

annual schedule

**[Action to be taken with the joint initiative]**

- (9) Start considering how to keep sustainability after the Project

It is recommended to form taskforces about the issues mentioned above if adequate. The member of taskforces includes related departments in MoNE, the Project team, and expansion schools, if necessary. For the successful completion of the Project, formulation of taskforce is important to promote communication and mutual understanding among the stakeholders.

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## Project Design Matrix (PDM) ver.2.0

Project Title: The Project on Strengthening the Program of Expanding Industrial Automation Technologies Department (SPREAD)		Version. 2.0	
Duration: August 2007 to September 2010		Date: 20 November 2007	
Target Groups: Management staff, lecturers of Teachers Training Centre (TTC) of Izmir Mazhar Zorlu Anatolian Vocational High School			
Indirect Target Groups: Teachers to be trained at the TTC			
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<b>Super Goal</b> Technicians of industrial automation technologies (IAT) are raised and needs of the industrial sector in Turkey for them are substantially satisfied.	Graduates from IAT departments of expansion schools are employed at the highest rate by relevant industries	Employment study report at expansion schools	
<b>Overall Goal</b> Vocational education and training (VET) for IAT at the expansion schools is practiced effectively.	More than 90% of students of IAT departments are evaluated by related industries as very good or good (Evaluation: very good, good, fair or poor).	Records of industry training of students	Turkish industrial sector continue to develop in same growth rate as present Teachers of IAT departments after the training at TTC continue teaching.
<b>Project Purpose</b> Teacher training system of the TTC is established.	<Indicator on teacher training course at the TTC> 1. 90 % of participants assess training courses are practically usable for their lectures and practices for IAT. 2. Participants complete and succeed teacher training courses. <Indicator on organization of the TTC> 3. Procedures on management of teacher training course are prepared. 4. Percentage of implemented teacher training courses compared with plans. <Indicator on long term strategy> 5. Long term strategy of the TTC receives a due consideration from Ministry of National Education.	1. Teacher training course assessment reports by TTC 2. Records for the teacher training courses of TTC 3. Interview with the MoNE	Entry of students to IAT Department in the expansion schools is kept in the present level at least. Number of expansion schools is not reduced.
<b>Output</b> 1. Teacher training program of the TTC is planned. 2. Teacher training courses of the TTC are implemented. 3. Teacher training courses of the TTC are evaluated. 4. Planning capacity of the TTC is strengthened.	1-1. Number of designed teacher training courses 2-1. Number of implemented teacher training courses 3-1. Evaluation on teacher training courses is conducted 5 times 3-2. Monitoring is conducted 20 times at expansion schools 4-1. Long term strategy for TTC is finalized.	1. Plans for the teacher training courses of TTC 2. Implementation records for the teacher training courses of TTC 3. Records for monitoring 4. Long term strategy plan by TTC	Counterparts remain in TTC

## ANNEX 1-1

Activities	Inputs	Important Assumptions Teachers of IAT Department in the expansion schools are appointed in time  Equipments for IAT departments of expansion schools are prepared at appropriate timing.
<p>1-1. Baseline survey of IAT Department of expansion schools is conducted.</p> <p>1-2. Organizational structure of the TTC is arranged.</p> <p>1-3. Mid-term training plan is reviewed.</p> <p>1-4. Module textbook is drafted.</p> <p>1-5. Teacher training courses are planned.</p> <p>1-6. Teacher training textbook is drafted.</p> <p>2-1. Equipment for the TTC is installed.</p> <p>2-2. Orientation for participants is conducted.</p> <p>2-3. Teacher training courses are implemented.</p> <p>2-4. Workshops on management of IAT Department are conducted for the expansion schools.</p> <p>3-1. Standard of evaluation of teacher training courses and evaluation materials are drafted.</p> <p>3-2. Teacher training courses are evaluated properly.</p> <p>3-3. Monitoring on VET of IAT at the expansion schools is implemented</p> <p>3-4. The teacher training course and training textbook is reviewed.</p> <p>4-1. Role of the TTC in the Long term strategy is identified.</p> <p>4-2. Long term strategy to operate the TTC is drafted and submitted to GDTVE of the MoNE.</p>	<p><b>Inputs</b></p> <p>Turkish side:</p> <ul style="list-style-type: none"> <li>• Administrative personnel</li> <li>• Project counterparts</li> <li>- Trainers of TTC</li> <li>- Coordinator</li> <li>• Office and office equipment for JICA experts</li> <li>• Training equipment for TTC</li> <li>• Project costs</li> <li>- Expenses for teacher training courses</li> <li>- Salaries and other allowances for the Turkish staffs</li> <li>- Customs clearance, inland handling of the Project equipment provided by JICA</li> <li>- Expenses for maintenance of the Project facilities and equipment</li> <li>- Expenses for electricity, water, gas, fuel and other contingencies</li> <li>- Other necessary local expenses of the Project</li> </ul> <p>Japanese side:</p> <ul style="list-style-type: none"> <li>• Experts</li> <li>• Supplemental equipment</li> <li>• Counterpart training in Japan</li> <li>• Supplemental expenses</li> </ul>	<p><b>Preconditions</b> Necessary budgets of TTC are appropriately allocated.  Appropriate number of the project counterparts is assigned.</p>

### Project Design Matrix for Evaluation (PDMe) / PDM ver.3.0

Project Title: The Project on Strengthening the Program of Expanding Industrial Automation Technologies Department (SPREAD)		Version: 3.0	
Duration: August 2007 to September 2010		Date: February 2009	
Target Groups: Management staff, lecturers of Teachers Training Centre (TTC) of Izmir Mazhar Zorlu Anatolian Vocational High School			
Indirect Target Groups: Teachers to be trained at the TTC			
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>Super Goal</b> Technicians of industrial automation technologies (IAT) are raised and needs of the industrial sector in Turkey for them are substantially satisfied.</p> <p><b>Overall Goal</b> Vocational education and training (VET) for IAT at the expansion schools is practiced effectively.</p> <p><b>Project Purpose</b> Teacher training system of the TTC is established.</p>	<p>Graduates from IAT departments of expansion schools are employed at the highest rate by relevant industries</p> <p>More than 90% of students of IAT departments are evaluated by related industries as very good or good (Evaluation: very good, good, fair or poor) in the internship program of the department.</p> <p>&lt;Indicator on teacher training course at the TTC&gt; 1. 90 % of participants assess training courses are practically usable for their lectures and practices for IAT department in the questionnaire conducted at the end of the courses. 2. Participants complete and are awarded Course Certificate. 3. 65 % of participants assess the training courses at TTC are practically usable for their lectures and practices for IAT in the questionnaire 6 months after the training based on their experiences in the classes at school. 4. Heads of IAT departments (supervisors of the participants of TTC training) evaluate that the knowledge and skills of the teachers trained by TTC are improved after the training.</p> <p>&lt;Indicator on organization of the TTC&gt; 5. Procedures on management of teacher training course are clarified. 6. Teacher training courses are implemented as planned.</p>	<p>Employment study report at expansion schools</p> <p>Records of industry training of students</p> <p>1. Result of questionnaire survey to the participants (conducted at the end of the training courses) 2. Records of the teacher training courses of TTC 3. Result of questionnaire survey to the participants (conducted XX months after the training courses) 4. Result of questionnaire survey to the heads of IAT department 5-(1) Written document (manual, guideline etc.) about management procedure of teacher training courses in TTC 5-(2) Interview with management staff of TTC 6. Records of the teacher training courses of TTC</p>	<p>Turkish industrial sector continue to develop in same growth rate as present</p> <p>Teachers of IAT departments after the training at TTC continue teaching.</p> <p>Entry of students to IAT Department in the expansion schools is kept in the present level at least.</p> <p>Number of expansion schools is not reduced.</p>

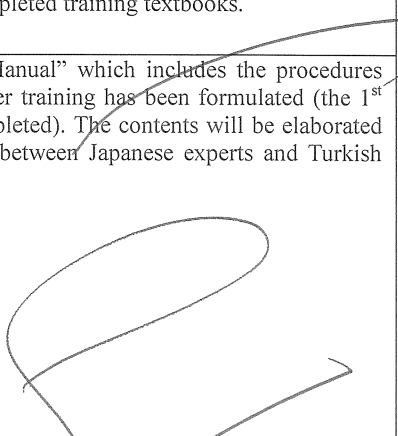
<p><b>Output</b></p> <ol style="list-style-type: none"> <li>1. TTC's planning capacity of teacher training program is strengthened.</li> <li>2. TTC's implementation capacity of teacher training courses is strengthened.</li> <li>3. TTC's evaluation capacity for teacher training is strengthened.</li> <li>4. TTC's planning capacity of long term organizational strategy is strengthened.</li> </ol>	<p>1-1. Curriculum development scheme* is clarified. *The "scheme" means the determined process or guideline for curriculum development, such as procedures for needs identification, objective setting, determination of subject structure and volume, setting of duration etc.</p> <p>1-2. Curriculum of teacher training is developed along with the above mentioned scheme.</p> <p>1-3. The developed curriculum has conformity with the framework curriculum for IAT department authorized by Ministry of National Education.</p> <p>2-1. Development procedure and format of syllabi and textbooks for teacher training are clarified.</p> <p>2-2. Each developed training courses has completed textbooks.</p> <p>2-3. TTC trainers are equipped with the knowledge and skills sufficient to give lectures and practices of the designed training courses.</p> <p>2-4. All the developed training courses are conducted at least once.</p> <p>2-5. Logistics such as selection of participants, course notification to the participants, preparation of materials or equipment for each class etc. are well organized.</p> <p>3-1. Procedure and format for evaluation (incl. feedback of the result) are clarified with explicit criteria.</p> <p>3-2. Evaluation on teacher training courses is conducted at least 5 times according to the developed procedures and format</p> <p>3-3. Procedures and format for monitoring of expansion schools are clarified.</p> <p>3-4. Monitoring is conducted at least 20 times at expansion schools according to the developed procedures and format.</p> <p>4-1. Planning scheme* of long term strategy for TTC is clarified. *The "scheme" means the determined process or guideline for planning of long term strategy for TTC, such as determination of role and function, policy formulation, and operational planning of the center etc.).</p> <p>4-2. Long term strategy of TTC is appreciated by Ministry of National Education.</p>	<p>1-1-(1). Written document (manual, guideline etc.) about curriculum development procedure in TTC</p> <p>1-1-(2). Interview with trainers of TTC</p> <p>1-2. Curriculum of teacher training courses</p> <p>1-3-(1). Curriculum of teacher training courses and framework curriculum for IAT department</p> <p>1-3-(2). Interview with participants of teacher training courses</p> <p>1-4-(1). Interview with Experts, Principal and vice-principal of TTC</p> <p>1-4-(2). Result of questionnaire survey to the participants</p> <p>2-1. Written document (manual, guideline etc.) and format for syllabi and textbooks development</p> <p>2-2. List of textbooks</p> <p>2-3. Implementation records for the teacher training courses of TTC</p> <p>2-4. Result of questionnaire survey to the participants</p> <p>3-1. Written document (manual, guideline etc.) and format for training evaluation</p> <p>3-2. Records and results of training evaluation</p> <p>3-3. Written document and format for monitoring</p> <p>3-4. Records and results of monitoring</p> <p>4-1. Written document (manual, guideline etc.) for long term strategy plan of TTC</p> <p>4-2-(1). Draft or final of long-term strategy of TTC</p> <p>4-2-(2). Interview with the MoNE</p>	<p>Counterparts remain in TTC</p>
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ANNEX 1-2

<p><b>Activities</b></p> <p>1-1. Baseline survey of IAT Department of expansion schools is conducted.</p> <p>1-2. Organizational structure of the TTC is arranged.</p> <p>1-3. Mid-term training plan is reviewed.</p> <p>2-1. Module textbook is drafted.</p> <p>2-2. Teacher training courses are planned.</p> <p>2-3. Teacher training textbook is drafted.</p> <p>2-4. Equipment for the TTC is installed.</p> <p>2-5. Orientation for participants is conducted.</p> <p>2-6. Teacher training courses are implemented.</p> <p>2-7. Workshops on management of IAT Department are conducted for the expansion schools.</p> <p>3-1. Standard of evaluation of teacher training courses and evaluation materials are drafted.</p> <p>3-2. Teacher training courses are evaluated properly.</p> <p>3-3. Monitoring on VET of IAT at the expansion schools is implemented</p> <p>3-4. The teacher training course and training textbook is reviewed.</p> <p>4-1. Role of the TTC in the Long term strategy is identified.</p> <p>4-2. Long term strategy to operate the TTC is drafted and submitted to GDT/VE of the MoNE.</p>	<p><b>Inputs</b></p> <p>Turkish side:</p> <ul style="list-style-type: none"> <li>• Administrative personnel</li> <li>• Project counterparts</li> <li>- Trainers of TTC</li> <li>- Coordinator</li> <li>• Office and office equipment for JICA experts</li> <li>• Training equipment for TTC</li> <li>• Project costs</li> <li>- Expenses for teacher training courses</li> <li>- Salaries and other allowances for the Turkish staffs</li> <li>- Customs clearance, inland handling of the Project equipment provided by JICA</li> <li>- Expenses for maintenance of the Project facilities and equipment</li> <li>- Expenses for electricity, water, gas, fuel and other contingencies</li> <li>- Other necessary local expenses of the Project</li> </ul> <p>Japanese side:</p> <ul style="list-style-type: none"> <li>• Experts</li> <li>• Supplemental equipment</li> <li>• Counterpart training in Japan</li> <li>• Supplemental expenses</li> </ul>	<p><b>Important Assumptions</b></p> <p>Teachers of IAT Department in the expansion schools are appointed in time</p> <p>Equipments for IAT departments of expansion schools are prepared at appropriate timing.</p>
		<p><b>Preconditions</b></p> <p>Necessary budgets of TTC are appropriately allocated.</p> <p>Appropriate number of the project counterparts is assigned.</p>

## ANNEX 2-1 Achievement of the Project

Items	Points of survey	Indicators	Result of the Study
Supper Goal	Technicians of industrial automation technologies (IAT) are raised and needs of the industrial sector in Turkey for them are substantially satisfied.	1 ) Employment study report at expansion schools	There is no explicit data available at present to show the indicators for the Goals, and it is too early to judge the achievement of those Goals. However, the interviews to a few companies indicate the related situations as follows; Two companies which accepted the intern students from the IAT department evaluated these students as rich in knowledge, good performance and self-propelled. Other two companies, which had no graduates or intern students, expressed their expectation to the IAT department and eager to employ its graduates because they have wide knowledge and technical skills. This information could be regarded as the positive indication for the achievement of the Goals.
Overall Goal	Vocational education and training (VET) for IAT at the expansion schools is practiced effectively.	1 ) More than 90% of students of IAT departments are evaluated by related industries as very good or good (Evaluation: very good, good, fair or poor).	
Project Purpose	Teacher training system of the TTC is established.	<Indicator on teacher training course at the TTC> 1. 90 % of participants assess training courses are practically usable for their lectures and practices for IAT in the questionnaire conducted at the end of the courses.	There is not any data which explicitly show this indicator at present. However, among the data from the questionnaire survey at the end of each training course imply this indicator with the following two questions; (1) "Lectures that have given was beneficial for my profession", and (2) "The lectures that have given were applicable in my school". For these questions, about 80% and 67% of the participants answered either total agree or agree respectively. Many interviewees at expansion schools admitted the TT course was improved in some way after the commencement of the Project.
		2. Participants successfully complete teacher training courses (participants who get the score exceeding 45 at the final exam are regarded as "successfully completed").	So far there is one participant out of 169, who did not complete the training because of family reason. The rest received the certificate.

Items	Points of survey	Indicators	Result of the Study
		<p>3. 65% of participants assess the training courses at TTC are practically usable for their lectures and practices for IAT in the questionnaire XX months after the training based on their experiences in the classes at school.</p>	<p>As this indicator is newly adopted, there isn't enough data to show the situation exactly. However, the questionnaire survey to the ex-participants, conducted by the Japanese team, provide some indication on this by asking the question "Was it useful to attend the TT course as a whole?" About 76 % of them answered "Yes" to the question (44% of "Yes, very much" and 32% of "Yes, but to some extent").</p>
		<p>4. Heads of IAT departments which the participants of TTC training are assigned to evaluate the knowledge and skills of the teachers are improved after participating the training.</p>	<p>As this indicator is newly adopted there isn't enough data to show the situation exactly. However, same as Indicator 3, the survey conducted by the Japanese team indicates related information by asking the supervisors of the participants who attended the TTC training "Was it useful to make your teachers attend the TT course as a whole?" Most of the supervisors (headmasters of expansion schools) answered positively ("Yes, but to some extent" or "Yes, very much").</p>
		<p>&lt;Indicator on organization of the TTC&gt; 5. Procedures on management of teacher training course are clarified.</p>	<p>1<sup>st</sup> version of "Teacher Training Manual" is drafted.</p>
		<p>6. Teacher training courses are implemented as planned.</p>	<p>Teacher training courses have been implemented along with the schedule made by the Project. However, the course for the 12<sup>th</sup> grade was implemented along with previous scheme. The 12<sup>th</sup> grade course with new scheme is planned to be implemented from coming March, but only the former half of the course will be conducted because of the lack of equipment and uncompleted training textbooks.</p>
<p>Output</p>	<p>1. TTC's planning capacity of teacher training program is strengthened.</p>	<p>1-1. Curriculum development scheme* is clarified. <i>*The "scheme" means the determined process or guideline for curriculum development, such as procedures for needs identification, objective setting, determination of subject structure and volume, setting of duration etc.</i></p>	<p>"Teachers Training Manual" which includes the procedures for planning of teacher training has been formulated (the 1<sup>st</sup> draft proposal is completed). The contents will be elaborated under the discussion between Japanese experts and Turkish CPs.</p> 

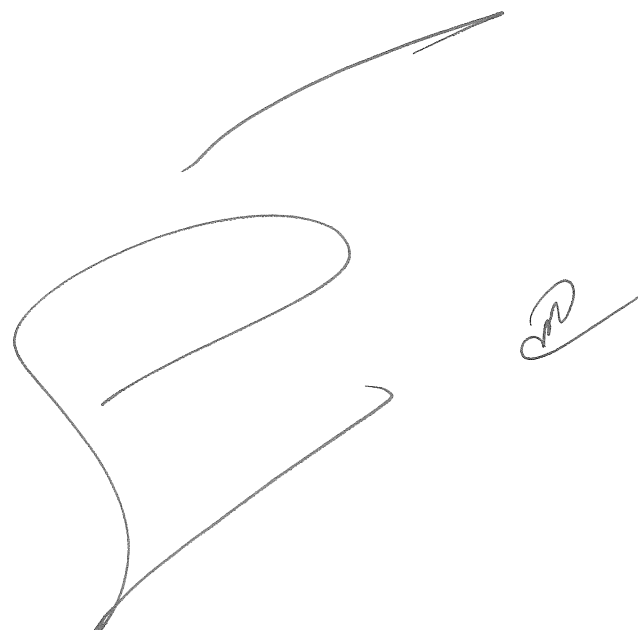


Items	Points of survey	Indicators	Result of the Study
		1-2. Curriculum of teacher training is developed along with the above mentioned scheme.	The Project designed the new structure of teacher training curriculum which is divided into 6 groups of areas and several training subjects under those groups. Grades (10 <sup>th</sup> - 12 <sup>th</sup> ) and target teachers (Mechanics, Electrics, Electronics or Computer) were determined for each of the subject
		1-3. The developed curriculum has conformity with the framework curriculum for IAT department authorized by Ministry of National Education.	There is a table which shows the relation between the developed curriculum and curriculum for IAT department authorized by Ministry of National Education.
		2-1. Development procedure and format of syllabi and textbooks for teacher training are clarified.	Teacher training textbooks are formulated by subjects. A format for those textbooks (which describes pertinent subject, specialty, field, lecture hours, objective, main points, arrangement of chapters, detailed description and portion of each chapter) was developed, and drafting based on the format have been carried out
	2. TTC's implementation capacity of teacher training courses is strengthened	2-2. Each developed training courses has completed textbooks.	<p>The completion of the textbooks, which was originally planned to be finished by the 2<sup>nd</sup> year, are rather delayed, mainly because the equipment for teacher training have not been sufficiently procured due to the lack of budget allocation to TTC. The present progress of the textbook drafting is as follows;</p> <p>Teacher training textbooks for 10<sup>th</sup> grade: all of the textbooks are completed (total 4)</p> <p>Teacher training textbooks for 11<sup>th</sup> grade: 5 textbooks out of 9 have been completed.</p> <p>Teacher training textbooks for 12<sup>th</sup> grade: no textbooks have been completed (total 10)</p>
		2-3. TTC trainers are equipped with the knowledge and skills sufficient to give lectures and practices of the designed training courses.	<p>The results of questionnaire survey which is conducted at the end of each course show that about 86 % of the participants are satisfied with the lecturers' knowledge and performance.</p> <p>On the other hand, the interviews with ex-participants indicated that the level was different depending on person and subject, some of the trainers need to be strengthened their knowledge and skills both on technical field and teaching method.</p>
		2-4. All the developed training courses are conducted at least once.	After the commencement of the Project, teacher training courses were conducted 3 times so far. Training course on 12 <sup>th</sup> grade has not conducted yet sufficiently. It is mainly due to the lack of equipment and the delay of textbook preparation caused by the lack

Items	Points of survey	Indicators	Result of the Study
		<p>2-5. Logistics such as selection of participants, course notification to the participants, preparation of materials or equipment for each class etc. are well organized.</p>	<p>Logistics and procedural aspects of the training courses, such as course notification to participants, are considered improving in general. Regarding the course notification, some ex-participants and the heads of IAT departments evaluated that the information provided by TTC prior to training has been increasing. However, it was also mentioned that some information, such as the curriculum and syllabus of training course, is missing. Therefore, improvement in those aspects also needs to be considered for further enhancement of the training implementation.</p> <p>As for the selection of participants, the following procedure is followed at present;</p> <p>(1) TTC decides the quota for each expansion school (number of teachers by specialty) based on the list of vacancy in IAT department and inform it to MoNE,</p> <p>(2)MoNE orders the school to find suitable person for the vacant post</p> <p>(3)School looks for qualified persons inside the school or region, and dispatch him/her to TTC training after confirming his/her consent about transfer to IAT department</p> <p>This is tentative procedures and there are no manuals or guidelines to stipulate it. The timing of determination of participants is sometimes very short notice such as only 1 week before the start of training due to the delay of the above (3).</p>
	<p>3. TTC's evaluation capacity for teacher training is strengthened.</p>	<p>3-1. Procedure and format for evaluation (incl. feedback of the result) are clarified with explicit criteria.</p>	<p>Format for evaluation was established. The analysis and feedback to TTC training is still considered weak. More substantial analysis and consideration of the countermeasures based on it are needed.</p>
		<p>3-2. Evaluation on teacher training courses is conducted 5 times according to the developed procedures and format</p>	<p>Evaluation activities, such as monitoring of CPs' lectures by Japanese experts or mutual monitoring among CPs, were conducted, but the feedback system for these is not clear either. It is considered that because Plan and Do of PDCA cycle occupy a lot,</p>
		<p>3-3. Procedures and format for monitoring of expansion schools are clarified.</p>	<p>Format for monitoring of expansion schools was established.</p>

Items	Points of survey	Indicators	Result of the Study
		3-4. Monitoring is conducted 20 times at expansion schools according to the developed procedures and format.	Monitoring to expansion schools, as a part of evaluation activities of TTC training, was conducted 20 times (once for all expansion schools) so far. The monitoring is conducted based on a certain format and various issues have been found through it.  Other evaluation activities, such as monitoring of CPs' lectures by Japanese experts or mutual monitoring among CPs, are also conducted, but the feedback system for these is not clear either. It is considered that because Plan and Do of PDCA cycle occupy a lot, Check and Action portion mentioned above cannot be allocated enough time so far.
	4. TTC's planning capacity of long term organizational strategy is strengthened.	4-1. Planning scheme* of long term strategy for TTC is clarified. <i>*The "scheme" means the determined process or guideline for planning of long term strategy for TTC, such as determination of role and function, policy formulation, and operational planning of the center etc.)</i> .	Each stakeholder drafted some long term strategy, such as one with 3 steps. According to this strategy, TTC will take the following 3 steps. 1 <sup>st</sup> step (current step) is TTC focus on TT course for IAT teachers, 2 <sup>nd</sup> step is to extend its activities to other department and 3 <sup>rd</sup> step is to extend to Nation wide and to the third countries. Another strategy describe 6 items such as to package the training application, to give local seminars, to provide periodical brush-up training, to be used for other JICA projects on Industrial Automation, to organize international TTC training package and to meet industry needs which will be expanded gradually.
		4-2 Long term strategy of TTC is appreciated by Ministry of National Education	Though these drafts are under the process of making consensus among related parties, they are slightly different and no official draft document on long-term strategy on TTC was found.
Inputs	Japanese side	Experts	In the 1 <sup>st</sup> year 7 Experts were dispatched with total 26.76 man-months. In the 2 <sup>nd</sup> 8 Experts were dispatched with total 36.83 man-months.
		Supplemental equipment	In the first year, PCs and peripherals were provided and total amount was JPY1,824,000. In the second year, equipment necessary for making textbook were provided total amount was JPY4,499,000.
		Counterpart training in Japan	2 CPs had training in Japan, 20 trainees were dispatched to Japan with frame work of Youth Invitation Program
		Supplemental expenses	Total amount money spent was In the 1 <sup>st</sup> year: JPY 9,323,000 In the 2 <sup>nd</sup> year: JPY 8,635,000
	Turkish side	Administrative personnel	Some Administrative personnel are assigned as part time work for TTC
		<ul style="list-style-type: none"> <li>• Project counterparts <ul style="list-style-type: none"> <li>- Trainers of TTC</li> <li>- Coordinator</li> </ul> </li> </ul>	12 CPs, including management level are signed

Items	Points of survey	Indicators	Result of the Study
		Office and office equipment for JICA experts	One large room, one middle size room and small room, meeting room and desks
		Training equipment for TTC	Some training equipment is shared with Izmir school.
		<ul style="list-style-type: none"> <li>• Project costs               <ul style="list-style-type: none"> <li>- Expenses for teacher training courses</li> <li>- Salaries and other allowances for the Turkish staffs</li> <li>- Customs clearance, inland handling of the Project equipment provided by JICA</li> <li>- Expenses for maintenance of the Project facilities and equipment</li> <li>- Expenses for electricity, water, gas, fuel and other contingencies</li> <li>- Other necessary local expenses of the Project</li> </ul> </li> </ul>	As the budget for TTC is not explicitly allocated and most cost are paid combined with the cost for Izmir school, the project cost was not clear



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