

## Summary of the Terminal Evaluation

<b>I. Outline of the Project</b>		
Country: Republic of Uzbekistan		Project: Uzbekistan-Japan Center for Human Development Project
Sector: Human resource development		Cooperation scheme: Technical cooperation project
Division in charge: Japan Center Team, Social Development Department.		Cooperation amount (at the time of evaluation): 501 million yen
Period of cooperation	(R/D): Dec. 01, 2000 to Nov. 30, 2005	Partner country's implementing organization: Ministry for Foreign Economic Relations, Investments and Trade
	(Extension): (E/N) (Grant aid)	Supporting organization in Japan: The Japan Foundation
		Other related organizations:
<p>1-1 Background to and outline of the cooperation</p> <p>With the collapse of the USSR, the Republic of Uzbekistan (hereinafter referred to as "Uzbekistan") became independent in September 1991. Since then, Uzbekistan has carried out gradual economic reforms under the leadership of the Government, centering on the transition from the planned economy of the former USSR era to a market economy. Although the decline in its economy after independence was less than that of other former USSR countries, its reforms progressed very slowly. Since, in this situation, Uzbekistan lacked human resources that were good at handling the practical details of business, it had to urgently develop private human resources that support actual businesses and the economy and administrative officers who could institutionally support private human resources.</p> <p>In this situation, Japan planned the establishment of the "Japan Center for Human Development" as a part of its human development support to countries in transition to a market economy. In October 1999, the Uzbek Government submitted to the Japanese Government a written request for the establishment of the Uzbekistan-Japan Center for Human Development (hereinafter referred to as "UJC") in Tashkent. In November that year, the UJC Project Preparatory Study Team agreed with the Uzbek Government about the basic framework.</p> <p>Under the Japan Center Project, which started as Japan's "aid with a Japanese flag," after its establishment, the UJC steadily accumulated achievements in business courses, the Japanese language courses, and programs for the promotion of mutual understanding between both countries. Although the UJC Project ended on November 30, 2005, Uzbekistan strongly requested Japan to carry out Phase 2 of the UJC Project. In this way, Uzbekistan is requesting long-term assistance from Japan.</p> <p>1-2 Contents of the cooperation</p> <p>(1) Overall goal</p> <p>1) The process of transition to a market economy in Uzbekistan will be enhanced.</p>		

<p>2) Mutual understanding and friendly relations between the two countries will be reinforced.</p> <p>(2) Project goal</p> <p>1) The Japan Center will play an important role in human development of Uzbekistan toward a market economy.</p> <p>2) The Center will promote mutual understanding between the peoples of the two countries through information services and other programs.</p> <p>(3) Outputs</p> <p>1) The Japan Center will be effectively managed and accessible for the general public.</p> <p>2) Business courses will be continuously offered to provide practical knowledge and skills pertinent to the market economy. The implementation of the courses will gradually be localized.</p> <p>3) Japanese language courses will be continuously offered to fulfill the needs of general public, professionals in business and the public sectors and Japanese language teachers. The implementation of the courses will gradually be localized.</p> <p>4) Publication and visual materials related to Japan in such fields as economy, society and culture will be provided. In addition, the Center will be fully utilized for exchange programs between the two countries.</p> <p>(4) Inputs (as of July 2005)</p> <p>1) Japanese side: Dispatch of 50 experts in total – 9 long-term experts and 41 short-term experts and consultants; 2 engineers for the installation of equipment; provision of equipment worth 185 million yen in total (8.2 million yen for portable equipment); local operational costs of 1,146,000 dollars (total until June 2005); 19 training participants accepted in Japan (counterparts, local staff members of UJC, local lecturers, and high achievers in the business courses)</p> <p>2) Uzbek side: Uzbek co-director of the UJC and 1 accountant (Ministry for Foreign Economic Relations, Investments and Trade); provision of the site and facilities for the UJC</p>
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## **II. Outline of the evaluation team**

<p>Team members</p>	<p>Team Leader: Mr. Yoshikazu TACHIYARA, Japan Center Team Leader, First Group of the Social Development Department, JICA</p> <p>Japanese Language Course Evaluation: Ms. Kayoko KOBAYASHI, lecturer, Chiba University Center for International Research and Education</p> <p>Japanese Language Course Evaluation: Ms. Rei HAMABE, Japan Foundation</p> <p>Evaluation Analysis: Mr. Akira MATSUMOTO, Consulting Manager of TAC International</p> <p>Business Course Planning: Mr. Hideki KAGOHASHI, Senior Researcher of the International Business Division, UFJ Institute</p> <p>Evaluation Planning: Ms. Momoko SUZUKI, Japan Center Team, First Group of the Social Development Department, JICA</p> <p>Interpreter: Ms. Keiko KOJIMA, Training Coordinator, Training Program Coordination Division, JICE</p>
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Period of the evaluation	July 20, 2005 to August 3, 2005	Type of evaluation: Terminal evaluation
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### III. Outline of the evaluation results

#### 3-1 Confirmation of the achievements

Eight long-term experts and 41 short-term experts were dispatched for the UJC Project over five years to design the business courses and the Japanese language courses, give the counterparts guidance concerning the management of the courses, secure and train local lecturers, and establish the foundation for the system of carrying out the UJC Project. As business courses, an MBA-type intensive education course, a problem-solving course, and a Japanese management course were provided through 25 sessions in total held for young businesspersons, mid-level executives of companies, self-employed individuals, company executives, and central and local government administrative officers engaged in policy-making for the promotion of small and medium-sized enterprises. The total number of participants was 1,426. As planned initially, the business courses were provided continuously according to the level and number of the participants. The participants in the MBA-type intensive education course in 2005 evaluated the course at 23.75 points on a scale on which 25 points was the highest possible score. Moreover, in the Japanese language courses, 17 sessions in total were held for a wide range of age groups from younger persons to members of the society to provide high-quality Japanese language education. The total number of participants was 599 over the five years. A total of 21 events related to the Japanese language courses were held, including a Japanese speech contest, which drew 5,028 participants. Moreover, the UJC Japanese language courses have played a substantial role in increasing the number of Japanese language learners as the base for Japanese language education in Uzbekistan, creating a network among Japanese language teachers and creating a model of Japanese language lectures. According to the results of a questionnaire survey on the participants in the Japanese language courses, 94% of them answered that they were satisfied with the UJC's lessons. Over the five years, 335 events for mutual understanding, such as ethnic music concerts, were held and drew more than 10,000 people. The results of questionnaires given to visitors and interviews with them indicate a deepening understanding of Japan among Uzbeks and a large number of people who were highly satisfied with the events that were organized and wanted to participate again. The courses were managed mainly by UJC staff members (counterparts) who received technical transfer from Japanese experts, which indicated that the indigenization of the management of the courses has been in progress. Moreover, UJC facilities, such as the library, the computer room, and the study room, have been in frequent use by a wide range of users, and the number of visitors to the UJC has been increasing year by year (121,000 visitors as of June 2005). With regards to the computer courses, 21 courses in total were held over the five years, including ones for the hearing impaired. The computer courses have played an important role in the improvement of IT skills and vocational training for the hearing impaired.

This Project achieved the goal for the UJC of playing an important role in developing the human resources necessary for Uzbekistan's transition to market economy. With regard to the other project goal, the promotion of mutual understanding between the people of both countries has been mostly achieved through the information services about Japan and the UJC's various training courses. However, the provision of information on Uzbekistan to Japan should be expanded and strengthened further. At present, efforts for the bilateral dissemination of information have just begun.

#### 3-2 Summary of the evaluation results

## (1) Relevance

The main project goal is the “development of human resources for the transition to a market economy.” This goal met Uzbekistan’s needs concerning policies and markets.

With regard to its needs concerning policies, as the annual state plan has been specified in a Uzbek President Order, the promotion of the transition to a market economy and the development of small and medium-sized companies have been included in the policy goals and are consistent with the purpose of the Project. Moreover, in the bilateral policy consultations on economic cooperation, such as the policy consultations in November 1998, both Japan and Uzbekistan agreed that the “development of human resources” for economic development is one of the priority sectors for aid. In addition, the development of human resources is in line with Japan’s ODA policies and is consistent with the Japanese Government’s basic diplomatic policies.

With regard to its needs concerning markets, because Uzbekistan has limited opportunities for receiving similar business courses from other agencies, this study also confirmed that the demand for MBA-type training is high.

With regards to the Japanese language courses, the extent of the need for studying the Japanese language will be identified by the plan to conduct a comprehensive survey on Japanese language education in Uzbekistan. However, it can be considered that the target group has an appropriate size, since the number of Japanese learners increased from 1,160 in 2000 to 1,853 in 2004 (up by about 60%) and because only the UJC provides advanced courses in Uzbekistan and the number of applicants for each Japanese language course is always higher than the enrollment limit.

In addition, the second project goal, “promotion of mutual understanding between the people of both countries” through mutual understanding programs, has been set based on the recognition by both countries of the importance of mutual promotion and is consistent with Japan’s policies for diplomacy with Central Asian countries.

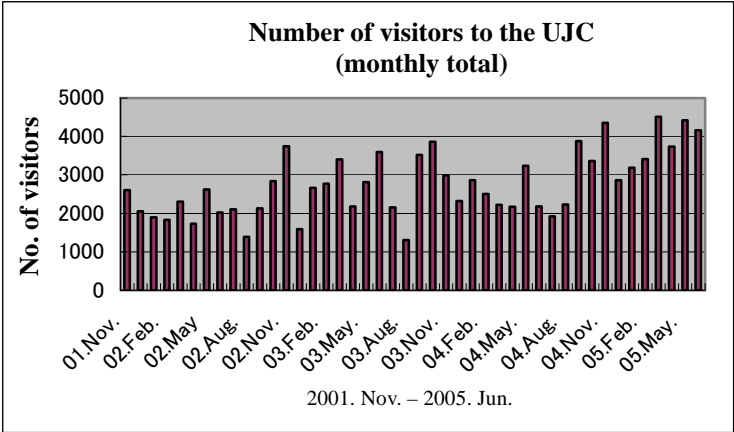
Therefore, it can be said that the implementation of this Project is highly relevant in Uzbekistan.

## (2) Effectiveness

The UJC can be evaluated as highly effective in the development of human resources through three programs: “business courses,” “Japanese language courses,” and “mutual understanding programs.”

It can be considered that the Project has been able to provide appropriate services to the target groups based on the originally established plan and the results of needs surveys. In addition, the number of applicants for each of the courses and programs and the number of participants in each of them have been steadily increasing (see the number of visitors to the UJC below), and it has been found from interviews with related agencies and group discussions with course participants that the UJC has been highly evaluated and this evaluation has been decisive. Moreover, it has been confirmed that the Uzbek participants in the UJC’s activities have increased their interest in Japan and that the Project is helpful for increasing knowledge about Japanese-style management and improving practical business skills and Japanese language proficiency. The Project is also highly regarded as one of the few training projects

that can provide international-class business education in Uzbekistan, and cases of those who completed courses starting businesses or gaining an advantage in being employed or performing highly technical jobs have begun to emerge. Therefore, Project Goal 1 (to play an important role in the development of human resources) can be evaluated as highly effective. On the other hand, because Japan’s deepening understanding about Uzbekistan is to be achieved in the future, Project Goal 2 (to promote mutual understanding between the people of both countries) is considered to have been effectively and smoothly accomplished, but there is room for further expansion and strengthening.



(3) Efficiency

With regard to Japan’s inputs in the Project, although the Japanese side did not input the JICA-Net video meeting system, the other inputs were made almost according to plan within the project period as a result of this evaluation study, including interviews, questionnaire results, and inspection visits. Four regular long-term experts and about ten short-term (one-year) experts were assigned to the UJC (mainly as business course lecturers) to plan and carry out the effective management of the business courses, the Japanese language courses, the mutual understanding programs, and the UJC. In addition, as a result of providing OJT and training in Japan according to plan, improvements were made in the management capabilities and technical knowledge of the Uzbek staff, including the counterparts assigned by the Uzbek side, and the effectiveness of the management of the UJC also increased. In particular, in the business courses the proportion of local lecturers increased to 50% and the smooth provision of courses has been promoted through the exchange of opinions between the Japanese and local lecturers concerning the contents and vision for the courses in cooperation with the “association of lecturers” organized by local lecturers. With the diversification of the UJC activities, it has become necessary to train managers among the counterparts in the UJC management sector. Therefore, when examining the inputs in Phase 2, it is necessary to especially consider providing training for the counterparts in the UJC management sector.

(4) Impact

The UJC has played a certain role in increasing the Uzbek people’s interest in Japan and developing human resources that have practical business skills and Japanese language proficiency. Taking also into consideration the scale of the overall goals, it takes a considerable time for the Project to have an impact on the development of the Uzbek economy. At the individual level, some impacts have been recognized as described below.

(Business courses)

The first impact is that the UJC has encouraged young businesspeople and entrepreneurs to develop their awareness about what a world-class business education is and how to develop their careers. Many participants and lecturers have a high regard for the UJC business courses as one of the few opportunities to receive an international-class business education in Uzbekistan.

The second impact is that many participants who completed the courses consider that the acquisition of knowledge through the courses is advantageous in being employed or performing highly technical jobs. In addition, some participants who completed the courses have established business plans to receive investments or loans to start new businesses through the use of the acquired knowledge.

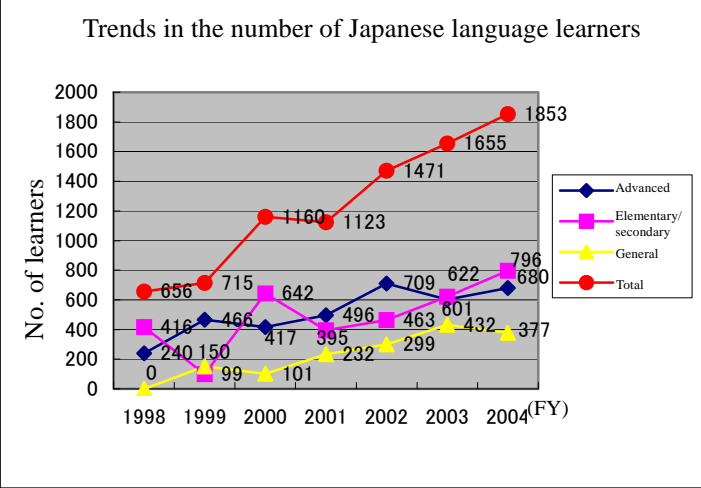
The third impact is that there is an increasing number of new participants who heard about the reputation of the business courses from former participants. The high quality of the courses has led to the expansion of the range of people who study the business courses.

The fourth impact is that the business courses are helpful for networking among the participants and lecturers. A course lasts for five months, which is longer than the business courses provided by the Japan Centers in other countries. Through teaching or learning in a longer course, a sense of unity develops among participants and between the participants and the lecturers, which creates opportunities of finding jobs and exchanging mutually helpful opinions after the end of the course.

(Japanese language courses)

The number of Japanese language learners in Uzbekistan increased by 60% in these four years (from 1,160 in 2000 to 1,853 in 2004). Due to this upward trend in the number of Japanese language learners in Uzbekistan, it can be said that the UJC has played an important role in the development of Japanese language education in the country. The UJC has contributed to the creation of a network among teachers and the preparation of educational materials for teachers.

In addition, although there are various factors related to the increase in the number of Japanese language learners, UJC’s Japanese language courses have served as a model for Japanese language courses in Uzbekistan, and the UJC is the only agency that has advanced courses, one of the project goals. Therefore, it can be considered that the UJC has played a great role in increasing the number of learners.



(Mutual understanding programs)

A total of more than 10,000 people participate in the mutual understanding programs. Most of the participants stated that they would like to know more about Japan. The Project not only introduces Japan's traditional culture to Uzbeks but also helps them find out about today's Japan through the provision of information on Japan by various means, such as the UJC forums. The number of Uzbeks who know about the UJC has been increasing and visitors have been developing an understanding and interest in Japan.

(5) Sustainability

The UJC's sustainability can be viewed from the organizational, technical, and financial aspects.

(Organizational aspects)

The Ministry for Foreign Economic Relations, Investments and Trade and JICA jointly established the UJC as an NPO corporation. JICA has taken the leadership in the management of the UJC. The UJC has been authorized as a public agency by the Uzbek Government and has received considerable political support. The UJC Project is well-known politically. Although the counterpart is usually a specific university in the UJC Projects in many other countries, it is easier to adopt the TOT strategy, which does not target any specific university in Uzbekistan. The Ministry for Foreign Economic Relations, Investments and Trade directly appointed the Uzbek director of the UJC and the Uzbek accountant and placed them in the UJC as counterparts. Moreover, the employment of local lecturers for training courses has been promoted (the ratio of local lecturers to Japanese ones is 1:1). However, because the expenses for local lecturers are paid by the Japanese side, payment from UJC's revenues should be promoted in Phase 2 (for details, see the "Financial aspects" section below). The UJC is using its advantage of not being dependent on a specific university as an NPO corporation to regularly hold and manage human resources development courses, such as business training courses, Japanese language courses, and computer training courses. Therefore, it can be said that UJC's organizational foundation has been established.

(Technical aspects)

The UJC's sustainability can be viewed from the technical aspects at the lecturer level and the staff level. The sustainability at the lecturer level has been advancing relatively smoothly both in the business courses and the Japanese language courses. The Uzbek lecturers for the business courses and the Japanese language courses (the number of Uzbek lecturers for the business courses is limited) have learned knowledge and skills from Japanese experts and lecturers and have been using them in their lectures. The Uzbek lecturers for the Japanese language courses in particular have high sustainability. For example, their skills in teaching the Japanese language have been improving.

With regard to the local staff, as a result of advances in technology transfer through OJT in the UJC and C/P training in Japan, the staff members in charge of the Japanese language courses have been building their ability and knowledge concerning the management of the courses.

With regard to the business courses, of the three local staff members, one member received

training in Japan, but improvement in each staff member's ability to perform the duties is necessary in order to transfer greater responsibility for the management of the UJC to the local staff members.

(Financial aspects)

With regard to the financial aspects of sustainability, UJC's revenues are estimated to be about six million yen for FY2005. The ratio of UJC's revenues to the total expenses for the management of UJC is as low as about 9% on average, which is insufficient to cover the management costs. More than 85% of the revenues are from tuition fees for the courses, while UJC's membership fees and Internet charges account for a small portion of the revenues.

According to the results of an analysis of the financial data, the cost recovery rate to the expenditures for the management of the UJC, excluding the costs for Japanese experts and the financial manager, for whom the personnel costs are paid by the Uzbek Government, has changed in the range of 6% to 12% (9% on average). It can be said that a low cost recovery rate is an innate characteristic of projects like the UJC Project. Considering the business courses for example, two factors influence the low cost recovery rate: a) inexpensive fees due to UJC's function to provide a public service; and b) the high proportion of Japanese experts among the total number of lecturers of the UJC. In reality, the participants feel that the tuition fees are very inexpensive, taking into consideration that the UJC provides an international-level education.

The employment of local lecturers and managers may be a solution to reducing the costs of the UJC as a whole. Such indigenization, however, should be considered carefully so as not to downgrade the quality and reputation of each course. In the case of the business courses, as described in the section on sustainability with regard to the technical aspects above, although the local lecturers have a certain level of ability, the participants support the principle that the ratio of Japanese lecturers to local ones should continue to be 1:1 instead of promoting further indigenization. This is mainly because they "would like to listen directly to Japanese lecturers about their experience in Japan and the latest business situation in Japan." For most young businesspersons and entrepreneurs who cannot study abroad, the UJC's business courses are an important opportunity for acquiring international-class business knowledge centering on "Japanese-style management." Therefore, at least for the short term, careful consideration should be given to the improvement of the cost recovery rate through the employment of more local lecturers.

In conclusion, it is possible for the UJC's local staff to improve their technical management capabilities under the appropriate supervision of Japanese experts in the near future. On the other hand, financial sustainability is a long-term issue. Whether the UJC becomes financially sustainable through an increase in the tuition fees, an increase in the number of local lecturers and managers, or other measures for improving the revenue is a strategic problem to be discussed carefully with a long-term vision, together with the management of the organization in the future.

### 3-3 Factors that promoted the achievement of the goals

The following are the factors for success that are common to the project activities:

- (1) Securing excellent lecturers who have practical experience and provide high quality instruction



- (2) Placement of experienced managers (including experts) who have good business sense

The following are success factors in the business courses:

- (3) In Uzbekistan, while high-quality MBA education is insufficient, the UJC provides a “mini-MBA”-type curriculum for very low fees.
- (4) The participants have come to trust the basic policy for course management – that is, strict selection of the participants who have the firm intention to become entrepreneurs or managers or acquire knowledge –, the high level of transparency in the selection process, and strict evaluation of the participants before granting the diplomas.
- (5) The contents of the courses were continuously adjusted through feedback from the participants in order to provide courses that satisfy their needs.

#### 3-4 Factors that impeded the achievement of the goals

- (1) Japanese side’s policy at the beginning of the Project

From the start of the UJC, it was assumed that the Japanese side would permanently provide inputs into the management of the UJC. Moreover, there was a tendency to make the management of the Project itself the purpose, thinking that the very existence of the UJC in Uzbekistan would be important for the promotion of friendly relations between both countries. In addition, because the Project was managed without establishing quantitative indicators for measuring the level of achievement, it was hard to say that the achievement of the goals has been properly monitored, with the result that the Project was not totally managed according to PDM. Because of this, importance was not placed on improvements in the capabilities of the UJC staff and the counterparts, which impeded the achievement of some project goals.

#### 3-5 Conclusions

As a result of this study, it was confirmed that the Project is in accordance with the Uzbek Government’s policies and needs and that each of the UJC’s activities has been carried out effectively and efficiently. Most of the participants in the business courses and the Japanese language courses are satisfied with the UJC’s activities, which have contributed to the improvement of the knowledge and skills of the participants. This indicates that the Project has supported the development of the human resources that are necessary for Uzbekistan’s transition to a market economy. There were some cases in which the participants in the business courses have received stimulus from the Project and have become leaders in their workplaces or have started new businesses. In addition, mutual understanding among people in both countries has been promoted through the Japanese language courses and mutual understanding programs.

Moreover, the existence of the UJC has stimulated interest in Japan among many Uzbeks and has been useful in developing human resources that have practical business skills and Japanese language proficiency.

Although it takes a long time for the Project’s impact to emerge in the development of the Uzbek economy, it has been recognized that the Project has had an impact at the individual level, such as being useful for the improvement of knowledge and proficiency. Therefore, it can be said that the Project has achieved satisfactory results.

With regard to the UJC's sustainability, although every course is highly sustainable in terms of the technical aspects, to ensure solid sustainability in the future, it is essential to improve the capabilities of UJC's local staff members according to the strategic training plan, continuing to receive guidance from Japanese experts. With regard to the management of the UJC, when the Japanese side transfers more of the responsibilities to the local staff, it is necessary for each local staff member to improve his or her ability to perform the duties as a professional.

On the other hand, financial sustainability is a long-term issue. Whether the UJC can become financially sustainable through an increase in the tuition fees, an increase in the number of local lecturers and managers, and take other measures to improve revenues without declining the quality and its reputations of the course, is a strategic problem to be discussed carefully with a long-term vision, together with the management of the organization in the future.

Therefore, the conclusion was reached that the Project has almost achieved the outputs specified in the PDM. However, to achieve the project goals, it is necessary to carry out further activities to improve UJC's sustainability (improvement of its own revenues). The Uzbek Government also submitted a written request for the continuation of support for another five years as Phase 2, which the evaluation team decided to consider positively.

### 3-6 Recommendations (concrete measures, proposals, and advice concerning the Project)

#### (1) Mutual coordination among activities for the three pillars

To increase the multiplier effect, strengthen mutual coordination among activities for the three pillars – “business courses,” “Japanese language courses” and “mutual understanding programs.”

#### (2) Planning and monitoring

To manage the Project, placing more importance on the outputs, establish a detailed annual activity plan and continue to improve the plan, regularly monitoring the status of progress.

#### (3) Further improvement of the design and management of the business courses

Of the business courses, the mini-MBA-type course (Course A), the purpose of which is to train the managers, workers and entrepreneurs of small and medium-sized companies, has been highly regarded in Uzbekistan. However, to solve Uzbekistan's various problems that small and medium-sized companies are facing and satisfy the needs of a wide range of targets, it is necessary to further improve the design and management of the business courses. Because of this, endeavors to continue improvement through monitoring of the courses while taking measures such as conducting questionnaire surveys among the participants and through feedback of the results of the monitoring into course design and management. With regard to the fields and topics such as “business courses for the disabled,” “support for female entrepreneurs,” and the “promotion of tourism,” the measures proposed for the business courses should be considered since the need for these has already been recognized.

#### (4) Strengthening of cooperation with related agencies (candidates for future partners)

To increase the impact of the business courses, cooperate with the Uzbek Chamber of

Commerce and Industry and related social and economic associations to introduce Japan's experience and Japanese business systems to a wider audience. In addition, provide technical support and advice concerning the programs of these organizations for improving the management of small and medium-sized companies in Uzbekistan.

In addition, although the main purpose of mutual understanding programs in Phase 1 was to provide information about Japan to people in Uzbekistan, a bilateral exchange of information between both countries is essential for promoting mutual understanding. To deepen the relationship between both countries, it is also necessary to strengthen cooperation with associations and groups that have been carrying out Uzbekistan-related activities in Japan.

(5) Strengthening of the role of the UJC as a base for Japanese language education

The UJC has so far provided courses that satisfied various needs, ranging from the elementary level to the advanced level. However, because the number of courses is insufficient for the increasing demand, it is necessary to increase the number of courses. In addition, there are a very small number of Uzbek people who have sufficient Japanese language proficiency for their work. Therefore, for the benefit of Uzbek people who are trying to gain revenues through the use of their Japanese language proficiency, consider establishing full-scale classes for the training of translators and interpreters.

The UJC, which has so far served as the base for Japanese language education in Uzbekistan, is expected to strengthen its functions further. For this purpose, in Phase 2, it should make efforts to strengthen the following: 1) translation of Japanese educational materials into the Uzbek language; 2) promotion of the training of Japanese language teachers; 3) provision of technical assistance to Japanese language teachers; and 4) strengthening of the network among Japanese language teachers. In addition, because there are few opportunities for Uzbek people to come into contact with Japanese people or use the Japanese language, it is difficult to maintain the motivation to learn the Japanese language. Because of this, establish Japanese language classes whose purpose is to encourage learners to participate in the classes themselves, such as classes entitled "Learning Japanese through animated dramas" and "Reading Japanese literature."

(6) Provision of mutual understanding programs in local areas

The UJC aims to be accessible to a wide range of Uzbek people. However, because access to information on Japan is limited in local areas, provide mutual understanding programs in local areas besides Tashkent. In addition, strengthen the UJC's function to disseminate information, while improving and diversifying the contents of the information provided by the UJC.

(7) Strengthening of the provision of information on studying in Japan

Provide information on studying in Japan only through the UJC. Moreover, before students go to Japan, give them a preliminary orientation and Japanese language training at the UJC if needed.

3-7 Lessons learned (matters that serve as reference materials for the discovery, creation, implementation, and management of similar projects derived from this Project)

(1) Establishment of goals conforming to the reality and concrete indicators

Because the PDM for this Project only indicates the overall goals and the project goals qualitatively, it was difficult to evaluate the extent to which the outputs of the project activities contributed to the achievement of the goals. In Phase 2 (or similar projects for human resources development or occupational training), it is important to establish quantitative indicators for each activity and collect such quantitative information to measure the level of achievement.