Terminal Evaluation

Asia

1. Outline of the Project

Country:

The Philippines

Project title:

Technology Applications in Education: Teachers and Teacher Trainers

Issue/Sector:

Vocational Training

Cooperation scheme:

Third-Country Training Program

Division in charge:

Southeast Asia Division, Regional Department I(Southeast Asia and Indo-China)

Total cost:

30 million yen

Period of Cooperation   FY1999 - 2003

Partner Country's Implementing Organization:

Regional Center for Educational Innovation and Technology, Southeast Asian Ministers of Education Organization(SEAMEO INNOTECH)

Supporting Organization in Japan:

Related Cooperation:

Grant Aid; "The Establishment of the SEAMEO Regional Center for Educational Innovation and Technology.(SEAMEO INNOTECH)"

1-1 Background of the Project

SEAMEO Regional Center for Educational Innovation and Technology, Southeast Asian Ministers of Education Organization(SEAMEO INNOTECH)is one of the nine regional centers which belong to the Southeast Asian Ministers of Education Organization. SEAMEO INNOTECH is an organization established with the aims of clarifying common subjects that Southeast Asian countries held in the field of education, as well as developing and proposing innovative solutions for those subjects from a technical perspective. Since its establishment, SEAMEO INNOTECH has been steadfastly involved in the development and dissemination of innovative educational techniques in the target areas.

The government of Japan supported the development of facilities in SEAMEO INNOTECH through Grant Aid in 1981. The government of the Philippines requested the government of Japan for a Third-country Training Program to make the most use of the effects of Japanese financial assistance and to cope with the development subjects on education more effectively in the region, as well as to promote further dissemination and settlement of activity effects that SEAMEO INNOTECH had implemented.

1-2 Project Overview

To solve the educational issue in the Southeast Asian countries including the Philippines, the project implemented a training program on the techniques for preparing teaching materials at SEAMEO INNOTECCH in the Philippines.

(1) Overall Goal

Quality of education is upgraded in the participant countries.

(2) Project Purpose

The participants, who are in charge of education in their respective countries, improve their abilities in applying their acquired techniques to their own preparation of teaching materials.

(3) Outputs

Participants accomplish the following by the termination of the project.

1) To learn the principles of developing, generating and utilizing printed or unprinted teaching materials, as well as to deepen the discussion on their practice.
2) To develop, organize and publish packages of printed or unprinted teaching materials for the fostering of teaching personnel.

(4) Inputs

Japanese side:

Short-term Experts	5
Local Cost	30 million yen (only for training)

Philippines' Side:

Counterparts	
Land and Facilities	
Local Cost	15% of total local cost

(5) Participant Countries

Philippines, Indonesia, Malaysia, Thailand, Cambodia, Laos, Viet Nam, Myanmar, China and Fiji.

2. Evaluation Team

Members of Evaluation Team	JICA Philippine Office (Commissioned to: The International Technology Management Corporation(INTEM))

Period of Evaluation	1 February 2003 - 31 March 2003	**Type of Evaluation:**	Terminal Evaluation

3. Results of Evaluation

3-1 Summary of Evaluation Results

(1) Relevance

There was high relevancy. According to the answers to the questionnaire survey from the ex-participants, 80% or more of the respondents indicated that the contents of the training were relevant to the situation of their respective countries and the needs of the organizations to which they belong.

(2) Effectiveness

There was high effectiveness. Eighty (80) participants have completed the training in FYs 1999 to 2002, and based on the questionnaire survey, 70 to 95% of the respondents indicated that they were able to learn what they had expected. According to the answers to the questionnaire survey from the ex-participants, 90% or more of the respondents mentioned that they were able to accomplish most of the project purpose. On the other hand, some indicated that the difference of PC techniques and English abilities among the participants at the commencement of the training might have interfered with the accomplishment of the project purpose.

(3) Efficiency

The efficiency of the training was high. According to the answers to the questionnaire survey from the participants at the end of the project for the past four years, 60 to 90% of the respondents mentioned that the coverage and the level of training subjects were relevant. Based on the questionnaire survey to the ex-participants, 90% or more of the respondents indicated that the inputs such as lecturers, textbooks and others were mostly relevant and sufficient.

(4) Impact

There were some impacts realized. Based on the questionnaire survey to the ex-participants, 80% or more of the respondents indicated that they had chances to apply the effects of the project to their work after returning to their respective countries, and less than 70% mentioned that they had the support of their supervisors and colleagues. At the same time, there were times that the training effects could not be utilized, such as when the necessary technical environment was not installed at their respective working places.

(5) Sustainability

The project had high sustainability in general. Based on the questionnaire survey to the ex-participants, 80% or more of the respondents indicated that they continued the activities related to the training. The sustainable networking between the implementing organization and participants has been promoted, but it would be difficult to continue the same training as this project without the financial support from outer aid organizations.

3-2 Factors that Promoted the Realization of Effects

(1) Factors Concerning the Planning

N/A.

(2) Factors concerning the Implementation Process

All the sections (IT section, research section, textbook section and management section) cooperated with one another and managed the course, which promoted the effects of the training.

3-3 Factors that Impeded the Realization of Effects

(1) Factors Concerning the Planning

N/A

(2) Factors concerning the Implementation Process

The command of English and PC skills were varied among the participants.

3-4 Recommendations

The training should be continued, because the need to utilize necessary techniques in the field of education will increase. Therefore, JICA should consider the possibility of continuing its support.

3-5 Lessons Learned

It is necessary to consider the method in which to select the participants. The participants' skills of using a PC and their command of English should be at a similar level. If this is not possible, it is necessary to consider ways to support the participants with insufficient English ability or with insufficient skill of using a PC.

3-6 Follow-Up Situation

N/A.