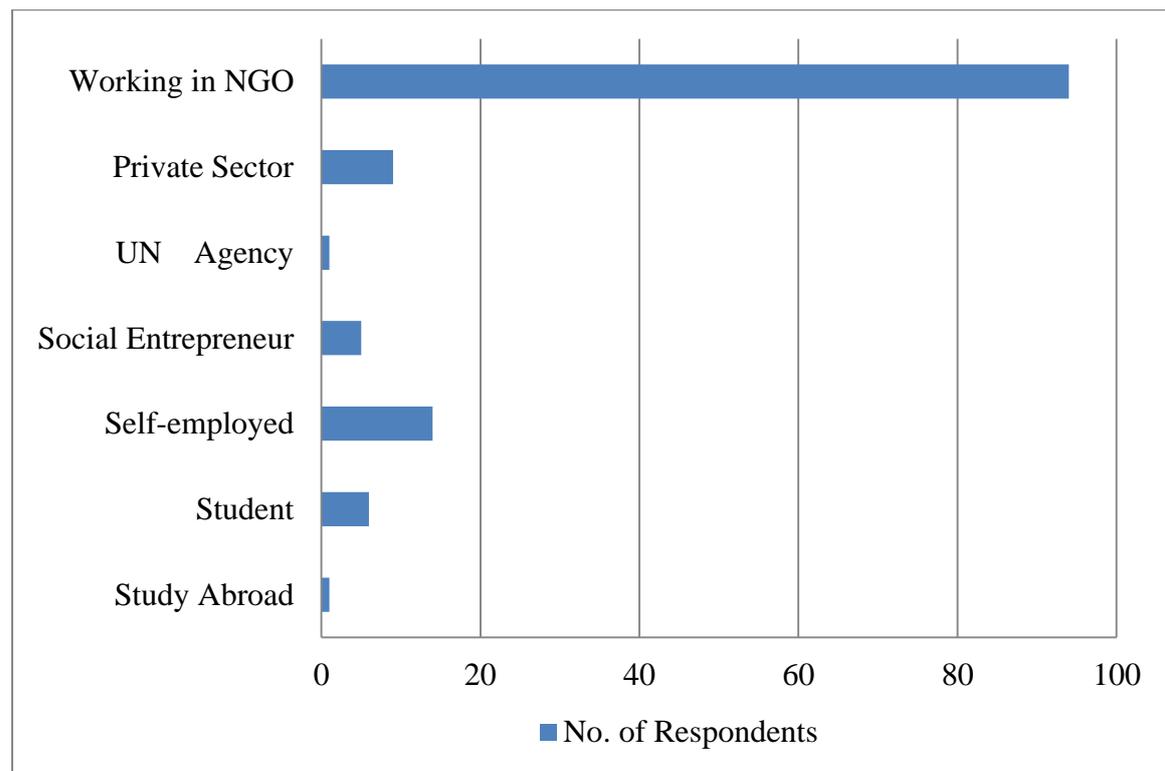
Table 4.3 and figure 4.3 show geographical coverage of the respondents who were from 15 various regions across the country. Of the 130 respondents, 25 respondents at 19.2% resided in Shan state, while 12.3% resided in Mon state were 16 respondents and 14 respondents at 10.8% resided in Kayin state. The least respondent came from Nay Pyi Taw that was only 1.5%.

Table 4.4: Respondents' Activities after Graduation

Alumni Activities after Graduation:	Respondents	Percentage
Working in NGO	94	72.3
Working in Private Sector	9	6.9
Working in UN Agency	1	.8
Working as Social Entrepreneur	5	3.8
Working as Self-employed	14	10.8
Student	6	4.6
Study Abroad	1	.8

Source: Survey Data, 2019

Figure 4.4: Respondents' Activities after Graduation



Source: Survey Data (2019)

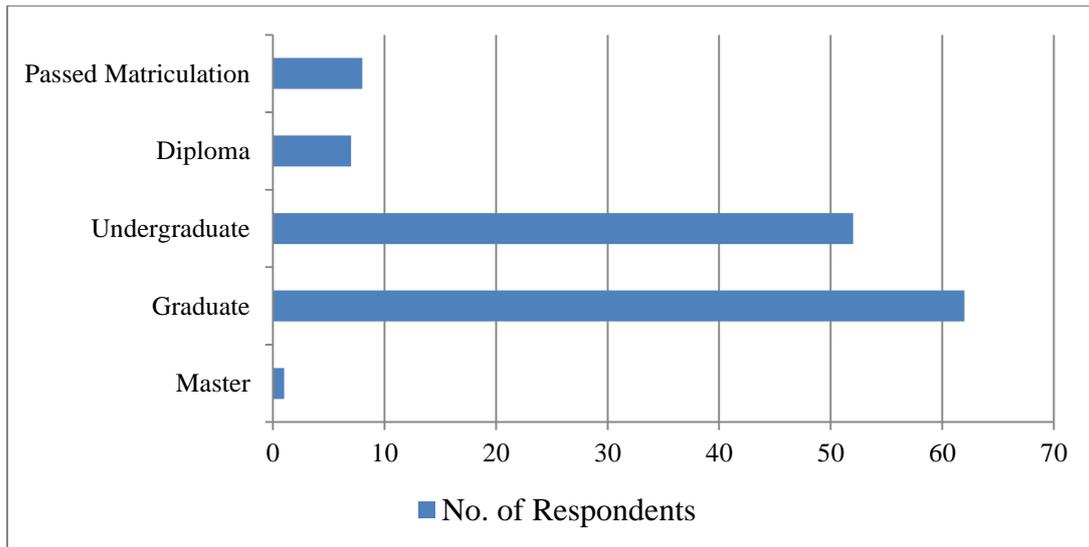
In terms of the respondents' occupations after the training are showed in table 4.4 and figure 4.4. Most of the respondents are working in Non-government organisations which represents with the percentage of 72.3% were 94 respondents. The second highest in working as self-employed were 14 respondents at 10.8% while 6.9% of the respondents are working in private sector were 9 respondents. The smallest number of the respondents who are working in UN agency and study abroad were one at 0.8% each.

Table 4.5: Educational Levels of the Respondents

Education	Respondents	Percentage
Passed Matriculation	8	6.15
Diploma	7	5.40
Undergraduate	52	40
Graduate	62	47.69
Master Degree	1	0.76

Source: Survey Data, 2019

Figure 4.5: Educational Levels of the Respondents



Source: Survey Data, 2019

Regarding distribution of educational level by the respondents shown in table 4.5 and figure 4.5, the highest educational level with one respondent who holds a master degree at 0.76%, the second highest educational level was 62 respondents holding a bachelor degree at 47.69%, the third highest level of undergraduate level was 52 respondents at 40%, followed by seven diploma holders of 5.40%. The lowest educational level of the respondents who passed matriculation represents was eight at 6.15%.

The survey found that the respondents came from all over the country from all sorts of different cultures and backgrounds. The demographic data also showed the diversity of the CLASS respondents who participated in this survey.

4.4 Survey Data Analysis

The study also tested the reliability of the survey instruments so that the desired and valid results are acquired. The Cronbach's Alpha has been used to check the consistency.

Table 4.6: Reliability Statistics

Variables	No. of items	No.	α
Reactions	26	130	0.891
Learning	14	130	0.829
Behaviour	8	130	0.766
Results	13	130	0.870

Source: Survey Data, 2019

Table 4.6 consists of reliability statistics of the questionnaire of Kirkpatrick’s four level of training evaluation model. Hair, Anderson, Tatham, & Black (1998) recommend Cronbach’s alpha reliability coefficient equal to 0.7 or greater shows adequate internal consistency and a 0.60 level can be used in exploratory research. The Cronbach’s alphas in this study were 0.891, 0.829, 0.766 and 0.870 and they showed the reliability and internal consistency of a set of scale or test items used in this survey.

Table 4.7: Overall Mean Scores of the Four Levels of Training Evaluation Results

Kirkpatrick’s Evaluation Model	No.	Minimum	Maximum	Overall Mean
Reaction	130	90	129	4.36
Learning	130	39	68	4.04
Behaviour	130	25	40	4.06
Results	130	33	65	3.98

Source: Calculated from survey data, 2019

According to a youth leadership development training evaluation research conducted by Miller, the participants’ overall thoughts on the programme were very positive because of the overall mean score of 3.78 for reaction, 5.24 for learning, 4.17 for behaviour and 3.32 for results, on a scale of one to five with one being far short of expectations and five being far exceeds expectations (Miller, 2018). Kirkpatrick also stated if five-point scale was used in which 5 was the best and 1 signaled cause for concern, on the measure, an average score of 3.9 is very good score (Kirkpartick, 2008).

According to the table 4.7, overall means of each level of this study were 4.36, 4.04, 4.06 and 3.98. It can be concluded that the respondents’ evaluation on the CLASS programme was very positive in general. The detailed findings and analysis of this research are presented as follows.

4.3.1 Reactions

The specific objective of this study is to evaluate the effectiveness of community young leaders development programme at Thabyay Education Foundation. Mean scores and standard deviation were used to evaluate the effectiveness of the programme.

In this section, 26 questions adopted from Homklin (2014) using five point Likert scale were asked. Level 1 of the Kirkpatrick training evaluation model attempts to assess

whether the conditions were right for learning to take place. This involves capturing participants' reactions to the training programme, including reactions to its relevance, training methods, instructors, training management and administration, testing process, facilities and course structure. The results found that majority of the respondents were satisfied with the programme in general. The following table 4.8 shows the quantitative results of those survey responses.

Table 4.8: The Responses of the Respondents' Satisfaction towards Reactions

Sr.	Statement	No.	Mean	SD
Level 1: Reactions				
<i>X1: Satisfaction with instructor dimension</i>				
1	Instructor's knowledge of course	130	4.35	0.593
2	Instructor's ability to make me keep interest in course	130	4.21	0.701
3	Instructor's presentation and explanation of course materials	130	4.38	0.615
4	Instructor's responsiveness to trainee questions and problems	130	4.42	0.595
5	Instructor's ability to have good relationships to me individually	130	4.06	0.785
6	Instructor's overall effectiveness	130	4.13	0.64
	Overall	130	4.26	0.44
<i>X2: Satisfaction with the training management administration process</i>				
7	The availability of training courses for individuals in my job classification	130	4.33	0.562
8	The communication of training information to trainee	130	4.25	0.639
9	The quality of training services provided to trainee	130	4.12	0.722
10	Registration process and information I received prior to training	130	4.19	0.611
	Overall	130	4.22	0.440

Sr.	Statement	No.	Mean	SD
	<i>X3: Satisfaction with the testing process</i>			
11	The fairness of the course exam	130	4.32	0.610
12	Coverage and importance of material tested	130	4.36	0.571
13	Feedback I received as result of course testing	130	4.03	0.670
	Overall	130	4.24	0.500
	<i>X4: Utility of training</i>			
14	The communication of course objectives in clear, understandable terms	130	4.31	0.569
15	Matching of course objectives with my idea of what would be taught	130	4.31	0.633
16	The relevance of the course content to my job	130	4.38	0.548
17	The course's emphasis on most important information	130	4.23	0.591
18	The extent to which the course prepared me to perform current job tasks more effectively	130	4.26	0.507
19	The extent to which the course prepared me to perform new job tasks	130	4.06	0.567
20	The quality of this training course overall	130	4.52	0.502
	Overall	130	4.30	0.380
	<i>X5: Materials</i>			
21	The quality of course materials	130	4.10	0.669
22	The audio and visual aids used by the instructor	130	4.38	0.548
23	The supplies and equipment for this course	130	4.20	0.687
24	Learning environment	130	4.05	0.810
	Overall	130	4.18	0.510
	<i>X6: Course structure</i>			
25	The length of training course	130	3.58	0.879
26	The pace of the course material presented	130	3.82	0.734
	Overall	130	3.70	0.720
	Overall for Reactions Level		4.36	0.45

Source: Survey Data, 2019

Table 4.8 shows the first category of satisfaction with instructor's mean scores and values of standard deviation. Instructor's responsiveness to trainees gained highest mean score of 4.42 and standard deviation of 0.595. It was followed by instructor's presentations and explanations' mean score that was 4.38 and standard deviation of 0.615. The third highest mean score of 4.35 and standard deviation of 0.593 went to instructor's knowledge about the course. The overall mean score of respondents' satisfaction with instructor was 4.26 and, in the range of 4.06 - 4.42. Overall standard deviation was 0.44 and, in the range of 0.593 - 0.785. The high mean scores and lower standard deviation values showed that respondents' satisfaction with instructor was positive (Kirkpatrick, 2008; Miller, 2018).

In table 4.8, the second category of training management and administration process mean scores and values of standard deviation are presented. The highest mean score of the availability of training courses for the trainees was 4.33 and standard deviation was 0.562. The second highest mean score that was for communication for training information was 4.25 and the standard deviation was 0.639. The third highest mean score for registration process was 4.19 and standard deviation was 0.611. The mean scores of the respondents' satisfaction towards training management and administration process were in the range of 4.12 - 4.33 and values of standard deviation were in the range of 0.562 - 0.722. The overall mean score was 4.22 and overall standard deviation was 0.440. The high mean scores and small standard deviation indicated the high level of respondents' satisfaction towards training management and administration process (Kirkpatrick, 2008; Miller, 2018).

Table 4.8 also presents the mean scores and standard deviations of the third category of testing process. The highest mean score of 4.36 and standard deviation of 0.571 fell on coverage of important of materials tested. It was followed by fairness of the exams that gained the mean score of 4.32 and standard deviation of 0.610. The mean score and standard deviation of the satisfaction with the feedback received for the tests were 4.03 and 0.670. The overall mean score of the respondents' satisfaction with testing process was 4.24 and, in the range of 4.03 - 4.36. The overall standard deviation was 0.50 and in the range of 0.571 - 0.670. The high mean scores and low standard deviation conclude that the respondents were highly satisfied with the testing process (Kirkpatrick, 2008; Miller, 2018).

Table 4.8 shows the fourth category of training utility. The respondents' satisfaction with the quality of this training course overall received the largest mean score

of 4.52 and standard deviation of 0.502. The relevant of course contents gained the second highest mean score of 4.38 and standard deviation of 0.548. It was followed by the third highest mean score of 4.31 and standard deviation of 0.569 for communication of course objectives. The mean scores of the respondents' satisfaction towards utility of training were in the range of 4.06 - 4.52 and the overall mean scores was 4.30. The overall standard deviation was 0.380 and, in the range of 0.502- 0.633. According to the interpretation criteria, their satisfaction towards utility of the training was regarded as positive (Kirkpatrick, 2008; Miller, 2018).

The fifth category is materials and the results were exhibited in table 4.8. The table shows that the highest mean scores towards audio and visual aids used in the training was 4.38 and standard deviation was 0.548. It was followed by the mean score and standard deviation of 4.20 and 0.687 that were for supplies and equipment for the course. Quality of course materials had mean score of 4.10 and standard deviation of 0.669. The overall mean score towards course materials was 4.18, in the range of 4.05 - 4.38. Standard deviation was 0.510, in the range of 0.548 - 0.810. According to Miller (2018) and Kirkpatrick (2008), it meant respondents' satisfaction with materials at the programme was positive and high.

The last and sixth category of the reaction level is course structure. The highest mean score for satisfaction with pace of course materials presented was 3.82 and standard deviation was 0.734. It was followed by the mean score of 3.58 and standard deviation of 0.879 to indicate the satisfaction with length of training course. As the data that can be found in table 4.8, the overall mean score was 3.70, in the range of 3.58-3.82. The overall standard deviation was 0.720 and, in the range of 0.734 - 0.879. It can be concluded that the results were positive (Kirkpatrick, 2008; Miller, 2018). According to the results, satisfactions with the length of training course received the lowest mean score of 3.58 compared with the responses of other categories of the reaction level.

To sum up, participants overwhelmingly evaluated the CLASS training positively and the overall mean score of the reaction level was 4.36 whereas overall standard deviation was 0.45. The results broke down in the above table confirmed that the participants were satisfied with the level 1 evaluation of the training such as instructors, training management administration process, testing process, utility of training, materials and course structure in general (Kirkpatrick, 2008; Miller, 2018).

4.3.2 Learning

Table 4.9 presents the quantitative results of the 130 respondents asking 14 evaluation questions that measure the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the leadership development programme.

Table 4.9: The Responses of the Respondents towards Learning

Sr.	Statement	No.	Mean	SD
1	Increasing my knowledge as a result of this course	130	4.78	0.413
2	Learning knowledge can do my current job better	130	4.46	0.599
3	Improving my knowledge to find out problems in the daily job	130	4.07	0.587
4	Improving my knowledge to solve problems which I found in the daily job	130	4.20	0.698
5	Getting positive feedback from instructor	130	3.32	0.696
6	Remembering almost every knowledge covered in the learning	130	3.43	0.853
7	Increasing skills as a result of this course	130	4.38	0.65
8	Learning new skill can do current job better	130	4.09	0.687
9	Improving my skill to find out problems in the daily job	130	3.97	0.634
10	Improving my skill to solve problems which I found in the daily job	130	4.13	0.562
11	Improving my leadership skill	130	4.30	0.538
12	Improving my coaching skill	130	4.15	0.549
13	Getting feedback from instructor about how well I was applying the skill I learned	130	3.81	0.694
14	Remembering almost every skill covered in the training	130	3.57	0.658
	Overall		4.04	0.36

Source: Survey Data, 2019

According to table 4.9, the highest mean score towards increasing their knowledge as result of this course was 4.78 and standard deviation was 0.413. It was followed by mean score of 4.46 and standard deviation of 0.599 for learning new knowledge to do the respondents' current job better. The third highest mean score and standard deviation were 4.38 and 0.650 that went to the respondents' skills increased as a result of this course. However, the mean score towards getting positive feedback from the instructors was 3.32 as the lowest. The overall mean score of learning level evaluation was 4.04, in the range of 3.32 - 4.78. The overall standard deviation was 0.36, in the range of 0.413 – 0.853.

On the whole, the overall mean score and overall standard deviation indicated that majority of the positive responses were received in this level. It is concluded that the course was perceived as being beneficial in improving their community leadership knowledge and skills in practice (Kirkpatrick, 2008; Miller, 2018).

4.3.3 Behaviour

The 130 respondents were asked 8 questions to assess their transfer of learning. Behaviour refers to the extent to which a change in behaviour has occurred because the trainees attended the programme. Responses were made on a five-point Likert scale, with 1= strongly disagree and 5= strongly agree. The following table 4.10 presents the quantitative results of the survey responses.

Table 4.10: The Responses of the Respondents towards Behaviour

Sr.	Statement	No.	Mean	SD
1	Improving my community development work	130	4.18	0.607
2	Accomplishing my job tasks faster than before training	130	4.26	0.551
3	Accomplishing my community development tasks better by using new knowledge and skills	130	4.00	0.557
4	Improving after using new knowledge and skills	130	4.08	0.483
5	Making fewer mistakes	130	3.92	0.623
6	Making quick decisions to solve problems	130	4.07	0.587
7	Applying the thing covered into my work	130	4.15	0.586
8	Remembering the main topics learned in the training	130	3.83	0.637
	Overall	130	4.06	0.360

Source: Survey Data (2019)

The results showed changes in behaviour occur because of the mean scores and standard deviations in details. The quantitative results are showed in table 4.10.

The statement of accomplishing their tasks faster than before the training received mean score of 4.26 and standard deviation of 0.551. The second highest mean score received by the statement of new knowledge and skills help them to improve their community work was 4.18 and standard deviation was 0.607. It was followed by the statement of applying the things covered into their work gained the mean score of 4.15 and standard deviation of 0.586. According to table 4.10, the overall mean score towards behavioural change after the training was 4.06, in the range of 3.83- 4.26. The overall standard deviation was 0.36, in the range of 0.483 - 0.637.

To sum up, the respondents' views on themselves in terms of the evaluation was positive. The overall mean score and overall standard deviation indicated positive response to the statements. As broken down in the table, the large majority of the positive responses suggested that the course was effective and perceived as being beneficial to changing their work related behaviours (Kirkpatrick, 2008; Miller, 2018).

4.3.4 Results

The result level evaluation includes 13 questions that determine the overall success of the training by measuring individual results and organisational results. The data can be found in table 4.11.

Table 4.11 shows the mean scores and standard deviations of result level. The highest mean score of 4.57 and standard deviation of 0.596 went to the statement of the training was a worthwhile investment in the respondents' career development. The statement of training improve their job performance received the second largest mean score and standard deviation of 4.48 and 0.587. The mean score followed by them was 4.40 with the standard deviation of 0.618 that was for helping them prepare other job opportunities. In conclusion, the section received the overall mean score of 3.98, in the range of 3.30 - 4.57, and overall standard deviation was 0.442, in the range of 0.587 – 0.891. The large majority of positive evaluation responses showed that the greater number of respondents gained better individual and organisational results because of the training course they received (Kirkpatrick, 2008; Miller, 2018).

Table 4.11: The Responses of the Respondents towards Results

Sr.	Statement	No.	Mean	SD
1	A worthwhile to investment in my career development	130	4.57	0.596
2	Helping prepare me for other job opportunities	130	4.40	0.618
3	Receiving verbal praise for applying new knowledge and skills	130	3.71	0.752
4	Getting a wage increase	130	3.32	0.798
5	Receiving a promotion	130	3.30	0.733
6	Improving my job involvement	130	4.08	0.705
7	Feeling more committed to my community development work	130	4.08	0.598
8	Willing to stay with my community work for many years	130	3.74	0.763
9	Improving my job performance	130	4.48	0.587
10	Having a significant impact on increasing productivity	130	4.32	0.682
11	Having a significant impact on increasing quality	130	4.19	0.672
12	Having a significant impact on decreasing costs while performing community development work	130	3.68	0.891
13	Having a significant impact on decreasing cycle time for the projects	130	3.88	0.733
	Overall		3.98	0.442

Source : Survey Data, (2019)

4.3.5 Correlation among Reactions, Learning, Behaviour and Results

Kirkpatrick's model assumes there is a significant correlation among the four levels of training evaluation such as reactions, learning, behaviour and results (Kirkpatrick, 1996). The four levels represent a chain such that positive reactions lead to greater learning, which produces greater transfer of knowledge and positive individual and organisational results (Bates, 2004). Bramley (1996) argues that each level provides different data and evidence. Thus, analysing all four levels produces a greater amount of useful information about individual and organisational outcomes produced from the training.

Table 4.12 presents the means and correlation for the variables of this study. In comparison, perceived Learning ($r = 0.472$, $p < 0.01$) showed the strongest correlation with Reaction, followed by Learning and Behaviour ($r = 0.564$, $p < 0.01$) and Behaviour and Results ($r = 0.686$, $p < 0.01$), Learning ($r = 0.419$, $p < 0.01$) and Results. The correlation matrix demonstrated a statistically significant and positive correlation among variables.

However, both behaviour and results were not significantly correlated with reaction ($r=0.164$ and $r=0.154$, respectively, $p>.05$).

Table 4.12: Descriptive Statistics and Correlation

Variables	M	SD	1	2	3
1.Reactions	109.36	8.679			
2.Learning	56.67	4.970	0.472**		
3.Behaviour	32.49	2.859	0.164	0.564**	
4.Results	51.75	5.742	0.154	0.419**	0.686**

Source: Calculated from Survey Data, 2019

* $p < 0.05$, ** $p < 0.01$

Note: $P < 0.01$ is the range of values that contains with a 99% confidence the 'true' correlation coefficient.

$P < 0.05$ is the range of values that contains with a 95% confidence the 'true' correlation coefficient.

CHAPTER V

CONCLUSION

The study draws a number of conclusions that may be noteworthy reference for future research in young leaders development for community development. The conclusions of this research are presented in this chapter. Topics in this chapter include findings and suggestions of this study.

5.1 Findings

The objective of the research paper is to study about capacity building for community young leaders development programmes in Myanmar with the specific purpose of identifying the such capacity building programmes. Another specific objective is to evaluate the effectiveness of Community Leadership and Social Studies (CLASS) programme provided by Thabyay Education Foundation as a case study by using four levels of Kirkpatrick's training evaluation model such as reactions, learning, behaviour and results.

As reported by the study, the University for the Development of the National Races of the Union (Sagaing) has been cultivating young leaders to carry out the development of the national races of the union. To meet the university's objectives, the young blood has been recruited and trained to be community leaders in the near future but limited numbers of students are recruited via limited communication channels. As a result, most of them go to educational institutions across the country especially remote areas and some of them are serving nation as community and political leaders.

ActionAid Myanmar introduced fellow programmes to local NGOs such as Nyein (Shalom) Foundation and Metta Foundation. ActionAid Myanmar's approach is building capacity among youth and supporting them to work for the community for short and long term development for their own community through a fellowship approach. 816 fellows were trained from 2006 to 2017 and they are working in education sector, health sector, youth activities and sustainable livelihood for the community development.

Nyein (Shalom) foundation began its capacity building programmes for emerging leaders in Myanmar with the help of ActionAid Myanmar. From 2006 to 2018, 234 community young leaders from civil war-torn ethnic states such as Kachin, Kayah and Mon states were trained. The trained youths take the role of fellows and helping the community development by working with community members and local governments.

Thabyay Education Foundation has been providing CLASS capacity building programme since 2015. Until now, only one student dropped out and 197 students graduated. The statistics from alumni conference in 2018 shows that the alumni are working in education, humanities, law and public policy, private sector, Non-profit sector and study abroad. Annual report (2018-19) describes that CLASS programme has reached out to remote areas, ethnic states, Thai-Myanmar border, China- Myanmar border and refugee camps with the help of community partners. From the year 2015 to 2018, a total of 197 students have graduated with a diploma. Community partners expanded from 24 in 2017 to 29 communities in 2018.

According to the demographic information of the respondents, age ranges of them were 17- 30 years of age and 50% male and 50% female participated. There were 16 ethnicities and Kayin at 18.5% was the large number of ethnic group who responded the survey. The respondents were from seven divisions, seven states and Nay Pyi Taw. The majority of the respondents were from Shan state with 19.2%.

The results found overwhelmingly positive evaluation of the programme by the respondents selecting satisfied and very satisfied options and the overall mean score of the reaction was 4.36 and overall standard deviation of 0.45 whereas 0 % strongly dissatisfied with in the survey. The results broke down in the table confirmed that the participants were satisfied with the reactions level of capacity building programme such as instructors, training management administration process, testing process, utility of training, materials and course structure in general.

The results of learning level received overall mean score of 4.04 and standard deviation of 0.36. The majority of the positive responses suggested that the course was perceived as being beneficial in improving their knowledge and skills in practice.

For the results of behaviour level, the respondents' views on themselves in terms of the evaluation gained overall mean score of 4.06 and standard deviation of 0.36 while there was no disagree and strongly disagree option selection when they responded to the statements. The large majority of the positive responses indicated that the course was perceived as being beneficial to changing their work related behaviours.

The result level training evaluation received the overall mean scores of 3.98 and standard deviation of 0.442. The large majority of positive evaluation responses still showed that the greater number of respondents gained better individual and organisational results because of the training course they received.

While the quantitative approach mainly used in this study described the generalisation of the findings, the information presented in chapter 3 for organisational achievements gained from the interviews with training stakeholders such as senior programme manager, instructor, existing students, alumni from batch 1 to batch 10 and five community partners reveals and supports better understanding of the success and effectiveness of this capacity building programme at Thabyay Education Foundation.

Finally, the results from the survey showed that there were positive correlations among the variables of this study. Reaction had positively significant correlation with learning, learning was significantly related to behavior, behaviour was significantly correlate to result although both behaviour and results were not significantly related to reaction. The results of this finding fully supported previous findings in the literature on training effectiveness (Kirkpatrick, 1996).

5.2 Suggestions

The University for the Development of the National Races of the Union (Sagaing) usually makes announcement of student recruitment through township and division education offices and some departments under the ministry. Only 300 students are selected per year. The university should select the right channels of communication to make announcement to reach targeted students across the country. It should also increase the number of students enrolled in need of the country's development requirements.

ActionAid Myanmar is a leading International Civil Society Organisation that established cultivating emerging young leaders in Myanmar through fellow programme partnership with other local Civil Society Organisations. It is suggested to continue to provide such programme to enhance community development in the country and share its international concepts and practices such capacity building programme with local partner organisations to continue to cultivate community young leaders in Myanmar.

Nyein (Shalom) foundation is currently working in civil war-torn areas such as Kachin, Kayah and Mon state. It should expand to other areas in need of help to empower civil society leaders of tomorrow. It shall also partner with other well established

international organisations to expand the community young leaders development programme to other regions where are most in need.

Thabyay Education Foundation should continue to provide such valuable capacity building programme for not only youth in remote areas but also youth in cities who has now established their Community Based Organisations and Charity Based Organisations in order to operate and contribute professionally at a local level to improve life for residents.

Based on the findings, the reaction level evaluation received positive responses from the respondents. The most disagree item in the reaction level was the length of the training and participants responded that the length of the training course was short to catch new knowledge and skills completely. It is suggested that the organisation should consider designing the course with enough duration.

The learning level evaluation had also good responses from the respondent but some respondents disagreed with the statement of remembering almost every knowledge covered in the learning. This weakness should be remedied by using effective teaching methodologies leading to improve the outcomes in the learning level.

The large majority of the positive responses indicated that the course was beneficial to them changing their work related behaviours with no disagree and strongly disagree responses. Therefore, the organisation should continue to keep the good practices to maintain the positive results in this level.

The results level received positive responses but the least mean score indicated there is room for improvement. The organisation should ensure that trained participants will have an opportunity to work in the community development field after the training to apply knowledge and skills they have learned.

The survey data analysis of the correlation showed that reaction level had a weak relationship with behaviour and results. Practitioners are required to improve reactions to achieve further training outcomes (Homklin, 2014). Haslinda (2009) stated changing of job behaviours are led by the positive reactions. There might be some challenges or variables that affect reactions which interfere with those relationships such as language barrier, learning among different ethnic backgrounds, cultural diversity and learning new subjects within a short period of time. To overcome those challenges, the school should strive to maintain cultural harmony, strengthen relationships and understandings among the youths who come from diverse ethnic backgrounds from different parts of the country in a short time. More importantly, utility reactions that is judgments of trainees' reactions

to whether their training can be used on the job are required to improve to achieve further training outcomes.

Further researchers should consider using techniques such as individuals taking pre-test prior to the training and following training post-test that examining the degree to which the training improve the participants' knowledge, skills, behaviour patterns and enhance individual and organisational performance as a result of the programme. A comparative study among other community young leaders development programmes should be conducted to measure the effectiveness of them to a broader range of analyses.

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APPENDIX A: The Numbers of Graduate by Type of Course the University: 1964 - 2018

No	Division/Region	Master of Education (2) Year Course (Master of Education)			Master of Philosophy			Bachelor of Education															Diploma in Teacher Education (DTEd)			Junior Assistance Teacher (JAT)			Special Primary Assistance Teacher (SPAT)			Primary Assistance Teacher (PAT)			Total		
		M	F	T	M	F	T	(1) Year			(4) Years			(2) Years			(5) Years			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
1	Kachin		3	3			0	53	30	83	67	113	180	25	16	41	8	44	52	43	33	76	50	29	79	30	39	69	428	223	651	704	530	1234			
2	Kayah		1	1			0	39	22	61	55	96	151	26	29	55	7	19	26	41	42	83	28	18	46	3	20	23	361	223	584	560	470	1030			
3	Kayin		2	2			0	32	21	53	45	130	175	13	25	38	9	24	33	31	44	75	19	19	38	23	6	29	471	199	670	643	470	1113			
4	Chin	2	2	4			0	121	31	152	86	93	179	37	16	53	8	29	37	54	31	85	107	39	146	2	6	8	469	215	684	886	462	1348			
5	Sagaing Region	4	12	16			0	70	50	120	88	109	197	17	16	33	10	14	24	43	45	88	75	66	141	24	24	48	526	251	777	857	587	1444			
6	Taninthayi Region	1	1	2			0	33	24	57	40	77	117	11	13	24	7	7	14	23	25	48	24	33	57	1	4	5	337	161	498	477	345	822			
7	Bago Region		2	2			0	19	14	33	16	24	40	3	6	9	2	5	7	5	12	17	12	12	24			0	110	69	179	167	144	311			
8	Magway Region	1	5	6			0	52	22	74	41	48	89	12	11	23	4	7	11	19	18	37	51	31	82			0	210	117	327	390	259	649			
9	Mandalay Region	2	8	10			0	19	22	41	16	25	41	2	9	11	4	8	12	1	17	18	21	29	50			0	90	60	150	155	178	333			
10	Mon State		3	3			0	8	19	27	43	63	106	9	13	22	3	12	15	19	22	41	14	15	29		5	5	132	87	219	228	239	467			
11	Rakhine State	2	2	4			0	59	26	85	73	96	169	16	15	31	9	29	38	33	27	60	41	26	67	19	16	35	275	154	429	527	391	918			
12	Yangon Region		1	1			0	6	14	20	5	12	17	3	5	8	2	3	5	3	9	12	6	17	23	8		8	27	25	52	60	86	146			
13	Shan State	3	16	19			0	60	50	110	159	302	461	32	48	80	27	78	105	82	116	198	52	56	108	107	124	231	1116	613	1729	1638	1403	3041			
14	Ayeyarwasy Region		2	2			0	19	20	39	15	24	39	7	6	13	5	4	9	9	9	18	13	21	34			0	132	81	213	200	167	367			
15	UDNR	8	35	43	10	25	35	17	78	95			0		2	2			0			0	7	25	32			0			0	42	165	207			
	Total	23	95	118	10	25	35	607	443	1050	749	1212	1961	213	230	443	105	283	388	406	450	856	520	436	956	217	244	461	4684	2478	7162	7534	5896	13430			

Source: Registrar's Office, University for Development of National Races Myanmar, 2019

APPENDIX B: Survey Questionnaire

Demographic Information

Gender: Male Female

Age:

Batch and Year of Training Completed.

Homeland (State/Division)

Education

Employer Organisation (if any):

Race/Ethnicity:

Date:

Training Effectiveness from CLASS Programme

		Scales				
		1	2	3	4	5
Sr. No.	Particular	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Level 1: Reactions						
	<i>X1: Satisfaction with instructor dimension</i>					
1	I am satisfied with the instructor's knowledge of course material and subject matter.					
2	I am satisfied with the instructor's ability to make me keep interest in course.					
3	I am satisfied with the instructor's presentation and explanation of course materials.					
4	I am satisfied with the					

	instructor's responsiveness to trainee questions and problems.					
5	I am satisfied with instructor's ability to have good relationships to me individually.					
6	I am satisfied with instructor's overall effectiveness.					
	<i>X2: Satisfaction with the training management administration process</i>					
7	I am satisfied with the availability of training courses for individuals in my job classification.					
8	I am satisfied with the communication of training information to trainee.					
9	I am satisfied with the quality of training services provided to trainees.					
10	I am satisfied with registration process and information I received prior to training.					

	<i>X3: Satisfaction with the testing process</i>					
11	I am satisfied with the fairness of the course exam.					
12	I am satisfied with coverage and importance of material tested.					
13	I am satisfied with feedback I received as result of course testing.					
	<i>X4: Utility of training</i>					
14	I am satisfied with communication of course objectives in clear, understandable terms.					
15	I am satisfied with match of course objectives with my idea of what would be taught.					
16	I am satisfied with the relevance of the course content to my job.					
17	I am satisfied with course's emphasis on most important information.					
18	I am satisfied with the extent to which the course					

	prepared me to perform current job tasks more effectively.					
19	I am satisfied with the extent to which the course prepared me to perform new job tasks.					
20	I am satisfied with quality of this training course overall.					
	<i>X5: Materials</i>					
21	I am satisfied with the quality of course materials.					
22	I am satisfied with the audio and visual aids used by the instructor.					
23	I am satisfied with the supplies and equipment for this course.					
24	I am satisfied with classrooms, furniture, learning environment, etc.					
	<i>X6: Course structure</i>					
25	I am satisfied with the length of training course.					
26	I am satisfied with the pace of the course material presented.					

		Scales				
		1	2	3	4	5
Sr. No.	Particular	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Level 2: Learning (Knowledge, Skills and Attitude)						
1	My knowledge increased as a result of this course.					
2	I feel that newly learned knowledge can do my current job better.					
3	I could improve my knowledge to find out problems in the daily job.					
4	I could improve my knowledge to solve problems which I found in the daily job.					
5	After learning, I got feedback from instructor about how well I was applying the knowledge I learned.					
6	I remember almost every knowledge covered in the learning.					
7	My skills increased as a result of this course.					
8	I feel that my newly learned skill can do current job better.					
9	I could improve my skill to find out problems in the daily job.					
10	I could improve my skill to solve problems which I					

	found in the daily job.					
11	I could improve my leadership skill.					
12	I could improve my coaching skill.					
13	After training, I got feedback from instructor about how well I was applying the skill I learned.					
14	I remember almost every skill covered in the training.					

		Scales				
		1	2	3	4	5
Sr. No.	Particular	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Level 3: Behaviourial Change						
1	Using the new knowledge and skills has helped me improve my community development work.					
2	I can accomplish my job tasks faster than before training.					
3	I can accomplish my community development tasks better by using new knowledge and skills.					
4	The quality of my work has improved after using new knowledge and skills.					
5	I make fewer mistakes in working when using new knowledge and skills.					
6	I can make quick decisions to solve problems on my job than before training.					
7	I have applied the thing covered into my work.					
8	I remember the main topics learned in the training.					

		Scales				
		1	2	3	4	5
Sr. No.	Particular	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Level 4: Individual and Organisational Results						
1	This training was a worthwhile investment in my career development.					
2	This course has helped prepare me for other job opportunities.					
3	I have been given verbal praise for applying new knowledge and skills.					
4	I got a wage increase for accomplishing tasks effectively with new knowledge and skills.					
5	I received a promotion because I accomplished tasks with distinction.					
6	The training programme improved my job involvement.					
7	This training has made me feel more committed to my community development work.					
8	This training has made me feel like I will stay with my community work for many years.					
9	This training will improve my job performance.					

10	This training will have a significant impact on increasing productivity.					
11	This training will have a significant impact on increasing quality.					
12	This training will have a significant impact on decreasing costs while performing community development work.					
13	This training will have a significant impact on decreasing cycle time for community development projects.					