

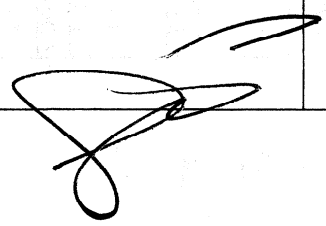
4. Impact

<p>4.1 Prospects on achievement of overall goal</p>	<p>Whether the introduction of new teaching system on industrial automation in other Anatolian Technical High Schools will be implemented?</p>	<p>4.1 How is the progress of introducing new teaching system</p>	<p>Review of the related documents, interview, questionnaire survey</p>	<p>1. Already MONE has announced the expansion of this model to 20 schools and in order to do so, TTC is being constructed by their own budgets now.</p>
		<p>4.1-1 Whether the number of schools that introduced new system on industrial automation will be increased to 4 schools within 3 to 5 years after project is completed ?</p>	<p>Review of the related documents, interview, questionnaire survey</p>	<p>1. The number of schools with the new education system will be 20.</p>
<p>4.2 Impacts on relevant policies</p>	<p>Written policies on introduction of new system on industrial automation</p>	<p>4.2 Whether in the policies of MONE exist the introduction of new education system?</p>	<p>Review of the related documents, interview, questionnaire survey</p>	<p>1. MONE is planning to have 20 schools with this new education system.                  2. All the curriculums were developed jointly with Japanese experts and counterparts with the reflections of the comments from industries and universities. These curriculums were already approved by MONE through education board except for the 12th grade. Special attention is given to the evaluation of curriculums and it will be approved all by MONE.                  3. Allocation of the counterparts was realized based on the special consideration of MONE taking into account the significance of this Project.                  4. These tell us that in the policies of MONE, the new education system exists.</p>
<p>4.3 Reputation of graduates</p>	<p>Increase of demands to graduates</p>	<p>4.3 Whether demand for graduates increased?</p>	<p>Review of the related documents, interview, questionnaire survey</p>	<p>1. Not yet proven since no graduates were obtained.                  2. However as for interns, they have high evaluation from firms is obtained on the high level of knowledge and skills of interns in general.</p>

5. Sustainability

5.1 Policies	Continuity of Policy	5.1 Whether introduction of new education system will be expanded?	Review of the related documents, interview, questionnaire survey	1. Based on the Performance of the Project, already Ministry of National Education announced the expansion of this model to 20 schools and in order to do so, TTC is being constructed by their own budgets now. This shows the continuation of policy.
5.2 Institutional sustainability	School Management ability	5.2 Whether two schools have enough capacity on keeping the Project result after the project period?	Review of the related documents, interview, questionnaire survey	<p>1. Counterparts were trained to all of equipment except for new subjects which is not taught in particular CNC Lathe system. These will be done before September 2005.</p> <p>2. Counterparts have enough capability and they are expected to have enough training how to manage the new education system including utilization of the equipment and to maintain as well.</p> <p>3. Counterparts are basically willing to stay in project implementing schools of Izmir Mazhar Zorlu and Konya Adil Karaagaç Anatolian Technical High Schools as these schools have the best equipment in Turkey, and their reputation is very high, therefore teachers have incentives to be there and maintain the equipment</p>
	Future budget allocation of the government	5.2-1 Whether the Government will keep the budget allocation for this system?	Review of the related documents, interview, questionnaire survey	1. As project implementing schools of Izmir Mazhar Zorlu and Konya Adil Karaagaç Anatolian Technical High Schools will be the base for extension, it is expected to have budget allocation for maintaining the system.
5.3 Technical sustainability	Maintenance of the technology and equipment	5.3 Whether the technology and the equipment will be maintained?	Review of the related documents, interview, questionnaire survey	<p>1. Counterparts have inventory list and properly kept.</p> <p>2. As Counterparts have used the equipment with the guidance from Japanese expert, they are more confident on how to manage the equipment. In particular, CNC Lathe system will be taught September 2005.</p> <p>3. Only few machines imported are difficult to have maintenance service and lack of replacing parts may cause problem.</p>
	Framework in other Anatolian Technical High Schools on training trainers	5.3-1 Whether framework in other Anatolian Technical High Schools on training trainers established?	Review of the related documents, interview, questionnaire survey	<p>1. 20 Schools are selected based on the industrial location and needs considering the geographical distribution, and those who have departments of electricity, electronics, computer, and machinery.</p> <p>2. The framework is established.</p> <p>3. Overall plan with inputs and activities are planned.</p> <p>4. The laboratories of 10 schools are designed.</p> <p>5. MONE distributed to 7 of the 10 schools an amount of USD 100,000 each in FY2004, to be used mainly for the purchase of basic educational equipment. 7 of other schools will have USD 100,000 each in FY2005.</p>

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**Annex 3 Plan of Operation**

PROJECT TITLE: THE PROJECT ON ESTABLISHMENT OF INDUSTRIAL AUTOMATION TECHNOLOGIES DEPARTMENTS IN ANATOLIAN TECHNICAL HIGH SCHOOLS

OUTPUTS/ACTIVITIES	1st Year				2nd Year				3rd Year				4th Year				5th Year			
	2001				2002				2003				2004				2005			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1. Development of an innovative curriculum.																				
1-1. Formulation of curriculum																				
1-2. Drawing up of syllabuses																				
1-3. Understanding the industry's attitude to the curriculum																				
2. Development of suitable materials.																				
2-1. Production of Textbooks (Trial Version)																				
2-2. Production of textbooks (First Version)																				
2-3. Production of practice textbooks																				
2-4. Preparation and production of appliances for experiments and practices																				
3. Development of suitable teaching materials.																				
3-1. Production of teacher's manual																				
4. Establishment of a training system for teachers (including teaching methods) and improvement of teachers' capabilities.																				
4-1. Technology transfer of related subjects and it's teaching methods																				
5. Introduction of suitable equipment to meet the requirements of industry.																				
5-1. Drawing up of list of equipment																				
5-2. Procurement and installation of equipment																				
5-3. Understanding the industry's attitude to the above equipment																				
6. Proper operation and maintenance of the equipment mentioned above.																				
6-1. Technology transfer related to the correct usage and maintenance of equipment																				
7. Outputs 1- 6. above are disseminated to the public, other schools and industries via the Internet.																				
7-1. Convert the above outputs to digital data which are suitable for Web page																				
7-2. Making of project Web page site and upload the digital data																				
8. Establishment of a new system for industrial automation technologies departments in Anatolian technical high schools that meets the needs of industry, and creation of an extension system.																				
8-1. Understanding of the automation technology needs of industry																				
8-2. Implementation of seminars aimed at introducing the new educational to enterprises																				
8-3. Implementation of seminars on new technology and teaching method to other school teachers																				

I : April-June    II : July-September    III : October-December    IV : January-March

.....    ——— Plan Execution



Annex 5. List of Counterparts

As of 2005.4.1

Field	Name	Period of CP Training in Japan (YYYY.MM.DD)	Present Situation					CP Training		Remarks
			2001/2002 (平成13年)	2002/2003 (平成14年)	2003/2004 (平成15年)	2004/2005 (平成16年)	2005/2006 (平成17年)	F/Y	Place	
Information Machinery	1 Mr.Hasan YLDIZ	2001.11.12~2002.4.23						2001	TE, NEXT地	
	2 M.S.Gülç GÜLSEVİN	2002.8.26~2002.12.20						2002	TE, NEXT地	Gunma
	3 Mr.Mutlu GÜNES	2002.8.26~2002.12.20						2002	TE, NEXT地	Saitama
	4 Mr.Kharaman ONEY	2003.7.28~2004.3.27						2003	TE, NEXT地	Gunma
	5 Mr.Mehmet-SYAL									2003.6Resigned
	6 Mr.Gurcan CAYIR	2003.7.28~2004.3.27						2003	TE, NEXT地	Chiba
	7 Mr.Mehmet ARKAN	2002.4~2002.12						2002	JCA	Group Training
	8 Mr.Talat GÜLER	2004.8.2~2005.3.26						2004	TE, NEXT地	Gunma
	9									
Information Electronics	1 Mr.Selim GÜLCEN	2001.11.12~2002.4.23						2001	TE, NEXT地	
	2 Mr.Egemen DOĞER	2004.8.12~2007.3.31						2004	Gunma Univ. MSC Course	
	3 Mr.Turgay EBLEN	2002.8.26~2002.12.20						2002	TE, NEXT地	Yamaguchi
	4 Mr.Gurcan ELDİR	2003.7.28~2004.2.20						2003	TE, NEXT地	Tochigi
	5 Mr.Sedat ELBR									
	6 Mr.Mustafa NAZMAN	2004.8.2~2005.3.26						2004	TE, NEXT地	Tochigi
	7 Mr.Bulent VARDAL	2004.8.2~2005.3.26						2004	TE, NEXT地	Shizuoka
	8 Mr.Unal SEVİM									
	9 Mr.Murat ÖZDEVECİ									

Field	Name	Period of CP Training in Japan (YYYY.MM.DD)	Present Situation					CP Training		Remarks
			2001/2002 (平成13年)	2002/2003 (平成14年)	2003/2004 (平成15年)	2004/2005 (平成16年)	2005/2006 (平成17年)	F/Y	Place	
Information Electronics	1 Mr.Osman KOSE	2001.11.12~2002.4.23						2001	TE, NEXT地	
	2 Mr.Yüksel ÇNAR	2001.11.12~2002.4.23						2001	TE, NEXT地	
	3 M.S.Mehmet TÖTAN	2002.08.26~2002.12.20						2002	TE, NEXT地	Shizuoka
	4 Mr.Brahim APA	2003.7.28~2004.3.27						2003	TE, NEXT地	Shizuoka
	5 Mr.Murat AKDOĞAN	2004.08.02~2005.03.26						2004	TE, NEXT地	Chiba
	6 Mr.Yavuz BUYRUK	2004.08.02~2005.03.26						2004	TE, NEXT地	Gunma

: Assigned Period  
 : JEA CP Training Period

**Annex 6 List of Evaluators**

	<b>Name</b>	<b>Title</b>
1	Hüseyin ACIR	Director General, Technical and Vocational Education General Directorate, MoNE
2	Hüsametttin KAYA	Deputy Director General, Technical and Vocational Education General Directorate, MoNE
3	Yücel YÜKSEL	Head of Department, Technical and Vocational Education General Directorate, MoNE
4	Şerafettin CANKURT	Section Manager, Technical and Vocational Education General Directorate, MoNE
5	Satı ÇALIŞKAN	School Director, İzmir MazharZorlu ATHS
6	Muzaffer APAN	School Director, Konya Adil Karaağaç ATHS
7	Motoharu WATANABE	JICA Study Team Leader
8	Shigeru IKEMORI	JICA Study Team, Ministry of Education, Japan
9	Tateo MATSUI	JICA Study Team, Principal of Technical High School, Japan
10	Shinji NAMBO	JICA Study team, JICA's Consultant
11	Kaido IKEDA	JICA Study Team
12	Mayumi SAKAMOTO	JICA Turkey Office
13	Ali BEKİN	JICA Turkey Office
14	Yasuo SUZUKI	Chief Advisor , JICA Project Team
15	Hideki MURAKAMI	Expert, JICA Project Team
16	Jin KOKI	Project Coordinator, JICA Project Team
17	Neslihan KARAÇUHA	Project Secretary, JICA Project Team

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