

# 別添資料

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- 2) 達成度グリッド日本語版
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プロジェクト名: ハンガリー国 第三国研修「生産管理診断」

1. 協力期間 : 5年間 (2000年 4月 - 2005年 3月)
2. 作成方法: このPDMeは評価の目的で評価団がJICA及び関係者の意見を参考に作成したもの。
3. 日本側の実施機関: JICA

4. 相手国実施機関: ハンガリー生産性センター "HPC"
5. ターゲットグループ: 中東欧諸国の産業振興にかかる人材

プロジェクトの要約	指 標	指標の入手手段	外部条件
<b>スーパーゴール</b> 中東欧諸国における産業の質と生産性が向上する。			
<b>上位目標</b> 中東欧諸国において、研修修了者が研修で得た生産性向上の知識や技術を現場に利用する。	<ol style="list-style-type: none"> <li>1. 研修の評価で、修了生のほとんどが得た知識や技術を実際に使うことを予想/予定している。</li> <li>2. 研修後一年間で、すべての研修修了者が得た知識や技術を実際に使ったことがある。</li> </ol>	<ol style="list-style-type: none"> <li>1. 研修後に実施されるアンケート結果</li> <li>2. 評価団による追加調査の結果。</li> </ol>	
<b>研修の目標 (プロジェクト目標)</b> 中東欧諸国から本研修に参加した受講者が、中小企業の実産性向上のための生産管理診断を実施するために必要な知識と技術を身につける。	<ol style="list-style-type: none"> <li>1. 研修参加者の全員に、研修によって定められた基準によりディプロマが授与される。</li> <li>2. 研修終了時に、研修修了者の大多数が、中小企業の実産性向上のための生産管理診断ができる能力をすべて身につけたと自己評価する。</li> <li>3. 研修終了時に、研修講師が、研修修了者のほとんどが中小企業の実産性向上のための生産管理診断ができる能力をすべて身につけたと評価する。</li> </ol>	<ol style="list-style-type: none"> <li>1. 研修結果レポート</li> <li>2. 評価団による追加調査の結果。</li> <li>3. 評価団による追加調査の結果。</li> </ol>	a. 保守的社会環境や財源不足等、修了者が知識を普及するための深刻な阻害要因がない。
<b>成果 / 中間目標</b> <ol style="list-style-type: none"> <li>1. 「生産管理診断」の能力を身につけるための適切なカリキュラムが整備されている。</li> <li>2. 生産性向上に関する基礎知識が、参加者により十分理解される。</li> <li>3. 診断実習により、生産管理診断の経験を参加者が得ることができる。</li> <li>4. HPCの研修に係る管理運営能力が向上する。</li> <li>5. HPCの研修講師の教授能力が向上する。</li> </ol>	<ol style="list-style-type: none"> <li>1-1. 研修参加者が、研修カリキュラムの満足度について、5段階評価で4以上を平均でつける。</li> <li>1-2. 研修講師の大多数が、本「生産管理診断」研修のカリキュラムは、他の同様の研修と比較して、同等またはそれ以上であると評価する。</li> <li>2-1. TQM, JIT, KAIZEN などの講座でカバーされたテーマの数</li> <li>2-2. 研修参加者が、研修の講義の理解度について、5段階評価で4以上を平均でつける。</li> <li>2-3. 研修講師が、ほとんどの研修生が講義を十分に理解していたと判断する。</li> <li>3-1. 生産管理診断実習の実施数(会社名など)</li> <li>3-2. 生産管理診断のレポートが参加者によって提出される。</li> <li>3-3. 研修講師が、研修生による生産管理診断レポートのほとんどが十分な質のものであったと評価する。</li> <li>4-1. 研修施設・備品、教材、及び研修関係情報の管理状況。</li> <li>4-2. 研修参加者が、研修の管理運営全般について、5段階評価で4以上を平均でつける。</li> <li>5-1. HPCの研修講師数</li> <li>5-2. 研修参加者が、研修教授の指導能力について、5段階評価で4以上を平均でつける。</li> <li>5-3. 研修講師の大多数が、日本からの技術的サポートがなくとも講義ができるになったと自己評価する。</li> </ol>	<ol style="list-style-type: none"> <li>1-1. 研修後に実施されるアンケート結果</li> <li>1-2. 評価団による追加調査の結果。</li> <li>2-1. 研修結果レポート</li> <li>2-2. 研修後に実施されるアンケート結果</li> <li>2-3. 評価団による追加調査の結果。</li> <li>3-1. 研修結果レポート</li> <li>3-2. 参加者による診断レポート提出数</li> <li>3-3. 評価団による追加調査の結果。</li> <li>4-1. 評価団による確認。</li> <li>4-2. 研修後に実施されるアンケート結果</li> <li>5-1. 研修結果レポート</li> <li>5-2. 研修後に実施されるアンケート結果</li> <li>5-3. 評価団による追加調査の結果。</li> </ol>	
<b>活 動</b> <ol style="list-style-type: none"> <li>1. カリキュラム開発及び改善のための活動。</li> <li>2. HPC講師による生産性向上にかかる講義の実施</li> <li>3. 協力企業における参加者による生産管理診断の実施</li> <li>4. 研修管理運営のための活動。(施設メンテナンス、備品・教材の管理、参加者データの管理等)</li> <li>5. HPCの研修講師育成のための活動(主に教授活動)。</li> </ol>	<b>投 入</b> <b>日本側</b> <ol style="list-style-type: none"> <li>1. 在外講師の派遣</li> <li>2. 第三国研修経費 70%負担                          受入諸費全費目(航空運賃、交通費、日当宿泊等)                          講師謝礼費                          人件費(通訳・秘書)</li> </ol>	<b>投 入</b> <b>ハンガリー側</b> <ol style="list-style-type: none"> <li>1. 講師及び事務職員の配置</li> <li>2. 第三国研修経費 30%負担                          人件費(研修準備支援要員)、                          交通費、消耗品、印刷費、                          会場借り上げ費、通品費 等</li> </ol>	<b>前提条件</b> <ol style="list-style-type: none"> <li>1. HPCの施設が利用可能である。</li> <li>2. HPCプロジェクトにより、講師の候補人材が育成されている。</li> </ol>

## 達成度グリッド

項目	内容	情報源	評価手法	結果
投入	(日本側)			
	J-1. 在外講師派遣	報告書	在外講師(日本人講師)の投入がどの程度なされたかを確認する。	HPCに派遣されていた長期専門家(2001年2月～2004年2月)が研修講師及びその他の支援をしていた。その他、各研修に一人ずつ計4名の短期専門家が派遣された。
	J-2. 第三国研修経費 70%負担	報告書等、財務記録	財務投入が、運営費の70%程度なされたかを確認する。受入諸費全費目(航空運賃、交通費、日当宿泊等)、講師謝礼費、人件費(通訳・秘書)等の項目別で投入表を作成。	第一回から第三回まで約15.4万USドルが日本より支給された。これは総費用の76%に当たる。また第四回の費用負担分、約7.1万USドルが既に支給済みである。
	(ハンガリー側)			
	H-1. 講師及び事務担当人材の配置	報告書/その他事務所資料	講師や事務担当などの投入がどの程度なされたかを確認する。	4回分の合計で11人(既に個人コンサルタントとなったものも含む)が研修講師として配置された。
H-2. 第三国研修経費 30%負担	報告書等、財務記録	財務投入が、運営費の30%程度なされたかを確認する。人件費(研修準備支援要員)、交通費、消耗品、印刷費、会場借り上げ費、通品費等の項目別投入表で整理。	第一回から第三回まで約5万ドルがハンガリー側から支給された。これは総費用の24%に当たる。第三回の支給分は予定された額に達しておらず、また第四回目に関してもまだ支給はなされていない。	
活動	1. カリキュラム開発及び改善のための活動。	講師など関係者による自己評価	研修実施者による活動全般への自己評価から、予定された活動が実施できたかを確認する。特にカリキュラムの改訂プロセスについて、確認する。	第一回目から、コースのカリキュラムを質的に改良するような特別な活動はしていないが、部分的研修内容については講師によって内容は改訂されている。
	2. HPC講師による生産性向上にかかる講義の実施	講師など関係者による自己評価	研修実施者による活動全般への自己評価から、予定された活動が実施できたかを確認する。	日本及びハンガリーの講師は、カリキュラムにそって講義をしており問題は無い。
	3. 協力企業における参加者による生産管理診断の実施	講師など関係者による自己評価	研修実施者による活動全般への自己評価から、予定された活動が実施できたかを確認する。	経営診断の実習をする研修生を受け入れてくれる企業は少なく、協力企業を探すのは毎回困難であった。
	4. 研修管理運営のための活動。(施設メンテナンス、備品・教材の管理、参加者データの管理等)	講師など関係者による自己評価	研修実施者による活動全般への自己評価から、予定された活動が実施できたかを確認する。	過去の研修評価にかかる情報管理が十分とはいえないが、全体的として期待された管理は実践された。
	5. HPCの研修講師育成のための活動(主に教授活動)。	講師など関係者による自己評価	研修実施者による活動全般への自己評価から、予定された活動が実施できたかを確認する。	講義をすることを通して、講師は講義経験を習得した。
成果	1. 「生産管理診断」の能力を身につけるための適切なカリキュラムが整備されている。			
	1-1. 具体的成果	研修レポート(カリキュラム)	カリキュラムの内容について確認する。またどの程度改訂されたかも確認する。	研修カリキュラムは2001年の第一回の時に作られた。それ以後、構造的に大きな変更はされていないが、部分的な内容は毎回改訂がされている。

1-2. 研修参加者が、研修カリキュラムの満足度について、5段階評価で4以上を平均でつける。	研修後の受講者アンケート結果	研修後の受講者によるアンケート結果を確認	第一回から第三回までの研修生による評価によると、カリキュラムの程度は「ちょうど良い」。第四回の研修生による評価でも、カリキュラムの質については5段階評価で4以上をつけている。
1-3. 研修講師の大多数が、本「生産管理診断」研修のカリキュラムは、他の同様の研修と比較して、同等またはそれ以上であると評価する。	研修講師の意見(質問票及びインタビュー)	質問票またはインタビューを通じて、講師の目から見た評価をもらう	講師による評価によると、他の同様のコースに比べて、本研修のカリキュラムは平均以上と評価である。
2. 生産性向上に関する基礎知識が、参加者により十分理解される。			
2-1. TQM, JIT, KAIZEN などの講座でカバーされたテーマの数	研修レポート(講義内容)	研修講義で、どのような内容が教授されたかリストを作成し、確認。	すべてのコースで9つの知識領域が講義されている。主な内容としては、「工場診断」「TQM(Total Quality Management)」、「TPM(Total Productive Maintenance)」、「KAIZEN」、「Push-Pull and JIT (Just-In-Time)生産方式」などであった。
2-2. 研修参加者が、研修の講義の理解度について、5段階評価で4以上を平均でつける。	研修後の受講者アンケート結果	研修後の受講者によるアンケート結果を確認する。	研修生の自己評価によると、研修生の講義の理解度は5段階評価で平均4以上をつけている。
2-3. 研修講師が、ほとんどの研修生が講義を十分に理解していたと判断する。	研修講師の意見(質問票及びインタビュー)	質問票またはインタビューを通じて、講師の目から見た評価をもらう	講師による評価では、受講生の約88%が、講義内容全体の82%を理解した。達成度は受講生のバックグラウンド、つまり事前の知識や英語能力などによって異なることが指摘された。
3. 診断実習により、生産管理診断の経験を参加者が得ることができる。			
3-1. 生産管理診断実習の実施数(会社名など)	研修レポート(研修実習)	生産管理診断実習の実績リストを作成し、確認。	すべての研修で、毎回2つの企業において、2つのグループに分かれて工場診断が実習された。
3-2. 生産管理診断のレポートが参加者によって提出される。	研修レポート(研修実習のレポート)	生産管理診断実習の結果レポートのリストを作成し、確認。	すべてのグループが診断実習のレポートを提出した。受講生の評価によれば、その質は5段階評価で4程度である。
3-3. 研修講師が、研修生による生産管理診断レポートのほとんどが十分な質のものであったと評価する。	研修講師の意見(質問票及びインタビュー)	質問票またはインタビューを通じて、講師の目から見た評価をもらう	講師の評価によれば、受講生の診断レポートの質は「妥当appropriate」なレベルであった。
3-3. 第四回研修の診断実習の様子	評価調査団の意見	第四回目の実習場所を訪れて、様子を観察する。	参加している受講生が熱心に議論に参加しており、雰囲気は良かった。受講生は研修後ホテルに帰ってから自主的に作業を進めていた。一方で、調査団が訪問したときに、ハンガリーの受講生の数人が「自分の仕事の都合上」、欠席していた。これは必ずしもすべての参加者が同様のレベルで実習に参加していないことから憂慮されることである。
4. HPCの研修に係る管理運営能力が向上する。			
4-1. 研修施設、備品、教材、及び研修関係情報の管理状況。	施設、機材のリスト	現在、研修で使用されている施設及び機材等のリストを作成し、評価団が直接確認。	HPCのオフィスペースは小さく、十分に整理されているようには見えない。教材は使用できる程度には管理、保全されている。参加者の情報はコンピューターにいられている。過去のデータが部分的に無いなどのことから、HPCの研修管理能力には改善が必要である。また診断実習で受講生の何人かが欠席するなど、受講生の監理も十分でない。

4-2. 研修参加者が、研修の管理運営全般について、5段階評価で4以上を平均でつける。	研修後の受講者アンケート結果	研修後の受講者によるアンケート結果を確認する。	過去4回の研修では、受講生がHPCのマネジメントについて5段階評価で平均で4以上をつけている。第一回目の評価は4以下であり改善はされてきていると思われる。
5. HPCの研修講師の教授能力が向上する。			
5-1. HPCの研修講師数	講師のリスト	現在、研修を実施している講師とその専門テーマ及び教授マニュアルのリストを作成し、確認。	過去4回の研修で、合計11人のハンガリー人講師が講義している。ハンガリー人講師の半数がHPCにかつて在籍しており、現在は個人コンサルタント等で独立している。現在のHPCの専門スタッフは現在2名のみである。
5-2. 研修参加者が、研修教授の指導能力について、5段階評価で4以上を平均でつける。	研修後の受講者アンケート結果、他の日本人講師の意見	研修後の受講者によるアンケート結果を確認する。	受講生の評価によると、講師の教授能力は5段階評価で平均で4以上をつけている。
5-3. 研修講師の大多数が、日本からの技術的サポートがなくとも講義ができるになったと自己評価する。	研修講師の意見(質問票及びインタビュー)	質問票またはインタビューを通じて、講師の目から見た評価をしてもらう	すべてのハンガリー人講師が、日本人講師の支援なしでも今後は講師ができるかと判断している。一方で、日本人講師の知的支援は今後も高く価値付けられる。
<b>目標達成度</b>			
1. ディプロマを授与された研修参加者数と割合。	研修レポート	研修の基準を満たしてディプロマを授与された参加者の数と参加者数との割合を確認する。	第二回と第三回では、参加者全員が修了証を授与されている。一方で第一回目は、診断実習に参加しなかったものが受講生の3割ほどいたことから、7割が修了証を授与された。第四回では、1名を除いて全員が修了書を授与される予定である。
2. 研修終了時に、研修修了者の大多数が、中小企業の生産性向上のための生産管理診断ができる能力をすべて身につけたと自己評価する。	研修後の受講者アンケート結果	研修により知識や技術が、自分で生産管理診断ができるレベルまで理解できたかどうかを確認する。	受講生の評価によると、仕事への適用度では5段階評価で平均4以上であった。主観的な評価であるが、受講生の大多数が応用できる程度の知識や技術を身につけたと評価している。一方で、何人かの受講生は、本研修が製造業関連の知識技術であることから、自分の仕事と完全に一致するものではないと認識している。
3. 研修終了時に、研修講師が、研修修了者のほとんどが中小企業の生産性向上のための生産管理診断ができる能力をすべて身につけたと評価する。	研修講師の意見(質問票及びインタビュー)	研修で得た知識や技術を、研修生が研修診断をできるレベルまで理解できたかどうかを確認する。	講師の評価では、受講生のほとんどが、中小企業の生産性向上に関する経営診断を実行できるような知識と技術を全部ではいだが部分的にも習得した。その適用度は、受講生の所属機関や仕事の種類、既存の知識や経験、等によって変わる。また、3週間と1週間も初心者にとっては、適用するまで引き上げるには短すぎるという意見もあった。
<b>外部条件</b>			
a. 保守的社会環境や財源不足等、修了者が知識を普及するための深刻な阻害要因がない。	研修関連文書、関係者の意見等	左記の外部条件の実現状況を確認する。	過去の参加者の意見として、生産性というコンセプトが現場でなかなか受け入れられないということも指摘されていたが、左記にあげたような大きな阻害要因は確認できなかった。
x. 他の外部要因(外部条件)	研修関連文書、関係者の意見等	PDMに記載されている以外にほかに研修の進捗に影響するような外的要因はなかったか。	その他大きな阻害要因は確認できていない。

その他 (実施プロセス)	1. 研修の実施方法について、役割分担、関係者のコミュニケーションなど問題はないか。もしくは他の研修も参考になるような実施上の改善方法はあるか。	日本人講師・HPC講師（インタビュー）	関係者にインタビューする。	基本的に実施プロセスとして大きな問題はなかった。本研修以前に、関係者は長くとともに働いてきており、友好的な人的関係ができあがっていることが大きな要因であった。管理上、講義内容の部分的な重複、受講生の監理不足など小さな問題はあったが、ハンガリー全体のレベルからすると、管理レベルは妥当なものであったといえる。
	2. カリキュラムの改訂はどれくらいの頻度で、どのように行われていたか。責任はどのように分担していたのか。	改訂プロセス表	改訂プロセス表を作成して、どのような理由でどこをどのように改訂して、またどうやって改訂が行われたかを示した表を関係者の意見などから作成する。	第一回目以来、研修カリキュラムの基本的な構造は変更されていない。各研修内容の部分的な変更は、受け持ちの講師によってされている。講師の中には、研修カリキュラム自体も変更するべきであったという意見もある。

## \*約語

"HPC"= Hungary Productivity Center

## \* 第三国

- 1 スロヴァキア
- 2 ルーマニア
- 3 モルドヴァ
- 4 ブルガリア
- 5 スロベニア
- 6 ウクライナ
- 7 エストニア
- 8 ラトビア
- 9 リトアニア

## 評価グリッド

項目	内容	情報源	評価手法	結果
妥当性	1. ハンガリー及び第三国の政府の政策との整合性(妥当性)	ハンガリー及び第三国政府の政策ペーパーなど	ハンガリー及び第三国政府にとって中小企業の生産性向上は現在も重要であるか確認。さらにハンガリーで研修を実施することの妥当性について検討。	全企業の約9割が中小企業であり、全雇用人口の半分以上が中小企業所属であるハンガリーにおいて、中小企業の生産性向上は国の発展のために重要な課題である。研修対象国つまり第三国においても状況は同様である。一方でEUへの参加及びEU圏が拡大し競争が激化するなかで、中小企業が抱える課題は「生産性」を超えて、「財務」「マーケティング」などの新しい分野に広がってきている。
		政府関係者その他の意見(インタビュー)	政府関係者等へのインタビューにより生産性向上が現在でも重要な事項であるか確認。  ハンガリー政府が第三国への今後の支援をどう考えているか確認。また第三国にとって第三国研修のニーズについて確認。	経済省の考え方では、中小企業の生産性の改善は非常に重要であり、国内の中小企業はさらなる支援が必要とのことである。ただし、生産性だけでなく、財務などのより一般的なマネジメントの分野も必要とのことであった。  相対的にハンガリーが経済発展が進んでいることから、ハンガリーは中東欧諸国のリーダーとして地域の発展での指導的役割を担うということを、政府関係者は表明した。ハンガリーは
	2. 研修の内容及受講生のニーズとの一致度(妥当性)	研修後の受講者アンケート結果及びインタビュー	研修の目的が研修受講生のニーズと合致しているか確認。日本でなくハンガリーで実施することの妥当性を確認。	研修生の評価によると、研修の目的は受講生のニーズ及び期待を十分に満足させるものであった。5段階評価で平均で4以上であった。
		受講者及び修了者の意見(質問票)	研修の内容及受講生のニーズを完全にカバーしているか確認。	研修の内容は受講生のニーズのほとんどをカバーするものであった。受講生の評価によると、研修の講義項目について5段階評価で4以上をつけている。一方で、財務やマーケティングなどの新しい知識へのニーズも確認された。
	3. 研修をハンガリーで実施することの必要性	関係者(講師、受講生、政府関係者等)の意見	ハンガリーで同研修を実施することの必要性	関係者の意見によると、ハンガリーは第三国と地理的に近く、また経済状況なども似通っており、さらに、費用的にも安いことなどから、本研修をハンガリーで実施することは妥当である。
4. 日本政府の援助方針との整合性(妥当性)	日本政府の方針やJICA	本研修の目的や上位目標が日本の援助方針と整合性があるか確認。	日本の中東欧諸国への援助方針は、市場経済へのスムーズな移行を支援することであり、よって経済を支える中小企業を支援する本研修の目的は妥当性を有する。	
5. JICAの研修としての正当性	JICA	本研修がJICAの研修として妥当性を有するか確認。	JICAのハンガリー及びポーランドへの開発方針報告書によると、両国の市場経済への移行を支援する必要性が指摘されているが、同時にEUに参加するハンガリーの中小企業がより激化する競争に対応するためには、財務マネジメントやマーケティング等の新しい課題にも対応する必要性が指摘されており、第三国研修の内容も再検討する必要があることが提言されている。	



有効性	1. 研修目標(プロジェクト目標)の達成度	達成度グリッド	達成度グリッドからみて研修目標は達成したのか。	達成度グリッドによると、研修生のほぼ全員が修了証を授与され、達成のレベルも満足がいく程度であったことから、研修目標は達成できたと判断される。
	2. 成果の研修目標への貢献度	達成度グリッド及び受講者の意見(質問票)	成果の達成度、及び他の同様の研修との比較から、本研修が研修目標へ及ぼした貢献度を分析。	研修目標は達成され、これは本研修による効果であるといえる。なぜなら、本研修のような研修を受ける機会は限られており、本研修は受講生がつけた生産性向上に関する主要な研修であったからである。研修生や講師の評価にしても、本研修は他の同様の研修と比べて優れているとのことであった。
効率性	1. 投入の達成度	達成度グリッド	達成度グリッドの「投入」をまとめる。	期待された投入はすべて達成された。しかしながら、ハンガリー側からの予算配分は十分でない。
	2. 成果の達成度	達成度グリッド	達成度グリッドの「成果」をまとめる。	成果(中間目標)はすべて基本的に達成された。
	3. 効率性			
	3-1. 投入と成果の比較	「成果」と「投入」の比較	達成された成果と投入の規模を確認して、十分に投入が成果の達成に活かされたかを測る。	投入は計画通りにほとんどが達成されており、またすべての投入が使われている。成果の達成状況は十分であった。よって、投入は効率的に成果に転換されたといえる。
3-2. 第三国研修と日本での研修の受講生一人当たりのコストの比較	既存データから計算する。	本研修の受講生ひとあたりのコストを概算して、日本の研修と比較する。	日本での研修の一人当たりのコスト(約5万ドル程度)と単純比較すると、第三国研修の一人当たりのコスト(約1万ドル程度)は約5分の1程度である。	
インパクト	1 上位目標の達成可能性(研修修了者が生産管理診断コースで得た知識・技術を現場で適用する。)	研修後の受講者アンケート結果	研修受講生が研修の内容を応用することを期待できるか確認。	研修生の評価によると、研修から得た知識及び技術の利用可能性については、5段階評価で4以上をつけている。
		修了者及び講師の意見(質問票)	研修修了者が研修内容を実際に使っているかまたは使う予定があるか確認する。	過去の研修生は、研修から得た知識及び技術を現場で活用しているようである。その活用のレベルは、受講生の所属機関、仕事内容や経験度によって変わる。
		上記の情報その他のデータ(質問票)	研修が上位目標を達成できるか分析、阻害要因など。	研修で得た知識や技術を活用しているケースの場合、それは受講生がすでにコンサルタントや生産性センター職員など、活用する機会を既にもっていることが要因である。反対にそのような機会がない受講生はあまり知識を活用している状況ではないという傾向がある。

2. 本研修事業を通じてハンガリー政府関係者が培った援助側としての能力向上。	日本人講師、HPC講師、その他(インタビュー)	関係者にインタビューし、研修によって、ハンガリー側に周辺国への支援のための意識や能力向上が培われたか確認。	政府関係者によると、本研修を通じて、日本とハンガリーの関係が強化されたという認識であった。
3 研修を通じた地域間ネットワークの確立	研修報告書、日本人講師、HPC講師、その他(インタビュー)	関係者にインタビューし、研修によって、受講生同士のネットワークがどのように発展していったのか、確認。	研修は、受講生にとって人的ネットワークを広げる機会を提供した。受講生によって、同窓会も組織されている。しかしながら、そのつながりはまだ強いものとはいえない。例えば、今回の過去の受講者にセンターより評価アンケートを70通以上メールしたが、返答してきたのは、13であり、その内の12がハンガリー国内の受講生であった。
4 その他、関係者が感じた、研修がもたらした周辺の変化	研修報告書、日本人講師、HPC講師、その他(インタビュー)	研修報告書を確認。加えて、関係者にインタビューし、研修によって、何がどのように変化したのか、を自由に語ってもらう	HPCが研修運営管理能力を向上させた。ハンガリー人と日本人との関係が広がった。本研修による負の影響は確認されなかった。
<b>自立発展性</b>			
1. 制度面からみた自立発展性			
1-1. ハンガリー政府からHPCへの制度的・財政的な支援	ハンガリー政府の政策ペーパー、政府関係者、日本人講師、HPC講師の意見 (インタビュー)	ハンガリー政府がHPCの研修にかかる活動を今後も支援するかどうかを確認。	ハンガリー政府はHPCの重要性を認識しており、政府関係者によってもHPCの活動の重要性は言及されている。しかしながら財政的な支援は十分でなく、2003年度(今回)の予算配分はまだなされていない。
1-2. HPCの組織的な安定性	HPCの組織図、日本人講師、HPC講師の意見 (インタビュー)	HPCの制度的な安定性について、確認する。	HPCに現在は講師ができる専門スタッフは2名と事務スタッフ1名しかいない。HPCは研修を運営管理する基本的な能力はあるが、日本からの支援なしで研修を実施するにはさらなる改善努力が必要である。
1-3. ハンガリー講師の継続性	HPC講師の記録、日本人講師、HPC講師の意見 (インタビュー)	協力支援終了後のHPC講師はHPCに働きつづけるか確認。	現在、講師人材はHPCには2名しかいないが、他のハンガリー講師はほとんど全員がかつてのHPCの専門スタッフであった。講師の全員がHPCの活動が続く限りHPCと関連していきたい意向もっている。
2. 財政面からみた自立発展性			
2-1. HPCの財務状況	予算配分状況	HPCの活動費が十分であるか確認。	HPCは設立以来、財政不足に悩まされている。予算配分が遅れているため、年間財政は恒常的な赤字の状態である。
2-2. HPCの研修活動の経費の財源	研修の財務記録	研修終了後に、研修活動にかかる活動の継続のための必要経費	研修運営費のほとんど(全体の75%程度)は日本からの支援によるものである。HPCの予算規模と比較すると、研修の全費用は全体の30%以下であるが、HPCが恒常的な赤字であることを考えると、同様の研修をHPC独自で実施することは困難である。
2-3. 活動資金の財源のための戦略	日本人講師、HPC講師の意見 (インタビュー)	研修終了後に、どうやって必要経費を負担していくのか、戦略はあるのか確認。	赤字を解消するための具体的な解決策は現在のところ、HPCでは用意していない。3月にHPCはITDH(International Trade Development in Hungary)の傘下にはいるということもいわれてはいるが、最終的な決定はされていない。関係者からは、有償研修を企画する、政府との交渉をするなどの意見が聞かれた。

3. 技術面からみた自立発展性			
3-1. HPC講師が独自でカリキュラムなど研修にかかる開発を進めていけるか。	日本人講師、HPC講師の意見（インタビュー）	日本人日本人講師からの更なる助力なしで、独自に開発活動をすすめていけるか、確認。	ほとんどの講師の意見では、日本人講師の支援がなくても、ハンガリー人講師は独力で今後の研修カリキュラムの開発などを実施することができる。同時に、本研修の生産性向上というものが日本発の知識体系であることから、日本人講師の支援の重要性も認められている。
3-2. 研修修了者が、研修で得た知識などをもとに現地に適した技術(手法)として、開発し普及を進めていけるか。	日本人講師、HPC講師の意見（インタビュー）	講師からの更なる助力なしで、修了生が身につけた知識・技術を独自に現地適用をすすめていけるか、確認。	受講生の何人かは研修から得た知識や技術を現場でつかっており、自分で改良しているようである。その程度は受講生のバックグラウンドによって違う。特に現場経験がすでにある受講生は、現場での改良ができていようである。
4. 自立発展性の阻害要因	日本人講師、HPC講師の意見（インタビュー）	研修終了後、HPCの活動をする上で一番の阻害要因はなにであるかを調べる。	多くの関係者が、財源の不足をもっとも深刻なリスクとしてあげていた。またHPCの組織的な弱さなども指摘されていた。

## \*約語

"HPC"= Hungary Productivity Center

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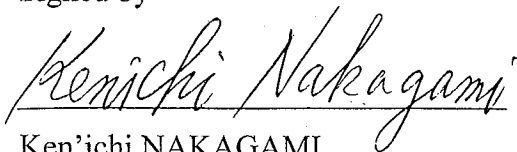
MINUTES OF MEETING OF THE FINAL EVALUATION  
BETWEEN  
THE JAPANESE EVALUATION TEAM  
AND  
THE AUTHORITY CONCERNED  
OF  
THE GOVERNMENT OF THE REPUBLIC OF HUNGARY  
ON  
THE THIRD COUNTRY TRAINING PROGRAMME

The Japanese Final Evaluation Team (hereinafter referred to as “the Japanese Team”) organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Kenichi NAKAGAMI, visited the Republic of Hungary from February 2 to February 6, 2004 for the purpose of Final Evaluation of the training course for management consulting conducted on the basis of the Record of Discussions signed on November 30, 2000 (hereinafter referred to as “the Course”) which has been carried out from 2000 to 2004 in Hungary Productivity Center (hereinafter referred to as “HPC”).

As a result of the discussion, the Team and HPC agreed upon the matters referred to in the document attached hereto.

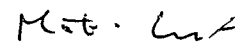
Budapest, February 6, 2004

Signed by



Ken'ichi NAKAGAMI  
Leader  
Japanese Final Evaluation Team  
Japan International Cooperation Agency

Signed by



Norbert MÁTRAI  
Director of Division  
Hungarian Productivity Center Division  
Hungarian Institute for Economic Analysis

Attached Document

THE FINAL EVALUATION REPORT  
FOR THE THIRD COUNTRY TRAINING PROGRAMME

Budapest, February 6, 2004

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  - 1-2 Method
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3. Achievement of the Plan
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  - 4-2 Effectiveness
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  - 4-4 Impact
  - 4-5 Sustainability
  
5. Conclusion
  
6. Recommendations
  
7. Lessons learned

## ANNEXES

## 1. Evaluation of the Course

In order to draw the recommendations for the Course and lessons for the other training programmes, the evaluation survey was conducted.

### 1-1 Objective

- 1) To evaluate the degree of achievement of the Course based on the Record of Discussions (R/D), Project Design Matrix (PDM) and Tentative Schedule of Implementation (TSI) during the term of the Course.
- 2) To evaluate in terms of the five criteria that are shown below.

### 1-2 Method

#### 1) Method of the Evaluation

The evaluation was conducted with an application of PCM evaluation method using PDM (Project Design Matrix) on five evaluation criteria. The Evaluation Team was composed of three members. The Team visited HPC, relevant organizations, and places of the field practice of the Course, and carried out a series of interviews with stakeholders such as Hungarian lecturers and staff, Japanese lecturers, etc..

#### 2) Preparation of the PDMe

The PDM for evaluation (hereinafter referred to as PDMe) was formed by referring the relevant documents and the opinions of stakeholders. PDMe is assumed as a plan of the Course to be compared with the achievement of the Course.

#### 3) Five Evaluation Criteria

##### a) Relevance

Relevance is to question whether the Course's purpose and overall goal are still in keeping with the priority needs and concerns at the time of evaluation.

##### b) Effectiveness

Effectiveness concerns the extent to which the Course purpose has been achieved, or is expected to be achieved, in relation to the outputs produced by the Course.

##### c) Efficiency

Efficiency of the implementation process: how efficiently the various inputs are converted into outputs.

#### d) Impact

Impact is intended and unintended, direct and indirect, positive and negative changes as a result of the Course.

#### e) Sustainability

Sustainability of the Course is to question whether the Course's benefits are likely to continue after the external aid is terminated.

#### 1-1 Members of the Team

Name	Job title	Occupation
Ken'ichi NAKAGAMI	Leader	Director, Office of the President, Ritsumeikan Asia Pacific University (APU)
Hiroko UCHIDA	Evaluation Planning	Associate Expert, Middle East and Europe Division, Regional Department IV (Africa, Middle East and Europe), JICA
Takahiro MIYOSHI	Evaluation Analysis	Program Officer, Department of Planning and Program , FASID

## 2.Outline of the Course

### 2-1 Background of the Course

HPC was established in 1994 by Ministry of Economic Affairs. For the last 5 years, from 1995 to 1999, JICA implemented the project type technical cooperation (Productivity Development Project in Hungary) within HPC. The objective of the Project has been transferring the knowledge and skills of management for productivity development from Japanese experts to their Hungarian counterparts.

This project was successfully implemented, and HPC intended to continue and extend this success to the neighboring countries. The aim was to share the knowledge and skills HPC acquired with the people from other countries in the region.

### 2-2 Summary of the Course

The purpose of the Course is to provide the participants from Central and Eastern European countries with an opportunity of upgrading the skills on Management Consulting. The participants were from Bulgaria, Estonia, Hungary, Latvia, Lithuania, Moldova, Romania, Slovakia, Slovenia, and Ukraine.



The duration of the Course was approximately three (3) weeks. The contents of the Course included “Push-Pull and JIT production system”, “TQM (Total Quality Management)”, “Total Productive Maintenance”, “Benchmarking”, “KAIZEN (continuous improvement)”, “Quality Awards”, “Lean Production System”, etc. The Course also implemented visiting to companies and field practices. Since the first Course of year 2001, four Courses have been conducted annually.

### 3. Achievement of the Plan

Achievement of the Plan is confirmed along the Achievement Grid (ANNEX 2) that is prepared by the Team. As the results of the confirmation through the survey, the findings are as follows.

#### 3-1 Achievement of Inputs

##### 1) Japanese Inputs

###### Dispatch of Japanese Lecturers

A long-term expert assigned in HPC has been assisting through the cooperation period (from 2001.2 to 2004.2) and four short-term lecturers have been dispatched when the Course was conducted. The list of the experts is attached in ANNEX.

###### Supplementary funds to cover local cost

A total of about one hundred fifty four thousands (154,000) USD have been executed by the Japanese side from the first course to the third course. It consisted 76 % of the total cost. Seventy one thousands (71,000) USD for the budget of the fourth course has already been disbursed. The list of the expenses is attached in ANNEX.

##### 2) Hungarian Inputs

###### Assignment of HPC Lecturers

A total of eleven Hungarian lecturers (including independent consultants) have been assigned in the Courses. Most of the independent consultants who conducted lectures, used to be the lecturers of HPC. The list of assigned lecturers is attached in ANNEX.

### Allocation of Budget

A total of about fifty thousands (50,000) USD have been executed by the Hungarian government from the first to the third course. It consisted 24 % of the total cost. The budget allocation for the third course did not reach the level of the pledged budget and the budget for the fourth course has not been disbursed now. The detail is shown in ANNEX.

### 3-2 Achievement of Outputs

- 1) Output 1: “Curriculum for gaining the knowledge and skills of production management consulting is appropriately prepared.”

Result: A curriculum was created in the first Course in 2001. The basis structure of the curriculum has not been changed since the first Course, but the contents have been refurbished partly in every course. Quality of the curriculum was satisfactory. The detail is shown in ANNEX.

- 2) Output 2: “Participants acquire the knowledge of productivity improvement.”

Result: In every course, about nine topics were lectured and they were "Plant Diagnosis", "TQM (Total Quality Management)", "TPM (Total Productive Maintenance)", "KAIZEN", "Push-pull and JIT (Just-in-Time) production", "Benchmarking", etc. It is evaluated that most of the participants have understand the most of the contents. The detail is shown in ANNEX.

- 3) Output 3: “Participants gain the experience of production management consulting through field practices.”

Result: In every course, two corporations were selected to receive the plant diagnosis by the participants for the field practices. All of the groups of the participants have submitted their reports on the field practices. The quality of the submitted reports was generally evaluated as satisfactory. The detail is shown in ANNEX.

- 4) Output 4: “Administrative capacity of HPC on managing training courses is increased.”

Result: HPC is located in the small office, and its office arrangement is limited. Teaching materials are managed and maintained to be usable in the

Course. Information of the participants was input in computer. HPC's management ability needs improvement since some data such as the past information are missing. The quality of service was appreciated by the participants. The detail is shown in ANNEX.

5) Output 5: “Teaching skills of HPC lecturers are improved.”

Result: In total, eleven Hungarian lecturers have lectured in the last four courses. Most of the lecturers used to be the staff of HPC and they are now independently working as private consultants using their knowledge and skills of productivity improvement. Only two professional staffs remain in HPC. The lecturers evaluated that they can continue their lectures without further supports of the Japanese lecturers, while adding Japanese lecturer's inputs are highly appreciated. The detail is shown in ANNEX.

3-3 Achievement of the Purpose of the Course

Purpose: “The participants in the Course, from Central and Eastern European countries, gain necessary knowledge and skills to conduct management consulting on productivity improvement for small-medium enterprises.

Result: In the second and third courses, 100% of the participants were given the diplomas at the end of the Course, although the first course could give the diplomas to 70% of the participants, because there were some participants who did not conduct the field practice. In the fourth course, all of the participants except one participant are expected to be given the diplomas. A total number of the participants, who have attended the Course, is one hundred seven.

The applicability to work was evaluated by the participants generally as high. Although it is subjective self-evaluation, most of the participants think that they have acquired the necessary knowledge and skills to the level of application.

The lecturers think that most of the ex-participants acquired not all but some necessary knowledge and skills to conduct consulting on productivity improvement for small-medium enterprises. Applicability depends on the participants' job types, previous knowledge and experiences, and belonged organizations.

## 4. Results of the Evaluation with Five Criteria

Results of the evaluation with five criteria are described as follows. Details of each evaluation result can be referred to the Evaluation Grid attached in ANNEX 5.

### 4-1 Relevance

“Productivity improvement” taught by the Course is considered as one of the important issues for SMEs in Hungary and other CEECs. The contents of the Course are highly appreciated by most of the participants and it is relevant to their needs. The Course’s purpose is also along with Japanese aid policy including JICA which intends to support Hungary and other neighboring countries to enter smoothly to the market-oriented economy.

Fifteen years after the political reform of the region with the expectation of EU accession, however, there are new demands of the knowledge and skills for SMEs to enter the high competitive economy, such as financial management, marketing, human resource management, environment protection, etc. Such demands for new knowledge and skills were heard from various stakeholders in this evaluation study. They should be considered equally important to productivity improvement for SMEs, but the contents are not covered by the Course, which is focusing on plant-oriented concepts.

Therefore, relevance of the Course is evaluated as high so far, but the level of the relevance is going to be decreased if the contents of the Course will not be re-considered along with changing circumstances described above.

### 4-2 Effectiveness

Over one hundred participants have attended the courses and nearly all of the participants have received diplomas at the level of achievement confirmed as satisfactory. The individual level of the achievement tends to be varied mainly because of the participant’s backgrounds including previous knowledge and experience, belonged organizations, English skills, etc. There are just a few opportunities for the participants to have similar training program in Hungary and other countries, the Course is considered as the main training program for most of the participants. Thus the Course has a significant influence on the building of participants’ skills of knowledge about productivity improvement. The competitiveness of the Course has been evaluated generally “better than the average”. Therefore, the Course is evaluated as effective.

#### 4-3 Efficiency

Most of the necessary inputs were made as expected, except the cost disbursement from the Hungarian side. All inputs made seem to be fully utilized and maintained. The intermediate results (outputs) were satisfactory. Therefore, the inputs were efficiently transformed into outputs. Cost per participant of the Course was about one-fifth of the cost of the similar course conducted in Japan. Therefore, it is evaluated that the Course is efficient.

#### 4-4 Impact

##### 1) Possibility of the overall goal achievement

Most of the ex-participants have used the knowledge and skills from the Course in their countries. The level of utilization differs and it depends on their belonged organization, assigned job, and experiences. The knowledge and skills of the Course tend to be used, when the ex-participants have already had opportunities such as her/his job is consultant, staff of productivity center, teachers, etc. Those who didn't use the knowledge pointed out that they don't have many opportunities to use because of their backgrounds. Therefore, the impact to the overall goal of the Course is evaluated to be differed in individual situations of the ex-participants.

##### 2) Changes brought by the Course

There have been several positive changes. The Course provided all participants to establish personal network among the participants and the lecturers. The ex-participants organized an organization of alumni, which conduct the information exchange. HPC have gained their management capability by dealing with the course. The government officers considered that the Course has strengthened the relationship between Hungary and Japan to promote the future cooperation. There is no negative impact brought by the Course.

#### 4-5 Sustainability

##### 1) Institutional aspects

The Hungarian government admits the importance of HPC and several officers mentioned the HPC's activities, however, its financial support has not been enough. The number of the HPC staff has been decreased from fifteen to just two lecturers and an administrative staff. HPC has the basic capacity of managing the training courses, but it needs further effort to consolidate the managing ability. Most of the Hungarian lecturers

said that they are willing to work with HPC as far as it conducts the course.

## 2) Financial aspects

Currently, the annual budget of HPC suffers from continuous deficit due to the shortage of budget allocation. Most of the financial source for conducting the Course has come from the Japanese side, which bore about three quarters of the total cost. Even though the cost of conducting the Course is roughly estimated about 30% of the total expenses of HPC, it is still concerned that HPC won't be able to conduct the training course after the termination of JICA's financial supports. There seems to be a restructuring plan for HPC, but it is not ensured so far. Financial sustainability of HPC is evaluated as "unstable" to conduct the Course in the future.

## 3) Technical aspects

Most of the lecturers said that the Hungarian lecturers can develop the curriculum by themselves without Japanese supports. However, most of them also pointed out the importance of Japanese supports since the productivity improvement is Japanese-oriented concept. It seems that some of the ex-participants utilize the knowledge and skills from the course and develop them into their fields. It depends on their backgrounds. Especially, the ex-participants who had already experience and their field to test can develop the knowledge.

## 5. Conclusion

The Course was generally evaluated as "successful" for its high relevance, efficiency and effectiveness. There are positive impacts including establishment of the valuable international and intersectional networks of participants. Technical sustainability is also expected since the lecturers and the participants have gained practical experiences from the Course.

This is attributed to the good relationship among the lecturers and staff who contribute their efforts to the Course, and the relationship has been nurtured by consecutive implementation JICA's assistance commenced from 90's. Meanwhile, the practical approach of the Course installing the field practice is surely one of the main factors for this success.

One of the typical characteristics of the Course is that the level of effectiveness and

impact is differed because of the participants' backgrounds such as belonged organization, job, previous knowledge and experiences, etc. The target group of the Course itself is not fully clarified so far, and the selection process of the participants were not strategically managed, despite that the selection of the participants is important for the outcome of the course.

The current situation and changing needs of the participants indicate that the Course's contents and its approach need to be reconsidered. When entering the EU market where high competition is expected, the knowledge and skills for SMEs are not only productively improvement applied on plant-oriented issues; rather it includes financial management, marketing, human resource management, environment protection, etc. The new demands are expressed not only by the participants, but also by the lecturers and the governmental officers. Therefore, although the Course is highly appreciated so far, its appreciation will not be sustained if the Course does not consider the new demands.

The other serious challenge is the future of HPC, which is the operational body of the Course. The current situation of HPC is not stable in financially and institutionally. Sustainability of the Course cannot be ensured without the consolidation of HPC.

## 6. Recommendations

The evaluation team recommends as follows.

### Recommendations to HPC

In planning the fifth Course in 2005, HPC should pursue the following issues.

1) Review of the structure of the Course for adding the new contents

The structure of the contents needs to be strategically reviewed by starting from consideration of its target group, their needs, their background, in order to consider adding some new contents for real benefits of SMEs in the region, such as financial management, human resources management, marketing, etc.

2) Strengthen the institutional relationship with relevant organizations

Through reviewing and restructuring the Course, it is recommended to involve various stakeholders including current and ex-participants, government officers, company representatives, academics. Especially, HPC can seek some cooperation with other professional institutions for the new course's contents.

3) Establish a strategic recruitment and selection process of the participants

Recruitment of the appropriate participants is the key for ensuring application of the knowledge and skills learned. It is recommended to establish a systematic selection process of the participants complied with a strategic review of the Course conducted above. The recruitment of the third country participants should be conducted by contacting more than one source of recruitment, including JICA offices in Romania, Bulgaria and Hungary. HPC should request various sources for recruitment in each country to nominate the multiple candidates before HPC select the final participants.

4) Strengthen the advertisement of the Course

For the better selection of the participants, HPC should strengthen the advertisement of the Course. The better advertisement will attract more capable participants. Moreover, HPC should utilize every source of media including TVs and news papers to disseminate the process and results of the Course to gain more impacts, such as more recognition from public and government officials.

5) Install an evaluation system of the participants in the Course

The participants should be evaluated at their achievement in the middle and the end of the Course. Evaluation of the participants can be various forms such as mini-test after the each course, report writing, group work, etc. The participants should be evaluated and encouraged by installing an evaluation system. It is also recommended to give some award for the great achievers.

6) Report the progress of the preparation for the fifth Course

HPC should submit the tentative schedule of the preparation activities for the fifth Course by the end of March and the training program by the end of May to JICA. HPC should report the progress of the preparation to JICA periodically.

7) Accountable report of finance of the Course

HPC should compile all financial record of expenses of the Course including the disbursement from the Hungarian side and report to JICA.



8) Improvement of supervision of the Course by HPC

HPC should take the responsibility of the progress of the Course as the principal supervisor. HPC should formulate a check list for the supervision of the Course and comply with the check list. The check list of the supervision should include concrete activities such as checking the attendance of the participants, preparation of the Course materials, etc.

In general, HPC should pursue the following recommendations.

9) Strengthen the network of the participants and lecturers

The networks should be more strengthened by giving more information about the Course and current status of the ex-participants. HPC should encourage the network building of the ex-participants to enable them, for example, working in a new business project.

10) Report of the organizational change of HPC to JICA

In case there is any change of organization of HPC, HPC should report to JICA.

11) Consider the profit-oriented training program

For overcoming the financial problem and expanding the opportunity of dissemination of knowledge, HPC should consider development of a profit-oriented training program for private consultants and companies by using the contents of the Course.

Recommendations to Ministry of Economy and Transport

The following issues need to be considered by Ministry of Economy and Transport.

1) Further supports for HPC

Ministry of Economy and Transport, which is the mother organization of HPC, is expected to clarify the future of HPC and report to relevant organizations including JICA. HPC needs the further supports from Ministry of Economy and Transport.

2) Disburse the budget of conducting the Course

Smooth disbursement of the budget is a key for sound management of the Course by HPC. It is recommended that Ministry of Economy and Transport to ensure HPC

to receive the necessary budget to conduct the Course. Especially, the budget allocation for the fifth Course needs to be committed with concrete financial figures by the end of May for smooth implementation of the Course.

## 7. Lessons learned

When planning and conducting a third country program,

- A monitoring system, with which JICA and the counter-part organization can follow the progress of the Course preparation, execution, and administration periodically, should be installed.
- If the training course is conducted consecutively (e.g. annually), the course curriculum, contents, and lecturers should be refurbished by reflecting the evaluation of the participants.
- Outputs of the training course should be clarified and linked with a monitoring system of the achievement of the participants, including attendance, examinations, and report writing by individual participants.
- Linkage with relevant organizations such as governmental organizations, universities, and private companies, should be encouraged.
- Network development of the participants should be encouraged strategically. An example is implementation of workshop among the participants to establish a new business plan by them.
- Selection of the counterpart organization should be carefully considered by foreseeing the termination of the aid support. The future plan of the counterpart organization after the scheduled period stated in the R/D should be discussed before starting the preparation of the training course.

ANNEX

ANNEX-I .....PDMe (Project Design Matrix for evaluation)

ANNEX-II.....Achievement Grid

ANNEX-III.....Evaluation Grid

ANNEX-IV.....Information of the Course

ANNEX-V.....List of Textbooks of the Course

ANNEX-VI.....List of Participants of the Course

Name of the Project : The Third Country Training Programme "Management Consulting Training Course" in Hungary.

1. Period of Cooperation : 5 years (Apr. 2000 - Mar. 2005)

2. Method: PDMe was formulated by the evaluation team who consulted with JICA and the project implementation team

3. Japan's Implementing Agency: JICA

4. The Recipient Country's Implementing Agency: the Hungarian Productivity Center (hereinafter referred to as "HPC")

5. Project Area: same as 4.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important assumptions
<b>Super Goal</b> The quality and productivity of industries in Central and Eastern Europe are improved.			
<b>Overall Goal</b> The graduates from the Course utilize their acquired knowledge and skills of productivity improvement in Central and Eastern Europe.	1. In the evaluation of the Course, most of graduates expect that most of knowledge and skills will be used in practice. 2. Within one year after the Course, all of graduates have utilized acquired knowledge and skills in practice.	1. Results of the evaluation conducted in the end of the programme. 2. Follow-up survey conducted by the evaluation team.	
<b>Purpose of The Training Course (Project Purpose)</b> The participants in the Course, from Central and Eastern European countries, gain necessary knowledge and skills to conduct management consulting on productivity improvement for small-medium enterprises.	1. Diploma is given to every participant based on the conditions prescribed by the Course. 2. Most of the graduates think that they acquired all necessary knowledge and skills to conduct consulting on productivity improvement for small-medium enterprises. 3. The lecturers think that most of the graduates acquired all necessary knowledge and skills to conduct consulting on productivity improvement for small-medium enterprises.	1. Results of the evaluation conducted in the end of the programme. 2. Follow-up survey conducted by the evaluation team. 3. Follow-up survey conducted by the evaluation team.	a. There is no serious disabler such as conservative social environment, a lack of finance, etc. for the graduates to be prevented from disseminating knowledge.
<b>Outputs / Intermediate Results</b> 1. Curriculum for gaining the knowledge and skills of production management consulting is appropriately prepared. 2. Participants acquire the knowledge of productivity improvement. 3. Participants gain the experience of production management consulting through field practices. 4. Administrative capacity of HPC on managing training courses is increased. 5. Teaching skills of HPC lecturers are improved.	1-1. The participants evaluate more than 4 out of 5 for their satisfaction about the curriculum of the Course on average. 1-2. The lecturers consider that the curriculum of this Course is the same to or better than other similar training courses. 2-1. The number of covered issues such TQM, JIT, KAIZEN, etc. 2-2. The participants evaluate more than 4 out of 5 for the level of understanding on lectures of the Course on average. 2-3. The lecturers consider that most of the participants have understood the contents of the lectures. 3-1. The number of field practices conducted. (a list of enterprises, etc.) 3-2. Reports of field practices are submitted by the participants. 3-3. The lecturers consider that most of the submitted reports were of good quality. 4-1. Conditions of management of facilities, equipment, materials, information, etc. 4-2. The participants evaluate more than 4 out of 5 for the quality of administration on average. 5-1. The number of lecturers in HPC. 5-2. The participants evaluate more than 4 out of 5 for their satisfaction on teaching knowledge and skills of the lecturers on average. 5-3. Most of the lecturers consider that they can continue teaching without technical supports from Japan.	1-1. Results of the evaluation conducted in the end of the programme. 1-2. Follow-up survey conducted by the evaluation team. 2-1. Reports of the Course 2-2. Results of the evaluation conducted in the end of the programme. 2-3. Follow-up survey conducted by the evaluation team. 3-1. Reports of the Course 3-2. Reports of field practices by the participants 3-3. Follow-up survey conducted by the evaluation team. 4-1. Observation by the evaluation team 4-2. Results of the evaluation conducted in the end of the programme. 5-1. Reports of the Course 5-2. Results of the evaluation conducted in the end of the programme. 5-3. Follow-up survey conducted by the evaluation team.	
<b>Activities</b> 1. Activities for preparing and upgrading training curriculums 2. Activities for lectures of productivity improvement. 3. Activities for field practices in cooperative enterprises. 4. Activities for administration of the training course. (including maintenance of facilities & equipment, information of participants.) 5. Activities for training lecturers (mainly by experiencing lecturing in the training course)	<b>INPUT</b>  <b>Japanese Side</b> 1. Dispatch of Lecturers 2. 70% of Cost of conducting the training course Cost of receiving participants (flight fare, transport, allowance, etc.) Honoraria for external lecturers (teaching fee) Salary for interpreter and secretary.	<b>INPUT</b>  <b>Hungarian side</b> 1. Assignment of lecturers and administrative 2. 30% of Cost of conducting the training course Salary for administrative officers Transport, equipment, copy, rental fee for training space, communication, etc	<b>Pre conditions</b> 1. Training facilities in HPC are available for use. 2. HPC project fosters enough number of candidate lecturers.

**Achievement Grid**

Category	Contents	Source of Information	Method	Results
<b>Input</b>	(Japanese side)			
	J-1. Dispatch of Lecturers	Reports of the Course	To confirm the amount of the input (Japanese lecturers).	A long-term expert assigned in HPC has been assisting through the cooperation period (from 2001.2 to 2004.2) and four short-term lecturers has been dispatched when the Course was conducted.
	J-2. 70% of Cost of conducting the training course	Reports, financial documents, etc.	To confirm the amount of inputs covers 70% of all costs. (flight fare, transport, allowance, etc.).	A total of about 154 thousands USD have been executed by the Japanese side from the first course to the third course. It consisted 76 % of the total cost. 71 thousands USD for the budget of the fourth course has already been disbursed.
	(Hungarian side)			
	H-1. Assignment of lecturers and administrative personnel.	Reports of the Course	To confirm the amount of the input.	A total of eleven Hungarian lecturers (including independent consultants) have been assigned in the Courses.
	H-2. 30% of Cost of conducting the training course	Reports, financial documents, etc.	To confirm the amount of inputs covers 30% of all costs. (materials, consumable, training rooms, etc.).	A total of about 50 thousands USD have been executed by the Hungarian government from the first to the third course. It consisted 24 % of the total cost. The budget allocation for the third course did not reach the level of the pledged budget and the bud
<b>Activities</b>	Activities for preparing and 1. upgrading training curriculums	Self-Evaluation by the stakeholders (lecturers), other documents	To confirm as to whether the activities have been carried out as expected.	Since the first course, there is not any particular activity to upgrade the curriculum of the Course, although the contents in each subject have been revised by lecturers.
	2. Activities for lectures of productivity improvement.	Self-Evaluation by the stakeholders (lecturers), other documents	To confirm as to whether the activities have been carried out as expected.	The Japanese and Hungarian lecturers have lectured as planned in the curriculum.
	3. Activities for field practices in cooperative enterprises.	Self-Evaluation by the stakeholders (lecturers), other documents	To confirm as to whether the activities have been carried out as expected.	Selecting the cooperative corporation for the field practice was always difficult, since it is few factory willing to receive the participants to implement their field practice..
	Activities for administration of the training course. 4. (including maintenance of facilities & equipment, information of participants.)	Self-Evaluation by the stakeholders (lecturers), other documents	To confirm as to whether the activities have been carried out as expected.	All of the activities have been conducted as expected, although the information about the past evaluation results has not been well managed.

Category	Contents	Source of Information	Method	Results
	5. Activities for training lecturers (mainly by experiencing lecturing in the training course)	Self-Evaluation by the stakeholders (lecturers), other documents	To confirm as to whether the activities have been carried out as expected.	Lecturers have acquired the teaching experience by lecturing in the Course.
<b>Outputs / Intermediate Results</b>	1. Curriculum for gaining the knowledge and skills of production management consulting is appropriately prepared.			
	1-1. Creation of tangible outputs.	Reports of the Course	To confirm how many of curriculum, textbooks, teaching materials are produced.	A curriculum was created in the first Course in 2001. The basis structure of the curriculum has not been changed, but the contents have been refurbished in every course.
	1-2. The participants evaluate more than 4 out of 5 for their satisfaction about the curriculum of the Course on average.	Results of the evaluation by the participants.	To confirm the results of the evaluation of the Course conducted in the end of the Course	In the last three courses, almost all of the participants evaluate the curriculum is "just right" for its level. In the fourth course, the participants evaluate more than 4 out of 5 for the their satisfaction of the course curriculum.
	1-3. The lecturers consider that the curriculum of this Course is the same to or better than other similar training courses.	Opinions of Lecturers (Questionnaire & Interview)	To confirm the opinions of the lecturers by conducting questionnaire survey and interviews.	The lecturers evaluated that the quality of the Course curriculum was better than the other similar courses.
	2. Participants acquire the knowledge of productivity improvement.			
	2-1. The number of covered issues such TQM, JIT, KAIZEN, etc.	Reports of the Course	To make a list of knowledge and skills lectured by the Course.	In every course, nine topics were lectured and they were "Plant Diagnosis", "TQM (Total Quality Management)", "TPM (Total Productive Maintenance)", "KAIZEN", "Push-pull and JIT (Just-in-Time) production", "Benchmarking", etc.
	2-2. The participants evaluate more than 4 out of 5 for the level of understanding on lectures of the Course on average.	Results of the evaluation by the participants.	To confirm the results of the evaluation of the Course conducted in the end of the Course	The participants evaluate more than 4 out of 5 for their understanding of the Course's lecturers.
	2-3. The lecturers consider that most of the participants have understood the contents of the lectures.	Opinions of Lecturers (Questionnaire & Interview)	To confirm the opinions of the lecturers by conducting questionnaire survey and interviews.	The lecturers evaluated that about 88% of the participants understand 82% of their lectures. The results seem to be different due to the diversity of the participants' backgrounds including previous knowledge and English level.
	3. Participants gain the experience of production management consulting through field practices.			
	3-1. The number of field practices conducted. (a list of enterprises, etc.)	Reports of the Course	To make a list of enterprises that received the field practices.	In every course, two corporations were selected to receive the plant diagnosis by the participants for the field practices.
	3-2. Reports of field practices are submitted by the participants.	Results of the evaluation by the participants.	To confirm the results of the evaluation of the Course conducted in the end of the Course	All of the groups of the participants have submitted their reports on the field practices. The participants evaluated about 4 out of 5 about their applicability of knowledge in field practice.

Category	Contents	Source of Information	Method	Results
	3-3. The lecturers consider that most of the submitted reports were of good quality.	Opinions of Lecturers (Questionnaire & Interview)	To confirm the opinions of the lecturers by conducting questionnaire survey and interviews.	The lecturers evaluated that quality of the submitted reports were generally "appropriate".
	3-4. Actual atmosphere of the field practice in the fourth Course.	Opinions of the Evaluation Team	To observe the situation and atmosphere of the field practice by visiting the places where the field practice is implemented.	The atmosphere was good since all participants were discussing the issues with enthusiasm. They sometimes continued their works even after returning to the hotel. However, when the evaluation team visited the field practice, a few of the Hungarian partici
4. Administrative capacity of HPC on managing training courses is increased.				
	4-1. Conditions of management of facilities, equipment, materials, information, etc.	List of equipment, materials, etc. for the Course.	To observe the situation of facilities, equipment, materials to be managed by HPC.	HPC is located in the small office, and its office arrangement is limited. Teaching materials are managed and maintained to be usable in the Course. Information of the participants were input in computer. HPC's management ability needs improvement since s
	4-2. The participants evaluate more than 4 out of 5 for the quality of administration on average.	Opinions of Lecturers (Questionnaire & Interview)	To confirm the opinions of the lecturers by conducting questionnaire survey and interviews.	At an average in the last four courses, the participants evaluate more than 4 out of 5 for the level of administration of HPC. The points have been improved since the first Course which was lower than 4.
5. Teaching skills of HPC lecturers are improved.				
	5-1. The number of lecturers in HPC.	List of applications and participants.	To make a list of applications and accepted participants.	A total of eleven Hungarian lecturers have lectured in the last four courses. Most of the lecturers were the staff of HPC and they are now independent consultants. Only two professional staffs remain in HPC.
	5-2. The participants evaluate more than 4 out of 5 for their satisfaction on teaching knowledge and skills of the lecturers on average.	Results of the evaluation by the participants.	To confirm the results of the evaluation of the Course conducted in the end of the Course	At an average in the last four courses, the participants evaluate more than 4 out of 5 for the lecturers' teaching skills.
	5-3. Most of the lecturers consider that they can continue teaching without technical supports from Japan.	Opinions of Lecturers (Questionnaire & Interview)	To confirm the opinions of the lecturers by conducting questionnaire survey and interviews.	The lecturers evaluated that they can continue their lectures without further Japanese supports, while adding Japanese lecturer's inputs are highly valuable.
<b>Training Purpose (Project Purpose)</b>	1. Proportion of the participants who were given diplomas from the training course.	Reports of the Course	To confirm how many of the participants who were given the diplomas based on the conditions prescribed by the Course.	In the second and third courses, 100% of the participants were given the diplomas at the end of the Course, although the first course could give the diplomas to 70% of the participants. (Because those who attend only lectures were not given the diplomas.)

Category	Contents	Source of Information	Method	Results
	2 Most of the graduates think that they acquired all necessary knowledge and skills to conduct consulting on productivity improvement for small-medium enterprises.	Results of the evaluation by the participants.	To confirm whether most of knowledge and skills are acquired at the level of utilization in practice.	The applicability to work was evaluated more than 4 out of 5 by the participants at the average. Most of the participants think that they have acquired the necessary knowledge to the level of application, although it is subjective self-evaluation. Some pa
	3 The lecturers think that most of the graduates acquired all necessary knowledge and skills to conduct consulting on productivity improvement for small-medium enterprises.	Opinion of lecturers. (Questionnaire & Interview)	To confirm whether most of knowledge and skills are acquired at the level of utilization in practice.	The lecturers think that most of the graduates acquired not all but some necessary knowledge and skills to conduct consulting on productivity improvement for small-medium enterprises. Applicability depends on the participants' job types, previous knowledg
<b>Important assumptions</b>	a. There is no serious disabler such as conservative social environment, a lack of finance, etc. for the graduates to be prevented from disseminating knowledge.	Project documents, reports, opinions of stakeholders	To check as to whether this important assumption is realized or not.	Although a few of the ex-participants' opinions pointed out that the concept of productivity needs time to be accepted in their fields, there is no so serious disabler to obstruct the dissemination of knowledge.
	x. Other external and internal factors influencing the project.	Project documents, reports, opinions of stakeholders	To check as to whether there is any other important assumption to influence on the Project.	There is no so serious disabler to obstruct the dissemination of knowledge.
<b>Others</b>	1. Problems encountered during management of the project such as division of works and communications. In other hand, any new management method applied for improvement.	Project documents, Opinions of Japanese Lecturer and HPC Lecturer (Interview).	To interview with Japanese Lecturer and HPC Lecturer.	Basically, there is no serious problem in management process, and it is due to that all lecturers and staff have established friendly relationship since most of them have been working together so long. There were some minor difficulties such as over wrapp
	2. How often the curriculum has been updated? Why and how was it conducted?	Project documents, Opinions of Japanese Lecturer and HPC Lecturer (Interview).	To make a process chart of updating the curriculum by interviewing the stakeholders.	Since the first course, the basic structure of the Course has not been changed significantly. The contents of the lecturers were changed by the lecturers teaching in the Course. Some lecturers admitted that the basic structure also should have been improv

\* Abbreviation

"HPC"= Hungarian Productivity Center

"USD"= US Dollar

\* The third country

1. Bulgaria
2. Moldova
3. Romania
4. Slovakia
5. Slovenia
6. Ukraine
7. Estonia
8. Latvia
9. Lithuania



**Evaluation Grid**

Category	Contents	Source of Information	Method	Results
<b>Relevance</b>	1. Relevance of the Course for Hungarian and the third country government's national policy.	Policy papers of the Hungarian and the third country governments	To check documents as to whether productivity improvement of SMEs is still important in the current Hungarian and the third country's policies.	In Hungary where more than 90% of the corporations are SMEs and they employ more than half of the population, the improvement of productivity in these SMEs are indispensable for development. The situation is the same in the third countries. When consideri
		Opinions of the government officers and other stakeholders. (interview)	To interview with the government officers to see whether productivity improvement are still important.	The Ministry of Economic Affairs views that improvement of productivity of SME is very important and the domestic SMEs needs further supports. However, it is not only productivity but also general management such as financing needed for SMEs.
			To confirm Hungarian government's intention for the third country training, and the needs of the third country for the training in Hungary.	The officers expressed that Hungary will take a leading role of the regional development in CEECs since Hungary is the center of the region and relatively more developed in terms of its economy. In their view, Hungary will contribute technical assistance
		2. Needs of participants for selection of the taught contents (components)	Results of the evaluation by the participants, group interview	To confirm as to whether the Course objectives are relevant to the participants' needs.
Opinions of the participants and the graduates. (Questionnaire)	To confirm as to whether the Course covers fully the contents needed by participants.		The contents of the Course covers most of the participants' needs. The participants and ex-participants evaluate more than 4 out of 5 about the selection of the contents. Meanwhile, needs for new knowledge such as financing, marketing, etc were also confi	
3. Necessity of conducting the Course in Hungary.	Opinions of stakeholders (lecturers, participants, officers, etc.) (Interview)	To confirm the necessity of conducting the Course in Hungary other than in Japan or an other country.	Most of the interviewees found the necessity of conducting the Course in Hungary which is near by the third countries and the situation is similar to the third countries. Cost-effectiveness of the third country training was frequently mentioned by the int	
4. Consistency with the Japanese aid policies	Policy papers and opinions of JICA staff	To confirm as to whether the project purpose and overall goal are relevant with Japanese aid policy and JICA's policy.	Japanese aid policy is stated to support the CEECs to transfer smoothly to the market economy. The objectives of the Course is, therefore, relevant to the aid policy.	

Category	Contents	Source of Information	Method	Results
	5. Justification as JICA's project.	Policy paper, Opinion of JICA staff	To confirm as to whether the project implementation is still justified as one of the JICA's projects.	A JICA's report on development policy of Hungary and Poland stated that it needs to support the both countries for entering the market economy. Meanwhile, the JICA's country report recommended to reconsider the contents of the third country training progr
<b>Effectiveness</b>	1. Accomplishment of the training purpose (the project purpose)	Achievement Grid	To conclude as to whether the expected purpose is achieved from the results in Achievement Grid.	According to the Achievement Grid, the Course's purpose is accomplished since nearly all of the participants have receive diplomas and the level of achievement was confirmed as satisfactory.
	2. Contribution of outputs/intermediate results to the training purpose	Achievement Grid and opinions of the participants.	To measure the contribution of the training course to the training purpose by comparing to other similar training programs.	It is confirmed that the training purpose is accomplished and it seems to be attributed to the Course's effects., since there are just a few opportunities for attending the training of productivity and this training course is one of the main training cour
<b>Efficiency</b>	1. Input Accomplishment	Achievement Grid	To confirm with the Achievement Grid	All of expected inputs were accomplished. However, budget disbursement from Hungarian side is not satisfactory.
	2. Output Accomplishment	Achievement Grid	To confirm with the Achievement Grid	All of expected outputs (intermediate results) were accomplished.
	3. Efficiency 3-1. Comparison output with input	Comparison of input with output	To confirm as to whether the accomplished level of output can justify enough of the input. To measure as to how efficient the input turned into the output.	Most of inputs were made as planned. All inputs seem to be fully utilized and maintained. The intermediate results were satisfactory. Therefore, the inputs were efficiently transformed into outputs.
	3-2. Comparison of cost per participant between the third country training and the training in Japan.	Cost per participants calculated by the data.	To calculate the cost per participants and compare with training in Japan.	Cost per participant of the Course was about ten thousands USD compared to about fifty thousands USD for the similar course conducted in Japan. It is about one-fifth of the cost.
<b>Impact</b>	1 Possibility to accomplish the Overall Goal of the Project.	Results of the evaluation of the Course	To confirm whether the participants expect to use any contents of the Course in their field.	The participants pointed more than 4 out of 5 about the possibility of utilization of the knowledge and skills acquired through the Course.
		Opinions of graduates and lecturers of the Course (Questionnaire)	To confirm whether the graduates use or will use any contents of the Course in their field.	Most of the graduates have used the knowledge and skills from the Course in their countries. The level of utilization differs and it depends on their belonged organization, job, and experiences.

Category	Contents	Source of Information	Method	Results
		Above information and other data. (Questionnaire)	To analyze the possibility for that the project can accomplish the overall goal and, if not, whether there are any obstacles for it.	In case the knowledge and skills of the Course are used in the field, the ex-participants have already had opportunities such as her/his job is consultant, staff of productivity center, teachers, etc. Those who didn't use the knowledge pointed out that t
	2. Capacity building of the Hungarian government officers through dealing with the training course.	Opinions of lecturers of the Course, HPC staff, and others (Interview)	To review the impact of dealing with the training program on the capacity building of the Hungarian government officers about supporting the third country.	The officers considered that the Course strengthened the relationship between Japan and Hungary.
	3. Establishment of international network among the participants.	Reports of the course, Opinions of lecturers of the Course, HPC staff, and others (Interview)	To review the impact of participating in the training program on the establishment of international network among the participants.	The Course provided all participant to establish personal network among the participants. Now all participants organized an organization of alumni. However, the level of the network is still not so strong because the rate of return of the questionnaire-she
	4. Changes of environment (social / natural) caused by the training course	Project documents, Opinions of Japanese lecturer, HPC lecturer (Interview)	To find any change accrued by conducting the Project through interview.	HPC have gained their management capability by dealing with the course. Relationship between Hungarian and Japanese has been strengthened. There is no negative impact brought by the Course.
<b>Sustainability</b>	1. Policy / Institution			
	1-1. Continuity of the political and institutional and budgetary support from Hungarian Government	Policy papers of the Hungarian Government, and opinions of the government officials Japanese lecturer, HPC lecturer (Interview)	To confirm as to whether the Hungarian Government is likely to continue its policy to support for HPC's training courses.	The Hungarian government admitted the importance of HPC and several officers mentioned the HPC's activities. However, financial support has not been enough, and the disbursement of pledged budget was not be complied in year 2003.
	1-2. Institutional capacity of HPC	the organogram of HPC, and opinions of Japanese lecturer, HPC lecturer (Interview)	To confirm as to whether administrative and operational system of HPC is well organized and sustained. (including maintenance of equipment.)	HPC has a small number of employees including 2 lecturers and 1 administrative staff. HPC has the basic capacity of managing the training courses, but it needs further effort to consolidate the managing ability to conduct the course without Japanese supp
	1-3. Continuity of the Hungarian lecturers	Records of lecturer's employment, and opinions of Japanese lecturer, HPC lecturer (Interview)	To ask as to whether the lecturers will continue teaching in HPC after the project.	Currently only two professional staffs are allocated and most of the other Hungarian lectures used to work in HPC. All of the lecturers said that they are willing to work with HPC as far as it conducts the course.
	2. Finance			
	2-1. Financial condition of HPC	Budget allocation records.	To consider as to whether the operational budget of HPC will be stable or secured.	HPC has been suffering the financial shortage since its establishment. Currently, the annual budget suffer from continuous deficit due to the shortage of budget allocation.

Category	Contents	Source of Information	Method	Results
	2-2. Financial source for continuing HPC's activities	Financial records.	To check as to how much money is necessary to continue the activities of HPC after the cooperation period is end .	Most of the financial source for conducting the Course have come from the Japanese side (75%). By comparing the HPC's budgetary size, the cost of conducting the Course is about 30% of the total expenses. Since HPC is suffering the continuous fiscal deficit
	2-3. Strategy of financial source for continuing the activities.	Opinions of Japanese lecturer, HPC lecturer (Interview)	To check as to whether HPC has a concrete strategy to overcome the financial difficulty.	Any substantial financial plan of HPC to solve the deficit problem has not been formed. It is told that HPC may will be integrated into ITDH (international trade development in Hungary) from this March, but it is not ensured. Some interviewees proposed to
	3. Technology			
	3-1. Possibility for HPC lecturer (lecturers) to continue teaching activities by themselves.	Opinions of Japanese lecturer, HPC lecturer (Interview)	To check as to whether HPC lecturer can continue their teaching and consulting works without the further help from Japanese experts.	Most of the lecturers said that the Hungarian lecturers can develop the curriculum by themselves without Japanese supports. However, most of them also pointed out the importance of Japanese supports since the productivity improvement is Japanese-oriented
	3-2. Possibility for the graduates to continue development of taught skills for utilization in their fields.	Opinions of Japanese lecturer, HPC lecturer (Interview)	To check as to whether the graduates continue development of the acquired skills in order to apply in their fields without further supports from the lecturers.	It seems that some of the graduate utilize the knowledge and skills from the course and develop them into their fields. It depends on their backgrounds. Especially, the ex-participants who had already experience and their field to test can develop the kno
	4. Risks against sustainability	Opinions of Japanese lecturer, HPC lecturer (Interview)	To confirm what the most likely risk to obstruct the sustainability of HPC.	Most of the interviewees pointed out that financial shortage is the most serious risk that needs to be overcome. There are other risks such as the weak organization of HPC, etc..

## \* Abbreviation

"HPC"= Hungarian Productivity Center

"SME"= Small Medium Enterprises

"CEECs"= Central Eastern European Countries

## \* The third country

1. Bulgaria
2. Moldova
3. Romania
4. Slovakia
5. Slovenia
6. Ukraine
7. Estonia
8. Latvia
9. Lithuania

Items / Course	Year 2001 "Management Consulting Training Course" [1st]		Year 2002 "Management Consulting Training Course [2nd]"		
Period (from/to)	2001/1/21	2001/2/11	2002/2/4	2002/2/22	
Contents/Lectures	Management Consulting in Manufacturing Sector	Yasuhiko Tsutsumi	Plant Diagnosis	Kazunori Iwamoto	
	Modern production management system	László Soós	Management Consulting in Manufacturing Sector I,II	Kenichiro Kato	
	TQM	Balázs Németh	Fundamentals on modern management systems	László Soós	
	TPM	Antonio Romano	Push-Pull and JIT production system	Tibor Halász	
	Pull production system with simple KANBAN system	Attila Vincze	Total Quality Management	Balázs Németh Phd.	
	KAIZEN and Problem Solving at Japanese Companies	Yasuhiko Tsutsumi	Total Quality Management-how it works in Japan	Koichi Hiratsuka	
	Management Consulting Techniques	Ottó Fehér	Total Productive Maintenance - TPM	László Soós	
	Experience of ISO Certification in Hungary	Gábor Tarján	Benchmarking	Róbert K. Veresegyházy Dr.	
	Quality Award Model System	Csiszár Miklós	Continuous improvement I,II	Kenichiro Kato	
	Orientation for Field Practice	Ottó Fehér	Quality Awards	Albert Kálmán	
		Orientation for Field Practice	Ottó Fehér		
Company Visit	1 day	Knorr-Bremse Fékrendszerek Kft.	1 day	Electrolux Lehel Hutogéphyár Kft.	
Field Practice	6 days	IMAG KFT	6 days	BUSZESZ Rt.	
	2 Groups	PEMU Rt.	2 Groups	Budai Gépgyár Kft.	
Applicants /	Applicants	Participants	Applicants	Participants	
	Hungary	15	12	18	14
	Slovakia	2	2	2	2
	Romania	2	2	2	2
	Moldova	2	2	2	2
	Bulgaria	2	2	2	2
	Slovenia	2	2	2	2
	Ukraine	0	0	2	2
	Estonia	0	0	0	0
	Lithania	1	1	1	1
Latvia	1	1	1	1	
Portion of diploma		70%		100%	

Items / Course	Year 2001 "Management Consulting Training Course" [1st]		Year 2002 "Management Consulting Training Course [2nd]"	
Financial Inputs (Plan)	Hungarian Side	Japanese side	Hungarian Side	Japanese side
Invitation expenses	6,750	57,125	4,875	60,275
Training expenses	10,260	12,820	17,220	32,010
Total	17,010	69,945	22,095	92,285
Share %	19.6%	80.4%	19.3%	80.7%
Financial Expenditure	Hungarian Side	Japanese side	Hungarian Side	Japanese side
Invitation expenses	1,357	28,702	1,392	35,504
Training expenses	15,758	18,667	16,481	13,070
Total	17,115	47,369	17,872	48,574
Share %	26.5%	73.5%	26.9%	73.1%
Financial Inputs	Hungarian Side	Japanese Side	Hungarian Side	Japanese Side
	N/A	47,575	N/A	48,585
Financial Expenditure				
<b>Invitation expenses</b>				
1. Air fare for Jap Lect.				
2. Air fares		3,272		4,896
3. Transportation (from/To Budapest)		155		222
4. Per-diem		6,412		6,075
5. Accommodation	1,357	18,405	1,392	23,760
6. Medical Insurance		458		551
<b>Training expenses</b>				
1. Honoraria for	1,867		1,766	
2. Employment fee	786	6,720	1,443	5,803
3. Transportation	5,926	194	2,679	
4. Expendable supplies	5,972	5,428	5,397	215
5. Coffee breaks			2,109	
6. General info. And Final Report		6,325		5,349
7. Facilities expenses	1,207		3,087	
8. Others				1,703
Grand Total	17,115	47,369	17,872	48,574

Items / Course	Year 2003 "Management Consulting Training Course [3rd]"		Year 2004 "Management Consulting Training Course [4th]"	
Period (from/to)	2003/1/20	2003/2/7	2004/1/18	2004/2/6
Contents/Lectures	Plant Diagnosis	Kazunori Iwamoto	Plant Diagnosis	Shigetsugu Namiki
	Modern production system and the 5S method	Tibor Halász	Modern production system and the 5S method	László Soós
	Push-Pull and JIT production system	Tibor Halász	Total Productive Maintenance	László Soós
	Application of TQM	Balázs Németh Phd.	Application of TQM	Balázs Németh Phd.
	TQM-how it works in Japan	Koichi Hiratsuka	TQM-how it works in Japan	Koichi Hiratsuka
	Total Productive Maintenance	Róbert K. Veresegyházy Dr.	Push-Pull and JIT production system	Róbert K. Veresegyházy Dr.
	Benchmarking	Róbert K. Veresegyházy Dr.	Benchmarking	Róbert K. Veresegyházy Dr.
	KAIZEN I,II	Kazunori Iwamoto	KAIZEN I,II	Shigetsugu Namiki, Balázs Besseney
	Creative tools of management consulting	Ottó Fehér	Creative tools of management consulting	Ottó Fehér
	Orientation for Field Practice	László Soós	Orientation for Field Practice	László Soós
Company Visit	1 day	Knorr-Bremse Fékrendszerek Kft.	1 day	
Field Practice	6 days	Bombardier Transportation	6 days	ACTARIS
	2 Groups	Excel Csepel Ltd.	2 Groups	GeoDesy
Applicants /	Applicants	Participants	Applicants	Participants
	Hungary	12	10	20
	Slovakia	2	2	2
	Romania	3	2	2
	Moldova	2	2	4
	Bulgaria	2	2	2
	Slovenia	2	2	2
	Ukraine	2	2	2
	Estonia	1	1	1
	Lithania	1	1	1
Latvia	1	1	1	
Portion of diploma		100%		97%

Items / Course	Year 2003 "Management Consulting Training Course [3rd]"		Year 2004 "Management Consulting Training Course [4th]"	
Financial Inputs (Plan)	Hungarian Side	Japanese side	Hungarian Side	Japanese side
Invitation expenses	4,875	40,508	6,750	43,500
Training expenses	19,162	16,096	22,500	27,710
Total	24,037	56,604	29,250	71,210
Share %	29.8%	70.2%	29.1%	70.9%
Financial Expenditure	Hungarian Side	Japanese side	Hungarian Side	Japanese side
Invitation expenses	1,534	46,475		
Training expenses	12,456	11,898		
Total	13,989	58,373	N/A	N/A
Share %	19.3%	80.7%		
Financial Inputs	Hungarian Side	Japanese Side	Hungarian Side	Japanese Side
	N/A	58,400	N/A	71,210
Financial Expenditure				
<b>Invitation expenses</b>				
1. Air fare for Jap Lect.			N/A	N/A
2. Air fares		5,843		
3. Transportation (from/To Budapest)		293		
4. Per-diem		6,197		
5. Accommodation	1,534	33,837		
6. Medical Insurance		305		
<b>Training expenses</b>				
1. Honoraria for	2,370			
2. Employment fee	677	5,869		
3. Transportation	2,955			
4. Expendable supplies	3,431	281		
5. Coffee breaks				
6. General info. And Final Report		3,720		
7. Facilities expenses	1,580	1,354		
8. Others	1,442	674		
Grand Total	13,989	58,373		



Year	Textbook Title	Content
2004	Management Consulting Training Course	Plant Diagnosis (Shigetsugu Namiki)
		Modern production system and the 5S method (László Soós)
		Total Productive Maintenance (László Soós)
		Application of TQM (Balázs Németh Phd.)
		TQM – how it works in Japan (Koichi Hiratsuka)
		Push-Pull and JIT production system (Róbert K. Veresegyházy Dr.)
		Benchmarking (Róbert K. Veresegyházy Dr.)
		KAIZEN - part I (Shigetsugu Namiki)
		KAIZEN - part II (Balázs Besseney)
		Creative tools of management consulting (Ottó Fehér)
		Lean Manufacturing and Waste Elimination (Balázs Németh Phd.)
2003	Management Consulting Training Course	Plant Diagnosis (Kazunori Iwamoto)
		Modern production system and the 5S method (Tibor Halász)
		Push-Pull and JIT production system (Tibor Halász)
		Application of TQM (Balázs Németh Phd.)
		TQM – how it works in Japan (Koichi Hiratsuka)
		Total Productive Maintenance (Róbert K. Veresegyházy Dr.)
		Benchmarking (Róbert K. Veresegyházy Dr.)
		KAIZEN - part I (Kazunori Iwamoto)
		KAIZEN - part II (Kazunori Iwamoto)
		Creative tools of management consulting (Ottó Fehér)
2002	Management Consulting Training Course	Management Consulting in Manufacturing Sector I-II. (Kenichiro Kato)
		Fundamentals on modern management systems (László Soós)
		Push-Pull and JIT production system (Tibor Halász)
		Total Quality Management (Dr. Balázs Németh)
		Total Quality Management - how it works in Japan (Koichi Hiratsuka)
		Total Productive Maintenance - TPM (László Soós)
		Benchmarking (Dr. Róbert Veresegyházy)
		Continuous improvement I-II. (Kenichiro Kato)
		Quality Awards (Albert Kálmán)
2001	Management Consulting Training Course	Management Consulting in Manufacturing Sector (Yasuhiko Tsutsumi)
		Modern Production Management Systems (László Soós)
		TQM (Balázs Németh)
		TPM (Antonio Romano)
		Pull production system with symple KANBAN system (Attila Vincze)
		KAIZEN and Problem Solving at Japanese Companies (Yasuhiko Tsutsumi)
		Management Consulting Techniques (Ottó Fehér)
		Experience of ISO Certification in Hungary (Gábor Tarján)
Quality Award Model System (Csiszár Miklós)		

List of Participants  
2001 - 2004  
JICA Third Country Training

ANNEX-VI (1/2)

Country	Family name	First name	Employer's name	Position
<b>2001</b>				
Bulgaria	Tchouparov	Toma	Bulgarian Quality and Productivity Centre	Executive Director
Bulgaria	Yaneva	Tereza	Bulgarian Quality and Productivity Centre	Senior Expert
Latvia	Grinfelds	Toms	Ministry of Economy	Senior Officer
Lithuania	Lazickas	Giedrius	Vilniaus Vingis	Master
Moldova	Fetiniuc	Igor	Competitiveness and Productivity Centre	Vice Director
Moldova	Lazu	Roman	Competitiveness and Productivity Centre	Expert
Romania	Buruiana	Viorel	Ministry of Industry and Resources The Institute of Management and Informatics	General Manager Professor&Councillor at Politechnica University Bucharest
Romania	Eduard	Radaceanu	Institute of Management and Informatics	Bucharest
Slovak Republi	Schvarcová	Monika	Trexima Bratislava	Project Administrator
Slovak Republi	Juraj	Hromada	University of Zilina	Research Worker
Slovenia	Kavcic	Bostjan	Center for International Competitiveness	Consultant
Slovenia	Selan	Miha	Center for International Competitiveness	Consultant
Hungary	Antal	Anikó	Temelési Megbíztatóság Kft.	CMMS Consultant
Hungary	Bónitz	István		Trainer and Consultant
Hungary	Garami	Gézáné	Garami Enter Marketing Kft.	Financial Manager
Hungary	Gerdenics	Gábor	Herendi Porcelánmanufaktúra Rt.	Engineer
Hungary	Kiss	Zoltán	B&K Szolgáltató és Kereskedelmi Kft.	Product Manager
Hungary	Négyessy	Attila	Ganz Vagon Kft.	Manager
Hungary	Sasfy	György	Európa Intézet Komárom-Esztergom Megyei Reg. Vállalkozó	Managing Director
Hungary	Dr. Sztruhár	Gyula	sfejlesztési Alapítvány	Managing Director
Hungary	Tarsoly	Erzsébet	ALUCON Kft.	Managing Director
Hungary	Tóth	Ádám Balázs	Struktúra Minőségfejlesztési Kft. Jász-Nagykun-Szolnok Megyei Vállalkozó	QMS System Developer
Hungary	Turkus	László	sfejlesztési Alapítvány	Programme Manager
Hungary	Végh	Miklós	Pest Megyei Vállalkozásfejlesztési Alapítvány	Educational Manager
<b>2002</b>				
Bulgaria	Mirtchev	Mitko	Bulgarian Quality and Productivity Center	Senior Expert
Bulgaria	Petrova	Iva	Ministry for Energy and Energy Resources	Junior Expert
Hungary	Bereczki	Rita	Daimler Chrysler Rail Systems Máv Hungary	Logistic Eng.
Hungary	Bódis	Mihály	ABB Elektroszerviz Ltd.	Managing Clerk
Hungary	Bozóki	Sándor	BKÁE	PH.D. Student
Hungary	Csákváry	János	POLARIS Rt.	Technical manager
Hungary	Csuri	Károly	Dél-Pest Megyei Mezőgazdasági Rt.	Directing engineer
Hungary	Daróczi	Miklós	Szent István University	Assistant Professor
Hungary	Deák	Jutas	MEDICOR Elektronika Rt.	Dev. Engineer
Hungary	Dr. Hajnal	Miklós Pál	University of Veszprém	Assistant Professor
Hungary	Dr. Kovács	Katalin	Kunság Volán Corporation For Bus	Chief Accountant
Hungary	Dr. Husti	István	Szent István University	Professor, Head of
Hungary	Kovács	István	IBP Hungária Kft. (changing)	Managing Director
Hungary	Szilágyi	Barnabás	College of Nyíregyháza	Assistant Professor
Hungary	Vigh	László	NOVA Hungaria Kft.	General manager
Hungary	Zenthe	Ferenc	ZF & Marketing	Senior Consultant
Latvia	Vanaga	Una	Ministry of Economy	Senior Officer
Lithuania	Pauparas	Povilas	UAB AGA Agency for Restructuring and Enterprises	Quality Manager
Moldova	Isac	Daniel	Assistance, Center for Productivity and Competitiveness	20 Keys Consultant
Moldova	Sergiu	Bolocan	Center for Productivity and Competitiveness	Consultant
Romania	Popescu	Virgil Mihai	S.C. UMEB S.A. Electrical Machine Works	Production Manager
Romania	Popescu	Nicisor-	Training Center for Personnel from Industrial	Consulting Expert
Slovakia	Bugan	Milos	Slovak Productivity Center	Researcher
Slovakia	Hulin	Milan	Slovak Productivity Center	Researcher
Slovenia	Brajnik	Valentina	Center for International Competitiveness	Consultant
Slovenia	Grasak	Goran	Center for International Competitiveness	Consultant
Ukraine	Puzhanovsk	Oleksandr	Productivity Centre	Scientific Officer
Ukraine	Volodko	Iryna	Productivity Centre	Scientific Officer

List of Participants  
2001 - 2004  
JICA Third Country Training

ANNEX-VI (2/2)

Country	Family name	First name	Employer's name	Position
<b>2003</b>				
Bulgaria	Ralenekov	Doicho	Optix Co.	Quality Manager
Bulgaria	Gadelev	Ivan	Bulgarian Quality and Productivity Centre	Associated Consultant
Estonia	Grünberg	Guido	Baconsult Inc. Estonian Branch	Manager
Latvia	Cvetkova	Inese	Latvian Electrical Engineering and Electronics Industry Association	Executive Director
Lithuania	Brazinskas	Sigitas	Lithuanian Development Agency	Director, Export Department
Moldova	Cumpanici	Andrei	Competitiveness and Productivity Centre	Senior Consultant
Moldova	Lungu	Eduard	Competitiveness and Productivity Centre	Consultant
Romania	Gheorghe	Magdalena	Ministry of Industry and Resources	Expert
Romania	Bratu	Julien Virgil	S.C. Braco S.A.	General Manager
Slovakia	Grznár	Patrik	Slovak Productivity Center	Project Manager
Slovakia	Malcho	Martin	Slovak Productivity Center	Project Manager
Slovenia	Gorinsek	Peter	Center for International Competitiveness	Researcher
Slovenia	Kesnar	Stefan	Tovarna Pohistva Trbovlje d.d.	Work Preparation Manager
Ukraine	Bulatov	Artem	Productivity Centre	Engineer
Ukraine	Ludan	Ruslan	Institute of Labour and Public Business	Scientific Employee
Hungary	Nyerges	Tibor	Bács-Kiskun County Foundation for Enterprise Promotion	Project Manager
Hungary	Tóth	Eszter	Enterprise Agency of Somogy County	Business Manager
Hungary	Palotás	Andor	Bács-Kiskun County Foundation for Enterprise Promotion	Consultant
Hungary	Gábor	Anikó	Pest Megyei Vállalkozásfejlesztési Alapítvány	Manager Assistant
Hungary	Leitmann	Álmos	SZIE Gödöllo	Ph.D. Student
Hungary	Boros	Károly	Bács-Kiskun County Foundation for Enterprise Promotion	Trainee
Hungary	Renkó	Krisztián	Alcoa-Köfém Kft	Controlling Trainee
Hungary	Orzan	Michele	Yoppi Hungary Kft.	General Manager
Hungary	Desbordes	István	Freelance	Consultant
Hungary	Váradi	Imre	Budapest Fováros Fopolgármesteri Hivatala	Consultant
<b>2004</b>				
Bulgaria	Stoev	Georgi	Bulgarian Chamber of Commerce and Industry	Senior Executive
Bulgaria	Shishmanov	Yordan	Bulbank Ltd.	Relationship Manager
Estonia	Kurik	Kaidi	AS Teaspon	Production Manager
Latvia	Smilga	Zane	Ministry of Economics	Senior Officer
Lithuania	Nikitinas	Andrius	Lithuanian Confederation of Industrialists	Director
Moldova	Isac	Diana	Competitiveness and Productivity Center	Consultant
Moldova	Bostan	Jon	Competitiveness and Productivity Center	Senior Consultant
Romania	Buruiana	Viorel	Ministry of Economy and Commerce	Conselor
Romania	Neculae	Pandele	Romanian National Oil Company "PETROM"	Production
Slovakia	Botka	Milan	University of Zilina Department of Industrial Engineering	Postgraduate
Slovakia	Krajcovic	Martin	University of Zilina Department of Industrial Engineering	Consultant
Slovenia	Metljak	Andrej	Center for International Competitiveness	Junior Researcher
Slovenia	Gala	Jan	Center for International Competitiveness	Junior Researcher
Ukraine	Kulijchuk	Valerij	JSC "NKMZ"	Consultant Manager for Labour Organization
Ukraine	Gomzyk	Oksana	Productivity Center of Ministry of Labor and Social Policy of Ukraine	Researcher
Hungary	Balkányi	Ákos	Szent István Egyetem	Student
Hungary	Lukácsy	Gergely	Bátöny Steel Kft.	Commercial manager
Hungary	Borók	János	Leaseplan Hungária Rt.	Operations Director
Hungary	Pesti	István		Partner
Hungary	Pilinszky	András	P&H International Rt.	acting manager
Hungary	Ecsédi	István	Sámrling Kft.	Managing Director
Hungary	Dr. Kúzdý	Gábor	Hungária MED-M	Director
Hungary	Felméry	Gusztáv	Pro Cliente Management	Managing Director
Hungary	Szalay	Csaba	Szalay Csaba	Project Manager-Continuous Process Improvement
Hungary	Bácskai	Tünde	Sampo Ipari és Szolgáltató Kft.	Quality Manager
Hungary	Dr. Bezerédi	Ákos	MÜKI Plastics Research Institute Kft.	Head of Marketing
Hungary	Bayer	József	Kentaur Informatikai Tanácsadó és Oktatási	Manager of QA
Hungary	Anschau	Dávid	European Solutions Consulting & Commercial Service	Managing Director
Hungary	Pötör	Zoltán	3P+B Kft.	General Manager
Hungary	Andriska	Pál	Andriska & Partners Bt.	General Manager

**受講生への質問票及び回答集計**

**Questionnaire Sheet for Evaluation of The Third Country Training Programme "Management Consulting Training Course" in Hungary.**

2004/ Feb.

1. About Relevance to Your Needs

1.1 Regarding the course contents above, how much did the course contents cover your expectations? (i.e. How much of the relevancy of the Course did meet your needs in reality?) Please check "x" on your answer.

回答数

- |                         |      |
|-------------------------|------|
| 1. Perfect (100%)       | (11) |
| 2. Almost (80%)         | (10) |
| 3. Fairly (60%)         | (2)  |
| 4. Not so much (30%)    |      |
| 5. Poor (less than 30%) |      |
| 6. I don't know         |      |

Reason?:

(Positive)

- Professional lectures, visiting of world class companies, good service.
- Most of the techniques, methods seem to have been covered.
- These topics are relevant and suitable for implementation of productivity.
- Down to earth, practical, result oriented.
- 
- 

(Negative)

- I expected some information about ISO 9000 standards.
- I want to hear more about the consultancy activity itself.
- Need detailed form
- Some topics should be explained in more detail.
- More practical examples should have been mentioned.
- 

1.2 Compared with your country's economic situation, how relevant were the course contents to the needs of your country? Please check "x" on your answer.

回答数

- |                      |      |
|----------------------|------|
| 1. Perfect (100%)    | (12) |
| 2. Almost (80%)      | (10) |
| 3. Fairly (60%)      | (1)  |
| 4. Not so much (30%) |      |

5. Poor (less than 30%)

6. I don't know

**Reason:**

- Productivity in Slovakia is 40-50% of Japanese productivity.
- Very useful, new approaches in an old fashioned production
- All topics are related for our economic situation for the accession to EU in 2007.
- These techniques can fully be used in our country.
- Not so much "strong" companies in my country.
- It is along with the national plan and EU funding at this area.
- In Slovakia, there are a lot of car producers.

1.3 If you chose any numbers from 2 to 5 in above two questions, what kind of knowledge and skills should be added to the Course. Please write the name of the knowledge and skills below.

Name of the knowledge & Skills (回答数)

- Case studies (4)
- Human resources management (3)
- 20 keys method (2)
- More field practices. (2)
- Improvement of services industry (2)
- Quality System ISO 9000
- Comprehensive management skills (2)
- Negotiation skills
- Registration and legal issues in different country.
- The practical consulting job issues (behavior, fees, obstacles etc.)
- Economic skills.
- CRM
- Management system evaluation
- Logistics and material flow analysis
- 

## 2. Evaluation of the Course

2.1 Please evaluate the curriculum of the training program. (please put X on the scale)

	<u>回答数</u>
Excellent	(11)
Very Good	(11)
Good	(1)

Poor  
Very Poor

2.2 Please evaluate the level of “your” understanding of the lectures in the program.

回答数

100%	(8)
80%	(14)
75%	(1)
50%	
0%	

2.3 Please evaluate the level of “your” applicability of knowledge and skills tested in the field practice.

回答数

Excellent	(2)
Very Good	(13)
Good	(8)
Poor	
Very Poor	

2.4 Please evaluate the level of administration of HPC for the Course.

回答数

Excellent	(15)
Very Good	(6)
Good	(2)
Poor	
Very Poor	

2.5 Please evaluate the level of teaching skills of the lecturers in the Course.

回答数

Excellent	(8)
Very Good	(13)
Good	(2)
Poor	
Very Poor	

3. Do you think that this type of training program should be conducted in Hungary?

回答数

1. Yes, it should be conducted at HPC in Hungary. (21)
2. Yes, but it should be conducted in other than HPC. (1)
3. No, it should be conducted in other country. (1)

(which country? -.> \_\_\_\_\_ )

Reason:

- Good organization skills of HPC (3)
- Hungary has good background.
- Good relationship among the participants.

(Countries mentioned)

- Bulgaria
- Romania (2)
- Any other countries related to EU

**GOAL!!! Thank you very much for your cooperation!**

*Please submit to Mr. Miyoshi today (2003/02/03).*

Questionnaire Sheet for Evaluation of The Third Country Training Programme "Management Consulting Training Course" in Hungary.

- GRADUATE VERSION (past trainees) -

2004/ Jan.

1. About Relevance to Your Needs

1.1 Regarding the course contents above, how much did the course contents cover your expectations? (i.e. How much of the relevancy of the Course did meet your needs in reality?)

回答数

- |                         |     |
|-------------------------|-----|
| 1. Perfect (100%)       | (6) |
| 2. Almost (80%)         | (6) |
| 3. Fairly (60%)         | (1) |
| 4. Not so much (30%)    |     |
| 5. Poor (less than 30%) |     |
| 6. I don't know         |     |

Reason:

(Positive)

- As a consultant I had the opportunity to discover the right qualities of professionals in production.
- The course content was quite diverse. The fact that we could do an extensive field practice was a great way for making use of what we had learn just before.
- I can use most of the received knowledge and information.
- From my practice.
- Subjects were selected according to current companies' needs.
- Some of personal knowledge and increase trust in field practice.
- New methods

(Negative)

- Actually my work is less related to operation management, we usually give advices how to establish enterprises and get different sources, but I could use the knowledge I got there.
- Many time it was supposed by the lecturer that certain knowledge are well known, but it is not true. Too much "high" level lecture wastes time.
- Understanding Japanese approach is difficult for Eastern European people. More tailoring should have been done.



1.2 Compared with your country's economic situation, how relevant were the course contents to the needs of your country?

回答数

- |                         |     |
|-------------------------|-----|
| 1. Perfect (100%)       | (7) |
| 2. Almost (80%)         | (5) |
| 3. Fairly (60%)         | (1) |
| 4. Not so much (30%)    |     |
| 5. Poor (less than 30%) |     |
| 6. I don't know         |     |

Reason:

(Positive)

- Hungary's industry is based on "reproductive" products. Creativity, precise work conditions are necessities.
- In Hungary, most of the companies need to change their company culture and operation system.
- A lot of the productivity improvement tools are known and used.
- We also need to develop our knowledge.
- I did not know exactly what to expect, but the course fulfilled my expectations.
- Productivity improvement seems to get more interests from industry.
- Low productivity of many companies.
- To increase competitiveness

(Negative)

- Techniques were for big companies, so it might be difficult for local companies and SMEs to use these techniques. SMEs has the disadvantage of size.
- Quality management is a basic task in the case of the Hungarian companies.

1.3 If you chose any numbers from 2 to 5 in above two questions, what kind of knowledge and skills should be added to the Course. Please write the name of the knowledge and skills below.

Name of the knowledge & Skills

- Human values
- Communication skills (¥¥)
- Motivation
- Queuing management.
- Change management on different areas
- More practical skills (¥¥)
- More quality management
- Computer aided techniques

- Case studies
- Best practice method
- Six sigma.
- Human resource management
- Cost estimation techniques and economic analysis.
- Financial planning.

## 2. Competitiveness of the Course

2.1 Do you have many opportunities of learning about productivity improvement and quality management in your country?.

回答数

- |   |     |
|---|-----|
| 1. Yes, there are a lot of opportunities. | (1) |
| 2. Yes, but there are a few.              | (7) |
| 3. Not very much.                         | (5) |
| 4. Not at all.                            |     |

Reason:

- HPC provide good opportunities to acquire the knowledge required.
- In Hungary, we inherited a totally different business culture, and there are just a few persons who could be competent in this field and who could teach as well.
- There are books, but courses are less and they are rather expensive ones.
- Currently we focus on the ISO system.
- Not many institutions with experts of the productivity improvement. There are lots of quality management related course.
- Few opportunities for practice.

2.2 If you attended other training courses in the same field, please write the name, the organizer, the location, and the year of the course.

<u>Name</u>	<u>Organizer</u>	<u>Location</u>	<u>Year/Month</u>
- TQM	Horvath Consulting	Budapest	2003/05
- Lead Assessor	SGS Hungaria Kft.	Budapest	1995
- Benchmarking	Juran OTK	Budapest	1999/ 12
- Entrepreneurship	M.S.V. University	Canada	2000/06
- ISO	N/A		
- Process control	Business grain	Vilnius	2003/ 11

2.3 If you compare HPC's training course to the above courses, how do you assess HPC's course?

回答数

1. HPC training course is the best. (3)
2. HPC training course is better than the average. (3)
3. HPC training course is just the average. (2)
4. HPC training course is poorer than the average.

Reason:

(Positive)

- The topic, productivity was covered comprehensively by authentic lecturers having practical experience and all training participants could use the essentials in use.
- Good content of the training, mostly very good lecturers, and really good organization.
- In Hungary, we have to develop this field.
- Due to lecturers from western Europe and Japan
- High quality of trainers, best organizer, and best location.

(Negative)

- The aim of having a full week practice was good, but in the factory we got little professional delegation, help on what should we do and how, so to me the aim was not achieved entirely.
- Less team work and practical advice

One more page, please! ☺

### 3 Overall Goal of the Course

The training programme expects that the graduates (past trainees) from the Course will utilize the knowledge and skills in practice in their country.

3.2 Have you utilized any knowledge and skills gained from the Course in your practical situation?

回答数

1. Yes, very much. (4)
2. Yes, but only a part. (3)
3. Just a few (4)
4. Not very much. (1)
5. I don't know.

3.3 If you chose 1 or 2, please describe how you utilized in your situation. (concrete examples in short sentences, please)

- In my research & selection projects my candidate evaluation methods improved dramatically.
- I'm a consultant in BPR and Organization Development projects.
- Our production is organized using the Pull system. Shift-leaders were explained and taught to this method based on your program.
- The KAIZEN is a basis process in our foundry and workshop. Productivity gains are measurable.
- Our task is to give advice SMEs how to improve their business. I usually suggest the elements of JIT and Total Productive Maintenance for producer companies.
- At present I do my MSc diploma as well, I have a subject that has similar content and I have to solve case studies every week by these management technologies.
- Helped set up a quality improvement process in a Textile Company, which increased the efficiency. Also helped improving the safety for the workers and visitors.
- Mostly I can use the obtained knowledge in my courses as I am a teacher.
- Use some as a member of the Final Examination Board.
- I use continuous improvement, and the best practice methods.
- Deliver new methods to business community
- Organizational development

--

3.4 If you chose 3 or 4, what were the reasons (or problems) for preventing you from utilizing the knowledge and skills from the Course? Please describe reasons in simple sentences below.

I didn't use the knowledge and skills from the Course, because .....

- The profile of our company did not changed to the desired directions as it was planned, we did not get enough orders.
- As a consultant I use only a few of the knowledge and skills from the Course (TQM, Kaizen)
- Basically I deal with quality management system (ISO 9001) and related quality techniques.
- I am not in a position to manage such projects.
- I am acting in a different field of activity, but most of general knowledge are used in planning new business.

-

Is there any change or impact happened by participating in the HPC training course? (For example, your salary is increased, the network of foreign friends is established, etc.) Please describe here.

- My improved personal qualities allowed entering the production industry as knowledge based consultant. I'd appreciate to update the course content in the near future.
- My business English language has been improved and I keep in touch continuously with some of the foreign participants, we met any times and helped to each other in certain business situations.
- No, but when we will have contracts on new areas, we will see the benefits.
- The network of foreign friends is established.
- I mention the learned techniques to company's owners in Hungary and Romania, where I travel frequently.
- The training course was a good opportunity to meet some Hungarian and foreign experts. I brush up my technical English.
- I was able to cope with the difficulties better in my job, using those methods, which were suitable within our circumstances.
- Increase the quality of report writing by using the techniques.
- New project on business development measures under Danish government support initiated and starts in February 2004.

**GOAL!!! Thank you very much for your cooperation!**

*Please submit to Mr.. Matrai no later than Jan 23.*

**講師への質問票及び回答集計**

**Questionnaire Sheet for Evaluation of The Third Country Training Programme "Management Consulting Training Course" in Hungary.**

**- LECTURER VERSION -**

1. About Achievement of the Course's Outputs

1.1 How do you evaluate the quality and quantity of the curriculum of the Course by comparing with other similar training course?

回答数

- 1. HPC's course is the best. (3)
- 2. HPC's course is better than average. (3)
- 3. Maybe the average.
- 4. HPC's course is poorer than the average.
- 5. I don't know. ¥

Reason :

- Practical oriented
- Very good class room / Field practice ratio
- I never know any similar curriculum to this course run by others.
- Composition of class room training and field practice
- There are specialized trainers for each field.
- no comment
- A good cooperation among participants of various countries.
- I have limited information about other courses.
- Level of lectures are high. Only discussion without implementation.
- Attitude of participants is bad. (e.g. delay in time, smoking, telephoning, etc.)

1.2 How do you evaluate the general level of the participants' understanding of your lectures?

Please enter the numbers (from 0% to 100%) in the boxes to complete the sentence.

I think,

% of the participants understood  % of our lectured contents.

- |    |    |
|----|----|
| 90 | 90 |
| 90 | 80 |
| 95 | 80 |
| 90 | 90 |

80

80

80

80

90

75

Reason:

- There was no time to check by me.
- I asked the participants and checked during my lectures.
- Different background of the participants.
- I got several positive personal feedback from participants after my lecture.
- English language knowledge seemed to be a small problem in some cases.
- This doesn't mean bad. Except production department people is not easy to understand everything.
- 

1.3 How do you evaluate the general level of the submitted reports on field practices in the Course?

回答数

1. Their level is very high.
2. Their level is appropriate. (5)
3. Their level is not good.
4. Their level is poor.
5. I don't know. (2)

Reason:

- There is a good mixture of the general and specific parts of the reports.
- I don't have information.
- Field practice is not completed yet.
- Based on limited information.

1.4 How do you evaluate the level of your teaching skills now?

回答数

1. I have enough skills of teaching and I can teach without Japanese lecturers' supports. (4)
2. I can teach in the Course but I still need assistance from Japanese lecturers' supports. (1)
3. I need more efforts and assistance to teach in the Course.
4. I don't know.

Reason:

- IE and work study is well documented.
- But the consultation is always very useful with the Japanese lecturers.

- I am doing this for several years and I have gained enough experience.
- I need continuous improvement in my teaching skills. This is the “KAIZEN”.
- I could learn from Japanese experts for more than 5 years.
- 

## 2. About Achievement of the Purpose of the Course

2.1 Do you think that most of the participants acquired all necessary abilities to conduct management consulting on productivity improvement for small-medium enterprises by themselves?

### 回答数

1. Yes, completely. (1)
2. Yes, but partly. (4)
3. No, it is limited. (2)
4. Not at all.
5. I don't know.

### Reason:

- Based on field practice
- Knowledge is transferred to the participants.
- This course covers only production management area. There are more areas where management consulting should look at.
- Different professional background of participants.
- Different practice in terms of time. (various levels of experiences)
- Consulting should be practiced for a period to be able to do it satisfactorily.
- There are big knowledge differences among the participants in theoretical and practice respect. One single training is far not enough.
- Three weeks are not enough for beginners.
- Only three weeks are not enough.
- ]

## 3. Overall Goal of the Course

This project (i.e. the training program) expects that the graduates (past participants) from the Course will utilize the knowledge and skills in practice in their country.

3.1 Do you think that the graduates utilized any knowledge and skills gained from the Course in their practical situation?



回答数

1. Yes, very much. (2)
2. Yes, but partly. (4)
3. Just a few
4. Not very much.
5. I don't know. (1)

Reason:

- I have not had any feedback.
- 

3.2 If you chose 1 or 2, please describe how they utilized in reality. (concrete examples with short-sentences, please)

- Application of PDCA, PQCDSM, etc.
- Discovering 7 waste
- Use Field practice methods
- Using systematic way of \*\*\*\*\*.
- Using concepts step by step
- 
- Giving training on the field of productivity
- Introducing new ideas in their own business
- 
- The participants were selected to be in the position where they will have opportunity to use the knowledge and skills.
- 
- 5s introduction.
- 3s is also a big step forward in some cases.
- Stating to think the “KAIZEN” way and acting as multiplications in own organization.
- 
- Many participants are from the national productivity organization, so there is a good chance that they will utilize the know-hows back home.
- .
- At first, the limited area such as KAIZEN can be used by the participants who will see the results. Then they can study from it. Try the next level.

3.3 If you choose 3 or 4, what was the reason (or problem) obstruct them from utilizing the knowledge and skills from the Course? Please describe reasons by following the statement.

They didn't use the knowledge and skills from the Course, because .....

- 
- 
- 

One more page, please! ☺

#### 4. About the participants

4.1 Do you think that selection of the participants was appropriate for conducting an effective training?

回答数

1. All of the participants were appropriate. (2)
2. Most of the participants were appropriate. (4)
3. Some participants were not appropriate.
4. I don't know. (1)

Reason:

- No information about selection of candidate.
- A few Hungarian participants missing.
- They are working mainly on the field of production, but some of them in the service sector.
- Good selection, capable participants.
- There were serious punctuality problems at the first phase of the courses.
- I would prefer more in-company consultants.
- 

#### 5. About Factors

5.1 What do you think the main positive factor(s) for the successful results of the Course? What do you think the negative factor(s) for the unsuccessful results? Please complete the sentences.

a. Some parts of the Course were very successful and they were caused by

- Theory and practice in the same course
- Learning by doing.
- Field practice
- Some participants were very active and motivate others.
- Good cooperation between the subgroups. (instead of competitions)
- Preparation of the course is very good.
- Selection of the participants is very good.

- Field practice and Japanese supports is very good.
- Communication among team members was good.
- The spirit of internationality helped to discuss problems from various points of view.
- Hospitality gave a good atmosphere.
- Very knowledgeable lecturers / trainers / consultants.
- Discussion in the field practice is good.
- Discussion over dinner is good.
- 

b. Some parts of the Course were not successful and they were caused by

- Lecturers speak about the same topic. (over-wrapping of the lectured contents.)
- Imperfect course management skills of HPC.
- Punctuality problems were at the first phase.
- The free charge of the course makes the participants less careful.
- Target setting for Group “A” at field practice were a bit delayed.
- In some case, it ends just with lecturing, without active learning.
- Attitude during the lecture is bad.
- 
- :

5.2 To achieve the complete achievement of the Purpose (participants’ understanding in the Course) and the Overall Goal (graduates’ utilization of the acquired knowledge), what should be done? If you were a member of the evaluation study team, what would be your recommendation(s)? Please write your recommendations(s) in sentences.

- The knowledge should be referred later on. The participants should be involved in real life project in the future to test and improve their knowledge.
- A bit longer and more intensive orientation session would help to increase the team spirit of participants.
- Course alumni must be continuously informed about follow-up events.
- Preparation of an introductory booklet, so as trainers don’t have to start from the very beginning.
- Contents should be more systematic, not fragmentary. (e.g. Pull-push system is very difficult to understand. TPM is only a part of TPM).

## 6. Miscellaneous

If you have something that you want to tell to the evaluation study team, please write here.

(Anything that the evaluation team should know for betterment of evaluation?).

- A course quality standard and rider(?) would be useful.
- 

**GOAL!!! Thank you very much for your cooperation!**

*Please submit to Mr. Hiratsuka no later than Jan 30.*

## 面談記録

在ハンガリー日本大使館

日時：2月2日(月)9：30～

面談者：三宅二等書記官

2月2日(月)10：30～

面談者：濱田公使

JICA側：三好、内田

議事録作成者：内田

(面談記録)

1. 第三国研修終了時評価の調査目的、調査手法などにつき内田、三好より説明した。
2. (三宅書記官より)先日、第三国研修の開講式に出席したが、ハンガリー首相府は非常に積極的であり、後3年は続けて欲しいとの強い希望が出ていた。一方、HPCの予算を握っているハンガリー経済省は当事者意識がなく予算を引き出すのも一苦勞しているという状況である。大使館としても日本をアピールするよい機会であり、来年5月にハンガリーはEUに加盟するとはいえ、まだ地方格差も大きく援助の必要性は十分にある。第三国研修はおそらく日本で研修を行うよりもコストはかからず、また自分たちの現場に近い状況の工場などでの実習ができるという点で利点があると考ええる。また、研修員が帰国直後にKAIZEN手法などを取り入れられるというわけではなく、導入には時間と労力がかかるものである。研修に参加した後に意識改革が行われることが重要である。
3. (浜田公使より)先日、生産性会議のオープニングセレモニーに出席したが、この第三国研修は非常に評判もよいので後3年は続けて欲しい。体制転換後15年を経て、市場経済化支援として始まった日本の援助の内容もようやく見直しが必要とされている状況になりつつある。そのような観点からは、研修の内容をよりニーズにあったものに変えつつ続けていければよいと考える。

経済交通省(Ministry of Economy and Transport)

日時：2004年2月2日 13：00～

相手：Dr. Antal Nikodémus (同席 Mr. Nobert Mátrai)

調査団：内田団員、三好団員

議事録作成者：三好

(面談記録)

1. 中小企業が抱える課題について  
質問票にあるようにEUにハンガリーがはいることによって、より競争が激化することが予想される。その上で、ハンガリーその他の中小企業が抱える第一番目の問題として、

EUの基準、つまり①環境保全、②顧客保護、及び③安全確保という面で、基準にどう対応していくのかという点が重要である。このような基準に沿うためには、それ相当の投資コストがかかるために、大きな負担となり競争力が低下する。第二の問題として、技術革新のための技術、R&Dの力をつけることが課題である。第三番目の課題は、TQMのみならず、ITやE-commerceといった大きなマネジメント(general management)の力をつけることが重要である。生産性向上は、この第三番目の一部分に相当するにすぎない。

2. 中東欧地域においてハンガリーが担う役割

EUに入ることによって、ハンガリーは、その培った技術を他の周辺国に移転することが期待されている。特にハンガリーは中東欧の中で順調に経済発展したという実用的な経験を有するので、このような実用的な経験を周辺国に普及させるとよい。そのためにEUにとどまらず、UNやOECDまたはUNIDOなどと(資金面で)協力して、おもに技術移転に絞った形での地域協力に重要な役割を担うと思う。

3. ハンガリー政府のドナーとしての能力について

いまは十分ではない。経済省の職員の数は減ってきている。組織的に十分ではないと思う。第三国研修に関係できたことで、日本の専門家との人的な交流など人脈ができたことが大きいと思う。

4. 今後HPCをどうするか

HPCについては、法的な面を規定したペーパーがだされている。(が、こちらはあまり将来のこととは関連ない。) オフィシャルではないが、以下のことが話されていると聞いている。一つはHPCをITDH(International Trade Development in Hungary)の下に配置転換するという案がうわさされている。もうひとつは(あくまで私見だが)、HPCの機能をもう少し整理して(絞って)、継続するということが考えられる。

ハンガリー首相府

2月2日(月)14:00～

面談者：Dr.RAPCSAK Janos

Government Chief Advisor, National Contact Point for Institution Building

Dr. BOROS Linda Task Manager

Ms. SZUCS Andrea Task Manager

JICA側：三好、内田

議事録作成者：内田

(面談記録)

1.(内田より)これまでのJICA協力への謝意を表し、終了時評価調査団の調査目的、調査内容などについて説明した。

2. (Rapcsak氏より)

(1) これまでの環境分野、医療分野、農業分野、経済分野での日本の協力につきたいへん感謝している。日本で行われてきた研修の質は非常に高く、他の国の研修とは質的に異なり大変評判がよい。

(2) 第三国研修は今年の5月にEUに加盟する国、3年後に加盟する国、そして永久にEU加盟を果たすことがない国の3グループが地理的に欧州の中央に位置し、商業的にも中欧の中心となっているハンガリーで学ぶ良い機会である。これらの3グループからきた研修員にとってこの地域の人たちとコネクションができることは重要な意味をもち、人的ネットワークを帰国後にいかすことができる。

(3) HPCは今後現在の所属の研究所からITDH (International Trade and Development Hungary)のもとへ入ることになる。これまでよりも組織的に安定した枠組みの中に入ることによりHPC自体もより安定した組織となりうるであろう。ハンガリーの労働力の49%が中小企業従事者で、GDPの39%が中小企業よりうみだされており、ハンガリーにおける中小企業振興の重要性は高い。

(4) ハンガリーは周辺国に対する協力を既に始めている。例えば金融面での遅れがめだつスロバキアにおいてハンガリーの金融の専門家が出向き協力を行っている。またルーマニアの特にハンガリー系人が多い地域では経営スキルの技術移転を目指し、ジョイントベンチャー企業が多く立ち上がっている。また90年代にハンガリーは大きな貿易相手国であったユーゴスラビアの紛争により多大な損失を受けたが、西バルカン諸国の安定は非常に重要との観点から積極的に協力関係を築いている。またクロアチアのアドリア海への出口であるフィウメ港、リエカ港につきハンガリーは一部所有権を有しており、海のないハンガリーにとってクロアチアは潜在的なパートナーでもある。ハンガリーは周辺国に対し、西欧諸国がはるか過去に経験したのではなく、身近に体験したこととして様々な経験を共有し、技術を移転することができる。

(5) 第三国研修をハンガリーの他の機関で実施する可能性については、最もキャパシティーがあるのはブダペスト経済大学であると思う。しかし、HPCが最も適している。今後この研修を是非続けていただきたいがその場合、ハンガリー側の負担率を少しづつでもあげていくことは可能と考える。

ハンガリー経済省

2月6日(金)10:00～

面談者：ERDOSI Peter General Director for Investment

NIKODEMUSZ Antal Innovation and Environmental Protection Department

MATRAI Norbert Hungarian Productivity Center

日本大使館：濱田公使、三宅書記官

JICA側：仲上団長、三好団員、内田団員

議事録作成者：内田

(面談記録)

1.(濱田公使より)これまでの良好な日本・ハンガリー関係について謝意を表し、今次JICA終了時評価調査団の調査目的、調査内容などについて説明した。(仲上団長より)補足説明した。

2. (ERDOSI氏より)

(1) これまでのHPCの活動及び第三国研修プログラムは非常に評判がよいときいている。特にこの研修を受けたあと裨益効果のあった企業からハンガリー経済界へのフィードバックは重要である。これらのフィードバックについてフォローアップすることも重要である。ハンガリーにおける中小企業振興はEU加盟とともに益々重要性を増してくる。

(2) EU加盟によりハンガリーがアジアや米国、カナダなどの他の重要なパートナーとの関係を弱めるということではない。援助についてはEU加盟の時点で全ての環境が西欧諸国と並ぶ状況になるのではなく、様々な基準を実施していくのに今後も多大な努力が必要である。それぞれの国がそれぞれの政策をもってハンガリーに対する援助を終えて行くのであろうが、いずれにせよ、日本のこれまでの支援に深く感謝している。

(3) HPCの将来については現在経済省の中で議論している。おそらく3月からITDH(ハンガリー国際貿易促進局)の中に設置されることになるだろう。それにより、確立された法的枠組みのなかで効率性や有効性の高い活動ができることを望んでいる。経済省としては今後も財政的、制度的にHPCを支援していく。これはJICAが今後第三国研修を含めHPCに対してどのような支援を行うかは別の議論である。

3. ミニッツについて当方より説明したが、経済省への提言が入っているということで、慎重に検討しなければ立会人署名もできないとのことから、ハンガリー側経済省、日本大使館、ハンガリーJICA事務所、HPC、調査団の4者での署名は行われなかった。



在ハンガリー日本大使館

2月6日(金)16:30～

日本大使館：稲川大使、濱田公使、三宅書記官

JICA側：仲上団長、三好団員、内田団員、平塚専門家、並木在外研修講師

議事録作成者：内田

(面談記録)

1.(仲上団長より)終了時評価調査の結果について説明した。特に5回目実施の際への提言について説明した。(平塚、並木専門家より)HPCのオーガナイザーとしての能力不足、意識の欠如、チームワーク不足の状況について補足説明された。

2. (稲川大使より)以下の質問があり、質疑応答となった。

(1) ハンガリー人研修員のレベルはどうか？

ハンガリー人は自分の仕事と掛け持ちで参加しているものが多く、参加に対する意識が低い。従って、欠席や遅刻が目立ち、他の国の研修員に迷惑となるケースも目立った。今後有料化を検討し、モチベーションを高めることが重要である。外国からの研修員は選抜のプロセスを経てきているので優秀である。スロベニアの研修員は特にレベルが高く、意識も高く、意欲もある人間を送り出せることにスロベニアを高く評価できる。

(2) ハンガリーで研修を行うことに対する反応はどうか？

ハンガリーへのアクセスもよいし、特段問題はないようだ。自国の状況に近い、工場などで実習ができよとの意見を聞いた。

(3) 英語のレベルはどうか？

モルドバ、ウクライナからの参加者は厳しそうである。概ね問題ないが、個人差は大きい。

(4) JICAに対して、今後どうするのか？

今回の終了時評価は研修の評価をすることが主な目的であった。第五回目の自助努力の様子を見て決めて行くことになる。最近、中東欧地域からでてくる要請内容はIT、電子政府など日本が必ずしも比較優位を持っている分野だけではなく非常に高度化している。技術移転というより、日本側も何かを学べるようなものがよいと考える。3月に電子政府の案件で調査団を派遣する予定である。

(稲川大使より)ハンガリーがEUに加盟するからといってすぐに援助をやめるということではない。今後は研究開発などの分野で協力を続けて欲しい。また青年海外協力隊の日本語隊員は今後も続けて欲しい。

