

# **TERMINAL EVALUATION STUDY**

## **THIRD COUNTRY TRAINING PROGRAM ON INFORMATION AND COMMUNICATION TECHNOLOGY FOR ENTREPRENEURSHIP IN THE REPUBLIC OF THE PHILIPPINES**

### **Final Report**

JICA LIBRARY



1180978{7}

**Center for Local Development Studies**

28 January 2005

PPO JR 04-003
---------------------

## TABLE OF CONTENTS

	<i>Page</i>
<b>Summary</b>	i
<b>Chapter 1 Outline of Evaluation Study</b>	
1-1 Objectives of the Evaluation Study	1
1-2 Members of the Evaluation Study Team	1
1-3 Period of Evaluation Study	1
1-4 Methodology of the Evaluation Study	2
<b>Chapter 2 Outline of the Evaluated Training Program</b>	
2-1 Background of the Training Program	7
2-2 Summary of Initial Plan of Training Program (Cooperation Content)	10
<b>Chapter 3 Achievement of the Training Program</b>	
3-1 Implementation Framework of Training Program	13
3-2 Achievement in Terms of Output	14
3-3 Achievement in Terms of Activity	16
3-4 Achievement in Terms of Input	18
<b>Chapter 4 Results of the Evaluation</b>	
4-1 Evaluation by Five Criteria	19
4-1-1 Efficiency	19
4-1-2 Effectiveness	20
4-1-3 Impact	20
4-1-4 Relevance	22
4-1-5 Sustainability	22
4-2 Conclusion	23
4-2-1 Factors Promoting Effects of Training Program	23
4-2-2 Factors Inhibiting Effects of Training Program	25
4-2-3 Conclusion	25
<b>Chapter 5 Recommendations and Lessons Learned</b>	
5-1 Recommendations	27
5-1-1 Recommendations for FIT-ED	27
5-1-2 Recommendations to JICA	29
5-2 Lessons Learned Regarding Situations in Evaluated Country	29
5-3 Lessons Learned Regarding Training Program Management	30

# SUMMARY

---



1180978【7】

## SUMMARY

<b>1. Outline of the Project</b>	
Country : Philippines	Project title: Information and Communication Technology for Entrepreneurship
Issue/Sector : ICT	Cooperation scheme : Third Country Training Program
Division in charge: Southeast Asia Division, Regional Department I	Total cost : JICA - P11.293 M                      FIT-ED : 1.812 M
Period of Cooperation	Fiscal Year 2001 – 2003 Partner Country's Implementing Organization: Foundation for Information Technology and Education, Inc (FIT-ED) Supporting Organization in Japan: JICA
<b>Related Cooperation:</b>	
<p><b>1-1 Background of the Project</b></p> <p>The last decade of the 20th century had challenged the efficiency and effectiveness of governance, business, commerce and industry globally through the introduction of a new breed of information and communication technologies (ICT) driven primarily by the Internet. The relevance of web-based ICT in governance, commerce and business was then recognized worldwide and had been repeatedly taken as a priority agendum: in many development discussions between and among developed and developing countries, particularly to address the issue of "digital divide" especially among developing countries.</p> <p>Responding to this issue, the Association of South East Nations (ASEAN) created the e-ASEAN Task Force in 1999 to develop competencies within ASEAN to be able to compete in the global information economy. One of the priority pilot projects then of the e-ASEAN Task Force was conducting e-Entrepreneurship seminars, which targeted government and private entrepreneurs in Cambodia, Lao PDR, Myanmar and Vietnam (CLMV), the least electronically networked and the least ready for e-commerce of the ASEAN member countries.</p> <p>To advance its role in the e-ASEAN Task Force, the Government of the Philippines (GOP) through the National Economic and Development Authority (NEDA) endorsed the request of FIT-ED in 2000 seeking funding assistance from the Government of Japan (GOJ) in the conduct of ICT training courses for the country representatives from CLMV. Responding to the request and after series of bilateral discussions, the GOJ through JICA granted a technical cooperation to GOP and FIT-ED in conducting 3 training and seminars spread over 3 years since 2001 under JICA's Third Country Training Program (TCTP). The technical cooperation project then was called, the "Third Country Training Program on Information and Communications Technology (ICT) for Entrepreneurship" - the subject of this Terminal Evaluation Study.</p> <p><b>1-2 Project Overview</b></p> <p>The TCTP on ICT for Entrepreneurship aims to provide participants from Cambodia, Lao PDR, Myanmar and Vietnam (CLMV) an opportunity to improve their knowledge and techniques in the field of information and communication technology for entrepreneurship.</p>	

At the end of the Course, the participants are expected to obtain the techniques in the use of ICT particularly the Internet and the World Wide Web, to achieve and sustain a competitive advantage in the global information economy.

1) Super Goal

The CLMV countries achieve and sustain a competitive advantage in the global information economy

2) Overall Goal

Contribute to the promotion of e-commerce and e-business in CLMV

3) Project Purpose

Improve knowledge and techniques of country representatives of CLMV on ICT for entrepreneurship through training

4) Outputs

Country representatives of CLMV received a 2-week training in the Philippines on ICT and obtained techniques in the use of ICT particularly internet and world wide web

E-strategy for existing or future business formulated by training participants

5) Activities

- Formulate modules or course programs
- Formulate and adopt nomination guidelines for CLMV's own selection of nominees to the training
- Select and pool lecturers for the training
- Organize and conduct ICT training, one course each in 2001, 2002 and 2003, in the Philippines

6) Inputs

JICA: (1) dispatch of short term expert if found necessary; and (2) training expense related to training participants & those related to training management program

FIT-ED:

- (1) staff for Training Management Program - four (4) personnel ; and (2) funds for some expenses of the training not covered by JICA's support

1-2 Participating Countries : Cambodia, Laos PDR, Myanmar, Vietnam and Philippines

2. Evaluation Team

Members of Evaluation Team	JICA Philippines Office (contracted out to Center for Local Development Studies)	
Period of Evaluation	October 21, 2004 to January 28, 2005	Type of Evaluation : Terminal Evaluation: By Overseas Offices

### 3. Results of Evaluation

#### 3-1 Summary of Evaluation Results

Among the 92 participants in the training program, 33 ex-trainees responded to the questionnaires. Overseas survey and Focus Group Discussions were conducted in Cambodia and Vietnam with 14 ex-trainees.

#### Achievement of the Project

The 92 participants from Cambodia, Laos PDR, Myanmar, Vietnam and the Philippines (CLMVP) attended and successfully completed the two-week training program on ICT for Entrepreneurship over the three-year (2001-2003) technical cooperation period. The participants obtained the techniques in the use of ICT, particularly the Internet and the World Wide Web.

#### 1. Efficiency (HIGH)

Efficiency of the training program is rated *HIGH*, because: a) there were no excessive delays in the training program preparation (in terms of identification and selection of participants and resource persons, formulation of the curriculum); b) the outputs justify the amount of inputs invested (92 participants availed of the training program, which is more than the target of 90 trainees) and the benefits and cost effectiveness were found to be appropriate as the training program was conducted in just one venue (Philippines) for all the participants coming from five (5) countries (CLMVP); c) the quality and quantity of inputs invested in the training program were also found appropriate: all inputs and resources identified in the Record of Discussions were provided to the Project resulting in the delivery of desired outputs (the participants evaluated the implementation and management of the training program very satisfactory); and d) the outputs were achieved within the planned timeframe, i.e., within the three-year cooperation period 2001-2003.

#### 2. Effectiveness (HIGH)

Effectiveness of training program is rated *HIGH* because the training program purpose of "improving knowledge and techniques of country representatives of CLMV on ICT" was achieved through the delivery of the trainings. All the 92 training participants were found to have actively participated in all modules of the training program and have obtained the techniques in the use of ICT particularly in the use of Internet and the World Wide Web. Training participants further learned practical applications of theories from the study trips to GIS Araneta, Inc., Sun Microsystems, Mapua Information Technology Center, Bayan Trade and Pilipinas Teleserve. A total of five strategic e-business plans were drafted (one per country) by the participants, for implementation in their respective countries.

Eighty-four (84%) percent of the respondents replied that they are currently applying the knowledge and techniques acquired in the training to their jobs. The action plans formulated during the training program were also being implemented by 42% of the respondents in the following areas: e-procurement, marketing, analysis of business structures and procedures, advertising and web development.

### 3. Impact (MODERATE)

The impact of the project is rated MODERATE because the overall goal of “contributing to the promotion of e-commerce and e-business in CLMV” has not yet been fully achieved at this time. The training program was designed simply as “introductory course on ICT enabled entrepreneurship,” and although most of the trained participants have actually promoted e-commerce/business concepts and practices by applying the learning accumulated from the trainings in their respective countries, a number of them are still not able to apply the knowledge and techniques on ICT.

The participants have acknowledged the importance of ICT in their businesses and a substantial number (84% of those interviewed) have already applied knowledge and skills absorbed from the training program in their work and businesses. These are in the areas of website development, communications, textile and apparel, exports and imports of handicrafts, construction, coffee production and government undertakings, among others. The respondents expressed that they have benefited much from the course which benefits have already been foreseen at the beginning of the training program.

A few respondents (10% of total interviewed), however, cited that they have not been able to apply the knowledge and techniques from the Course. They added that these can only be fully achieved if; a) follow-through training programs will be conducted; b) application to business is assured with continuous practice; c) there is greater market demand for their businesses; d) there is government support for the development and growth of ICT infrastructure in their country.

Aside from using the strategic e-business plan drafted during the training program as reference, the participants also made use of the internet and www to apply the knowledge gained from the course to promote the sectors above-cited.

Most of the interviewed participants are still working in the same organization that nominated them to the training program and some have been promoted to higher positions.

On a per country basis, 100% of the respondents in Laos PDR and Cambodia said that they are currently using acquired knowledge and techniques, 80% in Vietnam and 63% in Myanmar

While it is too early for this evaluation to establish a judgment on the achievement of the super-goal (CLMV countries achieve and sustain a competitive advantage in the global information economy), however, majority of the participants who have responded to the survey questionnaires have expressed confidence that this higher objective can be fully achieved in two to three years time. Some of the participants were already able to apply the Action Plan formulated during the training program. They have also updated their knowledge and techniques on ICT by: a) using the internet more frequently; b) participating in ICT training courses and website development; and c) reading books and magazines on ICT. Some participants are also planning to create an email account and website for their small/medium scale business within a year's time from the date of the survey.

#### 4. Relevance (MODERATE)

Relevance is rated MODERATE because the project purpose and overall goal continue to be relevant to the participating countries of Cambodia, Lao, Myanmar and Vietnam. The survey shows that ICT remains in agreement with the development policies of CLMV countries. As such, the goals, purpose and outputs of the training program still meet the needs of Cambodia, Lao, Myanmar and Vietnam. ICT likewise remains a top priority of the Philippines. In fact, the Medium-Term Philippine Development Plan (MTPDP) for 2004-2010 integrates ICT systems and practices in all government efforts towards institutionalization of governance reforms and in advancing economic and social development.

The established objectives remain consistent with the development priorities of the Japan's Official Development Assistance (ODA).

The implementing agency, FIT-ED continues to play a strategic role in the enhancement of ICT for business in the ASEAN countries as it used to be the e-ASEAN Task Force Secretariat and is currently the APEC Business Advisory Council (ABAC) Secretariat.

#### 5. Sustainability (HIGH)

Sustainability is high as there are strong indications that project benefits will be continued. This is clearly shown by FIT-ED's commitment to take on future training programs to achieve the project objectives. It has established an e-group to allow networking among participants and for FIT-ED to share knowledge and enhance their capacities. As an institution committed to help increase IT awareness in government and business sectors in the ASEAN countries, FIT-ED will continue to be in the forefront of ASEAN activities related to ICT.

On the financial aspect, FIT-ED's adequate and timely allocation of resources for the three training courses proves its commitment to sustain the training program.

The participants have likewise expressed commitment to support the initiatives of the project.

#### 3. Conclusion

##### 3-2 Factors that promoted realization of effects

##### Nomination of Participants by Respective Countries

An important factor in promoting effects was the fact that the participants to the training program were nominated by their respective countries. This means that ownership of the program has been established as early as selection of the participants. The respective governments may also monitor the application by the participants of skills and techniques in ICT for entrepreneurs. It can assist in further enhancing the participant's skills by tapping his or her expertise by allowing him/her to conduct in-country echo-training to entrepreneurs.



### Role of Chambers of Commerce in Cambodia, Laos PDR and Vietnam

Another factor that promoted effects of the training program was the active participation of the Chambers of Commerce of the participating governments. A total of nine (9) participants from Cambodia, Laos PDR and Vietnam came from these organizations.

### Appropriate identification of the implementing organization.

FIT-ED is ideally positioned to meet the objectives of the training program. Its mandate is to increase IT awareness in the Philippines and the proposed program hopes to promote to contribute to the effort to make the Philippines as the e-entrepreneurship training hub in the ASEAN region. An IBM study confirms the relative health of IT in the Philippines in terms of information infrastructure, regulatory environment, skills and human development augers well for the growth of e-entrepreneurship in the country.

Moreover, FIT-ED used to be the e-ASEAN Task Force Secretariat and is now the APEC Business Advisory Council (ABAC) Secretariat. As Secretariat to these two bodies, it can ensure that an assessment on ICT for entrepreneurship in the ASEAN countries is regularly conducted. It can also identify appropriate courses of action to achieve the TCTP on ICT for Entrepreneurship's goal of sustaining a competitive advantage in the global information economy.

One of JICA's priority areas in terms of technical cooperation is human resources development and institution building particularly the promotion of information technology. It was in this context and after passing JICA's proposal evaluation criteria that JICA approved FIT-ED's training proposal.

Within the ASEAN region, information infrastructure development is uneven and this inhibits the growth of e-entrepreneurship. An IBM study on e-commerce shows that Cambodia, Lao PDR, Myanmar and Vietnam are least positioned in terms of IT infrastructure, promotion and facilitation activities and skills development. Hence, these countries were given priority under the training program. This is good strategy because with the attainment of the program purpose, these countries will be able to achieve and sustain a competitive advantage in the global information economy

### Government policy on ICT

A major success of the training program is the government's support to the ICT sector. The presence of the participants in all the training courses is an indication of support of these countries for ICT. The substantial growth of major ICT indicators (particularly internet users) in the participating countries is another indication of support for the sector as reported by the World Bank. In the case of Cambodia and Lao PDR, growth in internet users from 1999 to 2002 was 650%, for Vietnam 1,400% and for Myanmar 4,900%.

### 3-3 Factors that impeded realization of effects

A possible threat to sustaining achievement of the Training Program's objective is sustaining the support by participating governments in the use of ICT for e-entrepreneurship. While a study on ASEAN countries revealed that Cambodia, Lao PDR, Myanmar and Vietnam are the least ready for e-commerce (in terms of infrastructure, promotion and facilitation

activities and skills development), some participants expressed the need to sustain their government's support in the use of ICT.

Outmoded or outdated ICT infrastructure/equipment in the participant's respective countries could also inhibit the effects of the training program as these would have to be regularly updated given the rapid pace of development in ICT. This ICT infrastructure is significantly important for the participants in e-commerce. It will also allow continuous networking and linking up with ex-participants and FIT-ED and provide ample opportunities for knowledge sharing, and even resources sharing.

Finally, FIT-ED cannot rely on the full JICA support for its continuing training programs as Japan's dwindling resources for Official Development Assistance are expected to grow even smaller in the coming years. There is need for FIT-ED to allocate resources for the conduct of training courses (participant's transport and accommodations expenses, allowances for resource persons and lecturers, etc.). Along this line, FIT-ED must generate other fund sources to sustain the Program. As a non-government organization, it has greater flexibility in generating funds, compared to government agencies.

#### 3-4 Conclusion

The objectives of the training program were substantially achieved in the conduct of the three training courses. JICA and FIT-ED have effectively carried out their respective terms of reference in ensuring the success of the Program. With FIT-ED's adequate capability in implementing training courses on ICT and JICA's full support to the Program, the participating countries shall continue to achieve project benefits by allowing entrepreneurs to apply the knowledge and techniques acquired from the Course in their respective jobs and businesses.

FIT-ED continues to play a lead role in increasing ICT awareness in the Philippines. It is equipped with highly capable staff, responsible with the development of ICT training curriculum and coordination of the conduct of training courses on ICT for entrepreneurs.

The training curriculum that was designed, developed and refined during the conduct of the Course including the participant's reference materials is a good benchmark for reference which maybe used by FIT-ED in the conduct of future training courses on ICT.

Through JICA assistance the participants from CLMV and Philippines were provided an opportunity to improve their knowledge and techniques in the field of ICT for entrepreneurship particularly on the Internet and www. The e-strategy for their existing business or future start – ups formulated by the participants during the Course have guided them in their attempt to apply what they learned in the training course in their respective countries. Moreover, the study trips to leading ICT companies in the Philippines have broadened their perspective on the use and importance of ICT.

#### 3-5 Recommendations

Since the training program was a partnership between FIT-ED and JICA, follow-up assistance is crucial and funding by both entities should be provided to sustain the impetus initiated by the completed training program. There is need for JICA to continue to support FIT-Ed as the implementing agency for the Program in the area of ICT for Entrepreneurship. Given its generally very satisfactory administration and management of the conducted

training program in terms of coordination, brochures, arrangement of tours, accommodation/food, allowance/per diem, transportation, social programs and communication among participants.

FIT-ED should continue to tap resource speakers for its training programs from established IT firms and leading educational institutions.

FIT-ED should commit to submit a course report to JICA within thirty (30) days after completion of all training courses as stipulated in the Record of Discussions

Given the limited duration of the course relative to the number of topics of the training program, FIT-ED should consider only those topics which are highly important and relevant, and exclude those with little impact or interest to the participants. This should be considered in the design of post-training evaluation questionnaires and incorporated in succeeding training courses.

It may be necessary to incorporate in the R/D that results of all post-training evaluations conducted during the training program be submitted to JICA in addition to the usual training program progress report, as it may serve as reference in the refinement of future training programs and assistance

### 3-6 Lessons Learned

The success of any training program depends on the ex-participants commitment and their respective government's support to the objective of the program. Results of the survey show that the ex-participants are committed to apply the knowledge and techniques they acquired from the training program.

JICA's policy of not funding the training expenses for the Filipino participants may be continued as this was not part of the agreement between the two governments. The Philippines already has a comparative advantage over the participating ASEAN countries in the Program and while their participation in the Courses is encouraged, these should be at the expense of their agencies/companies.

The training needs assessment (TNA) prior to the conduct of actual training proved to be an important factor for the success of the training program. The ICT training needs were identified based on the discussions in the e-ASEAN Task Force Forum. The TNA included questions on the country's: a) basic infrastructure and technology; b) access to necessary services; c) current level and type of internet use; d) promotion and facilitation activities; e) skills and human resource; and f) positioning for the digital economy. The TNA allowed FIT-ED to customize its training curriculum to address the needs of the participating governments. This was complemented by FIT-ED's conduct of evaluation after every training course and allowed retrofitting of the administration and management of the next courses.

A functional network is important for the success of training programs as this allows continuous capacity building, monitoring and updating of topics related to ICT for entrepreneurs. This will also serve as the forum where participants can post queries, share their knowledge and further enhance their skills and techniques on ICT.

# MAIN REPORT

---

# Chapter 1

## OUTLINE OF THE EVALUATION STUDY

### 1-1 Objectives of the Evaluation Study

The objective of the Study is (1) to determine the relevance, effectiveness, efficiency, sustainability and impact of the Third Country Training Program on ICT for Entrepreneurship and (2) secure a recommendation which will be utilized for the improvement of: (a) JICA's planning and management of similar projects in the future; and (b) the implementing agency's capacity to carry out projects of similar nature.

### 1-2 Members of the Evaluation Study Team

The evaluation study was conducted by Mr. Fernando de Villa, Jr., a monitoring and evaluation (M&E) Consultant of the Center for Local Development Studies (CLDS), which was commissioned by JICA Philippines Office to carry out the study.

### 1-3 Period of Evaluation Study

The Study was conducted over a period of 12 weeks commencing on 21 October 2004 and ending 28 January 2005. The Study milestones were :

- |                 |   |  |
|-----------------|---|--|
| 29 October 2004 | - | submission of the constructed Project Design Matrix (PDM) and the PDM for evaluation (PDMe) to JICA for approval |
| 11 January 2005 | - | submission of Draft Final Report   |
| 28 January 2005 | - | submission of Final Report   |

### 1-4 Methodology of the Evaluation Study

The Consultant evaluated the Training Program using the evaluation criteria of the Development Assistance Committee of the Overseas Economic Cooperation and Development (DAC-OECD). These criteria are:

- a) Relevance – overall assessment of whether the project purpose and overall goal are in keeping with the donor policy and with the recipient's needs and priorities
- b) Effectiveness – a measure of whether the project purpose has been achieved, and to which degree the outputs have contributed towards achieving the intended project purpose

- c) Efficiency – a measure of the production of outputs (results) of the project in relation to the total resource inputs, or how economically the various inputs have been converted into outputs
- d) Impact – the positive and negative effects for the society produced directly or indirectly as a result of the project implementation, either foreseen or unforeseen
- e) Sustainability – an overall assessment of the extent to which the positive changes achieved by the project can be expected to last after the completion of the project

In the conduct of the Study, the Consultant applied qualitative and quantitative research methodologies enumerated and described as follows:

1. Documentation Review. Desk reviews of all reference materials about the implementation of the Training Program such as original Project Proposal, Record of Discussions (R/D) between the GOJ and GOP, Training Program General Information Brochures, Contracts Agreements between the Implementing Agency and JICA, Training Program financial progress reports and completion report, and filled-up Training Program assessment questionnaires. In addition, the Consultant referred to the evaluation reports of completed training programmes funded by other ODA organizations.
2. Construction of the PDM for Evaluation (PDMe). The project implementers did not come up with a PDM. Given this situation, the Consultant constructed the PDMe based on available materials (see Annex A for the constructed PDMe). On this basis, the Consultant compared the Training Program's accomplishments vis-a-vis targets stipulated in the constructed PDMe (inputs, activities, outputs purpose and the project's overall goal).
3. Preparation of the Evaluation Grid. Prior to the conduct of the survey, an evaluation grid was formulated by the Consultant to form as the basis for determining success of the Training Program. The evaluation grid was based on evaluation criteria adopted internationally. The Consultant sought approval of JICA Philippine Office of the evaluation grid prior to the conduct of the survey (see Annex B for the evaluation grid).
4. Questionnaire and Survey. The Consultant designed three kinds of survey questionnaires anchored on the five evaluation criteria of DAC-OECD. These sets of questionnaires were designed for the following groups of respondents:

- Survey Questionnaire No. 1 = for participants in the Training Program
- Survey Questionnaire No. 2 = for the Implementing Institution or Training Program Organizers
- Survey Questionnaire No. 3 = for key informants at NEDA and the DFA

These questionnaires were sent to the selected ex-participants based on JICA's suggestions, the results of which were processed thereafter using a pre-designed tabulation spreadsheet format.

Table 1: Retrieval Results of the Survey Questionnaires

Groups of Respondents		Number of Sent Survey Questionnaires to Target Respondents	Number of Retrieved Survey Questionnaires
1	Participants in the Training Program, 3 batches (2001, 2002 and 2003)	92	33
2	FIT-ED officials (Implementing Institution)	1	1
3	Key informants at NEDA and DFA	2	1

Source: Actual results of survey

5. Observation of the Working Environment of Selected Ex-Participants. Included in the Scope of Work of the Consultant were travels to two participating countries in the Program, Cambodia and Vietnam. Together with a national staff from the JICA Philippines Office and a representative from the implementing agency, the Foundation for Information Technology Education and Development, Inc. (FIT-ED), the Consultant visited the places of work of the selected ex-participants in Cambodia and Vietnam to observe their current working environment.

Table 2: Working places of ex-Participants in Cambodia and Vietnam visited by the Consultant

	Name Ex-Participant	Working Place/Address
1	Lim Yathal	Ministry of Post and Communications /Cambodia
2	Pav Leang Khun	Ministry of Post and Communications /Cambodia
3	Troeung Douma	Ministry of Post and Communications /Cambodia
4	Yun Sovanna	Cambodia Chamber of Commerce/Cambodia
5	Vu Thi Thuy	ARTEX Thanglong Company/Vietnam
6	Truong Hoai Nam	Nguyen Anh Co. Ltd./Vietnam

Source: Actual field notes

Note: The identification of ex-Participants for the observation visits was recommended by JICA offices in the Philippines, Cambodia and Vietnam



Consultant discussing with Mr. Pav Leang Khun changes in present job/work from previous position in CAMNET (one of the internet providers in Cambodia).





Consultant with Mr. Godornes discussing Ms. Lim Yatal (2001 participant) her job as Domain Name Service Administrator of Cambodia's Ministry of Posts and Telecommunication.

Prior to the actual observation in Cambodia and Vietnam, the Consultant made a background study on the selected participants through the exchange of information by email. The assistance of JICA offices in Cambodia and Vietnam was sought in the conduct of this activity.

Table 3: Persons Who Joined the Study Consultant in Overseas Travels

Name	Organization	Position
Mr. Santos Godornes	JICA Philippines	Program Assistant
Ms. Shelah Lardizabal (for Vietnam only)	FIT-ED	Project Manager (e-Entrepreneurship)

Source: Actual field notes

6. Focus Group Discussions (FGDs). Focus-Group Discussions (FGDs) were conducted for selected ex-participants in Cambodia and Vietnam. The Consultant used as reference a set of guide questions to manage the discussions. The JICA offices in Cambodia and Vietnam helped in organizing the FGDs in these countries.



Focus Group Discussion in progress in Hanoi, JICA Vietnam office.

Table 4 : Number of Participants who joined in two FGDs, each in Cambodia and Vietnam

Year of Training	Cambodia	Vietnam	Total
2001	2	2	4
2002	3	2	5
2003	3	2	5
<b>TOTAL</b>	<b>8</b>	<b>6</b>	<b>14</b>

Source: Actual field notes



Participants to the FGD pose for a souvenir photo after the discussions. Included in photo are three observers from the Vietnam Ministry of Trade.

### 1-5 Definition of evaluation ratings

The evaluation ratings used in this Report are explained accordingly in Chapter 3 and Chapter 4.

## Chapter 2

### OUTLINE OF THE EVALUATED TRAINING PROGRAM

#### 2-1 Background of the Training Program

##### 2-1-1 Background of the Project and Cooperation

The last decade of the 20<sup>th</sup> century had challenged the efficiency and effectiveness of governance, business, commerce and industry globally through the introduction of a new breed of information and communication technologies (ICT) driven primarily by the Internet. The relevance of web-based ICT in governance, commerce and business was then recognized worldwide and had been repeatedly taken as a priority agendum in many development discussions between and among developed and developing countries, particularly to address the issue of "digital divide" especially among developing countries.

Responding to this issue, the Association of South East Nations (ASEAN), formed on 8 August 1967 originally by five countries and later expanded to 10 countries in Asia (Box 1), created the e-ASEAN Task Force in November of 1999 to develop ICT competencies within ASEAN. One of the priority pilot projects then of the e-ASEAN Task Force was conducting e-Entrepreneurship seminars, which

targeted government and private entrepreneurs in Cambodia, Lao PDR, Myanmar and Vietnam (CLMV), the least electronically networked and the least ready for e-commerce of the ASEAN member countries.

While Singapore at that time was found to have the relative advantage in terms of ICT infrastructure, the Philippines was also expected to help narrow the "digital divide" in ASEAN and particularly alleviate the e-commerce readiness of CLMV because of its comparative advantage of English communication skills and ICT experience.

Meanwhile in the Philippines, the Foundation for Information Technology and Education, Inc. (FIT-ED) was established in 1998 as a Non-Governmental Organization (NGO) to help increase IT awareness in government and business sectors. In 1999, FIT-ED became the Secretariat of the ASEAN.

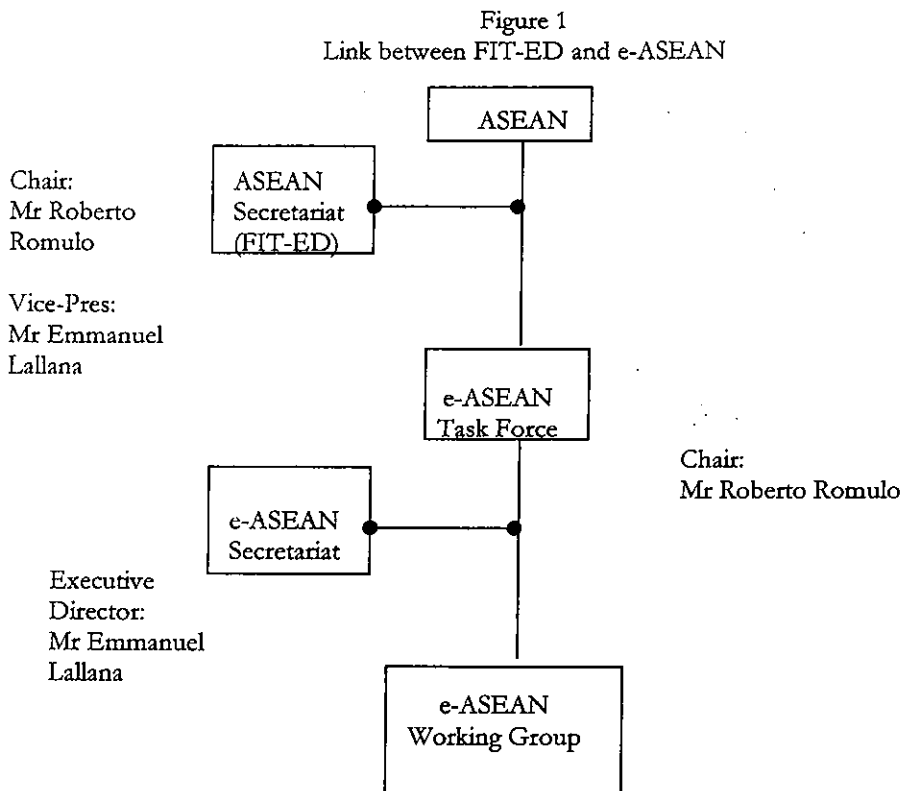
**Box 1**  
**Member Countries of the ASEAN**

- |              |                |
|--------------|----------------|
| 1. Brunei    | 5. Malaysia    |
| 2. Cambodia  | 6. Myanmar     |
| 3. Indonesia | 7. Philippines |
| 4. Lao PDR   | 8. Singapore   |
| 5. Malaysia  | 9. Thailand    |
| 6. Myanmar   | 10. Vietnam    |

Source: FIT-ED project proposal, 2000

One common link between ASEAN, e-ASEAN Task Force and FIT-ED, during that time was that the Chairman of the e-ASEAN Task Force and the Executive Director of the e-ASEAN Secretariat were also the Chairman and Vice-President of FIT-ED, respectively (see Figure 1).

To advance its role in the e-ASEAN Task Force, the Government of the Philippines (GOP) through the National Economic and Development Authority (NEDA) endorsed the request of FIT-ED in 2000 seeking funding assistance from the Government of Japan (GOJ) in the conduct of ICT training courses for the country representatives from CLMV. Responding to the request and after a series of bilateral discussions, the GOJ through JICA granted a technical cooperation to GOP and FIT-ED in conducting three training seminars spread over three years since 2001 under JICA's Third Country Training Program (TCTP). The technical cooperation project then was called, the "Third Country Training Program on Information and Communications Technology for Entrepreneurship" - the subject of this Terminal Evaluation Study.



Source: FIT-ED Reference materials

See Annex C for the profiles of ASEAN, e-ASEAN Task Force and the profile of FIT-ED.

## 2-1-2 Summary of the Project

The implementation and management of the training program had not been based on a Project Design Matrix (PDM) because the project implementers did not come up with such during the cooperation period. Considering the unavailability of the PDM, the evaluator came up with the following project summary based on the available project documents (also, see PDM attached to this Report as Annex A).

### Overall goal

The overall goal of the training program was to contribute to the promotion of e-commerce and e-business in CLMV. In line with this, the super goal of the project was for the CLMV countries to achieve and sustain a competitive advantage in the global information economy.

### Project purpose

To improve knowledge and techniques of country representatives of CLMV on ICT for entrepreneurship through training.

### Outputs

- 1) Country representatives of CLMV (both from government and private sector) received a 2-week ICT training in the Philippines and thus obtained techniques in the use of ICT particularly the internet and the worldwide web
- 2) e-strategy for existing or future business formulated by training participants from CLMV

### Main Activities

- 1) Training modules or course programmes formulated
- 2) Nomination guidelines for CLMV's own selection of participants to the training adopted
- 3) Selection of lecturers or resource persons finalized
- 4) ICT training and seminars, one course each in 2001, 2002 and 2003, organized and conducted in the Philippines

### 2-1-3 Description of the Course

The duration of each training course was 2 weeks. The common subjects or topics discussed in each training course were the following:

- 1) Introduction to e-Commerce
- 2) Introduction to Enterprise Management in the Virtual Organization : Trends, Practices and Issues
- 3) A Call to Build the Internet Into Your Business : The Need to Develop Your Own Intranet
- 4) Developing an e-Policy for Business: Harmonizing Internet Strategies with Business Goals
- 5) Monitoring and Evaluating Performance : The Need to Evolve with the Internet
- 6) Legal and Regulatory Issues: The Challenge for the Young e-Entrepreneur
- 7) Overview of the EATF, Its Goals, and Objectives and the Expected Roles of the Member Countries Like Cambodia, Lao PDR, Myanmar and Vietnam in the Establishment of the ASEAN Information Infrastructure

The training design also included study trips by the participants to leading IT companies in the Philippines.

The design of the training including the course subjects or topics was jointly decided upon among JICA, NEDA, DFA and FIT-ED.

### 2-2 Summary of Initial Plan of Training Program (Cooperation Content)

#### 2-2-1 Target number of participants

The initial target on the number of training participants from CLMV was 28 each year, or 7 participants from each country for 2001, 2002 and 2003. The Philippines was expected to send 2 participants to the training each year. The total number of participants including Philippine observers targeted for the trainings therefore was 90.

#### 2-2-2 Organizations involved in the training program

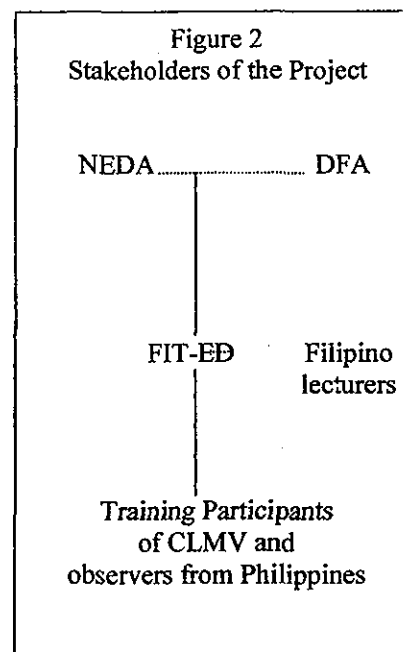
The organizations involved in the project were:

- a) Government of the Philippines

a.1) Department of Foreign Affairs (DFA) – whose role included the following: (i) notifying the CLMV countries about the training and requesting them to forward profiles of nominated applicants, (ii) after which, submits the applicants profiles to FIT-ED, (iii) participates in the selection process, and (iv) notify the CLMV countries of the approved applicants

a.2) National Economic and Development Authority (NEDA) – which participates in the selection of applicants and in the conduct of post-training evaluation activities

a.3) FIT-ED – the implementing organization of the project, which, among others, formulates the course curriculum and informational materials, organizes the training staff and lecturers, and facilitates the conduct of the training course. FIT-ED was also tasked responsible in coordinating with the approved applicants, including necessary activities for the proper arrangements of travels, training venue, training activity schedules and other activities necessary in the preparation of the training, actual conduct and post-training stages. FIT-ED manages the funds provided by JICA, renders an expense report to JICA every after each training. FIT-ED shoulders other expenses of the training that were not covered by JICA assistance.



b) Government of Japan (through JICA) - whose inputs included the (i) possibility of dispatching a short-term Japanese expert who may deliver lectures during the training if requested by the Philippine counterparts and if JICA's budget allows his or her assignment, and (ii) finances portions of the training expenses incurred by the participants (such as plane tickets, accommodation, per-diem, medical insurance) and expenses related to the training management by FIT-ED (e.g., study tours, teaching aids, supplies, honoraria for lecturers, etc.)

### 2-2-3 Training course lecturers

FIT-ED was responsible in organizing the pool of Filipino lecturers during the training and seminars. For the training conducted in 2001 and 2002, FIT-ED's main lecturers included (i) Dr Emmanuel Lallana, (ii) Ms Zorah Andam, (iii) and Atty. Rudy Quimbo with other lecturers coming from such IT companies in the Philippines as 88Media.com, Pilipinas Teleserve, Web Philippines, Jobstreet.com and Bayan Trade.com.

For the training in 2003, the main lecturers included (i) Mr Gulliver Go, (ii) Ms. Gel Cortez of the Jobstreet.com, (iii) Mr Arup Maity of the Enterprise Architecture, (iv) Mr JJ Soriano of e-Store Exchange, (v) Mr Paul Valencia of the Construction Vertical Philippines, (vi) Mr Ernst Curtodio of Indio CRM, and (vii) Ms Ruth Barcelona of the Candy Magazine.

See Annex D for the profiles of the training lecturers.

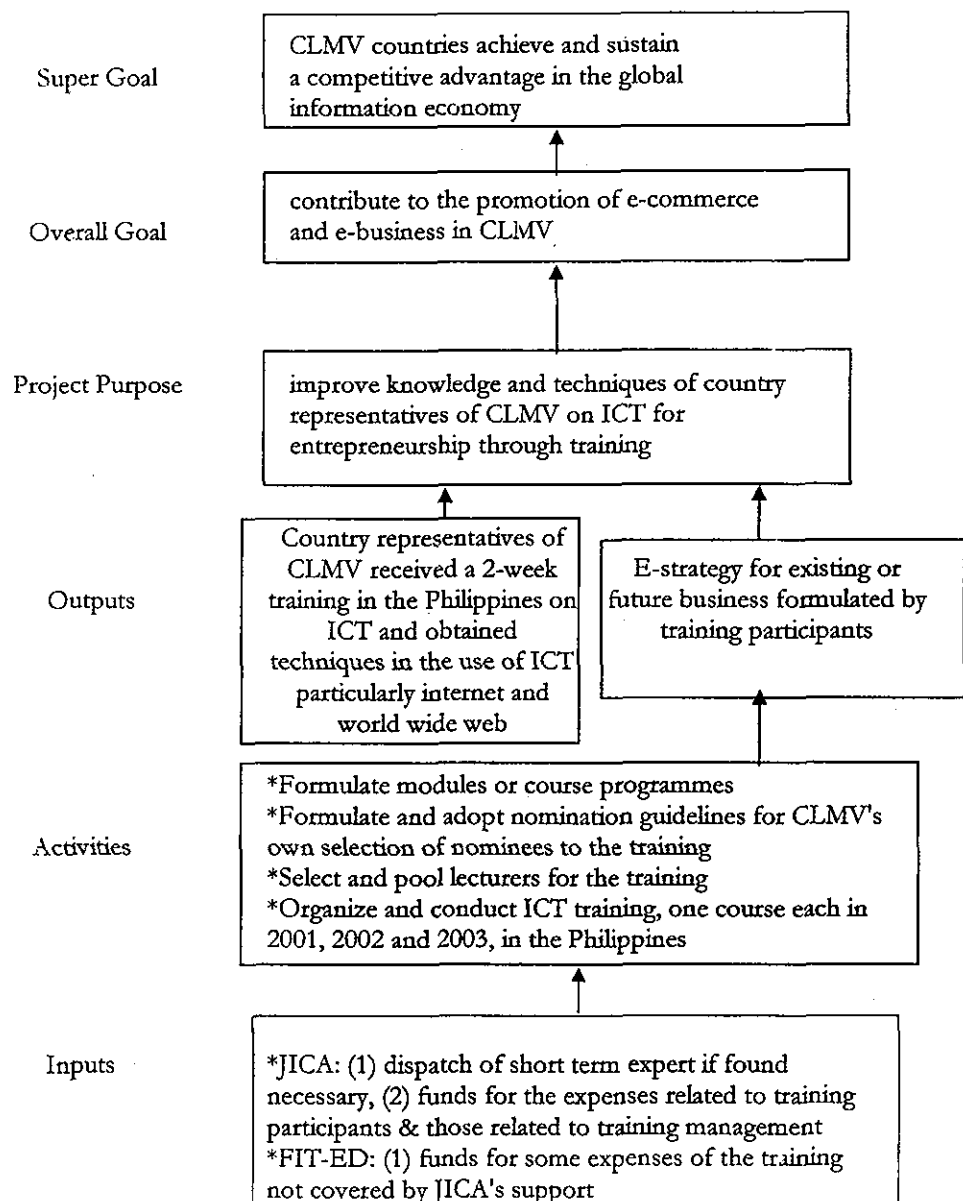


## Chapter 3 ACHIEVEMENT OF THE TRAINING PROGRAM

### 3-1 Implementation Framework of Training Program

Based on the constructed Project Design Matrix by the evaluation consultant, the implementation framework of the training program is summarized on the figure below.

Figure 3 : Implementation Framework of the Training Program



Source: PDM, constructed by the evaluation consultant, October 2004

### 3-2 Achievement in Terms of Outputs

This evaluation concludes that the achievement of the project in terms of outputs is A, which means "achieved more than what had been planned".

3-2-1 On Output 1: Training on ICT for Entrepreneurship received by CLMV representatives who obtained techniques in the use of ICT particularly Internet and the Worldwide Web

Actual Number of Trained Country Representatives - While the project targeted only a total of 90 participants, the actual number of participants to the training conducted in 2001, 2002 and 2003 reached to 92, representing Lao PDR (21 participants), Myanmar (21 participants), Vietnam (21 participants) and Cambodia (20 participants). The Philippines sent a total of nine participant-observers to the trainings, 3 observers each in 2001, 2002 and 2003. The list of participants by country is shown in Annex E.

On an annual basis, there were 31 participants both in 2001 and 2002 trainings while there were only 30 participants in 2003 (Table 5). The number of participants in 2001 and 2002 exceeded the figures stipulated in the Record of Discussions between GOP and GOJ of 30 participants annually because it was later on agreed that the Philippine delegation increase its allocation from two to three participant-observers so that the Philippine's three major islands (Luzon, Visayas and Mindanao) will be represented in each training course.

By gender, there were 65 male participants representing 71% of the total and 27 female participants (29%). On an annual basis, the 2001 and 2002 participants both consisted of 23 males (74%) and 8 females (26%) and for 2003, 19 males (63%) and 11 females (37%).

Table 5: 2001-2003 Participants to the TCIP on ICT for Entrepreneurs

Year	Cambodia	Lao PDR	Myanmar	Vietnam	Philippines	TOTAL
2001	7	7	7	7	3	31
2002	7	7	7	7	3	31
2003	6	7	7	7	3	30
<b>TOTAL</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>9</b>	<b>92</b>

Source: FIT-ED reports

Out of the 92 total number of training participants, 24 were representing the government sector with Cambodia sending the highest number of representation. On the other hand, Myanmar and Vietnam sent the highest

number of private sector representatives with 18 participants each to the trainings in 2001, 2002 and 2003.

Table 6: Private Sector-Government Representation

Country	2001		2002		2003		Total (2001-2003)		
	Govt	PS	Govt	PS	Govt	PS	Govt	PS	Overall
Cambodia	7	0	4	3	3	4	14	7	21
Lao	0	7	2	5	2	4	4	16	20
Myanmar	2	4	0	7	0	7	2	18	20
Vietnam	1	7	2	5	1	6	4	18	22
Philippines	0	3	0	3	0	3	0	9	9
TOTAL	10	21	8	23	6	24	24	68	92

Source: FIT-ED reports

The trainings in 2001, 2002 and 2003 were conducted in the hotels in Makati, Metro Manila where the participants were also billeted/accommodated. These selected hotels have common facilities where the participants can cook and in the process interact with each other.

Table 7: Dates, Names and Locations of Hotels Where Trainings were Conducted

Dates of Training	Name of Hotel	Location of Hotel
October 15-16, 2001	Olympia Courtyard Suites	Makati, Metro Manila
October 7-18, 2002	Fraser Place	Makati, Metro Manila
November 10-21, 2003	Somerset	Makati, Metro Manila

Source: FIT-ED Annual Reports

On the Techniques Obtained by the Participants - The training participants received both theoretical lectures and practical discussions during the trainings, in addition to being exposed to the offices of leading IT companies in the Philippines where the participants received practical orientation about the companies' profiles and actual observation of the companies' operations.

According to FIT-ED's training evaluation report, all the participants to the trainings conducted in 2001, 2002 and 2003 expressed satisfaction of the knowledge and techniques they obtained from the trainings, and responded positively when asked if they will have a chance to make good use of the skills they attained from the trainings in their respective countries.

The FIT-ED's evaluation was further validated by the survey because, in fact, out of the 33 survey respondents in Cambodia and Vietnam, 70% had applied the knowledge and techniques obtained from the trainings by using

internet in their existing and or newly established businesses and or offices. The remaining 30% are still in the stage of planning the establishment of their businesses. All the 33 survey respondents are actively updating their knowledge and skills by (i) using the internet more frequently, (ii) participating in the ICT training courses and website development in their respective countries, and (iii) in reading books, magazines or literatures on ICT.

See Annex F for the details of the contents of each topic delivered by lecturers during the trainings.

### 3-2-2 On Output 2: e-Strategy for existing or future businesses formulated by training participants

All the 92 participants and observers in the trainings conducted in 2001, 2002 and 2003 were able to draw up Action Plans towards the end of each training. The formulation of the e-strategy plans was a built-in exercise of each training.

Twenty-three (23) of the 33 respondents of the survey had actually implemented their respective plans, while the other 10 respondents were found in the process of commencing their plan implementation.

### 3-3 Achievement in Terms of Activity

This evaluation concludes that the achievement of the project in terms of Activities is B+, which means "achieved as planned".

#### 3-3.1 Training Modules

General Information Brochure and modules or curricula for the training courses were formulated, and were adopted after series of joint discussions among FIT-ED, NEDA, DFA and JICA Philippine Office.

The training curriculum used by FIT-ED for the 2001 and 2002 training courses in terms of contents were basically the same. However, in 2003 training, the topic on "monitoring and evaluation performance..." was not anymore included in favor of a new topic on "reinventing market strategies".

During the trainings, each participant was provided with a 2-inch thick course material prior to the conduct of the Course. The Course material was developed by FIT-Ed in coordination with the lecturers, resource persons and JICA. It contained the program of activities for the 2-week training course and reference materials/handouts of the topics for discussions organized on a daily

basis. For some topics, copies of power-point presentations of the lecturers were also provided.

### 3-3-2 Guidelines for Nomination and Selection of Participants

The guidelines for nomination of country representatives, including those for the selection of the training participants and Philippine observers were formulated jointly with NEDA, DFA, FIT-ED and JICA Philippine Office.

See Annex G for the Guidelines.

### 3-3-3 Selection and Pooling of Lecturers

FIT-ED had been engaging a mixture of capable and competent resource persons in the area of information technology. The lecturers and resource persons selected for the Course were experts in the field of information technology, e-commerce and at the same time familiar with ICT business issues affecting ASEAN countries. See Annex ---- for the profile of resource persons tapped during the training courses.

### 3-3-4 Others

Setting up of Project Management Office - The FIT-ED as implementing organization of the training courses also acted as the Project Management Office headed by a Project Manager. The PMO handles the day-to-day operation of the Project activities.(See Annex C for FIT-ED organizational chart (2001-2003).

Planning, Implementation and Monitoring of Activities - Regular meetings of FIT-ED staff with those representing NEDA, DFA and JICA during the 3-year period were conducted to plan, implement and monitor the activities under the Project.

During the project cooperation period (2001-2003), there was an open line of communication among FIT-ED, DFA, NEDA and JICA representatives. Meetings were held among these agencies to regularly monitor progress of the Project, from participant selection to formulation of training curriculum and conduct of trainings.

### 3-4 Achievement in Terms of Inputs

The evaluation concludes that the achievement of the project in terms of Inputs is B-, which means that "achieved with deviations of what had been planned".

On funding - Both FIT-ED and JICA provided financial resources necessary in the conduct of the training courses. Of the total 11.209 million Philippine pesos stipulated in the three (3) contracts between JICA and FIT-ED, the same amount was actually provided by JICA for the Project. FIT-ED provided a total of 1.812 million Philippine pesos for the training program (or an excess of 199,000 Philippine pesos from what has been planned).

Table 8: Cost-sharing between JICA and FIT-ED

Year	JICA contributions (PhP million)		FIT-ED contributions (PhP million)		Total
	Budgeted	Actual	Estimate	Actual	
2001	3.673	3.673	0.538	0.671	4.344
2002	3.632	3.632	0.538	0.571	4.203
2003	3.904	3.904	0.538	0.579	4.483
Total	11.209	11.209	1.613	1.812	13.03

Source: FIT-ED

Note: Contributions of FIT-ED included program development, honoraria for other lecturers and administrative costs.

On dispatch of Japanese Expert - The R/D provided for the dispatch of short-term Japanese experts who will give the necessary advice to FIT-ED and deliver some of the lectures subject to JICA available budget.

## Chapter 4

### RESULTS OF EVALUATION

#### 4-1 Evaluation by Five Criteria

##### 4-1-1 Efficiency: HIGH

Efficiency of the training program is rated HIGH, because:

- there were no excessive delays in the training program preparation (in terms of identification and selection of participants and resource persons, formulation of the curriculum);
- the outputs justify the amount of inputs invested (92 participants availed of the training program, which is more than the target of 90 trainees) and the benefits and cost effectiveness were found to be appropriate as the training program was conducted in just one venue (Philippines) for all the participants coming from five (5) countries (CLMVP);
- the quality and quantity of inputs invested in the training program were also found appropriate: all inputs and resources identified in the Record of Discussions were provided to the Project resulting in the delivery of desired outputs (the participants evaluated the implementation and management of the training program very satisfactory); and
- the outputs were achieved within the planned timeframe, i.e., within the three-year cooperation period 2001-2003.

Development and refinement of the annual training programs by FIT-ED were completed as scheduled as well as the conduct of the three training courses.

Eighty-seven percent (87%) of the survey respondents found the general information brochure sufficient to comprehend the background and importance of the training program.

Based on the results of the survey questionnaires and the focus group discussions, most of the participants commented that the design of the training program in terms of course objectives was adequate (52%) and more than adequate (35%) as they were provided with an opportunity to improve their knowledge and techniques in the field of ICT for entrepreneurs.

On the curriculum design, participants to the survey and FGDs said that coverage of the subject matter, scheduling of subjects, time allocation for lecturers/ discussions/ exercises/observations and intensity in the delivery of the training program were generally more than adequate.

Management of the course (in terms of capability of lecturers to train, teaching methods, applicability and hand-outs) was generally very good and that the administration of the course in terms of coordination and logistics was very satisfactory (58% of the survey respondents).

Budget allocations agreed between JICA and FIT-ED were adequately and timely provided for and utilized in the implementation of the three rounds of training courses, each in 2001, 2002 and 2003.

#### 4-1-2 Effectiveness: HIGH

Effectiveness of training program is rated HIGH because the training program purpose of “improving knowledge and techniques of country representatives of CLMV on ICT” was achieved through the delivery of the trainings. All the 92 training participants were found to have actively participated in all modules of the training program and have obtained the techniques in the use of ICT particularly in the use of Internet and the World Wide Web. Training participants further learned practical applications of theories from the study trips to GIS Araneta, Inc., Sun Microsystems, Mapua Information Technology Center, Bayan Trade and Pilipinas Teleserve. A total of five strategic e-business plans were drafted (one per country) by the participants, for implementation in their respective countries.

Eighty four percent of the respondents replied that they are currently applying the knowledge and techniques acquired in the training to their jobs. The action plans formulated during the training program were also being implemented by 42% of the respondents in the following areas: e-procurement, marketing, analysis of business structures and procedures, advertising and web development.

#### 4-1-3 Impact: MODERATE

The impact of the project is rated MODERATE because the overall goal of “contributing to the promotion of e-commerce and e-business in CLMV” has not yet been fully achieved at this time. The training program was designed simply as “introductory course on ICT enabled entrepreneurship,” and although most of the trained participants have actually promoted e-commerce/business concepts and practices by applying the learning accumulated from the trainings in their



respective countries, a number of them were still not able to apply the knowledge and techniques on ICT.

They have acknowledged the importance of ICT in their businesses and a substantial number (84% of those interviewed) have already applied knowledge and skills absorbed from the training program in their work and businesses. These are in the areas of website development, communications, textile and apparel, exports and imports of handicrafts, construction, coffee production and government undertakings, among others. The respondents expressed that they have benefited much from the course which benefits have already been foreseen at the beginning of the training program.

Aside from using the strategic e-business plan drafted during the training program as reference, the participants also made use of the internet and www to apply the knowledge gained from the course to promote the sectors above-cited.

Most of the interviewed participants are still working in the same organization that nominated them to the training program and some have been promoted to higher positions.

A few respondents (10% of total interviewed), however, cited that they have not been able to apply the knowledge and techniques from the Course. They added that these can only be fully achieved if; a) follow-through training programs will be conducted; b) application to business is assured with continuous practice; c) there is greater market demand for their businesses; d) there is government support for the development and growth of ICT infrastructure in their country.

On a per country basis, 100% of the respondents in Laos PDR and Cambodia (5 and 8 respondents, respectively) said that they are currently using acquired knowledge and techniques, 80% in Vietnam (8 respondents) and 63% (5 respondents) in Myanmar

While it is too early for this evaluation to establish a judgment on the achievement of the super-goal (*CLMV countries achieve and sustain a competitive advantage in the global information economy*), however, majority of the participants who have responded to the survey questionnaires have expressed confidence that this higher objective can be fully achieved in two to three years time. Some of the participants were already able to apply the Action Plan formulated during the training program. They have also updated their knowledge and techniques on ICT by: a) using the internet more frequently; b) participating in ICT training courses and website development; and c) reading books and magazines on ICT. Some participants are also planning to create an email account and website for their small/medium scale business within a year's time from the date of the survey.

#### 4-1-4 Relevance: MODERATE

Relevance is rated MODERATE because the project purpose and overall goal continue to be relevant to the participating countries of Cambodia, Lao, Myanmar and Vietnam. The survey shows that ICT remains in agreement with the development policies of CLMV countries. As such, the goals, purpose and outputs of the training program still meet the needs of Cambodia, Lao, Myanmar and Vietnam. ICT likewise remains a top priority of the Philippines. In fact, the Medium-Term Philippine Development Plan (MTPDP) for 2004-2010 integrates ICT systems and practices in all government efforts towards institutionalization of governance reforms and in advancing economic and social development.

The established objectives remain consistent with the development priorities of the Japan's Official Development Assistance (ODA).

The implementing agency, FIT-ED continues to play a strategic role in the enhancement of ICT for business in the ASEAN countries as it used to be the e-ASEAN Task Force Secretariat and is currently the APEC Business Advisory Council (ABAC) Secretariat.

#### 4-1-5 Sustainability: HIGH

Sustainability is high as there are strong indications that project benefits will be continued. This is clearly shown by FIT-ED's commitment to take on future training programs to achieve the project objectives. It has established an e-group to allow networking among participants and for FIT-ED to share knowledge and enhance their capacities. As an institution committed to help increase IT awareness in government and business sectors in the ASEAN countries, FIT-ED will continue to be in the forefront of ASEAN activities related to ICT.

On the financial aspect, FIT-ED's adequate and timely allocation of resources for the three training courses proves its commitment to sustain the training program.

The participants have likewise expressed commitment to support the initiatives of the project.



Interview with Troeung Douma, the Deputy Director of his unit in the Ministry of Post and Communications in Cambodia

## 4-2 Conclusion

### 4-2-1 Factors Promoting Effects of Training Program

#### Nomination of Participants by Respective Countries

An important factor in promoting effects was the fact that the participants to the training program were nominated by their respective countries. This means that ownership of the program has been established as early as selection of the participants. In this aspect, the respective governments may monitor the application by the participants of skills and techniques in ICT for entrepreneurs. It may also assist in further enhancing the participant's skills by tapping his or her expertise by allowing him/her to conduct in-country echo-training to entrepreneurs.

#### Role of Chambers of Commerce in CLMV

Another factor that promoted effects of the training program was the active participation of the Chambers of Commerce of the participating governments. A total of nine (9) participants from Cambodia, Laos and Vietnam came from these organizations. These Chambers which maintain the links between local industries and various Government ministries/ agencies (to expand trade and investment, and eliminate impediments that hinder the competitiveness of local enterprises in international markets) can definitely contribute to the promotion of e-commerce and e-business in these countries.

### Appropriate identification of the implementing organization

FIT-ED is ideally positioned to meet the objectives of the training program. Its mandate is to increase IT awareness in the Philippines and the proposed program hopes to contribute to the effort to make the Philippines as the e-entrepreneurship training hub in the ASEAN region. An IBM study confirms the relative health of IT in the Philippines in terms of information infrastructure, regulatory environment, skills and human development augers well for the growth of e-entrepreneurship in the country.

Moreover, FIT-ED used to be the e-ASEAN Task Force Secretariat and is now the APEC Business Advisory Council (ABAC) Secretariat. As Secretariat to these two bodies, it can ensure that an assessment on ICT for entrepreneurship in the ASEAN countries are regularly conducted. It can also identify appropriate courses of action to achieve the TCTP on ICT for Entrepreneurship's goal of sustaining a competitive advantage in the global information economy.

One of JICA's priority areas in terms of technical cooperation is human resources development and institution building particularly the promotion of information technology. It was in this context and after passing JICA's proposal evaluation criteria that JICA approved FIT-ED's training proposal.

Within the ASEAN region, information infrastructure development is uneven and this inhibits the growth of e-entrepreneurship. An IBM study on e-commerce shows that Cambodia, Lao PDR, Myanmar and Vietnam are least positioned in terms of IT infrastructure, promotion and facilitation activities and skills development. Hence, these countries were given priority under the training program. This is definitely a very good strategy because with the attainment of the program purpose, these countries will be able to achieve and sustain a competitive advantage in the global information economy

### Government policy on ICT

A major success of the training program is the government's support to the ICT sector. The presence of the participants in all the training courses is an indication of support of these countries for ICT. The substantial growth of major ICT indicators (particularly internet users) in the participating countries is another indication of support for the sector as reported by the World Bank. In the case of Cambodia and Lao PDR, growth in internet users from 1999 to 2002 was 650%, for Vietnam 1,400% and for Myanmar 4,900% (see Annex H for the IT indicators in these countries).

#### 4-2-2 Factors Inhibiting Effects of Training Program

Some of the participants cannot speak fluent English and as a result, effective communication among the participants and lecturers was affected. In addition, a number of participants expressed that there were too much topics covered with the limited time allotted for the training program which somehow according to them affected full comprehension of the topics.

A possible threat to sustaining achievement of the Training Program's objective is sustaining the support by participating governments in the use of ICT for e-entrepreneurship. While a study on ASEAN countries revealed that Cambodia, Lao PDR, Myanmar and Vietnam are the least ready for e-commerce (in terms of infrastructure, promotion and facilitation activities and skills development), some participants expressed the need to sustain their government's support in the use of ICT.

Outmoded or outdated ICT infrastructure/equipment in the participant's respective countries could also inhibit the effects of the training program as these would have to be updated given the rapid pace of development in ICT. This ICT infrastructure is significantly important for the participants in e-commerce. It will also allow continuous networking and linking up with ex-participants and FIT-ED and provide ample opportunities for knowledge sharing, and even resources sharing.

Finally, FIT-ED cannot rely on the full JICA support for its continuing training programs as Japan's dwindling resources for Official Development Assistance are expected to grow even smaller in the coming years. However, FIT-ED may continue to collaborate with JICA to continue the training program for another two to three years.

There is need for FIT-ED to also collaborate with other partners for the conduct of future training courses (participant's transport and accommodations expenses, allowances for resource persons and lecturers, etc.). As a non-government organization, it has greater flexibility in generating funds, as compared to government agencies.

#### 4-2-3 Conclusion

The objectives of the training program were substantially achieved in the conduct of the three training courses. JICA and FIT-ED have effectively carried out their respective terms of reference in ensuring the success of the Program. With FIT-ED's adequate capability in implementing training courses on ICT and JICA's full support to the Program, the participating countries shall continue to

achieve project benefits by allowing entrepreneurs to be trained on ICT and applying the knowledge and techniques acquired from the Course in their respective jobs and businesses.

FIT-ED continues to play a lead role in increasing information and communication technology (ICT) awareness in the Philippines. It is equipped with highly capable staff, responsible with the development of ICT training curriculum and coordination of the conduct of training courses on ICT for entrepreneurs.

The training curriculum that was designed, developed and refined during the conduct of the Course including the participant's reference materials is a good benchmark for reference which may be used by FIT-ED in the conduct of future training courses on ICT.

Through JICA assistance under the TCTP on ICT for Entrepreneurship (2001-2003), the participants from Cambodia, Lao PDR, Myanmar, Vietnam and Philippines were provided an opportunity to improve their knowledge and techniques in the field of ICT for entrepreneurship. With the conduct of the Course, the participants were able to obtain the techniques in the use of ICT particularly the Internet and www. The e-strategy for their existing business or future start – ups formulated by the participants during the Course have guided them in their attempt to apply what they learned in the training course in their respective countries. Moreover, the study trips to leading ICT companies in the Philippines have broadened their perspective on the use and importance of ICT.

## Chapter 5 RECOMMENDATIONS AND LESSONS LEARNED

### 5-1 Recommendations

In view of the demand to continue the training program and achieve the goal and objectives of the Program originally set forth in the Record of Discussions between the Philippine and Japanese governments, continuation of the training program for another two to three years is recommended. This will sustain the momentum and efforts initiated by the completed training program. Since the training program was a partnership between FIT-ED and JICA, continuation is crucial and funding should be provided to sustain the impetus initiated by the completed training program.

#### 5-1-1 Recommendations for FIT-ED

##### On the Organization

The role of FIT-ED in supporting ASEAN countries in the area of e-commerce remains valuable. Its functions and organizational structure allows it to effectively respond to the need to cater to its ASEAN partners in the area of global information economy. As secretariat to the APEC Business Advisory Council (ABAC), it can strategically assess ASEAN's significant role in assisting Cambodia, Lao PDR, Myanmar and Vietnam. This institutional set-up is very appropriate and highly acceptable.

FIT-ED may continue to implement future training programs on ICT given its generally very satisfactory administration and management of the conducted training program in terms of coordination, brochures, arrangement of tours, accommodation/food, allowance/per diem, transportation, social programs and communication among participants.

However, FIT-ED should commit to submit a course report to JICA within thirty (30) days after completion of all training courses as stipulated in the Record of Discussions.

Moreover, although FIT-ED had requested all training participants to accomplish questionnaires for final evaluation of the training course, it was not able to provide JICA with the results of all post-training evaluations conducted as this was not stipulated in the R/D. It may be necessary to incorporate this particular arrangement in the R/D as it may serve as reference in the refinement of future training programs and assistance. Along this line, there may be a need to

review FIT-ED's technical and administrative capacity to handle the training program to ensure that post training evaluation results are fed back to JICA.

### On Curriculum and Course Management

While majority of the participants noted that the curriculum design was adequate in terms of subject matter covered and scheduling, there is need to review the curriculum on these aspects as some of the participants found it too much /excessive and more than adequate.

Given the limited duration of the course relative to the number of topics of the training program, FIT-ED should consider only those topics which are highly important and relevant, and exclude those with little impact or interest to the participants. This should be considered in the design of post- training evaluation questionnaires and incorporated in succeeding training courses.

The course was well managed as the participants rated the lecturers/resource persons, teaching methods, applicability of the course and hand-outs generally very good. FIT-ED may continue to replicate its management of the course in future ICT for entrepreneurs training programs.

FIT-ED should continue to tap resource speakers for its training programs from established IT firms and leading educational institutions.

### On Networking

There is need for FIT-ED to re-establish links among ex-participants. While E-groups were created by FIT-ED for all batches of the training program, i.e., e-entrep 2001, e-entrep 2002 and e-entrep 2003, a web search made by the Consultant in January 2005 showed that only the e-entrep 2002 e-group is functional while the 2001 and 2003 e-groups no longer exist. Through the e-groups, FIT-ED can monitor ICT-related developments of the ex-participants and also post updates on topics related on ICT for entrepreneurs. A focal person or coordinator in each participating country may be designated to link up with FIT-ED on this aspect.

Moreover, the Chambers of Commerce in these countries has a very important role in sustaining the initiatives gained under the program. Because of its vast network, it may serve as one of the focal institutions coordinating with their respective governments in ensuring that the objectives of the training program on ICT for entrepreneurship be sustained.



### Basis for a Follow-up Assistance

The survey clearly shows that the training program has achieved its purpose as the participants were able to apply the knowledge and techniques acquired in the training program in their jobs and businesses. Since the training program is a course on ICT enabled entrepreneurship which seeks to train young entrepreneurs with small and medium enterprises or has plans to build and make profitable digital economy organizations and businesses, there still remains this cadre of current and prospective entrepreneurs who would want to maintain a competitive edge in the complex global electronic marketplace of today.

As shown in Annex H, the substantial and amazing growth (some more than a thousand percent) of the major ICT indicators (fixed lines and mobile telephones connections, personal computers and internet users) in the participating countries opens a big opportunity for current and prospective entrepreneurs to compete in the digital marketplace.

### Fund Sources

Since the training program is a collaboration between FIT-ED and JICA, continuation of funding is necessary from JICA and this should be provided in the next two-three years in order to sustain the momentum and efforts initiated by the completed training program.

#### 5-1-2 Recommendations to JICA

There is need for JICA to continue to support the Government of the Philippines and FIT-Ed as the implementing agency for the Program in the area of ICT for Entrepreneurship.

JICA in consultation with FIT-ED may also consider tapping resource persons from other ASEAN countries that have substantial comparative advantage in the area of e-commerce, i.e, Singapore to share their “success” stories and experiences on the use of ICT for business endeavors.

#### **5-2 Lessons Learned Regarding Situations in the Evaluated Country**

The success of any training program depends on the ex-participants commitment and their respective government’s support to the objective of the program. Results of the survey show that the ex-participants are committed to apply the knowledge and techniques they acquired from the training program.

JICA's policy of not funding the training expenses for the Filipino participants may be continued as this was not part of the agreement between the two governments.

The Philippines already has a comparative advantage over the participating ASEAN countries in the Program and while their participation in the Courses is encouraged, these should be at the expense of their agencies/companies. The non-sponsorship by JICA of Filipino participants will improve the selection criteria for said participants as the companies sponsoring them will ensure that they will get "value for their money". The number of Filipino participants in the completed training program is sufficient to create the interaction necessary among the Filipino and CLMV trainees.

### **5-3 Lessons Learned Regarding Training Program Management**

Funding support is crucial in any training program as the conduct of training activities specifically formulation of the training design and curriculum and conduct of training are anchored to the timeliness and adequacy of budget. It is important that sources of budgets be identified and committed early on prior to project implementation.

The training needs assessment (TNA) prior to the conduct of actual training proved may be an important factor for the success of the training program. The TNA allowed FIT-ED to customize its training curriculum to address the needs of the participating governments. This was complemented by FIT-ED's conduct of evaluation after every training course which allowed retrofitting of the administration and management of the next courses.

A functional network is important for the success of training programs as this allows continuous capacity building, monitoring and updating of topics related to ICT for entrepreneurs. This will also serve as the forum where participants can post queries, share their knowledge and further enhance their skills and techniques on ICT.

# **ANNEXES**

---

## ANNEX A

### Project Design Matrix (PDM) for Evaluation

#### THIRD COUNTRY TRAINING PROGRAMME ON ICT FOR ENTREPRENEURSHIP

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>Overall Goal</b></p> <p>The countries Cambodia LaoPDR, Myanmar, Vietnam and Philippines (CLMVP) achieve and sustain a competitive advantage in the global information economy</p>	<p>Small or medium scale business enterprise (where participant has an affiliation) has functional website and email address</p>	<p>World Wide Web/Internet</p> <p>Survey questionnaires and interviews</p> <p>Statistics and reports</p>	<p>Country policies in support of entrepreneurship and ICT</p> <p>Participants must be :</p> <ol style="list-style-type: none"> <li>a. nominated by respective governments</li> <li>b. entrepreneurs or trainers of entrepreneurs with existing small or medium scale business or with plans for a start - up</li> <li>c. under 40 years of age</li> <li>d. proficient in both spoken and written English</li> <li>e. knowledgeable in basic computer</li> <li>f. preferably with Bachelor's degree</li> <li>g. in good health, physically and mentally, in order to complete the Course</li> </ol>
<p><b>Project Purpose</b></p> <p>Participants from CLMVP provided with an opportunity to improve their knowledge and techniques in the field of ICT for entrepreneurship</p>	<p>Post training performance results; business applications, performance</p>	<p>Conduct of post training survey and regular performance evaluation</p>	<p>Participants use ICT in business activities in home country</p>

	evaluation rating assessment		
<b>Outputs</b>  Participants :  a. obtained techniques in use of ICT particularly Internet and World Wide Web  b. formulated an e-strategy for their existing business or future start – ups  c. learned from study trips to leading ICT companies	Active participation and attendance in all modules of the training course  Strategic e -business plan drafted	Conduct of pre- and post tests  Review of draft e-business plan	All participants complete the training course  All participants prepare and submit e-business plan
<b>Activities</b>  a. Setting up of project management office b. Finalize training course programme c. Preparation of general information brochure d. Planning, implementation and monitoring of activities e. Allocation of necessary facilities f. Coordination among FIT-ED, NEDA, DFA and JICA g. Review and selection of lecturers / resource persons h. Development and packaging of training course materials	<b>Inputs</b>  <u>Japanese Government</u> 1. Dispatch short term experts who will give the necessary advice to FIT-ED and deliver some of the lectures, subject to JICA available budget and number of suitable experts in Japan 2. Bear some portion of the following expenses to be consulted between both governments thru JICA: a) International economy – class airfare , accommodation, per diems, and medical insurance premiums to participants from invited countries; and  b) Expenses relevant to FIT-ED such as study tours, texts,	Experts expected to impart or provide latest trends on e-commerce and e-business  Only foreign participants are fully supported by JICA	

<ul style="list-style-type: none"> <li>i. Sending of invitation to participants</li> <li>j. Implementation of training courses</li> <li>k. Evaluation of training course</li> <li>l. Refinement/revision of training course modules for succeeding courses</li> </ul>	<p>teaching aids, expendable supplies, copies, honoraria for external lecturer (s) and opening and closing ceremonies.</p> <p><u>Philippine Government</u></p> <p>1. Department of Foreign Affairs (DFA)</p> <ul style="list-style-type: none"> <li>a) Forward the general information (G.I.) brochure of the course governments of invited countries through diplomatic channel</li> <li>b) Receive application forms and forward these to FIT-ED</li> <li>c) Notify results of the selection of participants to their respective governments through diplomatic channels</li> </ul> <p>2. National Economic and Development Authority (NEDA)</p> <ul style="list-style-type: none"> <li>a) Review and if necessary, recommend appropriate changes or modifications in the proposal's content including budget and G.I.</li> <li>b) Participate in the selection of participants for the course</li> <li>c) Facilitate the application procedure through diplomatic channels</li> <li>d) Participate in the post-training evaluation</li> </ul> <p>3. Foundation for Information Technology Education and Development, Inc. (FIT-ED) to formulate the curriculum based on Annex 1, draft and print the G. I. Brochure, receive nomination forms through diplomatic channels, select participants for the course along with DFA, NEDA and JICA and notify the results of selection of participants to JICA Office, NEDA and to the respective organizations, assign an adequate number of staff as lecturers/instructors for the Course, provide its training facilities and equipment for the Course, arrange accommodations for the participants, arrange international air ticket for the</p>	<p>Sufficient time allowed and funds available for printing of G.I. brochures</p> <p>Applications / nominations received within the allotted time Acceptance relayed to participating countries Continues to be Secretariat of Special Committee on Scholarships</p> <p>Active participation in selection of participants</p> <p>Active participation in post evaluation of Course</p> <p>FIT-ED continues to be an ICT coordinator for trainings and workshops</p> <p>FIT-ED fully responsible for overall coordination work</p>
---	--	---

	<p>participants from invited countries and to meet and see them off at the airport, arrange domestic study tour (s) as part of the Course, if necessary,</p> <p>4.FIT-ED to bear some portion of the ff: expenses to be consulted between both Governments, through JICA</p> <ol style="list-style-type: none"> <li>a. International economy – class airfare , accommodation, per diems, and medical insurance premiums to participants from invited countries; and</li> <li>b. Expenses relevant to FIT-ED such as study tours, texts, teaching aids, expendable supplies, copies, honoraria for external lecturer (s) and opening and closing ceremonies.</li> </ol> <p>5.FIT-ED to issue certificates to the participants who have successfully completed the Course</p> <p>6.FIT-ED to submit a Course Report to JICA Office and NEDA within 30 days after the termination of the course</p> <p>7.FIT-ED to submit a statement of expenditure with the receipts and other documentary evidence necessary to verify the expenditure stated above within 30 days after the completion of the Course to the JICA Office</p> <p>8.FIT-ED to coordinate any matter related to the Course</p>	<p>Budget allocated annually for the Training Program</p> <p>Course evaluations tests to be complied with by participants</p> <p>Preparation of accomplishment report a pre- condition</p> <p>Preparation of expenditure report a pre- condition</p> <p>Continuous coordination among stakeholders</p>
--	---	--

## ANNEX B

## Evaluation Grid

## THIRD COUNTRY TRAINING PROGRAMME ON ICT FOR ENTREPRENEURSHIP

Evaluation Criteria	Main Questions	Sub- Questions	Necessary Information/Data	Information/Data Source	Data Collection Methods							
					Questionnaires			Interview			FGD	
					FIT-ED	NEDA/DFA	Participants	FIT-ED	NEDA/DFA	Participants	FIT-ED	NEDA/DFA
Relevance	1. Are the established objectives (overall goal, training program purpose) still in agreement with the development policy of Cambodia, Lao PDR, Myanmar and Vietnam at the time of the evaluation?	Were the selected participants in the training course considered appropriate?	Selection criteria and process /training needs assessment	Proceedings of meetings in the selection of Participants / Medium Term Development Plan of Recipient Country / Training Needs Assessment Report	X	X	X			X		
		Are project effects and costs equally shared between FIT-ED and JICA?	Evaluation results and financial data	Progress reports, evaluation reports	X	X	X			X		
	2. Are the established objectives (overall goal, training program purpose, outputs) still in agreement with the policies of the implementing agency in Cambodia, Lao PDR, Myanmar and Vietnam at the time of the evaluation?	Is the training program consistent with the policies of FIT-ED?	Mandate of FIT-ED	FIT-ED website and company brochures	X	X	X			X		
	3. Do the established objectives (overall goal, training program purpose, outputs) still meet the needs of the end-beneficiaries at the time of the evaluation?	Was there a training needs assessment conducted prior to the conduct of the training programme? Were there follow-up surveys conducted?	Results of training needs assessment and follow-up surveys	Training Needs Assessment and Follow-up Survey reports	X	X	X			X		
4. Are the established objectives consistent with the development priorities of the	Is the training course consistent with Japan's Country Assistance Program?	ICT training for entrepreneurs a priority in Japan ODA	Japan's Country Assistance Program		X				X			

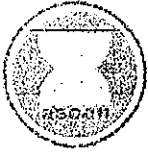


do: _ency:	Is there comparative advantage in taking on Japanese assistance?	Japan's ICT rank	ICT Reports									
<b>Efficiency</b>	1. Were there excessive delays in training program preparation (identification, formulation and appraisal)?	Were there delays encountered in the preparation of the training programme?	Updated timetable of activities		X	X						
	2. Do the outputs justify the amount of input invested? Were the benefits and cost effectiveness appropriate?	Were benefits and cost effectiveness appropriate?	Evaluation reports	Project progress and completion reports, evaluation reports	X	X						
	3. Were the quality and quantity of input invested in the training program appropriate?	Were all the inputs delivered as programmed? (in terms of quality and quantity)	Financial and physical accomplishments	Project progress and completion reports, evaluation reports	X	X					X	
	4. Were the outputs achieved within the planned timeframe?	Were the training programmes timely conducted?	Updated timetable of activities	Project progress and completion reports, evaluation reports	X	X	X				X	
	5. Was the timeframe established for the inputs appropriate?	Was the timeframe established for the inputs appropriate?	Updated timetable of activities	Project progress and completion reports, evaluation reports	X	X	X					
	6. In cases where there are discrepancies between the training program plan and the actual realized outputs, are the type and degree of the obtained outputs justifiable?	Were there discrepancies between the training program plan and the actual realized outputs? If yes, are the type and degree of the obtained outputs justifiable?	Project targets and actual accomplishments	Project progress and completion reports, evaluation reports	X	X					X	
	7. Did any of the "important assumptions" have any effect on the obtained outputs?	What "important assumptions" have affected the obtained outputs?	Check if "important assumptions" in PDM occurred /happened	PDM, Project progress and completion reports, evaluation reports	X	X						
<b>Effectiveness</b>	1. To what degree was the training program purpose achieved?	To what extent was the training program purpose (to improve knowledge and techniques in the field of ICT for entrepreneurship) achieved?			X	X	X				X	

	2. Was the degree appropriate to which the training purpose was achieved through the outputs?	Was the extent appropriate to which the training purpose was achieved through the outputs?			X	X	X			X		
	3. In cases where the training program purpose has not been achieved, when can achievement be expected?	In cases where the training program purpose has not been achieved, when can achievement be expected? In a year's time? In two years? Three years? Unlikely?			X	X	X			X		
	4. To what degree has the target group (the group designated to receive the benefits obtained through implementation of the training program) benefited from the training? Were these benefits envisaged at the beginning of the training program? Have the problems faced by the target group been solved or alleviated?	To what extent has the participants benefited from the training? Were these benefits foreseen at the beginning of the training program? Have the training needs identified by the participants group been addressed solved or alleviated?			X	X	X			X		
	5. Did any of the "important assumptions" have any effect on the achievement of the training program purpose?	Did any of the "important assumptions" have any effect on the achievement of the training program purpose			X	X	X			X		
Sustainability	1. Are the facilities, equipment and human resources invested in the training program being maintained? Were funds procured to cover the effective operation of the training program?	Were there any significant changes in policy after the completion of project in 2003? Did the project have any influence on these policy changes? If there had been policy changes, how did these affect the mandate and role of FIT-ED?			X	X	X					
	2. Does the implementing agency in the partner country have sufficient capacity to manage the training program?	What is the current role of FIT-ED in the field of training? Did FIT-ED distribute or share the training manual use in the programme to other clients? Does FIT-ED continue to provide training on ICT for entrepreneurs?			X	X						

	3. Have the participants that received technical transfer been assigned to relevant positions? Has the transferred technology been extended to neighboring areas, and is secondary transfer taking place?	How do the ex-participants update their knowledge and skills on ICT? Were there follow-up trainings for FIT-ED lecturers and resource persons? Are the facilities provided by the Project being upgraded and maintained?			X	X	X			X		
	4. Are the activities of the training program being continued	Did FIT-ED modify, update, or improve the training manual since it was first published? If so, are these modifications or improvements based on actual experiences gained from subsequent training activities?			X	X						
	5. Is the partner government providing sufficient support toward achievement of the overall goal?	How does FIT-ED monitor and evaluate its training programmes? Were the needs of the participants considered in the design of future training programmes?			X	X						
	6. Are the people trained by the program still working in the partner organization?	Were the lecturers and resource persons adequately trained on ICT? If so, how are they applying their acquired knowledge and skills in the current work load?			X	X						
<b>Impact</b>	1. To what degree was the overall goal attained through achievement of the training program purpose?	Does the participant's small or medium scale business have its own internet website?		World Wide Web			X			X		
		Does the participant's small or medium scale business have its own email account?		Internet			X			X		
	2. What positive and negative effects arose from outputs not anticipated at the training program's inception?	Upon return to the participant's country, was he able to apply the action plan formulated during the training programme? If yes, how soon? If no, please enumerate factors which hindered application of the action plan.				X	X	X			X	

3. What effects and contributions did the training program have on such development issues as gender and the environment?	What effects and contributions did the training program have on gender? on environment?			X	X	X			X		
4. What effect did the training program have on the targeted society, economy, institution, organization, related technology, etc.?	Was there an increase in the number of entrepreneurs with access to WWW/internet? Was there an increase in the number of entrepreneurs with business transactions using the website? Was there substantial growth in the ICT sector? Was there growth in e-commerce?	No. of entrepreneurs with access to internet (2001 -2004) No of entrepreneurs with own website (2001-2004)	WWW /Internet / Chamber of Commerce Annual Reports	X	X	X			X		
5. Did any of the "important assumptions" have any effect on the achievement of the overall goal?	Did any of the "important assumptions" have any effect on the achievement of the overall goal?	Check if "important assumptions" happened /occurred	PDM, evaluation reports	X	X						



## e -ASEAN TASK FORCE

The e-ASEAN Task Force was created by ASEAN to develop a broad and comprehensive action plan for an ASEAN e-space (or e-ASEAN) and to develop competencies within ASEAN to compete in the global information economy. In developing the plan, the Task Force has been asked to examine the physical, legal, logistical, social, and economic infrastructure needed to create the basis for ASEAN's competitiveness in the 21<sup>st</sup> century. Towards this goal the Task Force will also identify projects and project paradigms that could jump start the AII and show immediate benefits for the ASEAN community.

### Defining e-ASEAN

The e-ASEAN Task Force defined the three components of the ASEAN e-space to be Economy, Society and Government. The Task Force also agreed that the following constitute the overarching mission of the development of e-ASEAN and must be evident in pilot projects for each e-space sector:

- To foster the development of a knowledge-based society
- To narrow the digital divide
- To enhance the competitiveness of the workforce
- To use *technology to enhance the spirit of ASEAN community*
- To leverage the existing infrastructure and best practices in the region to spur economic growth
- To use technology to facilitate the linkages between the public and private sectors

Each e-space is further defined by specific objectives and a “business model” designed to achieve these objectives and ensure the viability of the pilot projects.

Pilot projects for the Economy component of e-ASEAN must work towards enabling ASEAN companies, particularly small and medium enterprises (SMEs) and individual entrepreneurs, to participate and prosper in cyberspace. Access to venture capital and business incubators for SMEs and entrepreneurs, among others, will be encouraged for this purpose.

The pilot projects must also enhance the ability of the Internet as a technological tool to level the playing field and allow small players to compete side by side with both large established “brick-and-mortar” corporations and Internet companies with a globally recognized brand name. The e-ASEAN economy pilot projects must be able to develop cross-fertilization or an exchange of learning between these large and small businesses. The Task Force will also look into establishing a geographic e-market to reap the economic benefits from pooling ASEAN's creativity and resources, to be able to reach a critical mass of e-business participants in the region, specifically through an e-commerce exchange.

## Principles for Project Selection

The e-ASEAN Task Force has identified specific principles for selecting projects that would showcase the work of ASEAN towards the development of e-ASEAN:

- **Projects should not worsen the existing digital divide.** Joint ventures between companies within ASEAN are encouraged, particularly those between more ready and less ready economies.
- **Projects should be based on best practices.** There is already a wealth of experience available from the early adopters all over the globe on the pitfalls and successes of the Internet and IT. In order for ASEAN to move ahead its projects must be based on systems and solutions that have “learned” from the early mistakes.
- **Projects must be based on open standards** to avoid being locked into a narrow technological field and to benefit from the fast pace of improvements, efficiencies, and advancements in technology.
- **Projects must not be technologically-dependent** to be able to operate under the different levels of technological preparation that exist in ASEAN.
- **Projects must also push the technology envelope**, where appropriate.

The e-ASEAN Task Force is open to accepting proposals from all sectors and industries on Internet pilot projects for the ASEAN region. The proposal must include the project’s objectives and description, business plan, a brief list of the project’s proponents and their previous experience and track record, and contact information. The project proposals must be submitted in both electronic and hard copy formats to the e-ASEAN Task Force Secretariat at:

The Executive Director  
 e-ASEAN Task Force Secretariat  
 8/F Equitable Card Center Bldg.  
 203 Salcedo St., Legaspi Village  
 1229 Makati City, Philippines  
 e-mail: [cclallana@fit-ed.org](mailto:cclallana@fit-ed.org)

Other criteria which will be used by the Task Force to evaluate project proposals are listed below:

**Scope and participation.** There are several essential components of the e-ASEAN Economy business model. The e-ASEAN Task Force upholds the principle of non-exclusivity and expects project proposals to be open to all players in the field and to use non-exclusive technology that will be able to “talk” to the most widely used technology standards. The project content must be regional in scope (initially targetting at least two ASEAN countries, and eventually to cover all 10 member countries) and must be relevant to the ASEAN community and cognizant of the diverse cultures, history and economic conditions of its member countries. The Task Force will give preferential consideration to projects with proponents from two or more ASEAN member countries.

**Business model and funding.** It is expected that these pilot projects be self-funded. It is preferred that the projects be commercially viable. Special consideration will be given to projects which will be able to contribute to a common e-ASEAN fund (akin to the “Universal Service Fund”) that can be used for the non-commercially viable pilot projects in the Society and Government sectors of e-ASEAN. The Task Force will also consider novel proposals adopting the Build-Operate-Transfer (BOT) or Build-Operate-Own (BOO) model in IT-related projects, and encourage funding from multilateral agencies.

### **Proposed Pilot Projects**

The e-ASEAN Task Force has an initial list of pilot projects that address the mission and objectives of each e-space sector, and which the Task Force hopes will attract companies and entrepreneurs to participate in these activities. This list is by no means comprehensive. Other proposals are welcome, whether from corporations, individuals, governments, and other sectors.

#### e-ASEAN Economy

- **e-Commerce exchange** - Exchanges are e-business marketplaces where companies can conduct business-to-business transactions online. Companies can buy, sell or auction goods and services within a registered community. The core of each exchange is an electronic marketplace that allows companies to come together to buy and sell any product or service. Such exchanges support a full range of purchasing approaches including auctions, Internet RFP/quotes, catalog and spot purchases, and contract-based buying. Additionally, sellers can auction off surplus products and services through these exchanges. The smallest buyers and suppliers can access an exchange through a simple web browser.

To foster the development of business-to-business communities in ASEAN, the e-ASEAN Task Force could also develop a pilot project that would create industry exchanges among businesses in the region.

- **ASEANMall.net** - This virtual mall project is aimed at creating a neutral Internet-based intermediary (an “e-hub”) that would serve as an electronic marketplace. It will aggregate ASEAN exporters in one portal where buyers from all over the world could consult in the course of doing business. In the typology of e-hubs, the ASEANMALL.net will be a “catalogue hub”—an e-hub designed to streamline the systematic sourcing of input within specific vertical industries. This ‘mall’ will start out by putting specific industry-to-industry catalogues online and creating a large universe of supplier catalogues within the vertical. It aims to automate the systematic sourcing process and create value for buyers by reducing transaction costs.

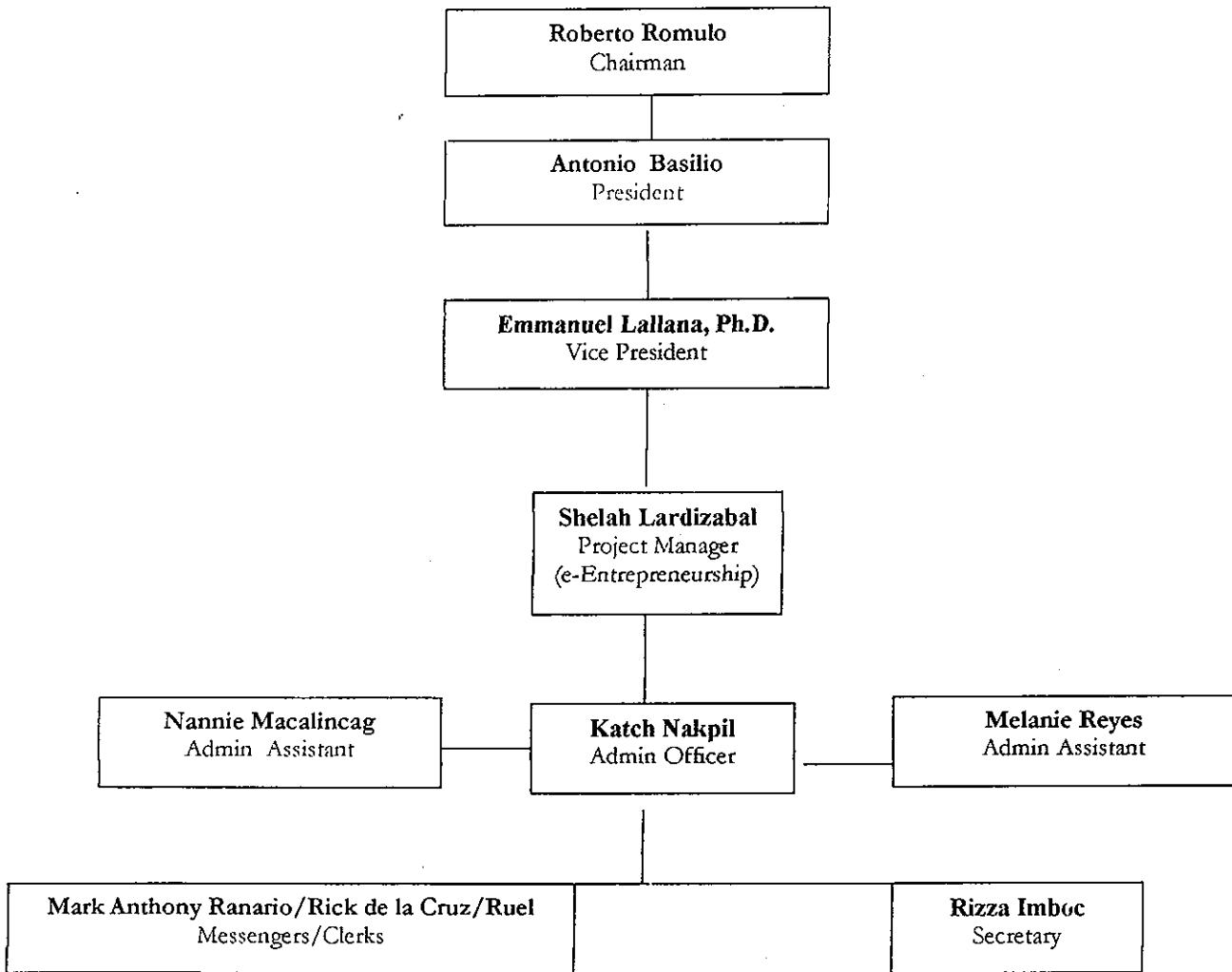
#### **e-ASEAN Task Force Accreditation**

The e-ASEAN Task Force will award its stamp of approval and accreditation to selected pilot projects which it deems will most closely reflect and fulfill the objectives of e-ASEAN. The accreditation from the e-ASEAN Task Force will mean full support from ASEAN member countries and inclusion in promotional materials and missions to US and European dialogue partners.

# Annex C

## Foundation for IT Education and Development (FIT-ED)

### Organizational Chart 2001

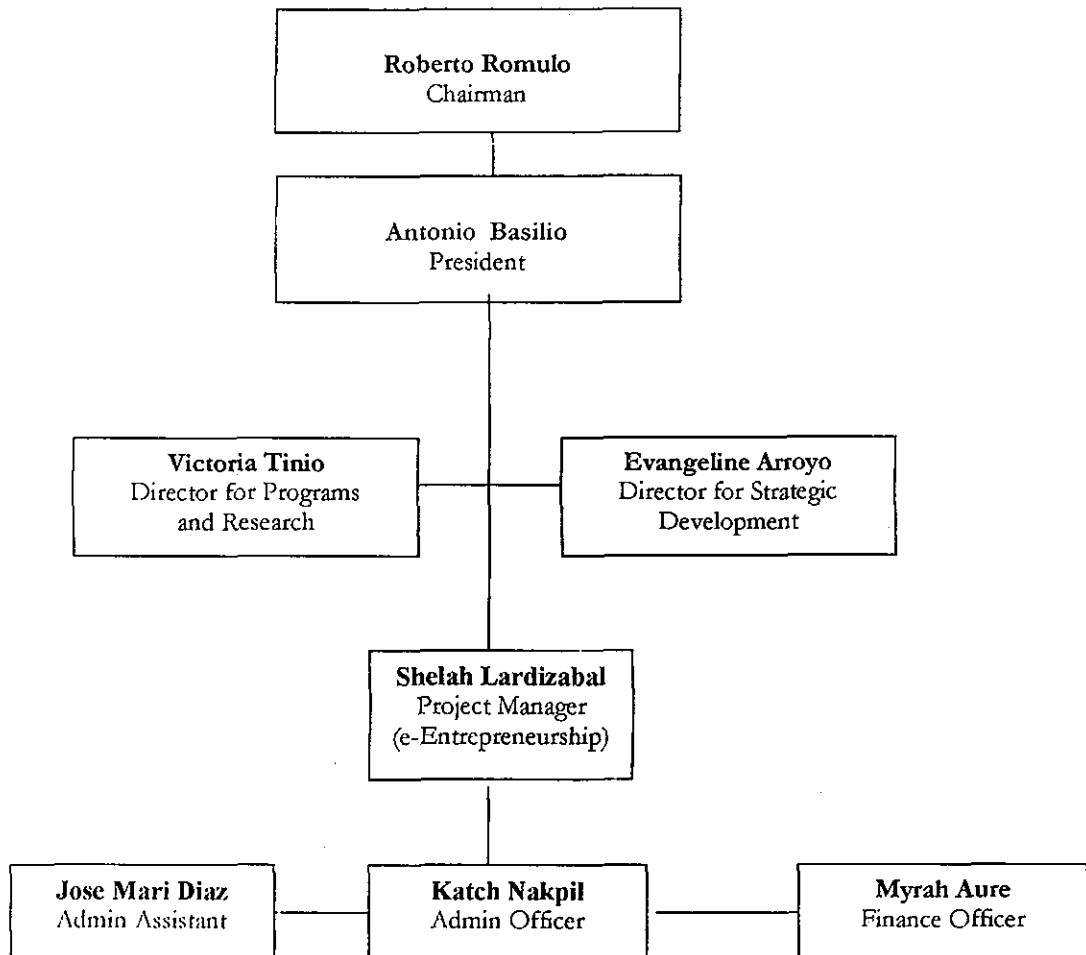




Annex C

Foundation for IT Education and Development (FIT-ED)

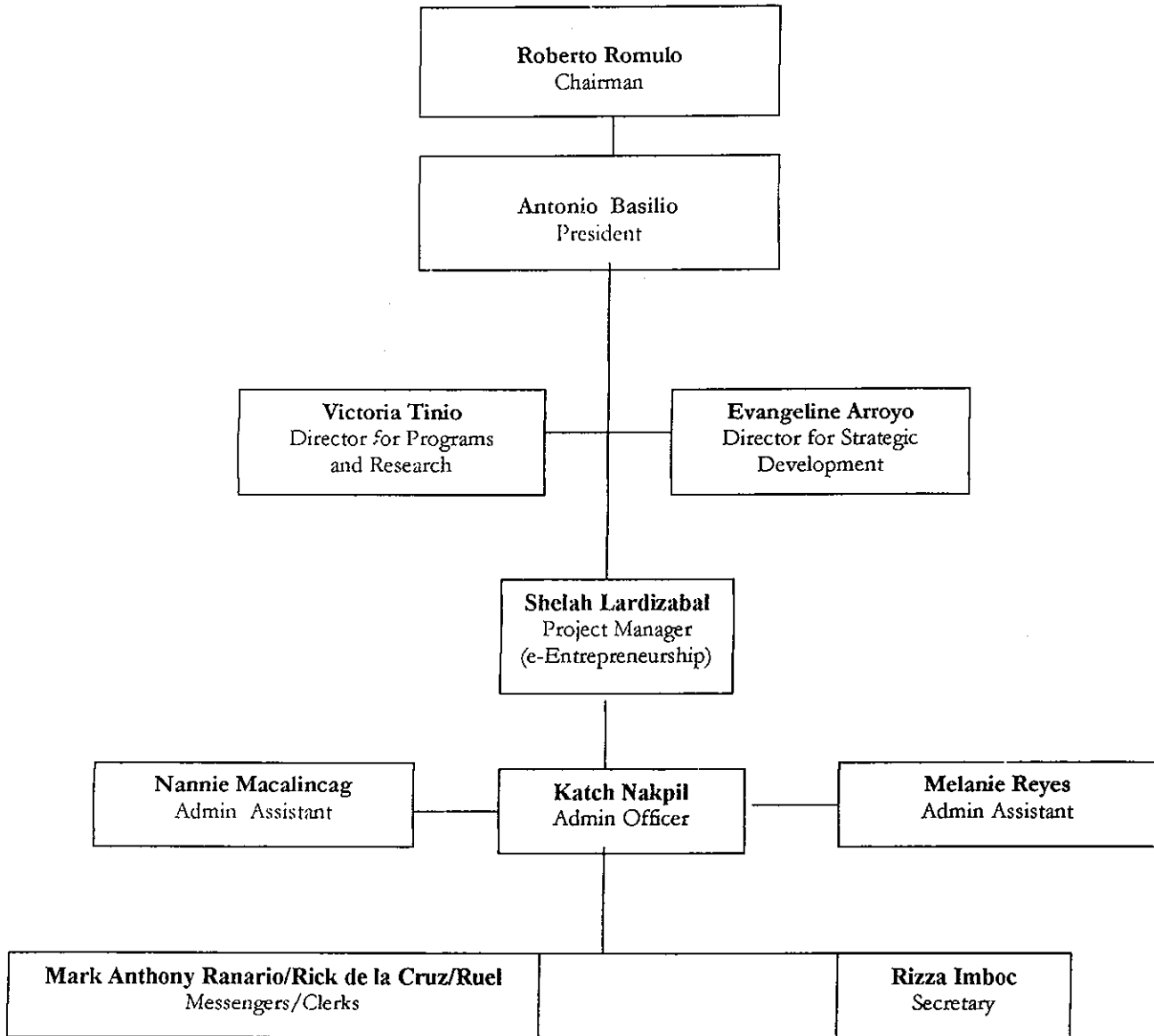
Organizational Chart 2003



# Annex C

## Foundation for IT Education and Development (FIT-ED)

### Organizational Chart 2002



## **ANNEX D**

### **PROFILE OF MAIN RESOURCE PERSONS**

#### **THIRD COUNTY TRAINING PROGRAM ON ICT FOR ENTREPRENEURS**

**EMMANUEL C. LALLANA** is currently the DAI-Agile Policy Team Leader for E-Commerce. In this role he is working, with the Philippine legislature and judiciary in developing, a legal framework to further develop e-commerce in the country. He also leads the DAI-Agile Policy Team on Convergence that is advising the Department of Transportation and Communication. He is the senior author of *www.sta.philippines.com: Electronic Commerce Policy Issues for the Philippines, and e-Primer: and Introduction to e-Commerce.*

Dr. Lallana is Vice President of the Foundation for IT Education and Development (FIT-ED) and the Philippine Foundation for Global Concerns (PFGC). In this capacity, Dr. Lallana has been working on APEC related issues, particularly issues championed by APEC Business Advisory Council (ABAC) and the Pacific Economic Cooperation Council (PECC). He is also the Executive Director of the e-ASEAN Task Force. The Task Force is an advisory body to the South East Asian inter-governmental organization on enhancing the region's competitiveness through developing information and communications technology competencies among its 10 members countries.

Dr. Lallana was an Associate Professor in the Department of Political Science of the University of the Philippines. In 1992, he served as Director of the Center for Integrative and Development Studies (CIDS) in the University of the Philippines. Dr. Lallana also served as Assistant Chair and Acting Chair of the Department of Political Science. While at the UP, he published numerous journal articles on Philippine politics.

Dr. Lallana graduated from the University of the Philippines with a degree in Political Science in 1979. He studied at the University of Hawaii – Manoa where he received his Masters and Doctorate degree in Political Science in 1982 and 1986 consecutively. He has had research stints at Cornell University (1989), the University of Michigan-Ann Arbor (1990) and Columbia University (1999).

**DAVID GULLIVER GO** is a part-time faculty member of the Management in Entrepreneurship (ME) Program of the Asia Institute of Management (AIM). He currently operates Satori Consulting Inc. as an independent professional, handling various projects and covering diverse business

development ventures. Mr. Go has participated in numerous consultancy engagements ranging from e-business and power generations to retail and publishing.

Prior to joining AIM, Mr. Go worked extensively in the hotel/restaurant industry in Manila, Singapore and Switzerland. In 1996, he was involved in procurement and logistics management for a local sugar-manufacturing firm.

Mr. Go is a Masters in Business management graduate (with Distinction) from AIM and holds a diploma in Hotel and Restaurant Administration (with Honors) from HotelConsult, Switzerland. He completed his undergraduate degree in Humanities at the University of the Philippines.

**RODOLFO NOEL S. QUIMBO** is the Chief of Staff of Senator Juan M. Flavio, Philippine Senate since 1995. Concurrently, he is the Senior Consultant on the e-Commerce Policy Project for the Asia Foundation and the Carlos P. Romulo Foundation for Peace and Development since 1998.

Atty. Quimbo is currently a member of the DAI-Agile Policy Team for e-Commerce which works with the Philippine legislature and judiciary in developing a legal framework to further develop e-commerce in the country. He co-authored *Business Philippines: Electronic Policy Issues in the Philippines and e-Primer on Electronic Commerce: an introduction to e-commerce*. He also worked as a Senior Consultant on Legal Issues on Security and the Internet at Hewlett Packard – Philippines in May 1999. Prior to that, he served as a Legislative Specialist on Strengthening Hospital Licensing and Regulation Project (ADB TA No. 2423-PHI) at EPOS-PRIMEX in 1998. In 1995, he was the Head Executive Assistant of Secretary Nieves R. Confesor, Department of Labor and Employment. He was also an Associate of Bautista Picazo Buyco Tan and Fider Law Offices in 1992.

**ZORAYDA RUTH B. ANDAM** is a law student of the University of the Philippines. She has a bachelor's degree in Business Economics, also from the University of the Philippines. She is co-author of *e-primer: An Introduction to Electronic Commerce (2000)*. Ms. Andam was part of the USAID team that provided technical assistance to the Philippine Government in the development and passage of the country's e-Commerce Law.

**ANNEX E**  
**LIST OF PARTICIPANTS**

2001	SEX	2002	SEX	2003	SEX
MYANMAR	6M/0F	MYANMAR	6M/1F	MYANMAR	6M/1F
15. Mr. Aung Ko	M	15. U Kyaw Zan	M	14. Mr. Aye Tun Lin	M
16. Mr. Bo Bo Lwin	M	16. KYAW, Aung Mint	M	15. Mr. Soe Moe Thwin	M
17. Mr. Khin Maung Thaw	M	17. HTUN Naing	M	16. Mr. Zaw Min Naing OO	M
18. Mr. Theik Soe	M	18. MYO Tun	M	17. Mr. Wai Lin OO	M
19. Mr. U Shein KYI	M	19. YE Pyone Hlaing	M	18. Ms. Ohnmar Htun	F
20. Mr. Wai Phyto Lin	M	20. Pye Sone	M	19. Mr. Zaw Win Htun	M
		21. Mya Mya Kywe	F	20. Mr. Ye Thura Thet	M
VIETNAM	5M/3F	VIETNAM	6M/1F	VIETNAM	4M/3F
21. Ms. CHU Thanh Binh	F	22. NGUYEN, Van Duc	M	21. Ms. Nguyen Dinh Van Du	F
22. Ms. Dang Thi Xuan Huong	F	23. NGUYEN, Vu Hing	M	22. Mr. Truong Hoai Nam	M
23. Mr. Dao Nam Hai	M	24. NGUYEN Thai Lang	M	23. Mr. Nguyen Thi Anh Hong	M
24. Mr. Le Duc Tien	M	25. LE QUANG, Khanh	M	24. Ms. Nguyen Thuy Quynh	F
25. Mr. Nguyen Linh Nam	M	26. VU THI Thuy	F	25. Ms. Hoang Ngoc Anh	F
26. Mr. Nguyen Thanh Tung	M	27. HOANG Hoa Binh	M	26. Mr. Nguyen Duc Binh	M
27. Mr. Nguyen Van Trung	M	28. NGHIEM Tran Hung	M	27. Mr. Tran Huu Linh	M
28. Ms. Tran Thu Trang	F				
<b>TOTAL</b>	<b>21M/7F</b>	<b>TOTAL</b>	<b>21M/7F</b>	<b>TOTAL</b>	<b>18M/9F</b>
	28		28		27

M – Male

F – Female

**ANNEX E**  
**LIST OF PARTICIPANTS**

**Third Country Training Program on ICT for Entrepreneurship**  
15-26 October 2001 / 7-18 October 2002 / 10-21 November 2003  
**Philippines**

2001		2002		2003	
CAMBODIA	SEX	CAMBODIA	SEX	CAMBODIA	SEX
	6M/1F		5M/2F		6M/1F
1. Mr. Kao Kosal	M	1. CHIM, Phirun	M	1. Chan Tevy	F
2. Mr. Keo Phannarith	M	2. CHHOEUY, Davy	F	2. Tep Saman	M
3. Ms. Lim Vatal	F	3. SOK, Sotheavy	F	3. Sovanna Yun	M
4. Mr. Pao Heng Dara	M	4. KEO Nimet	M	4. Bun Lydavuth	M
5. Mr. Pav Leang Khun	M	5. TROEUNG, Douma	M	5. Top Rithy	M
6. Mr. Say Bunchheng	M	6. NEY, Sakal	M	6. Ky Seng Hoir	M
7. Mr. Un Buntha	M	7. SING, Sothy	M	7. Ros Sao	M
LAOS PDR	4M/3F	LAOS PDR	4M/3F	LAOS PDR	2M/4F
8. Mr. Inthaneth Norasingh	M	8. Sengphachan DONPHOULUANG	F	8. Mr. Seliphab Phosalath	M
9. Ms. Keomanivone Sayavongsa	F	9. Sounalath SOUKCHALEUM	M	9. Ms. Phouthlangsy Dinhthongsay	F
10. Mr. Khammanivong Davongphanha	M	10. KEOVITHAM Phonenaly	M	10. Ms. Khamphaythoune Thammachith	F
11. Ms. Phoutsady Keoxayachak	F	11. Keophouthong BOUNYASONE	F	11. Ms. Southavary Dongkounxay	F
12. Mr. Phouvong Sayavong	M	12. Xayphone KONGMANILA,	M	12. Mr. Khamla Phouminh	M
13. Ms. Sithone Soukhaphonh	F	13. Phoumin Bounthom	F	13. Ms. Khambang Vilaysouk	F
14. Mr. Vilaxay Khounphilom	M	14. Viengpheth Phanthavong	M		

**ANNEX F**  
**COMPARATIVE CURRICULUM**  
**THIRD COUNTRY TRAINING PROGRAM ON E-ENTREPRENEURSHIP**  
**2001-2003**

Module	2001	2002	2003
Globalization, Internet and the Digital Divide	15-26 October	7-18 October	10-21 November
Introduction to E-Commerce	<p>A. An Overview of the History and Development of E-Commerce</p> <ul style="list-style-type: none"> <li>• Definition of E-Commerce</li> <li>• Forces Fueling E-Commerce and Their Implications on Business <ul style="list-style-type: none"> <li>- Technology and Multimedia Convergence</li> <li>- Market and Economic Forces</li> </ul> </li> <li>• Different Types of E-Commerce <ul style="list-style-type: none"> <li>- Business-to-Business (B2B)</li> <li>- Business-to-Consumer (B2C)</li> <li>- Consumer-to-Consumer (C2C)</li> </ul> </li> <li>• Trends and Prospects for the E-Commerce Industry</li> <li>• Workshop: Defining and establishing the basics for e-commerce</li> </ul> <p>B. The Global Infrastructure for E-Commerce: Hardware and Software Components, Communication Channels and Key Players</p> <ul style="list-style-type: none"> <li>• The Information Infrastructure <ul style="list-style-type: none"> <li>- The Internet</li> </ul> </li> <li>• Multimedia Content and Network Publishing</li> </ul>	<p>A. An Overview of the History and Development of E-Commerce</p> <ul style="list-style-type: none"> <li>• Definition of E-Commerce</li> <li>• Forces Fueling E-Commerce and Their Implications on Business <ul style="list-style-type: none"> <li>- Technology and Multimedia Convergence</li> <li>- Market and Economic Forces</li> </ul> </li> <li>• Different Types of E-Commerce <ul style="list-style-type: none"> <li>- Business-to-Business (B2B)</li> <li>- Business-to-Consumer (B2C)</li> <li>- Consumer-to-Consumer (C2C)</li> </ul> </li> <li>• Trends and Prospects for the E-Commerce Industry</li> <li>• Workshop: Defining and establishing the basics for e-commerce</li> </ul> <p>B. The Global Infrastructure for E-Commerce: Hardware and Software Components, Communication Channels and Key Players</p> <ul style="list-style-type: none"> <li>• The Information Infrastructure <ul style="list-style-type: none"> <li>- The Internet</li> </ul> </li> <li>• Multimedia Content and Network Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• E-Commerce: Concepts and Definitions</li> <li>• The Global Infrastructure for E-Commerce</li> <li>• E-Commerce Applications</li> <li>• Role of Government</li> </ul>

	<ul style="list-style-type: none"> <li>- The World Wide Web</li> <li>• Messaging and Information Distribution</li> <li>• Common Business Services Infrastructure</li> <li>• Other Key Support Systems: Public Policy and Technical Standards</li> <li>• Workshop: Selecting the infrastructure, hardware and software for e-commerce administrative and management requirements of the e-commerce system</li> </ul> <p>C. The Importance and Impact of E-Commerce in <i>Life and Business</i></p> <ul style="list-style-type: none"> <li>• Understanding Why, Where and When E-Commerce is Important: <ul style="list-style-type: none"> <li>- B2B Interactions: Linking customers, workers, suppliers, distributors and competitors through the integrated or extended supply-chain management solution</li> <li>- Intra-business interactions: The Intranet and Internal Organizational functioning</li> <li>- B2C interactions: Empowering the Consumer to Have an Increasing Say in What and How Products are Made</li> </ul> </li> <li>• An Overview of the Role of E-Commerce in Revolutionizing Business Parameters: Illustrative Cases and Situations</li> </ul> <p>D. Some Applications of E-Commerce</p>	<ul style="list-style-type: none"> <li>- The World Wide Web</li> <li>• Messaging and Information Distribution</li> <li>• Common Business Services Infrastructure</li> <li>• Other Key Support Systems: Public Policy and Technical Standards</li> <li>• Workshop: Selecting the infrastructure, hardware and software for e-commerce administrative and management requirements of the e-commerce system</li> </ul> <p>C. The Importance and Impact of E-Commerce in <i>Life and Business</i></p> <ul style="list-style-type: none"> <li>• Understanding Why, Where and When E-Commerce is Important: <ul style="list-style-type: none"> <li>- B2B Interactions: Linking customers, workers, suppliers, distributors and competitors through the integrated or extended supply-chain management solution</li> <li>- Intra-business interactions: The Intranet and Internal Organizational functioning</li> <li>- B2C interactions: Empowering the Consumer to Have an Increasing Say in What and How Products are Made</li> </ul> </li> <li>• An Overview of the Role of E-Commerce in Revolutionizing Business Parameters: Illustrative Cases and Situations</li> </ul> <p>D. Some Applications of E-Commerce</p>	
--	--	--	--



	<ul style="list-style-type: none"> <li>• E-Commerce and Banking</li> <li>• E-Commerce and Retailing</li> <li>• E-Commerce and Online Publishing</li> <li>• Workshop: Practical considerations of conducting commerce over the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• E-Commerce and Banking</li> <li>• E-Commerce and Retailing</li> <li>• E-Commerce and Online Publishing</li> <li>• Workshop: Practical considerations of conducting commerce over the Internet</li> </ul>	
Introduction to Enterprise Management in the Virtual Organization: Trends, Practices and Issues	<p>A. The Workplace vis-à-vis Technological Developments</p> <ul style="list-style-type: none"> <li>• Multimedia Convergence and Communication in the Workplace <ul style="list-style-type: none"> <li>- Mess F2F (face-to-face) and more CMC (Computer Mediated Communication)</li> <li>- Videoconferencing, e-mail, telephony, paging, live chats, groupware/collaborative software and virtual discussion groups (e-boards)</li> </ul> </li> <li>• Transforming the Nature of Work <ul style="list-style-type: none"> <li>- The Office: Not a Place but a System</li> <li>- The Organization: Not a Heirarchy but a System of Extended Structures</li> <li>- Roles: No longer jobs but working relationships</li> </ul> </li> </ul> <p>B. The Mobile Workforce</p> <ul style="list-style-type: none"> <li>• The Concept of Telecommuting/Telework or "Working at a Distance"</li> <li>• Best Practices</li> <li>• Requisites for a Successful Telecommuting System</li> </ul>	<p>A. The Workplace vis-à-vis Technological Developments</p> <ul style="list-style-type: none"> <li>• Multimedia Convergence and Communication in the Workplace <ul style="list-style-type: none"> <li>- Mess F2F (face-to-face) and more CMC (Computer Mediated Communication)</li> <li>- Videoconferencing, e-mail, telephony, paging, live chats, groupware/collaborative software and virtual discussion groups (e-boards)</li> </ul> </li> <li>• Transforming the Nature of Work <ul style="list-style-type: none"> <li>- The Office: Not a Place but a System</li> <li>- The Organization: Not a Heirarchy but a System of Extended Structures</li> <li>- Roles: No longer jobs but working relationships</li> </ul> </li> </ul> <p>B. The Mobile Workforce</p> <ul style="list-style-type: none"> <li>• The Concept of Telecommuting/Telework or "Working at a Distance"</li> <li>• Best Practices</li> <li>• Requisites for a Successful Telecommuting System</li> </ul>	<ul style="list-style-type: none"> <li>• The Workplace vis-à-vis: Technological Developments <ul style="list-style-type: none"> <li>- The new environment</li> <li>- Technological applications</li> <li>- Telecommuting/telework</li> </ul> </li> <li>• The Mobile Workforce <ul style="list-style-type: none"> <li>- Types of remote workers</li> <li>- Benefits to SME</li> <li>- Best practice studies</li> </ul> </li> <li>• The Challenges for Management <ul style="list-style-type: none"> <li>- Transforming of HRD functions</li> <li>- Executive and management resistance</li> <li>- Future effects of teleworks</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Rules for the Teleworker</li> <li>• Benefits for the Employer and Employee</li> <li>• Issues/Problems and Alternative Solutions</li> </ul> <p>C. The Challenges for Management in a Virtual Organization</p> <ul style="list-style-type: none"> <li>• HRD: Challenges in Training, Skill Development and Personnel Motivation</li> <li>• The Knowledge Worker: Challenges to be Flexible, Multi-tasked and Self-Directed</li> <li>• The Executive: Challenges in Trusting the Empowering the Workforce</li> </ul> <p>D. Best Practice Studies</p>	<ul style="list-style-type: none"> <li>• Rules for the Teleworker</li> <li>• Benefits for the Employer and Employee</li> <li>• Issues/Problems and Alternative Solutions</li> </ul> <p>C. The Challenges for Management in a Virtual Organization</p> <ul style="list-style-type: none"> <li>• HRD: Challenges in Training, Skill Development and Personnel Motivation</li> <li>• The Knowledge Worker: Challenges to be Flexible, Multi-tasked and Self-Directed</li> <li>• The Executive: Challenges in Trusting the Empowering the Workforce</li> </ul> <p>D. Best Practice Studies</p>	
A Call to Build the Internet into your Business: The Need to Develop your Own Intranet	<p>A. Assessing an Organization's Internet-Readiness</p> <ul style="list-style-type: none"> <li>• Surveying Existing Organizational Structures and Processes</li> <li>• Conducting a Business S-W-O-T (Strength-Weakness-Opportunities-Threats) Analysis vis-à-vis Internet-Readiness</li> <li>• Identifying Areas and Processes for Improvement and Reengineering</li> </ul> <p>B. From "Bricks-&amp;-Mortar" to "Click-&amp;-Server"</p> <ul style="list-style-type: none"> <li>• Understanding New Management Challenges vis-à-vis the Transition from real to Virtual</li> </ul> <p>C. The Internet from a Strategic Business Perspective</p>	<p>A. Assessing an Organization's Internet-Readiness</p> <ul style="list-style-type: none"> <li>• Surveying Existing Organizational Structures and Processes</li> <li>• Conducting a Business S-W-O-T (Strength-Weakness-Opportunities-Threats) Analysis vis-à-vis Internet-Readiness</li> <li>• Identifying Areas and Processes for Improvement and Reengineering</li> </ul> <p>B. From "Bricks-&amp;-Mortar" to "Click-&amp;-Server"</p> <ul style="list-style-type: none"> <li>• Understanding New Management Challenges vis-à-vis the Transition from real to Virtual</li> </ul> <p>C. The Internet from a Strategic Business Perspective</p>	<p>What is an Intranet?</p> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Basic assumption and terms</li> <li>○ Architecture/s and elements</li> </ul> <p>Benefits of an Intranet</p> <ul style="list-style-type: none"> <li>○ Business perspective</li> <li>○ Operations perspective</li> <li>○ Functional perspective</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>○ Auditing IT infrastructure</li> <li>○ Needs analysis</li> <li>○ Cost benefits</li> <li>○ Integration</li> <li>○ Choosing/defining tools</li> <li>○ Manpower requirements</li> <li>○ Intranet policies &amp; services</li> <li>○ Vendors/consultants/suppliers</li> <li>○ Budget and costs</li> </ul>

	<ul style="list-style-type: none"> <li>• A Deeper Perspective of Business Integration</li> <li>• The Internet as an Enabling Tool for Business and a New Business Environment</li> </ul> <p>D. The Role of the Intranet in Your Business Strategy</p> <p>E. Best Practice Studies</p>	<ul style="list-style-type: none"> <li>• A Deeper Perspective of Business Integration</li> <li>• The Internet as an Enabling Tool for Business and a New Business Environment</li> </ul> <p>D. The Role of the Intranet in Your Business Strategy</p> <p>E. Best Practice Studies</p>	<p>Deployment</p> <ul style="list-style-type: none"> <li>○ Roll-out and testing</li> <li>○ Training</li> </ul> <p>Usage</p> <ul style="list-style-type: none"> <li>○ Measuring ROI</li> <li>○ Maintenance and management</li> <li>○ Next steps</li> </ul> <p>Case studies</p> <ul style="list-style-type: none"> <li>○ Government</li> <li>○ Non-profit</li> </ul>
Developing an E-Policy for Business: Harmonizing Internet Strategy with Business Goals	<p>A. Management by Vision: Transforming your Organization through the Internet</p> <p>Key Questions for Management</p> <ul style="list-style-type: none"> <li>- Competitive Pressure</li> <li>- External Threat</li> <li>- Incorporating Changes</li> <li>- Designing New Organizational Structures</li> <li>- Management Options and Priorities</li> </ul> <p>B. Essential Requisites for a Successful Internet Strategy</p> <p>C. Setting Targets and Identifying Key Result Areas</p> <p>Competition Policy Formulation: Understanding your Competitors and the Competitive Environment</p> <p>Redefining Customer Satisfaction Policy: Rediscovering the E-Consumer, Serving Existing Needs and Predicting New Ones</p> <p>Reinventing Your Marketing Strategy: A New Dimension to Product Development, Pricing, Promotion, and Distribution</p> <ul style="list-style-type: none"> <li>○ The Internet Marketing Model</li> </ul>	<p>A. Management by Vision: Transforming your Organization through the Internet</p> <p>Key Questions for Management</p> <ul style="list-style-type: none"> <li>- Competitive Pressure</li> <li>- External Threat</li> <li>- Incorporating Changes</li> <li>- Designing New Organizational Structures</li> <li>- Management Options and Priorities</li> </ul> <p>B. Essential Requisites for a Successful Internet Strategy</p> <p>C. Setting Targets and Identifying Key Result Areas</p> <ul style="list-style-type: none"> <li>• Competition Policy Formulation: Understanding your Competitors and the Competitive Environment</li> <li>• Redefining Customer Satisfaction Policy: Rediscovering the E-Consumer, Serving Existing Needs and Predicting New Ones</li> <li>• Reinventing Your Marketing Strategy: A New Dimension to Product Development, Pricing, Promotion, and Distribution</li> </ul>	

	<ul style="list-style-type: none"> <li>o Marketing with IT-related and Innovative Solutions</li> <li>o Employing Innovative Advertising Strategies</li> <li>- Developing an E-Brand: Integrating a Complete Customer Solution</li> <li>- Expanding your E-Market: Exploiting Existing Niches and Creating New Ones</li> <li>• Reshaping Your Organization: Integrating New Technology in Business Structures, Systems and Processes and Making it Work Properly</li> <li>• Formulating Other Strategies to Protect Your Company and Its Assets</li> </ul> <p>D. Addressing Business Risks and Barriers: Overcoming Limitations to Success</p> <ul style="list-style-type: none"> <li>• Business Risks and Barriers Accompanying Internet Strategy</li> <li>• Recommended Practical Solutions: Cases and Illustrations</li> </ul> <p>E. Best Practice Studies</p> <p>F. Workshop: Drafting a Strategic E-Commerce Business Plan</p>	<p>a. The Internet Marketing Model</p> <p>b. Marketing with IT-related and Innovative Solutions</p> <p>c. Employing Innovative Advertising Strategies</p> <p>d. Developing an E-Brand: Integrating a Complete Customer Solution</p> <p>e. Expanding your E-Market: Exploiting Existing Niches and Creating New Ones</p> <ul style="list-style-type: none"> <li>• Reshaping Your Organization: Integrating New Technology in Business Structures, Systems and Processes and Making it Work Properly</li> <li>• Formulating Other Strategies to Protect Your Company and Its Assets</li> </ul> <p>D. Addressing Business Risks and Barriers: Overcoming Limitations to Success</p> <ul style="list-style-type: none"> <li>• Business Risks and Barriers Accompanying Internet Strategy</li> <li>• Recommended Practical Solutions: Cases and Illustrations</li> </ul> <p>E. Best Practice Studies</p> <p>F. Workshop: Drafting a Strategic E-Commerce Business Plan</p>	
<p>Developing E-Application for Business: Harmonizing Internet with the Organization</p>			<ul style="list-style-type: none"> <li>• The Scoreboard: Pillars and Business Net Readiness</li> <li>• Essential requisites for the organization <ul style="list-style-type: none"> <li>- Leadership/governance</li> <li>- Competencies</li> <li>- Technology</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Roadmap: Net applications for traditional businesses</li> <li>• Solutions and new perspective <ul style="list-style-type: none"> <li>- HRD, procurement, contact center</li> </ul> </li> <li>• SME evaluation cycle</li> <li>• Net readiness test</li> <li>• Supply chain management <ul style="list-style-type: none"> <li>- Concepts and case studies</li> </ul> </li> <li>• Addressing drivers and barriers to success</li> </ul>
Monitoring and Evaluation Performance: The Need to Evolve with the Internet	<p>A. Measuring Success: Checking Results Against Targets</p> <ul style="list-style-type: none"> <li>• Measuring, Accessing, Reporting and Analyzing Results through "Gap Analysis" <ul style="list-style-type: none"> <li>- Assessing your Current Position Realistically vis-à-vis your Targets</li> </ul> </li> <li>• Identifying Success Criteria <ul style="list-style-type: none"> <li>- Formulating your Manager's Success Checklist</li> </ul> </li> <li>• Refining your Business-Internet Strategy</li> </ul> <p>B. Best Practice Studies</p>	<p>A. Measuring Success: Checking Results Against Targets</p> <ul style="list-style-type: none"> <li>• Measuring, Accessing, Reporting and Analyzing Results through "Gap Analysis" <ul style="list-style-type: none"> <li>- Assessing your Current Position Realistically vis-à-vis your Targets</li> </ul> </li> <li>• Identifying Success Criteria <ul style="list-style-type: none"> <li>- Formulating your Manager's Success Checklist</li> </ul> </li> <li>• Refining your Business-Internet Strategy</li> </ul> <p>B. Best Practice Studies</p>	
Reinventing your Market Strategy: A New Dimension to Product Development, Pricing Promotion and Distribution			<ul style="list-style-type: none"> <li>• Consumer Satisfaction: Rediscovering the e-customer</li> <li>• Integration new technology in business structures</li> <li>• Case study</li> <li>• Reinventing your market strategy <ul style="list-style-type: none"> <li>- Internet/IT marketing model</li> <li>- Marketing innovative solutions</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>- Advertising strategies for SMEs</li> <li>- Brand building for customer service</li> <li>- Exploiting niches and new market</li> <li>• Case study</li> </ul>
Workshop: Drafting A Strategic E-Commerce Business Plan			<ul style="list-style-type: none"> <li>• Purpose of Business Plan: Funding, internal project, feasibility, growth</li> <li>• Strategic questions and issues <ul style="list-style-type: none"> <li>- Assess, understand, evaluate, develop</li> <li>- Security, regulation, IP, organization</li> </ul> </li> <li>• Introducing a basic 4-biz plan format <ul style="list-style-type: none"> <li>- Enterprise VGO, value proposition</li> <li>- External, internal analysis</li> <li>- Firm strategies</li> <li>- Internet/technology intervention</li> </ul> </li> <li>• Case study</li> <li>• Strategic review</li> <li>• Defining business plan function <ul style="list-style-type: none"> <li>- Organization</li> <li>- Marketing</li> <li>- Operations</li> <li>- Finance/others</li> </ul> </li> <li>• Workshop: Crafting functional strategies for your e-business</li> <li>• Review initial functional strategies</li> <li>• Monitoring and evaluate performance <ul style="list-style-type: none"> <li>- Identifying key result areas</li> <li>- Setting performance indicator targets</li> </ul> </li> <li>• Measuring success <ul style="list-style-type: none"> <li>- Checking results vs. targets</li> <li>- Best practice study</li> <li>- Looking at traditional targets</li> <li>- Best practice study</li> </ul> </li> </ul>
Legal and Regulatory Issues: The Challenge for	A. The Rule of Law in the Internet <ul style="list-style-type: none"> <li>• Legal Recognition and</li> </ul>	A. The Rule of Law in the Internet <ul style="list-style-type: none"> <li>• Legal Recognition and</li> </ul>	<ul style="list-style-type: none"> <li>• The Rule of Law in the Internet <ul style="list-style-type: none"> <li>- Legal Recognition and Enforceability</li> </ul> </li> </ul>

<p>the Young E-Entrepreneur</p>	<p>Enforceability of On-line Business Transactions</p> <ul style="list-style-type: none"> <li>• Jurisdiction and Conflicts of Law</li> </ul> <p>B. Legal recognition of Electronic Documents and Electronic Signatures</p> <p>C. Consumer Protection and Privacy</p> <ul style="list-style-type: none"> <li>• Electronic Payment Systems and Mobile Commerce</li> <li>• Encryption and Security in Online Transactions</li> <li>• Privacy: Ensuring Confidentiality of Information</li> </ul> <p>D. Piracy and the Internet</p> <ul style="list-style-type: none"> <li>• Domain name disputes</li> <li>• Copyright Infringement Issues</li> <li>• Issues on Business Method Patents</li> <li>• Protecting E-Commerce ideas and trade secrets</li> <li>• Data/Information as a Property Right</li> </ul> <p>E. Cybercrimes</p> <ul style="list-style-type: none"> <li>• Misdemeanors: Linking, Framing, Metatags, Catching and Spam</li> <li>• Hacking/Cracking</li> </ul> <p>F. Protecting your Business for the Future: Addressing Legal and Regulatory Obstacles</p> <ul style="list-style-type: none"> <li>• Limiting Your Risk by Taking Steps to Protect your Business</li> <li>• Monitoring and Incorporating New Developments</li> <li>• Updating Content and Ensuring that Users View Current Content</li> <li>• Providing Customers with an Easy</li> </ul>	<p>Enforceability of On-line Business Transactions</p> <ul style="list-style-type: none"> <li>• Transactions</li> <li>• Jurisdiction and Conflicts of Law</li> </ul> <p>B. Legal recognition of Electronic Documents and Electronic Signatures</p> <p>C. Consumer Protection and Privacy</p> <ul style="list-style-type: none"> <li>• Electronic Payment Systems and Mobile Commerce</li> <li>• Encryption and Security in Online Transactions</li> <li>• Privacy: Ensuring Confidentiality of Information</li> </ul> <p>D. Piracy and the Internet</p> <ul style="list-style-type: none"> <li>• Domain name disputes</li> <li>• Copyright Infringement Issues</li> <li>• Issues on Business Method Patents</li> <li>• Protecting E-Commerce ideas and trade secrets</li> <li>• Data/Information as a Property Right</li> </ul> <p>E. Cybercrimes</p> <ul style="list-style-type: none"> <li>• Misdemeanors: Linking, Framing, Metatags, Catching and Spam</li> <li>• Hacking/Cracking</li> </ul> <p>F. Protecting your Business for the Future: Addressing Legal and Regulatory Obstacles</p> <ul style="list-style-type: none"> <li>• Limiting Your Risk by Taking Steps to Protect your Business</li> <li>• Monitoring and Incorporating New Developments</li> <li>• Updating Content and Ensuring that Users View Current Content</li> <li>• Providing Customers with an Easy</li> </ul>	<p>of On-line Business Transactions</p> <ul style="list-style-type: none"> <li>- Jurisdiction and Conflicts of Law</li> </ul> <ul style="list-style-type: none"> <li>• Legal recognition of Electronic Documents and Electronic Signatures</li> <li>• Consumer Protection and Privacy <ul style="list-style-type: none"> <li>- Electronic Payment Systems and Mobile Commerce</li> <li>- Encryption and Security in Online Transactions</li> <li>- Privacy: Ensuring Confidentiality of Information</li> </ul> </li> <li>• Piracy and the Internet <ul style="list-style-type: none"> <li>- Domain name disputes</li> <li>- Copyright Infringement Issues</li> <li>- Issues on Business Method Patents</li> <li>- Protecting E-Commerce ideas and trade secrets</li> <li>- Data/Information as a Property Right</li> </ul> </li> <li>• Cybercrimes <ul style="list-style-type: none"> <li>- Misdemeanors: Linking, Framing, Metatags, Catching and Spam</li> <li>- Hacking/Cracking</li> </ul> </li> <li>• Protecting your Business for the Future: Addressing Legal and Regulatory Obstacles <ul style="list-style-type: none"> <li>- Limiting Your Risk by Taking Steps to Protect your Business</li> <li>- Monitoring and Incorporating New Developments</li> <li>- Updating Content and Ensuring</li> </ul> </li> <li>•</li> </ul>
---------------------------------	--	--	--

	<p>Feedback Loop</p> <ul style="list-style-type: none"> <li>Careful Selection of Interlinking Business Partners</li> <li>Integrating and Coordinating with Legal Representatives</li> </ul> <p>G. Best Practice Studies</p>	<p>Feedback Loop</p> <ul style="list-style-type: none"> <li>Careful Selection of Interlinking Business Partners</li> <li>Integrating and Coordinating with Legal Representatives</li> </ul> <p>G. Best Practice Studies</p>	
<p>Overview of the EATF, its Goals and Objectives and the Expected Roles of the Member Countries like Cambodia, LAO PDR, Myanmar and Vietnam in the Establishment of the ASEA Information Infrastructure (AII)</p>			



**GUIDELINES IN THE SELECTION OF PARTICIPANTS  
ICT FOR ENTREPRENEURSHIP**

Qualifications and Application Procedure

Governments of five countries will be invited namely: Cambodia, Lao PDR, Myanmar, Philippines and Vietnam. The total number of participants from Cambodia, Lao PDR, Myanmar and Vietnam shall not exceed twenty eight per year and the number of participants from the Philippines covered by the TCTP shall not exceed two (2). A Government applying for the Course on behalf of its nominees should submit five (5) copies of the prescribed application form for each nominee to GOP through diplomatic channels not later than sixty (60) days before the start of each course. GOP will inform the applying Governments whether or not the applicant/s is/are accepted to the course not later than thirty (30) days before the start of the Course

Applicants to the course are:

1. to be nominated by their respective Governments in accordance with the application procedure stated above;
2. entrepreneurs or trainers of entrepreneurs, with existing small or medium scale business or with plans for a start – up;
3. under forty (40) years of age;
4. proficient in both spoken and written English;
5. knowledgeable in basic computer;
6. preferably with a Bachelor's Degree; and
7. in good health, both physically and mentally, in order to complete the Course

## ANNEX H

**COMPARATIVE ICT GROWTH 1999 -2002  
CLMV, PHILIPPINES AND SINGAPORE**

COUNTRY	ICT INDICATOR	1999	2002	% GROWTH 1999 - 2002
Cambodia	1. Fixed lines and mobile telephones (per 1,000 people)	9.5	30.1	217
	2. Personal computers (per 1,000 people)	1.1	2.0	82
	3. Internet users	4,000.0	30,000.0	650
Lao PDR	1. Fixed lines and mobile telephones (per 1,000 people)	9.2	21.2	130
	2. Personal computers (per 1,000 people)	2.3	3.3	43
	3. Internet users	2,000.0	15,000.0	650
Myanmar	1. Fixed lines and mobile telephones (per 1,000 people)	5.8	8.0	38
	2. Personal computers (per 1,000 people)	1.1	5.1	364
	3. Internet users	500.0	25,000.0	4,900
Vietnam	1. Fixed lines and mobile telephones (per 1,000 people)	30.9	71.8	132
	2. Personal computers (per 1,000 people)	6.4	9.8	53
	3. Internet users	100,000.00	1.5 million	1,400
Philippines	1. Fixed lines and mobile telephones (per 1,000 people)	77.1	232.9	202
	2. Personal computers (per 1,000 people)	16.9	27.7	64
	3. Internet users	1.1 million	3.5 million	218
Singapore	1. Fixed lines and mobile telephones (per 1,000 people)	887.7	1,258.4	42
	2. Personal computers (per 1,000 people)	430.3	622.0	45
	3. Internet users	950,000.00	2.1 million	121

Source: World Bank Website: Country Data Profile

ANNEX I

Scoring Guideline

1. Appropriate selection of participants in the training course
 

1	2	3	4	5
Strongly Disagree		Neutral	Strongly Agree	
  
2. Design of the Training Program
  - 2.a Objective
 

1	2	3	4	5
Poor		Adequate	Too much/excessive	
  
  - 2.b Curriculum Design
    - i. Coverage of subject matter
 

1	2	3	4	5
Poor		Adequate	Too much/excessive	
  
    - ii. Systematical scheduling of subjects
 

1	2	3	4	5
Poor		Adequate	Too much/excessive	
  
    - iii. Time allocation for lectures, discussions, exercises, observations
 

1	2	3	4	5
Poor		Adequate	Too much/excessive	
  
    - iv. Intensity in the delivery of the Training Program
 

1	2	3	4	5
Poor		Adequate	Too much/excessive	
  
  - 2.c Course Management
    - i. Lecturers/resource persons capability to train
 

1	2	3	4	5
Poor		Good	Excellent	
  
    - ii. Teaching methods
 

1	2	3	4	5
Poor		Good	Excellent	

- iii. Applicability
 

1	2	3	4	5
Poor		Good	Excellent	
  
- iv. Hand-outs
 

1	2	3	4	5
Poor		Good	Excellent	
  
- 2.d Administration and Management
  - i. Coordination
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
  - ii. Brochures
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
  - iii. Arrangement of tours
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
  - iv. Accommodation/food
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
  - v. Allowance/per diem
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
  - vi. Transportation
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
  - vii. Social programs
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
  - viii. Communication among participants
 

1	2	3	4	5
Unsatisfactory		Satisfactory	Outstanding	
  
3. Benefits from the training
 

1	2	3	4	5
None		Moderate	Very much	

