Terminal Evaluation

Europe

1. Outline of the Project

Country:

Poland

Project title:

Education of highly qualified IT specialists for Central and Eastern Europe Countries in accordance to demands of the job market

Issue/Sector:

Education (Secondary Education)

Cooperation scheme:

Third-Country Training

Division in charge:

Middle East and Europe Division, Regional Department IV(Africa,Middle East and Europe)

Total cost:

21 million yen

Period of Cooperation

Fiscal Year 1999 - 2003

Partner Country's Implementing Organization:

Polish- Japanese Institute of Information Technology (PJIIT), Ministry of National Education and Sport

Supporting Organization in Japan:

Ibaraki University, Saitama University

Related Cooperation:

1-1 Background of the Project

In the Republic of Poland, the Polish- Japanese Institute of Information Technology (PJIIT) was established in October 1994 to foster the personnel who could cope with the information-oriented society as market economy advanced. JICA implemented a technical cooperation project (former project-type technical cooperation); "Polish- Japanese Institute of Information Technology (PJIIT)" between March 1996 and March 2001 and fostered the necessary personnel. After the completion of the project, the government of Poland clarified the idea to play the core role in the field of IT in Middle and East Europe. Under the circumstances, the government of Poland requested the government of Japan for the third-country group training to participants from countries in Middle and East Europe with the PJIIT as the implementing organization.

1-2 Evaluation Method

In this evaluation, based on the judgment made by the Evaluation Team, the output level was decided to be included in the purpose of the training, and the project purpose and the overall goal were decided to be considered as the intermediate-outcome and end-outcome respectively. Therefore, this evaluation is somehow different from other evaluation in terms of the utilization of the five evaluation criteria because the accomplishment of the outputs is analyzed in the section of "Effectiveness", and the mid-term and the end results are analyzed in the section of "Impact".

1-3 Project Overview

To resolve the lack of personnel in the field of Information Technology (IT) in Middle and East Europe including Poland, the project implemented the training on organizing methods for an effective educational system based on practices and state-of-the-art technology to the teachers in the field of IT from the region, utilizing the transferred techniques to PJICT by cooperation from the government of Japan.

(1) Overall Goal

Improvement in the related fields in participant countries.

(2) Project Purpose

The participants utilize the acquired knowledge and skills in the educational and research activities.

(3) Outputs

The participants acquire the knowledge and skills for developing and implementing relevant education programs.

(4)Input

Japanese side:

Local Cost	20 million yen
Equipment	1 million yen

Polish Side:

Local Cost	7 million yen
Counterparts	26
Equipment and Facilities	

(5) Participant Countries

Slovakia, Estonia, Latvia, Lithuania, Romania, Moldova, Ukraine and Bulgaria.

2. Evaluation Team

Members of Evaluation Team	Team Leader/General: Nozomu GODA, Senior Advisor, Institute for International Cooperation, JICA Evaluation Planning: Katsutoshi FUSHIMI, Division of Middle East & Europe, Regional Department IV, JICA Evaluation Analysis: Makiko KOMASAWA, Earth & Human Corporation Inc.
Period of Evaluation	18 February 2003 - 26 February 2003	**Type of Evaluation:** Terminal Evaluation

3. Results of Evaluation

3-1 Summary of Evaluation Results

(1) Relevance

The support to the IT field in Middle and East Europe met the needs of the industry in the area. The project was also relevant to the policy of those Middle and East European countries that are actively promoting the market economy. In Poland, the academic activities in the field of natural science are relatively active. The number of students in the IT field at universities and vocational schools was over 3,000 in 1990 which increased rapidly to over 656,000 in 2002. In particular at PJIIT laboratories equipped with the state-of-the-art technology have been utilized, the curriculum aiming at the integration of the theory and practical study has been organized, and appropriate techniques have been transferred to its surrounding countries. The training surely improved the capability of PJIIT and directly contributed to the support of the Polish implementation and management system as a transferring step from a beneficiary country to an aid country. Therefore, the training was considerably meaningful. The implementation of the training marked the first step of the support to the surrounding countries of Poland which became the base of the support activities in the area.

(2) Effectiveness

Based on the questionnaire survey, 65% of the respondents (28 out of 78 participants) mentioned that they acquired knowledge and skills for developing and implementing relevant education programs, and 29% of respondents indicated their acquisition of knowledge to be "to the average level", and more than 90% of the respondents self-evaluated that they mostly acquired the necessary knowledge and skills. According to the interviews to the participants, young and middle aged teachers at universities and advanced educational organizations indicated that they would like to reflect the acquired knowledge and skills to the

curriculum right after returning home. They expressed they would use the textbooks at their schools, and they would refer to many of the teaching methods learned through the training. Therefore, it is considered that the accomplishment level of the training is high.

(3) Efficiency

The training was implemented efficiently in terms of the inputs of Polish lecturers, materials, equipment, and the administration procedure in their quantity, quality and timing. As for the quality of inputs, PJIIT which was the implementing organization, had high quality lecturers, textbooks and equipment in particular. The project efficiency was enhanced with those inputs. The Database Service for the project developed by the PJIIT for the Web Site has been introduced since FY 2002. The introduction of the service has facilitated the provision of the necessary information, the registration, list-making of the participants' personal data, traveling and accommodation expenses and other financial data, which decreased the office expenses drastically. However, in fiscal years 1999 and 2000, the procedure after application was time-consuming, and as a result, the remittance from JICA was delayed. The delay resulted in the unexpected increase in cost which interfered with the efficiency of the project, but the process has been improved.

(4) Impact

According to the survey, all the ex-participants were going to disseminate the information immediately after they returned home through "discussions with colleagues". Among the respondents of the survey, 80% answered that they were going to "circulate the textbooks" and 20% to publish research papers. Seventy percent (70%) of them indicated that they would utilize the acquired knowledge and skills in their own activities such as "starting new research", "revising teaching guidelines", "proposing a new project" and "opening new classes", and that mid-term outcome was mostly accomplished. One of the participants who was a teacher from an advanced school brought about favorable changes to the surrounding environment at the organization. Another ex-participant succeeded in establishing the nation's most modernized computer laboratory in his high school. There was also the case that an ex-participant improved the database at the high school. Furthermore, more positive impacts were observed: Acquisition of higher levels of qualification; improved feedbacks given by surrounding people; good opportunities such as promotion at their workplaces. In addition, 90% of the participants continue communicating with other participants, and some of them are well motivated to implement academic activities with other participants. Therefore, it is considered that the overall goal is soon to be achieved.

(5) Sustainability

The Ministry of National Education and Sport appreciated the successful performance of PJIIT as an educational organization in the field of IT in Poland and recognized the project's meaning in terms of cooperation to its surrounding countries. The Ministry is now discussing bills that would make it possible to invest to the non-national universities, and The Ministry is willing to expand the support to the PJIIT, anon-national university, in the future. PJIIT is the only non-national university which acquired the qualification in 2002 to offer the PhD degrees in the field of IT. The academic level of PJIIT is highly evaluated. The satisfaction level of "operational system" was extremely high according to the implementation reports by the PJIIT and the results of the questionnaire survey to the participants. The PJIIT is evaluated that it has fully acquired the (technical, academic, organizational and operational) capability to implement similar training to the Third-Country Training to its neighboring countries. However, the financial support from outer organizations such as the Ministry of National Education and Sport is still necessary for the operation and implementation of such training.

3-2 Factors that promoted realization of effects

(1) Factors Concerning the Planning

1) The practical education in the field of IT is one of the major concerns in Middle and East Europe countries and the needs are strongly high.
2) More appropriate participants such as teachers at advanced educational organizations were selected by developing application channels such on the Internet and referrals of the ex-participants.
3) The contents of the project were directly utilized for the improvement of curriculum at the workplace of participants and for the improvement of teaching methods.

(2) Factors concerning the Implementation Process

1) Teachers, textbooks and equipment of the PJIIT, the implementing organization, were all at high levels.
2) Based on the deep understanding of the needs of the IT industry which was making remarkable progress in a short period of time, the contents of the project were revised every year.

3-3 Factors that Impeded Realization Effects

(1) Factors Concerning the Planning

N/A.

(2) Factors concerning the Implementation Process

In the first year, sufficient time could not be assured for the preparation of the project because the discussion for the implementation of the project had been continued till just before the commencement of the project.

3-4 Conclusion

The project has achieved its original purpose. It is worth mentioning that not only the mid-term result of utilizing acquired knowledge and skills after returning to the home countries was observed but also that the end result of social impacts on Middle and East European countries including Poland has already become noticeable.

3-5 Recommendations

(1) Ministry of National Education and Sport should bear more expenditure of the project because the expenses of the Third-Country Training were somewhat of an overstrain to the PJIIT.

(2) While there are strong indications of the decrease in Japanese ODA budget to the Central and East Europe region, this kind of training program remains desirable because the project is highly cost effective and gives beneficial effects to neighboring countries. Therefore, the Japanese side should positively consider the extension of the training in case the Polish side makes official requests with proper cost sharing.

3-6 Lessons Learned

(1) To make the achievement of the Third-Country Training more effective and efficient, it is important to select participants carefully and to develop the curriculum in line with the needs.

(2) It is desirable to incorporate the follow-up activities with the project at the planning stage, taking into consideration the utilization of the effects of the project after the termination.

(3) The implementation process of the training can be considered a successful example of "graduation from ODA" or of the "settlement of transferred techniques" because the cooperation activities were developed step by step successfully. Following the Dispatch of Expert, the Five-year technical cooperation project was implemented. The technical cooperation project was decided to be extended by three years. Afterwards, the Third-Country Training was commenced. This example can be applied to cooperation projects in other countries.

3-7 Follow-up Situation

N/A