



DEPARTMENT OF FORESTRY

Monitoring and Evaluation Report on Technical Training of Participating Provinces

Book 6: M & E Report



THE DEVELOPMENT STUDY ON CAPACITY BUILDING
FOR PREPARING FEASIBILITY STUDIES AND IMPLEMENTATION PLANS
FOR AFFORESTATION PROJECTS IN THE SOCIALIST REPUBLIC OF VIETNAM

---FICAB---

Preface

“Monitoring and Evaluation Report on Technical Training of PPs (Book 6)” is part of the training package prepared under the development study on capacity building for preparing feasibility studies (F/S) and implementation plans (IP) for afforestation projects in the Socialist Republic of Vietnam (hereinafter referred to as “FICAB”).

The immediate objective of FICAB is to strengthen capacities for the preparation of afforestation projects through practical On-the-Job-Training (OJT), seminars, and workshops. Five provinces have been selected as targeted provinces for FICAB (Thai Nguyen, Son La, Quang Nam, Lam Dong, and Long An Provinces).

FICAB was divided into two phases. Phase I was to prepare Model F/S and IP as well as other training materials in Thai Nguyen, a Core Province (CoP). The second phase was to implement technical training for staff members of four other provinces as Participating Provinces (PPs), i.e. Son La, Quang Nam, Lam Dong, and Long An Provinces. The training was implemented using Model F/S, IP and other training materials.

Through conducting FICAB, four forms of output are to be generated. The first is an enhanced capacity for MARD personnel. Selected staff members of MARD develop administrative and coordination capacity for supervising the quality of F/S and IP. The second is an enhanced capacity for CoP and PPs personnel. Selected staff members of CoP and PPs enhance the capacity for preparing F/Ss and IPs. The third is the development of a monitoring and evaluation method for the technical training for preparation of F/S and IP. The fourth is the development of a training package for conducting the technical training for preparing F/S and IP for afforestation projects.

The training package is prepared as one of the four above forms of output of the FICAB. The entire training package comprises the following nine (9) books:

Book 1: Training plan

Book 2: Manual for preparation of Feasibility Study reports for production forest / agroforestry projects in Vietnam

Book 3: Manual for preparation of Implementation Plans for production forest / agroforestry development projects in Vietnam

Book 4: Model F/S of Thai Nguyen province

Book 5: Model IP of Thai Nguyen province

Book 6: Monitoring and evaluation report on technical training of PPs

Book 7: Market trend reference book of wood-based and agroforestry products

Book 8: F/S reports of Son La, Quang Nam, Lam Dong, and Long An Provinces

Book 9: IPs of Son La, Quang Nam, Lam Dong, and Long An Provinces

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List of Abbreviation

B/C Ratio	Benefit – Cost Ratio
CCM	Communal Consultation Meeting
CoP	Core Province (Thai Nguyen Province)
CV	Coefficient of Variation
DARD	Department of Agriculture and Rural Development
FAO	Food and Agriculture Organization
FICAB	The Development Study on Capacity Building for Preparing Feasibility Studies and Implementation Plans for Afforestation Projects
FIPI	Forest Inventory and Planning Institute
IRR	Internal Rate of Return
IWS	Introduction Workshop
JICA	Japan International Cooperation Agency
JST	JICA Study Team
LA	Long An (Participating Province)
LD	Lam Dong (Participating Province)
MARD	Ministry of Agriculture and Rural Development
M & E	Monitoring and Evaluation
NPV	Net Present Value
OJT	On-the-Job Training
PCA	Principal Component Analysis
PDM	Project Design Matrix
PMB	Project Management Board
PPs	Participating Provinces (SL, QN, LD and LA)
PST	Provincial Study Team
QN	Quang Nam (Participating Province)
SD	Standard Deviation
SL	Son La (Participating Province)
Sub-DoF	Sub-Department of Forestry
TN	Thai Nguyen Province (Core Province)
TOT	Trainers of Trainees
WU	Work Unit

Summary

1. Introduction

Monitoring and evaluation (M & E) aim to check the progress and content of the training program for any remedial action and improvement during Phase 2 of the Development Study on Capacity Building for Preparing Feasibility Studies (F/S) and Implementation Plans (IP) for Afforestation Projects (FICAB). A second aim is to learn lessons for future training programs, including improvement of the manuals of the training package.

The participants of the training program during Phase 2 of FICAB are provincial staff members (called “Provincial Study Team (PST)”) in Participating Provinces (PPs: Son La, Quang Nam, Lam Dong and Long An Provinces). The target level of the training program is set at a level which will enable participants to prepare a proposal in order to facilitate investment. At the same time, this target level needs to be realistic in consideration of the limited availability of resources in the respective provinces.

M & E was conducted on (1) the appropriateness and suitability of the training program and (2) the progress of capacity building. To the extent possible, it was also to examine (3) changes in behavior and (4) the process of reviewing selected documents of the training package as part of the localization and institutionalization process of project planning in the future. The M & E activities were undertaken in consideration of the causal (means and ends) relationship among elements at different levels of the Project Design Matrix (PDM) for FICAB. Each element of the PDM (activities, outputs, project objective and overall goal) corresponds to the respective levels of the four-level approach for evaluating the training program (i.e. **Reaction -> Learning -> Behavior -> Results**).¹

2. Attendance of participants

A total of fifty-four (54) persons participated in the introduction and/or intensive training sessions of Work Units (WUs). The number of participants was nineteen (19) from Son La (SL), nine (9) from Quang Nam (QN), sixteen (16) from Lam Dong (LD) and ten (10) from Long An (LA). SL and LD sent a larger number of personnel to the introduction workshop (IWS) and the intensive training sessions while QN and LA sent a smaller number.

¹ Kirkpatrick, D. (1998). Evaluating Training Programs 2nd Edition.

In addition, the PSTs of the respective PPs sent a relatively stable number of personnel to the intensive training sessions throughout the WUs.

However, a few PST members continued to attend all the intensive training sessions of the five (5) WUs. Although it depends on the policy and interests of respective PPs, it would be more effective to fix a smaller group of PST to maintain consistency in the feasibility study and implementation planning instead of changing participants in every WU. For this purpose, prior guidance and explanation on the training program to PST will be more important.

3. M & E of the training program (Reaction)

For the purpose of examining the appropriateness and suitability of the training program, at the end of the introduction workshop and intensive training sessions, participants were asked to provide their overall ratings of the workshop and intensive training sessions on a scale from 0 to 100. The averages of the overall ratings range from 67 to 81, with WU 3 making the highest score. The overall evaluations show some favorable responses to the introduction workshop and the intensive training sessions of WUs 1 to 5, particularly WUs 3 and 4. Higher ratings for WUs 3 and 4 are partly because the training session was organized by an experienced instructor from Forestry University of Vietnam in WU 3 and in the case of WU 4, organized in a more practical way if compared with the methods adopted in the intensive training sessions of WUs 1 and 2.

(1) Points to improve in terms of the intensive training sessions

There are some respondents who rated the training sessions at a lower level. The period of intensive training session is rather short if the content and volume of works are considered while PST members find it difficult to be away from their home offices for a longer period of time. In order to meet needs of PSTs for future intensive training sessions, it would be therefore important to select indispensable items for technical transfer, to integrate theoretical issues with practical exercises, and to send a clear message (what are the important points to learn in this session) throughout each training session. There are a number of aspects that can be pointed out in this respect:

- Content: selection of concrete and practical content such as project planning and PDM, institutional aspects, cost estimates, fund sources, data and information collection, maps, market analysis, financial and economic analyses, environmental impact analysis and report drafting;
- Methodologies: combination of the intensive training sessions and the OJT sessions in respective PPs, provision of clear and specific instructions, integration of lectures

and other teaching aids such as exercises, assignments, field trips, group discussions and presentations; and

- Organization: better time allocation for discussion and exercises, timing and schedule of the training program, reasonable workload and conducting of field trips.

(2) Points to improve in terms of the implementation of the OJT sessions in PPs

The following points are important for the implementation of the feasibility study and implementation planning during the OJT sessions in respective PPs:

- Further attention should be paid to the importance of the study process involving stakeholders, coordination among PST members and the role of the leader in the PST;

- The field survey schedule needs to be somehow flexible in consideration of the natural and socio-economic conditions in the project area; and

- Time and local budgets should be secured for the OJT of PST members in respective provinces.

4. M & E of the progress of capacity building (Learning)

M & E of the progress of capacity building is carried out based on evaluation of assignments, responses to the questionnaire survey, and results of interviews with the management in the PPs. The objective of the M & E of capacity building is not so much the evaluation of the participants' capacities but progress monitoring of capacity development and the effectiveness of the training program. Assignments, including preparation of F/S reports and IPs, were evaluated by the JICA Study Team (JST) in principle.

Based on the evaluation of assignments, and the self-evaluation of participants regarding the level of their skills and knowledge after the intensive training sessions, it can be seen that the understanding of PST members in PPs has progressed in terms of the content learned and application of what they learned through the assignments. The interview results of management in each PP indicate that they observed some changes in the attitudes among PST members.

Based on the results of the M & E, it is considered that the following aspects of the planning capacities need to be further strengthened:

- Collection and analytical skills for quantitative data. This includes definition of the data for quality improvement of data and analysis, and reflection of actual conditions in the project area;

- Institutional aspects such as the description of roles and responsibilities of the implementing agency and coordination among different stakeholders in consideration

of achievement of the project objective;

- Incorporation of supporting services and incentive mechanisms in the project design based on analysis of necessities; and
- Logical explanation of the necessity and the design of the project based on the PDM.

5. M & E of changes in behavior (Behavior)

M & E was conducted to learn if there had been any changes in behavior among participants. At the end of the intensive training session of WU 5, participants were asked if they had applied what they had learned through the training program to any other work in their offices. The majority of the respondents replied that they had applied what they had learned through the training program of FICAB. Coupled with a good office climate and their motivation, it is considered that the training program of FICAB has a somewhat good impact on changes in the behavior of respondents. However, the monitoring and evaluation of changes in behavior need to be continued for verification.

6. Progress of institutionalization of the training package

The manuals have been developed in parallel with the implementation of the training program through the interactive process between JST and parties concerned with the forestry sector in Vietnam. It is considered that it will be important to make the manuals official documents at MARD/DoF in the future. As PST members attended the training program, they also found it important to legitimize the manuals because the institutionalization of the manuals is likely to increase the predictability of their F/S report and IP being accepted, so far as they prepare their project in accordance with the manuals and justify the feasibility of the project. Therefore, the institutionalization of the manuals is considered to be the key to enhancement of the motivation of participants and the improvement of the capacities of those involved in the preparation of an F/S report and an IP.

Furthermore, as document reviews were carried out through an interactive feedback process between JST, the local sub-contractor, PST of CoP and PPs, Department of Forestry (DoF) and other relevant stakeholders in order to find ways to localize and institutionalize them, the process is also considered to have served the institutional development of the forestry sector by enhancing abilities to identify issues and devise counter-measures for the project planning in the sector.

However, it is thought that it will require some more time before legitimization takes place because it needs further examination in terms of the applicability of the manuals. Since the training package is prepared as a teaching aid, efforts to improve the package should be continued through feedback from the training program and actual applications in provinces.

Chapter 1 Introduction and methodologies

1.1 Introduction and methodology

Monitoring and evaluation (M & E) aim to check the progress and content of the training program for any remedial action and improvement during Phase 2² of the Development Study on Capacity Building for Preparing Feasibility Studies and Implementation Plans for Afforestation Projects (FICAB). A second aim is to learn lessons for future training programs, including improvement of the manuals of the training package.

The participants of the training program during Phase 2 of FICAB are provincial staff members (called “Provincial Study Team (PST)”) in Participating Provinces (PPs: Son La, Quang Nam, Lam Dong and Long An Provinces). The target level of the training program is set at a level which will enable participants to prepare a proposal in order to facilitate investment. At the same time, this target level needs to be realistic in consideration of the limited availability of resources in the respective provinces.

M & E is conducted on (1) the appropriateness and suitability of the training program and (2) the progress of capacity building. To the extent possible, it is also to examine (3) changes in behavior and (4) the process of reviewing selected documents of the training package as part of the localization and institutionalization process of project planning in the future. The M & E activities were undertaken in consideration of the causal (means and ends) relationship among elements at different levels of the Project Design Matrix (PDM) for FICAB. Each element of the PDM (activities, outputs, project objective and overall goal) corresponds to the respective levels of the four-level approach for evaluating the training program (reaction -> learning -> behavior -> results).³ The relation between the PDM and the four-level approach for the M & E is described in Table 1 below.

As shown in Table 1, evaluation on level 1 (reaction) measures how participants in the training program react to it as a measure of “customer satisfaction”. Unless participants react favorably to progress, they may not be motivated to learn. During Phase 2 of FICAB, the local sub-contractor played a major role in organizing and training participants of PPs under the supervision and guidance of JICA Study Team (JST). M & E was conducted from the viewpoint of the appropriateness and suitability of the training program organized by the local sub-contractor, through examining the reaction of participants.

Evaluation on level 2 (learning) is related to the extent to which participants improve their knowledge, increase skills and change attitudes as a result of participating in the training program. The M & E was carried out from the viewpoint of examining participants’ understanding of the content transferred and applications to the assignments.

Although it was still in the middle of the training program, M & E was also carried out to learn if there had been any change in behavior among participants (Level 3).

In addition to M & E of the training program, M & E also covers the process of reviewing the training package, particularly manuals that were originally prepared during Phase 1 of FICAB for use at the training program. Because it is intended that the training package be used as a training aid for the training program in the future, they should be prepared in consideration of the broad applicability in the Vietnamese context. The level of the documents needs to match the target level of the training program. Thus, the preparation of the training package is regarded as a localization and institutionalization process of project planning in the forestry sector through searching for an appropriate target level of training program. Institutionalization of project planning will also match with the overall goal of FICAB to satisfy the strategic needs of the sector

² This M & E report also covers the training program in July and August 2006 although the activities of this period are classified into Phase 1 of FICAB.

³ Kirkpatrick, D. (1998). *Evaluating Training Programs* 2nd Edition.

in the country, which is described as “Overall capacities for preparing production forest/agro-forestry development projects are strengthened to facilitate investment” (Level 4).^{4 5}

M & E is based on the attendance of participants, a questionnaire survey, evaluation of assignments, interviews and the process of incorporating comments received from workshop participants in the documents. The questionnaire survey aims to examine the level of satisfaction and understanding of participants while the evaluation results of assignments indicate their level of understanding and the application of the content learned. The interviews with the management of the Department of Agriculture and Rural Development (DARD) or the Sub-Department of Forest (Sub-DoF) may reveal changes in attitude. Another type of questionnaire is used to examine changes in behavior of participants. The process of incorporating comments in the documents is used to check the institutionalization process of the training package, particularly F/S manual.

Table 1: Relation between PDM of FICAB and the four-level approach for M & E of activities for the capacity building

Ver 2: December 2007

Level	Level 1 (Reaction)	Level 2 (Learning)	Level 3 (Behavior)	Level 4 (Results)
Narrative Summary of PDM	Activities (inputs): - Conduct training programs of CoP and PPs - Prepare and improve a training package through training programs and workshops	Outputs: - Capacities of selected staff members of CoP and PPs are enhanced for preparing F/Ss and IPs - <u>Applicability of training package is enhanced in terms of the content and local resource availability.</u>	Project Objective: - Capacities for preparing production forest / agro-forestry development projects in targeted five provinces are strengthened.	Overall Goal: - Overall capacities for preparing production forest / agro-forestry development projects are strengthened. - Investment is facilitated.
Indicators and viewpoints of M & E	- Level of satisfaction of participants - <u>Compilation process of the training package having comments from stakeholders</u>	- Understandings of content learned and application to the assignments - <u>Examination of comments and incorporation of them in the training package</u>	- Application of technology transferred and developed to preparation of F/Ss and IPs - <u>Training package is utilized as reference material</u>	- Amount of investment facilitated in five provinces. - Afforestation area of the project prepared in five provinces - <u>Training package is institutionalized for the planning process</u>
Timing	-Before training starts -At beginning and in the middle of training program - At workshops	-In the middle of training program -At end of training program - <u>At workshop</u>	-In the middle of training program -At completion of training program	-Some years after completion of training program

⁴ In comparison with the original version of Table 1 in the inception report, Version 2 of Table 1 (Relation between PDM of FICAB and the four-level approach for M & E activities) more specifically describes the channels through which improvement of the training package contributes to enhancement of the capacities of the PST members and the institutionalization process. The sentences added to the original version of Table 1 are underlined.

⁵ M & E of the institutionalization process of the training package is limited to Level 1 and 2 during the implementation period of FICAB.

Methodology	-Questionnaire survey to participants -Attendance <u>- Organization of workshops</u>	-Questionnaire/ interview survey to participants and concerned personnel -Evaluation of assignments by JST <u>- Examination of comments from participants of workshops</u>	-Questionnaire/ interview survey to participants and concerned personnel	- Questionnaire/ interview survey to participants and concerned personnel
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Reference: Kirkpatrick, D. (1998). Evaluating Training Programs 2nd Edition and ECFA, “Competitive Edge for Development Consultants,” 2004

1.2 Outline of the training program in Phase 2

During the period from July 2006 to March 2007 in Phase 2 of FICAB, a series of training activities was carried out by alternating the off-the-job intensive training sessions held in Thai Nguyen, Quang Nam and Lam Dong Provinces and the On-the-Job Training (OJT) in the respective PPs. The overall training period was divided into five (5) Work Units (WUs) in accordance with the sequences of preparing F/S and IP. The following five WUs have been undertaken with emphasis on respective stages of the F/S and IP:

- WU 1:** Field survey and analysis
- WU 2:** Project planning
- WU 3:** Financial and economic analyses
- WU 4:** Evaluation of environmental aspect and drafting of the F/S report
- WU 5:** Drafting of the IP.

During each work unit, the training program was undertaken by going through the following three steps:

- Step 1:** to learn methodologies by attending the intensive training sessions held in Thai Nguyen, Quang Nam, and Lam Dong Provinces;
- Step 2:** to apply what had been learned for the preparation of F/S and IP in respective home provinces of PST from PPs through the OJT session; and
- Step 3:** to submit assignments of the OJT for the monitoring and evaluation of the progress of the capacity building.

Prior to the beginning of the training activities of the five WUs, an introduction workshop was organized in Thai Nguyen Province from July 17 to 22, 2006. It was aimed to perform the following three tasks: explanation of the training package prepared during Phase 1; identification of the capacity gaps by participants from PPs; and initial development of the project concept. It was expected that the project concept would be improved through participation in the training program.

The following table summarizes the main topics for the training program with the time schedule and venues.

Table 2: Content and schedule of the training program

WU	Topics of WU	Step 1: Intensive training session			Step 2: OJT session	Step 3: Assignment
		Period	Number of days	Venue		
WU 1	Field survey and analysis	July 28-August 3, 2006	5	TN	August to September 2006	Assignment 1: field survey and analysis
WU 2	Project planning	October 3-9, 2006	6	QN	October to November 2006	Assignment 2: Project planning
WU 3	Financial and economic analyses	November 28-December 1, 2006	4	TN	December 2006 to March 2007	Assignment 3: Draft F/S report
WU 4	Evaluation of environmental and social impacts and F/S report drafting	December 2-December 9, 2006	7	TN		
WU 5	IP drafting	July 3 – July 7, 2007	5	LD	July to Sept. 2007	Assignment 4: Draft IP
Total			27			

The local sub-contractor, Forestry Inventory and Planning Institute (FIPI), organized the introduction workshop and the intensive training sessions (Step 1) of respective WUs as Trainers of Trainees (TOT) under the supervision and guidance of the JICA Study Team (JST). Before the intensive training sessions of WUs, the content of the presentation at each session and time allocation for each subject were discussed between JST and instructors from FIPI. The teaching plans of the main subjects were prepared by the instructors. Prior to the intensive training sessions of WUs 1, 2 and 5, a rehearsal was held using the presentation materials prepared with PowerPoint.

During the introduction workshop and the intensive training session of WU 2, aside from the in-class activities, field trips were organized to the project area in Phu Binh District of Thai Nguyen Province and the project areas of the World Bank and FAO projects in Quang Nam Province, respectively.

After the intensive training sessions of WUs 1 and 2 (Step 1), participants from the PPs were requested to prepare assignments (Step 2) through the OJT in respective PPs, which were relevant to the topics explained during WU 1 (field survey and analysis) and WU 2 (project planning), and then submit the assignments to FICAB project office (Step3). The submission deadline for the assignments was set before the following intensive training session started. In the case of WU 3 and 4, the assignment took the form of the draft F/S report. In preparation of assignments and draft F/S reports in the respective PPs, the local sub-contractor, FIPI and its subordinate offices (Sub-FIPI), extended support services to PST members in Quang Nam and Lam Dong. In case of the Son La and Long An, JST and the project management office of FICAB provided occasional support services to the PST members, including their visits to the respective provinces in October 2006 and January 2007.

The assignment of WU 5 was to prepare a draft Implementation Plan. In preparation of IP in the respective PPs, the local sub-contractor worked together with the PST members in all the four PPs from July 2007 to September 2007.

Chapter 2 Attendance and profile of participants

2.1 Number of participants in the introduction workshop and intensive training sessions

The following table summarizes the number of participants from the PPs who participated in the introduction workshop and/or the intensive training sessions of WUs. A total of fifty-four (54) persons participated in the introduction and/or intensive training sessions of WUs. The number of participants was nineteen (19) from Son La (SL), nine (9) from Quang Nam (QN), sixteen (16) from Lam Dong (LD) and ten (10) from Long An (LA). SL and LD sent a larger number of personnel to the introduction workshop (IWS) and the intensive training sessions while QN and LA sent a smaller number. In addition, the PSTs of the respective PPs sent a relatively stable number of personnel to the intensive training sessions throughout the WUs.

Table 3: Number of participants in IWS and intensive training sessions of five WUs

Unit: Persons

Province	Son La	Quang Nam	Lam Dong	Long An	Total
Gross total of participants in IWS / intensive training sessions of 5 WUs ^{Note}	19	9	16	10	54
Out of which:					
IWS	11	5	6	7	29
WU 1	6	3	6	4	19
WU 2	6	8	6	5	25
WU 3	5	3	4	4	16
WU 4	6	3	7	5	21
WU 5	6	6	6	4	22
Average number per WU (WUs 1-5)	5.8	4.6	5.8	4.4	20.6
No of participants who attended all intensive training sessions of 5 WUs	0	2	1	1	4

Source: Record of attendance

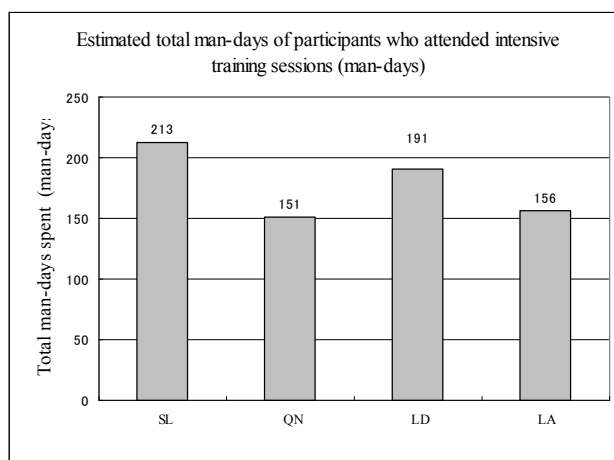
Note: Total number of participants who attended at least one workshop from respective PPs.

The bottom row of the above table shows the number of participants who continued to attend all the intensive training sessions of the five (5) WUs. In the case of QN, two PST members continued to attend all the intensive training sessions but in the case of SL, there is no person who attended all the intensive training sessions.

The following table shows the total estimated⁶ number of man-days for which PST members from respective PPs participated in the five WUs. According to the table, SL is ranked first in terms of the number of man-days of PST while QN is ranked last.

⁶ The number of man-days is estimated by multiplying the duration of the intensive training sessions at WUs with the number of participants from PPs to the intensive training sessions at the respective WUs. This gives the “approximate” number of man-days because some participants left in the middle of the intensive training sessions.

Figure 1: Estimated total man-days of PSTs participating in the training sessions including the introduction workshop and five WUs



Source: Record of attendance

2.2 Profile of the participants

This section describes the profile of the participants from the PPs in the introduction workshop and/or the intensive training sessions of WUs in terms of their offices, ages and expertise/specialization.

(1) Office

The following table shows a profile of participants by office. The majority of PST members were from DARD, Sub-DoF, or other subordinate agencies under DARD such as extension service centers. They played a major role in preparing the F/S reports in the PPs. The rest were from offices such as the implementing agency of the project in preparation, and supporting institutions like consulting companies.

Table 4: Participants by office

Unit: Persons

Province	Son La	Quang Nam	Lam Dong	Long An	Total PST
Office that PSTs are from					
DARD/Sub-DoF ^{Note1)}	10	7	10	7	34
Implementing agency ^{Note2)}	3	2	2	3	10
Supporting institutions (including semi-government, private consulting firms)	6	0	4	0	10
Total	19	9	16	10	54

Source: DARD/Sub-DoF in respective PPs

Note:

1) This category includes extension service centers and protection forest department.

2) The implementing agency is the proposed one, which includes the District Office within which an implementing agency such as a management board is to be set up.

In the case of LD and LA, the presence of the implementing agency (Da Teh Forest Enterprise in LD and Lang Sen Conservation Reserve in LA) in the intensive training sessions of WUs was relatively visible. At least one participant from Da Teh Forest Enterprise was present throughout the intensive training sessions of WUs. In the case of Lang Sen Conservation Reserve in LA, one participant was present from the Conservation Reserve at the four intensive training sessions out of the five WUs with a constant presence of DARD staff members. However, in the case of SL and QN, the presence is less visible. Three participants attended the training session from Mai Son District Office including 661 Protection Forest Management Board in Son La. But two of them attended only one intensive training session and another one attended three intensive training sessions. In the case of QN, two persons from Nui Thanh District Office attended the intensive training session of WU 2 in Quang Nam but no other intensive training session.

(2) Age

The average age of the participants was 40.8 with the standard deviation of 9.4 ranging from 24 to 58. On average, participants from Son La were relatively young, particularly PST members working at DARD and Sub-DoF.

Table 5: Average age of participants as of 2006

Unit: Years

Office	Province	Son La	Quang Nam	Lam Dong	Long An	PST as a whole
Average age		39.4	43.4	41.4	40.4	40.8
Standard Deviation		11.0	8.1	7.8	9.1	9.4
Max		58	56	57	49	58
Min		25	34	28	24	24
Average age of participants from DARD/Sub-DoF		35.1	42.9	41.1	40.4	39.6

Source: DARD/Sub-DoF in respective PPs

(3) Specialization/expertise

The following table shows the number of participants by expertise or specialization in respective provinces. Most of the participants are specialists in forestry (including forest engineering and silviculture). Participants from LA had a wider range of specializations.

Table 6: Participants by expertise or specialization

Unit: Persons

Office	Province	Son La	Quang Nam	Lam Dong	Long An	Total PST
Forestry/forestry engineering/silviculture		14	8	11	3	36
Economics/accountant		5	1	5	3	14
Agriculture/husbandry/horticulture		0	0	0	3	3
Others		0	0	0	1	1
Total		19	9	16	10	54

Source: DARD/Sub-DoF in respective PPs

2.3 Response rate to the questionnaires

Table 7 below summarizes the rate of responses to the questionnaires distributed on the final day of the introduction workshop and intensive training sessions of WUs. All participants were requested to identify themselves in answering the questionnaires.

Table 7: Response rate to the questionnaire survey conducted on the final day of the introduction workshop and intensive training sessions of WUs

Unit: Persons

Organization	No. of participants (A)	No. of respondents (B)	Response rate (B)/(A) * 100 (%)
IWS/WU			
IWS	29	27	93.1%
WU 1	19	18	94.7%
WU 2	25	22	88.0%
WU 3	16	13	81.3%
WU 4	21	16	76.2%
WU 5	22	20	90.9%

Source: Questionnaire survey

Note: Some participants did not show up when the questionnaire was distributed on the final day although they attended the intensive training sessions.

As seen from the table above, the rate of responses is relatively high.

Chapter 3 M & E of the training program (Level 1)

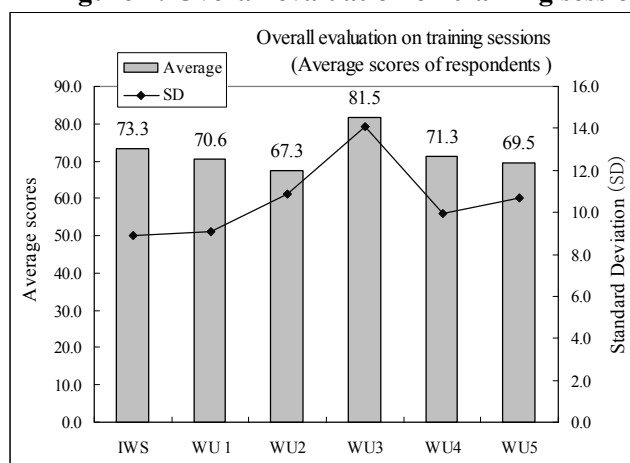
This chapter presents results of M & E on the level of satisfaction of the participants attending the introduction workshop and intensive training sessions of WUs.

At end of the introduction workshop and intensive training sessions, participants were asked to provide their overall ratings on a scale from 0 to 100. Table 8 and Figure 2 below compare the overall ratings given by the respondents to the introduction workshop and the intensive training sessions of WUs. The averages of the overall ratings range from 67 to 81, with WU 3 making the highest score. In the case of WU 3, the instructor was invited from Forest University of Vietnam. The intensive training session of WU 4 was ranked first among the four WUs directly led by the local sub-contractor.

Table 8: Overall ratings of IWS and the intensive training sessions of WUs 1 to 5 by respondents of PPs

	IWS	WU 1	WU2	WU3	WU4	WU 5
No. Respondents	27	18	22	13	16	20
Average	73.3	70.6	67.3	81.5	71.3	69.5
Median	70	70	70	80	70	70
SD	8.9	9.1	10.8	14.1	9.9	10.7
Max	90	80	80	100	90	100
Min	55	50	50	50	50	50
CV	0.12	0.13	0.16	0.17	0.14	0.15

Figure 2: Overall evaluation on training sessions



Source: Questionnaire survey

Note: The full score is 100 points.

On the final day of the intensive training sessions, participants were requested to evaluate the training session in a number of aspects: (Q3) relation between the content of the training session and their current work; (Q4) practical aspect of the F/S or IP structure introduced during the session; (Q5) helpfulness of the methodologies adopted during the session; (Q6) helpfulness of the

handouts and exercises for technology transfer; (Q7) conciseness and clearness of lectures and presentation of instructors; (Q8) integration of lecture and presentation with discussions and materials in the training session; (Q9) helpfulness of assistants from the local sub-contractor; (Q10) helpfulness of experience-sharing with PST from other PPs; (Q11) amount or volume of the content or work during the intensive training session; (Q12) duration of the training session. Question 7 (Q7) and Question 8 (Q8) were specifically prepared based on the M & E results of the introduction workshop. From the comments and suggestions from respondents of the workshop, concise presentation and integration of the presentation with other tools such as discussions and reports were identified as the two of the major areas for improvement on the side of the workshop organizers.

The following Table 9 compares the averages of ratings given to each question by respondents at respective WUs.

Table 9: Ratings of respondents about the intensive training sessions of WUs 1-5

No	Aspects	Rating scale from 1 to 7	Average ratings				
			WU1	WU2	WU3	WU4	WU5
Q 3	Relation between the content of the training and their current work	1 (Very weak) – 4 (Neither) – 7 (Very strong)	5.6	5.9	6.2	5.6	5.8
Q 4	Practical aspect of the F/S or IP structure	1 (Not practical) – 4 (Neither) - 7 (Very practical)				5.6	5.8
Q 5	Helpfulness of methodologies for the preparation of the project	1 (Strongly disagree) – 4 (Neither) – 7 (Strongly agree)	6.3	6.2	6.5	5.9	6.0
Q 6	Helpfulness of handouts and exercises for technology transfer		6.2	6.2	6.4	6.0	6.1
Q 7	Conciseness and clearness of presentation of instructors		5.5	5.6	6.8	5.8	5.5
Q 8	Integration of presentation with discussions and materials in training sessions		5.8	6.0	6.5	6.0	6.1
Q 9	Helpfulness of assistants from FIPI				6.4	5.4	5.7
Q 10	Helpfulness of experience sharing with PST from other PPs		6.1	5.7	6.5	6.4	6.2
Q 11	Volume of the work	1 (Too little) – 4 (Average) – 7 (Too much)	5.9		5.2	6.3	5.1
Q 12	Duration of the program	1 (Too short) – 4 (Average) – 7 (Too long)	3.3	4.3	3.6	6.2	4.2

Source: Questionnaire survey

Note: The phrasing of questions used was not exactly same across the questionnaires of WUs 1 to 5 but can be compared to corresponding questions among them. In addition, the rating scale of WU 1 was adjusted to 1-7 scale from 1-5 scale in order to compare with the results of the survey during WUs 2-5.

As seen in the above table, the average ratings for Q3 to Q10 center around 6.0. The ratings in these aspects show favorable responses of respondents to the intensive training sessions.

In the intensive training session of WU 3, the average ratings relevant to questions Q3 to Q10 center around 6.5. For WU 3, an experienced instructor was invited from Forestry University of Vietnam. In particular, a comparison with the results of WU 1 and 2 reveals a high mark given to the clear and concise presentation of the instructor (Q7).

As seen from the table, many respondents strongly agree that experience-sharing with PST members from other PPs (Q10) is helpful during WU 4. This may have resulted from the way in which the intensive training session was organized. The session was carried out through repeating a cycle of the lecture, exercises of assignments, and presentation of results by PSTs in front of PSTs from other PPs.

In terms of the work volume (Q11), the volume of the content or work was seen as somewhat voluminous or too much in WU 1. As the topics of the five day long intensive training session ranges from preparation of PDM to the land use survey and market analysis, this may be a natural response from respondents. Also in the case of the intensive training session in WU 4 (Q11), many of the respondents answered with “Too much (7)” (average is 6.3 and median is 7.0). These indicate a further selection of topics to be dealt with in the intensive training sessions.

As for responses to Q12 in WU 1, many respondents considered that the duration of the five-day long training session is somewhat short (2 respondents answered with “Too short” and 6 respondents with “Somewhat short”). To the same question in WU 4, many (8 out of 16 respondents) responded with “Too long” but one answered with “Somewhat short.” For those who attend their daily work in home offices especially at the end of the fiscal year, being away for a period of eight days (WU 4) or twelve days, if they attended the intensive training sessions of both WUs 3 and 4, seems to be too long. On the other hand, for those who have to digest all the content in a limited period of time, the duration seems to be somewhat short. This may imply the necessity of preparing a more flexible training schedule and providing pre-training guidance so that participants are able to adjust their office work to the training schedule.

The open-ended question at the end of the questionnaire invited a number of positive comments as well as areas for improvement in terms of time allocation and schedule, work loads, handouts and documents, content, training methods, logistic arrangements and so on. The following table summarizes some major comments received from respondents.

Table 10: Some major comments from participants to the intensive training sessions

Area	Comments
Area for improvement	
Time allocation and schedule	<ul style="list-style-type: none"> - Time allocation is too short to deal with such a huge work load (WU 1 and 4) including time allocation for completing assignments (exercises) (WU 1 and 4) and time allocation for doing exercises and presenting results of work (WU 3). - Give more time for exercise for discussion (WU 2) - Time should be given to study and review thoroughly the input information (taught knowledge) before applying them into an exercise. In order to get better results in the assignments (reports), analysis should be conducted in the province (not immediately after class hour) (WU 4) - Because WU3 and WU4 took place continuously, participants got tired. Period of the 2 training courses is too long. Two intensive training programs should not be incorporated into one. (WUs 3 and 4)
Work load	<ul style="list-style-type: none"> - Training program is too overloaded for participants. (WU 4) - The training programs have been giving participants enough essential input to prepare an F/S report: however, input is too much in a limited time. (WU 4)
Handouts and documents	<ul style="list-style-type: none"> - (As for the F/S report and other documents distributed) necessity to have a list of F/S report and documents; illustrative pictures; clear explanation; necessity to have summaries; necessity to be reordered in order to avoid confusion; further analysis of data and statistics; development of procedures to improve design methods of projects; and explanation on when and why to use each of the documents (Introduction).

Area	Comments
Content	<ul style="list-style-type: none"> - Difficulties in collecting data as PST members, etc. (Introduction) - Need to present more specific examples (WU 1) - A lot of theory but no practice (WU 1) - The organizers of the training activities are requested to help PST develop digitalized maps and edit data of digitalized maps and how to develop digitalized maps (WU 1) - Provide content and questions closer to the practice (WU 2) - Field trips need to be enhanced (WU 2) - Some parts of the training content were repeated during the class but were yet to be analyzed very deeply. Content should be arranged in a logic order and each item should be dealt with once only but carefully and effectively to save time and reduce cost. (WU 2 and 4) - Some exercises overlapped (WU 4) - More supplement information and broader analysis should be given. (WU 4)
Training methods	<ul style="list-style-type: none"> - Non-condensed slide presentation, necessity to integrate the presentations with report content, Q & A, and discussions (Introduction) - More proper guidance during discussion sessions so that they can go straight into the theme (Introduction). - More attention to be paid to training methods (WU 2) - Facilitator should brief and conclude main issues discussed (WU 2) - Group for discussions should be comprised of participants from different provinces in order to share information. (WU2) - Answers to exercises should be distributed to participants when they finish doing their exercises so that they could check and evaluate their results to see how well they understand the lesson. (WU 3)
Logistic arrangements	<ul style="list-style-type: none"> - More attention should be paid to meals and accommodations.
Good points	
Methodologies	<ul style="list-style-type: none"> - The training course helps participants know how to apply theoretical input into preparing an F/S report. Practice exercises provided during class time help participants know how to do exercise right after lecturing session. (WU 4) - Two way interaction learning approach is very interesting and useful. (WU 4) - Participants can carry out the financial and economic analysis by taking part in the course. (WU 4) - Completing a draft version of an F/S report and understand deeply a frame structure of a project. (WU 4) - Reference materials support well for the lectures (presentation of lecturers) (WU 4) - Teaching approach of lecturing in combination with case study is very useful (WU 4)
Lecture/class organization	<ul style="list-style-type: none"> - Lecturers have a good teaching method (concise and very easy to understand/follow) (WU 3) - Very good lecturers from FIPI (local sub-contractor) and useful support from Sub FIPI members. (WU 4) - Organization of the class, good preparation of the handouts and reference materials. (WU 4)
Logistic arrangements	<ul style="list-style-type: none"> - Logistics arrangements good (learning facilities and accommodation) (WU 4)

Source: Questionnaire survey

Note: 1) The above responses include those from participants of CoP and Sub-FIPI who participated in the intensive training sessions together with PSTs of PPs.

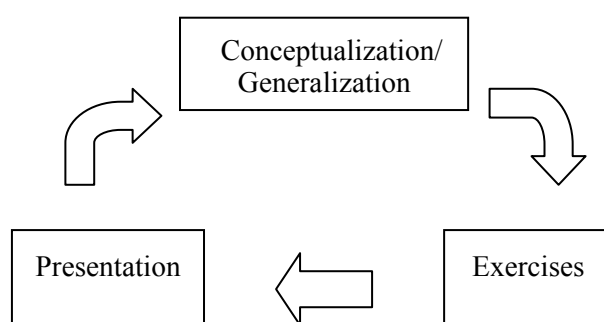
2) WUs in the brackets indicate intensive training sessions of Work Units that relevant comments were received.

In terms of areas for improvement, the work load under the time pressure and the duration of the intensive training sessions are important aspects to point out. It was learned that participants found it difficult to attend the intensive training session especially because of the end of the fiscal

year in the case of the intensive training session of WU 4. Comments about the content and methodologies indicate that participants would like to conduct an in-depth or broader analysis for specific topics in a practical manner. In this respect, integration of the presentation with better teaching aids will be the important factor to consider together with facilitation skills.

Good points are the practical approach adopted in WU 4 and WU 5 through the integration of theoretical input with practical exercises. The intensive training session of WU 4 was organized in such a way that the cycle of lectures, exercises and presentations by PSTs was to be repeated. After the presentation, discussion was held among participants, lectures, and assistants. This can be illustrated as in the following Figure 3.

Figure 3 Cycle of conceptualization/generalization, exercises, and presentations



At every step of this cycle, participants come to identify problems and solutions relating to the subjects, which helped them further deepen their understanding. Because this cycle is introduced in a relatively short intensive training session and repeated over five times in WU 4 and six times in WU 5, participants were able to promptly apply in practice what they learned. It can also be pointed out that during the intensive training session of WU 4, the experience-sharing among PST members was particularly enhanced as seen in Question 10 (Q10) of Table 9. In the case of WU 5, less time was spent on conceptualization/generalization while more time was spent on exercises. The methodology is deemed appropriate for the training sessions for those who already gained experience for a number of years in the forestry sector.

PST members who participated in the intensive training session of WU 5, the last work unit, were asked to describe the strengths and weaknesses of the training program (intensive training sessions and On-the-Job training sessions of WU 1 to WU 5) under FICAB. In terms of the weaknesses, they pointed out that the time intervals between intensive training sessions were too long but each intensive training session was too short to understand the necessary contents. Other weak points include limitation of teaching skills, the long structure of F/S and IP, problems with translation of documents, and insufficient/inadequate reflection of the reality of the project area. On the other hand, they pointed out various strengths of the program. It is interesting to find that they appreciated various methodologies taught in the training program (multi-disciplinary approach required for the F/S), focus of the current conditions in the project area and policy issues when conducting F/S, the combination of theoretical and practical aspects, group learning processes and preparation process of F/S report and IP through assignments.

The following table summarizes the responses of respondents from PPs.

Table 11: Major comments from respondents to the training program of FICAB

Weakness	
Quality of lectures	-Some limitations on presentation skill of lecturers
Teaching materials	-The structure and content of FS and IP are too long -Some problems on translation of documents -Some hard forms of progress (inflexibility of the procedures described in the documents) could reduce the creativeness of participants
Methodology and content	-Some content has unclear methodologies -Some content is not related to the reality
Duration	-Long time between two intensive training sessions but the duration of each one is too short -Training durations are too short -Training time is too short if compared with the number of lectures and exercises -Time for intensive training is too short. There is no time for understanding all the necessary content. No time for sharing models (projects) with other provinces
Organization of training	-Some limitations on the opening and the conclusion of the study sectors (introduction and conclusion of each training session during WU 5)
Others	-We are lacking in laptops
Strength	
Ability of local sub-contractor	-FIPI staff have good capacity/very enthusiastic -Good lecturers
Teaching materials	-Good preparation on materials -Clear IP/specific IP
Methodology and content	(General) -Good content and teaching methods/contents are well prepared/very clear/detailed and easy to understand -There are many new view points and approach methods that could increase the capacity for staff. -FS and IP building methods make an easy way for evaluation -FS building bases on the reality/focusing on the reality of current situations and policies/the content are quite suitable with the local reality (Specific methodologies) -Logics of problems were given out and solved/logic between problem and objective/building good matrix is the main problem leading to the success -Market analysis -Inclusion of the implementation of government and local policy -Assisting with management skills -Finance and economic analyses are clear and useful - Evaluation on the environment impacts
Teaching method	-Inheriting experience for material compilation (Accumulation of experiences for compilation of data and information, and exercises through WU 1-5) -Coordination between academic and practice -Knowledge impartation (teaching method) through discussion -Exchanging models between study groups/group working exercises -The training courses are very practical -Training methods are quite modern -Friendship organizing method
Organization of training program	-Suitable training plan -Close schedule (The intended schedule is close to the real teaching time: e.g. time for each presentation is carefully managed) -Good cooperation between JICA experts, FIPI staffs and PST in training and field survey -The organization is very considerate -Training courses were assisted by project as well as organizing province

Assistance	Spending fund for study
JST	-JICA are very responsible -Was assisted by the JICA experts -Evaluation and feedback receiving ways of JST is quite specific
Others	-The capacity of PPs staff will be improved -We shouldn't terminate the project at this moment to uphold our knowledge.

Source: Questionnaire survey

Note: The respondents are PST members who participated in the intensive training session of WU5.

Chapter 4 M & E of the progress of capacity building (Level 2)

M & E of the progress of capacity building is carried out based on (1) evaluation of assignments, (2) responses to the questionnaire survey and (3) results of interviews with the management. The first two aim to examine the aspects of knowledge and skills while the third is to look at the aspect of attitude.

4.1 Evaluation of assignments for examination of skill and knowledge

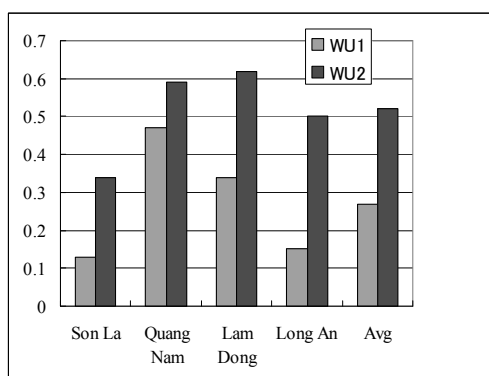
The objective of the monitoring and evaluation of capacity building is not so much the evaluation of the participants' capacities but progress monitoring of capacity development and the effectiveness of the training program.

(1) Assignments of WU 1 and WU 2

The participants were provided the first assignment after the intensive training session of WU 1 and the second one after the intensive training session of WU 2. The third assignment, drafting of an F/S report, was given after the intensive training sessions of WUs 3 and 4. The last assignment, drafting of an IP, was provided after the intensive training session of WU 5. The first assignment covered topics relating to the field survey and analysis such as the calculation and estimation of standing volume and increment (mean annual increment), a summary sheet of socio-economic status by commune, interview memos with factories, draft PDM, and so on. The second assignment related to project planning, including topics relevant to the afforestation/agro-forestry plan, expenditure plans and an organization chart of the project implementation structure (Details with evaluation results are shown in Table 6 of Appendix 4 for WU 1 assignment and Table 6 of Appendix 6 for WU 2 assignment). Assignments were to be submitted within about one and half months after completion of the intensive training session but before the next intensive training session started.

The following compares the evaluation results of assignments among the four PPs. The scores show evaluation results out of 1.0.

Figure 4: Evaluation results of WU assignments



Source: Questionnaire survey

Note: The full point of the score is 1.0.

The evaluation results of the WU 1 assignment were not as high as expected. Some provinces were not able to submit part of the assignment such as an assignment relating to the coordination of the PST while others submitted their assignments in different ways based on their own understanding. A number of reasons have been identified through the questionnaire survey carried out during the intensive training session of WU 2. These comments range from coordination issues among different offices to time constraints, financial issues, skills, inappropriateness of assignments and specific conditions in respective project areas. The following table summarizes the difficulties encountered in preparing the assignments.

Table 12: Difficulties encountered in conducting WU 1 assignments

Area and issue	Difficulties
Coordination among different offices	- PST members work in various agencies such as DARD, Sub-DoF, implementing agency, extension offices, etc.
Time issue	- PST members perform their routine tasks at their offices while preparing the assignments. - Preparation period for performing assignments is too short. For example, it is hard to select interviewers to be representatives for CCM. In some places, as the survey is to be conducted during the harvesting season, it became difficult to gather farmers for meetings and interviews.
Financial issue	- No field trip allowance has been provided as the counter-part budget has yet to be allocated.
Inadequate skills	- Shortage of some technical skills: for example, mapping skills of PST members are relatively weak. - Shortage of technical devices and techniques to carry out parts of assignments. - It is difficult to summarize and write reports.
Inappropriateness of assignments and evaluation criteria	- Evaluation criteria for assignments should be consistent. - Evaluation criteria should be made known in advance. - Requirements for the assignments were not clear and consistent. - Requirements in class are different from actual assignments. - The practical knowledge should reflect the conditions of each province.
Natural conditions and other difficult conditions in collecting information	- Bad weather conditions made it difficult to conduct the survey. Some assignments cannot be completed due to floods. - As the project area is located at a very high altitude, it is very complicated to conduct the field survey of natural forest. - Enterprises do not want to provide their information in the area of the economy and finance.

Source: Questionnaire survey

Note: Although not all the participants of WU 2 were involved in conducting WU 1 assignments, difficulties the respondents described in their questionnaire seemed to cover a range of issues typically encountered in the respective PPs, presumably due to experience-sharing in their offices.

Based on comments from the PST members about the WU 1 assignments, an extra session was held during the next intensive training session (WU 2) in order to clarify the content of the assignments under WU 2.

With regard to the results of WU 2 assignments, PST members from all the four PPs achieved substantial improvement in the quality of WU 2 assignments over the previous ones (WU 1 assignments) as seen in Figure 4 above. This particularly applied to the case of LA. A number of reasons can explain this improvement. One of the reasons is that clearer instructions were given to the participants during the intensive training session of WU 2 for the preparation of assignments. Another reason resulted from the improvement of the capacity of PST and the

local sub-contractor. The fact that the budget for the survey became available is another reason that can be mentioned.

In terms of the differences among the evaluation results among the four PPs, it is reasonable to see higher scores for the assignments prepared by PSTs in LD and QN because both PSTs received support from the local sub-contractor. The total number of man-days during the introduction workshop and intensive training sessions of WUs shows the largest input on LD and the second largest on QN among the four PPs, if the number of man-days of Sub-FIPI participants, who attended the intensive training sessions and were assigned to support these two provinces, were included. On the other hand, the difference in performance between SL and LA PST may imply an importance in the selection of participants. In the case of SL, the total number of participants including the introduction workshop was nineteen (19) and an average of six (6) participants attended the intensive training sessions of each WU. In terms of the total man-days of PST members in PPs (excluding input to Sub-FIPI) during the introduction workshop and intensive training sessions, input on SL PST was the largest among the four PPs. However, no participant from SL attended all the intensive training sessions of the five WUs. On the other hand, although the total man-days for LA PST are relatively small compared with other PPs, one PST member, an experienced staff member, continued to attend all the intensive training sessions (See Table 3). These differences imply an importance in the selection of participants for the training program.

Among those submitted, assignments for which PST marked higher scores are related to the implementation plans of afforestation/agro-forestry projects such as estimated quantity of seedlings, afforestation/agro-forestry plans, harvesting plans, expenditure plans and loan repayment schedules (See Table 7 of Appendix 6). On the other hand, assignments rated relatively low (the average score is equal to or lower than the average of the total assignments, which is 0.52) are on the structure of the organization of people,⁷ the methodology of the extension service and system, and the project implementation structure. Those assignments are related to planning for project implementation and to institutional arrangements. A number of reasons can be seen. Firstly, from the answer to the questionnaire,⁸ it can be assumed that a smaller number of PST members were involved in the preparation of these assignments. In addition, it is not clear who was playing a major role in preparing these assignments among PST members in some provinces. Secondly, even after the intensive training session of WU 2, PSTs did not seem to be so familiar with the institutional arrangements which require the description of roles and responsibilities of the implementing agency and coordination among different stakeholders in consideration of achieving the project objective. Thirdly, PSTs might not have come up with the types of supporting services and incentive mechanisms for participating farmers, including cost estimations for such components, which are required for the successful implementation of afforestation projects if farmers are to be mobilized. The Project Design Matrix (PDM) and the process of preparing a PDM will be the effective tool for identifying problems, finding counter-measures to the problems, and designing the project plan accordingly. The average score of the assignment relevant to PDM is 0.58 out of 1.0, higher than the average of the total scores. However, it is deemed important to review once again the PDM, the problems and objectives analyses and then find out the problems that the project will

⁷ Two provinces did not submit this assignment.

⁸ During the intensive training session of WU 4, participants were asked to answer which assignments they had prepared after WU 1 and WU 2 by pointing out if they played a major role, an assistant role, or no role. Responses to this questionnaire may not necessarily represent the extent of the efforts placed by PST of the participating provinces in their preparation of assignments. However, the responses imply the comparative weights distributed among different assignments (See Table 7 of Appendix 6).

plan to address; who is the target beneficiary; what the causes of the problems are; and then, what are the possible counter-measures to solve the problems, which in turn will lead to the achievement of the project objective. Finally, some of the assignments were still not clear to PSTs.

(2) Evaluation of F/S reports

The F/S reports were evaluated by the JST. The evaluation criteria of the F/S report are divided into general and specific aspects. The general aspect has a weight of thirty (30) points, where ten (10) points are distributed equally to evaluate the logical consistency, data quality and quantity, and correct application of methods. The specific aspect has a weight of seventy (70) points, where specific aspects are evaluated in accordance with the structure of the F/S report. The evaluation format of the F/S report is shown in Appendix 8. The following table summarizes the evaluation results of the F/S reports by PSTs of respective PPs.

Table 13: Evaluation results of F/S reports

Unit: Points

	Point Allocation	Son La	Quang Nam	Lam Dong	Long An	Average
Total (a) + (b)	100	58.4	66.6	61.9	58.0	61.2
General aspect (a)	30	16.3	18.8	19.0	17.0	17.8
Specific aspects (b)	70	42.2	47.8	42.9	41.0	43.5
Out of which:						
Part I	15	9.1	10.4	9.4	7.4	9.0
Part II	25	15.3	16.6	14.0	16.3	15.5
Part III	20	11.1	14.4	13.3	11.6	12.6
Part IV	10	6.8	6.5	6.3	5.8	6.3

Source: Evaluation results by JST

Based on the evaluation results of the F/S reports, the following points need to be raised for improvement of the report:

- (1) Logical consistency needs to be maintained among the chapters of the F/S report and the rationale of the project needs to be based on the analysis of the existing development issues;
- (2) The data quality needs to be ensured based on the legal classification of the land and the classification of the existing land use;
- (3) Description of the institutional arrangement needs to be further elaborated on, based on the stakeholders analysis, and including the involvement of farmers;
- (4) A component-wise cost table needs to be prepared;
- (5) Without-project cases need to be described and an incremental analysis should be carried out; and
- (6) The treatment of subsidies needs to be re-examined under the financial and economic analyses.

These comments were passed on to the participants as feedback of the evaluation results on the first day of the intensive training session of WU 5 and the Vietnamese translation of the comments were provided on the final day of the intensive training session of WU 5.

(3) Evaluation of IP

The IPs were evaluated by the JST. The evaluation criteria of the IP are divided into general and specific aspects. The general aspect has a weight of twenty (20) points, where ten (10) points are distributed equally to evaluate the practical aspect and clarity (ease of understanding). The specific aspect has a weight of eighty (80) points, where specific aspects are evaluated in accordance with the structure of the IP. The evaluation format of the IP is shown in Appendix 8. The following table summarizes the evaluation results of the IP by PSTs of respective PPs.

Table 14: Evaluation results of IP

Unit: Points						
No	Point allocation	SL	QN	LD	LA	Average
Total (a) + (b)	100	48.3	72.0	64.3	58.3	60.7
General aspect (a)	20	9.0	14.0	12.0	10.5	11.4
Specific aspect (b)	80	39.3	58.0	52.3	47.8	49.3
Out of which:						
Part I	10	6.5	7.0	6.5	6.3	6.6
Part II	70	32.8	51.0	45.8	41.5	42.8

Source: Evaluation results by JST

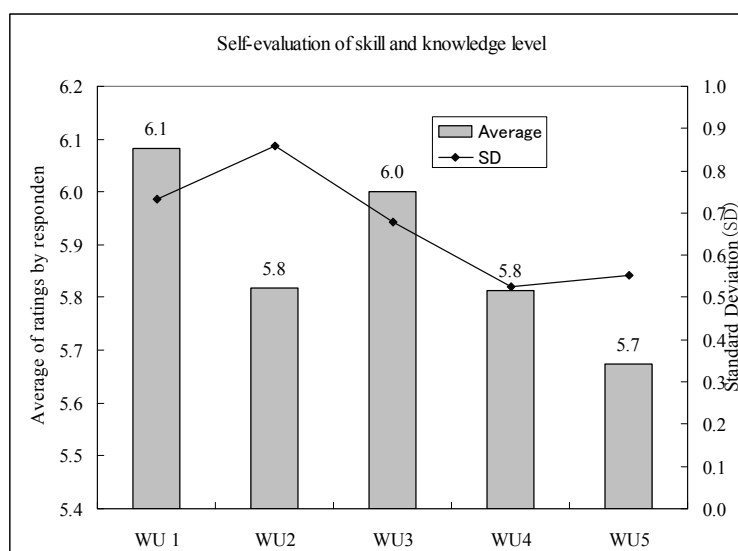
Based on the evaluation results of the IPs, the following points need to be raised for improvement:

- (1) The report needs to be prepared based on the results of analyzing local conditions in the project area. The results should be a basis on which to prepare an implementation plan in various fields such as the implementing arrangement and schedule, loan procedures, sales procedures, procurement procedures and training needs;
- (2) The use of some terminologies were not consistent with definitions in the manuals, which made the report difficult to understand;
- (3) Logical consistency among inputs, activities, components, outputs, project objective, and overall goal is still not well maintained;
- (4) Logical consistency also needs to be maintained among the content of different chapters and sub-chapters, including consistency in the description of M & E indicators in the chapters concerned and M & E indicators in the PDM;
- (5) It is necessary to examine the critical assumptions in terms of their nature and levels in terms of the PDM; and
- (6) It will be difficult for staff of an implementing agency to comprehend how the project is to be implemented. It is important to clearly describe the roles and responsibility of key personnel and internal units of the implementing agency and other important stakeholders involved in the project implementation.

4.2 Results of the questionnaire survey for examination of skills and knowledge

The participants were asked to compare the present level of knowledge and skills with the level before participation in the intensive training sessions of respective WUs. The level ranges from 1 (lower than the level prior to the intensive training session) to 7 (higher than the level prior to the intensive training session).⁹ As seen in Figure 5 below, the average of the ratings of the ex-post capacity level, if compared with the level before attending the intensive training session, is around the level of 6 “Somewhat higher” across WUs. The averages of the ratings slightly vary among WUs where the averages of the ratings for WU 1 and WU 3 are higher than those of WU 2 and WU 4. The standard deviation (SD) is around 0.6 to 0.7 with a decreasing trend from WU 2 to WU 4, implying less dispersion among the responses in WU 4 compared with those in WUs 2 and 3.

Figure 5: Evaluation of capacity if compared with the level before attending the intensive training sessions



Source: Questionnaire survey

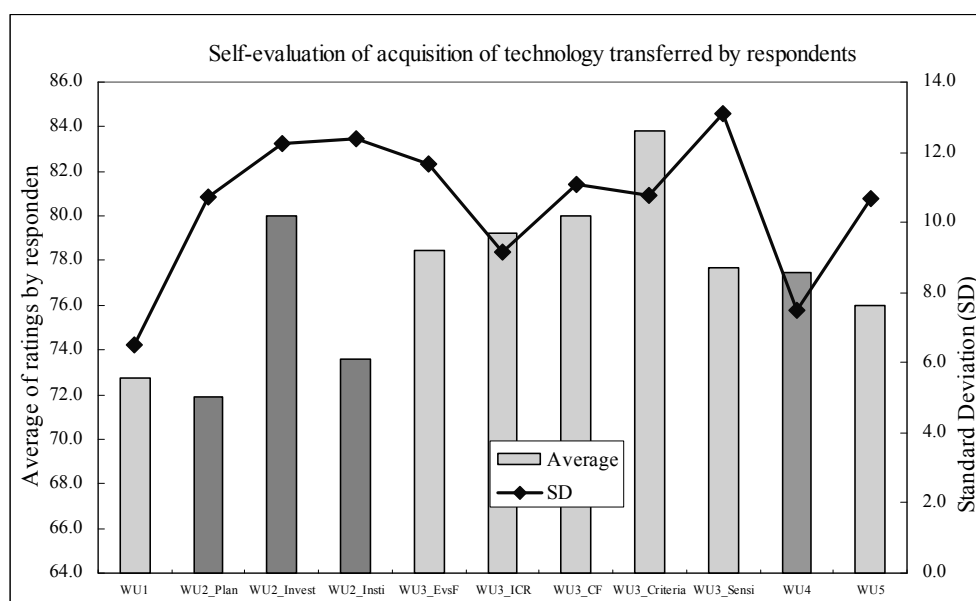
Note: Rating scale of WU 1 is adjusted from the five scales (1-5) to the seven scales (1-7).

Furthermore, the analysis examined how much knowledge and skills transferred through the intensive training session participants claimed to have acquired. While this question was asked about the overall content in the case of WU 1 and WU 4, specific areas of the subjects were highlighted in the case of WU 2 and WU 3.¹⁰

⁹ As the different level of the scale was used for the intensive training program of WU 1, the scale was adjusted to be in line with other WUs.

¹⁰ In WU 2, participants were divided into two groups (Group A for the planning and technical fields, and Group B for the planning, socio-economic, financial and market fields). Therefore, the responses from the respondents are examined by following the classification of the groups: questions about the elaboration of the project plan for Group A; questions about the estimation of the investment cost and financing plan for Group B; and questions about the institutional arrangements and measures for

Figure 6: Evaluation of the acquisition of the knowledge and skills transferred



Source: Questionnaire survey

Note: 1) The full score is 100 points.

2) Specific skills and knowledge asked for WU 2 and WU 3

WU	Legend	Specific skills and knowledge
2	WU2_Plan	Elaboration of project plan
	WU2_Invest	Estimation of investment cost and financing plan
	WU2_Insti	Institutional arrangements and measures for the project
3	WU3_EvsF	Difference between financial and economic analyses
	WU3_ICR	Incremental analysis (comparison of with-project case and without-project case)
	WU3_CF	Development of financial cash flow statement
	WU3_Criteria	Evaluation of financial results by applying investment criteria (such as NPV, IRR and B/C Ratio)
	WU3_Sensi	Sensitivity analysis

The self-evaluation of the participants shows that about 70 to 80 percent of what had been transferred to them was acquired. Comparison among different WUs shows a relatively higher rate of acquisition for WU 3 in comparison to WUs 1, 2, 4 and 5. It can be seen that this tendency of ratings by respondents is reflected in the average of the overall ratings of each WU (See Table 8 and Figure 2).

the project for both Groups A and B. In the case where respondents responded to both of the questions prepared for either Group A or B, only one of their responses was taken into account.

4.3 Results of interviews and questionnaire survey for the examination of attitudes

The results of the interviews¹¹ with the management of DARD or Sub-DoF in PPs provide some clues to changes in attitudes of participants. Some management referred to the importance of conducting the survey in an objective manner by referring to the implementation of the field survey. According to this opinion, there was a lack of organization of field surveys including communal consultation meetings (CCM). Therefore, opinions from the local people and actual conditions were less likely to be well reflected in the project plan.

Management in another PP found differences in PST's attitudes in their ways of approaching and managing their work. According to this opinion, PST members showed a logical and systematic mind for the preparation works so as to make their work plan persuasive to others. It was mentioned that the advantage of the WUs is to encourage the PST members to voluntarily learn the process instead of being forced. Provision of equipment under the FICAB also enabled PST members to meet work requirements in a faster and more precise manner.

It was also pointed out in another PP that in preparing for assignments, PST members got together to discuss how to conduct the assignments by following instructions. They made quick responses and feedback to FICAB, which helped them clearly understand the issues and gain stronger confidences in their work. It was explained that they had already applied some of what they had learned to work in their province. Due to differences in natural conditions and institutional arrangements from other provinces, they also plan to localize what they learned in FICAB and make it suitable to the case in their province.

Management of another PP mentioned that discussions with JST and others about issues helped PST improve their understanding of the work and forthcoming tasks.

¹¹ Interview was conducted in October 2006 when JST visited respective PPs.

Chapter 5 M & E of changes in behavior (Level 3)

Although it was still in the middle of the training program, M & E was also conducted to learn if there had been any changes in behavior among participants (Level 3). For this purpose, at the end of the intensive training session of WU 5, participants were asked if they had applied what they had learned through the training program to any other work in their offices.

Out of 20 respondents, 15 (75%) said that they had. Those who answered “Yes” were further asked what methodology they applied. The following methodologies were mentioned in their responses.

- 1) Application of logic in solving the issues to implement the project
- 2) Problems analysis, objectives analysis and PDM
- 3) Method of information collection and data analysis
- 4) CCM method for evaluation of participation
- 5) Investigation of tree productivities
- 6) Demand analysis
- 7) Method of project planning and implementation
- 8) Preparation of annual work plans
- 9) Financing plans
- 10) Financial and economic analyses
- 11) Supplementary ideas to attract investment
- 12) Preparation of report outlines, documentation and presentations
- 13) Steps to prepare a project
- 14) Project structure

It is assumed that these respondents work in the right office to apply what they learned and have good motivation to make use of it. Combined with this condition, it can be seen that the training program of FICAB has some good impact on changes in behavior of the respondents.

Chapter 6 M & E of the localization and institutionalization process of the training package (Level 1 to 2)

FICAB aims to support endogenous development of local planning capacities for the preparation of F/S and IP of projects in the forestry sector through the training program. The training package is to be utilized as the main reference material of the training program. The target level of the training program is set at a level which will enable participants to prepare a proposal in order to facilitate investment. At the same time, this target level needs to be realistic in consideration of the limited resource availability in respective provinces.¹²

M & E covers the process of reviewing the manuals that were originally prepared during Phase 1 of FICAB for use at the training program. The manuals have been developed in parallel with the implementation of the training program, through an interactive process of document review among JST, the local sub-contractor, PST of CoP and PPs, DoF and other relevant stakeholders to find ways to localize and institutionalize the training program, particularly the manuals. This process can be also interpreted as a process to find a target level of planning capacity for the training program.

This chapter consists of two parts: the first part describes the localization and institutionalization of F/S report and IP and the second part examines the level of financial support extended to the feasibility study from a viewpoint of the localization of the training program.

6.1 Localization and institutionalization through examining the structure and content of F/S report and IP

During Phase 1 of FICAB, JST initially drafted manuals with a template of feasibility study reports and implementation plans referring to available F/S reports, appraisal reports, and other documents of the financial institutions and investors. The initial template of a F/S report consisted of 22 chapters such as Chapter 1: Background of Project and Chapter 2: Sector Issues and Government Measures, while that of an IP consisted of 12 chapters. Toward end of Phase 1 of FICAB, FIPI, under the supervision and guidance of JST, prepared draft Model F/S reports and IPs for production forest and agro-forestry development projects in Thai Nguyen Province. PST of Thai Nguyen Province also participated in the preparation of these documents. In consideration of relevant legal documents in Vietnam, particularly Decree No. 16/2005/ND-CP of February 7, 2005, the initial 22 chapters of the F/S template were categorized into five parts in Model F/S. "Conclusions and recommendations" was added to the five parts. The five parts include Part 1: Background of the Project and Part 2: Project Plan as shown in Column (A) of Table 15 below. In June 2006, MARD issued Instruction 1321/BNN-LN, which had an attached document showing the structure of "a project proposal" (Column (B) of Table 15 below). Consistent with the structure of the attached document and also having additional input from JICA Vietnam office and Food and Agriculture Organization (FAO), the items of a F/S report

¹² Constraints that the PSTs face are not only limited to planning skills but also to other factors such as the financial capacities of the local institutions and time availability of the local staff. Natural conditions and cultural issues specific to the project area may also act as constraints. However, because the focus of FICAB is on planning capacities, it is assumed that other constraints will continue at the existing level.

were restructured into the four parts (Column (C) of Table 15 below). The document review process of the F/S manual is illustrated in Figure 7 below.

In the case of IP, a template of an implementation plan consisting of initially twelve (12) chapters was later modified to have eight (8) chapters in two (2) parts.

Table 15: Changes of F/S structure

	(A)	(B)	(C)
Doc	Model F/S Production under FICAB	Attachment document in Document No. 1321/BNN-LN by MARD	F/S Manual under FICAB
Date	March 2006	June 2, 2006	March 2007
Part 1	Background of the project	Project background	Project background
Part 2	Project plan	Project content	Project contents
Part 3	Investment for the project	Cost-benefit analysis	Project justification
Part 4	Institutional arrangements and measurements for the project implementation	Findings and recommendations	Conclusions and recommendations
Part 5	Effectiveness analysis and evaluation of the project		
	Conclusions and recommendations		

Through the technical training in the CoP, JST and the local sub-contractor received various input to incorporate into the F/S manual such as table formats to summarize numerical data, frequently-used terminologies for which clearer definitions are required, examples to illustrate the situation. The following table shows the major input received through the technical training in the CoP and incorporated in the F/S manual.

Table 16: Major inputs from CoP in revising the F/S manual and preparing F/S reports

No.	Major input incorporated through the technical training in CoP
Part 1	Description of land classification and forest land in accordance with the land law
	Description of the classification of the current forest land use situation
	Definition of land unit
	Differentiation of potential market and target market
	Description of the distribution system of tea products as an example
	Calculation of stumpage based on factory gate prices
Part 2	Definition of a project
	Differentiation of target beneficiary and beneficiaries
Part 3	Estimation of rural wages and formats to present results of the financial and economic analyses

During Phase 2 of FICAB, participants of PPs prepared their F/S reports referring to the documents which had been drafted during Phase 1 and continuously revised during Phase 2. Through interaction with participants of PPs in the training program, various ideas to revise the manuals and models came in among JST and the local sub-contractor. For example, the

following Table 17 shows the major input incorporated in the manuals based on experiences from the training program of PPs.

Table 17: Major input from PPs in revising the F/S manual and F/S reports

No.	Major input incorporated based on the technical training in PPs
Part 1	SWOT analysis to analyze opportunities and challenges (Part 1 Sub-chapter 2.6 of F/S manual), and sample structure and description of project rationale based on the SWOT analysis (Part 2 Chapter 1 of F/S manual)
Part 2	Clearer description of PDM and definition of some key words
	Description of the relation between the overall goal, project objective, outputs, components, activities, and inputs of the project
	Definition of the assistance period and project period
	Definition of project area and planting site
	Definition of preparation period and operation period
	Classification of fund flows of the project
	Classification of stakeholders involved in the project into three groups: management group, implementation group and supporting group.
	Definition of implementing agency and community-based organization
Part 3	Simple format of the environmental assessment

The number (1) in Figure 7 below shows the interactive feedback process between revising works of the F/S manual and F/S reports of PPs.

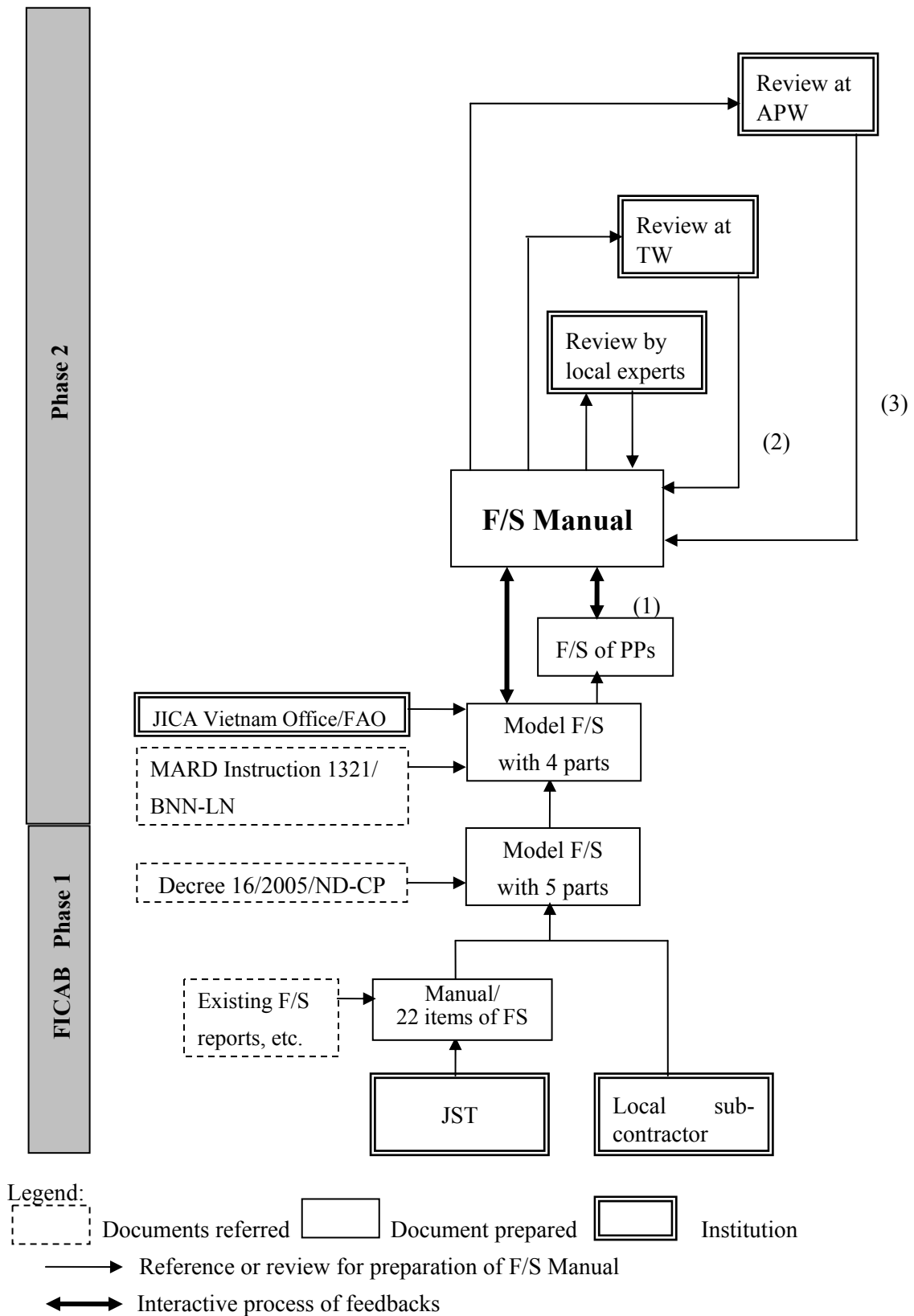
During Phase 2, JST and the local sub-contractor discussed the structure of the manuals in consideration of the target users. Through discussions, it was agreed to revise the F/S manual that would be comprised of the four volumes. Volume I describes the overall process of the feasibility studies with flow charts. Volume II gives an overview of an F/S report outlining the structure and content of an F/S report. Volume III presents detailed procedures for preparation of an F/S report using the input-analysis-output table. Volume IV is a technical guide explaining methodologies in specific fields such as financial and economic analyses. Depending on past experiences, users of the manual may refer to relevant parts of the manual or the entire volumes. Experienced planners may refer to Volumes I and II only, but newly graduated personnel may need to go through the entire volumes of the F/S manual in order to conduct a feasibility study and prepare a report (Table 18 below).

Table 18: Target users and relevant volumes of the F/S manual

Target users of the F/S manual	Volume of the F/S manual			
	I	II	III	IV
(1) Experienced planners of F/S	*	*		
(2) Planners without experience of F/S	*	*	*	Depend
(3) Fresh university graduates	*	*	*	*

Note: Asterisks indicate expected users of different volumes of the F/S manual.

Figure 7: Process to localize and institutionalize the F/S manual



In order to enhance the applicability of F/S and IP in Vietnam, a Technical Workshop (TW) was organized on July 25, 2007 with participation from concerned organizations. Before holding the workshop, five local experts who have long experience in the forestry sector were invited to review the documents and provide their comments and suggestions on the manuals and models in terms of their applicability from the following two perspectives: 1) structure and concepts of F/S and IP manuals and 2) practical aspects in consideration of the local capacities in the provinces. The experts were requested to make their comments at the TW. There are a number of valuable comments and suggestions raised by the participants of the TW. The following table shows major changes being made to the manuals following the TW.

Table 19: Major changes being made to the F/S manual after the Technical Workshop

No.	Major changes being made based on comments and suggestions of participants
1	The description of types of maps to be prepared is added in Volume I F. Expected outputs of F/S (Step 5) of the F/S manual
2	Examination of farmers' intentions to participate in the project will be added in Part II. Section 3.2.1 Planting site selection under Project implementation plan
3	"Demand for wood materials for construction and other use in the province where the project is located, and neighboring provinces" is included in the analysis of Part II. Section 2.4.1 Demand and supply of forest/agro-forestry products under Sales and marketing.
4	Inclusion of Part 2 Section 3.2.5 "Tending and protection plan" in Project implementation plan
5	Following additional information is incorporated in Box "Example" Part II. Chapter 4 Project cost of the F/S manual. Example: Government general practice in terms of the cost structure General practice of the government for their afforestation projects at the time of preparation of this manual: Although the cost structure of a project depends on the type of project, the Government of Vietnam applies the following structure to afforestation projects: plantation establishment (production forest development) 50-60%; infrastructure development 10-15%; management 10-12%; contingencies 5-10% of the project cost during the project period.
6	The following explanation is added in the note of Part III. Sub-chapter 1.2 Economic analysis: If the project is small in scale, this section can be put together under the heading of the financial and economic analyses without having the two separate sub-chapters.
7	"Illegal logging" is included as part of the risks in Part III. Chapter 5 Project risks and mitigating measures.

Table 20: Major changes being made to IP Manual after the Technical Workshop

No.	Major changes being made based on comments and suggestions of participants
1	The description of types of maps to be prepared is added in Volume 1. C. Output of IP.
2	The following sentence is added to Part II. Sub-chapter 1.2 Implementing agency Recruitment and assignment of personnel depend on the project type. For example, if a project is undertaken with participation of farmers, the head of the project implementing agency can be selected from the group of farmers. In that case, the government will notify the persons in charge of the project and help them with orientation of the project and relevant policies.

The number (2) in Figure 7 above shows the feedback process to the revising work of the F/S and IP manuals from the Technical Workshop.

In order to enhance the applicability of F/S and IP from the viewpoint of donors including foreign and domestic agencies, an Advisory Panel Workshop (APW) was organized on October 11, 2007 with participation from concerned organizations. Although the number of participants was not as many as expected, there are a number of valuable comments and suggestions raised by the participants of the APW. The following table shows the main changes being made to the manuals after the APW.

Table 21: Major changes being made to the F/S and IP manuals after the AP Workshop

No	Major changes being made based on comments and suggestions of participants
1	Output of F/S and IP manuals (Book 2 and 3) The map scale is at least as follows: Commune level: 1/10,000 to 1/25,000 District level: 1/25,000 to 1/50,000 Provincial level: 1/50,000 to 1/100,000
2	F/S manual (Book 2) Elaboration of risk profile and mitigating measures such as ways to establish a farmers' union to reduce illegal logging for community-based protection

The number (3) in Figure 7 above shows the feedback process to the revising work of the F/S and IP manuals from the Advisory Panel Workshop.

6.2 Level of financial support for the feasibility study

During Phase 2 of FICAB, all the expenses required for the intensive training sessions (WUs 1 to 5) were born by the project budget of FICAB. On the other hand, expenses incurred during the OJT period were partly supported by PST themselves. In Quang Nam and Lam Dong, the local sub-contractor dispatched a group of their staff to assist PST in preparation of the F/S report and IP under a contract between JST and the local sub-contractor.

In Son La and Long An, there was no personnel sent from the local sub-contractor to support implementation of the feasibility study by the PSTs due to budgetary constraints of FICAB but assistance was extended specifically from FICAB project office in the form of technical as well as financial assistance. Aside from visit of the JST members and the project office staff members for supporting services, financial assistance was extended to Son La and Long An. The total amount of the financial assistance was VND 32 million for SL and VND 35 million for LA. The following table summarizes the amount of the assistance.

Table 22: Financial assistance to Son La and Long An in conducting F/S

Unit: Million VND

No	Item	Son La	Long An
1	Support through the local sub-contractor (payment directly to the local consultants)	5	8
2	Direct financial supports for preparation of assignments	25	25
3	Support for the maps and editing ^(Note)	2	2
Total (1+2+3)		32	35

Note: For the purpose of estimation, the total amount for support for the maps and editing is allocated equally to the two provinces. Aside from the above financial assistance, JST members visited Son La for eight (8) man-days and Long An for thirteen (13) man-days, both times being accompanied by staff members of FICAB project office.

It is considered that the amount spent for supporting implementation of the feasibility study in each province was not too big for localization of the training program.

Chapter 7 Conclusion: points for feedback

The results of M & E are based on the attendance of the participants, the introduction workshop, the intensive training sessions of WUs, the assignments, and interviews with the management in respective PPs. The points for feedback are described in terms of the content of the training program (Level 1 of the four-level approach), the progress of the capacity building of PST members in PPs (Level 2) and changes in behavior (Level 3). In addition, the monitoring results of the institutionalization process of the training package, particularly the F/S manual, is explained (Level 1 to 2).

7.1 Training program (Level 1)

(1) Appropriateness of training content based on the reaction from participants

Overall evaluations by the participants in the questionnaires show some favorable responses to the introduction workshop and the intensive training sessions of WUs 1 to 5, particularly WUs 3 and 4. Higher ratings for WUs 3 and 4 are partly because the training session was organized by an experienced instructor from Forestry University of Vietnam in WU 3 and in the case of WU 4, organized in a more practical way if compared with the methods adopted in the intensive training sessions of WUs 1 and 2.

(2) Points to improve in terms of the intensive training sessions

There are some respondents who rated the training sessions at a lower level. The period of intensive training session is rather short if the content and volume of works are considered while PST members find it difficult to be away from their home offices for a longer period of time. In order to meet needs of PSTs for future intensive training sessions, it would be important to select indispensable items for technical transfer, to integrate theoretical issues with practical exercises, and to send a clear message (what are the important points to learn in this session) throughout each training session. There are a number of aspects that can be pointed out in this respect:

- Content: selection of concrete and practical content such as project planning and PDM, institutional aspects, cost estimates, fund sources, data and information collection, maps, market analysis, financial and economic analyses, environmental impact analysis and report drafting;
- Methodologies: combination of the intensive training sessions and the OJT sessions in respective PPs, provision of clear and specific instructions, integration of lectures and other teaching aids such as exercises, assignments, field trips, group discussions and presentations; and
- Organization: better time allocation for discussion and exercises, timing and schedule of the training program, reasonable workload and conducting of field trips.

(3) Points to improve in terms of the implementation of the OJT sessions in PPs

The following points are important for the implementation of the feasibility study and implementation planning during the OJT sessions in respective PPs:

- Further attention should be paid to the importance of the study process involving stakeholders, coordination among PST members and the role of the leader in the PST;

- The field survey schedule needs to be somehow flexible in consideration of the natural and socio-economic conditions in the project area; and
- Time and local budgets should be secured for the OJT of PST members in respective provinces.

7.2 Progress of capacity building (Level 2)

Based on the evaluation of assignments, and the self-evaluation of participants regarding the level of their skills and knowledge after the intensive training sessions, it can be seen that the understanding of PST members in PPs has progressed in terms of the content learned and application of what they learned through the assignments. The interview results of management in each PP indicate that they observed some changes in the attitudes among PST members.

Based on the results of the M & E, it is considered that the following aspects of the planning capacities need to be further strengthened:

- Collection and analytical skills for quantitative data. This includes definition of the data for quality improvement of data and analysis, and reflection of actual conditions in the project area;
- Institutional aspects such as the description of roles and responsibilities of the implementing agency and coordination among different stakeholders in consideration of achievement of the project objective;
- Incorporation of supporting services and incentive mechanisms in the project design based on analysis of necessities; and
- Logical explanation of the necessity and design of the project based on the PDM.

7.3 Selection of participants (targeting)

During the training program under FICAB, a few PST members continued to attend all the intensive training sessions of the five (5) WUs. Although it depends on the policy and interests of respective PPs, it would be more effective to fix a smaller group of PST to maintain consistency in the feasibility study and implementation planning instead of changing participants in every WU. For this purpose, prior guidance and explanation on the training program to PST will be more important.

7.4 Changes in behavior (Level 3)

The majority of the respondents replied that they had applied what they had learned through the training program of FICAB. Coupled with a good office climate and their motivation, it is considered that the training program of FICAB has a somehow good impact on changes in the behavior of respondents. However, the monitoring and evaluation of changes in behavior need to be continued for verification.

7.5 Progress of institutionalization of the training package (Level 1 to 2)

The manuals have been developed in parallel with the implementation of the training program, through the interactive process between JST and parties concerned with the forestry

sector in Vietnam. It is considered that it will be important to make the manuals official documents at MARD/DoF in the future. As PST members attended the training program, they also found it important to legitimize the manuals because the institutionalization of the manuals is likely to increase the predictability of their F/S report and IP being accepted, so far as they prepare their project in accordance with the manuals and justify the feasibility of the project. Therefore, the institutionalization of the manuals is considered to be the key to enhancement of the motivation of participants and the improvement of the capacities of those involved in the preparation of an F/S report and an IP.

Furthermore, as document reviews were carried out through an interactive feedback process between JST, the local sub-contractor, PST of CoP and PPs, DoF and other relevant stakeholders in order to find ways to localize and institutionalize them, the process is also considered to have served the institutional development of the forestry sector by enhancing abilities to identify issues and devise counter-measures for the project planning in the sector.

However, it is thought that it will require some more time before legitimization takes place because it needs further examination in terms of the applicability of the manuals. Since the training package is prepared as a teaching aid, efforts to improve the package should be continued through feedback from the training program and actual applications in provinces.

APPENDICES

Appendices 1 to 7 are monitoring and evaluation reports drafted right after the training program of FICAB Phase 1, the introduction workshop and intensive training sessions of WU 1 to 5 respectively. Results and findings of these reports provided a basis to prepare the main body of the M & E report on technical training of PPs (Book 6).

Appendix 1

M & E Report of FICAB Phase 1

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

Appendix 1

MINISTRY OF AGRICULTURE AND RURAL DEVELOPMENT

VIET NAM

**The Development Study
on Capacity Building
for Preparing Feasibility Studies and Implementation Plans
for Afforestation Projects
in the Socialist Republic of Viet Nam**

Monitoring and Evaluation Report in Phase 1

March 2006

**JAPAN FOREST TECHNOLOGY ASSOCIATION
OVERSEAS PROJECT MANAGEMENT CONSULTANTS, LTD**

List of Abbreviation

CPIU	:	Commune Project Implementation Unit
CV	:	Coefficient of Variation
FIPI	:	Forest Inventory and Planning Institute
OJT	:	On-the-Job Training
PCA	:	Principal Component Analysis
PMB	:	Project Management Board
PST	:	Provincial Study Team
SD	:	Standard Deviation

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Chapter 1 Introduction and methodologies

1.1 Introduction and methodology

The monitoring and evaluation report has been prepared mainly based on the questionnaire survey conducted on March 6, 2006 at the PST-FIPI-JICA Study Team Joint Meeting and the evaluation by the JICA study team in March 2006. The M & E aims to (1) evaluate the OJT program and (2) evaluate the progress of the capacity building of selected staff members (Provincial Study Team members) in Thai Nuygen province and the local sub-contractor (FIPI) under the On-the-Job training. The M & E activities for the capacity building have been undertaken in consideration of the causal (means and ends) relation among items at the different levels of the Project Design Matrix (PDM) for the Study. Each level of the PDM will correspond to a sequence of the four levels (reaction → learning → behavior → results) to evaluate the capacity building program as shown in Table 1.1 below.

Table 1.1: Relation between PDM and M & E activities

Level	Level 1 (Reaction)	Level 2 (Learning)	Level 3 (Behavior)	Level 4 (Results)
Narrative Summary of PDM	Activities (inputs): Formulation of a Training Package at the CoP and Implementation of Technical Transfer for the PPs	Outputs: Selected staff members of MARD and DARD (CoP and PPs) develop their capacities for coordination and preparing F/Ss and IPs, respectively.	Project Objective: to strengthen the capacities for preparing afforestation projects in targeted five provinces	Overall Goal: to strengthen the overall capacities for preparing afforestation projects & facilitate investment
Process of Technology Transfer: Trainers (A) and Trainees (B)				
1 st Phase	(A) Study Team (B) Sub-contractor PST in CoP (and PPs) MARD			
2 nd Phase	(A) Study Team Sub-contractor (B) PPs MARD			
Viewpoints of M & E	Appropriateness of training contents and methods	Understandings of contents learned and developed through the technology transfer	Application of technology transferred and developed to preparation of F/Ss and IPs	
M & E Aspects	Level of satisfaction of participants, applicability of technology to the Vietnamese context, ex ante capacity level of trainees	Understanding of contents of the technology transferred and developed (Ex post confidence level/ability of major aspects of technology learned and developed)	Utilization of contents learned and developed to preparation of F/S and IP	
Timing	-Before training starts -Beginning period of training	-Middle of training period -At end of training	-Some time after completion of training	
Methodology	-Questionnaire survey to participants	-Questionnaire/interview survey to participants and concerned personnel -Evaluation by Study team	-Questionnaire/interview survey to participants and concerned personnel -Evaluation by Study team	

Source: Modified from Kirkpatrick, D. (1998). Evaluating Training Programs 2nd Edition and ECFA, "Competitive Edge for Development Consultants," 2004

Chapter 2 Profile of the participants

2.1 Profile of participants in the OJT program

(1) Participants by Office

The following table shows a profile of official participants in the OJT program. The twelve (12) participants from PST consists of nine (9) officials from Sub-DoF and three (3) officials from Phu Binh District Office while the participants from FIPI consists of eight (8) staff members from FIPI and seven (7) members from Sub-FIPI including centers.

Table 2.1: Organization of participants

PST		FIPI	
Sub-DOF	9	FIPI	8
Phu Binh District Government	3	Sub-FIPI ^{Note)}	7
Total	12	Total	15

Note: Including centers under FIPI

(2) Education

Their education level is shown in the following table. Ten participants hold the master degree and sixteen participants do the bachelor degree.

Table 2.2: Educational background

	PST	FIPI	Total
Master	2	8	10
Bachelor	9	7	16
Others	1	0	1
Total	12	15	27

3. Age (as of March 2006)

The average age of the participants is 41.8 years old as of March 2006. Compared with the participants from PST, the standard deviation (SD) of the participant ages of FIPI is smaller, implying less variability in terms of ages.

Table 2.3: Age

	PST	FIPI	Total
Average	42.7	41.1	41.8
Standard Deviation	10.8	7.0	9.1

4. Expertise

In terms of the expertise, the following table summarizes the responses from participants. The majority of participants answered that their expertise was forestry, silviculture, inventory planning, land use planning, and/or survey. Those who have been trained in the field of social sciences and financial & economic analysis were not found among the participants although the background of one of the participants is accounting.

Table 2.4: Expertise

Expertise	PST	FIPI	Total
Forestry/silviculture/inventory planning	7	4	11
Land use planning, survey	1	6	7
Biological and ecology/biodiversity	0	2	2
Agro-forestry/horticulture	1	1	2
Timber and Non-timber processing	1	0	1
Natural resource management	0	1	1
Remote sensing, GIS	0	1	1
Personnel affairs	1	0	1
Accounting	1	0	1
Total	12	15	27

Note: In case the expertise covers more than one area, only one expertise is chosen, which is considered to be relevant to the current FICAB study.

4. Number of years for which participants worked in the current office

The number of years in the current office is shown in the following table. The average years for which PST members worked at Sub-DoF was relatively shorter as it may reflect recent establishment of the department. It is noted that the participants from FIPI used to work for FIPI for a longer period of time.

Table 2.5: Number of years in the office

	PST	FIPI	Total
Average	9.0	19.3	15.2
SD	8.4	7.2	9.4

Note:

- 1) In case of PST, the number of years PST members worked for the current office (Sub-DoF or department under the Phu Binh District Office). The Sub-DoF in Thai Nguyen was established in Nov 1998 with the former name of "Sub-Department of Forestry Development". It has changed the name to "Sub-Department of Forestry" or Sub-DoF in Oct 2004.
- 2) In case of FIPI, the number of years for which FIPI members worked for either FIPI or Sub-FIPI.
- 3) The number of years for which two PST members worked for Sub-DoF is not available.

5. Self-evaluation of excel and word skill

The following shows the self evaluation of the computer skills. The responses may reflect differences in terms of the frequent exposure to the computer program.

Table 2.6: Computer skills

Office	PST		FIPI		Total	
	Excel	Word	Excel	Word	Excel	Word
Good	2	2	9	9	11	11
Fair	5	4	5	5	10	9
Poor	4	4	0	0	4	4
No answer	1	2	1	1	2	3
Total	12	12	15	15	27	27

2.2 Profile of respondents under the M & E

The following Table 3 summarizes the number of responses from the OJT participants. The official participants in the OJT program totaled 27 (both FIPI and PST). Out of the 27 participants, 14 respondents (93.3 % of the total FIPI participants) were from FIPI while 10 respondents (83.3 % of the total PST participants) from PST.

Table 2.7: Summary of responses to the questionnaire survey conducted on March 6, 2006

Item	PST	FIPI	Total
Total Number of Official Participants (A)	12	15	27
Number of Respondents (B)	10	14	24
(B)/(A) * 100 (%)	. 83.3 %	93.3 %	88.8 %

Note: Only those officially-appointed members are counted in the questionnaire survey.

Chapter 3 Evaluation of the OJT program

3.1 Evaluation of the OJT program at the end of the program

The questionnaire is comprised of the following two parts:

Part 1: Evaluation of the OJT program; and

Part 2: Evaluation of the capacity being developed.

Part 1 asks the participants to evaluate the OJT program conducted since the middle of 2005 while Part 2 requests them to evaluate their respective capacities being developed under the OJT program in respective professional fields.

3.1.1 Evaluation of the OJT program

Participants were asked to evaluate the OJT program at the end of the program using a rating scale from 0 for “Not applicable” to 5 “Strongly agree.” Questionnaire formats have been prepared as shown in **Annex 1**. A data summary of the responses is attached in **Annex 2-1**.

The questions cover the following points:

Q1(1) Coverage of sufficient number of new ideas (Variable: **Idea**)

Q1(2) Appropriateness of formats and handout materials used for the program (Variable: **Format**)

Q1(3) Appropriateness of explanation and instruction of the JICA study team members (Variable: **Team**)

Q1(4) Number of study members (the question asks if it is many) (Variable: **Number**)

Q1(5) Helpfulness of information, knowledge and experience sharing among the OJT participants (Variable: **Inform**)

Q1(6) Sufficiency of the field visits (Variable: **Field**)

Q1(7) Sufficiency of data and information collection (Variable: **Data**)

Q1(8) Duration of preparation of the F/S (the question asks if it is long) (Variable: **FSdur**)

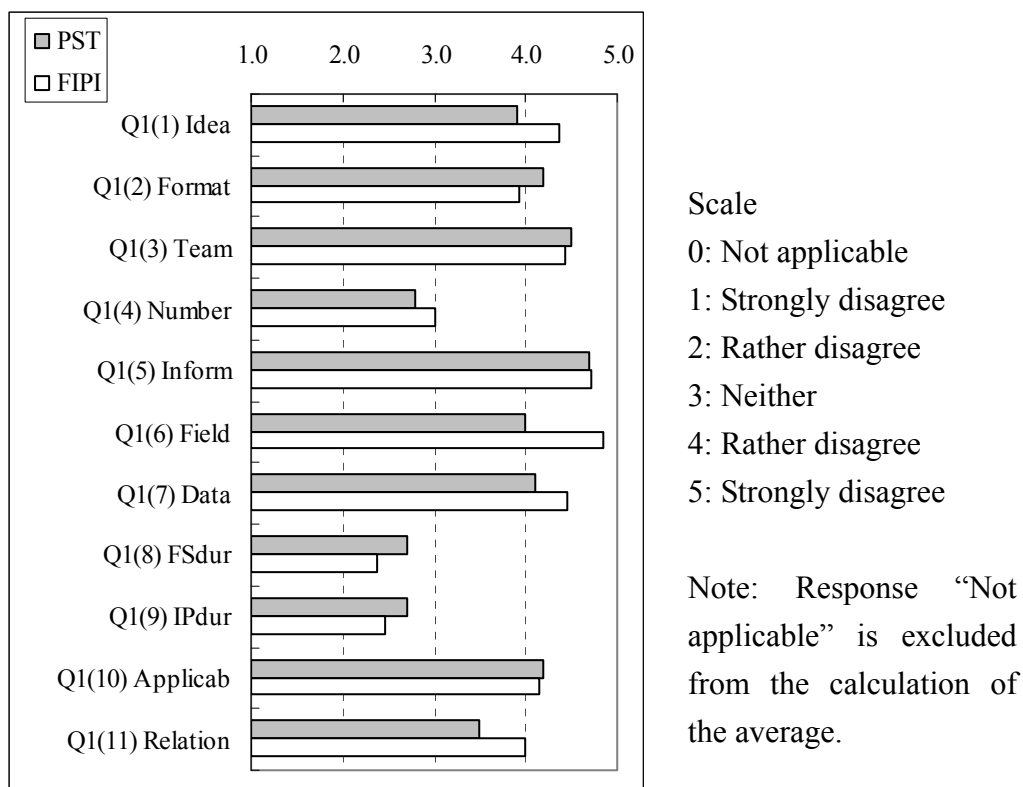
Q1(9) Duration of preparation of the IP (the question asks if it is long) (Variable: **IPdur**)

Q1(10) Applicability of the technologies transferred (Variable: **Applicab**)

Q1(11) Relation between the content of the OJT and the current works (Variable: **Relation**)

The following Table 3.1 shows the average ratings of the responses by organization (PST or FIPI).

Table 3.1: Average of ratings of the OJT program by organization



As seen in the table, the responses centered on more or less 4.0 except Q1 (4) Number, Q1 (8) FSdur, Q1 (9) IPdur and Q1 (11) Relation. For these questions, more than 80% of the respondents answer either “Rather agree” or “Strongly agree.” On the other hand, the average of the ratings to these questions Q1(4), Q1(8), Q1(9), and Q1(11) is less than 4.0 or 3.0. For the question Q1(4) **Number** which asks the number of study members, 38% answered that they either “Rather disagree” or “Strongly disagree” to the statement that “a number of study members are many.” For the questions Q1(8) **FSdur** and Q1(9) **IPdur** which, respectively, ask the duration of preparation of the F/S and IP, more than 50% of the respondents answered that they either “Rather disagree” or “Strongly disagree” to the statement “the duration was long.”

For the question Q1(11) which asks the relationship between the contents of the OJT program and participants’ current work, 67% found the relation either “Somewhat strong” or “Very strong” while 33% answered “Neither” or “Somewhat weak.” Looking at the results by office, 50% of the PST respondents replied “Neither.”

3.1.2 Evaluation of the F/S and IP as an output of the OJT program

As an output of the OJT program, the F/S and IP reports were presented at the joint meeting on March 6, 2006. Participants were requested to evaluate the F/S and IP reports presented in terms of the following aspects:

Q1(12.1) Sufficiency in terms of reflecting conditions of the study area (Variable: **Conditio**)

Q1(12.2) Reflection of opinions of the stakeholders (Variable: **Opinion**)

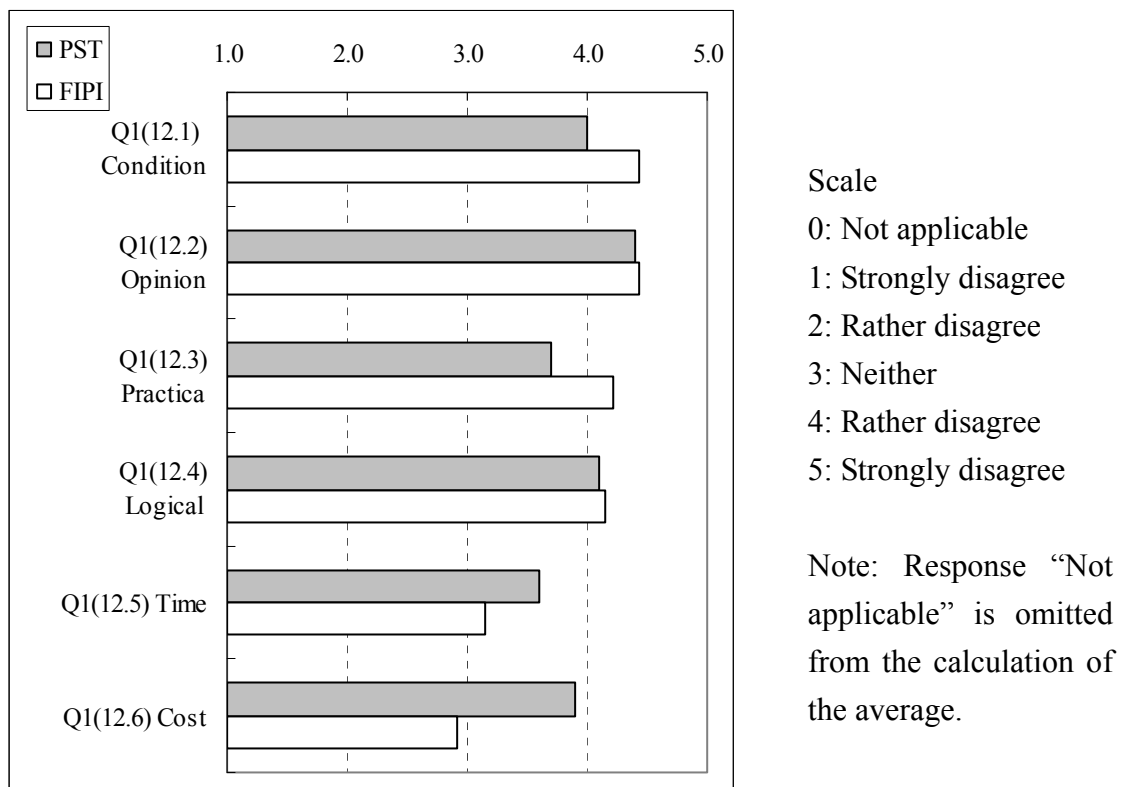
Q1(12.3) Practical aspect (Variable: **Practica**)

Q1(12.4) Logical aspect (Variable: **Logical**)

Q1(12.5) Period required for completion (the question asks whether or not it is shorter) (Variable: **Time**)

Q1(12.6) Cost aspect (the question asks whether or not it is less expensive) (Variable: **Cost**)

Table 3.2: Average of ratings of the F/S and IP by organization (PST and FIPI)



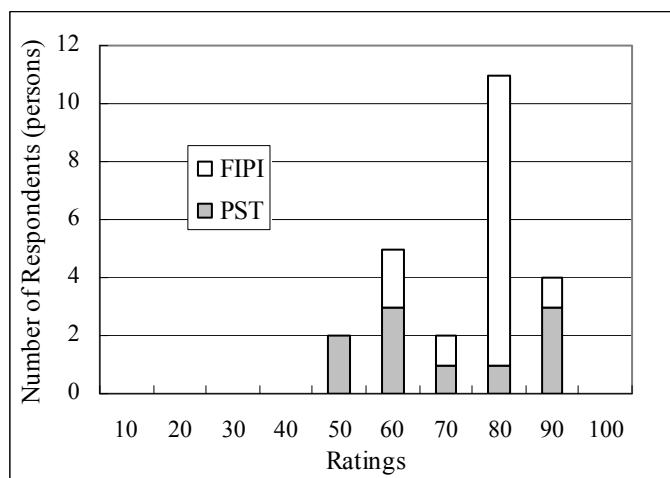
Participants are asked to evaluate the reports using a rating scale from 0 for “Not applicable” to 5 “Strongly agree” for questions Q1(12.1) – Q1(12.6). For the questions Q1(12.1)-Q1(12.4), the average of ratings centered on 4.0 as a majority of the

respondents answered either “Rather agree” or “Strongly agree.” For the questions Q1(12.5) and Q1(12.6) which ask about the duration and cost of the OJT program, the average is around 3.0 as respondents answered in various ways. Seven respondents (30%) chose “Rather disagree” to the statement that the F/S and IP was completed within a shorter period of time and in a less costly manner.

Under the question Q1(12.7), participants are asked to point out major advantages and disadvantages of the F/S and IP presented on the day in comparison with the F/S and IP they knew before. Advantages were raised in terms of the capacity building program, contents of the reports, methodologies. For example, pointed out were detailed and logical features of the reports, a bottom-up approach with the participation of farmers. On the other hand, disadvantages were indicated in terms of the funding sources, implementation arrangements, costs aside from the capacity building program and contents of the report. For example, pointed out were difficulties in implementing the project without counterpart funds from the government, difficulties in getting access to the low interest loans and high cost required for the study. A summary of responses is put in **Annex 3**.

In Q1(12.8) Overall rating of the F/S and IP (Variable: **FS rating**), participants are requested to rate the F/S and IP presented at the joint meeting. The scale of the ratings is from 0 to 100. The overall rating of the F/S and IP is 74.2 on average with the average of PST members being 70.0 with the standard deviation of 16.3 and the average of FIPI members being 77.1 with the standard deviation of 8.3. The larger standard deviation of PST shows the wider variability of the ratings among the PST members, compared with that of FIPI. The following Table 3.3 is the frequency distribution of the ratings given by the respondents.

Table 3.3: Overall rating of the F/S and IP presented on March 6, 2006



In order to examine the relation between variables and the F/S rating (Variable: **FSrating**), a regression analysis was conducted. The independent variables examined are Q1(12.1) **Conditio**, Q1(12.2) **Opinion**, Q1(12.3) **Practica**, Q1(12.4) **Logical**, Q1(12.5) **Time**, and Q1(12.6) **Cost**. The following equation was estimated. SE indicates standard errors and t means t-value, and P is p-value.

$$\begin{aligned}
 \text{FSrating} &= 47.0 + 6.7\text{Practica} \\
 &\quad \text{SE}=8.9 \quad \text{SE}=2.2 \\
 &\quad t= 5.3 \quad t=3.1 \\
 &\quad P< 0.0001 \quad P=0.006 \\
 R^2 &= 0.309 \\
 \text{Adj}R^2 &= 0.276
 \end{aligned}$$

The adjusted R^2 is not as high but the highly significant level of the coefficient of the variable **Practica** is observed. The results of the simple regression analysis show that the overall rating of the F/S and IP reports is somehow correlated with the variable **Practica**¹. There are three participants who marked “2 (Rather Disagree)” to the statement that “F/S and IP reports presented today is practical.” One of these three participants answered to the open-end questions about the disadvantages of the F/S and IP presented. According to the participants, the survey required a high cost so that it is difficult to apply in Vietnam.

¹ One of the participants from FIPI answered Not Applicable for Q1(12.5) and Q1(12.6). All the answers from this participant were excluded from the regression analysis. Therefore, the total number of observations for the analysis is 23 instead of 24.

3.1.3 Overall evaluation of the OJT program

(1) Monetary value of the OJT program (Q1(13))

On a trial basis, participants were requested to tell how much they would have been willing to pay for the participation in the OJT program conducted from November 2005 to the beginning of March 2006 by recalling the situation before they started the OJT program. Eight (8) participants from PST and thirteen (13) participants from FIPI responded to this question.² The average of the respondents from PST was 166,000 VND/day with the standard deviation of 96,000 VND while the average from FIPI was 253,000 VND/day with the standard deviation of 216,000.³

The following frequency distribution shows the possibility of grouping the responses in the three different categories presumably due to different interpretation of the question. If the daily monetary value given by respondents is multiplied with the number of days that participants attended the OJT program, the total monetary value of the OJT program is calculated at about 140 million VND.⁴⁵

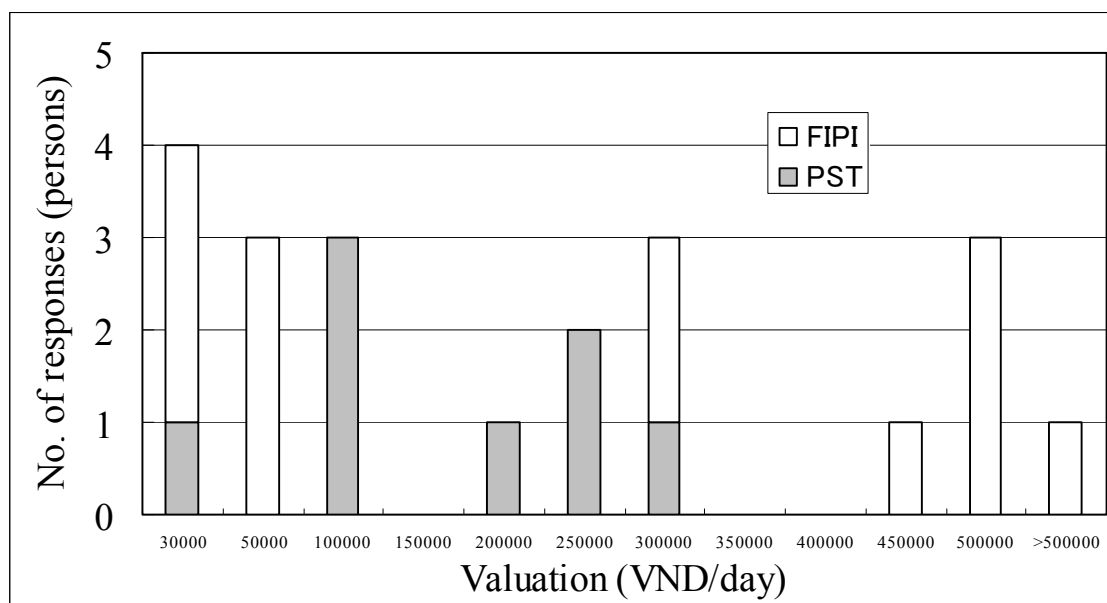
² This question was a confusing one for the participants and there seem to be different interpretations about the question. Some respondents replied with a lower monetary value by thinking about the fees usually charged for the training program at the domestic institution while others valued the program at a higher rate because foreign consultants were involved in the training program. There were also some respondents who requested to change their valuation after interpreting the question in different ways. However, the amount used for the analysis were those initially responded by the participants.

³ For the calculation, 500,000 vnd/day was used for the value more than 500,000 vnd/day.

⁴ The number of days that participants attended the OJT program is based on the records prepared by the JICA study team. Due to difficulties in recording attendance throughout the OJT program, the number of days used for the calculation does not necessarily reflect the precise number of attendance.

⁵ If the total sum of the monetary value is compared with the cost involved in the OJT program and the opportunity cost of the participants in the OJT program, the cost involved in the OJT program is far greater than the monetary value. However, the effects of the training program should be measured in a long run including its dissemination effects.

Table 3.4: Distribution of monetary values of the OJT program given by respondents



(2) Response to the open-end questions about FICAB and the OJT program

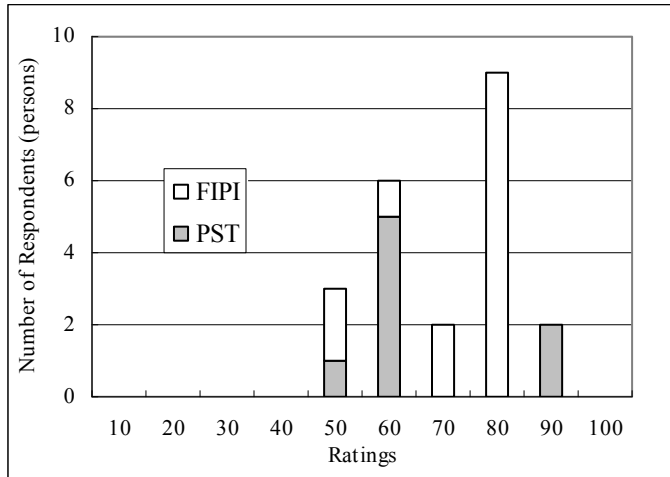
Participants were requested to make their comments on FICAB (Q2(1)) and OJT program (Q2(2)). Comments on FICAB were made in terms of the policy of the forest sector, planning and approaches. FICAB received generally good comments from the respondents. As for the OJT program, comments were made on the appropriateness and practical aspect of the program, capacity building, and logistic issues. Although respondents expressed generally favorable comments on the OJT program, it is noted that some respondents questioned the suitability of the program to Vietnamese conditions, involvement of many groups and duration of the program (too short). **Annex 4** shows a summary of the responses.

(3) Overall rating of the OJT program

Participants were requested to evaluate the OJT program on a rating scale from 0 to 100. The average of the overall ratings of the OJT program is 70.5, ranging from the minimum rating of 50 to the maximum rating of 90. The average of the PST is 66.3 with the standard deviation of 15.1 while the average of the FIPI is 72.9 with the standard deviation of 11.4. The average ratings of FIPI is slightly higher with a lower standard deviation compared with the ratings given by PST

The following Table 3.5 shows the frequency distribution.

Table 3.5: Overall ratings given by the respondents from PST and FIPI.



In order to identify possible variables that could explain the relation between the overall ratings of the OJT program and variables, the multiple regression analysis was conducted. The independent variables examined are: Q1(1) **Idea**, Q1(2) **Format**, Q1(3) **Team**, Q1(4) **Number**, Q1(5) **Inform**, Q1(6) **Field**, Q1(7) **Data**, Q1(8) **FSdur**, Q1(9) **IPdur**, Q1(10) **Applicab**, Q1(11) **Relation**, and Q1.12(8) **FSrating**. The following regression equation was estimated.⁶ SE indicates standard errors and t means t-values of the corresponding variables, and p is P-value.

$$\begin{aligned}
 \mathbf{Ficabrat} = & -3.0 + & 3.5\mathbf{Data} + & 0.8\mathbf{FSrating} \\
 & SE=7.9 & SE=2.0 & SE=0.1 \\
 & t= -0.4 & t=1.7 & t=5.9 \\
 & p=0.7 & p=0.1 & p<0.01 \\
 R^2 = & 0.82 \\
 AdjR^2 = & 0.80
 \end{aligned}$$

As seen in the above equation, variables **Data** and **FSrating** exhibit some relation with the overall rating of FICAB (**Ficabrat**): those who gave higher scores to the F/S and IP tended to appreciate the OJT program and those who agreed that collection of relevant

⁶ Two participants from PST did not answer this question. Since the correlation coefficient of this question with the question in Part 2: **Utilization** (percentage of the utilization of skills and knowledge acquired through the OJT program) is 0.77, the missing values have been replaced with the value of **Utilization**. It was also found that one of the participants from FIPI did not answer the question 1(7) **Data**. The missing value was replaced with the average value of **Data**. One of the participant from FIPI answered Not Applicable for Q1(12.5) and Q1(12.6). All the answers from this participant were excluded from the regression analysis. Therefore, the total number of observations for the analysis is 23 instead of 24.

data and information had been sufficient to prepare the report tended to evaluate the OJT program favorably. In fact, it was found that the simple regression analysis with the independent variable **FSrating** shows that the R^2 is 0.80 and Adjusted R^2 is 0.79. It is understood that Ficabrat is strongly correlated with Fsrating.

Ficabrat=	0.6 +	1.0Fsrating
	SE=7.9	SE=0.1
	t=0.1	t=9.1
	p=0.9	p<0.01
	$R^2=0.80$	
	Adj $R^2=0.79$	

There are some respondents who marked relatively low scores to the OJT program. The following items (1) and (2) highlight the comments of these respondents in terms of disadvantages of F/S and IP, and the OJT program.

(1) Disadvantage of FS and IP

The disadvantages pointed out for the F/S and IP are related to the institutional aspect of the project, possible fund sources, the costs required for the survey, and reporting. As for the institutional aspect, a participant pointed out that the assessment and management of PMB (Project Management Board) and CPIU (Commune Project Implementation Unit) need to be carefully considered and followed because the project plan proposes a new model in Vietnam. In terms of the fund sources, farmers borrow and invest in the project by themselves if there is no counterpart fund from the governmental budget. Therefore, comments say that implementation and management may face some difficulties. Disadvantage of F/S and IP is also seen in the large amount required for the survey. Because of this, it is difficult to apply them in Vietnam. It is also pointed out that there exist too many chapters in the report and also several overlapping parts among chapters in the report. Unnecessary overlapping is also seen between FS and IP.

(2) Comments on the OJT Program

Comments from a participant say that the OJT program is very good: however, when doing training for Vietnamese staff, it is necessary to guide and follow the conditions in Vietnam rather than following the international or Japanese conditions and standards. As a result, the trainee may acquire the contents better without dependency. Another

participant also points out that the OJT program is scientific but not yet suitable with Vietnamese conditions. Time constraints and problems with the coordination seem to be another factor. A participant says that contents of the OJT program are very useful for FIPI and PST members: however, training time is short and there exist too many groups that led to difficult in coordination and sharing information.

3.2 Evaluation of the OJT program during the OJT period

As part of the M & E activities, the questionnaire survey was conducted during the OJT period and the feedback sessions were occasionally held at the joint meetings.⁷ The following are some of the important findings and observations received for the questionnaire survey conducted on November 25, December 9, during a period from December 16 to 23, and December 30, 2005.

(1) Survey on November 25, 2005

As a result of the M & E on November 25, 2005, it was identified that there would be the two major areas for further consideration in order to improve the on-going OJT program: enhancement of the inter-group cooperation and applicability of the OJT program in the Vietnamese context.

(2) Survey on December 9, 2005

For possible counter-measures to the point raised at the previous M & E, the following points were suggested:

(1) For improvement of the intra-and inter-group activities

- Assignment of a chairperson
- Preparation in terms of the time, topics and data & information prior to the inter-group activities
- Cooperative mind-set among the participants

(2) For enhancement of applicability and usefulness of the OJT program

- Clear, short and easy to understand directions or guidelines
- Applicability to the actual conditions of the study areas

The above points were taken into consideration for the on-going OJT.

⁷ Respondents during the OJT program are not necessary official participants of PST and FIPI.

(3) Survey from December 16 to 23, 2005

As a result of the M & E 3 conducted from December 16 to 23, 2005, the following points were identified:

- (a) Improvement of the capacity building has been seen particularly in the field survey and analysis, which was intensively undertaken during the initial stage of the feasibility study.
- (b) The improvement of the capacity building in the planning and project evaluation & analysis needs to be realized toward the later stage of the feasibility study.
- (c) The OJT program to improve the capacity level of the site selection, planning (option evaluation), marketing of the agro-forestry products and financial & economic analyses needs to be considered.
- (d) Change of the attitude is taking place among the participants. The perception change is seen in various areas such as the establishment of the logical flow of the analysis, report preparation, specific methodologies being adopted for the study.

(4) Survey on December 30, 2005

Participants were requested to make any comments at the end of the preparation of the F/S. The following are some of the comments received by the respondents.

(a) Logistic and coordination aspect

- Time for study and application is limited;
- Strengthening discussion among group for sharing information.

(b) Reporting

- The report needs appropriate outline, short content, easy to understand
- Need to be arranged in accordance with Vietnamese regulation and local can be easier accessed to.

(c) Study tour

- Need to organize study tour models that have been invested in other provinces for studying and drawing lesson learnt.

(d) Methodology

- Need to consider especially methodology of collection of socio-economic data and information; consider and improve methodology and content of socio-economic assessment that serves for planning, monitoring and evaluation of the project;
- Site survey, forecast on the yield of crops and tree consumed a lot of time. This is necessary activity, however methodology of selecting survey objects, sample survey distribution and yield forecast are not appropriate. Need to reconsider.
- Construct in more detail with site investigation plan

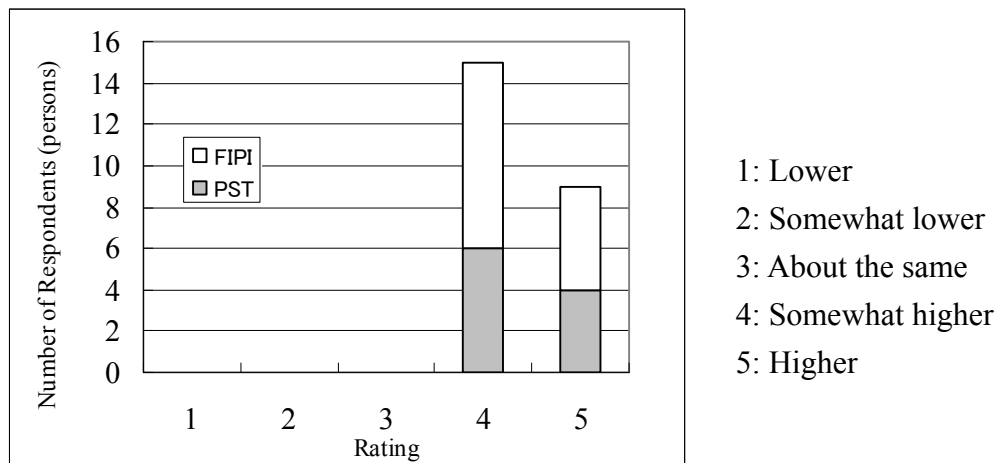
Chapter 4 Evaluation of the progress of the capacity building

Evaluation of the progress of the capacity building is done in order to examine: firstly the general progress and changes of the attitude; and secondly the progress of the capacity in respective professional fields.

4.1 Evaluation of the general progress of the capacity building

The participants are asked to compare the present level of the knowledge and skills with the level before participation in the OJT program. The level ranges from 1 (Lower than the pre-OJT level) to 5 (Higher than the pre-OJT level). As seen in the following Table 4.1, all the participants responded that the ex-post capacity level is either “Somewhat higher” for the rating of 4 or “Higher” for the rating of 5. The average of the ratings is 4.4 with the standard deviation of 0.5.

Table 4.1: Evaluation of the capacity if compared with the pre-OJT level



Then, the analysis examined how much of the knowledge and skills transferred through the OJT program participants claimed to have acquired. Respondents answered that they had acquired about 75% of the knowledge and skills transferred on average. The average of the responses from PST is 72.0 with the standard deviation of 14.8 while the average of the responses from FIPI is 77.9 with the standard deviation of 8.0. As seen in the following frequency table (Table 4.2), the variability of the responses from PST is larger than that from FIPI.

For the purpose of learning the utilization of knowledge and skills they acquired, participants were asked to rate the percentage of knowledge and skills which they

acquired and make use of in their offices other than the works relating to FICAB⁸ assuming that what they acquired is 100. The average use of knowledge and skills is rated at 66.5 by the respondents. While the average of FIPI members is 71.5 with the standard deviation of 12.8, the average of PST members is 60 with the standard deviation of 20.5 (Table 4.3). It is noted that that the responses from PST are characterized with the lower ratings and wider variability. If the rate of acquisition of knowledge and skills is multiplied with the rate of the utilization, it is calculated around 50. This implies that on average, 50% of knowledge and skills transferred are being utilized in their respective offices.

Table 4.2: How much of the knowledge and skills transferred through the OJT program have been acquired?

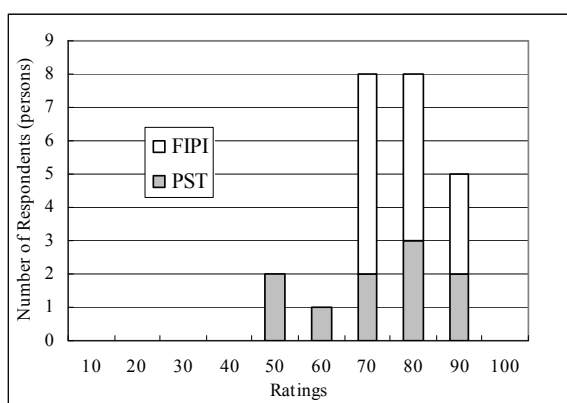
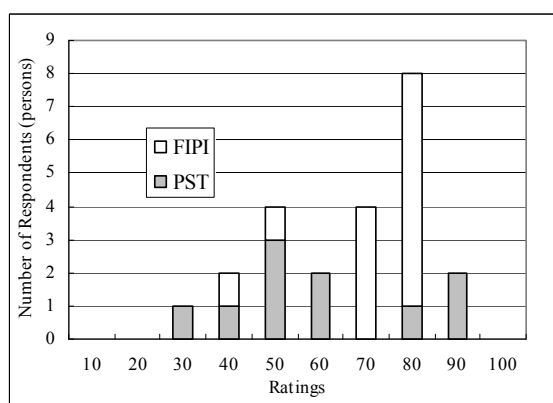


Table 4.3: How much of the knowledge and skills transferred through the OJT program are being utilized in the office?



4.2 Evaluation of changes of the attitude

Participants were requested to evaluate how their attitude changed as a result of participating in the OJT program using a range from 1 (Strongly disagree) to 5 (Strongly agree) with 0 being Not Applicable. The following attitudinal changes were evaluated:

- Q2 (4.1) Have become able to set targets of works more efficiently (Variable: **Target**)
- Q2 (4.2) Have become able to express opinions more logically (Variable: **Logic**)
- Q2 (4.3) Have become able to propose project plans (Variable: **Plan**)
- Q2 (4.4) Have begun to take a more active leadership role (Variable: **Leadersh**)
- Q2 (4.5) Improvement of problem-solving ability (Variable: **Problem**)
- Q2 (4.6) More concerned with the quality of data and information (Variable: **Quality**)

⁸ Although the question requests them to tell the utilization rate for the works other than those related to the FICAB, there seemed to be some confusion among respondents in their understanding this question. The answers from respondents may or may not take into account the works related to the FICAB.

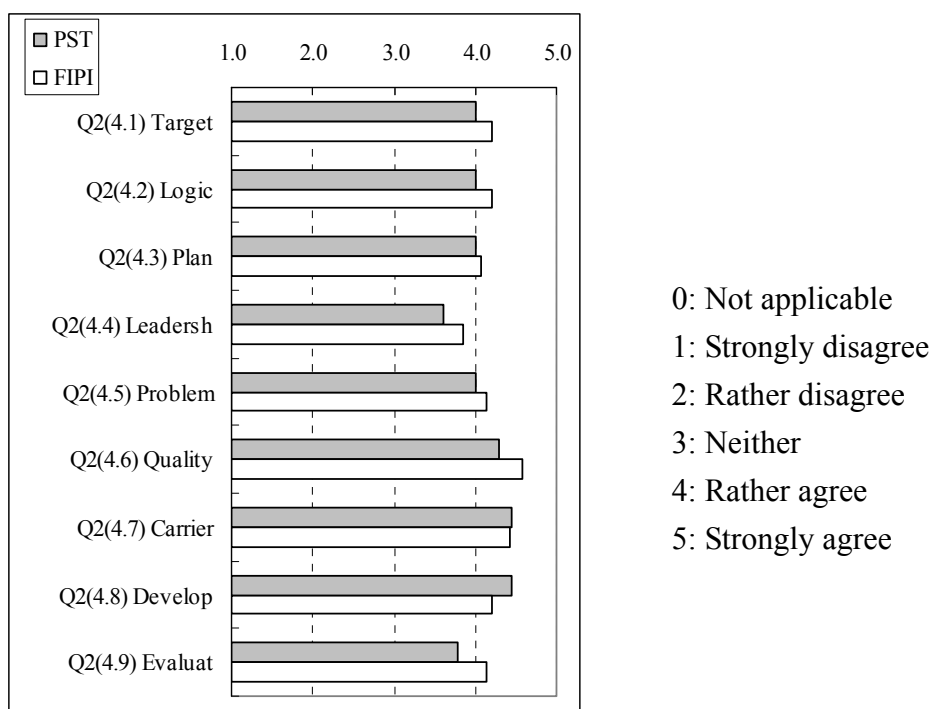
Q2 (4.7) More positive in acquiring new knowledge and skills for carrier development (Variable: **Carrier**)

Q2 (4.8) More positive in acquiring new knowledge and skills for the development of the region and country (Variable: **Develop**)

Q2 (4.9) Received higher evaluation from colleagues (Variable: **Evaluat**)

The following table (Table 4.4) describes the average of ratings on respective aspects. The average of the ratings centered on 4.0. For most of the questions, a majority of the respondents or nearly 90% of the respondents stated they either “Rather agree” or “Strongly agree.” In particular, 58 % of the respondents for the question about the quality concern of the data and information (Q 4.6) and 61% of the respondents for the question about the acquisition of new knowledge and skills for their own carrier development (Q 4.7) answered that they “Strongly agree.”

Table 4.4: Average of rating on attitudinal changes



Using these nine variables, the Principal Component Analysis (PCA)⁹ was conducted. The analysis aims to find ways to consolidate these variables into a fewer number of variables. The following table (Table 4.5) shows that the results of the PCA. The

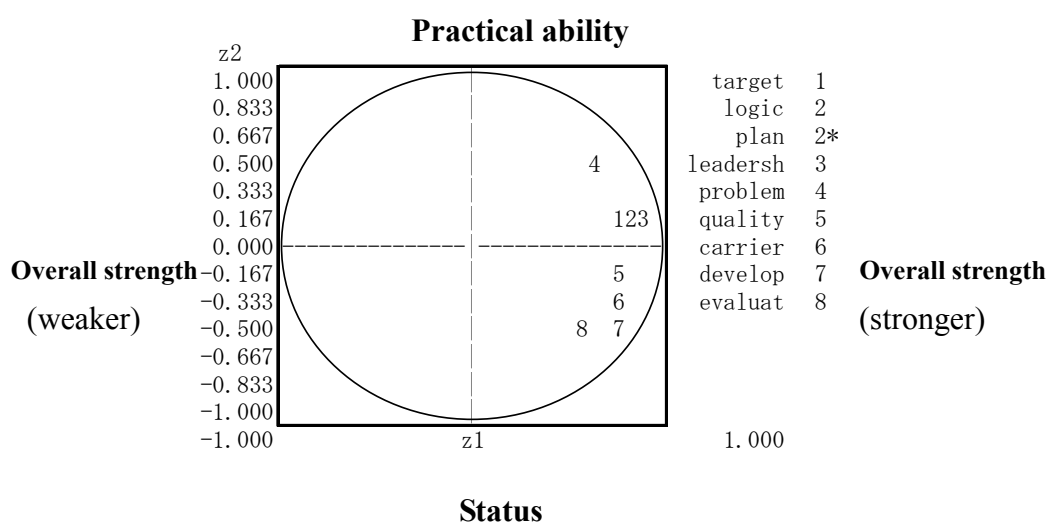
⁹ For the purpose of the Principal Component Analysis, two observations are taken out as there are missing values in these variables. As a result, the total number of observations for each variable numbers 22.

eigenvalue of the first principal component shows that the first principal component (Z-1) contains about 70% of the information of the nine variables. With the second principal component together, the two variables (Z-1 and Z-2) will explain 80% of the information contained in the original nine variables.

Table 4.5: Eigenvalue and factor loading

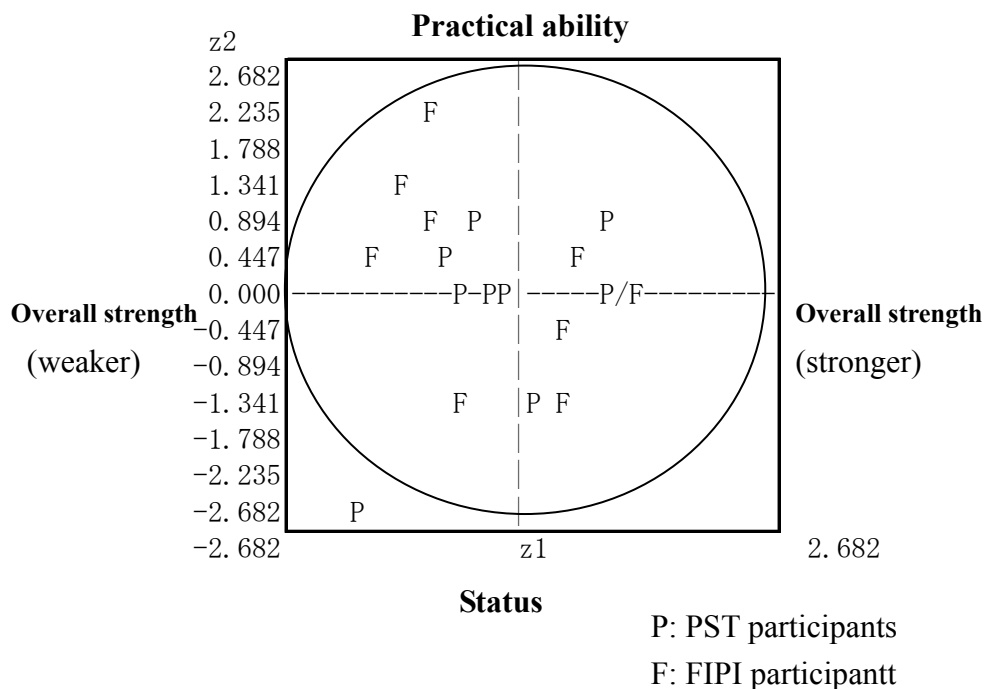
Item	Z-1	Z-2
Eigenvalue	6.272	0.943
Proportion	0.697	0.105
Cumulative	0.697	0.802
Factor loading	Z-1	Z-2
target	0.854	0.187
logic	0.920	0.214
plan	0.880	0.244
leadersh	0.954	0.097
problem	0.731	0.495
quality	0.842	-0.089
carrier	0.822	-0.336
develop	0.825	-0.452
evaluat	0.641	-0.472

Figure 4.1: Plot of the factor loading of Z-1 and Z-2



The first principal component (Z-1) can be interpreted as a variable that explains “overall ratings for their change of attitudes” by the respondents. On the other hand, the second principal component (Z-2) may be interpreted as “ratings of the attitudinal changes for practical ability vs status.” In other words, nine variables can be classified in accordance with the practical ability vs status, i.e. changes for the status can be related to the three variables such as **Carrier, Develop and Evaluat** while changes for practical ability can be related to variables such as **Target, Logic, Plan, Leadersh, Problem, and Quality**. The higher the value of the second principal component, the higher the participant’s ratings on the practical ability such as attitudinal changes to set targets more efficiently. The lower the value of the second principal component, the higher the participant’s ratings on the status such as higher evaluation from colleagues. “Higher” or “lower” should be interpreted in a relative term. The following Figure 4.2 shows a scatter plot of the principal component scores by PST (shown as “P”) and FIPI (shown as “F”). Distinct differences are not observed between PST and FIPI participants.

Figure 4.2 Principal component scores



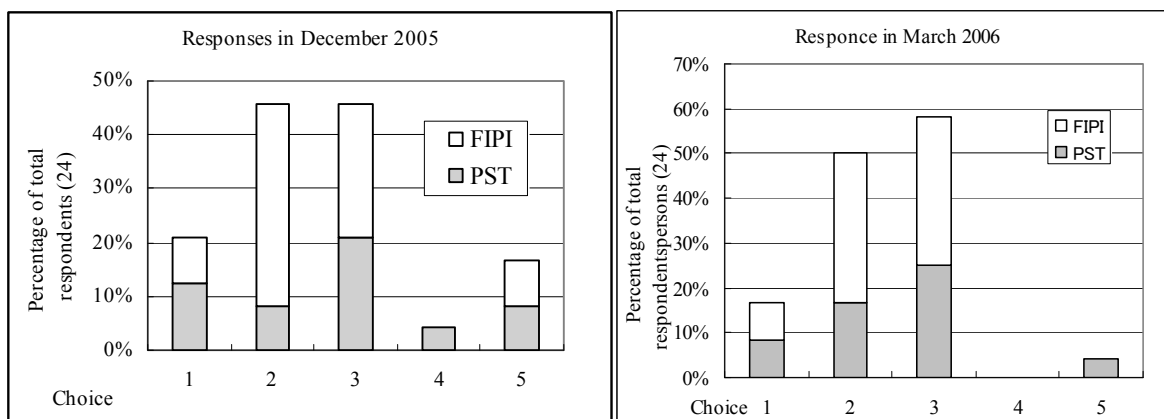
Aside from the above questions, participants were asked to tell what will be the next action if a project is deemed not feasible. They are asked to select their choices from the following alternatives.

- 1) Still implement the project as planned (Choice 1)

- 2) Change the scope and design of the proposed project (Choice 2)
- 3) Change to other project option (Choice 3)
- 4) Not implement the project (Choice 4)
- 5) Others (Choice 5)

The following frequency table summarizes the responses. It is compared with the responses to the same question made in December 2005 although respondents are not exactly same at these points in time.

Table 4.6: What will be the next action if it is not feasible?



Note 1: Multiple choices are allowed. The questionnaire survey in December 2005 includes some unofficial participants as well

Note 2:

- 1=Still implement the project as planned
- 2=Change the scope and design of the proposed project
- 3=Change to other project option
- 4=Not implement the project
- 5=Others

As seen in Table 4.6 above, in case the project is found not feasible, changes to the alternative project or scope changes are preferred choices to be taken. Some but a few respondents still insist that the project should be pushed through.

4.3 Evaluation of the specific field of the planning capacity

The On-the-Job Training (OJT), one of the activities (input) under the Study, has been monitored and evaluated by examining the level of learning (Level 2 of the PDM above) of officially nominated participants in the OJT program (12 from PST and 15 from FIPI). In order to examine the level of learning, the planning capacity that is

required for the preparation of afforestation projects and is deemed necessary to improve will be classified into seven (7) categories: (1) policy relevance of the project; (2) consistency with standards, policy and guidelines; (3) selection of project sites; (4) field survey and analysis; (5) project planning; (6) project analysis and evaluation; and (7) overall coordination. The seven planning categories are further classified into the following sub-categories and work items. This classification corresponds to the groups formulated for the technical transfer: Group A to Group F. Groups corresponding to respective planning categories, sub-categories and work items are also shown in the second column from the right end in Table 4.7.

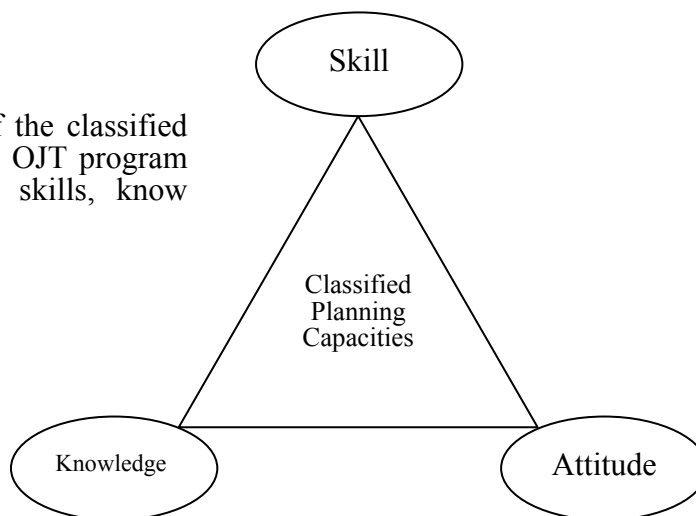
Table 4.7 Classification of Planning Capacity

No	Category	Sub-category	Work Items	Group	No. of indicators
1	Policy Relevance of the Project			F	2
2	Consistency with Standards, Policy and Guidelines			F	1
3	Selection of project sites			C1 and D	3
4	Field Survey and Analysis	Natural Conditions	Soil	C2	2
			Assessment of forest resources	C2	3
			Mapping	C2	3
		Socio-economic Conditions	Land ownership and use	B and C2	4
			Socio-economic conditions	B	2
			Market and distribution channels for forest products	A	7
			Needs of the people	B	3
5	Project Planning	Project option evaluation		C1 and D	8
		Project implementation plan	Production plans for seedlings	C1 and D	5
			Plantation and tending plan	C1 and D	3
			Harvesting plan	C1 and D	4
			Infrastructure	C1 and D	3
		Project Organization Plan	Organizational arrangement for project implementation	C1 and D	3
			Organization of the people	B	2
			Labor mobilization plan	C1 and D	2
		Project Management Plan	Financial plan	E	2
			Sales/marketing plan	A	6
		Monitoring and evaluation plan	F	4	
6	Project Analysis and Evaluation	Technical evaluation		C1 and D	1
		Evaluation of environmental and social aspects		B and C2	9
		Economic and financial analyses		E	9
7	Overall Coordination			F	4
Total					95

The learning is measured in various areas classified in the above table. In parallel, it is planned to be examined from the following three aspects: the knowledge that has

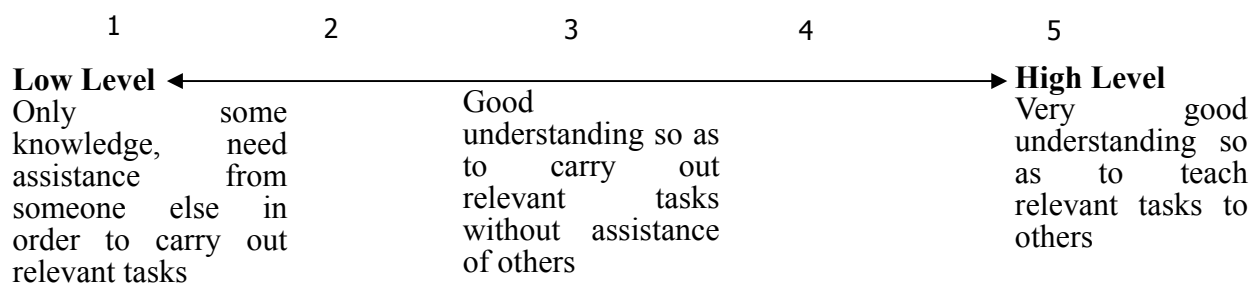
been learned, skills that have been developed and attitudes that have been changed. .

Figure 4.3: Evaluation of the classified planning capacity for the OJT program from the three aspects: skills, know ledges and attitudes



For the purpose of monitoring the learning, the Study team developed a questionnaire with a total of 95 skill and knowledge indicators classified in the above seven planning categories and a few additional attitude indicators. Out of 95 indicators, 71 are skills indicators (questions ask “if respondents are able to do tasks”), 24 are knowledge indicators (questions ask “if respondents understand subjects”).

The grade of 5 scales from the low level (1) to the high level (5) is given to each of the indicators. The low level 1, for example, indicates that they have “only some knowledge” and they “need assistance to conduct relevant tasks.”



The questionnaire has been distributed to the participants at the joint meeting held on March 6, 2006.¹⁰ Although there are participants other than officially-nominated participants, the M & E was limited only to those officially-nominated as beneficiaries of the OJT program.

Aside from the questions on the capacity, participants were asked to describe what they

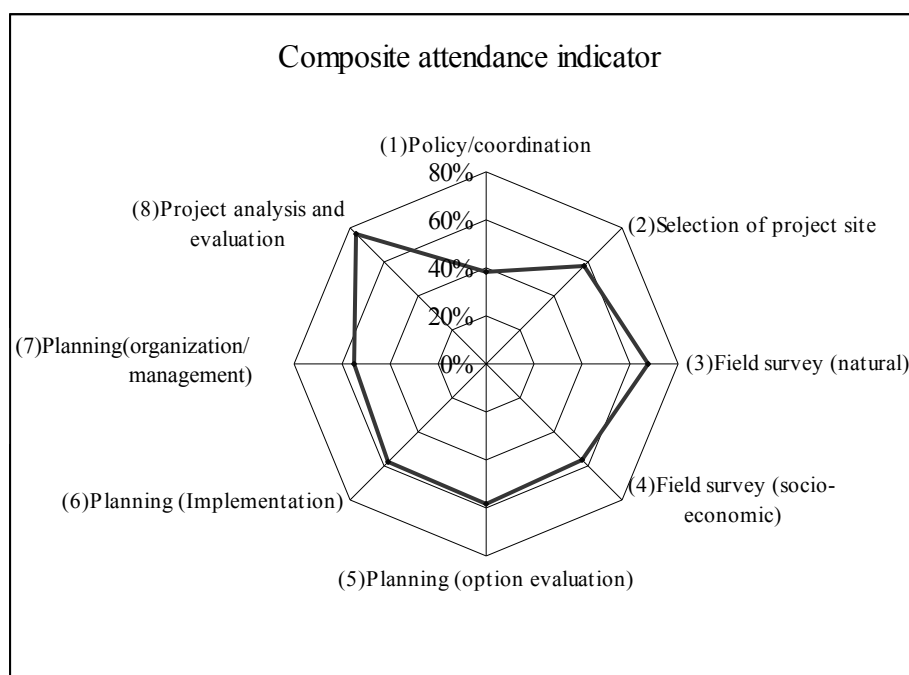
¹⁰ Several official participants submitted their responses to the questionnaire at the later dates.

did during the study period in terms of the contents of the study, methodology of conducting the study, and outputs of the group activities. Their responses are summarized in **Annex 5**.

4.3.1 Attendance

The following Figure 4.4 shows simple averages of the attendance rates of groups for the OJT program during a period from November 15, 2005 to March 6, 2006 ¹¹ that have been reclassified into the eight (8) categories of the planning capacities. The attendance in the OJT program in Figure 4.4 is based on the record of the JICA team and is not necessarily matched with the one recorded by respective participants if they did do so. The figure shows that the average attendance rate is more than 60% and the attendance of groups responsible for the project analysis and evaluation marked the highest point, followed by that of the groups being responsible for the field survey (natural conditions).

Figure 4.4: Composite attendance indicator of technical transfer groups being reclassified into 8 categories of the planning capacity



¹¹ The official number of days for the OJT program was 45 but if participants attended the OJT program other than the official period, the number of days was also recorded as the attendance.

4.3.2 Analysis of responses in terms of knowledge and skills

The following tables summarize the average ratings by the respondents in terms of the learning and changes of the knowledge and skills. Table 4.8 shows the average of ratings given by the respondents, a simple average of ratings of the total respondents and a simple average of the respondents from the respective institutions. The ratings are centered more or less on 4.0. Table 4.9 shows the incremental differences between the ratings before and middle of the OJT. The differences were calculated by simply subtracting the average ratings in the middle from those before the OJT. The table shows that the incremental differences of the knowledge is higher than those of the skill indicators during the surveyed period. It is reasonable to understand that it would be relatively easy to improve the level of the knowledge at the OJT stage if compared with the difficulties involving in the development of the skills.

Table 4.8: Average of ratings: Knowledge and skills indicators

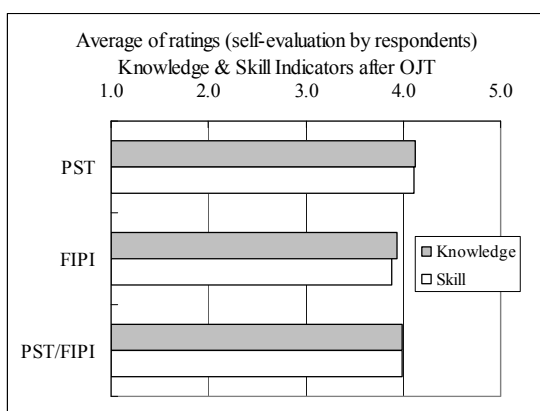
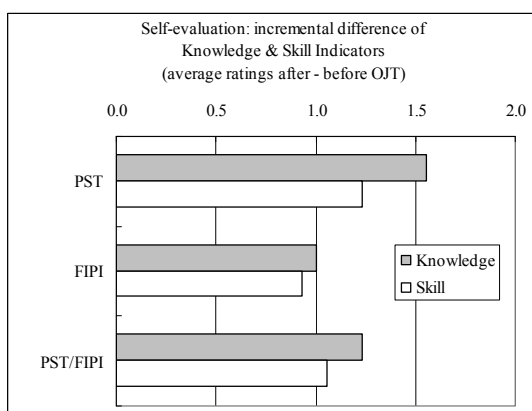


Table 4.9: Incremental difference of knowledge and skill indicators



The following Figures 4.5 to 4.8 shows the average ratings and average of the incremental differences of the ratings self-evaluated by PST and FIPI respondents in respective planning categories. For the purpose of the data analysis and presentation, we have classified 95 indicators into the following eight categories ((1) policy/coordination; (2) selection of project site; (3) field survey (natural conditions); (4) field survey (socio-economic conditions); (5) planning (option evaluation); (6) planning (implementation); (7) planning (organization/management); (8) project analysis and evaluation). This will help focus more on the progress of the OJT in the respective technical fields.

Before interpretation of the analysis of the survey results, it is important to understand the limitation of the survey for its simple generalization. For instance,

practical and academic experiences of the participants prior to the OJT program are different one another. The contents of the OJT vary from subject to subject. Participants may need to spend more time on some subjects while not much on others. The shape of the learning curve may be also different. Participants in an OJT subject may acquire skills and knowledge much faster than those from other groups but slower at the later stage of the OJT program.

Figure 4.5 below compares the average ratings by **PST** members before, in the middle and after the OJT program. The ratings of all the categories exceed 3.0 after the OJT program. The incremental differences shown in Figure 4.6 are positive in all the eight areas although the degree of the differences varies.

Figure 4.5: Average of ratings by PST (Before-Middle-after the OJT)

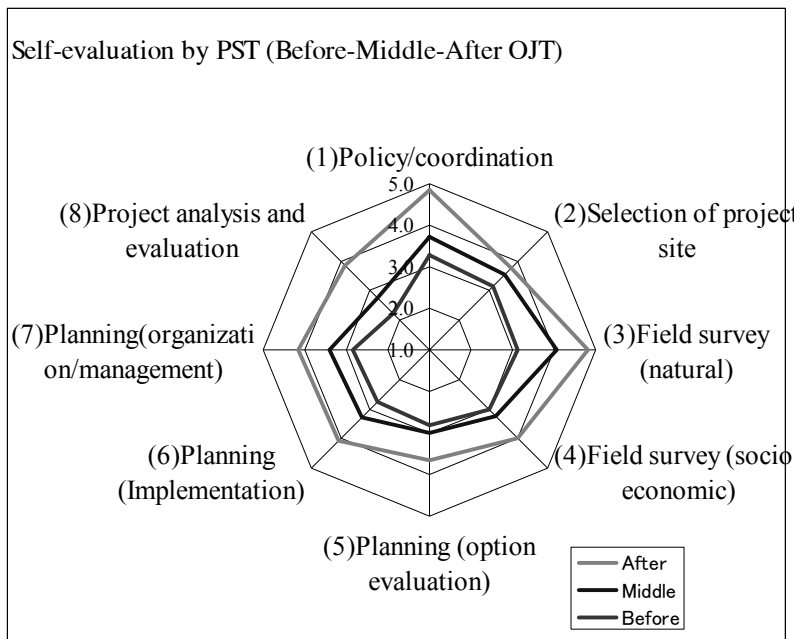


Figure 4.6:
Incremental difference
of average ratings by PST

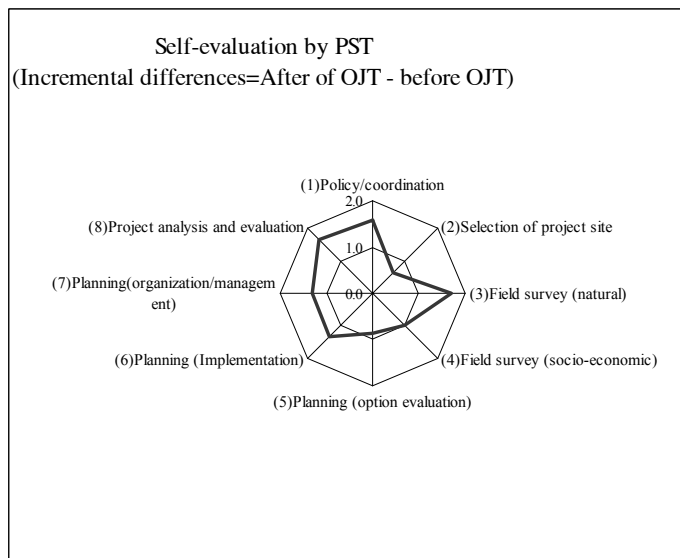


Figure 4.7 below shows the average ratings by **FIPI** members before and after the OJT program. The ratings also exceeded 3.0 in all the eight areas after the OJT.

Figure 4.7: Average of ratings by FIPI (Before and After the OJT)

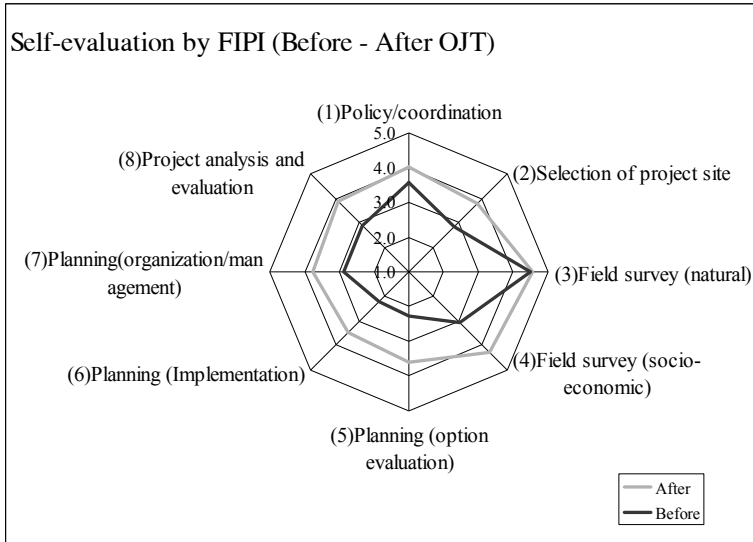
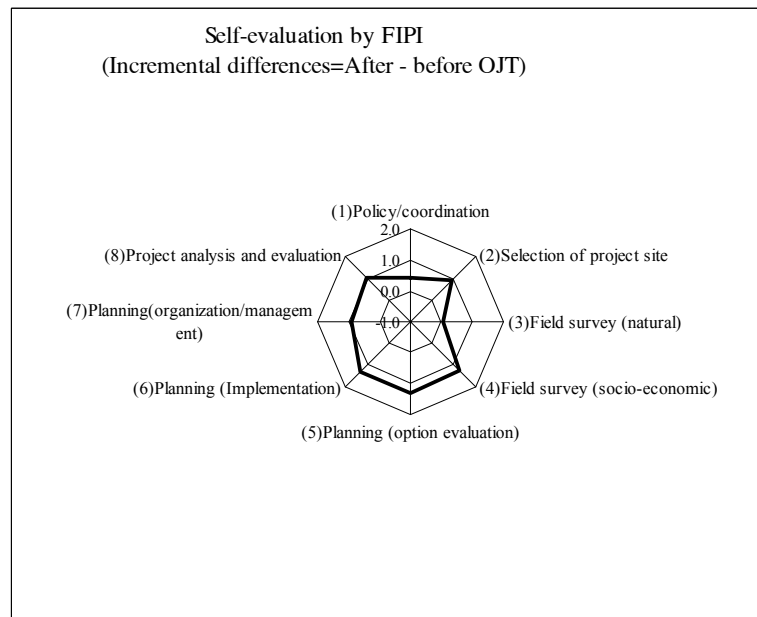


Figure 4.8:
Incremental difference
of average ratings by FIPI



The following Figures 4.9 and 4.10 compare the difference between the self-evaluation of PST/FIPI members and that by the JICA study team on the PST/FIPI members before and after the OJT program. The ratings of the JICA study team was about 3.0 in all the areas but the project analysis and evaluation.

The results show that the self-evaluation by PST/FIPI is higher than the evaluation by the JICA team.

Figure 4.9: Evaluation of PST/FIPI performance by JICA team (average of ratings)

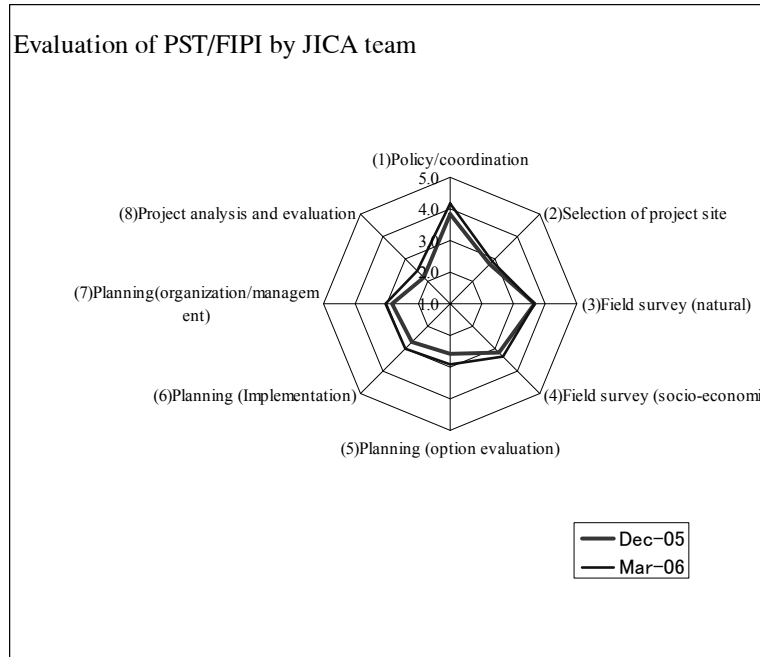
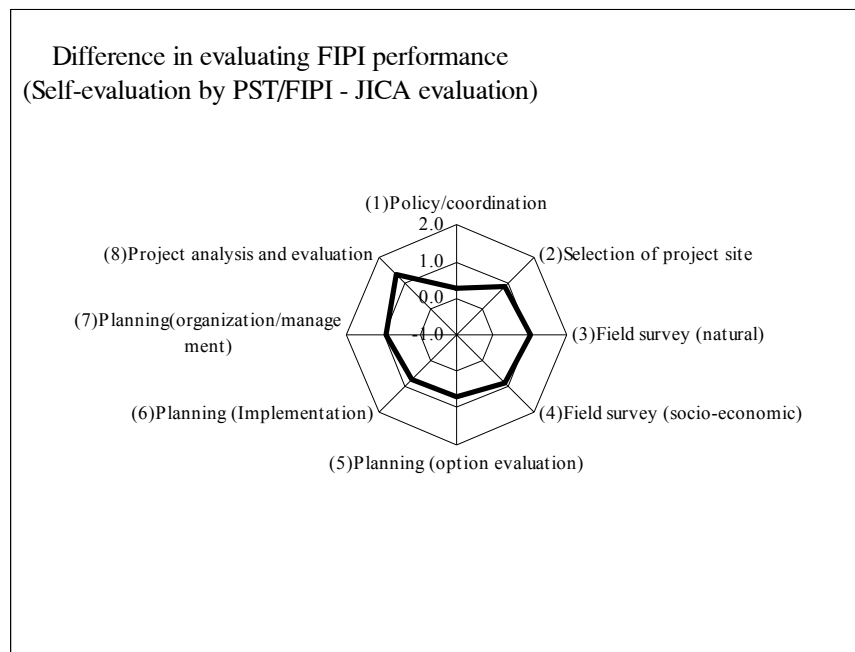


Figure 4.10: Difference in evaluating PST/FIPI performance between PST/FIPI and JICA team (average of ratings in March 2006)



Chapter 5 Conclusion: points to be considered for feedback

As a result of the M & E conducted on March 6, 2006 coupled with the results of the M & E undertaken during the OJT period, the Study Team would like to feedback the following points:

(a) In the middle of the OJT program, the following are, among others, the important issues used to be raised by respondents as areas for improvement: coordination for inter-group activities, streamlining of report structure, applicability of methodologies to the actual conditions of the study areas, and applicability of the OJT program in Vietnamese context.

(b) At the end of the OJT program, most of the respondents evaluated the program favorably in terms of the contents: however, in terms of the duration of preparing the F/S and IP, and the number of study members, respondents showed the mixed observations. It is also noted that the average rating of PST respondents on the relation between the contents and their current work is lower than that of FIPI respondents.

(c) The overall rating of the OJT program is generally good as the average ratings of the respondents is about 70 ranging from 50 to 90. It is found that the average rating of PST respondents is lower, with a wider variability, than that of FIPI respondents.

(d) The overall rating of the OJT program is strongly correlated with the rating of the F/S and IP by the respondents. The perception of respondents in terms of sufficiency of data and information collection also has certain influence on the overall rating of the OJT program. In terms of factors affecting the ratings of the F/S and IP, the practical aspect of the F/S and IP seems to have some impacts on the ratings of respondents.

(e) Respondents who evaluated the OJT program with lower scores made the comments on the disadvantage of the F/S and IP, which are related to the institutional aspect of the project, possible fund sources, costs required for the survey, and overlapping of the report contents. Their comments on the OJT program is related to the necessity to follow the conditions in Vietnam when conducting the training for Vietnamese staff, time constraints, problems with the coordination, and existence of too many groups for coordination and information sharing.

(f) Attitudinal changes also took place for respondents. The variables can be classified into those explaining overall strengths, relative strength of attitudinal changes for status improvement or changes for practical abilities.

(g) Improvement of the capacity building has been seen in all the planning area for both PST and FIPI respondents.

Annex 1: Questionnaire form

Questionnaire 6 (at end of the OJT program)

Code: _____

Organization: PST FIPI (Please circle your institution)

Group: A B C1 C2 D E F (Please circle your group.)

Name: _____

We have conducted the OJT program for preparation of the feasibility study (F/S) and implementation plan (IP) since the middle of 2005. At the end of this OJT program, we would like to have your cooperation again in responding to this questionnaire. Your answers will greatly help us formulate the forthcoming capacity building program (FICAB) in the second phase, which is scheduled to start from June 2006.

This questionnaire comprises of the two parts: evaluation of the OJT program and self-evaluation of your capacity before and after the OJT program. Please either circle an appropriate number for your choice or describe your answer and responses in the brackets provided under each of the questions.

Part 1: Evaluation of the OJT program

1. How do you evaluate the contents, materials, methodologies, and JICA study team members of the OJT program?

(1) The OJT program contained sufficient number of new ideas to me.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(2) Formats and handout materials used for the OJT program was appropriate to conduct the feasibility study and prepare the implementation plan.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(3) Explanation and instruction of the JICA study team member was appropriate.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(4) A number of study members are many.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(5) Information, knowledge and experience sharing among the OJT participants was helpful.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(6) The field visits were sufficient to achieve a good understanding of the study area.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(7) Collection of relevant data and information was sufficient to prepare the report.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(8) Duration of preparation of the F/S was long. (November 15, 2005 to December 30, 2005)

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(9) Duration of preparation of the IP was long. (February 13, 2006 to March 6, 2006)

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(10) The technology transferred under the OJT program was applicable to the conditions in Vietnam.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(11) How do you find the relationship between the contents of the OJT program and your current work? Is the relation is strong or weak?

Not applicable	Very weak	Somewhat weak	Neither	Somewhat strong	Very strong
0	1	2	3	4	5

(12) The following questions are about the F/S and IP reports presented today

(12.1) F/S and IP reports presented today sufficiently reflect conditions of the study area in Phu Binh District.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(12.2) F/S and IP reports presented today reflect opinions of the stakeholders of the project.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(12.3) F/S and IP reports presented today is practical.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(12.4) FS and IP presented today is logical

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(12.5) The FS and IP was completed within a shorter period of time.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(12.6) The FS and IP was completed in a less costly manner.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

(12.7) Compared with the FS and IP you know before, what are the major advantages and disadvantages of the FS and IP presented today?

(12.7.1) Advantages

(12.7.2) Disadvantages

(12.8) Overall rating of the F/S and IP.

How would you evaluate the F/S and IP on a scale of 0 to 100? Please circle the appropriate number.

	Poor		Weak		Satisfactory		Good		Excellent	
0	10	20	30	40	50	60	70	80	90	100

(13) Benefits that you have received through the program may benefit your carrier development, and may benefit your organization by applying the knowledge and skills and transferring them to colleagues, and also contribute to the people in the study areas and then, the country as a whole. Considering these benefits of the project in total, how do you evaluate the benefits of the project in monetary terms? Recalling the situation before you started this OJT program and considering the duration of the OJT program from November 2005 to the beginning of March 2006, please indicate how much you would have been willing to pay for the participation in this OJT program by ticking the appropriate box below.

- 10,000 VND or less per day
- 20,000 VND per day
- 30,000 VND per day
- 50,000 VND per day
- 70,000 VND per day
- 100,000 VND per day
- 150,000 VND per day
- 200,000 VND per day
- 250,000 VND per day
- 300,000 VND per day
- 350,000 VND per day
- 400,000 VND per day
- 450,000 VND per day
- 500,000 VND per day
- Above 500,000 VND per day
- Others (please specify the amount _____ VND per day)

2. Please describe what you think about this FICAB (JICA Study) and the OJT program?

(1) About the FICAB as a whole

()

(2) About the OTJ Training Program

()

3. Overall rating of the OJT program

How would you evaluate the OJT on a scale of 0 to 100? Please circle the appropriate number.

Poor	Weak	Satisfactory	Good	Excellent						
0	10	20	30	40	50	60	70	80	90	100

Part 2: Evaluation of the capacity being developed

1. Is the present level of your knowledge and skills high or low compared with the level of the knowledge and skills you had before you participated in the OJT program?

Lower	Somewhat lower	About the same	Somewhat higher	Higher
1	2	3	4	5

2. How much of the knowledge and skills transferred through the OJT program have you acquired?

Please provide your evaluation on a scale of 0 being nothing acquired to 100 being fully acquired.

Nothing acquired	Fully acquired									
0	10	20	30	40	50	60	70	80	90	100

3. Out of knowledge and skills you acquired through the OJT program, what is the percentage you make use of currently in your office other than the works related to the

FICAB? Please assume what you acquired is 100 and then give the percentage of the use in your office out of 100 by circling the appropriate number below.

No utilization Fully utilized
 0 10 20 30 40 50 60 70 80 90 100

4. How has your attitude changed as a result of participation in the OJT program?

4.1 I have become able to set targets of my works more proficiently.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.2 I have become able to express my own opinions more logically.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.3 I have become able to propose project plans.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.4 I have begun to take a more active leadership role.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.5 My problem-solving ability has improved.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.6 I have become more concerned with the quality of data and information to be collected for the analysis.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.7 I have become more positive in acquiring new knowledge and skills for my carrier development.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.8 I have become more positive in acquiring new knowledge and skills for the development of the region and country.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

4.9 I have received higher evaluations from my colleagues.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

5. If a project is deemed not feasible, what will be your next action? Please tick your choice (multiple choices will be allowed).

- Still implement the project as planned
- Change the scope and design of the proposed project
- Change to other project option
- Not implement the project
- Others

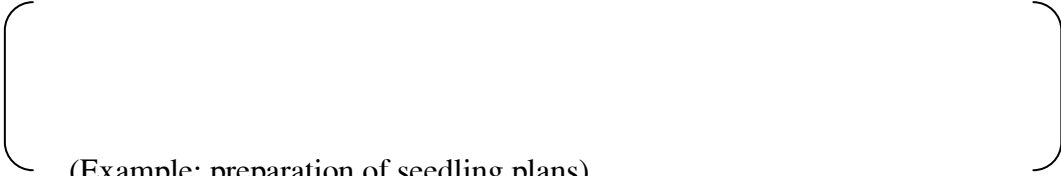
(Please specify: _____)

6. During the OJT program, if you have a chance to disseminate the knowledge and skills acquired through the OJT program, please describe types of such occasions, the frequency of the occasions and approximate number of participants in the respective occasions. Of the knowledge and skills you acquired through the OJT program, what percentage do you feel was disseminated to your audience at respective occasions? Such occasions may be lectures, meetings held in-and out-side your organization, seminars, writing articles and papers, extension activities and workshops.

Types of occasions	Frequencies	Number of participants/each occasion	Percentage of the dissemination to your audience


7. Please describe what you did during the study period in terms of the contents of the feasibility and methodology of conducting the study?

7.1 Contents of the feasibility study




 (Example: preparation of seedling plans)

7.2 Methodology of conducting the study



 (Example: financial analysis)

8. Please describe results outputs of your group activities.



Questions will be followed on the next pages.

Annex 2: Data summary of responses from participants

Item	PST	FIPI	Total
Total Number of Official Participants (A)	12	15	27
Number of Respondents (B)	10	14	24
(B)/(A) * 100 (%)	%	%	%

Part 1: Evaluation of the OJT program

1. How do you evaluate the contents, materials, methodologies, and JICA study team members of the OJT program?

(1) The OJT program contained sufficient number of new ideas to me.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	1	0	2	12	9	24
Percentage	0%	4%	0%	8%	50%	38%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	3.9	4.0	1.2	5.0	1.0	0.31
FIPI	14	4.4	4.0	0.6	5.0	3.0	0.15
Total	24	4.2	4.0	0.9	5.0	1.0	0.22

(2) Formats and handout materials used for the OJT program was appropriate to conduct the feasibility study and prepare the implementation plan.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	2	3	11	8	24
Percentage	0%	0%	8%	13%	46%	33%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.2	4.0	0.8	5.0	3.0	0.19
FIPI	14	3.9	4.0	1.0	5.0	2.0	0.25
Total	24	4.0	4.0	0.9	5.0	2.0	0.22

(3) Explanation and instruction of the JICA study team member was appropriate.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	1	11	12	24
Percentage	0%	0%	0%	4%	46%	50%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.5	4.5	0.5	5.0	4.0	0.12
FIPI	14	4.4	4.5	0.6	5.0	3.0	0.15
Total	24	4.5	4.5	0.6	5.0	3.0	0.13

(4) A number of study members are many.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	4	5	7	5	3	24
Percentage	0%	17%	21%	29%	21%	13%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	2.8	3.0	1.1	5.0	1.0	0.41
FIPI	14	3.0	3.0	1.4	5.0	1.0	0.47
Total	24	2.9	3.0	1.3	5.0	1.0	0.44

(5) Information, knowledge and experience sharing among the OJT participants was helpful.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	0	7	17	24
Percentage	0%	0%	0%	0%	29%	71%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.7	5.0	0.5	5.0	4.0	0.10
FIPI	14	4.7	5.0	0.5	5.0	4.0	0.10
Total	24	4.7	5.0	0.5	5.0	4.0	0.10

(6) The field visits were sufficient to achieve a good understanding of the study area.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	1	1	0	5	17	24
Percentage	0%	4%	4%	0%	21%	71%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.0	4.5	1.4	5.0	1.0	0.35

FIPI	14	4.9	5.0	0.4	5.0	4.0	0.07
Total	24	4.5	5.0	1.0	5.0	1.0	0.23

(7) Collection of relevant data and information was sufficient to prepare the report.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	1	2	9	11	23
Percentage	0%	0%	4%	9%	39%	48%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.1	4.0	1.0	5.0	2.0	0.24
FIPI	13	4.5	5.0	0.7	5.0	3.0	0.15
Total	23	4.3	4.0	0.8	5.0	2.0	0.19

(8) Duration of preparation of the F/S was long. (November 15, 2005 to December 30, 2005)

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	1	6	7	4	4	2	24
Percentage	4%	25%	29%	17%	17%	8%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	2.7	2.5	1.5	5.0	1.0	0.55
FIPI	13	2.4	2.0	1.2	5.0	1.0	0.50
Total	23	2.5	2.0	1.3	5.0	1.0	0.52

Note: A participant who responded “Not applicable” is taken out from the calculation of

the above descriptive statistics.

(9) Duration of preparation of the IP was long. (February 13, 2006 to March 6, 2006)

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree
 0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	1	4	9	5	3	2	24
Percentage	4%	17%	38%	21%	13%	8%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	2.7	2.5	1.3	5.0	1.0	0.50
FIPI	13	2.5	2.0	1.1	5.0	1.0	0.46
Total	23	2.6	2.0	1.2	5.0	1.0	0.47

Note: A participant who responded “Not applicable” is taken out from the calculation of the above descriptive statistics.

(10) The technology transferred under the OJT program was applicable to the conditions in Vietnam.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree
 0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	1	1	0	13	9	24
Percentage	0%	4%	4%	0%	54%	38%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.2	4.5	1.2	5.0	1.0	0.29
FIPI	14	4.1	4.0	0.8	5.0	2.0	0.19
Total	24	4.2	4.0	1.0	5.0	1.0	0.23

(11) How do you find the relationship between the contents of the OJT program and your current work? Is the relation is strong or weak?

Not applicable Very weak Somewhat weak Neither Somewhat strong Very strong

0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	2	6	11	5	24
Percentage	0%	0%	8%	25%	46%	21%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	3.5	3.0	1.0	5.0	2.0	0.28
FIPI	14	4.0	4.0	0.8	5.0	2.0	0.20
Total	24	3.8	4.0	0.9	5.0	2.0	0.23

(12) The following questions are about the F/S and IP reports presented today

(12.1) F/S and IP reports presented today sufficiently reflect conditions of the study area in Phu Binh District.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree

0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	2	1	10	11	24
Percentage	0%	0%	8%	4%	42%	46%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.0	4.0	0.9	5.0	2.0	0.24
FIPI	14	4.4	5.0	0.9	5.0	2.0	0.19
Total	24	4.3	4.0	0.9	5.0	2.0	0.21

(12.2) F/S and IP reports presented today reflect opinions of the stakeholders of the project.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree

0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	3	8	13	24
Percentage	0%	0%	0%	13%	33%	54%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.4	4.5	0.7	5.0	3.0	0.16
FIPI	14	4.4	5.0	0.8	5.0	3.0	0.17
Total	24	4.4	5.0	0.7	5.0	3.0	0.16

(12.3) F/S and IP reports presented today is practical.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	3	3	9	9	24
Percentage	0%	0%	13%	13%	38%	38%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	3.7	4.0	1.2	5.0	2.0	0.31
FIPI	14	4.2	4.0	0.9	5.0	2.0	0.21
Total	24	4.0	4.0	1.0	5.0	2.0	0.26

(12.4) FS and IP presented today is logical

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	6	9	9	24
Percentage	0%	0%	0%	25%	38%	38%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV
------	-------	-------------	--------	--------	-----	-----	----

							(b)/(a)
PST	10	4.1	4.0	0.9	5.0	3.0	0.21
FIPI	14	4.1	4.0	0.8	5.0	3.0	0.19
Total	24	4.1	4.0	0.8	5.0	3.0	0.19

(12.5) The FS and IP was completed within a shorter period of time.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	1	0	7	6	5	5	24
Percentage	4%	0%	29%	25%	21%	21%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	3.6	3.5	1.2	5.0	2.0	0.33
FIPI	13	3.2	3.0	1.1	5.0	2.0	0.36
Total	23	3.3	3.0	1.2	5.0	2.0	0.34

Note: A participant who responded “Not applicable” is taken out from the calculation of the above descriptive statistics.

(12.6) The FS and IP was completed in a less costly manner.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	1	0	7	7	3	6	24
Percentage	4%	0%	29%	29%	13%	25%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	3.9	4.0	1.1	5.0	2.0	0.28
FIPI	13	2.9	3.0	1.1	5.0	2.0	0.38
Total	23	3.3	3.0	1.2	5.0	2.0	0.36

Note: A participant who responded “Not applicable” is taken out from the calculation of the above descriptive statistics.

(12.7) Compared with the FS and IP you know before, what are the major advantages and disadvantages of the FS and IP presented today?

(12.7.1) Advantages

(12.7.2) Disadvantages

(12.8) Overall rating of the F/S and IP

How would you evaluate the F/S and IP on a scale of 0 to 100? Please circle the appropriate number.

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100

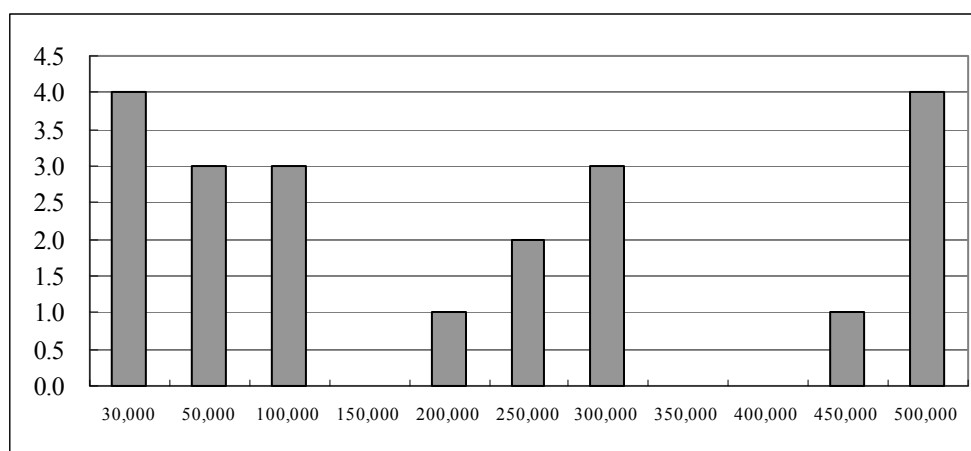
Rating	0	1	2	3	4	5	Total
Frequency							
Percentage							

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	70.0	65.0	16.3	90.0	50.0	0.23
FIPI	14	77.1	80.0	8.3	90.0	60.0	0.11
Total	24	74.2	80.0	12.5	90.0	50.0	0.17

(13) Benefits that you have received through the program may benefit your carrier development, and may benefit your organization by applying the knowledge and skills and transferring them to colleagues, and also contribute to the people in the study areas and then, the country as a whole. Considering these benefits of the project in total, how do you evaluate the benefits of the project in monetary terms? Recalling the situation before you started this OJT program and considering the duration of the OJT program from November 2005 to the beginning of March 2006, please indicate how much you

would have been willing to pay for the participation in this OJT program by ticking the appropriate box below.

- 10,000 VND or less per day
- 20,000 VND per day
- 30,000 VND per day
- 50,000 VND per day
- 70,000 VND per day
- 100,000 VND per day
- 150,000 VND per day
- 200,000 VND per day
- 250,000 VND per day
- 300,000 VND per day
- 350,000 VND per day
- 400,000 VND per day
- 450,000 VND per day
- 500,000 VND per day
- Above 500,000 VND per day
- Others (please specify the amount _____ VND per day)



Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	8	166,250	150,000	96,205	300,000	30,000	0.58
FIPI	13	253,077	300,000	216,040	500,000	30,000	0.85
Total	21	220,000	200,000	181,962	500,000	30,000	0.83

2. Please describe what you think about this FICAB (JICA Study) and the OJT program?

(1) About the FICAB as a whole

()

(2) About the OJT Program

()

3. Overall rating of the OJT program

How would you evaluate the OJT on a scale of 0 to 100? Please circle the appropriate number.

Poor Weak Satisfactory Good Excellent
0 10 20 30 40 50 60 70 80 90 100

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	8	66.3	60.0	15.1	90.0	50.0	0.23
FIPI	14	72.9	80.0	11.4	80.0	50.0	0.16
Total	22	70.5	75.0	12.9	90.0	50.0	0.18

Part 2: Evaluation of the capacity being developed

1. Is the present level of your knowledge and skills high or low compared with the level

							(b)/(a)
PST	10	60.0	55.0	20.5	90.0	30.0	0.34
FIPI	13	71.5	80.0	12.8	80.0	40.0	0.18
Total	23	66.5	70.0	17.2	90.0	30.0	0.26

4. How has your attitude changed as a result of participation in the OJT program?

4.1 I have become able to set targets of my works more proficiently.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	1	4	10	9	24
Percentage	0%	0%	4%	17%	42%	38%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.0	4.0	0.9	5.0	2.0	0.24
FIPI	14	4.2	4.0	0.8	5.0	3.0	0.19
Total	24	4.1	4.0	0.9	5.0	2.0	0.21

4.2 I have become able to express my own opinions more logically.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	1	5	8	10	24
Percentage	0%	0%	4%	21%	33%	42%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.0	4.0	0.9	5.0	2.0	0.24
FIPI	14	4.2	4.5	0.9	5.0	3.0	0.21
Total	24	4.1	4.0	0.9	5.0	2.0	0.22

4.3 I have become able to propose project plans.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree
 0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	2	3	11	8	24
Percentage	0%	0%	8%	13%	46%	33%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.0	4.0	0.9	5.0	2.0	0.24
FIPI	14	4.1	4.0	0.9	5.0	2.0	0.23
Total	24	4.0	4.0	0.9	5.0	2.0	0.22

4.4 I have begun to take a more active leadership role.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree
 0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	2	9	5	7	23
Percentage	0%	0%	9%	39%	22%	30%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	3.6	3.0	1.1	5.0	2.0	0.30
FIPI	13	3.8	4.0	1.0	5.0	2.0	0.26
Total	23	3.7	4.0	1.0	5.0	2.0	0.27

4.5 My problem-solving ability has improved.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree

0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	1	2	15	6	24
Percentage	0%	0%	4%	8%	63%	25%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.0	4.0	0.9	5.0	2.0	0.24
FIPI	14	4.1	4.0	0.5	5.0	3.0	0.13
Total	24	4.1	4.0	0.7	5.0	2.0	0.18

4.6 I have become more concerned with the quality of data and information to be collected for the analysis.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree
0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	3	7	14	24
Percentage	0%	0%	0%	13%	29%	58%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	10	4.3	4.0	0.7	5.0	3.0	0.16
FIPI	14	4.6	5.0	0.8	5.0	3.0	0.17
Total	24	4.5	5.0	0.7	5.0	3.0	0.16

4.7 I have become more positive in acquiring new knowledge and skills for my carrier development.

Not applicable Strongly disagree Rather disagree Neither Rather agree Strongly agree
0 1 2 3 4 5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	4	5	14	23
Percentage	0%	0%	0%	17%	22%	61%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	9	4.4	5.0	0.7	5.0	3.0	0.16
FIPI	14	4.4	5.0	0.9	5.0	3.0	0.19
Total	23	4.4	5.0	0.8	5.0	3.0	0.18

4.8 I have become more positive in acquiring new knowledge and skills for the development of the region and country.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	4	8	11	23
Percentage	0%	0%	0%	17%	35%	48%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV (b)/(a)
PST	9	4.4	4.0	0.5	5.0	4.0	0.12
FIPI	14	4.2	4.5	0.9	5.0	3.0	0.21
Total	23	4.3	4.0	0.8	5.0	3.0	0.18

4.9 I have received higher evaluations from my colleagues.

Not applicable	Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
0	1	2	3	4	5

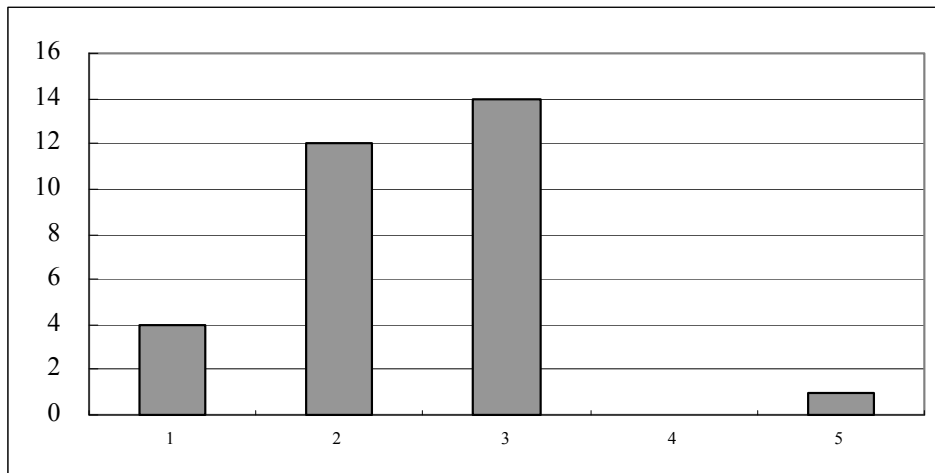
Rating	0	1	2	3	4	5	Total
Frequency	0	0	0	7	9	7	23
Percentage	0%	0%	0%	30%	39%	30%	100%

Team	Count	Average (a)	Median	SD (b)	Max	Min	CV
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							(b)/(a)
PST	9	3.8	4.0	0.8	5.0	3.0	0.22
FIPI	14	4.1	4.0	0.8	5.0	3.0	0.19
Total	23	4.0	4.0	0.8	5.0	3.0	0.20

5. If a project is deemed not feasible, what will be your next action? Please tick your choice (multiple choices will be allowed).

- Still implement the project as planned
- Change the scope and design of the proposed project
- Change to other project option
- Not implement the project
- Others (Please specify: _____)



6. During the OJT program, if you have a chance to disseminate the knowledge and skills acquired through the OJT program, please describe types of such occasions, the frequency of the occasions and approximate number of participants in the respective occasions. Of the knowledge and skills you acquired through the OJT program, what percentage do you feel was disseminated to your audience at respective occasions? Such occasions may be lectures, meetings held in-and out-side your organization, seminars, writing articles and papers, extension activities and workshops.

Annex 3: Summary of responses to Part 1: Q1(12.7)

Participants were asked to describe the major advantages and disadvantages of the F/S and IP presented on March 6, 2006, comparing with the F/S and IP they knew before. The following table shows a summary of responses.

Advantage and disadvantage	Description
Advantage	<p>(1) Capacity building program</p> <ul style="list-style-type: none"> - Suitable with local requirements on improvement of capacity building in project preparation - Improvement of capacity in the field of FS preparation reports; especially for sale & marketing plan; Market trend of log and forest products <p>(2) Contents of the reports</p> <ul style="list-style-type: none"> - Reports were presented in clearer and shorter manner - Detail, logic, clear, sufficient, science, practical and high feasible - Specific contents; detail information - Each topic has domestic and foreign expert for implementation so the contents of individual topic is deeply researched and assessed with sufficient content - High level of confidence, construction foundation having scientific manner. - Investment for project implementation is surely successful. - Specific, sufficient, necessary information - High feasible level - FS is short and easy to understand, sufficient analysis - Detail, scientific, and logic <p>(3) Methodologies</p> <ul style="list-style-type: none"> - Financial and economic analysis and marketing is better - Project is constructed as bottom-up way with the participation of farmers - Project is constructed as bottom-up way with the participation of farmers and related stake holders (2 persons) - Economic analysis - Marketing research
Disadvantage	<p>(1) Capacity building program</p> <ul style="list-style-type: none"> - Too many groups that limited the generalized capacity of each participated member. - Allowance for the participant is delayed; the way of organization is unscientific. <p>(2) Contents of the report</p> <ul style="list-style-type: none"> - Several contents are overlapping - Too many chapters, several parts are still overlapping among chapters in the report. There is unnecessary overlapping between FS and IP for example risks - IP report still has inappropriate chapters <p>(3) Funding sources</p> <ul style="list-style-type: none"> - Seeking the loan with low interest is difficult - It is difficult to access to the loan source with low interest rate (2

Advantage and disadvantage	Description
	<p>persons)</p> <ul style="list-style-type: none"> - Fund source: farmer borrowed and invested by themselves if there is no counterpart fund from governmental budget, so implementation and management may face some difficulties. <p>(4) Implementation arrangements</p> <ul style="list-style-type: none"> - This is new model in Vietnam so the assessment and management of PMU and CPIU need to be carefully considered and followed. <p>(5) Cost</p> <ul style="list-style-type: none"> - High cost - Cost for research is large amount, so it is difficult to apply in Vietnam <p>(6)Others</p> <ul style="list-style-type: none"> - It is new type of project in Vietnam - Need to have many transfers

Annex 4: Summary of responses to Part 1: Q 2(1) and Q2(2)

A question was asked about the FICAB as a whole (Q 2(1)) and the OJT training program (Q 2(2)). The following responses have been received.

Question 2.1: What do you think about FICAB ?
<p>(General comments)</p> <ul style="list-style-type: none"> - Very good - Good - FICAB has been implemented rather good - Objective of FICAB and OJT is very good
<p>(Comments in terms of the policy of the forest sector)</p> <ul style="list-style-type: none"> - Appropriate with existing needs on afforestation project in Thai Nguyen (improvement of capacity building in FS project preparation) - It is necessary for Vietnam forestry sector - Improvement of capacity for Vietnamese staffs. - Clear objective - Meeting practically the production requirement in Vietnam - Having important significant for development of Vietnam forestry through improving the capacity of forestry staff. - This is very good program; is helps central and provincial staffs having new method and having chance to exchange ideas when organizing to divide into groups for implementation.
<p>(Comments in terms of the planning)</p> <ul style="list-style-type: none"> - FICAB project has provided to me the information and contents that are very necessary for me to know how to preparation of project plans. And knowing to analyze the related factors for project formulation. - Help me how to make a detail plan for a project program - Improvement of capacity in the field of FS preparation reports and IP; especially for sale & marketing plan for log market and price of non-timber product - It is very necessary for me. This is foundation, knowledge for me to apply practically into the formulation of project - Highly support and hope in the future will continue to implement the similar program like FICAB - Scientific way, logic, and efficiency
<p>(Comments in terms of the approach)</p>

Question 2.1: What do you think about FICAB ?
- Acquiring the farmer approach, measurements of implementation organization especially in project preparation
(Comments in terms of the feasibility of the project)
- The project is high feasible (3 responses)

Question 2.2: What do you think about the OJT program ?
(General comments, appropriateness and practical aspects)
- Good (2 responses)
(Appropriateness)
- Appropriateness
- Suitable with acquired ability of participants in the groups
- Meet the ambition of trainees (2 responses)
- Rather suitable and ability of application in Vietnam
- Appropriate with condition and capability of Vietnam
- Scientific but not yet suitable with Vietnam condition
(Practical)
- Specific, clear
- Practical significant
- Practical, easy to acquire
(Capacity building)
- The training program has brought the knowledge and improvement ability of project preparation steps and analysis the factors that affect to project in both negative and positive way.
- This is training methodology through practice a certain feasible project model.
- It is practical and suitable with existing capacity of Vietnamese staffs (2 responses)
- Suitable with capacity
- Very good, through actual working at Phu Binh that create self training method.
- OJT program is very good. However, when doing training for Vietnamese staff need to guide follow the Vietnam condition rather than international of Japanese standard. As results the trainee may acquire better and without dependency.
(Logistic issues)

Question 2.2: What do you think about the OJT program ?

- Too little of time
- Contents are very useful for FIPI and PST members; however training time is short and too many groups that led to difficult in coordination and sharing information.

Annex 5: Summary of responses to Part 2: Q7.1, Q7.2 and Q8.

Participants were asked to describe what they did during the study period in terms of (Q7.1) the contents of the feasibility study, (Q7.2) methodology of conducting the study, and (Q8) outputs of the group activities.

Q7.1 Contents of FS	Q7.2 Methodology	Q8 Outputs
Group A: Wood market analysis		
<ul style="list-style-type: none"> - Market survey and product's prices - Surveying and collecting price data, trend of timber market and agroforestry products - Preparation of FS and IP reports as well as marketing and sale plan 	Interview, generalization and informing on marketing and prices Collecting sufficiently data, analyzing and processing data with assistant from expert.	<ul style="list-style-type: none"> - Survey on consuming market - Survey and providing information for A group that is used for project reports - Reference book of trend of timber market and agroforestry products - Chapter 9 FS report and marketing and sale plan - Chapter 11 IP report and marketing and sale plan
Group B: Rural socio analysis		
Preparation of social economic contents that related with project area (3 responses)	Analysis of socio-economic conditions (3 responses)	<ul style="list-style-type: none"> - FS report on surveyed results, analysis of socio-economic conditions of the project area (afforestation and agroforestry) (3 responses) - Guidance on preparation of above content of FS(3 responses) - IP Report: + Impact of the project + Training and technical assistant(3 responses) - Guidance on preparation of above content of IP(2 responses)
Group C1: Forest planning/ Afforestation planning		
<ul style="list-style-type: none"> - Preparation of Seeding plan; 	<ul style="list-style-type: none"> - Planning Methodology - Collecting and referring 	<ul style="list-style-type: none"> - Providing data, information of planning

Q7.1 Contents of FS	Q7.2 Methodology	Q8 Outputs
<ul style="list-style-type: none"> - Preparation of Plantation plan - Assessment and selection of most feasible project - Selection of project site (2 responses) - Selection of planting species (2 responses) - IP preparation - Technical design (2 responses) - Implementation schedule - Mechanism of sustainable development - Cost norm of technique - Organization structure of PMU and CPIU 	<p>to documents and papers</p> <ul style="list-style-type: none"> - Surveying project sites and outside project area - Interviewing farmers, forestry staff at site - Generalizing, analyzing and constructing research contents 	<p>and project plans (2 responses)</p> <ul style="list-style-type: none"> - Selection of project model - Selection of planting species - Determination of annual planting area, harvesting volume, demand of seedling and infrastructure. - Selection of applicable technique for the project - Structure of implementation organization (implementation agency) (2 responses) - Implementation schedule - Mechanism of sustainable development
Group C2: Resource survey/ Environmental Impact survey		
<ul style="list-style-type: none"> - Drawing the actual situation of afforestation, natural forest, land. (2 responses) - Measurement of forest volume- Proposed suitable species for planting. - Conducting sites survey on forest species - Surveying and assessment of yield of labor and species - Actual land use survey - Soil survey (3 responses) - Mapping 	<ul style="list-style-type: none"> - Soil analysis of soil patterns to determine the pH rate and soil fertility (N,P,K) - Site survey combining with processing data by using computer (2 responses) 	<ul style="list-style-type: none"> - Obtaining existing forest maps of surveyed sites, area and forest volume of individual forest. Based on this information drawing appropriate technical measurements for proposing suitable species with higher yielding. - Determination of soil types, land use type - Drawing maps for project areas - Proposing suitable species for planting - Recommendation of risks from natural conditions. - Map of actual land use - Map of land data - Data for yield of species - Determination of planting species - Data on actual land use - Data on incremental volume of forest - Data on land use right - Forestry map and soil map
Group D: Farming system/ Agroforestry		
<ul style="list-style-type: none"> - Participating in providing 	<ul style="list-style-type: none"> - PRA, PRR 	<ul style="list-style-type: none"> - The primary results are in

Q7.1 Contents of FS	Q7.2 Methodology	Q8 Outputs
of data - Reflecting social economic and political conditions for the mission - Formulation of feasible Agroforestry project - Preparation of seedling plan for agroforestry - Preparation of harvesting plan for agroforestry	- Workshop - Expertise method - Site survey - Data analysis for agroforestry	accordance with proposed plan made by the group. - FS report of Agroforestry (2 responses) - Report on “Guideline for Formulation of feasible Agroforestry project” - IP report of agroforestry (2 responses)
Group E: Economic/ Financial analysis		
- Study knowledge on financial and economic analysis from Japanese expert - Collection of data during site surveys with study members - Seeking the documents and paper that related to financial management during project implementation - Preparation of parameter table - Collection of data and information related to cost (2 responses) - Preparation of cash flow tables - Analysis of finance and economic - Collection of output data - Expected factors and other related data	- Analysis and assessment of cost items in project implementation, research on procedures of loan, management and use of loan as well as budgetary fund source - Preparation of parameter table on input and output - Preparation of plantation and harvesting plan - Financial analysis for afforestation project - Analysis of different viewpoint - Economic analysis	- Analysis of project efficiency through indicators like NPV, IRR, B/C (3 responses) - Results according to total investment viewpoint - Results according to project owner viewpoint - From these investment criteria it could be concluded that the feasible level of project is high or low. - Sensitive analysis of the project. Find out the factors that affect to output factors of the project - The group has presented the financial analysis results, cash inflow, estimation of project cost structure, investment for project implementation, and project benefit.
- Group F: Coordination		
Implementation preparation		- Directing of matters that is appropriate with governmental policies - Contents of policies - Strategy, master plan of Viet Nam forestry development - Organizing of project implementation - Risk analysis - Consensus of viewpoint on preparation of FS and IP

Appendix 2

M & E Report of Introduction Workshop

July 27, 2006

Draft Monitoring and Evaluation Report on the Introductory Workshop**1. Purpose of the introduction workshop for the training program and M & E**

The JICA study team (JST) and the local sub-contractor (FIPI) conducted a training introduction workshop with the participation of about 35 trainees from Participating Provinces (PPs) and the local sub-contractor. The workshop was held for a period of six days from July 17 to 22, 2006 in Thai Nguyen province (Core Province: CoP) with the cooperation of the CoP's Provincial Study Team (PST). The first four days were spent for the presentation of the training package, training plan, and discussions while the last two days were set for a visit to Phu Binh District and the explanation on utilization of the equipment and facilities donated under the JICA cooperation program. This draft monitoring and evaluation (M & E) report has been prepared to report the monitoring results of the first five-day introductory part of the workshop (first four days and the visit to Phu Binh District on the fifth day).

The introduction workshop forms part of the overall training activities consisting of the five work units. The workshop aims to perform the following three tasks: explanation of the training package prepared during Phase 1; identification of the capacity gaps by participants from PPs; and the initial development of the project concept with the use of the training activities as inputs to improve the planning capacity. The following elaborates on these three parts of the workshop:

Part 1: Introduction of the training package (1st and 3rd days)

Part 1 is to introduce the concept and framework of F/S and IP, to share with the participants the Model F/S and IP prepared in the Thai Nguyen Province, to introduce other components of the training package, and then to explain the training plan and confirm the training activities during Phase 2. Part 1 of the introduction workshop is also intended to address any issues and concerns that may possibly arise from the participants of the participating provinces (PPs).

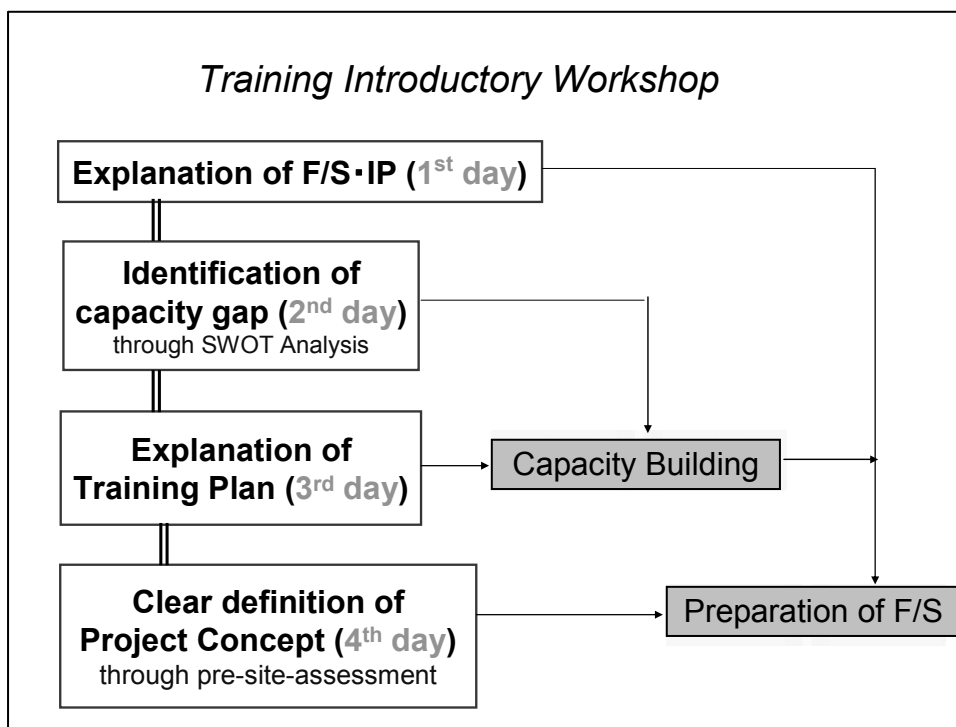
Part 2: Identification of capacity gap in respective provinces in preparation of the F/S and IP (2nd day).

Part 2 is to let participants realize and identify capacity gaps in preparing the F/S and IP in their respective PPs. This will also serve to examination of the appropriateness of the training program and identify points of training focuses.

Part 3: Initial development of the project concept (4th day)

Part 3 is to request participants to present the concept of the proposed project in each province. Participants are expected to make use of the training activities as inputs to improve their project concept with the assistance from the local sub-contractor.

Figure 1: Structure of the Introduction Workshop



The local sub-contractor led the entire workshop as Trainers of Trainees (TOT) under the supervision of the JICA Study Team (JST) except the explanation of the roles and responsibilities of PST under the training activities.

2. Attendance of the participants from PPs

A total of about thirty-five (35) participants attended the introduction workshop from four PPs and the local sub-contractor. The attendance to each of the sessions is shown as in the following table.

Table 1: Number of Participants (Trainees) Unit: Persons

Province/Date	July 17	July 18	July 19	July 20	July 21	July 22
Son La	12	12	12	12	12	12
Quang Nam	5	5	3	3	3	3
Lam Dong	6	6	6	6	6	6
Long An	7	7	7	7	7	7
Sub FIPI	5	5	5	5	5	5
Total	35	35	33	33	33	33

3. M & E through the questionnaire survey

At the beginning, in the middle, and the end of the workshop, questionnaires were distributed to

the workshop participants in order to: measure the level of understanding and changes in the capacities of the participants, monitor the reaction of each participant to the workshop by measuring the level of their satisfaction in attending the workshop, which would affect the future sustainability of the training program, and the effectiveness of the instruction by local sub-contractor as Trainers of Trainees (TOT).

Six questionnaires were distributed to the participants from the provinces. Each of the questionnaires has been prepared to examine different aspects as shown in the following Table 2.

Table 2: Timing and Perspectives of M & E

Q	Timing of Distribution	Analytical perspectives of M & E	Respondents Identification
1	Beginning	- Learning objective of each participant - Expectation to the training program	Required
2	End of 1 st day	- Level of understanding on the F/S framework (if they are able to attain the output image of the F/S and understand the process of preparation of the F/S)	Optional
3	End of 2 nd day	- Examine if they are able to realize the capacity gaps in their respective provinces that need to be improved in preparation of F/S - Examine if they are able to figure out roles and responsibilities of PST in the process of preparing the F/S.	Optional
4	End of 3 rd day	- Level of understanding on the training activities and their responsibilities	Optional
5	End of 4 th day	- Examine if they are able to attain a more logical concept of the proposed project. - Level of satisfaction in attending the workshop - Any change of expectation to the training program if compared with that prior to the workshop - Possible ways to transfer the technologies they will gain	Required
6	End of 5 th day	- Examine what they identified as the most important point for application in their respective provinces based on the visit to the project site.	Optional

Questionnaires 1 to 6 have been attached.

4. Results of the questionnaire survey

4.1 Responses of each questionnaire

The following table shows the rate of responses to the questionnaire from Questionnaire 1 (Q 1) to Questionnaire 6 (Q6).

Table 3: Rate of responses

Province	July 17 (Q1)			July 17 (Q2)			July 18 (Q3)			July 19 (Q4)			July 20 (Q5)			July 21 (Q6)		
	A	B	%	A	B	%	A	B	%	A	B	%	A	B	%	A	B	%
Son La	12	11	92	12	10	83	12	10	83	12	10	83	12	11	92	12	6	50
Quang Nam	5	5	100	5	5	100	5	5	100	5	3	60	3	3	100	3	2	67
Lam Dong	6	6	100	6	6	100	6	6	100	6	7	117	6	6	100	6	5	83
Long An	7	7	100	7	7	100	7	7	100	7	7	100	7	7	100	7	6	86
Sub FIPI	5	5	100	5	5	100	5	4	80	5	4	80	5	5	100	5	5	100
Not known	0	0	NA	0	4	NA	0	0	NA	0	0	NA	0	0	NA	0	1	NA
Total	35	34	97	35	37	106	35	32	91	35	31	89	33	32	97	33	25	76

Note 1: A: Number of participants: B Actual number of respondents: %: A/B x 100

Note 2: 37 responses were collected for Questionnaire 2. It is assumed that non-trainees submitted their responses to the questionnaire.

Note 3: The number of respondents in Lam Dong to Questionnaire 4 exceeds the number of participants by one. This is due to mistakes in classification of the provinces where they are from.

4.2 Results of the questionnaire survey

This section reports the results of the questionnaire survey in terms of the level of understanding and changes in the capacities of the participants (Section 4.2.1) and the level of satisfaction of the participants in attending the workshop and effectiveness of the instruction by the local sub-contractor as TOT (Section 4.2.2).

4.2.1 Level of understanding and changes in the capacities of the participants

(1) Questionnaire 1 distributed on the first day before the workshop

The first M & E questionnaire was distributed on the first day before the workshop started and was collected during the tea break in the morning on the same day. The following points have been clarified as the learning objectives of the respondents and their expectation to the training activities.

Table 4: Objectives and expectation of respondents

No.	Objectives and expectation of respondents
1	Improvement of capacity to writing F/S and IP reports
2	Project design through adjustment and application of what has been acquired through training activities in respective provinces
3	Acquisition of new knowledge and technologies
4	Silvicultural techniques
5	Appraisal methods of projects
6	Experience from other provinces including projects prepared in Thai Nguyen
7	Transfer and application of training contents in respective province
8	Farmers training
9	Materials for F/S and IP preparation

It is noted that a lot of respondents expect to acquire practical knowledge and skills of preparation of F/S and IP and intend to apply them in their respective provinces after appropriate modifications.

(2) Questionnaire 2 distributed at the end of the first day

Questionnaire 2 was distributed at the end of the first day. The first day agenda covers preparation of F/S and IP under the FICAB, presentation of F/S and IP framework, model F/S and IP, etc., the questionnaire is intended to identify the level of understanding on the preparation of F/S for afforestation projects. The following Table 5 shows the average of ratings given by the participants with standard deviations in the respective questions. Based on their ratings, the level of understandings by the participants is considered to be the average (3) or a little higher (average of Question 2.1 is 3.5 with SD of 0.6, average of Question 2.2 is 3.8 with SD of 0.7, average of Question 2.3 is 3.5 with SD of 0.6).

Table 5: Response from participants to questions

Q	Analytical perspectives of M & E	Ques No.	Question	Avg	SD
1	- Learning objective of each participant - Expectation to the training program	1.	What do you plan to bring back to your province?	Open-Ended question	
2	- Level of understanding on the preparation of F/S for afforestation projects	2.1	Role of F/S	3.5	0.6
		2.2	Output image of F/S reports	3.8	0.7
		2.3	Process of preparation of F/S	3.5	0.6

Q	Analytical perspectives of M & E	Ques No.	Question	Avg	SD
3	<ul style="list-style-type: none"> - Examine if they are able to realize the capacity gaps in their respective provinces that need to be improved in preparation of F/S - Examine if they are able to figure out roles and responsibilities of PST in the process of preparing the F/S. 	3.1	Level of confidence about identification of the capacity gaps in respective provinces	3.4	0.8
		3.2	Most important knowledge or skill that needs to be improved in your province	Open-Ended question	
		3.3	Role and responsibilities of your organization		
4	- Level of understanding on the training activities and their responsibilities	4.1	Level of understanding of overall flow of training activities	3.7	0.5
		4.2	Level of understanding about how to use the training plan	3.9	0.6
		4.3	Roles and responsibilities in the training activities	3.8	0.6
5	<ul style="list-style-type: none"> - Examine if they are able to attain a more logical concept of the proposed project. - Level of satisfaction in attending the workshop - Any change of expectation to the training program if compared with that prior to the workshop - Possible ways to transfer the technologies they will gain 	5.1	Have become able to design proposed project more logically.	4.3	0.6
		5.2	Most important knowledge or skills needs to be improved in your province	Open-Ended question	
6	- Examine what they identified as the most important point for application in their respective provinces based on the visit to the project site in Phu Binh District.	6.2	Most important point that can be applied for preparation of the project in respective province	Open-Ended question	

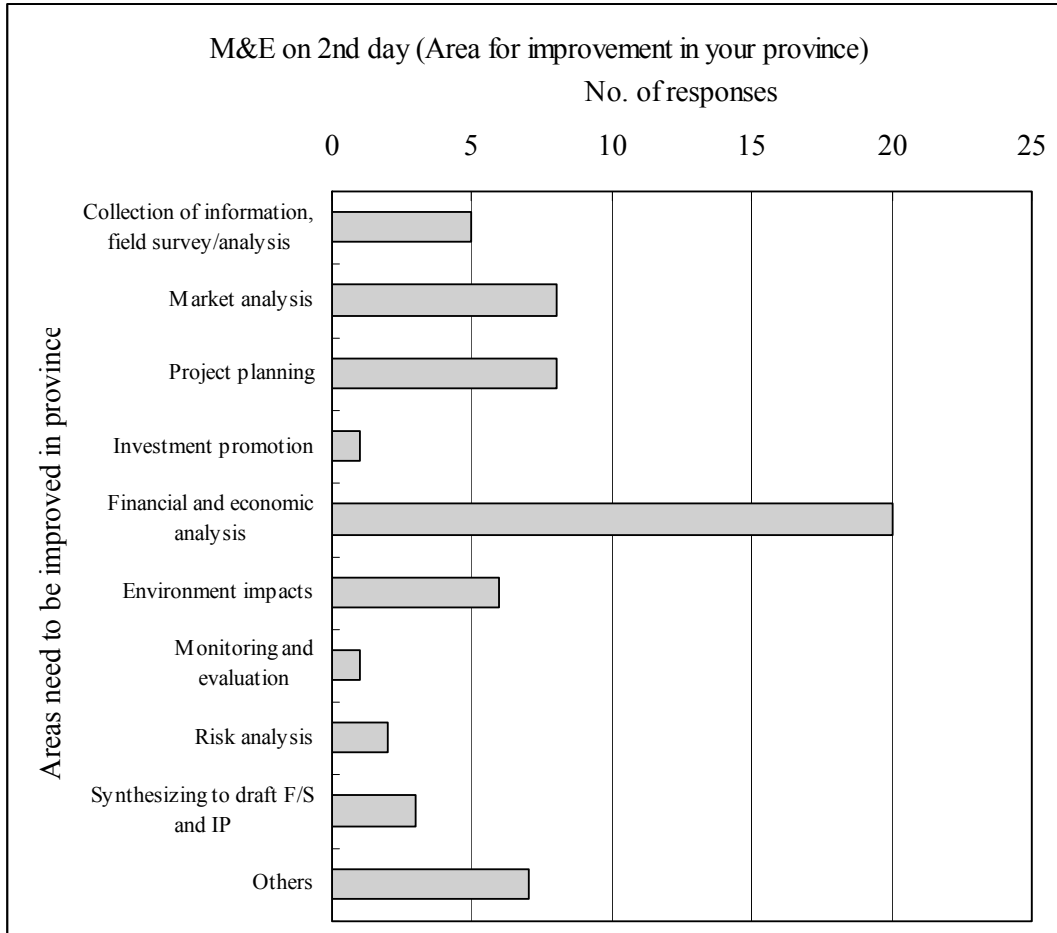
(3) Questionnaire 3 distributed at the end of the second day

Questionnaire 3 was distributed at the end of the second day. The second day agenda is the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. Participants are expected to identify capacity gaps associated with preparation of the feasibility studies in their provinces and, roles and responsibilities of their organizations in the process of preparation. Through the discussion among the participants in the process of the SWOT analysis, they became more or less confident that they had identified the capacity gap as shown in Table 5 above (average of the ratings is 3.4 with SD of 0.8).

As of the most important knowledge or skill that needs to be improved for preparation of the practical feasibility study in their provinces, a majority of the participants pointed out the financial and economic analysis, followed by the market analysis, project planning, environmental impact analysis. The following Table 6 compares the number of responses

received from the respondents.

Table 6: Areas needed to be improved in respective provinces (2nd day)



Note: Some participants pointed out more than one area need to be improved.

(3) Questionnaire 4 distributed at the end of the third day

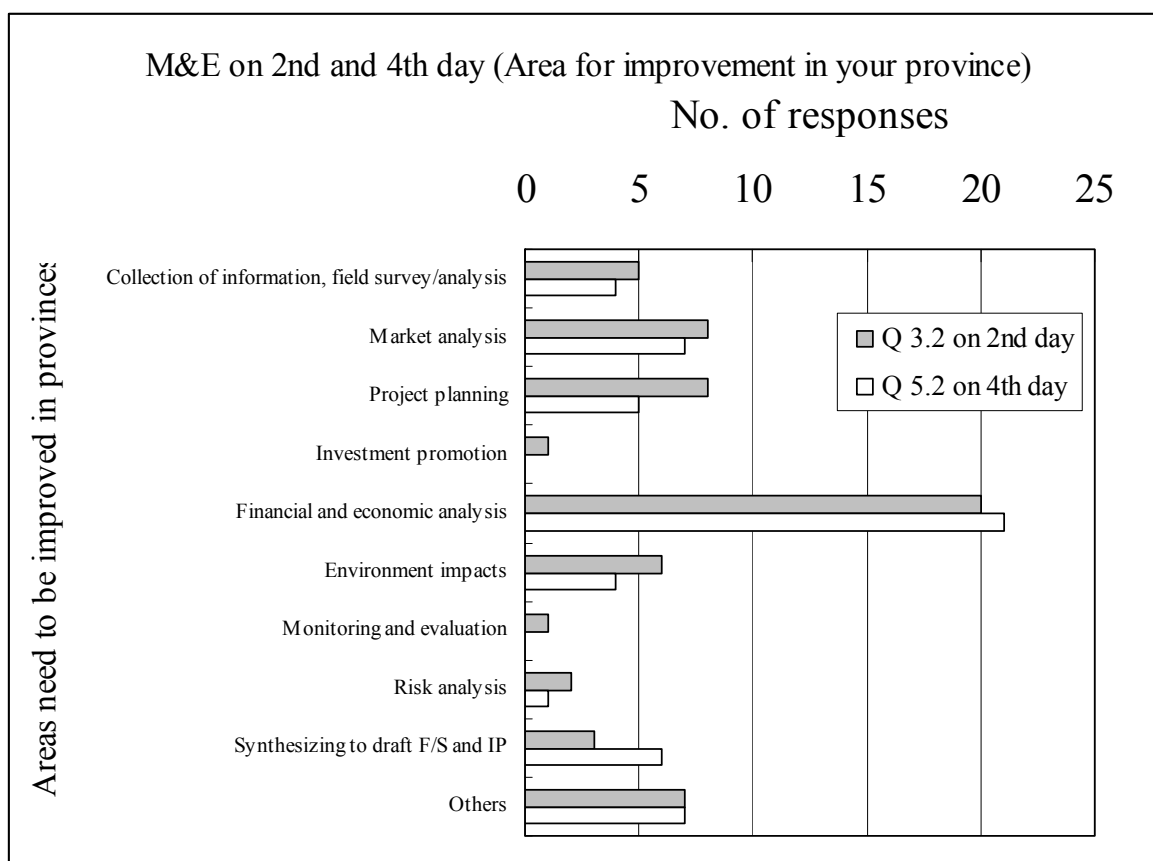
After having explained about the feasibility studies and made participants identified the existing capacity gaps, the third day agenda is designed so as for participants to find the training plan as inputs to fill the capacity gaps. Ratings given by the respondents to Questionnaire 4 implies that respondents have good level of understandings of the overall flow of training activities (average of 3.7 with SD of 0.5), about how to use the training plan (average of 3.9 with SD of 0.6), and roles and responsibilities in the training activities (average of 3.8 with SD of 0.6).

(4) Questionnaire 5 distributed at the end of the fourth day

The fourth day was spent for the presentation of the proposed project by participating provinces.

Discussions, questions and answers sessions were followed after the presentation. Questionnaire 4 is intended to find out whether or not participants have become able to design the project more logically. Most of respondents answered that they have rather agreed or strongly agreed with the statement: “compared with the situation before attending the training introduction workshop, I have become able to design our proposed project more logically.” After discussions of the project concept among the participants on the fourth day, they were once again asked what the most important knowledge or skill that needs to be improved for preparation of the practical feasibility study in their provinces. The following Table 7 compares responses on the 4th day with those on the 2nd day. Responses from the respondents did not change so much. The majority of the respondents again pointed out financial and economic analyses is the most important area that need to be improved for preparation of the practical feasibility studies in their provinces.

Table 7: Areas needed to be improved in respective provinces
(Comparison of responses on 2nd and 4th days)



Note: Some participants pointed out more than one area need to be improved.

Although the respondents were given their options not to disclose their identities, some of the

respondents still agreed to disclose their identities, which enabled to compare the responses to Question 3.2 on the second day with those to Question 5.2. The comparison shows that some respondents changed or added areas to be improved for preparation of F/S over the period from the 2nd to 4th day.

As for the changes of the learning objective after the four-day training activities, most of the participants, except a few, maintained their learning objectives set before the workshop. The few participants added or changed their objectives in the areas of the investment promotion, the financial and economic analyses, and environmental analysis.

In the same questionnaire 5, participants were also asked to describe the most effective way to transfer their knowledge and technologies in their provinces. Their responses include: the combination of theory and practice in the field, use of the training package, discussions, organization of training courses in provinces, use of website to introduce the training package, use of visual aids, and preparation of projects. It is considered that the practical application in the field is the most effective way to conduct the technology transfer.

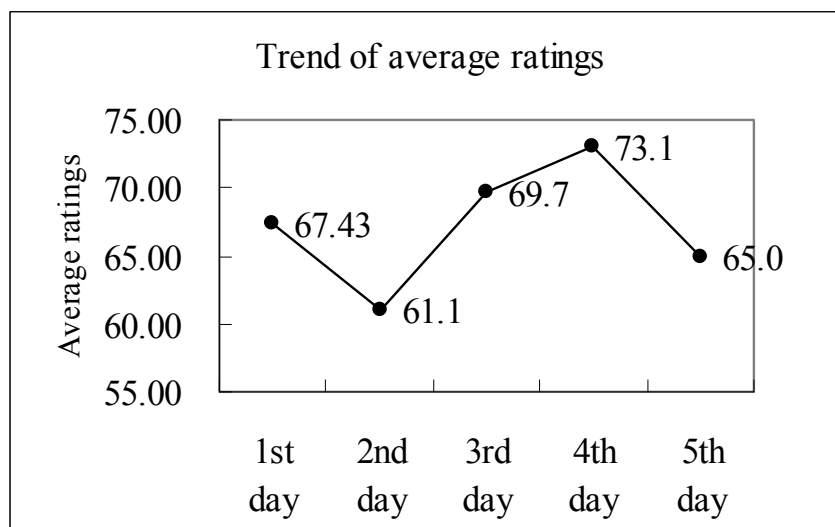
(6) Questionnaire 6 distributed at the end of the fifth day

Based on the visit to the project site of the model F/S (production forests) in Phu Binh district, participants were asked to describe the most important point that can be applied for preparation of the proposed project in their provinces. Comments from respondents varied: identification of species, soil conditions, topographic conditions, field survey including interviews with farmers, participation of stakeholders including the communal consultation meetings (CCM), financial and economic analysis, plant structure, project scheme, land use rights, and so on.

4.2.2 Level of satisfaction of the participants in attending the workshop and the effectiveness of the instruction by local sub-contractors as TOT

At the end of the 1st day workshop to 5th day, participants were asked to provide overall ratings of the workshop on a scale from 0 to 100. The following Table 8 shows the ratings given by the respondents.

Table 8: Overall ratings made by respondents about the workshop



	1 st day	2 nd day	3 rd day	4 th day	5 th day
No. Respondents	37	32	31	32	25
Average	67.4	61.1	69.7	73.2	65
Median	70	60	70	70	70
SD	9.8	13.0	13.7	8.7	17.3
Max	100	90	90	90	90
Min	55	30	20	55	40

Note: The average of the overall ratings given on the 4th day is for the 4 day-long workshop while the average of the overall ratings on other days is for the workshop on the respective days.

The average of the overall rating ranges from 61 to 73 but there were some participants who responded with the substantially low ratings such as 30 on the 2nd day and 20 on the 3rd day. While there are many positive comments, open-ended questions at the end of the questionnaires revealed a number of areas for improvement in terms of operation of the workshop. Comments and suggestions from the participants can be classified into the following four categories: the presentation, facilitation, F/S report and documentation, and others. In terms of the presentation aspect, respondents pointed out the non-condensed slide presentation, necessity to integrate the presentations with report contents, Q & A, and discussions, and also appropriate time allocation. As for the facilitation, respondents expect more proper guidance during discussion sessions so that they can go straight into the theme. With regard to the F/S report and documentation, their comments and suggestions cover: necessity to have a list of documents; illustrative

pictures; clear explanation; necessity to have summaries; necessity to be reordered in order to avoid confusion; further analysis of data and statistics; development of procedures to improve design methods of projects; and explanation on when and why to use each of the documents. Other than these aspects, respondents pointed out difficulties in collecting data as PST members, training schedules, facilities of the workshops, etc.

5. Points to feedback based on the M & E of the introduction workshop

Based on the M & E of the introduction workshop, the points to feedback are as follows:

(1) Objective and expectation of the respondents

A lot of respondents set their learning objective as acquisition of practical knowledge and skills of preparation of F/S and IP. They intend to apply them in their respective provinces after appropriate modifications in consideration of the local conditions.

(2) Level of understanding about the contents of the workshop and changes of their capacities

The level of understanding of respondents about the F/S framework, capacity gaps in their respective provinces, training activities and concept of their proposed project has shown improvement based on the results of the questionnaire survey. Consequently, it is considered that the respondents more or less comprehended the workshop contents as originally planned. Through attending the workshop and discussions among participants, there appeared to be changes being observed in terms of the perceptions of some of the respondents to the capacity gaps, etc.

(3) Identification of knowledge and skills that need to be improved in respective provinces

Areas needed to be improved in their respective provinces were identified as the financial and economic analyses, market analysis, environmental impact analysis, project planning, F/S drafting, etc.

(4) Effective ways to conduct technology transfer in respective provinces

It is considered that the practical application of the knowledge and technologies in the field will be the most effective way to conduct the transfer.

(5) Presentation and facilitation skills for the workshop

Presentation and facilitation skills for the workshop need to be improved. Condensed presentation which has been integrated with discussions, Q & A, and report contents will be required.

(6) Contents and documentation of the F/S and IP reports

A number of points have been mentioned in terms of the documentations and contents of the existing model F/S and IP, and manuals.

Annex (Attachment) 1: Questionnaires

Annex (Attachment) 2: Summary of responses to questionnaires

Annex 1: Questionnaires

Questionnaire 1

Code: _____

Province (Please circle your province):

Son La

Quang Nam

Lam Dong

Long An

Name: _____

Please answer the following question on **July 17, 2006** before the introductory workshop.

Question: What do you plan to bring back to your office and other relevant offices in your province as your outputs of the training activities (July 2006 until December 2007)?



Questionnaire 2 on July 17, 2006

Code: _____

Province (Please circle your province):

Son La

Quang Nam

Lam Dong

Long An

Name: _____ **(Optional)**

You have completed your first day of the training introduction workshop. Please let us know your response to the workshop on the first day by answering the following questions **(please circle the appropriate number)**.

1. We have explained the role of F/S in preparing afforestation projects? How do you rate your level of understandings about the role of F/S on a scale from Low (1) to High (5)?

Low 1	Somewhat Low 2	Average 3	Somewhat High 4	High 5
----------	-------------------	--------------	--------------------	-----------

2. In terms of the contents of the F/S, have you obtained a clear output image of the F/S reports? How do you describe your present image of the F/S reports on a scale from Not clear (1) to Clear (5)?

Not clear 1	Somewhat Not Clear 2	Average 3	Somewhat Clear4	Clear 5
----------------	-------------------------	--------------	--------------------	------------

3. How do you rate your level of understandings about the process of preparation of F/S on a scale from Low (1) to High (5)?

Low 1	Somewhat Low 2	Average 3	Somewhat High 4	High 5
----------	-------------------	--------------	--------------------	-----------

4. Please give your rating on the first day program of the workshop on a scale from Poor (0) to Excellent (100).

Poor 0	10	Weak 20	30	Satisfactory 40	50	60	Good 70	80	Excellent 90	100
-----------	----	------------	----	--------------------	----	----	------------	----	-----------------	-----

5. Comments and suggestions including appropriateness of the workshop methods and facilities, if any.

()

Questionnaire 3 on July 18, 2006

Code: _____

Province (Please circle your province):

Son La Quang Nam Lam Dong Long An Sub-FIPI

Name: _____ **(Optional)**

You have completed your second day of the training introduction workshop. Please let us know your response to the workshop on the second day by answering the following questions **(please circle the appropriate number)**.

1. At the second-day workshop, the SWOT analysis has been conducted in order to help you identify any gaps of the planning capacity that need to be improved for preparation of the feasibility studies in your province. Have you identified such capacity gaps in your province? Please rate your level of confidence about whether or not you have identified the gaps on a scale from Low Confidence (1) to High Confidence (5)?

Low Confidence	Somewhat Low Confidence	Average	Somewhat Confidence	High	High Confidence
1	2	3	4		5

2. What is the most important knowledge or skill that needs to be improved for preparation of the practical feasibility study in your province?

()

3. Were you able to figure out roles and responsibilities of your organization in the process of preparing the feasibility studies in your province? Please describe roles and responsibilities of your organization in the process of preparing the feasibility studies in your province.

()

4. Please give your rating on the second day program of the workshop on a scale from Poor (0) to Excellent (100).

Poor	Weak			Satisfactory			Good		Excellent	
0	10	20	30	40	50	60	70	80	90	100

5. Comments and suggestions to the today's workshop including methods for presentation, contents and facilities.

()

Questionnaire 5 on July 20, 2006

Code: _____

Province (Please circle your province):

Son La

Quang Nam

Lam Dong

Long An

Name: _____

1. Questions on the fourth day program of the training introduction workshop

1.1 Do you agree or disagree with the following statement about you?

“Compared with the situation before attending the training introduction workshop, I have become able to design our proposed project more logically.”

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5

1.2 After discussions of the project concept, what do you think is the most important knowledge or skill that needs to be improved for preparation of the practical feasibility study in your province?

()

2. Questions on the training introduction workshop (first four days from July 17 to 22, 2006)

Please let us know your response and comments on this four-day long introduction workshop by answering the following questions (**please circle the appropriate number**).

2.1 Information provided during this introduction workshop helped you understand the training activities that you will participate in.

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5

2.2 A training package introduced in the workshop will be applicable for practical preparation of afforestation projects in your province.

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5

2.3 Explanation and facilitation of the instructors from Forest Inventory and Planning Institute (FIPI) were appropriate.

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5

2.4 Sharing of experiences and additional explanations from the provincial study team of Thai Nguyen Province were helpful.

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5

2.5 How do you find the relationship between the contents of the training activities and your current work? Is the relation strong or weak?

Very weak	Somewhat weak	Neither	Somewhat strong	Very strong
1	2	3	4	5

2.6 Duration (length) of the four-day workshop was appropriate.

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5

2.7 Logistic arrangements (facilities, accommodations, etc.) of the workshop were appropriate.

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5

2.8 Overall rating of the four-day long training introduction workshop on a scale from Poor (0) to Excellent (100).

Poor	Weak		Satisfactory				Good		Excellent	
0	10	20	30	40	50	60	70	80	90	100

2.9 Comments and suggestions including: methods for presentation, contents and facilities.

3.1 The following question is same as the one asked before the introduction workshop. Please answer once again to the same question: **what do you plan to bring back to your office and other relevant offices in your province as your outputs of the training activities (July 2006 until December 2007)?** Please tick the appropriate bracket (one of No.1, No.2, or No.3) and write your answer in the appropriate space.

No 1. () My answer is same as the answer before the introduction workshop.

No 2. () In addition to what I wrote, I plan to transfer the following points:

No 3. () Instead of what I answered before the workshop, I plan to transfer the following points:

3.2 What will be the most effective way in which you can transfer knowledge and technologies you will gain from the five training work units among your colleagues in the office and other relevant offices in your province?

A large, empty rounded rectangular box with a thin black border, intended for the respondent to provide their answer to the question above.

Questionnaire 6 on July 21, 2006

Code: _____

Province (Please circle your province):

Son La

Quang Nam

Lam Dong

Long An

Name: _____ **(Optional)**

Please let us know your response and comments on the visit to Phu Binh district by answering the following questions **(please circle the appropriate number)**.

1. What is your rating of today's visit in order to understand the proposed project prepared in Phu Binh District under FICAB?

Poor	Weak			Satisfactory			Good		Excellent	
0	10	20	30	40	50	60	70	80	90	100

2. Based on the visit to the project site, what do you think is the most important point that you think you can apply for preparation of the proposed project in your province?



Annex 2: Summary of responses to questionnaires

Questionnaire 2 on July 17, 2006

Code: _____

Province (Please circle your province):

Son La

Quang Nam

Lam Dong

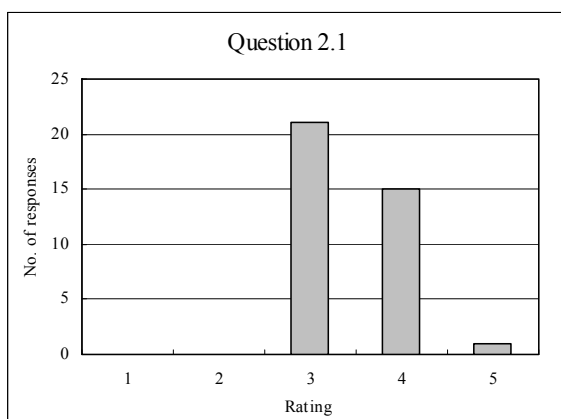
Long An

Name: _____ (Optional)

You have completed your first day of the training introduction workshop. Please let us know your response to the workshop on the first day by answering the following questions (**please circle the appropriate number**).

1. We have explained the role of F/S in preparing afforestation projects? How do you rate your level of understandings about the role of F/S on a scale from Low (1) to High (5)?

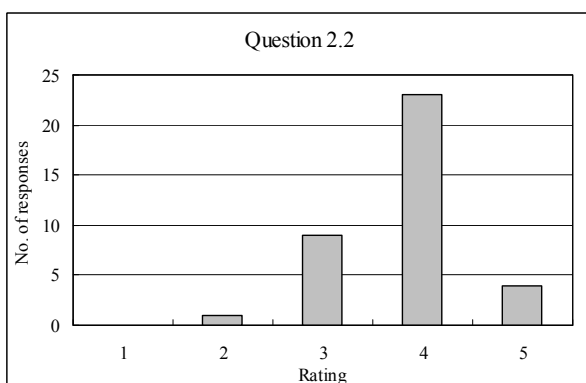
Low Somewhat Low Average Somewhat High High
1 2 3 4 5



Total number of responses = 37
Average = 3.5
Standard Deviation = 0.6

2. In terms of the contents of the F/S, have you obtained a clear output image of the F/S reports? How do you describe your present image of the F/S reports on a scale from Not clear (1) to Clear (5)?

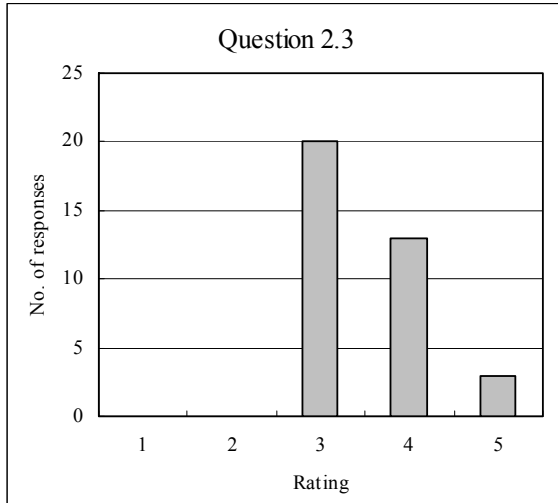
Not clear Somewhat Not Clear Average Somewhat Clear Clear
1 2 3 4 5



Total number of responses = 37
Average = 3.8
Standard Deviation = 0.7

3. How do you rate your level of understandings about the process of preparation of F/S on a scale from Low (1) to High (5)?

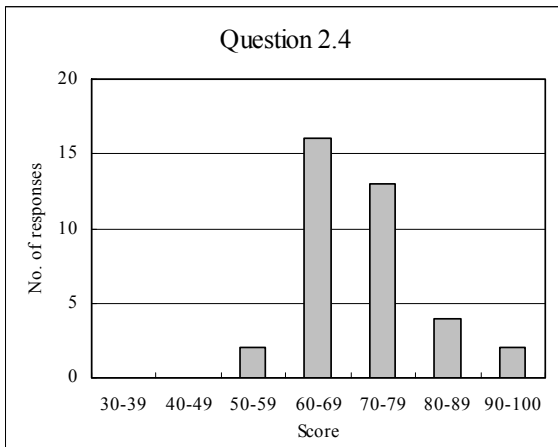
Low Somewhat Low Average Somewhat High High
 1 2 3 4 5



Total number of responses = 36
 Average= 3.5
 Standard Deviation= 0.6

4. Please give your rating on the first day program of the workshop on a scale from Poor (0) to Excellent (100).

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



Total number of responses = 37
 Average= 67.4
 Standard Deviation= 9.8

Questionnaire 3 on July 18, 2006

Code: _____

Province (Please circle your province):

Son La Quang Nam Lam Dong Long An Sub-FIPI

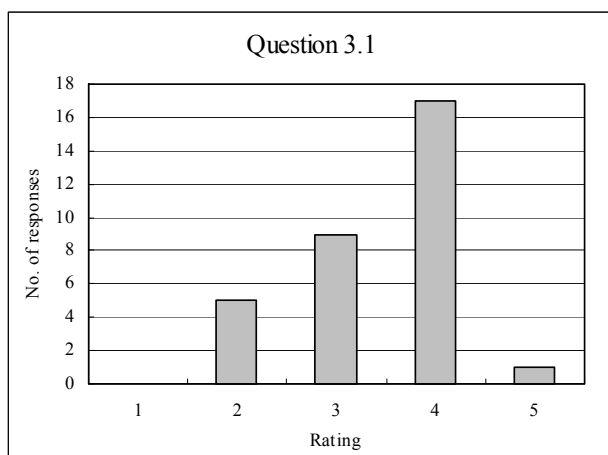
Name: _____ **(Optional)**

You have completed your second day of the training introduction workshop. Please let us know your response to the workshop on the second day by answering the following questions (**please circle the appropriate number**).

1. At the second-day workshop, the SWOT analysis has been conducted in order to help you identify any gaps of the planning capacity that need to be improved for preparation of the feasibility studies in your province. Have you identified such capacity gaps in your province? Please rate your level of confidence about whether or not you have identified the gaps on a scale from Low Confidence (1) to High Confidence (5)?

Low Confidence Somewhat Low Confidence Average Somewhat High Confidence High Confidence

1 2 3 4 5

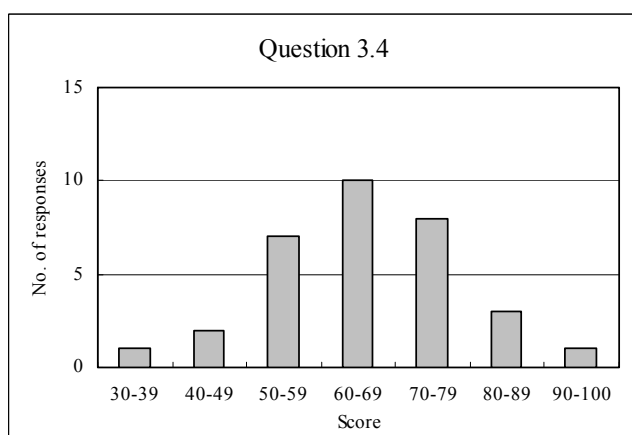


Total number of responses = 32
 Average = 3.4
 Standard Deviation = 0.8

4. Please give your rating on the second day program of the workshop on a scale from Poor (0) to Excellent (100).

Poor Weak Satisfactory Good Excellent

0 10 20 30 40 50 60 70 80 90 100



Total number of responses = 32
 Average = 61.1
 Standard Deviation = 13.0

Questionnaire 4 on July 19, 2006

Code: _____

Province (Please circle your province):

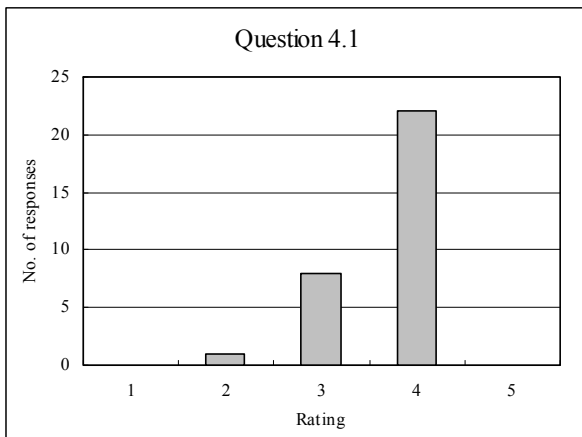
Son La Quang Nam Lam Dong Long An Sub-FIPI

Name: _____ **(Optional)**

You have completed your third day of the training introduction workshop. Please let us know your response to the workshop on the third day by answering the following questions **(please circle the appropriate number)**.

1. We have explained the overall flow of training activities. How do you rate your level of understandings about the overall flow of training activities on a scale from Low (1) to High (5)?

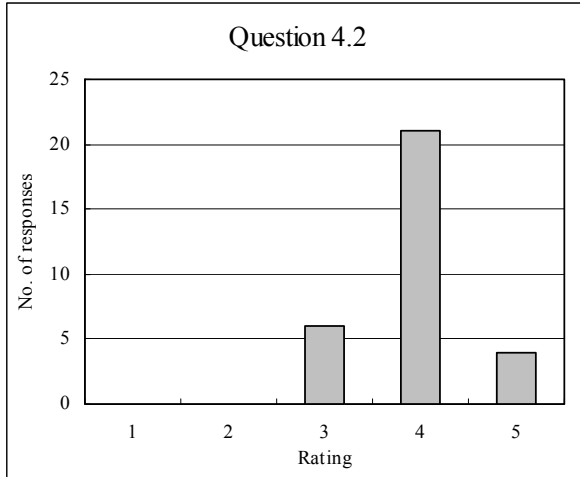
Low Somewhat Low Average Somewhat High High
1 2 3 4 5



No. of Respondents= 31
Average= 3.7
Standard Deviation= 0.5

2. We have explained the contents of the training plan. How do you rate your level of understandings about how to use the training plan on a scale from Low (1) to High (5)?

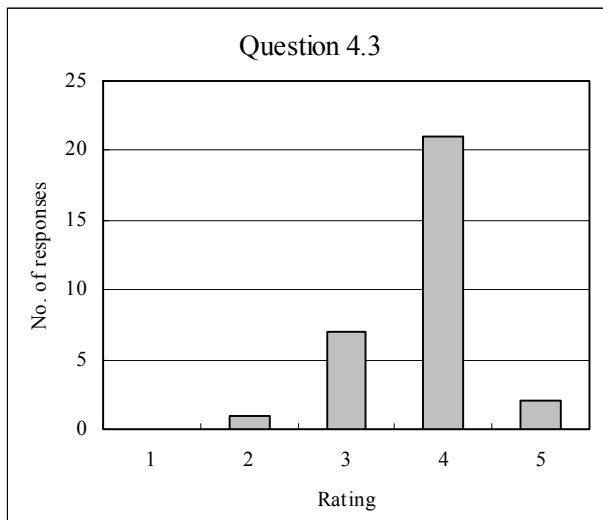
Low Somewhat Low Average Somewhat High High
 1 2 3 4 5



No. of Respondents= 31
 Average= 3.9
 Standard Deviation= 0.6

3. We have explained your roles and responsibilities in the training activities. How do you rate the level of understandings about your roles and responsibilities in the training activities on a scale from Low (1) to High (5)?

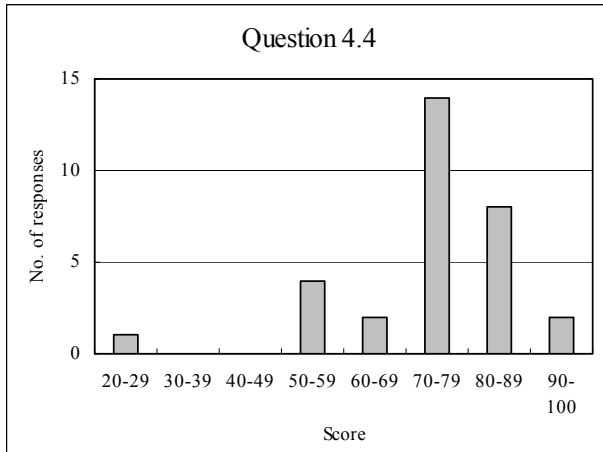
Low Somewhat Low Average Somewhat High High
 1 2 3 4 5



No. of Respondents= 31
 Average= 3.8
 Standard Deviation= 0.6

4. Please give your rating on the third day program of the workshop on a scale from Poor (0) to Excellent (100).

Poor	Weak	Satisfactory				Good	Excellent			
0	10	20	30	40	50	60	70	80	90	100



No. of Respondents= 31
 Average= 69.7
 Standard Deviation= 13.7

Questionnaire 5 on July 20, 2006

Code: _____

Province (Please circle your province):

Son La Quang Nam Lam Dong Long An Sub-FIPI

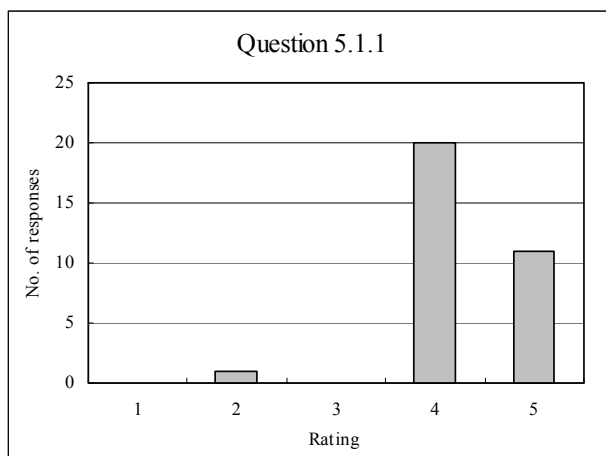
Name: _____

1. Questions on the fourth day program of the training introduction workshop

1.1 Do you agree or disagree with the following statement about you?

“Compared with the situation before attending the training introduction workshop, I have become able to design our proposed project more logically.”

Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5



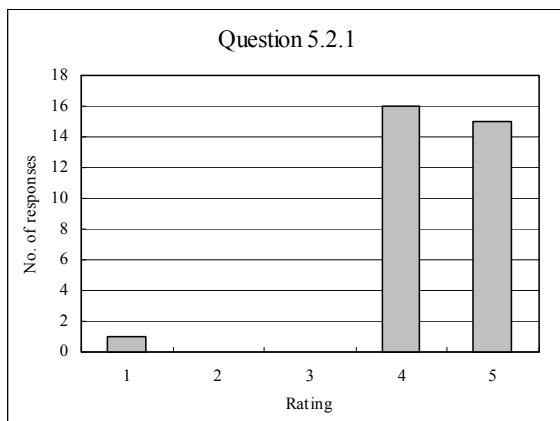
Total number of responses = 32
Average = 4.3
Standard Deviation = 0.6

2. Questions on the training introduction workshop (first four days from July 17 to 22, 2006)

Please let us know your response and comments on this four-day long introduction workshop by answering the following questions (**please circle the appropriate number**).

2.1 Information provided during this introduction workshop helped you understand the training activities that you will participate in.

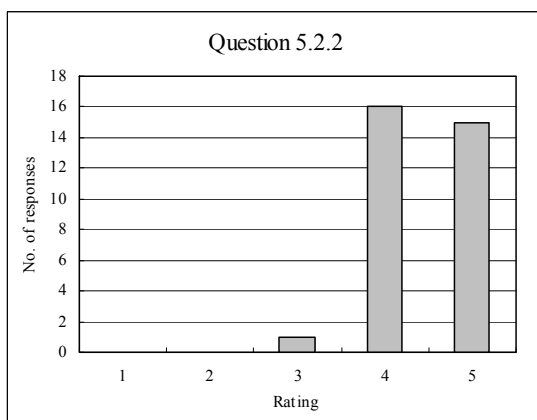
Strongly disagree
1 Rather disagree
2 Neither
3 Rather agree
4 Strongly agree
5



Total number of responses = 32
 Average= 4.4
 Standard Deviation= 0.8

2.2 A training package introduced in the workshop will be applicable for practical preparation of afforestation projects in your province.

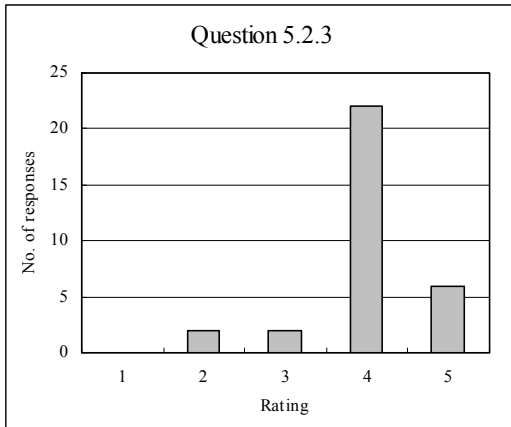
Strongly disagree
1 Rather disagree
2 Neither
3 Rather agree
4 Strongly agree
5



Total number of responses = 32
 Average= 4.4
 Standard Deviation= 0.6

2.3 Explanation and facilitation of the instructors from Forest Inventory and Planning Institute (FIPI) were appropriate.

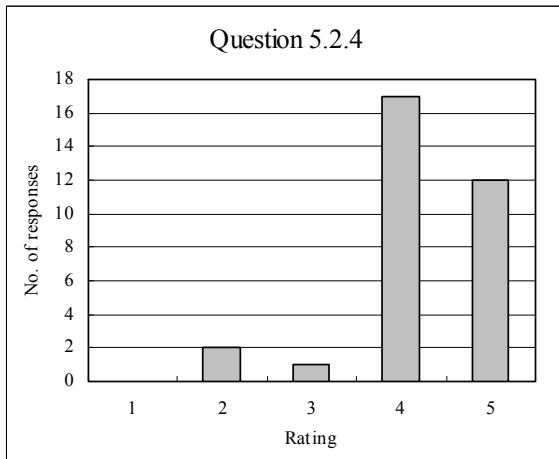
Strongly disagree 1 Rather disagree 2 Neither 3 Rather agree 4 Strongly agree 5



Total number of responses = 32
 Average= 4.0
 Standard Deviation= 0.7

2.4 Sharing of experiences and additional explanations from the provincial study team of Thai Nguyen Province were helpful.

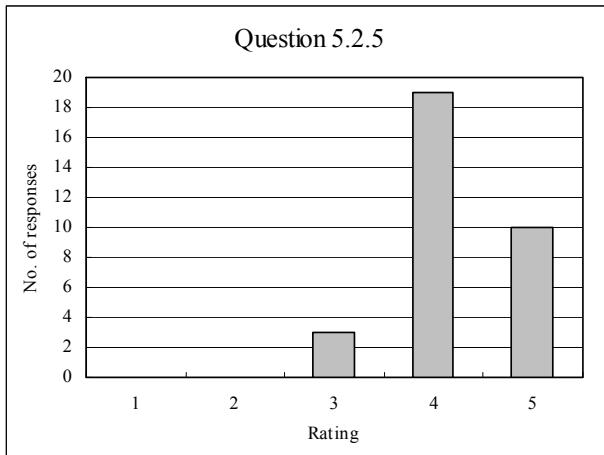
Strongly disagree 1 Rather disagree 2 Neither 3 Rather agree 4 Strongly agree 5



Total number of responses = 32
 Average= 4.2
 Standard Deviation= 0.8

2.5 How do you find the relationship between the contents of the training activities and your current work? Is the relation strong or weak?

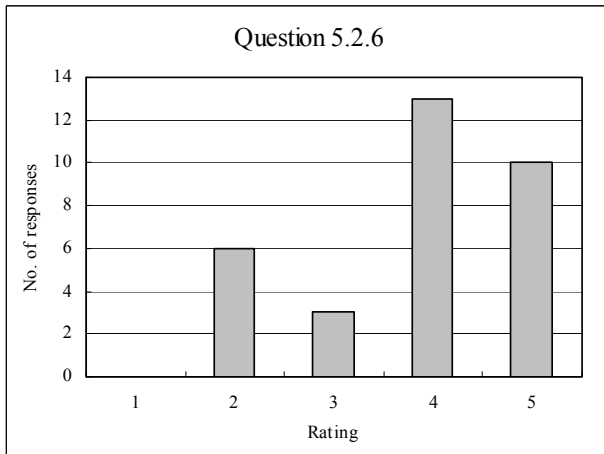
Very weak	Somewhat weak	Neither	Somewhat strong	Very strong
1	2	3	4	5



Total number of responses = 32
 Average= 4.2
 Standard Deviation= 0.6

2.6 Duration (length) of the four-day workshop was appropriate.

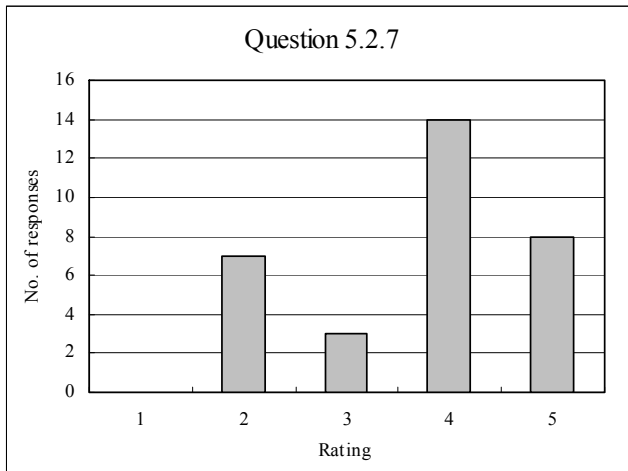
Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5



Total number of responses = 32
 Average= 3.8
 Standard Deviation= 1.1

2.7 Logistic arrangements (facilities, accommodations, etc.) of the workshop were appropriate.

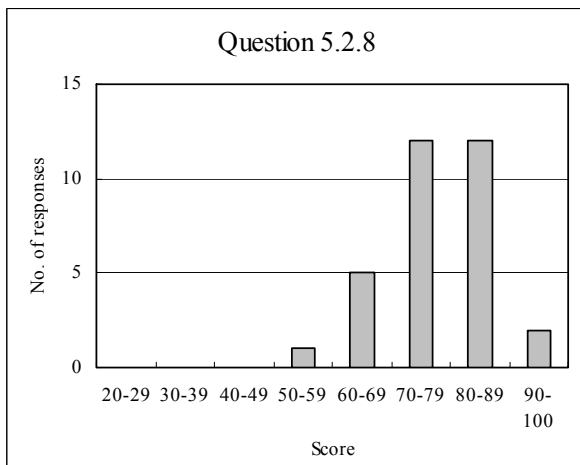
Strongly disagree 1 Rather disagree 2 Neither 3 Rather agree 4 Strongly agree 5



Total number of responses = 32
 Average= 3.7
 Standard Deviation= 1.1

2.8 Overall rating of the four-day long training introduction workshop on a scale from Poor (0) to Excellent (100).

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



Total number of responses = 32
 Average= 73.1
 Standard Deviation= 8.7

Questionnaire 6 on July 21, 2006

Code: _____

Province (Please circle your province):

Son La

Quang Nam

Lam Dong

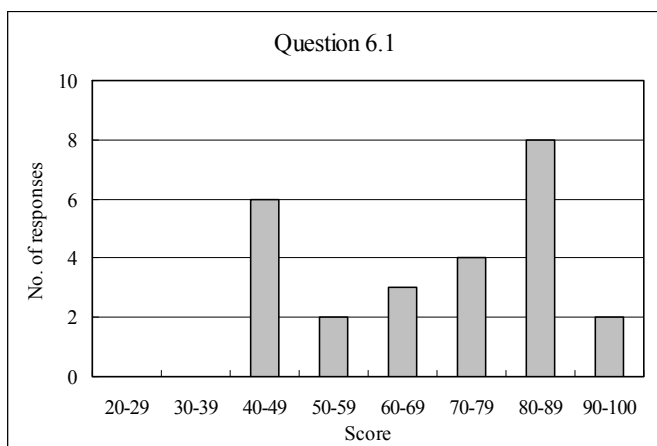
Long An

Name: _____ **(Optional)**

Please let us know your response and comments on the visit to Phu Binh district by answering the following questions (**please circle the appropriate number**).

1. What is your rating of today's visit in order to understand the proposed project prepared in Phu Binh District under FICAB?

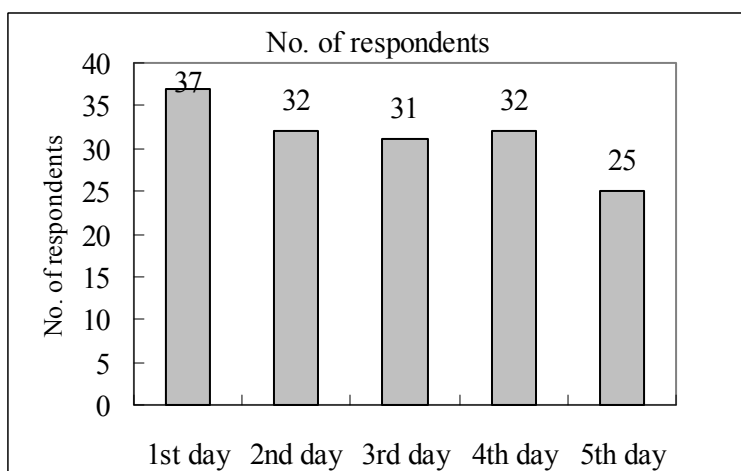
Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



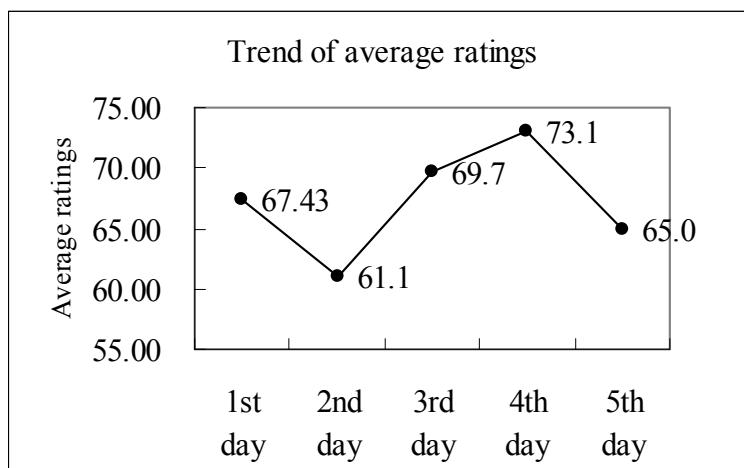
No. of responses=25
 Average= 65.0
 Standard Deviation= 17.3

Trend analysis of the overall ratings

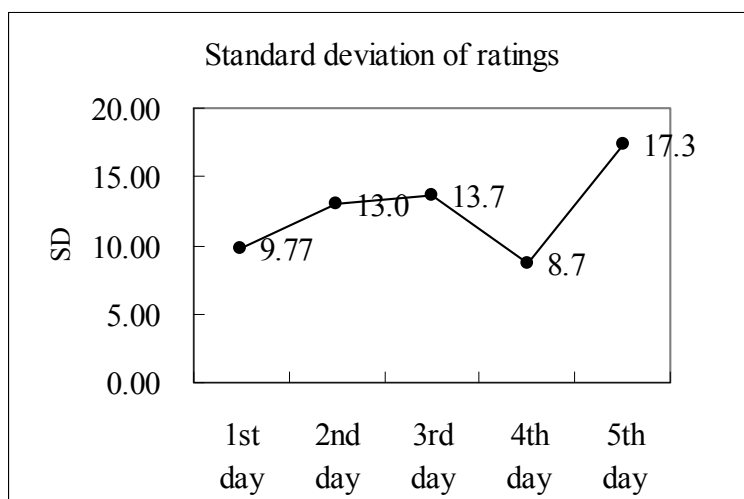
1. Number of respondents



2. Overall ratings from Questionnaire 2 on the 1st day to Questionnaire 6 on the 5th day)



3. Variability of ratings



Appendix 3

M & E Report of Intensive Training Session of Work Unit 1

September 5, 2006

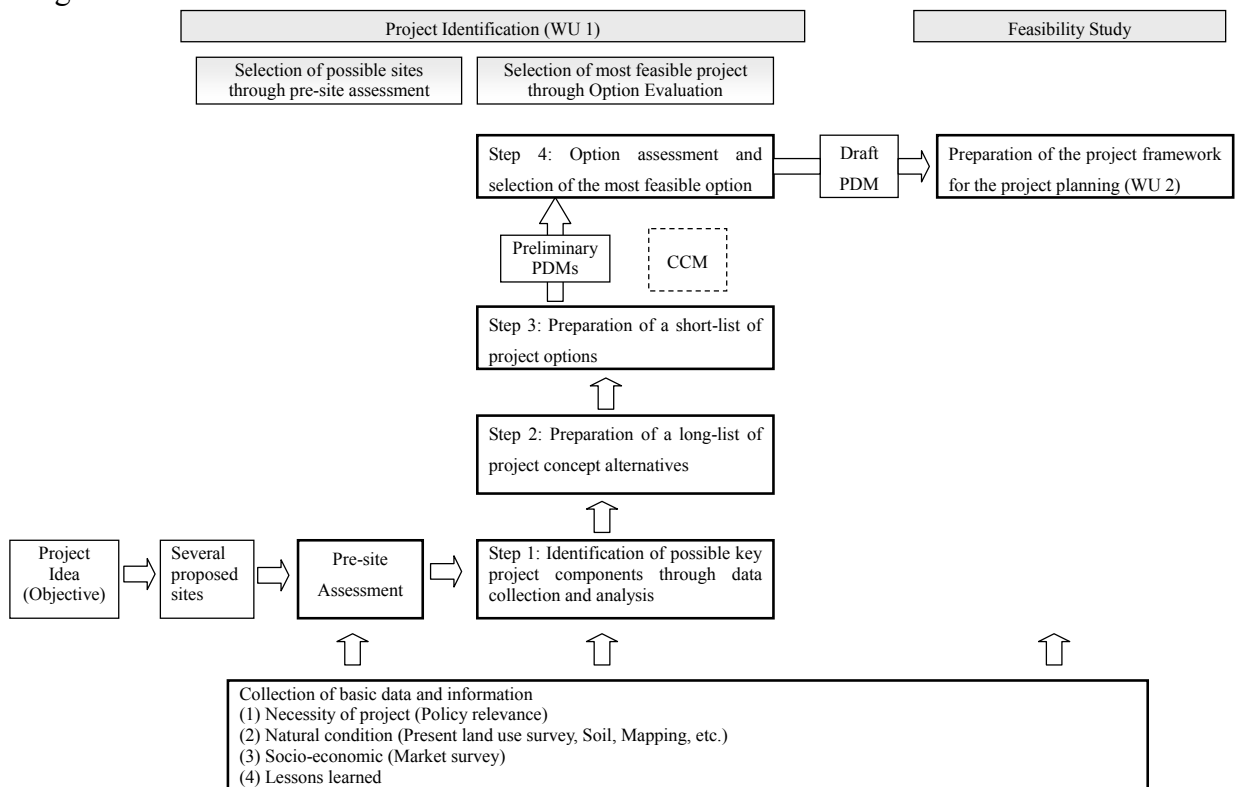
Monitoring and Evaluation Report on the Work Unit One (WU 1)

1. Purpose of the intensive training (Step 1) of Work Unit One and M & E

The JICA study team (JST) and the local sub-contractor (FIPI) conducted an intensive training of Work Unit One (WU 1) with the participation of about 25 participants from Participating Provinces (PPs) and the local sub-contractor. It is the first step (Step 1) of WU 1, which is followed by Step 2 (application of what have been learned to preparation of F/S and IP in the participating provinces through the On-the-Job Training) and Step 3 (submission of the outputs (assignments) of the OJT to be monitored and evaluated). The intensive training was held for a period of five days from July 28 to August 1, 2006 in Thai Nguyen province (Core Province: CoP) with the cooperation of the CoP's Provincial Study Team (PST). This draft monitoring and evaluation (M & E) report has been prepared to report the monitoring results of Step 1 of WU 1.

The objective of WU 1 is to prepare the framework for the project planning (WU 2) through Option Evaluation including the site selection (Pre-site assessment) and preparation of the preliminary PDM. Figure 1 illustrates the relations and flows of each of the activities having been and to be performed in WU 1.

Figure 1: Relations and flows of the activities in WU 1



During WU 1, the pre-site assessment and the option evaluation will be conducted, and the draft Project Design Matrix (PDM) will be prepared for the most feasible project. The pre-site assessment, the pre-assessment of project area selection for F/S for afforestation project, is executed to enhance efficiency of the F/S through elimination of the projects which are expected to encounter difficulties in implementation and through selection of the project which seems to have higher possibility of implementation at the stage of project area selection by applying a simple method. The pre-assessment is expected to contribute to effective execution of Project Option Evaluation. The project option evaluation is a process to screen various project options and then select the most feasible project option. It will help a project planner identify the most feasible option out of a number of possible options at the early planning stage of the project. For conducting these activities, it is necessary to strengthen capacities for collection of the basic data and information, examination of the policy relevance and consistency of the project.

Step 1 of WU 1 is designed to provide basic knowledge and skills to perform the OJT (Step 2) and prepare assignments for submissions (Step 3). The participants are divided into two groups by professional field: Group A for planning and technical officers in the field of afforestation planning and technical evaluation; and Group B for planning, socio-economic, financial and market analysis officers in the field of market research, socio-economic and rural community analysis, economic and financial analysis, and comprehensive project designing, organizational and institutional arrangement. The course curriculum of the intensive training is shown as in Table 1 (details are shown in Attachment 1).

Table 1: Course curriculum plan of the intensive training in Thai Nguyen Province

Group	Subject	Time allocation (day)
A/B	Introduction	0.5
A/B	Project Design Matrix	1.0
A/B	Pre-site assessment and Option Evaluation	0.5
A	Soil, forest resources, and mapping	2.0
B	Rural socio analysis	1.5
B	Market analysis	0.5
A/B	Coordination	1.0
Total		5.0 per Group

The local sub-contractor led the entire workshop as Trainers of Trainees (TOT) under the supervision of the JST.

2. Attendance of the participants from PPs

A total of about twenty-five (25) participants attended the intensive training from four PPs and the local sub-contractor. The attendance to each of the days during the intensive training is shown as in the following table.

Table 2: Number of Participants (Trainees) Unit: Persons

Province/Date	July 28	July 29	July 30	July 31	Aug 1
Son La	6	6	6	6	6
Quang Nam	2	3	3	3	2
Lam Dong	6	6	6	6	6
Long An	3	4	4	4	4
Sub-total PPs ¹⁾	17	19	19	19	18
Sub FIPI	7	7	7	7	7
Total	24	26	26	26	25
Out of which, those who participated in IWS ²⁾	14	16	16	16	15
PST from TN ³⁾	2	2	3	3	1

Note 1) PPs : participating provinces

Note 2) IWS : Introduction Workshop

Note 3) PST members from Thai Nguyen province (CoP)

As seen in Table 2 above, out of the participants in WU 1, about 60% participated in the introduction workshop. However, the situation differs, depending on provinces. For example, while all the six (6) participants from Son La participated in the introduction workshop, only one out of six participants from Lam Dong participated in the introduction workshop. Two to three PST members from Thai Nguyen province participated in WU 1 as a resource person or facilitator.

3. Course curriculum

All the course work was carried out as originally scheduled except for an additional one-hour session being set up for the option evaluation in the morning on the 3rd day (July 30, 2006). During this one hour session, participants were asked to take advantage of the training opportunities to discuss a possible long-list or short-list of project options in respective provinces because they, as PST members, are expected to go through the On-the-Job Training (OJT) for the option evaluation after completing the intensive training in Thai Nguyen Province.

After the extra session for discussion on the possible list of options, participants were grouped into two, Groups A and B, for their respective works.

4. Structure of M & E through the questionnaire survey

In the middle and at the end of the program, questionnaires were distributed to the participants in order to: measure the level of understanding of the participants (capacity building), monitor the reaction of each participant to the intensive training program by measuring the level of their satisfaction in attending the program, which would affect the future sustainability of the training program, and the effectiveness of the instruction by local sub-contractor as Trainers of Trainees (TOT).

A total of five questionnaires was distributed to the participants. Each of the questionnaires has been prepared to examine different aspects as shown in the following Table 3.

Table 3: Timing and Perspectives of M & E

Q	Timing of Distribution	Analytical perspectives of M & E	Respondents Identification
1	End of 1 st day	Understanding about the following points - Project, PDM, and Policy relevance, and F/S	Required
2	End of 2 nd day	Understanding about the Option Evaluation	Required
3	End of 3 rd day	Reading and plotting of the statistics (Only Group B)	Required
4	End of 4 th day	Group A: (1) Survey on current land use (including land use right), (2) survey on forest resources, and (3) survey on land productivity. Group B: Statistical inference and calculation of stumpage value	Required
5	End of 5 th day	Evaluation of the course works	Optional

Questionnaires 1 to 5 have been attached in Attachment 2.

5. Results of the questionnaire survey

5.1 Responses of each questionnaire

The following table shows the rate of responses to the questionnaire from Questionnaire 1 to Questionnaire 5. Questionnaire 3 was given only to Group B.

Table 4: Rate of responses

Province	July 28 (Quest1)	July 29 (Quest 2)	July 30 (Quest 3)	July 31 (Quest 4)	August 1 (Quest 5)
----------	------------------	-------------------	-------------------	-------------------	--------------------

	a	b	%	a	b	%	a	b	%	a	b	%	a	b	%
Total	24	24	100	26	25	96	13	12	92	26	23	88	25	25	100

Note 1: a: Number of participants; b Actual number of respondents: %: a/b x 100

Note 2: Questionnaire 3 on July 30, 2006 is prepared only for Group B.

Most of the participants cooperated with the M & E activities in answering the questionnaires. The response rate ranged from 88% to 100%.

5.2 Results of the questionnaire survey

This section reports the results of the questionnaire survey in terms of the level of understanding of the participants (capacity building) (Section 5.2.1) and the level of satisfaction of the participants in attending the workshop and effectiveness of the instruction by the local sub-contractor as TOT (Section 5.2.2).

5.2.1 Level of understanding of participants (capacity building)

(1) Questionnaire 1

The first M & E questionnaire was distributed at the end of the first day. In accordance with the course curriculum, Questionnaire 1 covered four basic points: definition of a project; project design matrix (or logical framework); policy relevance; and advantage and limitation of feasibility studies. The following Table 5 shows the average scores and standard deviations of each of the four questions. 25 points are allocated to each question and 100 points will be given if all four answers are correct.

Table 5: Results of Questionnaire 1

	Questions	Point allocation	Score	SD
1	Definition of a project	25 points	13.9	9.8
2	Understanding of logical framework	25 points	22.9	6.9
3	Understanding of policy relevance	25 points	20.8	9.3
4	Advantage and limitation of the feasibility studies	25 points	17.4	7.2
Average of the total score		100 points	75.0	
Median score of the total score		75.0		
Standard Deviation		12.5		
Max of the total score		100.0		
Min of the total score		50.0		
Number of respondents		24		

The average and median of the total scores are 75 points ranging from a minimum score of 50 to a maximum of 100 with the standard deviation of 12.5. Among the four questions, respondents had difficulties in defining a project and pointing out the limitation of the F/S.

(2) Questionnaire 2

Questionnaire 2 on the second day asked participants to list the three key components when preparing for the long-list in the process of the option evaluation. As shown in Table 6, most of the participants gave a correct answer.

Table 6: Results of Questionnaire 2

Statistics	Score
Average of the total score	92
Median score of the total score	100
Standard Deviation	27.1
Max	100
Min	0
Number of respondents	25

(3) Questionnaire 3

Questionnaire 3 on the third day was prepared only for Group B (socio-economic survey group). The question asked participants to plot the consumer price index on the graph. It aimed to (a) make them familiarize with the Consumer Price Index (CPI), which will be used for the financial analysis at the later WUs; (b) take proper statistical data from the actual statistical data book; and (c) visualize the data by plotting it on the graph. For the purpose of doing this test, the data from the Statistical Yearbook issued by the General Statistics Office was used.

Table 7: Results of Questionnaire 3 for Group B

Statistics	Score
Average of the total score	59.2
Median score of the total score	70.0
Standard Deviation	39.7
Max	100
Min	0
Number of respondents	12

The average score is 59.2 with the standard deviation of 39.7. The low score with a relatively wider variability may imply that participants are not so much familiar with the CPI and this type of data processing. Four (4) out of 12 respondents were able to take correct statistical data and plot it properly on the graph.

(3) Questionnaire 4

Questionnaire 4 was distributed to both Groups A and B at the end of the fourth day.

Questionnaire for Group A covers four main areas (1) Survey on current land use (including land use right), (2) survey on forest volume, (3) survey on land productivity, and (4) relation among the three issues (land use, forest resources and land productivities).

Table 8: Results of Questionnaire 4 for Group A

	Questions	Point allocation	Score	SD
1	Survey on current land use	25 points	23.3	2.8
2	Survey on forest resources	25 points	15.3	4.1
3	Survey on land productivity	25 points	18.2	6.2
4	Relation among 3 issues (1 to 3)	25 points	20.5	6.0
Average of the total score		100 points	77.3	
Median score of the total score		81.3		
Standard Deviation		9.7		
Max of the total score		93.8		
Min of the total score		56.3		
Number of respondents		11		

The average of the total scores is 77.8 with SD of 9.4. Among the four questions, respondents had difficulties in answering questions relating to surveys on forest resources and land productivity.

Questionnaire 4 for Group B consists of the two parts: one is about the statistical inference and the other is about the marketing analysis in which participants were requested to calculate the stumpage value of the trees. Table 9 shows the scores of the two questions in Questionnaire 4. Not many respondents were able to correctly calculate the stumpage value of the tree per cubic meter based on the factory gate price although some participants may have simply misunderstood what was asked in the question.

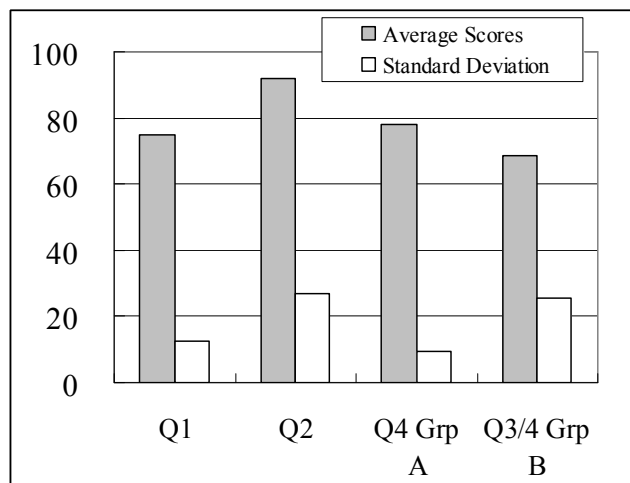
Table 9: Results of Questionnaire 4 for Group B

	Questions	Point allocation	Score	SD
1	Statistical inference	50 points	42.3	18.0
2	Calculation of stumpage value	50 points	26.2	22.3
Average of the total score		100 points	68.5	
Median score of the total score			50.0	
Standard Deviation			25.4	
Max of the total score			100.0	
Min of the total score			25.0	
Number of respondents			13	

(4) Average scores of Questionnaires 1 to 4

The following table compares the average scores of Questionnaires 1 to 4. In case of Group B, the average of the scores of Questionnaire 3 and 4 is calculated. On average, respondents gained about 70 scores or above. The graph plotting required for Questionnaire 3 and the backward calculation exercise tested in Questionnaire 4 for Group B lowered the average score of Questionnaires 3 and 4 for Group B.

Table 10: Average scores and standard deviation of the total scores

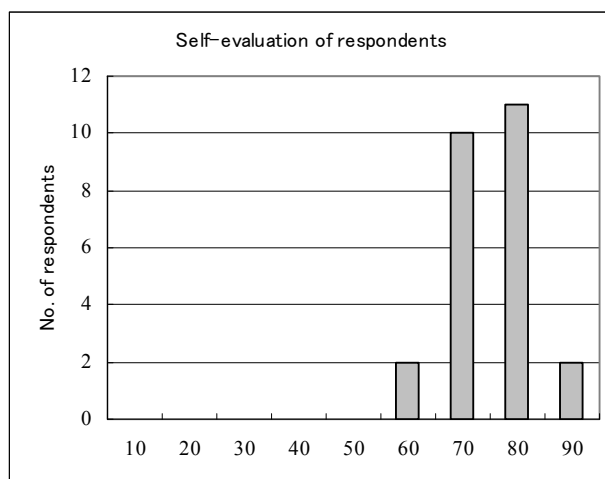


(5) Self evaluation of respondents

Participants were asked to evaluate if the present level of their knowledge and skills (on field survey and analysis, PDM, project option evaluation and other content of WU1) high or low compared with the level of the knowledge and skills they had before (Q1). All the respondents but one respondent, who did not respond to the question, chose either 4 (somewhat higher) or 5 (higher). They were further asked to examine how much

of the knowledge and skills transferred through this intensive training program they have acquired on a scale of 0 being nothing acquired to 100 being fully acquired (Q2). The average of their ratings is 75.2 with the standard deviation of 7.5. The ratings range from 60 to 90. The following shows the frequency distribution of their responses.

Table 11: Self-evaluation of respondents.



The average of the self-evaluation of respondents is more or less found at the same level as the average scores of Questionnaires 1 to 4.

5.2.2 Evaluation of the intensive training in Thai Nguyen province

(1) Level of satisfaction of the participants in attending the workshop and the effectiveness of the instruction by local sub-contractors as TOT

Participants were requested to evaluate the intensive training of WU 1 in a number of aspects: (Q3) relation between the contents of the training and their current works; (Q4) contents and methodologies for the preparation of the project; (Q5) helpfulness of handouts and materials for technology transfer; (Q6) conciseness and clearness of presentation of instructors; (Q7) integration of presentation with discussions and materials in training sessions; (Q8) helpfulness of experience-sharing with PST from Thai Nguyen province; (Q9) helpfulness of experience sharing with PST from other PPs; (Q10) volume of the contents; (Q11) duration of the five-day long training. For Q 3, participants are asked to rate the training on a scale from 1 (Very weak) to 5 (Very strong) with 3 being (Neither). From Q4 to Q9, participants are requested to rate it on a scale from 1 (Strongly disagree) to 5 (Strongly agree) with 3 being (Neither). For Q 10, participants are asked to rate it on a scale from 1 (Too little) to 5 (Too much) with 3 being (Average) and for Q 11, they are asked to rate it on a scale from 1 (Too short) to 5 (Too long) with 3 being (Average). Questions 6 and 7 have specifically prepared based on the M & E results of the introduction workshop. From the comments and suggestions from respondents

during the introduction workshop, concise presentation and integration of the presentation with other tools such as discussions and reports have been identified as the two of the major areas for improvement on the side of the workshop organizers. The following Table 12 shows the average of each of the questions with standard deviations and minimum scores.

Table 12: Ratings of respondents about the intensive training in Thai Nguyen province

No	Aspects	Rating scale from 1 to 5	Average Rating	SD	Min
Q3	Relation between the contents of the training and their current works	1 (Very weak) to 5 (Very strong)	4.0	0.6	2
Q4	Contents and methodologies for the preparation of the project	1 (Strongly disagree) to 5 (Strongly agree)	4.5	0.5	4
Q5	Helpfulness of handouts and materials for technology transfer		4.4	0.6	3
Q6	Conciseness and clearness of presentation of instructors		4.1	0.7	2
Q7	Integration of presentation with discussions and materials in training sessions		4.3	0.7	2
Q8	Helpfulness of experience-sharing with PST from Thai Nguyen province		4.2	0.8	2
Q9	Helpfulness of experience sharing with PST from other PPs		4.5	0.8	2
Q10	Volume of the contents	1 (Too little) to 5 (Too much)	4.3	0.6	3
Q11	Duration of the five-day long training	1 (Too short) to 5 (Too long)	2.5	0.8	1

Note: The total number of respondents was 25.

As seen in the above Q 11, many respondents considered that the duration of the five-day long training is somewhat short (2 respondents answered with 1 (Too short) and 10 respondents with 2 (Somewhat short)). One respondent commented that through the WU1, there were many

subjects, contents needed to study but time for disseminating it is short. It was recommended to consider the contents and disseminating time during the next intensive training in Quang Nam. Other interesting findings are shown as follows:

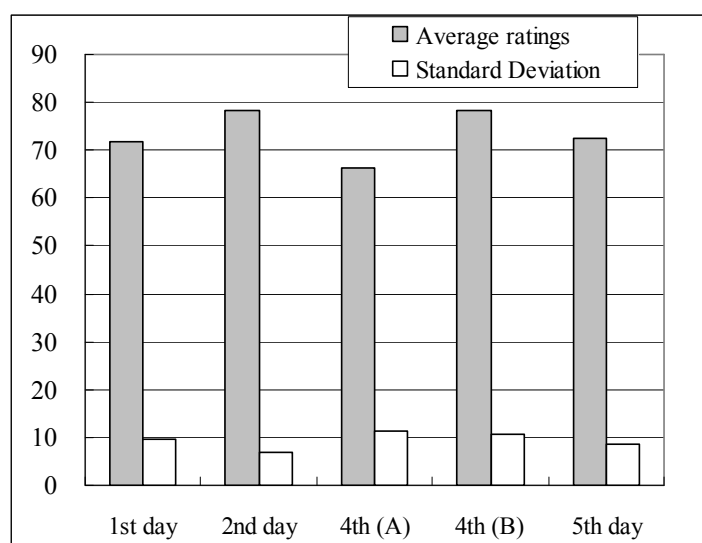
- (a) According to Q 3, many respondents did not answer that the relation between the contents of intensive training and their current work was 5 (Very strong) but answered 4 (Somewhat strong). Although implication of this response requires further analysis, the response may indicate necessity of providing PST with more detailed information about the contents of the training in advance for selection of more appropriate personnel to attend the intensive training.
- (b) According to Q 4, all the respondents “rather agreed” or “strongly agreed” that contents and methodologies would help them prepare the project.
- (c) According to Q 5, all but one respondent “rather agreed” or “strongly agreed” that the handouts and materials would help them transfer knowledge and skills to their provinces.
- (d) According to Q 6, three respondents did not agree that the presentation of the instructors from FIPI was concise and clear. From a viewpoint of the organizers, it is considered that some instructors made improvement over the previous presentation during the introduction workshop but other instructors would require substantial efforts to improve their teaching techniques.
- (e) According to Q 7, all but one respondent “rather agreed” or “strongly agreed” that the instructors from FIPI integrated their presentation with discussions, Q & A, etc. Utilization of group discussions, group exercises for preparing PDM, etc. may have resulted in these favorable responses from participants. For example, the local sub-contractor made their efforts to improve the way the presentation is organized by distributing copies of the table of contents in order to explain how their presentation is connected to the reports. On the other hand, comments from a respondent who gave a lower rate show necessity to maintain the consistency between instructors and facilitators of discussions so as to help the trainees solve their issues more clearly.
- (f) According to Q 8, three respondents did not agree that the experience sharing of PST from Thai Nguyen province were helpful. According to Q 9, two respondents did not agree that the experience sharing of PST from other PPs were helpful. Experience sharing with personnel from other provinces can be considered as more effective tool for this type of training activities.
- (g) According to Q 10, most of the respondents thought that the volume of the contents or works during the training was somewhat voluminous or too much. As the topics of the five day long intensive training ranges from preparation of PDM to the land use survey and market analysis, this may be a natural response from respondents. This may indicate further selection of topics to be dealt with in the next intensive training.

At the end of the 1st day workshop to 5th day, participants were asked to provide overall ratings of the workshop on a scale from 0 to 100. The following Table 13 shows the overall ratings given by the respondents.

Table 13: Overall ratings made by respondents about the workshop

	1 st day	2 nd day	4 th day		5 th day
Group	A/B	A/B	A	B	A/B
No. of Respondents	23	25	11	12	25
Average	71.7	78.4	66	78	72.4
Median	70.0	80.0	70	80	70
SD	9.6	6.7	11	11	9
Max	90.0	90.0	80	90	80
Min	50.0	60.0	40	50	50

Note: The average of the overall ratings given on the 5th day is for the 5 day-long workshop while the average of the overall ratings on other days is for the workshop on the respective days.



The average of the overall rating ranges from 66 to 78 but there were some participants who responded with the low ratings such as 40 and 50 on the 4th day and 5th day. While there are many positive comments, open-ended questions at the end of the questionnaires revealed a number of areas for improvement in terms of operation of the workshop. The following comments have been received aside from those already mentioned:

(a) Need for presentation of the practical cases

- Need to present more specific example

- A lot of theory but not practice

(b) Time and volume of works

- Training time is short but too many subjects and contents have to learn

- Practical or exercise time in the province and time for submitting report results is too short

(c) Development of maps

- At end of the four day, a number of comments and suggestions received from Group A referred to mapping. For example, a respondent would like the organizers to help them develop digitalized maps and edit data of digitalized maps and how to develop digitalized maps

6. Points to feedback based on the M & E of the intensive training in Thai Nguyen province

Based on the M & E of the intensive training in Thai Nguyen province, the points to feedback are as follows:

6.1 Level of understanding (capacity building)

(1) Although the time allocated for the training is limited, a certain level of the capacity building has been achieved during the intensive training since the average scores of the questions in M & E questionnaires was around 70 out of 100, and the self-evaluation of participants indicated that they had acquired about 70% of what had been transferred.

(2) Improvement of the analytical skill of quantitative data may need to require more attention based on the results of the questions.

(3) Group A participants showed their keen interests in development of maps.

6.2 Evaluation of the intensive training

(1) Respondents to the questionnaires show favorable responses to the intensive training: however, there are some respondents who rated the training at the low level. Efforts will be needed to meet needs of these respondents as well.

(2) Presentation of instructors from the local sub-contractor showed some improvement but it required continuous efforts for improvement.

(3) Coordination between the instructor and facilitators needs to be enhanced.

(4) As the intensive training period is rather short compared with the contents and amount of works, it would be necessary to select important and indispensable items for technical transfer.

(5) To enhance the effectiveness, presentation of practical cases, incorporation of individual and group exercises, and experience and information sharing among participants will be important. This will help them apply what they learned during the intensive training for preparation of F/S in respect.

(6) At the earliest possible date, it would be important to send more concrete curriculum to respective PPs so as for them to select and send more appropriate personnel to the intensive training.

Annex 1: Course curriculum of Step 1 of Work Unit One Thai Nguyen, 28/7 – 1/8/2006

Annex 2: Questionnaire and summary of responses from respondents

Annex 1 Course curriculum of Step 1 of Work Unit One Thai Nguyen, 28/7 – 1/8/2006

Day 1st (July 28)

AM	Introduction (8:30 – 11:30)	- WU1 Objectives: field survey analysis - Participants self introduction - Organizing WU 1 - Explanation of F/S concept - Advantages and difficulties when directing F/S and IP	Việt Trần Hùng
Noon	Lunch break		
PM	13:30- 14:30	PDM	Viet
	14:30-15:30	Policy relevance	Trần Hùng
	15:30 -15:45	Tea break	
	15:45- 16:15	Lesson learned from previous afforestation projects	Phú Hùng
	16:15-16:30	- Summary day 1 st session - M&E	Việt

Day 2nd (July 29)

AM	8:00-8:15	Review day 1 st session	Trainee (group 1)
	8:15-10:00	Exercise on PDM	4 groups
	10:00-10:15	Tea break	
	10:15-11:30	Presenting PDM exercise results	4 groups
	11:30-13:30	Lunch break	
PM	13:30- 14:30	Pre-site assessment	Trần Hùng
	14:30-15:00	Tea break	
	15:00-16:00	Project option evaluation	Giang
	16:00-16:30	- Summary day 2 nd session - M&E	Trần Hùng

Day 3rd (July 30)

Group A: (Forest technique & plan)

AM	8:00-8:15	Review day 2 nd session	Trainee (group 2)
	8:15- 11:30	Land use, forest and forest land use rights	Giang
Noon	11:30-13:30	Lunch break	
PM	13:30-16:00	- Soil survey - Estimating afforestation productivity and volume	Hà
	16:00-16:30	- Summary day 3 rd session - M&E	Giang

Day 3rd (July 30)

Group B: (Social economic)

	8:00-8;15	Review day 2 nd session	Trainee (group 2)
		- Ethnic, population, social economic (including infrastructure, custom) - Format tables for data collecting -Evaluating social economic conditions in project areas - Household economy - Poverty rate - Agricultural and forest cultivation - Other off-farm activities	Phu Hung
	16:00-16:30	Summary day 3 rd session M&E	Phú Hùng

Day 4th (July 31)

Group A

AM	8:00-8;15	Review day 3 rd session	Trainee (group 3)
	8:15: 11:30	Developing maps for preparing F/S	Lê Hùng
	11:30 -13:30	Lunch break	
PM	13:30-16:00	Developing maps for preparing F/S	Lê Hùng
	16:00- 16:30	Summary day 3 rd session M&E	Lê Hùng

Group B

AM	8:00-8;15	Review day 3 rd session	Trainee (group 3)
	8:15-11:30	People needs	Phu Hung
Noon	11:30-13:30	Lunch break	
PM	13:30-16:00	- Market survey - Marketing	Cồn
	16:00-16;30	Summary day 4 th session M&E	Cồn, Phú Hùng

Day 5th (August 1)

	Coordinating (code: 07)	- Planning field survey - Assignment schedule -Managing quantity and quality assignments - Summary day 5 th session - M&E	Viet
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Annex 2 Questionnaire and summary of responses from respondents

Questionnaire 5 on August 1, 2006

Code: _____

Province (Please circle your province):

Son La Quang Nam Lam Dong Long An Sub-FIPI

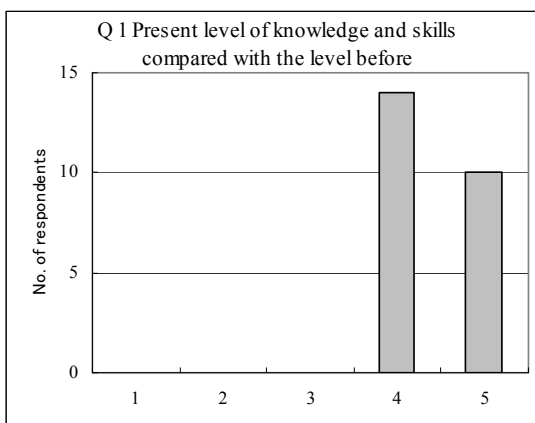
Name: _____

You have completed your five day long the intensive training (Step 1) of Work Unit One (WU 1) in Thai Nguyen Province. Please answer the following questions.

(please circle the appropriate number).

1.Is the present level of your knowledge and skills (on field survey and analysis, PDM, project option evaluation and other content of WU1) high or low compared with the level of the knowledge and skills you had before you participated in this intensive training?

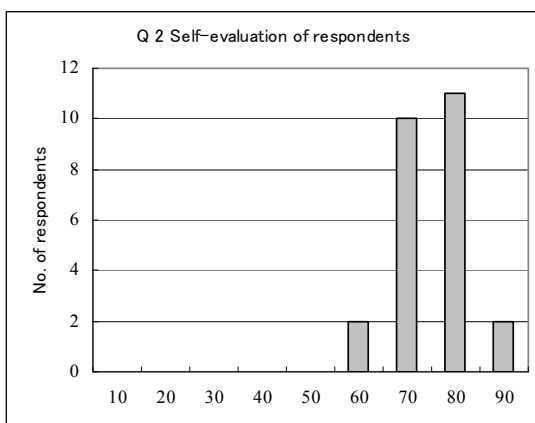
Lower Somewhat lower About the same Somewhat higher Higher
 1 2 3 4 5



No of respondents=24 Average=4.4 SD=0.4

2. How much of the knowledge and skills transferred through this intensive training program have you acquired? Please provide your evaluation on a scale of 0 being nothing acquired to 100 being fully acquired.

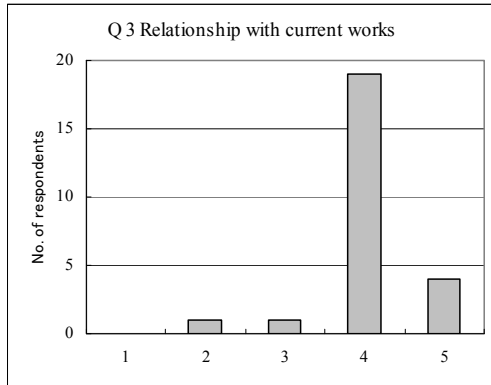
Nothing acquired Fully acquired
 0 10 20 30 40 50 60 70 80 90 100



No of respondents=25 Average=75.2 SD=7.5
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3. How do you find the relationship between the contents of this intensive training and your current work? Is the relation strong or weak?

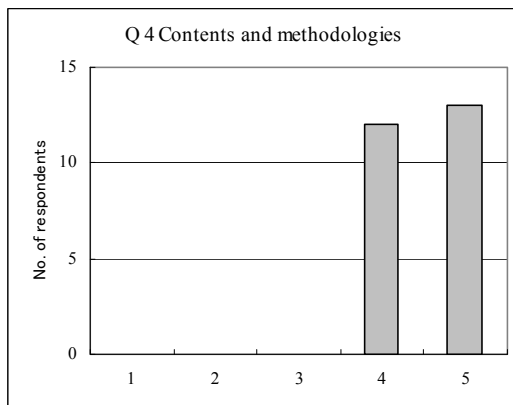
Very weak Somewhat weak Neither Somewhat strong Very strong
 1 2 3 4 5



No of respondents=25
 Average=4.0
 SD=0.6

4. Contents and methodologies introduced during the intensive training will help you prepare the project in your province.

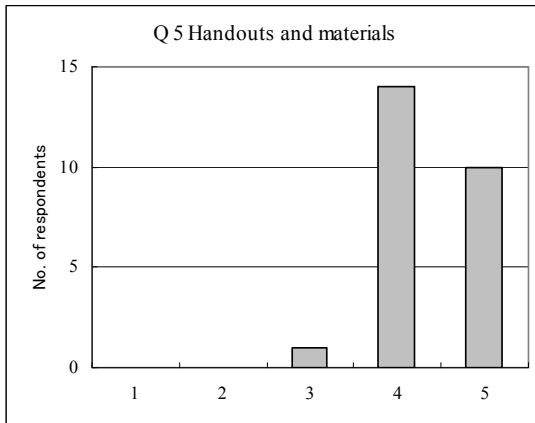
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5



No of respondents=25
 Average=4.5
 SD=0.5

5. Handouts and materials distributed during the intensive training will help you transfer what you learn during the sessions after you go back to your province.

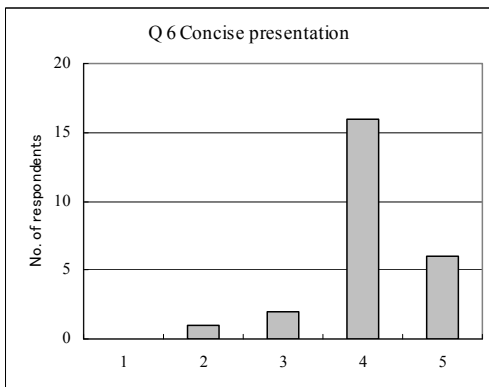
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5



No of respondents=25
 Average=4.4
 SD=0.6

6. Presentation of the instructors from Forest Inventory and Planning Institute (FIPI) were concise and clear.

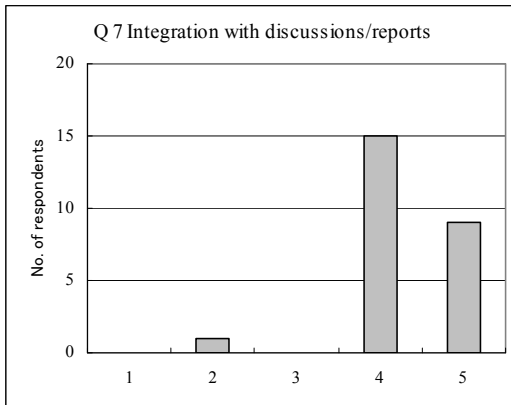
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5



No of respondents=25
 Average=4.1
 SD=0.7

7. The instructors from Forest Inventory and Planning Institute (FIPI) organized the sessions by integrating the presentation with discussions, Q & A, handouts, and reports.

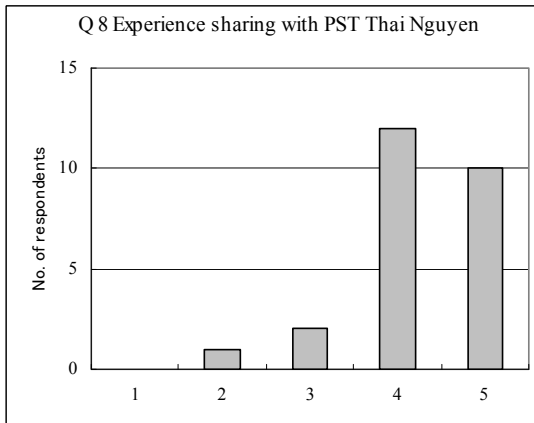
Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5



No of respondents=25
 Average=4.3
 SD=0.7

8. Sharing of experiences and additional explanations from the provincial study team of Thai Nguyen Province were helpful.

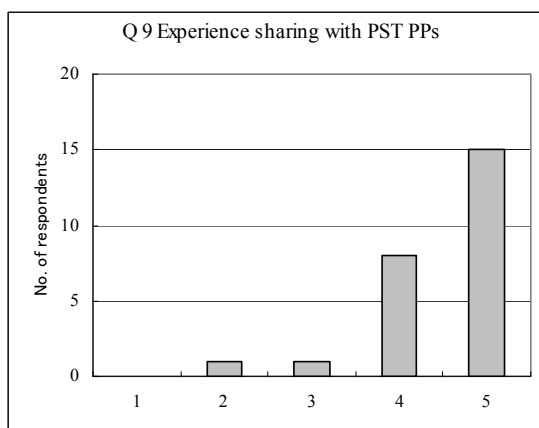
Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5



No of respondents=25
 Average=4.2
 SD=0.8

9. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

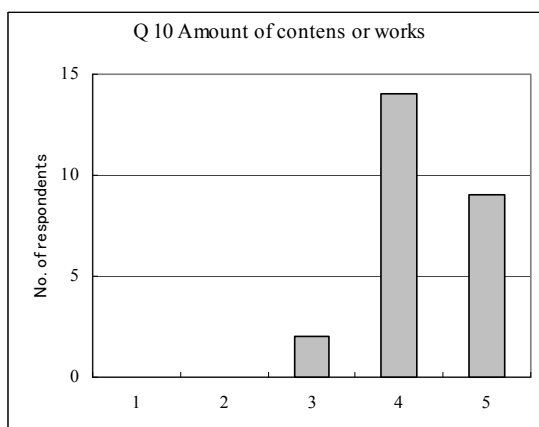
Strongly disagree	Rather disagree	Neither	Rather agree	Strongly agree
1	2	3	4	5



No of respondents=25 Average=4.5 SD=0.8

10. How do you think of the amount or volume of the contents or works during the training?

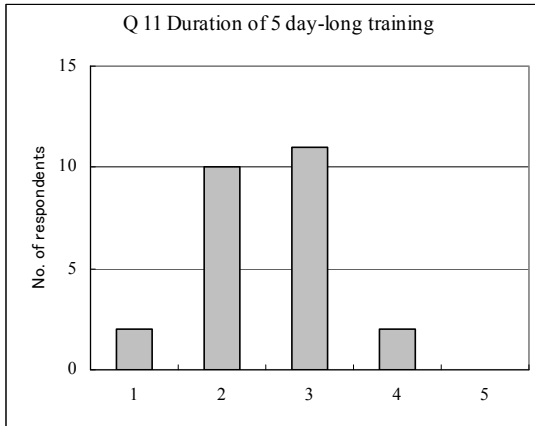
Too little	Somewhat little	Average	Somewhat voluminous	Too much
1	2	3	4	5



No of respondents=25 Average=4.3 SD=0.6

11. How do you think of the duration of the five day long training?

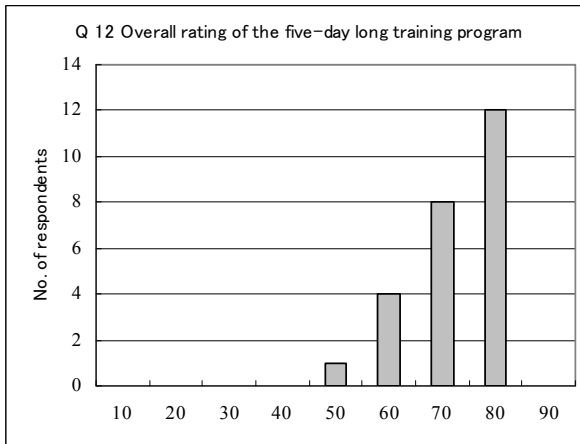
Too short	Somewhat short	Average	Somewhat long	Too long
1	2	3	4	5



No of respondents=25 Average=2.5 SD=0.8

12. Overall rating of the five day long training workshop on a scale from Poor (0) to Excellent (100).

Poor	Weak	Satisfactory	Good	Excellent
0	10 20	30 40 50	60 70 80	90 100



No of respondents=25 Average=72.4 SD=8.6
--

13. Comments and suggestions about the intensive training (level of the contents, presentation, facilities, etc.)

A large, empty, rounded rectangular box with a thin black border, intended for providing comments and suggestions about the intensive training. The box is positioned below the question text and occupies a significant portion of the page's width.

Appendix 4

M & E Report of Intensive Training Session of Work Unit 2 and Evaluation of WU 1 Assignment

November 27, 2006

**Monitoring and Evaluation Report on Work Unit One Assignment and the
Intensive Training Program of Work Unit Two (WU 2)**

- 1. Work Units One and Two and Monitoring & Evaluation**

- 2. Attendance of the participants in the intensive training program in Quang Nam province**

- 3. Course curriculum of the intensive training program in Quang Nam province**

- 4. Structure of M & E of the training program**
 - 4.1 Assignments of WU 2**
 - 4.2 Questionnaire survey during the intensive training program in Quang Nam province**

- 5. Results of evaluation of the assignments and the questionnaire survey**
 - 5.1 Responses of assignments and questionnaires**
 - 5.2 Results of the assignments and the questionnaire survey**
 - 5.2.1 Results of the assignments**
 - 5.2.2 Results of the questionnaire survey**
 - 5.2.2.1 Level of understanding of participants (capacity building)**
 - 5.2.2.2 Evaluation of the intensive training in Quang Nam province**

- 6. Points to feedback based on the M & E**

Attachment (Annex) 1: Schedule of the intensive training program of WU 2

Attachment (Annex) 2: Questionnaires used during the intensive training program of
WU 2

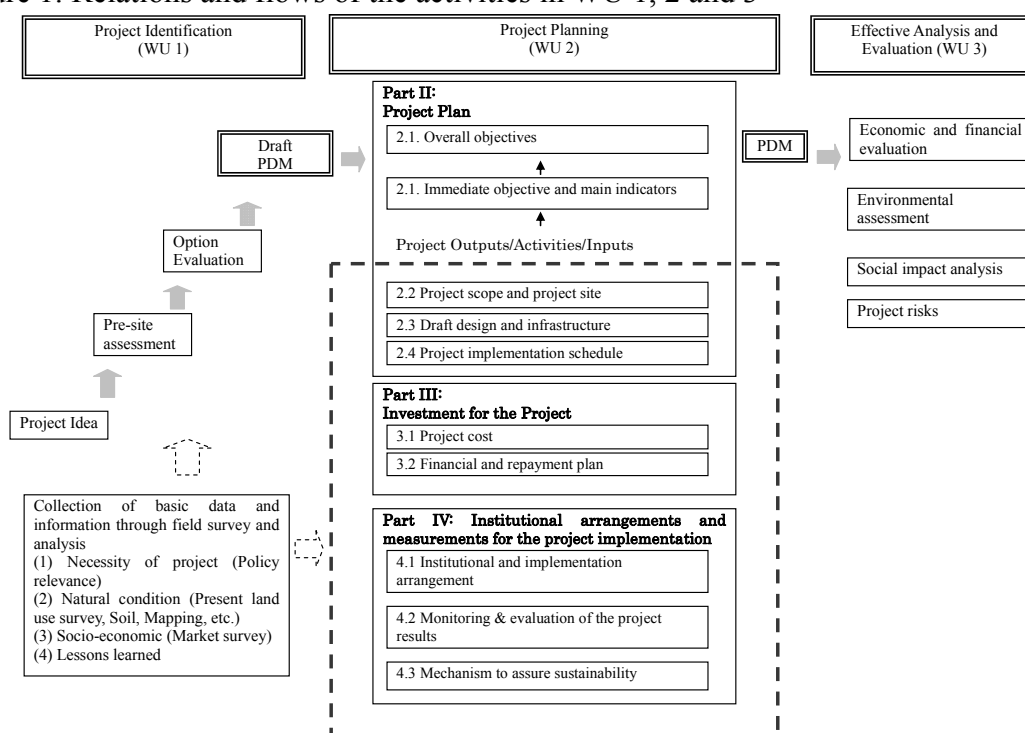
Attachment (Annex) 3: Summary of responses from respondents of Questionnaire 5 of
the intensive training program of WU 2

1. Work Units One and Two and Monitoring & Evaluation

The JICA study team (JST) and the local sub-contractor (FIPI) conducted intensive training programs of Work Unit One (WU 1) and Work Unit Two (WU 2) with the participation of about 30 participants from Participating Provinces (PPs) and the local sub-contractor with the cooperation of the Provincial Study Team (PST) from the Core Province (CoP). The intensive training of WU 1 was held in Thai Nguyen province from July 28 to August 3, 2006 while the intensive training program of WU 2 for a period of seven days from October 3 to October 9, 2006 in Quang Nam province (Participating Province: PP). The intensive training program is the first step (Step 1) of Work Unit, which is followed by Step 2 (application of what have been learned to preparation of F/S and IP in the participating provinces through the On-the-Job Training) and Step 3 (submission of the outputs (assignments) of the OJT to be monitored and evaluated). This draft monitoring and evaluation (M & E) report has been prepared to report the monitoring results of Step 3 (assignments) of WU 1 and Step 1 (intensive training) of WU 2.

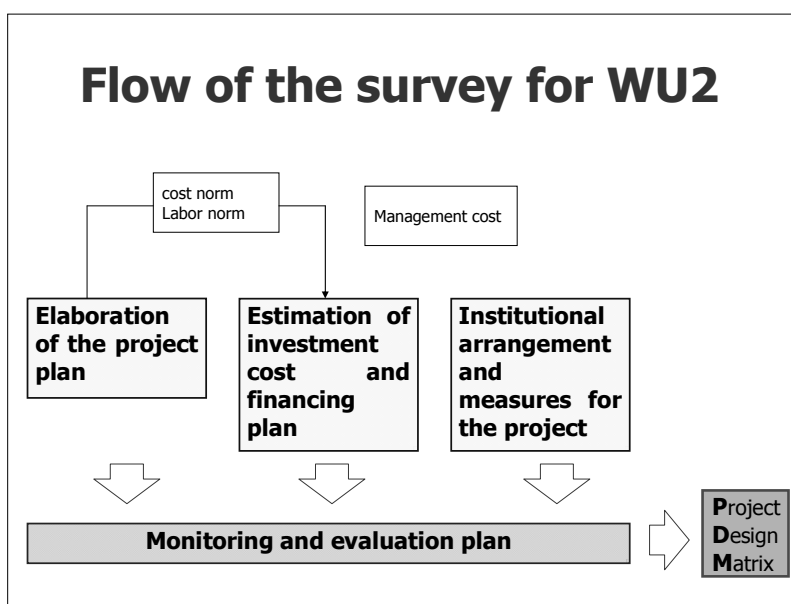
The objective of WU 2 is to elaborate the project plan based on the draft Project Design Matrix (PDM or Logical Framework) developed through WU 1. Toward the end of WU2, the draft PDM is to reflect outputs and activities planned under the proposed project in a more concrete manner. Figure 1 illustrates the relations and flows of each of the activities to be performed in WU 2 in relation to WU 1 and the forthcoming WU 3.

Figure 1: Relations and flows of the activities in WU 1, 2 and 3



In Work Unit Two (WU 2), the project plan will be elaborated in order to achieve the project objective set in the draft PDM. WU 2 is composed of the three main parts: (1) elaboration of the project plan; (2) estimation of investment costs and financing plan for the project; and (3) institutional arrangement and measures for the project implementation. The output of WU 2 will be relayed to WU 3 by means of PDM for the effectiveness analysis and evaluation of the project.

Figure 2: Flow of the survey for WU 2



Step 1 of WU 2 is designed to provide basic knowledge and skills to perform the OJT (Step 2) to be followed and prepare assignments for submissions (Step 3). The participants are divided into two groups by professional field: Group A for planning and technical officers in the field of afforestation planning and technical evaluation; and Group B for planning, socio-economic, financial and market analysis officers in the field of market research, socio-economic and rural community analysis, economic and financial analysis, and comprehensive project designing, organizational and institutional arrangement. The original schedule of the intensive training program in Qunag Nam Province is shown as in Table 1 below with the time allocation of each of the subject (details are shown in Attachment 1: Schedule of the intensive training program of WU 2).

Table 1: Planned schedule of the intensive training program in Quang Nam Province

Group	Subject	Time allocation (day)
A/B	Feedback of the results of WU 1 assignments	0.5
A/B	Use of GPS	0.5
A	Project implementation plan (Planting sites election, seedling plan, afforestation/planting plan for agroforestry, harvesting plan, infrastructure plan, extension services, general idea of project implementation plan, project implementation schedule)	1.5
B	Sales and marketing plan	0.5
B	Investment plan (preparation of expenditure plan)	0.5
B	Financing plan (preparation of financing plan)	0.5
A/B	Socio-economic analysis	0.5
A/B	Organizational arrangement for project implementation	0.75
A/B	Monitoring and evaluation plan	0.5
A/B	Explanation of WU2's assignment	0.5
A/B	Field trip to the World Bank and FAO project sites	1.0
A/B	Review of the field survey	0.25
Total per group		6.0

Note: The one-day GPS exercise planned in the field on October 7, 2006 was changed to the recreation day.

The local sub-contractor led the entire workshop as Trainers of Trainees (TOT) under the supervision of the JST.

2. Attendance of the participants in the intensive training program in Quang Nam province

A total of about thirty (30) participants attended the intensive training from four PPs and the local sub-contractor. From CoP (Thai Nguyen province), the three PST members participated in the intensive training program as resource persons to share their experiences during the first phase of FICAB. The number of participants to the intensive training of WU 2 is shown as in the following table.

Table 2: Number of Participants (Trainees) Unit: Persons

Province	Son La	Quang Nam	Lam Dong	Long An	PST Sub-Total (1)	Sub-FIPI (2)	Total (1) + (2)
Total no of participants in IWS ²⁾ , intensive training of WU 1 and 2	20	10	14	9	53	7	60
No of Participants in intensive training program of WU 2	6	8	6	5	25	7	32
Out of which, those who participated in IWS and WU1	2	2	0	2	6	5	11

Note: IWS : Introduction Workshop

As seen in Table 2 above, the number of participants in the introduction workshop, intensive training of WU 1 and 2 totaled 60 including participants from the local sub-contractor. For the intensive training of WU 2, 32 members participated. Out of which, six (6) PST members and five (5) consultants from the local sub-contractor continued to participate in the introduction workshop and the intensive training of WU1.

3. Course curriculum of the intensive training program in Quang Nam province

All the course work was carried out as originally scheduled except the work on the following days:

- (1) On the fourth day, the review session of the field trip was shortened to allocate time for the monitoring and evaluation plan.
- (2) On the fifth day, the field survey for the GPS practice was changed to the recreation day.
- (3) On the sixth day, the session of the socio-economic analysis was offered to both Groups A and B as requested by participants.
- (4) On the seventh day, the monitoring and evaluation was shortened to spare more time for explanation of assignments for WU 2.

4. Structure of M & E of the training program

The monitoring and evaluation of the training program has been conducted in the form of the assignments and the questionnaire survey. It is intended to examine how the capacity building has been progressed and how the program has met the needs of the target beneficiaries.

4.1 Assignments of WU 2

A set of assignments of WU 1 was provided to PSTs from each of the participating provinces during the intensive training program in Thai Nguyen province (July 28 to August 3, 2006).

PSTs of PPs were requested to submit all the assignments by September 14, 2006.

It is consisted of twelve (12) assignments which are relevant to the field survey and analysis, the main subject of WU 1. The following table shows the assignments in relation to the contents of the F/S report.

Table 3: Assignments for preparing Feasibility Study (Work Unit 1)

F/S report	Code	Assignment No	Work Unit 1 Assignment
Part I: Background of the Project			
2 Forest Sector Issues and Governments' measures	1	1	B: Draft PDM (Logical Framework)
3 Natural and socio-economic conditions of the project area			
3.1 Natural conditions of the project area	4-a-i	2	B: Legend/explanatory notes for base maps
		3	C: Summary sheet to show suitable afforestation tree species, etc.
3.2 Land and forest-resource use in the project area	4-a-ii	4	B: Calculation and estimation of stand volume/increment (MA1) by each factor/category
	4-a-iii	5	A: Printed base map after modification
3.3 Socio-economic conditions of the project area, including market and distribution channels of forest products	4-b-i	11	B: Field note
		6	B: Measurement of viable afforestation area and note in field note
	4-b-ii	7	A: Summary sheet of socio-economic status by commune
	4-b-iii	8	D: Meeting memo of interview with Manufactures
Part II: Project Plan			
1 Objective of the project	1	1	Draft PDM (same as the assignment 1 above)
1.1 Overall objective	1		
1.2 Immediate objectives and main indicators	1		
2.5 Short-listed project options (including analysis of needs of people)	4-b-iv	9	A: Paper to summarize the result of the CCM including followings (attendance list with participants' sign, collected questionnaire sheet with answers, materials used at the meetings, summary report of the CCM result)
2.6 Selection of the most feasible project option	5-a	10	D: Brief report on the reason to select the most feasible option
Coordination	7	12	A: Schedule for the report preparation D: A list of contact persons with contact addresses B: Table of contents of the reports

The M & E was conducted by rating each of the assignments.

4.2 Questionnaire survey during the intensive training program in Quang Nam province

During the intensive training program in Quang Nam, a total of five (5) M & E questionnaires were distributed to the participants at the beginning, in the middle and at the end of the program. The first questionnaire distributed at the beginning of the program is to measure the area they found difficult in performing WU 1 assignments. The second, third and fourth questionnaires were exercises relevant to each of the training program, which were distributed to participants after each of the sessions. They aim to measure the progress of capacity building. The fifth one is distributed: to monitor reactions of each participant to the intensive training program by measuring the level of their satisfaction in attending the program, which would affect the future sustainability of the training program; to monitor the effectiveness of the instruction by the local sub-contractor as Trainers of Trainees (TOT); to grasp the self-claimed level of understanding of the training subjects; and so on.

The following table (Table 4) shows different perspectives of each questionnaire, from which the M & E was conducted. Participants were requested to identify themselves in responding to all these questionnaires.

Table 4: Timing and Perspectives of M & E (Questionnaires 1 to 5)

Q	Timing of Distribution	Analytical perspectives of M & E	
		Group A (technical)	Group B (socio-economic/financial analysis)
1	End of 1 st day (Oct 3)	<u>Questionnaire 1</u> - Involvement in performing WU 1 assignments - Difficulties encountered in performing WU 1 assignments	
2	End of 2 nd day (Oct 4)	<u>Questionnaire 2-A</u> - Selection criteria of planting sites - Selection of site for production forest - Procedure of forest operations	
	Beginning of the afternoon session on 4 th day (Oct 6)		<u>Questionnaire 2-B</u> -Ways to consolidate information on potential market -Calculation of physical and price contingencies
3	End of 4 th day (Oct 6)	<u>Questionnaire 3-A</u> - Lessons learnt from other projects - Activities to be done under production forest project	<u>Questionnaire 3-B</u> -Calculation of real interest rate -Terminologies of loans and trend analysis of outstanding amount of loans
4	End of the morning session on 6 th day (Oct 8)	<u>Questionnaire 4</u> -Preparation of contingency table (2 x 2 matrix based on the data) and brief interpretation of the table	
5	End of 7 th day (Oct 9)	<u>Questionnaire 5</u> - Overall assessment of WU 2 workshop	

Questionnaire forms of 1, 2, 3, 4 and 5 have been attached in Attachment 2.

5. Results of evaluation of the assignments and the questionnaire survey

5.1 Responses of assignments and questionnaires

(1) Assignments

The submission date of the WU 1 assignments was set on September 14, 2006. Assignments from the four participating provinces were submitted around this deadline with some delays being caused by the communication problems.

(2) Questionnaire survey during the intensive training program of WU 2

The following table shows the number of responses or the rate of responses to the questionnaire from Questionnaire 1 to Questionnaire 5.

Table 5: Number of responses or rate of responses

Date	Q1 (Oct 3)			Q2-A (Oct 4)	Q 2-B (Oct 6)	Q 3-A (Oct 6)	Q 3-B (Oct 6)
	a	b	%	a	a	a	a
Total	27	32	84.3	15	13	16	13

	Q 4 (Oct 8)			Q 5 (Oct 9)		
	a	b	%	a	B	%
Total	27	30	90.0	29	32	90.6

Note 1: a: Actual number of respondents: b Number of participants: %: $a/b \times 100$

Note 2: The response rate was not calculated for Questionnaires 2 and 3 because the exact number of each group (Group A or B) is not known.

Most of the participants cooperated with the M & E activities in answering the questionnaires.

5.2 Results of the assignments and the questionnaire survey

5.2.1 Results of the assignments

The assignment of WU 1 was evaluated by the JST and the feedback of the evaluation results was given on the first day of the intensive training program in Quang Nam province. The following table shows the scores for each of the assignments by province.

Table 6: Evaluation results of the assignments

No.	Assignment	Son La	Quang Nam	Lam Dong	Long An
1	Draft PDM	0.4	0.4	0.4	0.4
2	Legend for base maps	0.0	0.5	0.5	0.0
3	Suitable tree species	0.2	0.9	0.4	0.5
4	Stand volume/MAI	0.0	0.5	0.0	0.4
5	Printed base map	0.0	0.5	0.6	0.0
6	Measurement of area	0.0	0.2	0.2	0.0
7	Socio-economic status	0.2	0.7	0.3	0.0
8	Interview memo with manufacturers	0.5	0.5	0.5	0.0
9	Results of CCM	0.0	0.4	NA	0.4
10	Reason for most feasible option	0.0	0.6	0.6	NA
11	Field note	0.0	0.2	0.2	0.0
12	Coordination	0.2	0.2	0.0	0.0
Average Score out of 1.0		0.13	0.47	0.34	0.15

The level of the score is not as high as expected. Some provinces were not able to submit some of the assignments such as assignment 12 (coordination) while others submitted their assignments in different ways of understandings such as assignment 11 (field note). The number of reasons has been given by the participants in conducting the assignments. Those responses are summarized in the results of the questionnaire survey (Section 5.2.1.1 (1) Questionnaire 1).

5.2.2 Results of the questionnaire survey

This section reports the results of the questionnaire survey in terms of the level of understanding of the participants (capacity building) (Section 5.2.2.1) and the level of satisfaction of the participants in attending the workshop and effectiveness of the instruction by the local sub-contractor as TOT (Section 5.2.2.2).

5.2.2.1 Level of understanding of participants (capacity building)

(1) Questionnaire 1

The first M & E questionnaire was distributed at the end of the first day of the intensive training program after the feed-back of the evaluation of the assignments under WU 1. Although not all the participants of WU 2 were involved in conducting WU 1 assignments, we are able to find difficulties they have encountered in preparing WU 1 assignments. The following points have been raised.

Table 7: Difficulties encountered in conducting WU 1 assignments

Area and issue	Difficulties
Coordination among different offices	- PST members works in various agencies
Time issue	- PST members perform their routine tasks at their offices while preparing the assignments. - Preparation period for performing assignments is too short. For example, it is hard to select interviewers to be representatives for CCM.
Financial issue	- No field trip allowance has been provided as the counter-part budget has yet to be allocated.
Inadequate skills	- Shortage of some technical skills: for example, mapping skill of PST members is relatively weak. - Shortage of technical device and techniques to carry out parts of assignments. - It is difficult to summarize and write reports.
Inappropriateness of assignments and evaluation criteria	- Evaluation criteria for assignments should be consistent. - Evaluation criteria should be informed in advance. - Requirements for the assignments were not clear and consistent. - Requirements in class are different from actual assignments. - The practical knowledge should reflect the conditions of each province.
Natural conditions and other difficult conditions in collecting information	- Bad weather conditions made it difficult to conduct the survey. Some assignments cannot be completed due to floods/ - Enterprises do not want to provide their information in the area of the economy and finance.

These points have been noted and counter-measures to some issues were taken during the intensive training program of WU 2. For instance, more clear explanation on each of the assignments was given to participants by allocating more time during the program.

(2) Questionnaire 2

The second M & E questionnaire was distributed at the end of the second day of the program (planting site selection, project implementation plan) for Group A. Because of the time constraints, the second M & E questionnaire for Group B was not distributed on the second day of the program (sales and marketing plan, and investment and financing plan) but on the fourth day at the beginning of the session.

In accordance with the course curriculum, Questionnaire 2 for Group A covered three basic points: selection criteria of planting sites, selection of site for production forest, procedure of forest operations. The following Table 8 shows the average scores and standard deviations of each of the three questions. A maximum point of 100 was given if all the answers are correct.

Table 8: Results of Questionnaire 2 (Group A)

	Questions	Point allocation	Average Score	SD
1	Selection criteria of planting sites	30 points	29	2.5
2	Selection of site for production forest	40 points	29	3.8
3	Procedure of forest operations	30 points	29	2.5
Average of the total score		100 points	88	
Median score of the total score		90		
Standard Deviation		5.5		
Max of the total score		95		
Min of the total score		75		
Number of respondents		15		

The average and median of the total scores are about 90 points ranging from a minimum score of 75 to a maximum of 95 with the standard deviation of 5.5. It is considered that the participants demonstrated their good level of understandings on the subject.

Questionnaire 2 for Group B covered the two points: market analysis and investment costs. For the first question, participants were asked to propose an appropriate table format to estimate the potential market size of targeted products of the project. The second question is to calculate the physical and price contingencies.

Table 9: Results of Questionnaire 2 (Group B)

	Questions	Point allocation	Average Score	SD
1	Presentation of table format for aggregate market potentials	50 points	33	8.2
2	Calculation of contingencies	50 points	27	24.9
Average of the total score		100 points	60	
Median score of the total score		70		
Standard Deviation		30.1		
Max of the total score		100		
Min of the total score		20		
Number of respondents		13		

The average and median of the total scores are 60 and 70 points, respectively. The scores range from 20 to 100 with a standard deviation of 30.1. Mistakes or misunderstanding in calculating contingencies is the major cause of this difference.

(3) Questionnaire 3

In accordance with the course curriculum (project implementation plan) on the fourth day, Questionnaire 2 for Group A covered the two points: lessons that participants learned through their field trips to the World Bank and the FAO project sites, and the question relating to the implementing phase of production afforestation project. The field trip was organized on the previous day (third day) in Tien Phuoc District, Quang Nam province. The following Table 10 shows the average scores and standard deviations of each of the two questions.

Table 10: Results of Questionnaire 3 (Group A)

	Questions	Point allocation	Average Score	SD
1	Lessons learnt from other projects	points	34	11.3
2	Activities to be done in the implementing phase of production afforestation project	points	48	5.5
Average of the total score		100 points	81	
Median score of the total score		83		
Standard Deviation		13.2		
Max of the total score		98		
Min of the total score		50		
Number of respondents		16		

The average and median of the total scores are a little over 80 points ranging from a minimum score of 50 to a maximum of 98 with the standard deviation of 13.2. Although some participants did not answer well to the first question, the overall performance of the participants was relatively good.

At the end of the program on the financing, Questionnaire 3 was distributed to participants of Group B. The questionnaire covered the two points: calculation of the real interest rate and the analysis based on the outstanding amount of loans at one of the branch office of the domestic financial institution. The following Table 11 shows the average scores and standard deviations of each of the two questions. Due to difficulties expected for the second question, the less

weight was given to the second question.

Table 11: Results of Questionnaire 3 (Group B)

	Questions	Point allocation	Average Score	SD
1	Calculation of real interest rate	60 points	58	3.6
2	Terminologies of loans and trend analysis based on the outstanding amount of loans at VBARD in TN	40 points	16	9.2
Average of the total score		100 points	75	
Median score of the total score		80		
Standard Deviation		9.3		
Max of the total score		90		
Min of the total score		60		
Number of respondents		13		

The average and median of the total scores are 75 and 80, respectively. The total point ranges from 60 to 90 with the standard deviation of 9.3. Based on the answers from the second question, it was found necessary to explain basic terminologies relating to the loan and the ways to compare data in different years.

(4) Questionnaire 4

Both groups attended the program on the socio-economic analysis. After the end of the session on the socio-economic analysis, Questionnaire 4 was distributed to participants. It covered the two points: preparation of the contingency table (2 x 2 matrix) based on the loan amount and the brief interpretation of the contingency table. The following Table 12 shows the average scores and standard deviations of each of the two questions.

Table 12: Results of Questionnaire 4

	Questions	Point allocation	Average Score	SD
1	-Preparation of contingency table (2 x 2 matrix based on the data)	50 points	36	14.5
2	- Brief interpretation of the table	50 points	44	15.7
Average of the total score		100 points	80	
Median score of the total score		90		

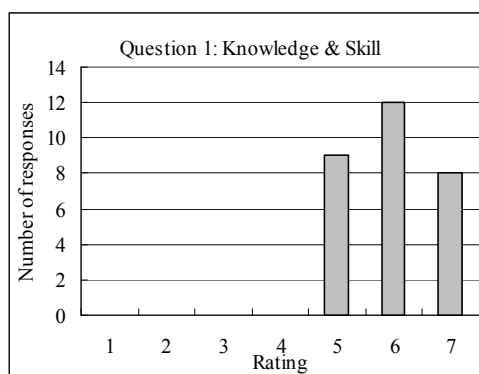
Standard Deviation	22.8
Max of the total score	100
Min of the total score	20
Number of respondents	27

The average and median of the total scores are 80 and 90, respectively. The score ranges from 20 to 100 with a standard deviation of 22.8. Some of the participants prepared the contingency table in a different way as expected.

(5) Self evaluation of respondents

After the completion of the intensive training program, participants were asked to evaluate if the present level of their knowledge and skills high or low compared with the level of the knowledge and skills they had before on a scale from 1 to 7 with 4 being “About the same” (Q1). Twenty-nine (29) participants responded to the questionnaire. The average rating of the respondent was 5.9 with a standard deviation of 0.8. The rating ranges from 5.0 to 7.0.

Table 13: Knowledge and skill level (Q1)



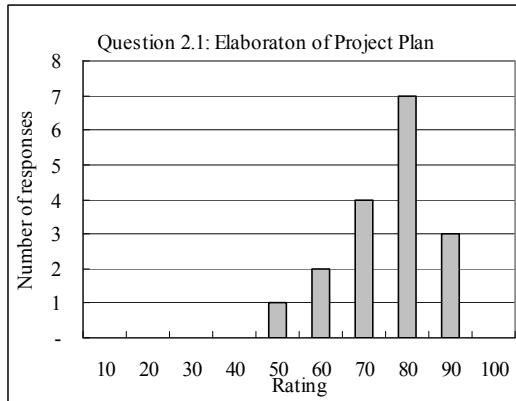
No. of Respondents: 29
Average: 5.9
Median: 6.0
SD: 0.8
Max: 7.0
Min: 5.0

The self-evaluation of the participants tells their favorable response to evaluate their progress in their capacity building.

Participants were further asked to examine how much of the knowledge and skills transferred through this intensive training program they have acquired on a scale of 0 being nothing acquired to 100 being fully acquired (Q2). Since participants were divided into the two groups (Group A for planning and technical field, and Group B for planning, socio-economic, financial and market field), the responses from the respondents are examined by following the classification of the groups: a question about

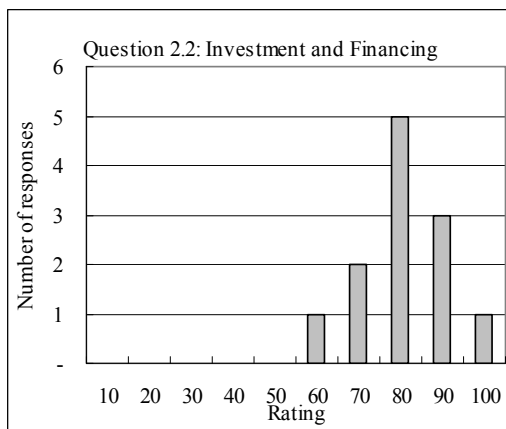
the elaboration of the project plan for Group A; a question about the estimation of the investment cost and financing plan for Group B; and a question about the institutional arrangement and measures for the project for both Groups A and B.¹² The following compares responses from the respondents.

Table 14: Elaboration of the project plan for Group A (Question 2.1)



No. of Respondents: 17
 Average: 75
 Median: 80
 SD: 11
 Max: 90
 Min: 50

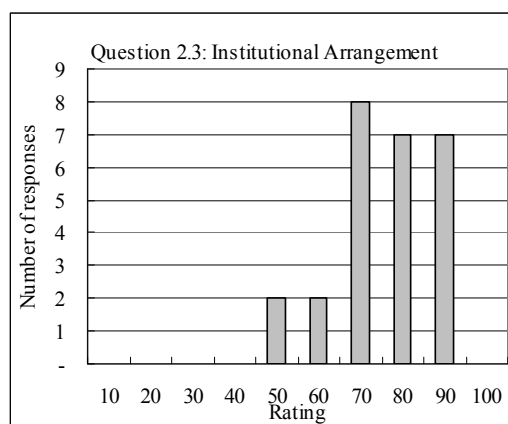
Table 15: Estimation of investment cost and financing plan for Group B (Question 2.2)



No. of Respondents: 12
 Average: 81
 Median: 80
 SD: 11
 Max: 100
 Min: 60

¹² In the case respondents responded to questions for both Group A and B, only one of their responses is taken into account.

Table 16: Institutional arrangement and measures for the project for Group A and B (Question 2.3)



No. of Respondents: 26
 Average: 76
 Median: 78
 SD: 12
 Max: 90
 Min: 50

In accordance with the self-evaluation of the participants, participants considered that about 70 to 80 percent of what had been transferred to them had been acquired. As the self-evaluation ranges from 50 to 100, the variability among the participants and those who rated with lower scores should be noted.

5.2.2.2 Evaluation of the intensive training in Quang Nam province

(1) Level of satisfaction of the participants in attending the workshop and the effectiveness of the instruction by local sub-contractors as TOT

At the end of the 7th day, participants were requested to evaluate the intensive training of WU 2 in a number of aspects: (Q3) relation between the contents of the training and their current works; (Q4) contents and methodologies for the preparation of the project; (Q5) helpfulness of handouts and materials for technology transfer; (Q6) conciseness and clearness of presentation of instructors; (Q7) integration of presentation with discussions and materials in training sessions; (Q8) helpfulness of experience-sharing with PST from Thai Nguyen province; (Q9) helpfulness of experience sharing with PST from other PPs; (Q10) helpfulness of the field trip to the project sites of the World Bank assisted project and FAO assisted project volume of the contents.; (Q12) duration of the seven-day long training. For Q 3, participants are asked to rate the training on a scale from 1 (Very weak) to 7 (Very strong) with 4 being (Neither). From Q4 to Q10, participants are requested to rate it on a scale from 1 (Strongly disagree) to 7 (Strongly agree) with 4 being (Neither). For Q 12, participants are asked to rate it on a scale from 1 (Too short) to 7 (Too long) with 4 being (Average). Questions 6 and 7 have specifically prepared based on the M & E results of the introduction workshop. From the comments and suggestions from respondents during the introduction workshop, the concise presentation and integration of the presentation with other tools such as discussions and reports were identified as the two of

the major areas for improvement on the side of the workshop organizers. The following Table 17 shows the average of each of the questions with standard deviations and minimum scores.

Table 17: Ratings of respondents about the intensive training in Quang Nam province

No	Aspects	Rating scale from 1 to 7	Average Rating	SD	Min
Q3	Relation between the contents of the training and their current works	1 (Very weak) to 7 (Very strong)	6.0 (5.7)	0.8	4.0
Q4	Contents and methodologies for the preparation of the project	1 (Strongly disagree) to 7 (Strongly agree)	6.1 (6.3)	0.8	4.0
Q5	Helpfulness of handouts and materials for technology transfer	7 (Strongly agree)	6.1 (6.1)	1.1	4.0
Q6	Conciseness and clearness of presentation of instructors		5.7 (5.7)	1.0	4.0
Q7	Integration of presentation with discussions and materials in training sessions		6.0 (6.0)	0.9	4.0
Q8	Helpfulness of experience-sharing with PST from Thai Nguyen province		4.9 (5.9)	1.2	3.0
Q9	Helpfulness of experience sharing with PST from other PPs		6.0 (6.3)	1.3	3.0
Q10	Helpfulness of visit to WB and FAO project sites		5.8	1.1	4.0
Q12	Duration of the five-day long training	1 (Too short) to 7 (Too long)	4.1 (3.5)	0.7	3.0

Note:

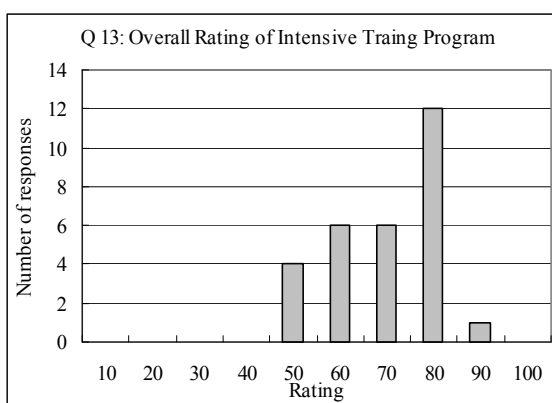
- 1) The total number of respondents was 29.
- 2) The number in brackets indicates ratings of the corresponding questions during WU 1. The score was adjusted to 1-7 scale from 1-5 scale in order to compare with the results of the survey during WU 2.

As seen in the above table, the average ratings center around 6.0 for Q3 to Q10 except Q8. The ratings show favorable responses of the respondents to the intensive training of WU 2. Comparison with the results of WU 1 may indicate some improvement over WU 1 program although the differences are not so large. As for the experience sharing with PST members from Thai Nguyen province (Q8), more preparation works may be required in order to make use of the experiences during the first phase. In terms of the duration of the intensive training program in WU 2 (Q12), seven days seem to fall in an appropriate range for the participants. When the

JST interviewed with one of the participants at the management position about the duration of the program, he commented that if the program were longer, it would be difficult for participants to attend the workshop since they are in charge of several tasks in their office. In contract, if it were shorter, trainees could not grasp the new concept and knowledge properly.

At end of the questionnaire (Q13), participants were asked to provide their overall ratings of the workshop on a scale from 0 to 100. The following Table 18 shows the overall ratings given by the respondents. It is compared with the ratings given by the participants in the intensive training of WU 1 (table on the right).

Table 18: Overall ratings given by respondents about the intensive training program of WU 2 (Left) in Quang Nam and comparison with that of WU 1 (Right)



Statistics	WU 1	WU 2
No. of Respondents	25	29
Average	72.4	69.7
Median	70	70
SD	8.6	11.4
Max	80	90
Min	50	50

The overall rating of WU2 was 70, slightly lower than that of WU1 (72) with more variability of responses among the participants (SD is 11.4). While there were positive comments, open-ended questions at the end of the questionnaires revealed a number of areas for improvement in terms of operation of the workshop. The following comments have been received aside from those already mentioned:

Table 19: Overall comments (Q13)

Area	Comments
Questions	- Provide questions closer to the practice
Exercise	- Give more time for exercise for discussion
Training method	- More attention to training methods
Contents	- Contents should be more detailed - More linkage with practice (actual situation) for interesting and interactive

Area	Comments
	- More information on practices into training contents - More actual facts into training
Main points	- Facilitator should brief and conclude main issues discussed
Field trip	- Need to be enhanced
Equipment	- Provide district study team with equipment
PST TN	- Selection of PST and preparation of a clear report
Logistics	-Should start lessons from 7 or 7:30 am (in the morning). - Meals and accommodation should be paid with more attention.
Group discussion	- Group discussion: one group should be comprised of participants from different provinces in order to share information.

6. Points to feedback based on the M & E

Based on the evaluation of the WU 1 assignments and the M & E of the intensive training in Quang Nam province, the following points are to feedback for improvement of the training plan. Some of these points were already addressed during the intensive training program.

6.1 Level of understanding (capacity building)

(1) Although the time allocated for the training is limited, a certain level of the capacity building has been achieved during the intensive training since the average scores of the questions in M & E questionnaires was around 70 out of 100, and the self-evaluation of participants indicated that they had acquired about 70-80% of what had been transferred.

(2) Improvement of the analytical skill of quantitative data may need to require more attention based on the results of the questions in Questionnaire 2 to 4. Some of the technical skills need to be strengthened as shown in the evaluation of the assignments

6.2 Intensive training program of WU 2 and preparation works for assignments

(1) Respondents to the questionnaires show favorable responses to the intensive training: however, there are some respondents who rated the training at a lower level. Efforts will be needed to meet needs of these respondents.

(2) Presentation of instructors from the local sub-contractor showed some improvement but it required continuous efforts for improvement.

(3) As the period of the intensive training program is rather short (one week to 10 days) compared with the contents and volume of works, it would be necessary to select

important and indispensable items for technical transfer. It needs to focus on selected topics and send a clear message at the end of each session. There are a number of points that can be pointed out in this respect.

- Selection of focal points (avoid fragmentation of contents)
- Clear and specific instruction
- Establishment of the logical relation between topics and contents
- More concrete and practical contents of handouts
- More exercise to illustrate important points
- Deepen the issues through discussion
- Brief and conclude main issues discussed

Aside from the above points, the following will be important aspects to consider: more time for discussions; more time for exercises; and better utilization of PST from Core Province.

(4) Organization of training

- One group can be comprised of participants from different provinces for information sharing
- Need to enhance the contents of the field trip

(5) Training schedule

- Seven days are considered appropriate.

(6) Assignment and implementation of the feasibility study

- Attention should be paid to coordination issues among PST members.
- Financial issues are also noted in preparing the assignments.
- The field survey needs to be flexible in consideration of the cropping cycle in the project area.
- Requirements of the assignments need to be clear and to reflect the conditions of the local conditions.

Annex (Attachment) 1: Schedule of the intensive training program of WU 2 (Schedule of Intensive training of WU 2: Project planning in Quang Nam Province (3-9/10/2006))

Annex (Attachment) 2: Questionnaires used during the intensive training program of WU 2 (Questionnaire forms with some suggested answers)

Annex (Attachment) 3: Summary of responses from respondents of Questionnaire 5 of the intensive training program of WU 2 (Summary of responses from respondents)

**Annex 1: Schedule of Intensive training of WU 2:
Project planning in Quang Nam Province (3-9/10/2006)**

	Time	A	B
Day 1 (3/10)	8:00 – 8:15	Introduction <i>TU+PST's Quang Nam</i>	
	8:15 – 8:30	WU2 Course Guide (Objective, Contents and Schedule of WU2) GIANG	
	8:30 - 9:00	Distributing M & E question sheet GIANG	
	9:00 – 11:30	Group discussion on the result of WU1's assignment (grouping by each province) GIANG, VIET, TRAN HUNG, CON, BAY, JSTs	
	13:30 – 14:00	Introduction and discussion on 2 day fieldtrip GIANG	
	14:00 – 16:00	Using GPS PST LAM DONG, GIANG	
	16:0 – 16:30	M & E Progress monitoring GIANG	
Day 2 (4/10)	8:30 – 11:30	Code 3 Planting side selection GIANG i) General ideas ii) Details	Code 5-d-ii Sales/marketing plan CON
	13:30 – 15:30	Code 5-b Project implementation Plan (2) GIANG i) Seedling plan, ii) Afforestation plan, iii) Harvesting plan, iv) Infrastructure, v) Extension service	Code 5-d-i Investment and financing plan BAY
	15:30-16:45	Project implementation Plan for Agroforestry project VIET Seedling plan, planting plan, harvesting plan, extension service	
	16:45-17:00	M & E Progress monitoring VIET	
Day 3 (5/10)		Field survey in Tien Phuoc district: Production forest and agroforestry model	
Day 4 (6/10)	8:30 – 11:30	Review of the field survey GIANG, VIET	

	13:30 – 16:00	Code 5-b Project implementation plan (1) GIANG i) General idea of Project implementation plan ii) Project implementation schedule	Code 5-d-i) Investment and financing plan BAY
	16:00-16:45	Project implementation Plan for Agroforestry project VIET i) General idea of Project implementation plan ii) Project implementation schedule	
	16:45-17:00	M & E Progress monitoring TRAN HUNG	
Day 5 (7/10)		Field survey: GPS practice	
Day 6 (8/10)	8:30-10:00	GPS practice: transferring data to PC PST LÂM ĐÔNG	Social-economic analysis ÔNG PHÚ HÙNG
	10:00 – 16:30	Code 5-c Organizational arrangement for project implementation (overall structure of implementation, Implementing agency, Organization of the people, Labor mobilization plan) TRAN HUNG	
	16:00 – 16:30	M & E Progress monitoring GIANG	
Day 7 (9/10)	8:30 – 15:30	Code 5-e Monitoring and evaluation plan TRAN HUNG	
	15:30 – 16:00	Explaining WU2's assignment General information on WU3 GIANG, BAY	
	16:00 - 16:30	M & E Progress monitoring GIANG	

Annex 2: Questionnaire forms with some suggested answers

Questionnaire 1 for Groups A and B on October 3, 2006

Code: _____

Province (Please circle your province):

Son La Quang Nam Lam Dong Long An Sub-FIPI

Name: _____

Question A: Assignments related to Work Unit 1

The following questions have been prepared to identify difficulties that you have encountered in preparation of the assignments concerning Work Unit 1 for improvement of our training program.

A.1 The total number of assignments under WU 1 is 12 and most of them are related to the field study and analysis, which is the initial step of preparing the feasibility study. Please tick the major assignment that you have prepared. If your major involvement is coordination among different assignments, please state in the same column “coordination.” If you were not involved in the preparation of the assignment in this period, please leave the column blank.

No	F/S report	Code	Work Unit 1 Assignments	Major assignment you have prepared
	Part I: Background of the Project			
1	2 Forest Sector Issues and Governments' measures	1	B: Draft PDM	
	3 Natural and socio-economic conditions of the project area			
2	3.1 Natural conditions of the project area	4-a-i	B: Legend/explanatory notes for base maps	
3			C: Summary sheet to show suitable afforestation tree species, etc.	
4	3.2 Land and forest-resource use in the project area	4-a-ii	B: Calculation and estimation of stand volume/increment (MA1) by each factor/category	
5		4-a-iii	A: Printed base map after modification	
6	3.3 Socio-economic conditions of the project area, including market and distribution channels of forest products	4-b-i	B: Field note	
7			B: Measurement of viable afforestation area and note in field note	
8		4-b-ii	A: Summary sheet of socio-economic status by commune	
9		4-b-iii	D: Meeting memo of interview with Manufactures	
	Part II: Project Plan			
	1 Objective of the project	1	Draft PDM	
	1.1 Overall objective	1		
	1.2 Immediate objectives and main indicators	1		

No	F/S report	Code	Work Unit 1 Assignments	Major assignment you have prepared
10	2.5 Short-listed project options (including analysis of needs of people)	4-b-iv	A: Paper to summarize the result of the CCM including followings (attendance list with participants' sign, collected questionnaire sheet with answers, materials used at the meetings, summary report of the CCM result)	
11	2.6 Selection of the most feasible project option	5-a	D: Brief report on the reason to select the most feasible option	
12	Coordination	7	A: Schedule for the report preparation D: A list of contact persons with contact addresses B: Table of contents of the reports	

A.2 For those who did not submit the field note (daily work record), approximately how many days did you spend for completing the assignments above? _____ days

A.3 In preparing the above assignments, what kind of difficulties did you encountered? If possible, please provide specific examples of difficulties you had. (Example: selection method of participants to the communal consultation meeting under socio-economic survey.)

Question 2 for Group A (4th, October, 2006)

Code _____

Province (Please circle your province)

Sơn La

Quảng Nam

Lâm Đồng

Long An

Sub-FIPI

Name: _____

M & E QUESTIONS AND ANSWERS

Question 1: Please write down 6(six) criteria for selecting planting site? (30)

- (1) Land use policy (5)
- (2) Land use status (5)
- (3) Opinions of land users (5)
- (4) Natural conditions in the project area (5)
- (5) Accessibility to markets (5)
- (6) Distances to markets (5)

Question 2: What kinds of forest land use status are suitable for project sites of production afforestation? (40)

- Bare land:
 - o Ia (7)
 - o Ib (7)
 - o Ic (Species and density do not meet the business objectives) (6)
- Poor plantation forest (low productivity stands, species do not meet the business objectives) (10)
- Poor natural forest (production forest, species and density do not meet the business objectives) (10)

Question 3: Please re-arrange 6(six) forest operations mentioned below according to procedure for establishing forest? (40)

1. Fertilizing – 3rd (5)
2. Tending (weeding, hoeing...) - 6th (5)
3. Supplementary planting – 5th (5)
4. Vegetation treatment – 1st (5)
5. Planting – 4th (5)
6. Digging holes – 2nd (5)

Question 3 for Group A (6th, October, 2006)

Code _____

Province (Please circle your province)

Sơn La

Quảng Nam

Lâm Đồng

Long An

Sub-FIPI

Name: _____

M & E QUESTIONS AND ANSWERS

Câu 1: Please write down 1 (one) lesson learned which you had through field survey of the World Bank project and the FAO project in Tien Phuoc District (30)

- Accurate information (15)
- Meaningful level (15)

Câu 2: A production afforestation project is divided into two phases. One is a preparatory phase and the other is an implementation phase. Please select D with correct statements and S with incorrect statements: (30)

An implementation phase includes following operation works:

1. Planting – D (5)
2. Harvesting – D (5)
3. Project dissemination meeting – S (5)
4. Establishment of a project implementation body – S (5)
5. Tending plantation forest – D (5)
6. Identifying financial sources – S (5)

Question 3: Have you understood how to prepare agroforestry plan and production afforestation plan? Please score yourself on capacity to prepare production afforestation and agroforestry plan from low confident level (0) to very confident level (100)? (40)

- Agroforestry plan (20)

Not confident

0 10 20 30 40 50 60 70 80 90 100

Very confident

- Production afforestation plan (20)

Not confident

0 10 20 30 40 50 60 70 80 90 100

Question 2 for Group B (4th, October, 2006)

Code _____

Province (Please circle your province)

Sơn La

Quảng Nam

Lâm Đồng

Long An

Sub-FIPI

Name: _____

1. In order to estimate the potential market size of targeted products of the project, and other wood materials and Non-Timber Forest Products (NTFP) in the province and neighboring provinces, what type of table do you use? Please suggest a format of the table in the space provided below.

Market demand in 200X

Buyers	Products				
	Gỗ tròn	Gỗ khai thác từ rừng trồng	Bồ đề phân tán.		
	(m ³)	(m ³)	(m ³)		
Tổng toàn tỉnh					

By product

Buyers	Unit	Calendar year				
		2001	2002	2003	2004	2005
Tổng toàn tỉnh						

2. Calculate the amount of the price contingency for a project which lasts for one year from now if the following information and assumptions are given: baseline cost is 100 Million VND, an expected rate of inflation is 10% per annum, and physical contingency is 5% of the baseline cost.

10.5 Mil. VND.

If the baseline cost is 100 Million VND, an expected rate of inflation is 5% per annum, and physical contingency is 10% of the baseline cost, calculate the amount of the price contingency for a project which lasts for one year from now..

5.5 Mil. VND.

Question 4 for Groups A and B (4th, October, 2006)

Code _____

Province (Please circle your province)

Sơn La

Quảng Nam

Lâm Đồng

Long An

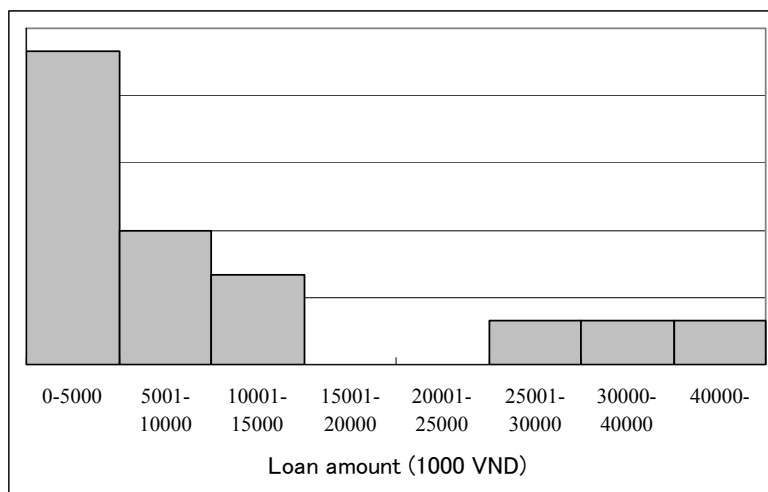
Sub-FIPI

Name: _____

The following table shows an amount of loans which randomly-selected farmers 1 to 15 borrowed from either Development bank or Venture bank in Bao Bao village in September 2006.

Farmer	Loan size (1000 VND)	Bank
1	1,000	Development bank
2	3,000	Development bank
3	5,000	Development bank
4	2,000	Development bank
5	3,000	Development bank
6	35,000	Venture bank
7	2,000	Development bank
8	12,000	Venture bank
9	26,000	Venture bank
10	8,000	Development bank
11	4,000	Development bank
12	13,000	Venture bank
13	10,000	Development bank
14	50,000	Venture bank
15	6,000	Development bank
Basic statistics		
Mean (Average) (a)	12,000	VND
Median	6,000	VND
Standard Deviation (b)	14,198	VND
Coefficient of variation (b)/(a)	1.18	
Max	50,000	VND
Min	1,000	VND
Skewness	1.84	
Kurtosis	2.88	

Based on the above data, the following histogram has been prepared (a histogram represents numbers by area, not height).



(1) Mr. Thao is a social analyst of Bao Bao village. Please help him complete the following 2 x 2 table based on the above data.

Unit: Number of farmers

Loan size	Bank	Development Bank	Venture Bank	Total number of farmers
Total number of farmers				

(2) Choose the appropriate answer in the brackets in the sentence below by circling either smaller or larger.

Farmers in Bao bao village tend to borrow a (smaller, larger) amount of loans from Venture Bank.

Questionnaire 5 for Groups A and B on October 9, 2006

Code: _____

Province (Please circle your province):

Son La

Quang Nam

Lam Dong

Long An

Sub-FIPI

Name: _____

You have completed your intensive training (Step 1) of Work Unit Two (WU 2) in Quang Nam Province. Please answer the following questions. **(please circle the appropriate number)**.

1. Is the present level of your knowledge and skills high or low compared with the level of the knowledge and skills you had before you participated in this intensive training?

Lower	Somewhat lower	About the same	Somewhat higher	Higher		
1	2	3	4	5	6	7

2. How much of the knowledge and skills transferred through this intensive training program have you acquired? Please provide your evaluation on a scale of 0 being nothing acquired to 100 being fully acquired.

2.1 Elaboration of the Project Plan

Nothing acquired											Fully acquired
0	10	20	30	40	50	60	70	80	90	100	

2.2 Estimation of Investment Cost and Financing Plan

Nothing acquired											Fully acquired
0	10	20	30	40	50	60	70	80	90	100	

2.3 Institutional Arrangement and Measures for the Project

Nothing acquired											Fully acquired
0	10	20	30	40	50	60	70	80	90	100	

3. How do you find the relationship between the contents of this intensive training and your current work? Is the relation strong or weak?

Very weak		Somewhat weak	Neither		Somewhat strong	Very strong
1	2	3	4	5	6	7

4. Contents and methodologies introduced during the intensive training will help you prepare the project in your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

5. Handouts and materials distributed during the intensive training will help you transfer what you learn during the sessions after you go back to your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

6. Presentation of the instructors from Forest Inventory and Planning Institute (FIPI) were concise and clear.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

7. The instructors from Forest Inventory and Planning Institute (FIPI) organized the sessions by integrating the presentation with discussions, Q & A, handouts, and reports.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

8. Sharing of experiences and additional explanations from the provincial study team of Thai Nguyen Province were helpful.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

9. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

10. The field trip to the project sites of the World Bank assisted Project and FAO assisted project on the third day were helpful in designing the proposed project in your province .

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

11. How do you think of the amount or volume of the contents or works during the training? (Have been deleted as the translation did not reflect the English text.)

Too little		Somewhat little	Average		Somewhat voluminous	Too much
1	2	3	4	5	6	7

12. How do you think of the duration of the seven day training workshop?

Too short		Somewhat short		Average		Somewhat long		Too long
1	2	3	4	5	6	7		

13. Overall rating of the seven day long training workshop on a scale from Poor (0) to Excellent (100).

Poor	Weak			Satisfactory			Good		Excellent	
0	10	20	30	40	50	60	70	80	90	100

14. Comments and suggestions about the intensive training (level of the contents, presentation, facilities, etc.)

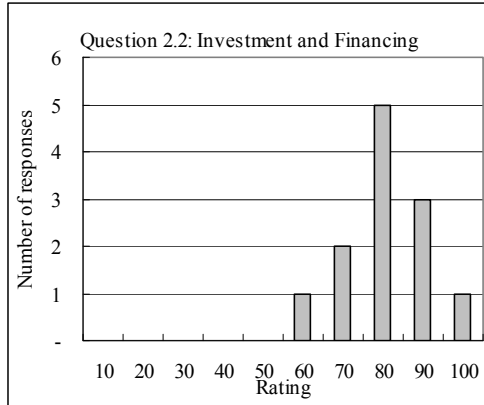
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2.2 Estimation of Investment Cost and Financing Plan

Nothing acquired

Fully acquired

0 10 20 30 40 50 60 70 80 90 100



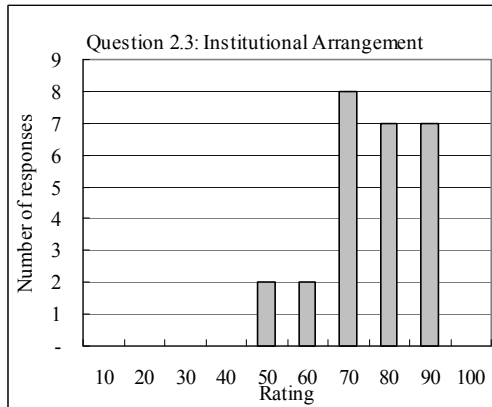
No. of respondents: 12
 Average: 81
 Median: 80
 SD: 11

2.3 Institutional Arrangement and Measures for the Project

Nothing acquired

Fully acquired

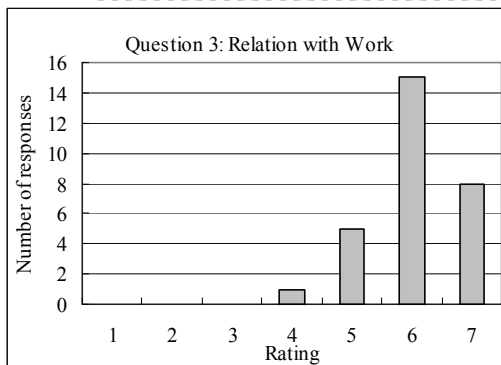
0 10 20 30 40 50 60 70 80 90 100



No. of respondents: 26
 Average: 76
 Median: 78
 SD: 12

3. How do you find the relationship between the contents of this intensive training and your current work? Is the relation strong or weak?

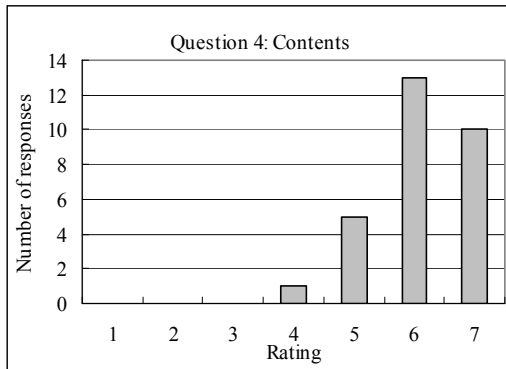
Very weak Somewhat weak Neither Somewhat strong Very strong
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 6.0
 Median: 6.0
 SD: 0.8

4. Contents and methodologies introduced during the intensive training will help you prepare the project in your province.

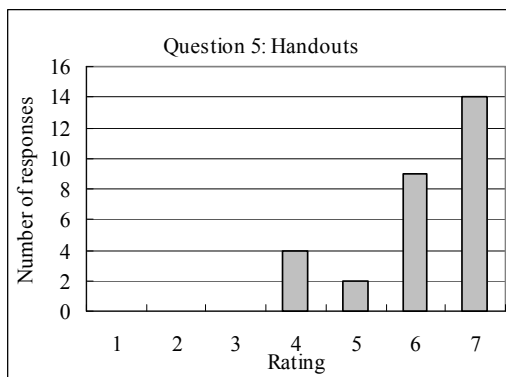
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 6.1
 Median: 6.0
 SD: 0.8

5. Handouts and materials distributed during the intensive training will help you transfer what you learn during the sessions after you go back to your province.

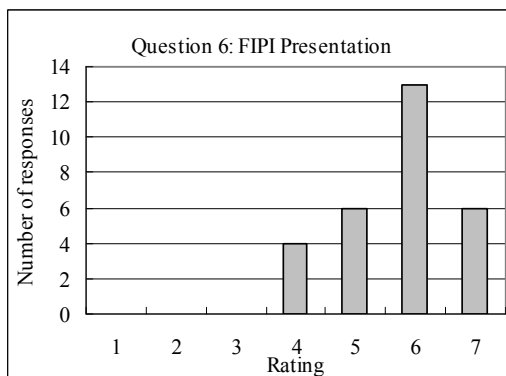
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 6.1
 Median: 6.0
 SD: 1.1

6. Presentation of the instructors from Forest Inventory and Planning Institute (FIPI) were concise and clear.

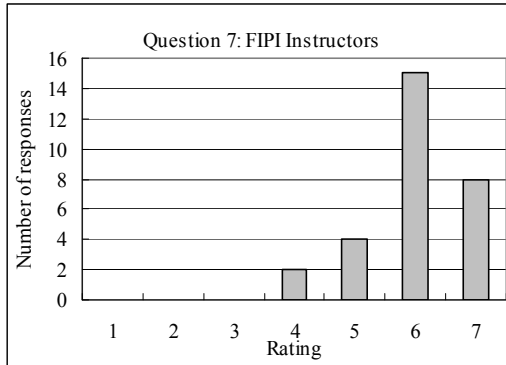
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 5.7
 Median: 6.0
 SD: 1.0

7. The instructors from Forest Inventory and Planning Institute (FIPI) organized the sessions by integrating the presentation with discussions, Q & A, handouts, and reports.

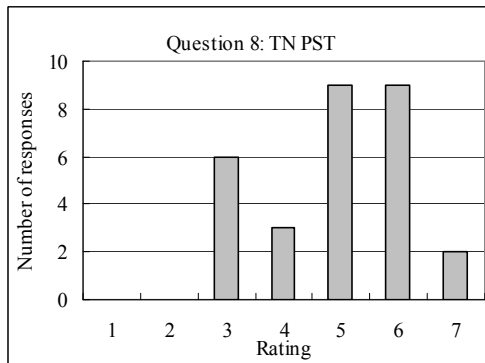
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 6.0
 Median: 6.0
 SD: 0.9

8. Sharing of experiences and additional explanations from the provincial study team of Thai Nguyen Province were helpful.

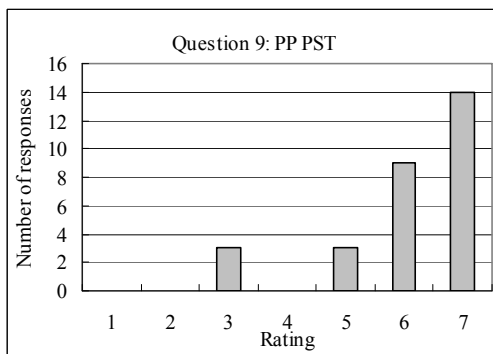
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 4.9
 Median: 5.0
 SD: 1.2

9. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

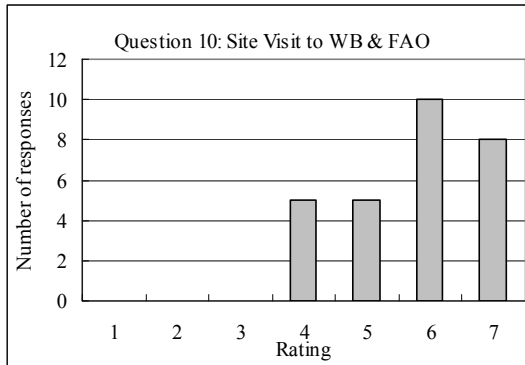
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 6.0
 Median: 6.0
 SD: 1.3

10. The field trip to the project sites of the World Bank assisted Project and FAO assisted project on the third day were helpful in designing the proposed project in your province .

Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



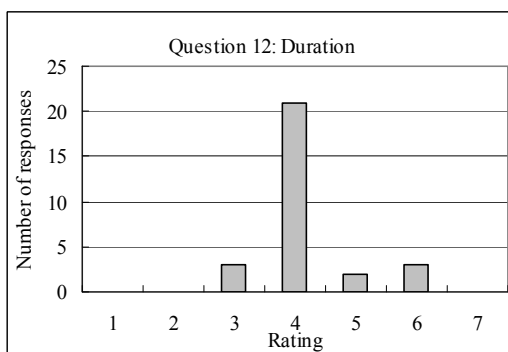
No. of respondents: 28
 Average: 5.8
 Median: 6.0
 SD: 1.1

11. How do you think of the amount or volume of the contents or works during the training? (Has been deleted as the Vietnamese translation did not reflect the English version)

Too little Somewhat little Average Somewhat voluminous Too much
 1 2 3 4 5 6 7

12. How do you think of the duration of the seven day training workshop?

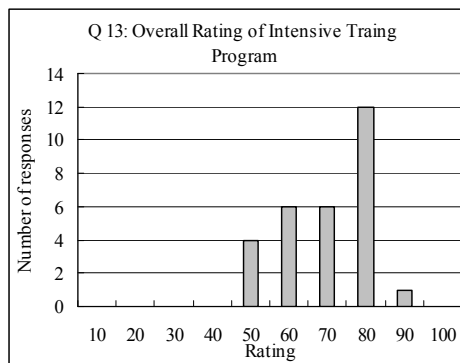
Too short Somewhat short Average Somewhat long Too long
 1 2 3 4 5 6 7



No. of respondents: 29
 Average: 4.1
 Median: 4.0
 SD: 0.7

13. Overall rating of the seven day long training workshop on a scale from Poor (0) to Excellent (100).

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



No. of respondents: 29
 Average: 69.7
 Median: 70.0
 SD: 11.4

14. Comments and suggestions about the intensive training (level of the contents, presentation, facilities, etc.)

No	Overall rating	Responses to Q14
1	60	Content of a session should be adjusted in line with time allocation for each day (Example: one topic/session per day)
2	60	- Tutors and FICAB need to provide questions of closer to the practice. Better to give exercises earlier so participants can have time prepared, self discussions with PSTs - Provide district study team with equipment so they can be active in works from grass-root level with more reliable work results.
3	60	Delivered contents should be more detailed, should ensure more linkage with practice (actual situation) so the teaching content will be more interesting, interactive. After each discussion session, facilitator should brief and conclude main issues discussed.
4	80	Shortages of equipment for PST
5	70	Group discussion: one group should be comprised of participants from different provinces in order to share information.
6	80	Provide more information from practices into training content. Should enhance contents of field trip.
7	80	Should provide more actual facts into training contents.
8	50	Need to pay more attention at training methods (in accordance with general assessment table) (general assessment table is prepared by FIPI to assess the training program)
9	80	When selecting core province reporters, it is necessary to select whom of knowledgeable so a more reasonable simpler discussion among them and PST(ss) can be ensured: on the other hand, they need to prepare a clear report with more details. Thus to avoid a case that they just read but listeners do not know how to conclude main points or do not understand the contents.
10	80	Need to arrange better meals.
11	80	-Meals should be paid with more attention

No	Overall rating	Responses to Q14
		-Should start lessons from 7 or 7:30 am (in the morning).
12	70	Meals and accommodation should be paid with more attention.

Note: Overall ratings show the level of satisfaction on a scale from 0 to 100 with 100 being Excellent.

Appendix 5

M & E Report of Intensive Training Session of Work Unit 3

December 3, 2006

**Monitoring and Evaluation Report on the Intensive Training Program of
Work Unit Three (WU 3)**

1. Intensive Training of Work Unit Three and Monitoring & Evaluation

2. Attendance of the participants

3. Course curriculum

4. Results of evaluation of the assignments and the questionnaire survey

4.2.1 Level of understanding of participants (capacity building)

4.2.2 Evaluation of the intensive training

5. Points to feedback based on the M & E

Attachment (Annex) 1: Schedule of the intensive training program of WU 3

Attachment (Annex) 2: Questionnaires used during the intensive training program of
WU 3

Attachment (Annex) 3: Summary of responses from respondents of Questionnaire 5 of
the intensive training program of WU 3

1. Intensive Training Program of Work Unit Three and Monitoring & Evaluation

The JICA study team (JST) and the local sub-contractor (FIPI) conducted the intensive training program of Work Unit Three (WU 3) with the participation of about 20 participants. The participants are from the Provincial Study Team (PST) of Core Province (CoP) and Participating Provinces (PPs), and the local sub-contractor. The intensive training program of WU 3 was held for a period of four days from November 28 to December 1, 2006 in Thai Nguyen province. This draft monitoring and evaluation (M & E) report has been prepared to report the monitoring results of the intensive training program of WU 3.

The objective of WU 3 is to introduce the financial and economic analyses, and to provide basic knowledge and skills to perform the financial analysis for preparation of the feasibility study.

Table 1: Planned schedule of the intensive training program of WU 3

Day	Subject	Time allocation (day)
1	Part I: Introduction of major concept: Concepts of financial and economic analyses	0.5
	Basis for financial analysis (time value of money, identification of interest rate)	0.5
2	Part 2: Detailed financial analysis in an investment project for production forest (fundamental characteristics of investment project for production forest, determine project cash inflow, estimation of project turnover, preparation of project's financial cash flow)	0.5
	Criteria used in financial analysis of a project on production forest, safety analysis of an investment project	0.5
3	Part 3: Economic analysis (basic rules on economic analysis of an investment project, identification of cost and economic benefits, determination of prices in economic analysis)	0.5
	Criteria used in economic analysis of an investment project, sensitivity analysis, risk analysis	0.5
4	Comprehensive practical exercises in financial and economic analysis for a production forest project	0.8
	Group presentation of the results of the analysis	0.2
Total time allocation		4.0

The workshop was held in accordance with the planned schedule except for the third day when the time allocation for the economic analysis in the morning was shortened for the sensitivity analysis.

Under the supervision of the JST, an instructor was invited from Forestry University to lead the entire workshop and the local sub-contractor assisted the workshop.

2. Attendance of the participants in the intensive training program in Quang Nam province

A total of about twenty (20) participants attended the intensive training from four PPs and the local sub-contractor. The number of participants from PPs and the local sub-contract to the intensive training of WU 3 is shown as in the following table.

Table 2: Number of Participants (Trainees) Unit: Persons

Province	Son La	Quang Nam	Lam Dong	Long An	PST Sub-Total (1)	Sub-FIPI (2)	Total (1) + (2)
Total no of participants in IWS ² , intensive training of WU 1 -3	21	10	16	9	56	7	63
No of Participants in intensive training program of WU 3	5	3	4	4	16	7	23
Out of which, those who participated in IWS and WU1-2	1	2	0	2	5	5	10

Note: IWS : Introduction Workshop

From CoP, four participants attended the program.

3. Structure of M & E of the training program

The monitoring and evaluation of the training program has been conducted in accordance with the progress of the workshop in the form of the exercise-type questionnaires. It is intended to examine how the capacity building has been progressed and how the program has met the needs of the target beneficiaries.

A total of four exercise-type questionnaires were distributed at end of each day. Exercise-type questionnaires were prepared in accordance with the topics of each day and were distributed at end of the day. The last questionnaire (Questionnaire 5) was distributed after all the program was completed. Questionnaire 5 aims: to monitor reactions of each participant to the intensive training program by measuring the level of their satisfaction in attending the program,

which would affect the future sustainability of the training program; to monitor the effectiveness of the instruction; to grasp the self-claimed level of understanding of the training subjects.

The following table (Table 3) shows different perspectives of each questionnaire, from which the M & E was conducted. Participants were requested to identify themselves in responding to all these questionnaires.

Table 3: Timing and Perspectives of M & E (Questionnaires 1 to 5)

Q	Timing of Distribution	Analytical perspectives of M & E
1	End of 1 st day (Nov 28)	-Difference between financial and economic analyses -Discounting
2	End of 2 nd day (Nov 29)	-Description of the with-out project case scenario -Advantage and disadvantage of NPV and IRR criteria
3	End of 3 rd day (Nov 30)	-Calculation of economic price of timber for woodchips
4	End of 4 th day (Dec 1)	-Financial and economic justification of the case study
5	End of 4 th day (Dec 1)	-Overall evaluation of WU 3

Questionnaire forms of 1, 2, 3, 4 and 5 have been attached in Attachment 2.

4. Results of evaluation of the assignments and the questionnaire survey

4.1 Responses of assignments and questionnaires

(1) Questionnaire survey during the intensive training program of WU 2

The following table shows the number of responses to the questionnaire from Questionnaire 1 to Questionnaire 5. The number of responses differed depending on the questionnaire because some of the participants left during the workshop. Especially PST from CoP in Thai Nguyen were not able to participate on the first day of the workshop due to pre-assigned office works. Most of the participants cooperated with the M & E activities in answering the questionnaires.

Table 4: Number of responses or rate of responses

Date	Q1 (Nov 28)	Q2 (Nov 29)	Q 3 (Nov 30)	Q 4 (Dec 1)	Q 5 (Dec 1)
Total	23	27	26	23	23

4.2 Results of the questionnaire survey

This section reports the results of the questionnaire survey in terms of the level of understanding of the participants (capacity building) (Section 4.2.1) and the level of satisfaction of the participants in attending the workshop and effectiveness of the instruction (Section 4.2.2).

4.2.2.1 Level of understanding of participants (capacity building)

Four exercise-type questionnaires (Questionnaires 1-4) were prepared to examine the progress

of the capacity improvement. This section describes the findings based on the four questionnaires.

(1) Questionnaire 1

The first questionnaire was distributed at the end of the first day of the program. In accordance with the course curriculum, Questionnaire 1 asked participants to describe differences of financial and economic analyses and to calculate discount factors. The following Table 5 shows the average scores and standard deviations of each of the two questions. A maximum point of 100 was given if all the answers are correct.

Table 5: Results of Questionnaire 1

	Questions	Point allocation	Average Score	SD
1	Difference between financial and economic analyses	50 points	38.5	9.5
2	Discounting	50 points	47.4	4.4
Average of the total score		100 points	85.9	
Median score of the total score		80		
Standard Deviation		10.5		
Max of the total score		100		
Min of the total score		65		
Number of respondents		23		

The average of the total scores is about 86 points ranging from a minimum score of 65 to a maximum of 100 with the standard deviation of 10.5. The variability of the scores comes mainly from variability of the scores to the first question (difference between financial and economic analyses). However, in general, it is considered that the participants demonstrated their good level of understandings on the subject.

(3) Questionnaire 2

Questionnaire 2 covered the two points: description of the without-project case and comparison of investment criteria (Net Present Value and Internal Rate of Return). The following Table 6 shows the average scores and standard deviations of each of the two questions.

Table 6: Results of Questionnaire 2

	Questions	Point allocation	Average Score	SD
1	Description of without-project case	40 points	33.9	9.4
2	Advantage and disadvantage of NPV and IRR investment criteria	60 points	47.2	10.1
Average of the total score		100 points	81.1	
Median score of the total score		80		
Standard Deviation		11.2		
Max of the total score		95		
Min of the total score		45		
Number of respondents		27		

The average and median of the total scores are about 80 points ranging from a minimum score of 45 to a maximum of 95 with the standard deviation of 11.2. Compared with the second question, participants seem to find it difficult to answer the first question (without-project case scenario). In conducting the financial and economic analyses of the proposed project in their respective provinces, participants need to think of realistic without-project case scenario. PST members may require assistance to conduct the incremental analysis.

(4) Questionnaire 3

After the end of the session on the third day, Questionnaire 3 was distributed to participants. The questionnaire asked participants to calculate the economic price of timber for chip woods. The following Table 7 shows the average score and standard deviation of the question.

Table 7: Results of Questionnaire 3

	Questions	Point allocation	Average Score	SD
1	Calculation of economic price of timber for woodchips	100 points	99.4	2.9
Median score of the total score		100		
Max of the total score		100		
Min of the total score		85		
Number of respondents		26		

The average and median of the total scores are 100 points with the standard deviation of 2.9.

Most of the participants got a full point for this questionnaire. It is considered that the participants demonstrated their good level of understandings on the subject. However, PST members may need to have assistance in order to find out economic prices of specific input and output items relevant to the proposed project,

(4) Questionnaire 4

After the group presentation about their financial and economic analyses of the case study, Questionnaire 4 was distributed to participants. The questionnaire asked participants to describe the financial and economic justification of the project they analyzed. The following Table 8 shows the average scores and standard deviations of each of the two questions.

Table 8: Results of Questionnaire 4

	Questions	Point allocation	Average Score	SD
1	Financial justification of the project	50 points	41.3	10.4
2	Economic justification of the project	50 points	38.0	12.1
Average of the total score		100 points	79.3	
Median score of the total score		80		
Standard Deviation		19.3		
Max of the total score		100		
Min of the total score		40		
Number of respondents		23		

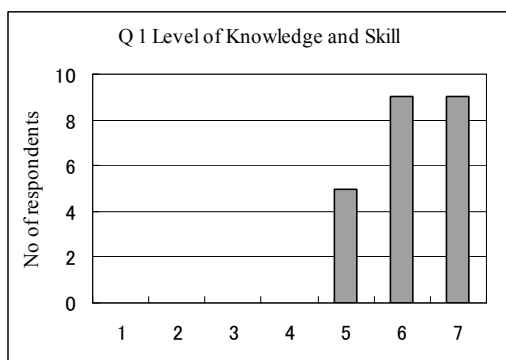
The average and median of the total scores are about 80 points ranging from a minimum score of 40 to a maximum of 100 with the standard deviation of 19.3. The answer to the questionnaire was evaluated by examining whether or not participants provided numerical results with their explanation on the results. Some participants responded to the question without utilizing results of calculation such as NPV and IRR while others provided only numerical results of the analysis. Although a handful of participants did not do well, the average and median score tells that participants demonstrated a good level of understanding on the subjects.

(5) Self evaluation of respondents

After the completion of the intensive training program, participants were asked to evaluate if the present level of their knowledge and skills high or low compared with the level of the knowledge and skills they had before on a scale from 1 to 7 with 4 being “About the same” (Q1). Twenty-three (23) participants responded to the questionnaire. The average

rating of the respondent was 6.2 with a standard deviation of 0.8. The rating ranges from 5.0 to 7.0.

Table 9: Knowledge and skill level (Q1)



No. of Respondents: 23
 Average: 6.2
 Median: 6
 SD: 0.8
 Max: 7
 Min: 5

The self-evaluation of the participants tells their favorable response to evaluate their progress in their capacity building.

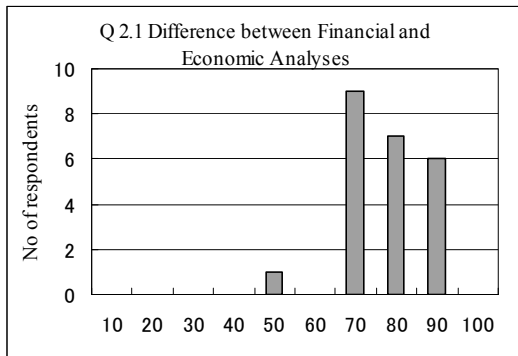
The participants were further asked to examine how much of the knowledge and skills transferred through this intensive training program they have acquired on a scale of 0 being nothing acquired to 100 being fully acquired (Q2). In answering this question, they were asked to rate their levels in the following areas:

Table 10: Areas to be self-evaluated

Question No.	Area to be self-evaluated
2.1	Differences between financial and economic analyses
2.2	Incremental analysis (comparison of with-project case and without-project case)
2.3	Development of financial cash flow statement
2.4	Evaluation of financial results by applying investment criteria (such as NPV, IRR, BC Ratio)
2.5	Sensitivity analysis

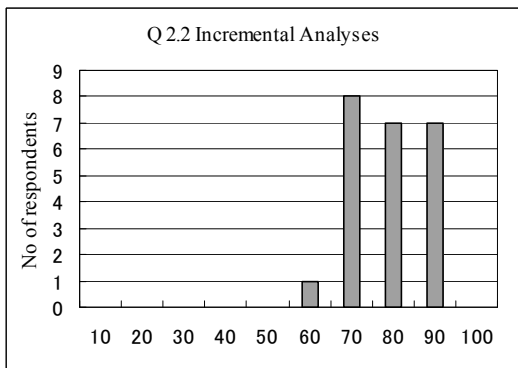
The following Tables 11 to 15 compare responses from the respondents in respective areas.

Table 11: Differences between financial and economic analyses (Question 2.1)



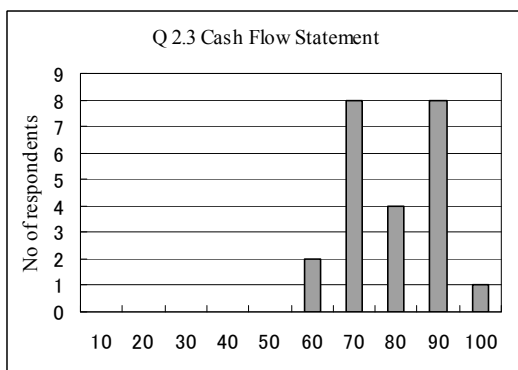
No. of Respondents: 23
 Average: 77.4
 Median: 80
 SD: 9.9
 Max: 90
 Min: 50

Table 12: Incremental analysis (comparison of with-project case and without-project case) (Question 2.2)



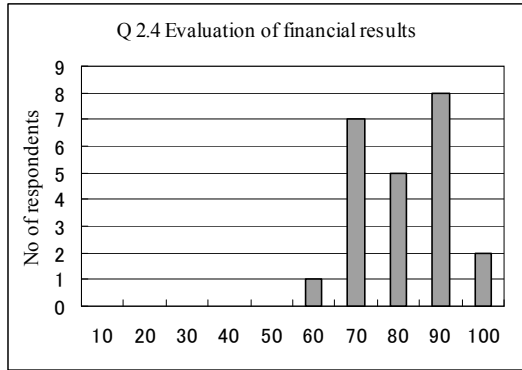
No. of Respondents: 23
 Average: 78.7
 Median: 80
 SD: 9.0
 Max: 90
 Min: 60

Table 13: Development of financial cash flow statement (Question 2.3)



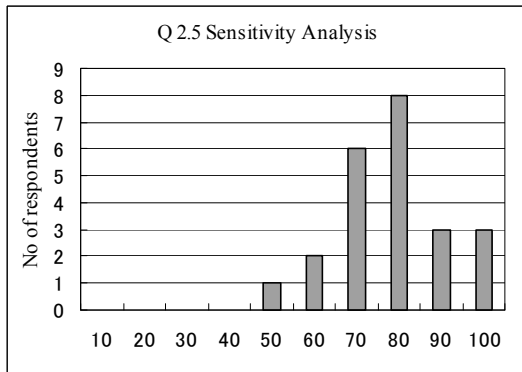
No. of Respondents: 23
 Average: 79.1
 Median: 80
 SD: 11.0
 Max: 100
 Min: 60

Table 14: Evaluation of financial results by applying investment criteria (such as NPV, IRR, BC Ratio) (Question 2.4)



No. of Respondents: 23
 Average: 81.3
 Median: 80
 SD: 10.8
 Max: 100
 Min: 60

Table 15: Sensitivity analysis (Question 2.5)



No. of Respondents: 23
 Average: 78.3
 Median: 80
 SD: 12.7
 Max: 100
 Min: 50

In accordance with the self-evaluation of the participants, participants considered that about 80 percent of what had been transferred to them had been acquired. As the self-evaluation ranges from 50-60 to 100, the variability among the participants and those who rated with lower scores should be noted.

4.2.2 Evaluation of the intensive training

(1) Level of satisfaction of the participants in attending the workshop and the effectiveness of the instruction by local sub-contractors as TOT

At the end of the 4th day, participants were requested to evaluate the intensive training of WU 3 in a number of aspects: (Q3) relation between the contents of the training and their current works; (Q4) coverage of the topics introduced during the intensive training program; (Q5) methodologies for the preparation of the project; (Q6) helpfulness of handouts and exercises for technology transfer; (Q7) conciseness and clearness of presentation of instructors; (Q8) integration of presentation with discussions and materials in training sessions; (Q9) helpfulness

of teaching assistants from the local sub-contractor; (Q10) helpfulness of experience sharing with PST from other PPs; (Q11) amount of works; and (Q12) duration. For Q 3, participants are asked to rate the training on a scale from 1 (Very weak) to 7 (Very strong) with 4 being (Neither). For Q 4, they are asked to rate the training on a scale from 1 (Very narrow) to 7 (Very broad) with 4 being (About right). From Q5 to Q10, participants are requested to rate it on a scale from 1 (Strongly disagree) to 7 (Strongly agree) with 4 being (Neither). For 11, participants are asked to rate it on a scale from 1 (Too little) to 7 (Too much) with 4 being (Average). For 12, participants are asked to rate it on a scale from 1 (Too short) to 7 (Too long) with 4 being (Average). Questions 7 and 8 have been specifically prepared based on the M & E results of the introduction workshop. From the comments and suggestions from respondents during the introduction workshop, the concise presentation and integration of the presentation with other tools such as discussions and reports were identified as the two of the major areas for improvement on the side of the workshop organizers. The following Table 16 summarizes the average of each of the questions with standard deviations and minimum scores. The results are compared with the averages of WU 1 and 2 in the corresponding questions.

Table 16: Ratings of respondents about the intensive training of WU 3

No	Aspects	Rating scale from 1 to 7	Average Rating	SD	Min	WU 2 Avg	WU1 Avg
Q3	Relation between the contents of the training and their current works	1 (Very weak) to 7 (Very strong)	6.2	1.0	3	6.0	5.7
Q4	Coverage of the topics	1 (Too narrow) to 7 (Too broad)	4.6	0.8	4		
Q5	Helpfulness of methodologies for the preparation of the project	1 (Strongly disagree) to 7 (Strongly agree)	6.4	0.5	6	6.1	6.3
Q6	Helpfulness of handouts and exercises for technology transfer		6.3	0.5	5	6.1	6.1
Q7	Conciseness and clearness of presentation of instructors		6.7	0.4	6	5.7	5.7

No	Aspects	Rating scale from 1 to 7	Average Rating	SD	Min	WU 2 Avg	WU1 Avg
Q8	Integration of presentation with discussions and materials in training sessions		6.5	0.5	6	6.0	6.0
Q9	Helpfulness of assistants from FIPI		6.4	0.6	5		
Q10	Helpfulness of experience sharing with PST from other PPs		6.4	0.8	4	6.0	6.3
Q11	Volume of the works	1 (Too little) to 7 (Too much)	5.0	1.0	4		6.0
Q12	Duration of the five-day long training duration of the five-day long training	1 (Too short) to 7 (Too long)	3.9	0.9	1	4.1	3.5

Note:

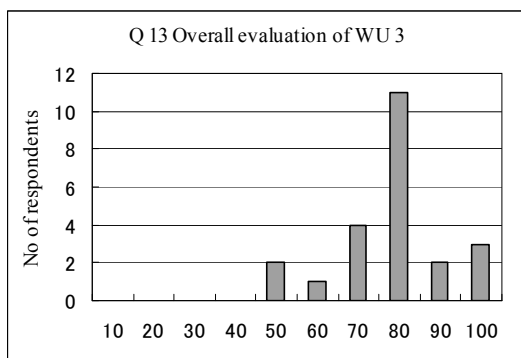
1) The total number of respondents was 23.

2) The phrasing of questions used for the questionnaires of WU 1 and 2 was not exactly same as that used for WU 3 questionnaire but can be comparable to corresponding questions. In addition, the rating scale of WU 1 was adjusted to 1-7 scale from 1-5 scale in order to compare with the results of the survey during WU 2 and WU 3.

As for the relation with the current works, a lot of the participants responded close relation with the current works (Q3). The topics covered during the program seem to be appropriate (Q4). The average ratings relevant to questions from Q5 to Q10 center around 6.5. The ratings show very favorable responses of the respondents to the intensive training of WU 3. Comparison with the results of WU 1 and 2 shows high marks given to the clear and concise presentation of the instructor (Q7) and integration of his presentation with discussions and materials (Q8). The volume of the work during the program seems to fall in an appropriate range for participants (Q11). In terms of the duration of the intensive training program in WU 3 (Q12), the four day-long program appears to be also suitable to the participants, especially in consideration of the WU 4 to be followed right after WU 3.

At end of the questionnaire (Q13), participants were asked to provide their overall ratings of the workshop on a scale from 0 to 100. The following Table 17 shows the overall ratings given by the respondents. It is compared with the ratings given by the participants in the intensive training of WU 1 and WU 2 (table on the right).

Table 17: Overall ratings given by respondents about the intensive training program of WU 3 and comparison with overall ratings of WU 1 and 2 (Right)



Statistics	WU 1	WU 2	WU3
No. of Respondents	25	29	23
Average	72.4	69.7	78.3
Median	70	70	80
SD	8.6	11.4	13.1
Max	80	90	100
Min	50	50	50

The average of the overall rating of WU3 was 78.3, about 10 points higher than that of WU1 (72 point) and WU 2 (70 point) although variability of responses among the participants increased (SD of WU 3 is 13.1). Open-ended questions at the end of the questionnaires revealed a number of favorable responses especially for the teaching skills of the instructor and the way the program was organized. The following are comments received from the participants.

Table 18: Comments and suggestions to open-end question (Q14)

Area	Comments
Lecturer and tutors	<ul style="list-style-type: none"> - The lecturer and tutors of this training course are very good. They are very helpful and their performance is improved a lot. They help participants get the points. - Lecturer have a very good teaching method (concise and very easy to understand/follow)
Contents	<ul style="list-style-type: none"> - Learners could apply what have learnt into practice. - Learners could differentiate Fin analysis from Eco analysis and learners could access to many new technical terminologies in financial and economic field. - Contents of the training is very good and very useful for preparing project plan. - Content of the training course is very clear and detail

Organization	Organization and preparation for the class is very good.
Duration	<ul style="list-style-type: none"> - The duration of the training course (WU3-WU4) last too long (12days) plus this is the end of the year that make it very difficult for PST members to arrange time to participate fully into the class. - Duration of the financial and economic analysis training class is quite short. - Duration of the training course is quite long and tight. Class time should be reduced to lift up pressure.
Exercises	<ul style="list-style-type: none"> - Answers to exercises should be distributed to learners when they finish doing their exercises so that they could check and evaluate their results to see how well they understand the lesson. - Time allocation for doing exercises and presenting results of work should be longer.
Logistics	<p>Accommodation and logistics arrangement are excellent.</p> <p>Facility condition is excellent, good conference hall</p>

5. Points to feedback based on the M & E

Based on the M & E of the intensive training program (WU 3), the following points are to feedback for improvement of the training plan. Some of these points were already addressed during the intensive training program.

5.1 Level of understanding (capacity building)

(1) Although the time allocated for the training is limited, a certain level of the capacity building has been achieved during the intensive training since the average scores of the questions in M & E questionnaires was around 86 out of 100, and the self-evaluation of participants indicated that they had acquired about 80% of what had been transferred.

5.2 Intensive training program of WU 3s

(1) Respondents to the questionnaires show rather favorable responses to the intensive training program. It is considered that this is largely attributed to the teaching skills and methods of the instructor: its clearness and conciseness by getting to the point of the specific issues, and integration of his lecture with other supporting teaching tools.

(2) The timing of the training program is an issue to consider in the future especially when the program is scheduled at the end of the fiscal year.

Annex (Attachment) 1: Schedule of the intensive training program of WU 3
(Course schedule (Nov 29-Dec 1, 2006))

Annex (Attachment) 2: Questionnaires used during the intensive training program of
WU 3 (Questionnaire 5 on December 1, 2006)

Annex (Attachment) 3: Summary of responses from respondents of Questionnaire 5 of
the intensive training program of WU 3

Annex 1: Course schedule (Nov 29-Dec 1, 2006)

Training contents: Financial & Economic analysis for production forest projects

<i>No.</i>	<i>Content item</i>	<i>Method</i>	<i>Time</i>	<i>Tools</i>
Session 1				
Part 1: Major concepts				
<i>1</i>	<i>Financial & Economic Analysis concepts</i>	Presentation Discussion	40 Minutes	<ul style="list-style-type: none"> - White board - Computers, - Projector, - Handout
1.1	Financial analysis for an investment project			
	- Concept			
	- Objectives and Requirements			
	- Contents			
1.2	Economic analysis for an investment project			
	- Concept			
	- Objectives and Requirements			
	- Contents			
1.3	Differentiate between financial and economic analyses			
	- Similarities			
	- Differences			
<i>2</i>	<i>Basis for financial analysis</i>	Presentation	30 Minutes	<ul style="list-style-type: none"> - Computers, - Projector, - Handout
2.1	Value of money in term of time			
	- Reason			
	- Measuring methods: Discount and Accumulation			
	- Examples			
	- Practicing exercise	- Undertake	30	- White board
	+ Discount calculation	personal	Minutes	

	+ Accumulative calculation (Not so sure - accumulation??)	exercise - Results discussion		
2.2	Identification of interest rate r in calculation			
	- Affecting factors of interest rate r	Presentation	20 Minutes	- Computers, - Projector, - Handout
	- Selection of calculating period			
	- Exercise for calculation of interest rate r	Undertake personal exercise		
Session 2				
<i>Part 2: Details of financial analysis in an investment project for production forest</i>				
1	Fundamental characters of Investment project for production forest			
1.1	Characters	- Presentation - Group discussion	30 Minutes	- White board - Computers, - Projector, - A0 paper - White board marker - Handout
1.2	Influences of these characters toward financial analysis of an enterprise involving into production forest			
2	Determine project cash inflow			
2.1	Measuring of costs	Presentation	30 Minutes	
2.2	Prepare breakdown of project cash inflow			
3	Estimate project turnover			
4	Prepare project's financial statement for each year and identify cash flow			

5	Exercise on cash flow of a project (Cost flow, profit flow)	Group exercise, Results discussion	60 Minutes	
Session 3				
6	Criteria used in financial analysis of a project on production forest			
6.1	Criteria used on investment project analysis			
	- CPV	- Presentation - Undertake personal exercise - Discussion	60 Minutes	- White board - Computers, - Projector, - A0 paper - White board marker - Handout
	- BPV			
	- NPV			
	- BCR			
	- IRR			
	- Others			
	- Exercise			
Session 4				
6.2	Application of criteria into financial analysis at project for production forest		30 Minutes	- A0 paper - White board marker
	- Requirements	- Group discussion		
	- Selection of proper indicator			
7	Safety analysis of an investment project			- White board - Computers,
7.1	Inflation	- Presentation	60 Minutes	- Projector, - A0 paper
7.2	Sensitivity analysis			

	- Methods for sensitivity analysis (inc. Monte Carlo simulation model)			- White board marker - Handout
	- Exercises on sensitivity analysis of a project	- Undertake personal exercise	30 Minutes	
	- Debrief			
Session 5				
Part 3: Economic analysis				
1	Basic rules on economic analysis of an investment project		30 Minutes	
1.1	Necessity			
1.2	Assessment standards in economic analysis of an investment project			
2	Identify cost and economic benefits	- Presentation	30 Minutes	- White board - Computers, - Projector,
3	Determine price in economic analysis	- Group discussion	60 Minutes	- A0 paper - White board marker - Handout
3.1	- Basis for identifying price in economic analysis			
3.2	- Commercial commodity			
3.3	- Non-commercial commodity			
3.4	- Conversion ratio			
	- Debrief			
Session 6				
4	Criteria used in economic analysis of an investment project			- White board - Computers, - Projector,
4.1	Common criteria		90 Minutes	- A0 paper
4.2	Application of criteria in economic analysis for a production forest project	- Presentation - Group discussion		
5	Sensitivity analysis	-	30 Minutes	

6	Risk analysis	Presentation		
Session 7				
	Comprehensive practical exercises in financial & economic analysis for a project in production forest	- Group exercise	120 Minutes	
Session 8				
	- Group presentations on calculating results	- Discussion	120 Minutes	
	- Gewneral debriefing			

Annex 2: Questionnaire 5 on December 1, 2006

Code: _____

Province (Please circle your province or your institution):

Son La Quang Nam Lam Dong Long An Sub-FIPI Thai Nguyen

Name: _____

You have completed your intensive training program of Work Unit Three (WU 3) in Thai Nguyen Province. Please answer the following questions relevant to this intensive training program held from November 28 to December 1, 2006. **(Please circle the appropriate number).**

3. Is the present level of your knowledge and skills about the financial and economic analyses high or low compared with the level of the knowledge and skills you had before you participated in this intensive training program of WU 3?

Lower	Somewhat lower	About the same	Somewhat higher	Higher
1	2	3	4	5
6	7			

2. How much of the knowledge and skills transferred through this intensive training program have you acquired? Please provide your evaluation in the following areas on a scale of 0 being nothing acquired to 100 being fully acquired.

2.1 Difference between financial and economic analyses

Nothing acquired										Fully acquired
0	10	20	30	40	50	60	70	80	90	100

2.2 Incremental analysis (comparison of with-project case and without-project case)

Nothing acquired										Fully acquired
0	10	20	30	40	50	60	70	80	90	100

2.3 Development of financial cash flow statement

Nothing acquired										Fully acquired
0	10	20	30	40	50	60	70	80	90	100

2.4 Evaluation of financial results by applying investment criteria (such as NPV, IRR, BC Ratio)

Nothing acquired										Fully acquired
0	10	20	30	40	50	60	70	80	90	100

2.5 Sensitivity analysis

Nothing acquired										Fully acquired
0	10	20	30	40	50	60	70	80	90	100

3. How do you find the relationship between the contents of this intensive training program and your current work? Is the relation strong or weak?

Very weak		Somewhat weak	Neither		Somewhat strong	Very strong
1	2	3	4	5	6	7

4. How do you think of the coverage of the topics introduced during the intensive training program? The topics are too broad or too narrow?

Too narrow		Somewhat narrow	About right		Somewhat broad	Too broad
1	2	3	4	5	6	7

5. Methodologies introduced during the intensive training program will help you prepare the project in your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

6. Handouts and exercises provided during the intensive training program will help you transfer what you learned after you go back to your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

7. Lecture/presentation of the instructor was concise and clear.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

8. The instructor organized the sessions by integrating the lecture/presentation with discussions, Q & A, handouts, and exercises.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

9. Teaching assistants from Forestry Inventory and Planning Institute (FIPI) was helpful.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

10. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

11. How do you think of the amount or volume of the contents or works during the four-day intensive training program?

Too little		Somewhat little	Average		Somewhat voluminous	Too much
1	2	3	4	5	6	7

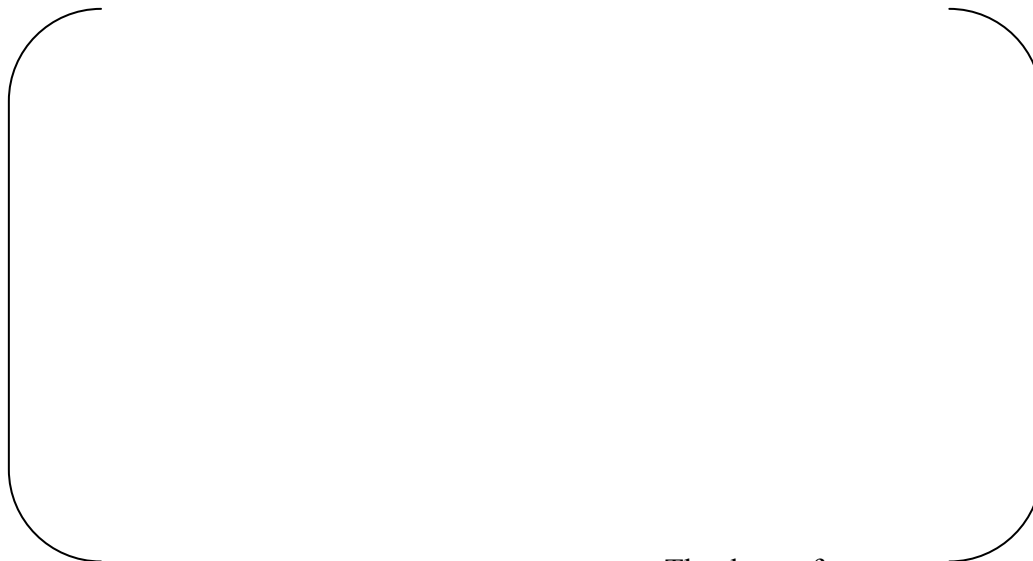
12. How do you think of the duration of the four-day intensive training program?

Too short		Somewhat short	Average		Somewhat long	Too long
1	2	3	4	5	6	7

13. Overall rating of the four-day long intensive training program on a scale from Poor (0) to Excellent (100).

Poor	Weak			Satisfactory		Good	Excellent			
0	10	20	30	40	50	60	70	80	90	100

14. Comments and suggestions about the intensive training program of WU 3 (such as strength and weakness of the program, accommodation and facilities, etc.)



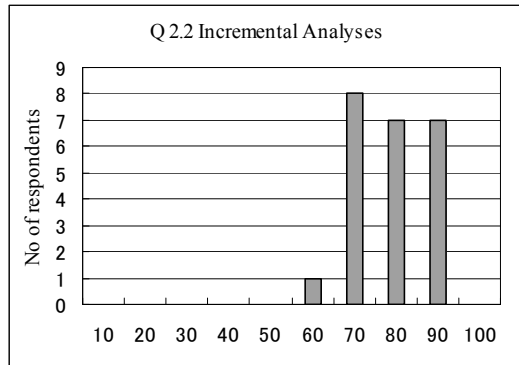
Thank you for your cooperation.

2.2 Incremental analysis (comparison of with-project case and without-project case)

Nothing acquired

Fully acquired

0 10 20 30 40 50 60 70 80 90 100



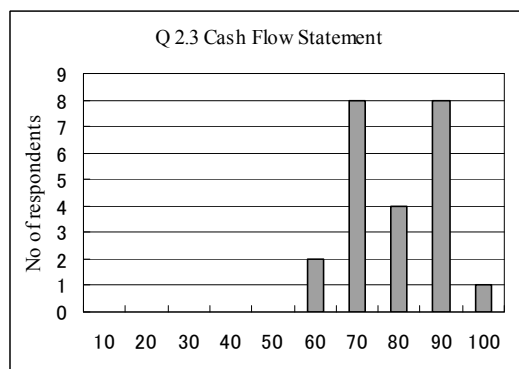
No. of responses: 23
 Average: 78.7
 Median: 80
 SD: 9.0

2.3 Development of financial cash flow statement

Nothing acquired

Fully acquired

0 10 20 30 40 50 60 70 80 90 100



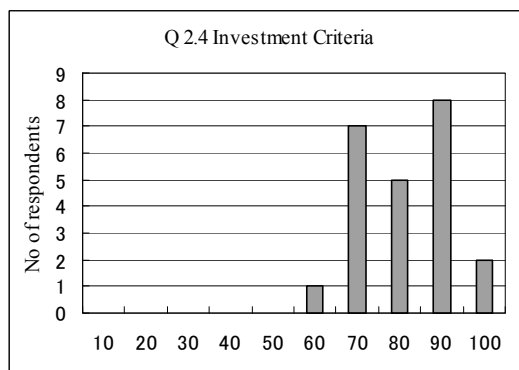
No. of responses: 23
 Average: 79.1
 Median: 80
 SD: 11.0

2.4 Evaluation of financial results by applying investment criteria (such as NPV, IRR, BC Ratio)

Nothing acquired

Fully acquired

0 10 20 30 40 50 60 70 80 90 100



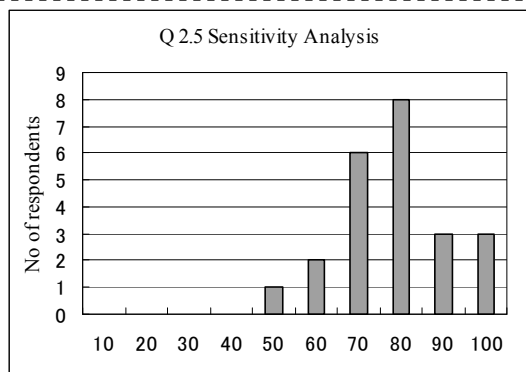
No. of responses: 23
 Average: 81.3
 Median: 80
 SD: 10.8

2.5 Sensitivity analysis

Nothing acquired

Fully acquired

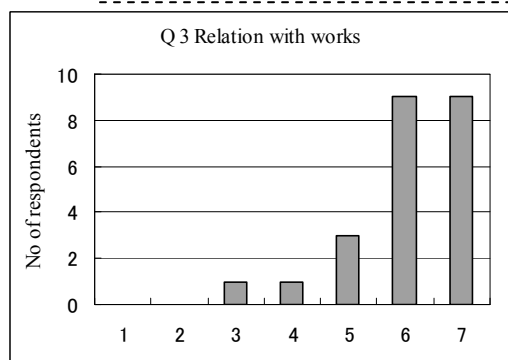
0 10 20 30 40 50 60 70 80 90 100



No. of responses: 23
 Average: 78.3
 Median: 80
 SD: 12.7

3. How do you find the relationship between the contents of this intensive training program and your current work? Is the relation strong or weak?

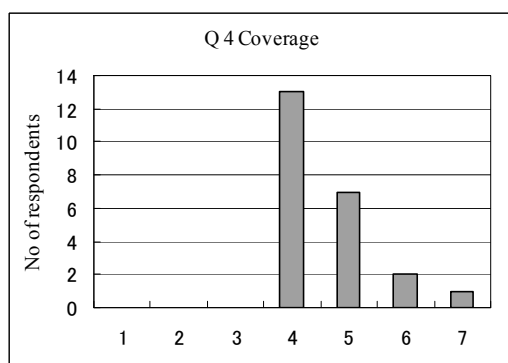
Very weak Somewhat weak Neither Somewhat strong Very strong
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 6.0
 Median: 6
 SD: 1.0

4. How do you think of the coverage of the topics introduced during the intensive training program? The topics are too broad or too narrow?

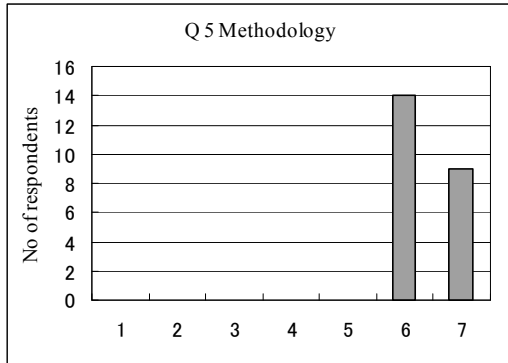
Too narrow Somewhat narrow About right Somewhat broad Too broad
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 4.6
 Median: 4
 SD: 0.8

5. Methodologies introduced during the intensive training program will help you prepare the project in your province.

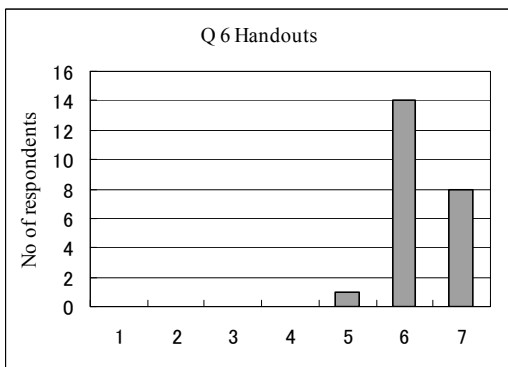
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 6.4
 Median: 6
 SD: 0.5

6. Handouts and exercises provided during the intensive training program will help you transfer what you learned after you go back to your province.

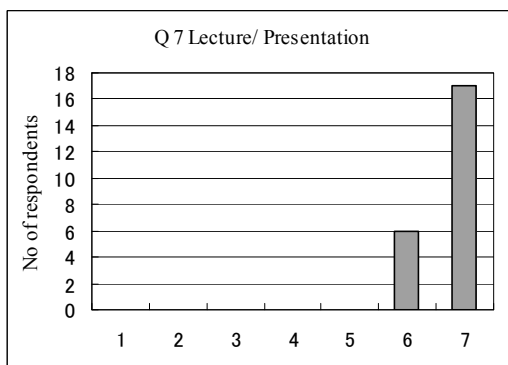
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 6.3
 Median: 6
 SD: 0.5

7. Lecture/presentation of the instructor was concise and clear.

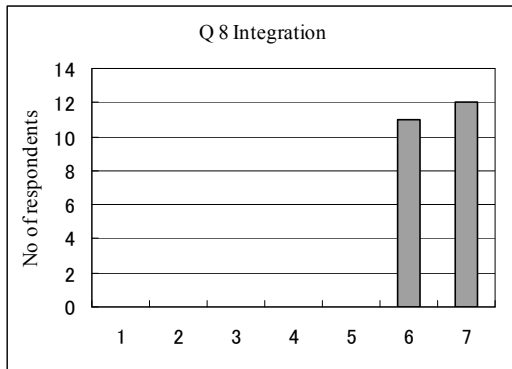
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 6.7
 Median: 7
 SD: 0.4

8. The instructor organized the sessions by integrating the lecture/presentation with discussions, Q & A, handouts, and exercises.

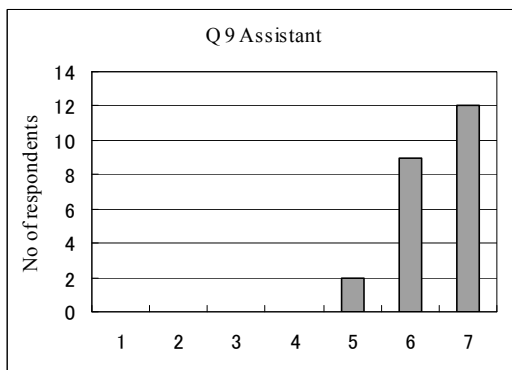
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 6.5
 Median: 7
 SD: 0.5

9. Teaching assistants from Forestry Inventory and Planning Institute (FIPI) was helpful.

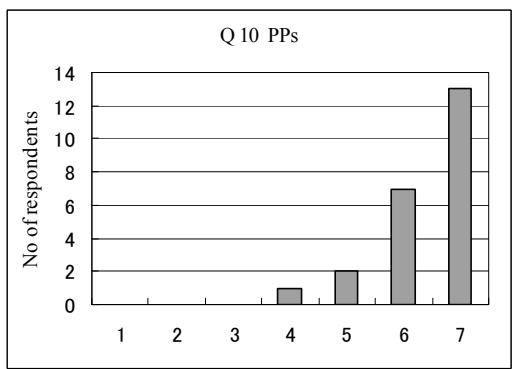
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 6.4
 Median: 7
 SD: 0.6

10. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

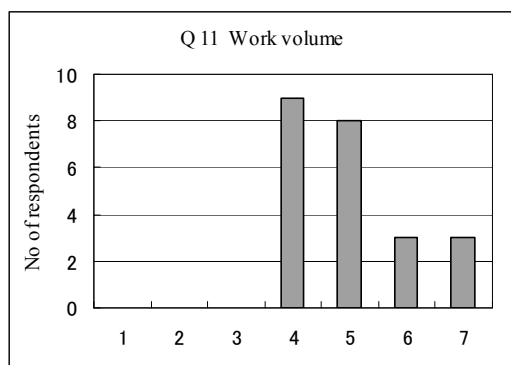
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 6.4
 Median: 7
 SD: 0.8

11. How do you think of the amount or volume of the contents or works during the four-day intensive training program?

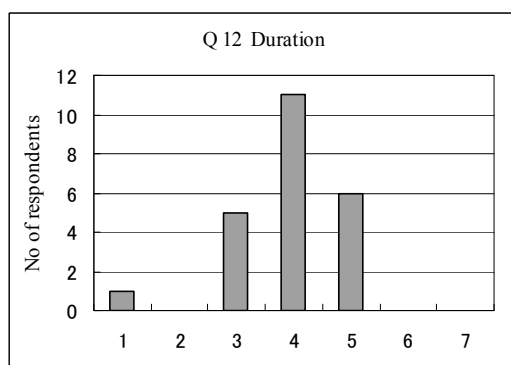
Too little Somewhat little Average Somewhat voluminous Too much
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 5.0
 Median: 5
 SD: 1.0

12. How do you think of the duration of the four-day intensive training program?

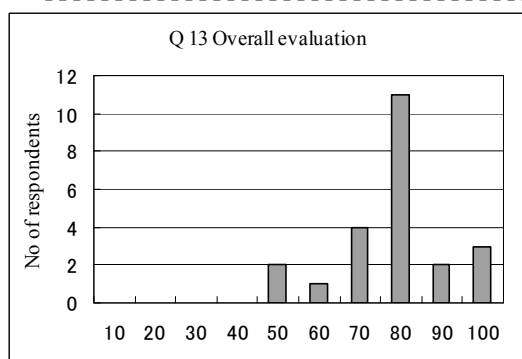
Too short Somewhat short Average Somewhat long Too long
 1 2 3 4 5 6 7



No. of responses: 23
 Average: 3.9
 Median: 4
 SD: 0.9

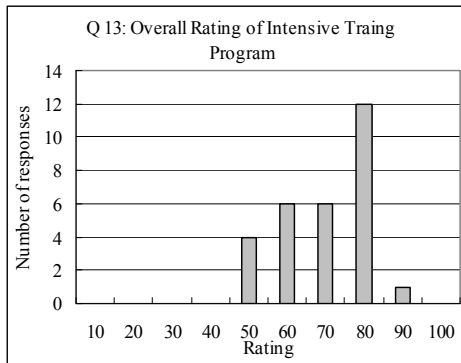
13. Overall rating of the four-day long intensive training program on a scale from Poor (0) to Excellent (100).

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



No. of responses: 23
 Average: 78.3
 Median: 80
 SD: 13.1

M & E results of WU 2



No. of respondents: 29

Average: 69.7

Median: 70.0

SD: 11.4

14. Comments and suggestions about the intensive training program of WU 3 (such as strength and weakness of the program, accommodation and facilities, etc.)

Thank you for your cooperation.

Appendix 6

M & E Report of Intensive Training Session of Work Unit 4 and Evaluation of WU 2 Assignment

**Monitoring and Evaluation Report on the Intensive Training Program of Work
Unit Four (WU 4) and Evaluation of WU 2 Assignments**

- 1. Description of WU 4 and Monitoring & Evaluation**
- 2. Attendance of the participants in the intensive training program of WU 4**
- 3. Course curriculum of the intensive training program of WU 4**
- 4. Structure of M & E of the training program**
 - 4.1 Assignments of WU 2**
 - 4.2 Questionnaire survey during the intensive training program of WU 4**
- 5. Results of evaluation of the assignments and the questionnaire survey of WU 4**
 - 5.1 Responses of assignments and questionnaires of WU 4**
 - 5.2 Results of the assignments and the questionnaire survey**
 - 5.2.1 Results of the assignments**
 - 5.2.2 Results of the questionnaire survey**
 - 5.2.2.1 Level of understanding of participants (capacity building)**
 - 5.2.2.2 Evaluation of the intensive training program**
- 6. Points to feedback based on the M & E**
 - 6.1 Level of understanding of participants (capacity building)**
 - 6.2 Intensive training program**

Annex (Attachment) 1: Schedule of the intensive training program of WU 4

Annex (Attachment) 2: Questionnaires used during the intensive training program of
WU 4

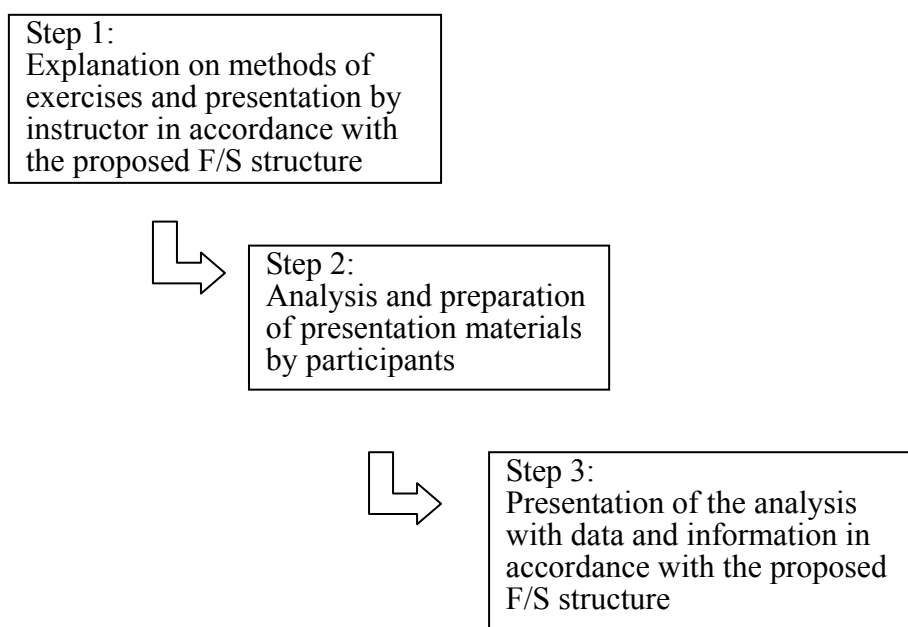
Annex (Attachment) 3: Summary of responses from respondents of Questionnaire 3 of
the intensive training program of WU 4

1. Description of WU 4 and Monitoring & Evaluation

The JICA study team (JST) and the local sub-contractor (FIPI) conducted the intensive training program of Work Unit Four (WU 4) with the participation of about 30 participants from the Provincial Study Team (PST) of Participating Provinces (PPs), the Core Province (CoP), and the local sub-contractor. The intensive training program of WU 4 was held in Thai Nguyen province for a period of eight days from December 2 to December 9, 2006 including one day holiday. It was organized right after the completion of the intensive training program of WU 3. The intensive training program is the first step (Step 1) of Work Unit, which is followed by Step 2 (application of what have been learned to preparation of F/S and IP in the participating provinces through the On-the-Job Training) and Step 3 (submission of the outputs (assignments) of the OJT to be monitored and evaluated). This draft monitoring and evaluation (M & E) report has been prepared to report the monitoring results of Step 1 (intensive training) of WU 4 and Step 3 of WU 2.¹³

The objective of WU 4 is to provide participants with the proposed structure of the feasibility study report, and ask them to prepare their findings, the project plan, and the results of the analysis in accordance with the proposed F/S structure. In the process, the Project Design Matrix (PDM) is to be elaborated. In general, the intensive training of WU 4 takes the following three steps and these steps are repeated over the entire period of the program.

Figure 1: Steps taken for WU 4



¹³ Step 3 (assignments) of WU 3 was provided during the intensive training program of WU 3 as part of the practical exercises. There is no separate assignment given after WU 3.

At the initial step (Step 1), the instructor explained the relevant part of the F/S structure. At the following Step 2, participants are requested to prepare the actual data and information they have collected in accordance with the proposed F/S structure, and analyze them. At Step 3, representatives from each participating province make their presentation with the results of the analysis. This cycle is repeated over five times: (1) the arrangements of the WU assignments in the F/S structure; (2) Part I: Background of the project; (3) Part II: Project contents; (4) Part III: Project effectiveness and Part IV: Conclusion and recommendations; and (5) Overall presentation of the report.

The original schedule of the intensive training program is shown as in Table 1 below with the time allocation of each of the subject (details are shown in Attachment 1: Schedule of the intensive training program of WU 4).

Table 1: Planned schedule of the intensive training program of WU 4 in Thai Nguyen Province

Day	Subject	Time allocation (day)
1	Structure of the feasibility reports	0.5
2	WU 4-1 Assignment: arrangement of WU 1-3 assignments in accordance with the F/S structure	0.5
3	Lecture on Part I: Basis for project formulation	0.5
4	WU 4-2 Assignment: Natural conditions	0.5
5	WU 4-3 Assignment: Socio-economic conditions	0.5
6	Lecture on Part II: Project contents	0.5
7	WU 4-4: Planning. Logging and marketing of production WU 4-5: Other project activities	1.0
8	Lecture on Part III: environmental impact, economic and financial analysis. Social impact and risk Lecture on Part IV: Conclusions and recommendations	0.5
9	WU 4-6 Assignment: economic efficiency, etc.	0.5
10	WU 4-7: Assignment: Summing up FS report Presentation and comments	2.0
Total per group		7.0

Note: After the completion of each assignment, PST members were asked to present their results in front of PST members from other provinces.

The local sub-contractor led the entire workshop under the supervision of the JST.

2. Attendance of the participants in the intensive training program of WU 4

A total of thirty-one (31) participants attended the intensive training from four PPs and CoP,

and the local sub-contractor. From Thai Nguyen province, four PST members participated in the intensive training program as trainees. The number of participants from PPs and the sub-contractor is shown as in the following table.

Table 2: Number of Participants in WUs as Trainees Unit: Persons

Province	Son La	Quang Nam	Lam Dong	Long An	PST Sub-Total (1)	Sub-FIPI (2)	Total (1) + (2)
Total no of participants in IWS ^{note 1)} , intensive training of WU 1 – 4	17	9	15	10	51	7	58
No of Participants in intensive training program of WU 4 ^{note 2)}	<u>6</u>	<u>3</u>	<u>7</u>	<u>5</u>	<u>21</u>	<u>6</u>	<u>27</u>
Out of which, those who participated in IWS and WU1-4	1	2	0	2	5	5	10

Note:

1) IWS: Introduction Workshop

2) If participants from Thai Nguyen province are included, participants in WU 4 totaled 31.

As seen in Table 2 above, a total of 58 participants participated in the introduction workshop, intensive training programs of WU 1 - 4 from PPs and the local sub-contractor. Out of which, five (5) PST members and five (5) consultants from the local sub-contractor continued to participate in the program from the introduction workshop up to the intensive training program of WU4. While Quang Nam and Long An more or less fixed a small number of PST members to attend the intensive training program and occasionally added some more members to the team while Son La and Lam Dong sent various members to different intensive training programs from a pool of the PST members.

3. Course curriculum of the intensive training program of WU 4

Most of the course works was carried out as originally scheduled except the work on the last day, which was shortened by half day as requested from participants.

4. Structure of M & E of the training program

The monitoring and evaluation of the training program has been conducted in the form of the assignments and the questionnaire survey. It is intended to examine how the capacity building has been progressed and how the program has met the needs of the target beneficiaries.

4.1 Assignments of WU 2

A set of assignments of WU 2 was provided to PSTs from each of the participating provinces during the intensive training program in Quang Nam province (October 3 to 9, 2006). PSTs of

PPs were requested to submit all the assignments by November 20, 2006.

It is consisted of twelve (12) assignments which are relevant to the project plan, the main subject of WU 2. The following table (Table 3) shows the assignments in relation to the table of contents of the F/S report.

Table 3: Assignments for preparing Feasibility Study (Work Unit 2)

F/S report	Code	Assignment	
		No	Content
Part I: Background of the Project			
3 Natural and socio-economic conditions of the project area	4-a		
3.2 Land and forest-resource use in the project area	4-a-ii		
	4-a-iii	WU2-1	B: 2) Printed afforestation/agroforestry project maps (preferable scale is 1:25,000 or larger) after compiling on the planned elements above
3.3 Socio-economic conditions of the project area, including market and distribution channels of forest products	4-b-i		
	4-b-ii	WU2-2	B: 4) Report on Socio-economic condition (this part will be incorporated into F/S report.) with tables/graphs, explanatory description, results of CCM and results of household socio-economic survey which contain questionnaires with code, raw data input, code table, coded data input.
Part II: Project Plan			
3 Project scope and project area	3 & 5		
3.2 Project implementation plan	5-b		
Seedling plan	5-b-i	WU2-3	A: 1) A note on estimated quantity of seedling.
Afforestation plan/Agroforestry	5-b-ii	WU2-4	A: 5) A note on afforestation/Agroforestry plan developed with "Project plan, project operation plan" of the draft F/S.
Harvesting plan	5-b-iii	WU2-5	A: 3) A note on harvesting plan developed with "Project plan, project operation plan" of the Draft F/S.
3.3 Infrastructure	5-b-iv		
3.4 Extension services	5-b-v	WU2-6	B: 3) A note to describe the methodology of the extension service.
3.5 Sale and marketing plan	5-d-ii	WU2-7	B: 3) Make a fair comparison of Total Cost and Expected Sales Price
4 Project Implementation schedule	5-b		
Part III: Investment for the Project			
1 Project cost	5-d-i	WU2-8.1	A: 2) Expenditure plan (1 ha model) using the actual data
2 Financial and repayment plan		WU2-8.2	D: 1) Loan repayment schedule based on the interview results with a financial institution
Part IV: Institutional arrangements and measurements for the project implementation			
1 Institutional and implementation arrangement	5-c		
1.1 Organizational structure for project implementation	5-c-i	WU2-9	A: 4) A note and structural chart of the Project implementation structure.
	5-c-ii	WU2-10	B: 5) A report to propose the system and structure of organization of the people.

F/S report	Code	Assignment	
		No	Content
1.2 Labor mobilization plan	5-c-iii	WU2-11	A: 2) A report on the estimated monthly and yearly labor requirements.
2 Monitoring and evaluation of the project result 2.1 PDM and M&E indicators 2.2 Mechanism of M & E	5-e	WU2-12	A: 1) Completed “PDM” and “Monitoring System Table” to show the monitoring indicators to monitor the progress/achievement of the activities, outputs, project objective and higher-level objectives (overall goal), to explain the M&E scheme/methodology including the sources of data, timing, frequency and place from which data is to be collected, organizations/persons that provide the data, methods by which the data is to be obtained.

Note: The table of contents of the F/S report is the one before revision was made.

The M & E was conducted by rating each of the assignments.

4.2 Questionnaire survey during the intensive training program of WU4

During the intensive training program of WU 4 in Thai Nguyen province, a total of three (3) M & E questionnaires were distributed to the participants at the beginning, in the middle and at the end of the program. The first questionnaire (Questionnaire 1) distributed at the end of the first day is to ask participants to describe the role they are expected to play in preparation of the feasibility study report and also to describe specific questions and concerns that they would like to clarify and solve in conducting the feasibility study. The questionnaire also asks participant’s involvement in preparing WU 1 and 2 assignments. The second questionnaire (Questionnaire 2) distributed at the end of the fourth day was to ask them to self-evaluate the progress of the capacity improvement and to give comments and suggestions on the rest of the on-going intensive training program. The last questionnaire (Questionnaire 3) was distributed on the final day in order: to monitor reactions of each participant to the intensive training program by measuring the level of their satisfaction in attending the program, which would affect the future sustainability of the training program; to monitor the effectiveness of the instruction by the local sub-contractor as Trainers of Trainees (TOT); and to grasp the self-claimed level of understanding of the training subjects.

The following table (Table 4) shows different perspectives of each questionnaire, from which the M & E was designed. Participants were requested to identify themselves in responding to the first and last questionnaires.

Table 4: Timing and Perspectives of M & E (Questionnaires 1 to 3)

Q	Timing of Distribution	Analytical perspectives of M & E
1	End of 1 st day (Dec 2)	Questionnaire 1: it aims to learn roles of participants in the preparation of the F/S report and their past involvement, and clarify any questions and concerns. <ul style="list-style-type: none"> - Role participants are expected to play in preparation of the F/S report - Specific questions and concerns that participants would like to clarify and solve in conducting the feasibility study - Involvement in the preparation of previous assignments
2	End of 4 th day (Dec 6)	Questionnaire 2: it aims to do the mid-term evaluation of the intensive training program and make necessary adjustments, if any. <ul style="list-style-type: none"> - Extent of gaining analytical skills and knowledge to write Part I - Level of skills and knowledge to write Part II - Any inappropriateness in the F/S structure - Overall rating of the intensive training program
3	Middle of 7 th day (Dec 9)	Questionnaire 3: it aims to evaluate the progress of capacity building, level of satisfaction, and effectiveness of the program <ul style="list-style-type: none"> - Overall assessment of WU 4 intensive training program

Questionnaire forms of 1, 2 and 3 have been attached in Attachment 2.

5. Results of evaluation of WU 2 assignments and the questionnaire survey of WU 4

5.1 Responses of WU 2 assignments and questionnaires of WU 4

(1) WU 2 assignments

The submission date of the WU 2 assignments was set on November 20, 2006. Assignments from the four participating provinces were submitted around this deadline with some delays being caused by the communication problems.

(2) Questionnaire survey during the intensive training program of WU 4

The following table shows the number of responses with the rate of responses to the questionnaire from Questionnaire 1 (Q1) to Questionnaire 3 (Q3).

Table 5: Number of responses with rate of responses

Date	Q1 (Dec 2)			Q 2 (Dec 6)			Q 3 (Dec 9)		
	a	b	%	a	b	%	a	b	%
Total	25	26	96.2	30	30	100.0	25	25	100.0

Note 1: a: Actual number of respondents: b Number of participants: %: a/b x 100

Note 2: The number of respondents on December 2, 2006 is limited to PST members of PPs and participants from the local sub-contractor, excluding participants from CoP.

Most of the participants cooperated with the M & E activities in answering the questionnaires.

5.2 Results of the assignments and the questionnaire survey

5.2.1 Results of the assignments

The assignment of WU 2 was evaluated by the JST and the feedback of the evaluation results was given after WU 4. The following table compares the scores for each of the assignments by province.

Table 6: Evaluation results of WU 2 assignments

No.	Assignment	Son La	Quang Nam	Lam Dong	Long An	Avg	Sum of Deviation score
WU2-1	Printed afforestation/agroforestry project maps	0.0	0.0	0.0	0.0	0.00	-7.85
WU2-2	Report on socio-economic condition	0.0	0.8	0.8	0.6	0.55	0.83
WU2-3	Note on estimated quantity of seedling	0.8	0.8	0.9	0.6	0.78	3.84
WU2-4	Note on afforestation/agroforestry plan	0.6	0.6	0.7	0.6	0.63	1.62
WU2-5	Note on harvesting plan	0.6	0.8	0.8	0.5	0.68	2.39
WU2-6	Note to describe the methodology of the extension service	0.5	0.4	0.6	0.4	0.48	-0.70
WU2-7	Comparison of total cost and expected sales price	0.0	0.7	0.8	0.6	0.53	0.43
WU2-8	Expenditure plan and loan repayment schedule	0.4	0.9	0.9	0.85	0.76	3.94
WU2-9	Note and chart of the project implementation structure	0.5	0.4	0.5	0.6	0.50	-0.26
WU2-10	Report to propose the system and structure of organization of the people	0.0	0.4	0.2	0.0	0.15	-5.49
WU2-11	Report on estimated monthly and yearly labor requirements	0.0	0.8	0.6	0.7	0.53	0.48
WU2-12	PDM and M & E mechanism	0.7	0.5	0.6	0.5	0.58	0.77
Average Score WU 2 Assignments out of 1.0		0.34	0.59	0.62	0.50	0.52	
Average Score of WU 1 Assignments		0.13	0.47	0.34	0.15	0.27	

Note: WU2-1 assignment was not submitted by the time when evaluation was made but submitted later.

As seen in the table, PST members from all the four PPs achieved substantial improvement for the quality of WU 2 assignments over the previous one (WU 1 assignments). This is particularly the case to Long An. A number of reasons can explain this improvement. One of the reasons is that clear instruction was given to the participants during the intensive training program of WU 2 in preparation of assignments. Another reason is resulted from the improvement of the capacity of PST and the local sub-contractor. The fact that the budget for the survey became available is another reason to mention.

Some of the assignments were rated at zero because PSTs did not submit them by the time when the evaluation was made. Among those submitted, assignments for which PST marked higher scores are related to the implementation plan of afforestation/agroforestry projects such

as estimated quantity of seedling (WU2-3), afforestation/agroforestry plan (WU2-4), harvesting plan (WU2-5), and expenditure plan and loan repayment schedule (WU2-8). On the other hand, assignments rated relatively low (the average score is equal to or lower than the average of the total assignments, which is 0.52) are on the structure of organization of the people (WU2-10),¹⁴ the methodology of the extension service and system (WU2-6), and the project implementation structure (WU2-9). Those assignments are related to planning for the project implementation and institutional arrangements. The number of reasons can be pointed out. Firstly, from the answer to Questionnaire 1,¹⁵ it is assumed that a less number of PST members was involved in the preparation of these assignments. The following table (Table 7) is prepared based on the answers to Questionnaire 1 (Q1.3). If a respondent answers that the assignment is the major assignment he/she prepared for, one point is given. If a respondent answers that his or her involvement in preparation of the assignment is an assistant work, half point is given. It is also assumed that most of the PST members who were involved in the preparation of the assignments attended the intensive training program of WU 4.

Table 7: Number of WU 4 participants involved in preparation of WU 2 assignments

Unit: Points

	SL	QN	QN+SF	LD	LD+SF	LA	Total of 4 provinces and SF	Avg per person
WU2-1	1.5	1.0	2.0	3.0	4.5	1.0	9.0	0.36
WU2-2	0.5	0.5	1.5	3.0	4.0	2.0	8.0	0.32
WU2-3	3.0	1.5	2.0	3.5	4.5	1.5	11.0	0.44
WU2-4	3.0	1.5	2.0	3.5	4.5	1.0	10.5	0.42
WU2-5	1.5	1.5	2.5	3.5	4.5	1.0	9.5	0.38
WU2-6	1.5	0.0	1.5	3.0	3.0	0.0	6.0	0.24
WU2-7	0.5	0.0	1.5	2.5	3.5	1.5	7.0	0.28
WU2-8-1	2.5	0.0	1.0	3.0	4.5	2.0	10.0	0.40
WU2-8-2	0.5	0.0	1.5	2.5	3.5	2.0	7.5	0.30
WU2-9	1.5	1.0	2.5	3.0	4.0	1.0	9.0	0.36
WU2-10:	0.5	0.5	2.0	2.0	2.5	0.0	5.0	0.20
WU2-11:	0.5	0.5	1.0	3.0	4.0	1.5	7.0	0.28
WU2-12:	2.0	1.0	2.5	4.5	5.5	1.5	11.5	0.46
Total	19.0	9.0	23.5	40.0	52.5	16.0	111	4.44

Note:

1) If a respondent answers that the assignment is the major assignment he/she prepared for, one point is given.

¹⁴ Two provinces did not submit this assignment.

¹⁵ Responses to Question 3 of Questionnaire 1 may not necessarily represent the extent of the efforts placed by PST of the participating provinces in their preparation of assignments. However, the responses imply the comparative weights distributed among different assignments.

If a respondent answers that his or her involvement in preparation of the assignment is an assistant work, half point is given. If a respondent answers that he or she was not involved in the preparation, no point is given.

2) In case of Quang Nam and Lam Dong, PST members received supports from the local sub-contractor. For these two provinces, two cases are shown: one is points of only PST members from the province and the other is total points of PST members and Sub-FIPI (SF).

As seen in the above table, less number of PST members are involved in preparing WU2-6 and WU2-10. In addition, in some provinces, it is not sure who is playing a major role in preparing these assignments among PST members.

Secondly, even after the intensive training of WU 2, PSTs may not be so much familiar with the institutional arrangements which require the description of roles and responsibilities of the proposed implementing agency and coordination among different agencies in consideration of achieving the project objective. Thirdly, PSTs may not have come up with types of supporting services and incentive mechanisms for participating farmers with cost estimations, which are required for successful implementation of afforestation projects if farmers are to be mobilized. The Project Design Matrix (PDM) and the process of preparing PDM will be the effective tool to identify problems, find counter-measures to the problems, and design the project plan, accordingly. Although the average score relevant to PDM (WU2-12) is 0.58, higher than the average of the total scores, it would be important to review once again the PDM, the problem and objectives analyses and then find out: what is the problem that the proposed project plans to address; who is the target group; what is the causes of the problems; and then, what are the possible counter-measures to solve the problems, which lead to the achievement of the project objective. Fourthly, some of the assignments, WU2-10 for example, are still not clear to PSTs.

5.2.2 Results of the questionnaire survey

This section reports the results of the questionnaire survey in terms of the level of understanding of the participants (capacity building) (Section 5.2.2.1) and the level of satisfaction of the participants in attending the workshop and effectiveness of the instruction by the local sub-contractor as TOT (Section 5.2.2.2).

5.2.2.1 Level of understanding of participants (capacity building)

(1) Questionnaire 1

The first M & E questionnaire was distributed at the end of the first day of the intensive training program. As for the role that participants are expected to play in preparation of the F/S report, most of the participants identified their role in the preparation of the feasibility study report before attending WU 4 although some of them responded vaguely. For example, some answered that they are supposed to do what the leader will assign to them while others replied that they will work with others. As for the specific

questions and concerns that participants would like to clarify and solve in conducting the feasibility study, the following table (Table 8) summarizes their responses:

Table 8: Specific questions and concerns that participants would like to clarify and solve

Area	Questions (Q1.2)
Financial/Economic analysis	<ol style="list-style-type: none"> 1) Financial analysis shows that the project is profitable however, economic analysis indicates that the project will get loss. What is the level of loss (percentage) will the project be feasible/infeasible? 2) Fin & Eco analysis 3) How to identify shadow price, land price and other items for the shake of economic analysis of the project? 4) How to identify the value of environment, land and the value of declining natural calamity thanks to forest plantation. 5) Is this a must to do economic analysis for afforestation project? If yes, how and where can we obtain the conversion factor?
Loan	<ol style="list-style-type: none"> 1) How to formulate an appropriate credit scheme for participating farmers into the forest plantation project? 2) Setting up an appropriate loan program 3) It is very difficult to get loan from financial institutions as the forest plantation project cycles last quite long (8 years) --> How to get credit from a bank? 4) Analysis of repayment plan.
Market	<ol style="list-style-type: none"> 1) Market research and market accession is very difficult as the project is to be implemented at the communal level. 2) The prices of target products may be lower at when forest comes to harvest period, what should we do?
Cost estimate	<ol style="list-style-type: none"> 2) Lam Dong forest is in high risk of being fire in the dry season so is there any good way to prepare physical contingency for this risk?
FS Structure	<ol style="list-style-type: none"> 1) Project background plays a very important role in a F/S report however, national context and provincial context function as a overall direction for the proposed project so it should not be too long and account for too large proportion of the report. 2) Item 1.2.1 and 1.2.2 of the F/S structure sometimes be the same. 3) F/S structure and sub items in the F/S 4) How to write contents included in the F/S 5) The proposed F/S report model seems too long and some parts of the report is repeated and the national context may not necessary to refer in the local level project. Is it possible to omit or in-cooperate such parts?
PDM	<ol style="list-style-type: none"> 1) The PDM of Long An has not been fully completed though lots of discussion and revision has been made. PMU and JST please help us to work this problem out so that we could start writing the report. 2) We do hope to have the PDM completed to start writing the F/S report.

Area	Questions (Q1.2)
Farmers	Currently very few investors wish to invest into production forest. The farmers themselves want to but can not afford to invest into the production forest plantation. What can be done to work this out?
Others	Is it necessary to divide forest plantation area by year according to the operation cycle or not?

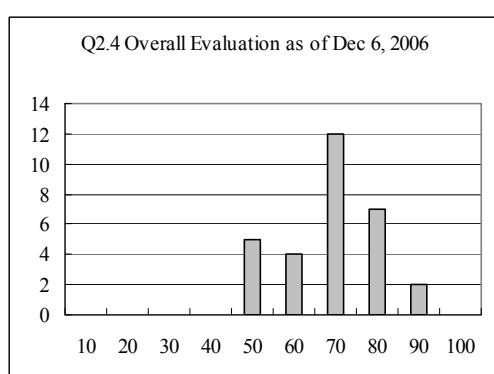
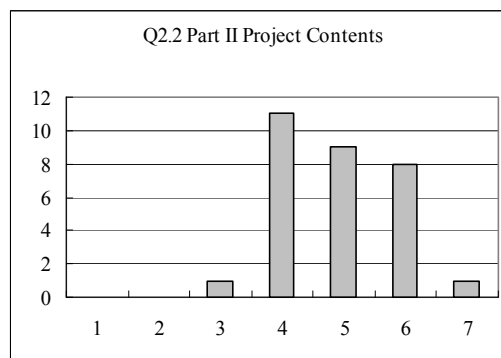
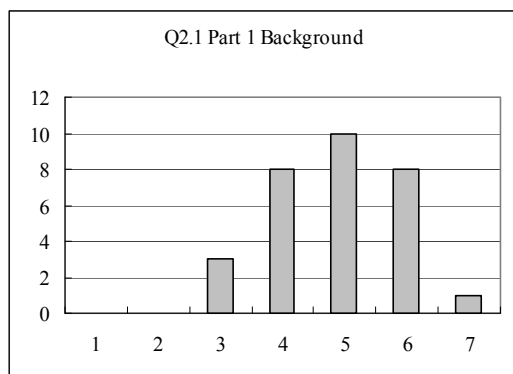
As seen in the above table, a lot of questions and concerns are related to economic and financial analyses. Other than economic and financial analyses, questions were also raised for the F/S structure, market issues, PDM and so on. These points have been noted during the intensive training program, and explanation and additional handouts were provided to major issues. For instance, a technical note was prepared to explain the conversion from financial to economic prices. Review sessions were offered after the day's course work to explain areas to improve in the PDM. Revised counter-versions of PDM were presented to PSTs who had submitted their revised PDM. However, it is deemed necessary to extend further supports to PST members so that they can clarify these questions through the on-the-job training programs in their respective provinces during Step 3 of WU 4.

As for the open-ended question about any suggestions and comments, several respondents refer to the necessity of balancing contents of the F/S report by reflecting the size of the project, etc.

(2) Questionnaire 2

The second M & E questionnaire (Questionnaire 2) was distributed at the end of the fourth day of the program. In accordance with the course curriculum, the first two questions of Questionnaire 2 asks the participants to rate their level of skills and knowledge to write Part I and Part II of the feasibility report on a scale from Low Level (1) (Need assistance from someone else in order to carry out required tasks) to High Level (7) (Very good understanding so as to teach required tasks to others) with Medium Level being (4) (Good understanding so as to carry out required tasks without assistance of others). Part I of the F/S report covers the background (Q2.1) while Part II does the project contents (Q2.2). By the end of the fourth day, participants prepared assignments relating to these two parts of the F/S report. The questionnaires were filled out anonymously. The following are the responses of the questions together with their overall rating of WU 4 (Q2.4) as of December 6, 2006.

Table 9: Results questionnaire survey (Q2)



	Q2.1	Q2.2	Q2.4
Statistics			
Average	4.9	4.9	69.0
Median	5	5	70
SD	1.0	0.9	11.4
Max	7	7	90
Min	3	3	50
Correlation coefficient			
Q2.1	1.00	0.88	0.76
Q2.2		1.00	0.80
Q2.4			1.00

As for the self-evaluation of skills and knowledge level to write relevant part of the F/S report, the average and median of the ratings by respondents are about 5 with the standard deviation of 1.0. The minimum rating is 3. In terms of the overall evaluation of WU 4 as of the fourth day of the program, the average and median ratings are about 70 with the standard deviation of 11. From the correlation coefficient among Q2.1, Q2.2 and Q2.4, respondents who rated low for Q2.1 tend to rate low as well for Q2.2 and respondents who rated low for Q2.1 and Q2.2 tend to rate low for Q2.4. For the open-ended question (Q2.5) about comments and suggestions for the rest of WU 4, a number of respondents commented that they had been overloaded or they had been under the time pressure.

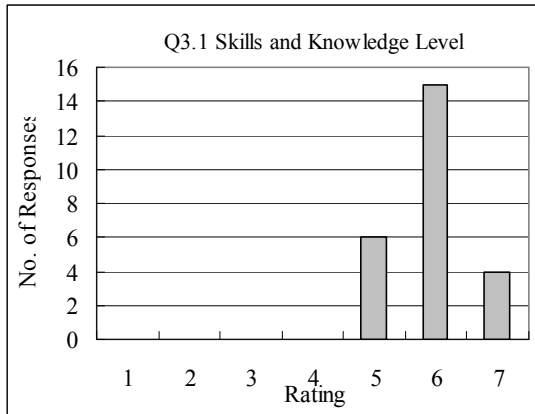
As for the question about appropriateness of the F/S structure (Q2.3), a number of comments are related to the streamlining issues of the report such as overlapped parts of the report, irrelevant parts to their proposed project, etc.

(3) Self evaluation of respondents

On the last day of the intensive training program (December 9, 2006), participants were asked

to evaluate if the present level of their knowledge and skills high or low compared with the level of the knowledge and skills they had before on a scale from 1 (lower) to 7 (higher) with 4 being “About the same” (Q3.1). Twenty-five (25) participants responded to the questionnaire. The average rating of the respondent was 5.9 with a standard deviation of 0.6. The rating ranges from 5.0 to 7.0.

Table 10: Self-evaluation of knowledge and skill level (Q3.1)

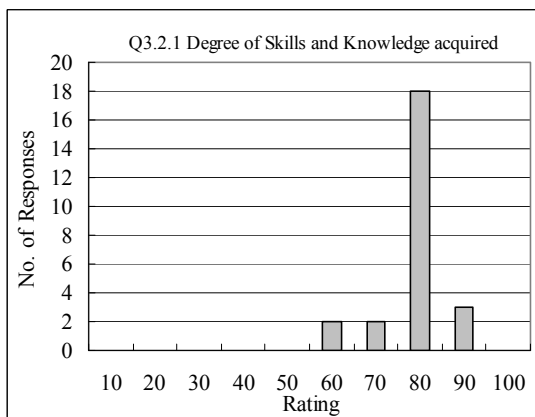


No. of Respondents: 25
 Average: 5.9
 Median: 6.0
 SD: 0.6
 Max: 7.0
 Min: 5.0

The self-evaluation of the participants tells their favorable response to evaluate their progress in their capacity building.

Participants were further asked to examine how much of the knowledge and skills transferred through this intensive training program they have acquired on a scale of 0 being nothing acquired to 100 being fully acquired (Q3.2.1).

Table 11: Self-claimed level of knowledge and skilled acquired (Q3.2.1)



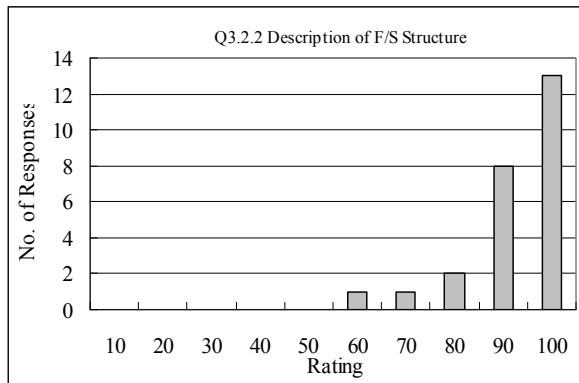
No. of Respondents: 25
 Average: 78.8
 Median: 80
 SD: 7.1
 Max: 90
 Min: 60

In accordance with the self-evaluation of the participants, participants considered that about 80 percent of what had been transferred to them had been acquired. As the self-evaluation ranges from 60 to 100, the variability among the participants, although

it is not big, and those who rated their level with lower scores should be noted.

In relation to the knowledge and skills, participants were asked to describe the main part of the F/S structure introduced during the intensive training program. The following show the results of the responses.

Table 12: Description of F/S structure (Question 3.2.2)

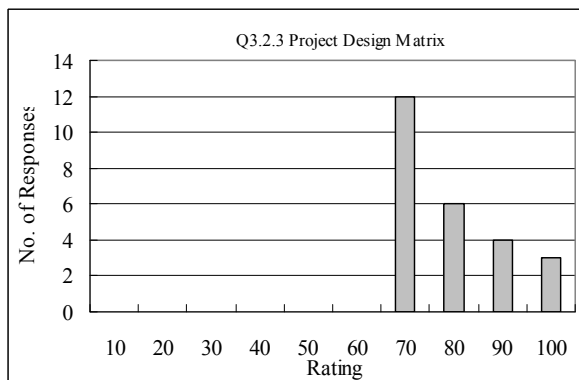


No. of Respondents: 25
 Average: 88.9
 Median: 93
 SD: 10.2
 Max: 100
 Min: 59.5

The average score of the respondents was 89 with a standard deviation of 10. The rating ranges from 60 to 100. Respondents seem to gain a good knowledge about the proposed F/S structure.

Participants were asked to describe the important criteria for evaluating the PDM (Logical framework) as they were an evaluator of the project proposal. A minimum score of 70 was given as far as they refer to different elements of the PDM, imply the relation between the problem and the objective described in the PDM, or importance of setting an achievable objective. The average score of the respondents was 78 with a standard deviation of 11. The rating ranges from 70 to 100. Based on the answers, it is found that not many respondents are able to point out the vertical logical relationship among different elements in the PDM such as activities, outputs, objective, and overall goal.

Table 13: Criteria of evaluating PDM (Question 3.2.3)



No. of Respondents: 25
 Average: 78.8
 Median: 75
 SD: 10.6
 Max: 100
 Min: 70

5.2.2.2 Evaluation of the intensive training program of WU 4

(1) Level of satisfaction of the participants in attending the workshop and the effectiveness of the instruction by the local sub-contractor as TOT

On the final day of the intensive training program of WU 4, participants were requested to evaluate the intensive training program in a number of aspects: (Q3.3) relation between the contents of the training program and their current works; (Q3.4) practical aspect of the F/S structure introduced during the program; (Q3.5) helpfulness of the methodologies adopted during the program; (Q3.6) helpfulness of handouts and exercises for technology transfer; (Q3.7) conciseness and clearness of lecture and presentation of instructors; (Q3.8) integration of lecture and presentation with discussions and materials in training sessions; (Q3.9) helpfulness of assistants from the local sub-contractor; (Q3.10) helpfulness of experience-sharing with PST from other PPs; (Q3.11) amount or volume of the contents or works during the intensive training program; (Q3.12) duration of the training program. For Q3.3, participants are asked to rate the training on a scale from 1 (Very weak) to 7 (Very strong) with 4 being (Neither). As for Q3.4, participants are asked to rate the program on a scale from 1 (Not practical) to 7 (Very practical) with 4 being (somewhat practical). From Q3.5 to Q3.10, participants are requested to rate it on a scale from 1 (Strongly disagree) to 7 (Strongly agree) with 4 being (Neither). For Q3.11, participants are asked to rate it on a scale from 1 (Too little) to 7 (Too much) with 4 being (Average). For Q3.12, participants are asked to rate it on a scale from 1 (Too short) to 7 (Too long) with 4 being (Average). Questions 3.7 and 3.8 have been specifically prepared based on the M & E results of the introduction workshop. From the comments and suggestions from respondents during the introduction workshop, the concise presentation and integration of the presentation with other tools such as discussions and reports were identified as the two of the major areas for improvement on the side of the workshop organizers. The following Table 14 compares the average of each of the questions with standard deviations and minimum scores, with the averages of the corresponding questions of the previous WUs.

Table 14: Ratings of respondents about the intensive training of WU 4

No	Aspects	Rating scale from 1 to 7	WU4 Avg	SD	Min	WU3 Avg	WU2 Avg	WU1 Avg
Q3.3	Relation between the contents of the training and their current works	1 (Very weak) to 7 (Very strong)	5.9	0.8	4.0	6.2	6.0	5.7
Q3.4	Practical aspect of the F/S structure	1 (Not practical) to 7 (Very practical)	5.7	0.9	4.0			
Q3.5	Helpfulness of methodologies for the preparation of the project	1 (Strongly disagree) to 7 (Strongly agree)	6.0	0.8	4.0	6.4	6.1	6.3
Q3.6	Helpfulness of handouts and exercises for technology transfer		6.1	0.6	5.0	6.3	6.1	6.1
Q3.7	Conciseness and clearness of presentation of instructors		6.0	0.7	4.0	6.7	5.7	5.7
Q3.8	Integration of presentation with discussions and materials in training sessions		6.2	0.6	5.0	6.5	6.0	6.0
Q3.9	Helpfulness of assistants from FIPI		5.8	0.9	4.0	6.4		
Q3.10	Helpfulness of experience sharing with PST from other PPs		6.5	0.6	5.0	6.4	6.0	6.3
Q3.11	Volume of the works	1 (Too little) to 7 (Too much)	6.2	1.1	3.0	5.0		6.0
Q3.12	Duration of the program	1 (Too short) to 7 (Too long)	5.8	1.2	3.0	3.9	4.1	3.5

Note:

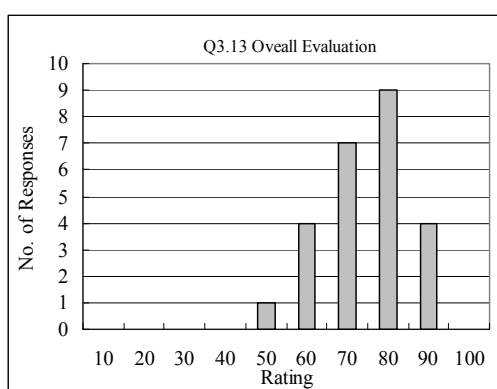
- 1) The total number of respondents was 25.
- 2) The phrasing of questions used for the previous questionnaires of WU 1-3 was not exactly same as that used for WU 4 questionnaire but can be comparable to corresponding questions. In addition, the rating scale of WU 1 was adjusted to 1-7 scale from 1-5 scale in order to compare with the results of the survey during WUs 2-4.

As seen in the above table, the average ratings for Q3 to Q10 center around 6.0. The ratings in these aspects show favorable responses of the respondents to the intensive training program of WU 4. Comparison with the results of WU 1 and 2 indicates some marginal improvement of

WU 4 over WU 1 and WU 2 but lower scores if compared with WU 3 in which an instructor was invited from Vietnam Forestry University. As seen from the table, many respondents strongly agree that the experience-sharing with PST members from other PPs (Q3.10) is helpful. This may be because of the ways in which the training program is organized. The training program was carried out through repeating a cycle of the lecture, exercises of assignments, and presentation of the results in front of PSTs from other PPs. Respondents also gave higher ratings for integration of presentation with discussions and materials in training sessions (Q3.8). In terms of the volume of works in the intensive training program in WU 4 (Q3.11), many of the respondents answered with “Too much (7).” As for the duration, although many responded with “Too long (7),” some answered with “Average (4)” or “Somewhat short (3).” For those who attend their daily works in their home offices especially at the end of the fiscal year, being away for a period of eight days or twelve days if they attended both WU 3 and 4, seems to be too long. On the other hand, for those who have to digest all the contents in a limited period of time, the duration seems to be somewhat short.

In question Q3.13, participants were asked to provide their overall ratings of the workshop on a scale from 0 to 100. The following Table 15 shows the overall ratings given by the respondents. It is compared with the ratings given by the participants in the past intensive training programs (WU 1-3) (table on the right).

Table 15: Overall ratings (Q3.13) given by respondents about the intensive training program of WU 4 (Left) and comparison with those of WU 1 - 3 (Right)



Statistics	WU 4	WU 3	WU 2	WU 1
No. of Respondents	25	23	29	25
Average	74.4	78.3	69.7	72.4
Median	80	80	70	70
SD	10.6	13.1	11.4	8.6
Max	90	100	90	80
Min	50	50	50	50

The average of the overall ratings of WU 4 was 74, slightly higher than that of WU 1 (72) and WU 2 (69) but lower the result of WU 3. The median is 80 and the ratings range from 50 to 90. It is considered that the intensive training program of WU 4 improved over those of WU 1 and 2.

The open-ended question (Q3.14) at the end of Questionnaire 3 revealed a number of positive comments as well as areas for improvement in terms of time allocation, contents and work loads of the workshop. The following table summarizes comments received from respondents.

Table 16: Overall comments (Q3.14)

Area	Comments
Area for improvement	
Time allocation	<ul style="list-style-type: none"> - Time allocation is too short to deal with such a huge work load - Time should be given to study and review thoroughly the input information (taught knowledge) before applying them into doing exercise. In order to get better result of the assignments (reports) analysis should be conducted in the province (not immediately after class hour) - Time allocation for completing assignments (exercises) is too short that participants had to work too hard (overtime).
Schedule	<ul style="list-style-type: none"> - WU3 and WU4 happen continuously make participants tired. - Period of the 2 training courses is too long! - 2 training courses should not be incorporated into 1 time. - Duration is quite short.
Work load	<ul style="list-style-type: none"> - Training program is too overloaded for learners. - The training course have been giving participants enough essential inputs to prepare a F/S report, however, inputs are too many in a limited time. - Time pressure and too much work load for learners
Contents	<ul style="list-style-type: none"> - Some parts of the training contents are repeated during the class but not yet research very deeply. In my opinion, contents should be arranged in a logic order and each content should be dealt once only but carefully and effectively to save time and reduce cost. - Some exercises are overlapped - More supplement information and broader analysis should be given.
Good points	
Methodologies	<ul style="list-style-type: none"> - The training course helps participants know how to apply theoretical inputs into preparing a F/S report. Practice exercises provided during class time help us know how to do exercise right after lecturing session. - Two way interaction learning approach is very interesting and useful. - Participants can carry out the financial and economic analysis by taking part into the course. - Completing a draft version of a F/S report and understand deeply a frame structure of a project. - Reference materials support well for the lectures (presentation of lecturers) - Teaching approach of lecturing in combination with case study is very useful
Organization	Organization of the class, good preparation of the handouts and reference materials.
Lecture	Very good lecturers from FIPI (local sub-contractor) and useful support from Sub FIPI members.
Logistic arrangements	- Logistics arrangement is good (learning facilities and accommodation)

In terms of areas for improvement, the work load under the time pressure and duration of the training program seem to be two of the most important aspects. It was learned that participants found it difficult to attend the program especially because of the end

of the fiscal year. Another comment is about the repetition of the contents. Participants would like to conduct an in-depth or broader analysis for specific topics without repeating same. Good points for the program are practical approach by integrating theoretical inputs with practical exercises. Good logistic arrangement is what many participants pointed out.

6. Points to feedback based on the M & E

Based on the evaluation of the M & E of the intensive training program of WU 4 and the WU 2 assignments, the following points are to feedback for improvement of the training plan. Some of these points were already addressed during the intensive training program.

6.1 Level of understanding (capacity building)

Based on the evaluation of WU 2 assignments, it is evaluated that the capacity building of PST members in PPs has progressed.

Although the time allocated for the training is not sufficient, a good level of the capacity building has been achieved during the intensive training program of WU 4. This is based on the fact that the average scores of the question (Q3.2.2) about the F/S structure in Questionnaire 3 was around 90 and the self-evaluation of participants indicated that, on average, they had acquired about 80% of what had been transferred.

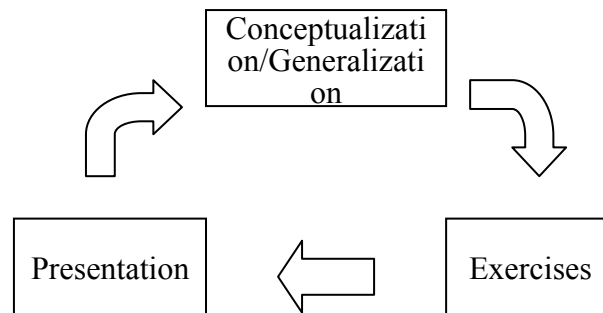
It is deemed important to put more efforts to improve PDM and the logic behind the PDM so that the project objective is more clearly shared among stakeholders and more concrete measures are designed to achieve the project objective.

As PST assigns different roles to each of the members, it would be more effective to target at a limited number of PST members in charge of such specific fields when transferring the knowledge and skills in particular areas.

6.2 Intensive training program of WU 4

(1) Answers to the questionnaires show some favorable responses to the intensive training program of WU 4. This is partly because the training was organized through repeating a cycle of lectures, exercises and presentations. After the presentation, discussion was held among participants, lectures, and assistants. This can be conceptualized as in the following figure (Figure 2).

Figure 2 Cycle of conceptualization/generalization, exercises, and presentations



At every steps of this cycle, participants come to identify problems and solutions relating to the subjects, which helped them further deepen their understandings. Because this cycle is introduced during the relatively short training period and repeated over five times, participants were able to promptly apply what they learned to the practice. It is also pointed out that during the intensive training program of WU 4, the experience-sharing among PST members is particularly enhanced.

However, there are some respondents who rated the training at a lower level. Reasons seem to include overlapped contents, insufficient information for analysis, narrow analysis, workload, duration, and timing of the program. Efforts will be required to meet needs of these respondents.

(2) Because the period of the intensive training program is rather short compared with the contents and volume of works and also PST members find it difficult to be away for a longer period of time, it would be important to select important and indispensable items for the technical transfer during the intensive training program, and make in-dept analysis for such items during the period.

Based on the comments from respondents of WU 4 and past WUs, it needs to focus on selected topics during the intensive training program by integrating theoretical issues with exercises, and send a clear message toward the end of each work session. There are a number of aspects that can be pointed out in this respect.

- Selection of focal points (avoid fragmentation of contents)
- Establishment of the logical relation between topics and contents
- More concrete and practical contents of handouts
- Clear and specific instruction
- More exercise to illustrate important points
- Deepen the issues through discussion

- Brief and conclude main issues discussed
- Relatively good time allocation for discussions and exercises.
- Consolidation of facilitation skills of lecturers and assistant lecturers for intensive training programs.

(3) Implementation of the feasibility study

Aside from the intensive training program, the following points continue to be important for the implementation of the feasibility study,

- Further attention should be paid to importance of coordination among PST members and the role of the leader in the PST.
- The field survey needs to be flexible in consideration of the natural and socio-economic conditions in the project area.
- Requirements of the study need to be clear and to obtain a consensus among related stakeholders (such as DOF and JST) at the beginning of each study period. Study requirements also need to reflect the local conditions.

Annex (Attachment) 1: Schedule of the intensive training program of WU 4 (TIME SCHEDULE (From 02-12 to 09-12 / 2006) in Thai Nguyen)

Annex (Attachment) 2: Questionnaires used during the intensive training program of WU 4 (Questionnaire 3 on December 9, 2006)

Annex (Attachment) 3: Summary of responses from respondents of Questionnaire 3 of the intensive training program of WU 4

Annex 3.1: Summary of responses

Annex 3.2: Response from respondents (Question 2.2)

Annex 3.3: Response from respondents (Question 2.3)

Annex 3.4: Response from respondents (Question 14)

**Annex 1 : TIME SCHEDULE (From 02-12 to 09-12 / 2006)
in Thai Nguyen**

Day	Training contents	Key person	Assistant
Day 5 (Saturday 02/12)	Summing up exercises practiced in 3 units: WU1, WU2, WU3 Concepts relating to the feasibility project Main structure of the feasibility project Linking the practiced exercises to the feasibility reports WU4-1: Groups present exercises practiced with the FS.	Khánh	Giang, Việt, Trần Hùng
Day 6 (Sunday 03/12)	Holiday		
Day 7 (Monday 04/12)	Presentation of Part I of the Feasibility Report Trainees prepare and present WU4-2: Natural conditions of the PA	Giang	Giang, Việt, Trần Hùng
Day 8 (Tuesday 05/12)	Trainees prepare and present WU4-3: Socio-economic conditions of the PA Presentation of Part II of the Feasibility Report	Khánh Bảy	Giang, Việt, Trần Hùng
Day 9 (Wednesday 06/12)	Trainees prepare and present WU4-4: Project activities as planting, logging and marketing Trainees prepare and present WU4-5: Other Project activities	Khánh	Giang, Việt, Trần Hùng
Day 10 (Thursday 07/12)	Assessment of environmental impacts in the PA Assessment of social impacts in the PA Presentation of Part III and IV Trainees prepare and present WU4-6: Project effectiveness.	Quỳnh Quỳnh Bảy Khánh	Giang, Việt, Trần Hùng
Day 11 (Friday 08/12)	Groups prepare WU4-7: All contents of the project Using POWER POINT for reporting		Giang, Việt, Trần Hùng
Day 12 (Saturday 09/12)	Groups present briefly the project contents Remark on WU3, WU4 Comments and review the training course	Khánh	Giang, Việt, Trần Hùng

2.3 What is the important criterion for evaluating the PDM (logical framework)?

()

3. How do you find the relationship between the contents of this intensive training program and your current work? Is the relation strong or weak?

Very weak		Somewhat weak	Neither		Somewhat strong	Very strong
1	2	3	4	5	6	7

4. After completing WU 4 assignments, how do you think of the proposed structure of the F/S report introduced during the intensive training program? Is the structure practical enough to describe the reason behind the implementation of your project, the project content, and justification of the project?

Not practical			Somewhat practical			Very practical
1	2	3	4	5	6	7

5. Methodologies adopted during the intensive training program (first linking the practiced exercises to the feasibility reports and then, describing the contents in accordance with the proposed F/S structure) will help you prepare the project in your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

6. Handouts and exercises provided during the intensive training program will help you transfer to other colleagues in your province what you learned after you go back to your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

7. Lecture/presentation of the instructors was concise and clear.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

8. The instructors organized the sessions by integrating the lecture/presentation with discussions, Q & A, handouts, and exercises.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

9. Assistants from Forestry Inventory and Planning Institute (FIPI) were helpful.

Strongly disagree		Rather disagree		Neither		Rather agree		Strongly agree
1	2	3	4	5	6	7		

10. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

Strongly disagree		Rather disagree		Neither		Rather agree		Strongly agree
1	2	3	4	5	6	7		

11. How do you think of the amount or volume of the contents or works during the eight-day intensive training program?

Too little		Somewhat little		Average		Somewhat volumino us		Too much
1	2	3	4	5	6	7		

12. How do you think of the duration of the eight-day intensive training program?

Too short		Somewhat short		Average		Somewhat long		Too long
1	2	3	4	5	6	7		

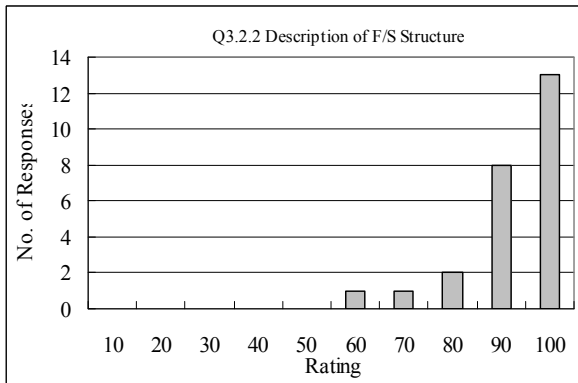
13. Overall rating of the eight-day long intensive training program on a scale from 0 (Poor) to 100 (Excellent) with 50 being satisfactory.

Poor		Weak		Satisfactory		Good		Excellent		
0	10	20	30	40	50	60	70	80	90	100

14. Comments and suggestions about the intensive training program of WU 4 (such as strength and weakness of the program, accommodation and facilities, etc.)

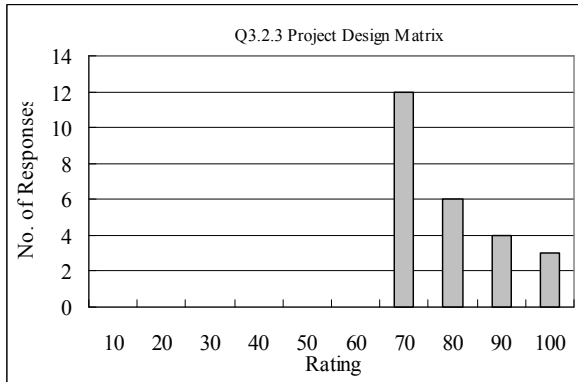
Thank you for your cooperation.

2.2 Please describe the main part of the F/S structure introduced during the intensive training program in the following table.



No. of responses: 25
 Average: 88.9
 Median: 93.0
 SD: 10.2

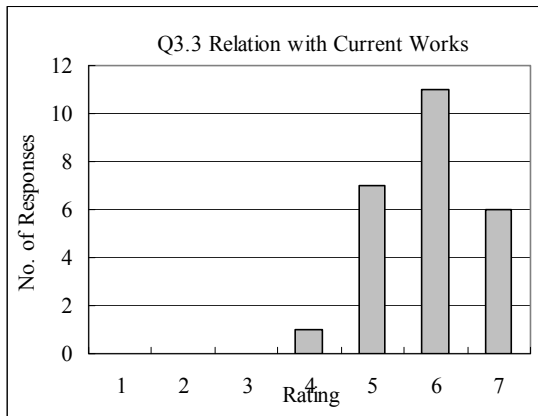
2.3 What is the important criterion for evaluating the PDM (logical framework)?



No. of responses: 25
 Average: 78.8
 Median: 75.0
 SD: 10.6

3. How do you find the relationship between the contents of this intensive training program and your current work? Is the relation strong or weak?

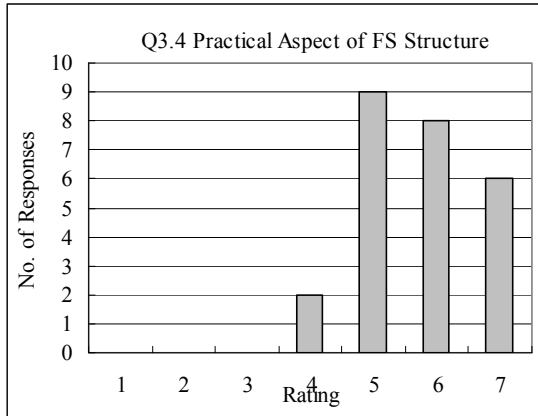
Very weak		Somewhat weak		Neither		Somewhat strong		Very strong
1	2	3	4	5	6	7		



No. of responses: 25
 Average: 5.9
 Median: 6.0
 SD: 0.8

4. After completing WU 4 assignments, how do you think of the proposed structure of the F/S report introduced during the intensive training program? Is the structure practical enough to describe the reason behind the implementation of your project, the project content, and justification of the project?

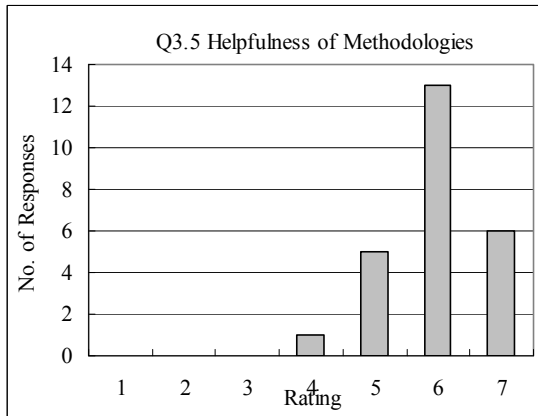
Not practical 1 2 3 4 5 6 7 Somewhat practical Very practical



No. of responses: 25
 Average: 5.7
 Median: 6.0
 SD: 0.9

5. Methodologies adopted during the intensive training program (first linking the practiced exercises to the feasibility reports and then, describing the contents in accordance with the proposed F/S structure) will help you prepare the project in your province.

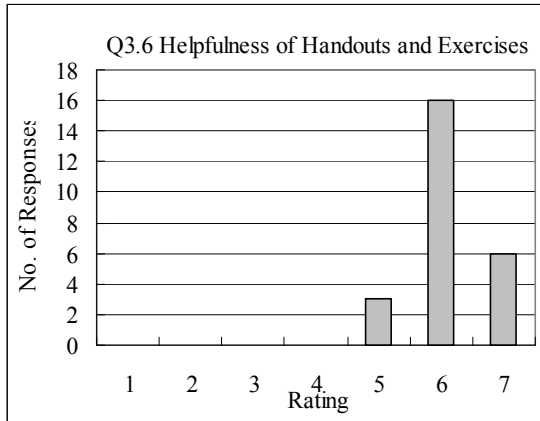
Strongly disagree 1 2 3 4 5 6 7 Rather disagree Neither Rather agree Strongly agree



No. of responses: 25
 Average: 6.0
 Median: 6.0
 SD: 0.8

6. Handouts and exercises provided during the intensive training program will help you transfer to other colleagues in your province what you learned after you go back to your province.

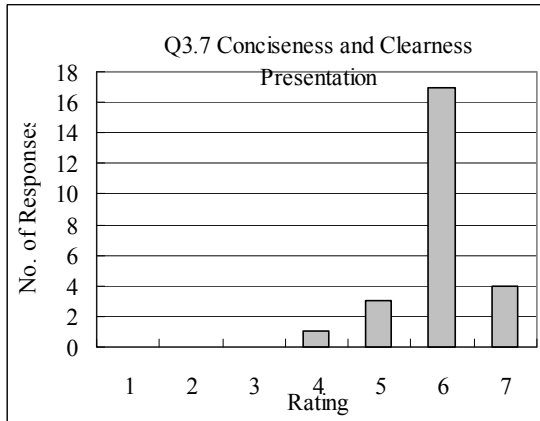
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 6.1
 Median: 6.0
 SD: 0.6

7. Lecture/presentation of the instructors was concise and clear.

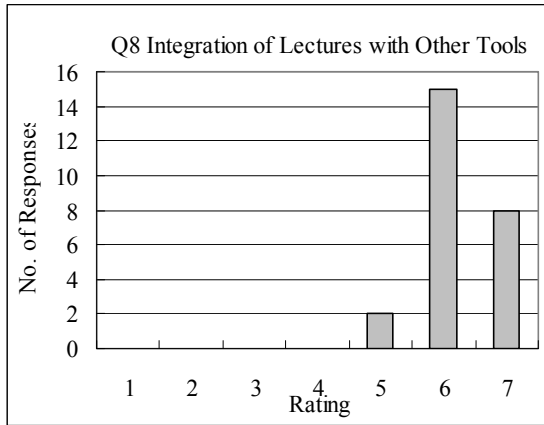
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 6.0
 Median: 6.0
 SD: 0.7

8. The instructors organized the sessions by integrating the lecture/presentation with discussions, Q & A, handouts, and exercises.

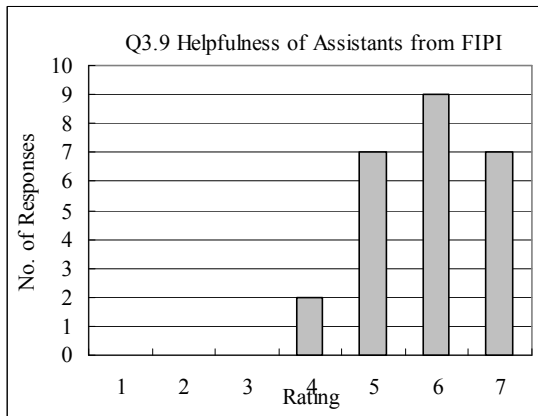
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 6.2
 Median: 6.0
 SD: 0.6

9. Assistants from Forestry Inventory and Planning Institute (FIPI) were helpful.

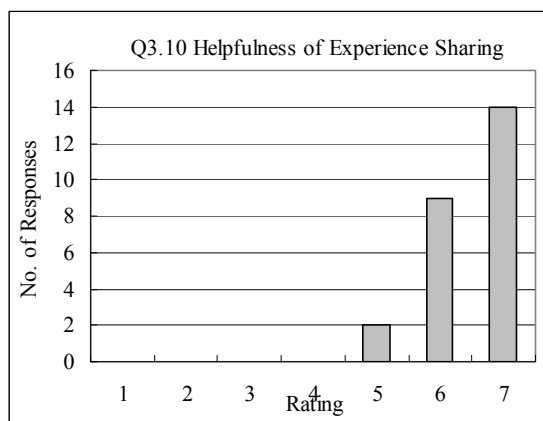
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 5.8
 Median: 6.0
 SD: 0.9

10. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

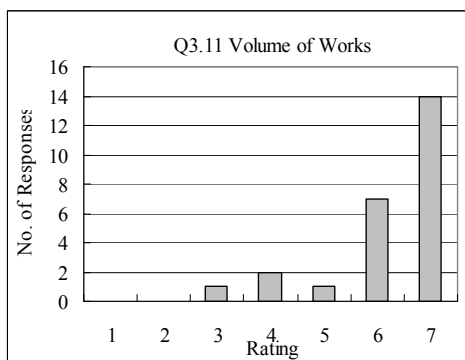
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 6.5
 Median: 7.0
 SD: 0.6

11. How do you think of the amount or volume of the contents or works during the eight-day intensive training program?

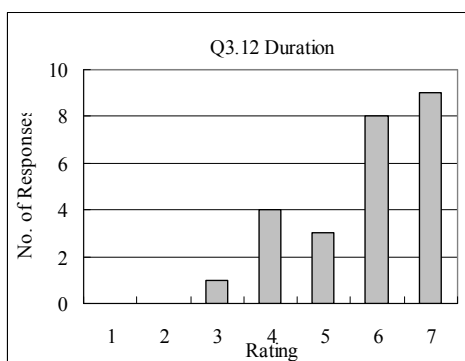
Too little Somewhat little Average Somewhat voluminous Too much
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 6.2
 Median: 7.0
 SD: 1.1

12. How do you think of the duration of the eight-day intensive training program?

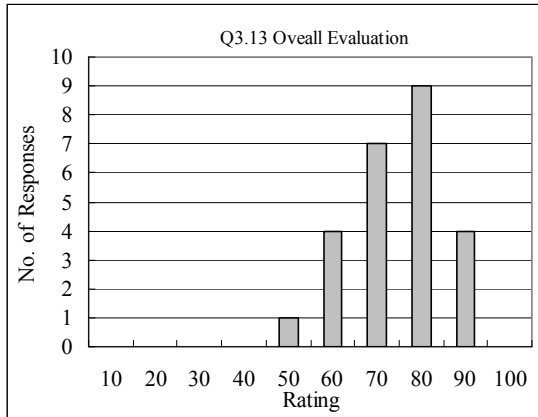
Too short Somewhat short Average Somewhat long Too long
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 5.8
 Median: 6.0
 SD: 1.2

13. Overall rating of the eight-day long intensive training program on a scale from 0 (Poor) to 100 (Excellent) with 50 being satisfactory.

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



No. of responses: 25
 Average: 74.4
 Median: 80.0
 SD: 10.6

14. Comments and suggestions about the intensive training program of WU 4 (such as strength and weakness of the program, accommodation and facilities, etc.)

Thank you for your cooperation.

Annex 3.2: Summary of responses from respondents

Question 2.2 Description of the main part of the F/S Structure

Code	Part	Part title	Main contents	Score
(1)	Part I	Project Background	- General context - Natural and social- economic conditions - land use situation and forest resources - Market	
	Part II	Project contents	- Necessity of the project - Viewpoints in designing the project - project - Implementation arrangement of the project - Monitoring & Evaluation	
	Part III	Project Justification	- Financial analysis - Economic analysis - Assessment of environment and social impacts of the project - Project risks	
	Part IV	Conclusion and recommendations	- Conclusion - Recommendations	
	Total Score			
(2)	Part I	Project Background	Context and current natural and social-economic conditions of the proposed project area.	
	Part II	Project contents	Operation components and Implementation plan	
	Part III	Project efficiency	Social- economic and environment efficiency	
	Part IV	Conclusion and recommendations	Reviewing the process of project preparation and confirm the feasibility of the project and giving suggestions/recommendations.	
	Total Score			

Code	Part	Part title	Main contents	Score
(3)	Part I	Introduction- Project Background	- Context (introduction) - Basis natural ad social- economic conditions - Objectives and market	
	Part II	Project Contents	- Reasons to implement the proposed project - Implementation objectives - Activities to be implemented	
	Part III	Project justification and analysis	Assessment on: - Economy, environment and society - Implementation arrangement and efficiency of the project	
	Part IV	Conclusion and recommendations	- Summarizing expected project results - Proposing issues to be done	
	Total Score			
(4)	Part I	Project Background	- Project context, relevant legal framework - Natural and social- economic conditions - Potential market and lessons learnt from previous projects	
	Part II	Project design	- Necessity of the project - Project objectives - Project activities - Potential market, Project cost, financial plan, project management and implementation plan, Labor demand, solutions, evaluation.	
	Part III	Project efficiency	Economic, environmental and social efficiency. Project risks and solutions to cope with the potential risks.	
	Part IV	Conclusion and recommendations	Summarizes main points and propose concrete relevant issues to be solved.	
	Total Score			

Code	Part	Part title	Main contents	Score
(5)	Part I	Project Background	<ul style="list-style-type: none"> - Contexts - Current use of forest resources - Forest resources and potential land for production forest development. - Potential market of forest products and forest products consumption. 	
	Part II	Project contents	<ul style="list-style-type: none"> - Suitability and necessity of the project - Important issues in designing the project - Project objectives and project component. - Organization and implementation arrangement of the project. - Summary of the M&E of the project and project sustainability 	
	Part III	Project justification	<ul style="list-style-type: none"> - Financial analysis - Economic analysis - Environment impact assessment - Project risks 	
	Part IV	Conclusions and recommendation	<ul style="list-style-type: none"> - Conclusion - recommendations and suggestions for further activities. 	
	Total Score			
(6)	Part I	Project background	<ul style="list-style-type: none"> - Introduction: context and legal framework - Natural and social- economic conditions: current land use situation, potential forest product market, lesson learnt from other projects; advantages and disadvantages. 	
	Part II	Project contents	<ul style="list-style-type: none"> - Project rationale - Objectives - Project activities; Components, Implementation, market, cost, financial plan, implementation organization, labour demand, monitoring and evaluation and sustainability of the project 	

Code	Part	Part title	Main contents	Score
	Part III	Project efficiency	<ul style="list-style-type: none"> - Economic efficiency - Environment impact assessment - Project risks 	
	Part IV	Conclusion and recommendations	N/A	
	Total Score			
(7)	Part I	Project background	<p>Introduction: - Project context; Legal framework Natural and social- economic conditions; Current land use and forest resources Market and forest products consumption, Lessons learnt from other projects.</p>	
	Part II	Project contents	<p>Reasons for proposing the project; Objectives of the project; Project components; Project activities; Market; Project cost; Project implementation; financial plan; implementation management and arrangement; labour demand; monitoring and evaluation</p>	
	Part III	Project efficiency	Economic efficiency and environment and social impact; Project risks.	
	Part IV	Conclusions and recommendation		
	Total Score			
(8)	Part I	Project background	<p>Introduction Natural and social economic conditions - Legal framework</p>	
	Part II	Project contents	Project rationale, Project objectives, project cost, labour demand, monitoring and evaluation plan.	
	Part III	Project efficiency	<ul style="list-style-type: none"> - financial viability - economic viability - environment impact and project risks 	

Code	Part	Part title	Main contents	Score
	Part IV	Conclusion and recommendations	<ul style="list-style-type: none"> - giving indicators and conclusion of the project feasibility. - proposing recommendations. 	
	Total Score			
(9)	Part I	Project background	<ul style="list-style-type: none"> - Project context - legal framework - natural and social economic conditions - Market; Opportunities and challenges 	
	Part II	Project contents	Reasons for developing the project; project objectives; market; project cost; financial plan; labour demand, implementation, management plan, monitoring and evaluation.	
	Part III	Project efficiency	Economic viability Environment impact assessment Social impact assessment Project risks	
	Part IV	Conclusion and recommendations	Summary the expected outputs and desired indicators of the proposed project; mentioning about some factors (NPV, IRR, BCR). Describe briefly good environment, social and economic impacts of the project.	
	Total Score			
(10)	Part I	Project background	<ul style="list-style-type: none"> - Introduction - natural and social economic conditions - legal framework 	
	Part II	Project contents	Reasons for selecting the project; project objectives; project cost; labour demand; M&E	

Code	Part	Part title	Main contents	Score
	Part III	Project efficiency	Economic viability Environment impacts Social impacts Project risk	
	Part IV	Conclusion and recommendations	Mentioning some major criteria and indicators to prove that the project is feasible Giving suggestions	
	Total Score			
(11)	Part I	Project background	<ul style="list-style-type: none"> - Project context - Legal framework - Natural and social economic conditions; Current land use situation (for the purpose of making analysis). 	
	Part II	Project contents	Project objectives, cost, financial plan, labour demand, M&E	
	Part III	Project efficiency	Assessment on Economic viability based on financial and economic analysis. Environment and social impact assessment.	
	Part IV	Conclusion and recommendations	Come to a conclusion whether the project is feasible or not and propose suggestions which make the project successful.	
	Total Score			
(12)	Part I	Project background	<ul style="list-style-type: none"> - Context of project development - natural conditions - Social conditions - Potential market 	
	Part II	Project contents	Reasons to develop the project; Project objectives Project activities Project components Potential market Project cost Labour demand	

Code	Part	Part title	Main contents	Score
	Part III	Project efficiency	Project impacts: Assessment on economic viability Assessment on financial viability Sensitive analysis; Project risks.	
	Part IV	Conclusion and recommendations		
	Total Score			
(13)	Part I	Project background	Introduction: project context, legal framework. natural and social economic conditions (current land use, market, lessons learnt, advantages and difficulties).	
	Part II	Project contents	Reasons to develop the project; project objectives, project activities (components; implementation); potential market; project cost; financial plan, management and implementation of the project. Labour demand, M&E, sustainability assessment.	
	Part III	Project efficiency	<ul style="list-style-type: none"> - Economic viability - Environment impact assessment. - Social impact assessment - Project risks 	
	Part IV	Conclusion and recommendations	<ul style="list-style-type: none"> - conclusion - Recommendations 	
	Total Score			
(14)	Part I	Project background	project context, legal framework. natural and social economic conditions, potential market, lessons learnt from other projects.	
	Part II	Project contents	Project rationale, overall and immediate objectives of the project; project component; project activities; labour demand, financial plan, M&E; project implementation plan.	
	Part III	Project efficiency	Financial and economic analysis Environment and social impact analysis Project risk	

Code	Part	Part title	Main contents	Score
	Part IV	Conclusion and recommendations		
Total Score				
(15)	Part I	Project background	Project context, legal framework. natural and social economic conditions, potential market, lessons learnt from previous projects.	
	Part II	Project contents	overall and immediate objectives of the project; project component; project activities; labour demand, financial plan, M&E; project implementation plan.	
	Part III	Project efficiency	Financial and economic analysis Environment and social impact analysis Project risk and solutions	
	Part IV	Conclusion and recommendations		
	Total Score			
(16)	Part I	Project background	- Introduction about the context and legal framework of the project. - natural and social economic conditions, current land use and market situation; lessons learnt from other projects	
	Part II	Project contents	Reasons for developing the project; project objective; potential market; project cost; financial plan, project activities.	
	Part III	Project efficiency	- Economic viability; - Environment and social impact assessment	
	Part IV	Conclusion and recommendations	Project risk.	
	Total Score			
(17)	Part I	Project background	- general context; - natural and social economic conditions. - Current forest land use - Market and forest products sales	

Code	Part	Part title	Main contents	Score
	Part II	Project contents	<ul style="list-style-type: none"> - Suitability and necessity of the project - Important points in designing the project - Project objectives - Financial and economic analysis - Sustainability of the project 	
	Part III	Project efficiency	Fin & Eco analysis; assessment on environment impacts, social impacts, Project risk.	
	Part IV	Conclusion and recommendations	<ul style="list-style-type: none"> - Further develop advantageous side. - Propose activities to be taken to make the project effective. 	
	Total Score			
(18)	Part I	Project background	Natural and social economic conditions	
	Part II	Project contents	Objectives, scope and beneficiary target of the project; financial investment sources of the project; implementation plan	
	Part III	Project efficiency analysis	<ul style="list-style-type: none"> - Economically - Financially - Environmentally; - Viability level of the project 	
	Part IV	Conclusion and recommendations	Implementation period of the project- Expected outputs. Recommendations to the potential investors and relevant authorities.	
	Total Score			
(19)	Part I	Project background	Introduction (context; legal framework; natural and social- economic conditions of the project area).	
	Part II	Project contents	<ul style="list-style-type: none"> - Project rationale; project objectives, project activities; project components; market, cost; labour demand. 	
	Part III	Project efficiency	Financial- economic analysis and sensitive analysis.	

Code	Part	Part title	Main contents	Score
	Part IV	Conclusion and recommendations		
Total Score				
(20) SF6	Part I	Project background	<ul style="list-style-type: none"> - Context - Current forest resource use; - Forest resources and potential land for production forest; - Natural and social economic conditions 	
	Part II	Project contents	<ul style="list-style-type: none"> - Project objectives, project scope and target beneficiaries. - funding sources, implementation arrangement 	
	Part III	Project site analysis	<ul style="list-style-type: none"> - Economically - Financially - Environmentally (viability level of the project) 	
	Part IV	Conclusion and recommendations	Implementation period of the project- Expected outputs. Recommendations to the potential investors and relevant administrative bodies.	
	Total Score			
(21)	Part I	Project background		
	Part II	Project contents		
	Part III	Project efficiency	Economic efficiency Environmental efficiency Social efficiency	
	Part IV	Conclusion and recommendations		
	Total Score			

Code	Part	Part title	Main contents	Score
(22)	Part I	Project background	<ul style="list-style-type: none"> - Project context - legal framework - Collection of information and assessment on natural and social economic conditions; current land use situation in order to analyze the situation 	
	Part II	Project contents	- Project cost; financial plan	
	Part III	Project efficiency	- Assessment on project economic viability by doing financial and economic analysis and environment and social impact analysis.	
	Part IV	Conclusion and recommendations	Consider whether the project is feasible or not and propose recommendations to make the project successful.	
	Total Score			
(23)	Part I	Project background	Introduction about the project Natural and social conditions	
	Part II	Project contents	<ul style="list-style-type: none"> - Reasons for selecting the project - Project objectives - Project activities - Project management and implementation - Potential market - Project cost - Financial plan - Labour demand Assessment on financial viability and sustainability of the project.	
	Part III	Project efficiency	Economic viability Environment impacts Social impacts and Project risks	
	Part IV	Conclusion and recommendations	Conclusion Recommendations	
	Total Score			

Code	Part	Part title	Main contents	Score
(24)	Part I	Project background	<ul style="list-style-type: none"> - General context (forestry sector context, national/provincial and social context) - Current forest land use and forest resources; land potential; - Market and distribution channels. 	
	Part II	Project contents	<ul style="list-style-type: none"> - Reasons for selecting the project - Project objectives - Project activities - Potential market, project cost, financial plan; - Project management and implantation arrangement 	
	Part III	Project efficiency	<ul style="list-style-type: none"> - Economic efficiency - Environment impact assessment - Social impact assessment - Project risks 	
	Part IV	Conclusion and recommendations	<ul style="list-style-type: none"> - Summaries main results of a F/S report. - Recommend majors points that are needed doing for the success of the project 	
	Total Score			
(25)	Part I	Project background	<ul style="list-style-type: none"> - General context - Forest land use and forest resources - Forest resources and land potential for production forest development/agro-forestry - Market and distribution channels 	
	Part II	Project contents	<ul style="list-style-type: none"> - Suitability and necessity of the project - Important points in designing the project - Project objectives - Project activities - Potential market - Project cost and financial plan 	

Code	Part	Part title	Main contents	Score
	Part III	Project efficiency	<ul style="list-style-type: none"> - Financial and economic analysis - Environmental impact assessment - Project risks 	
	Part IV	Conclusion and recommendations	Conclusion Recommendations	
Total Score				

Annex 3.3: Responses from respondents

Question 2.3 Important criterion for evaluating the PDM

No	Code	Answer	Score
1		- Logic relation among criteria/ factors which shown in the PDM (relation among the immediate objective --> outputs ---> activities and indicators...)	
2		Identifying of the core problem and how to solve the core problem	
3		- Identifying the core objective of the project - Expected benefit of the proposed project may bring - Expected outputs of the proposed project	
4		Objective of the project should be clearly set expected outputs of the project should be identified	
5		- Correctly identify problems in order to find ways to cope with such problem - Once identify real problems, proper solutions will be mapped out to solve these problems and a good PDM will be designed accordingly. Persons who in charge of appraising the project should consider thoroughly the overall objective and immediate objectives of the project which listed in the PDM to see whether these objectives are correctly reflect the problems identified of the project or not.	
6		- Logic relation among contents in the PDM - indicators should be clear and rationale	
7		- Problems of proposed project should be solved well. - Indicators should be numerical and have good means of verification - Expected outputs are objectives of the project themselves.	
8		Immediate objectives should be identified and concrete activities to obtain the objectives should be clearly set out.	
9		- Tentative project activities should be coherent (logic) with identified problems and set objectives of the project design.	
10		- Core problem must be identified clearly - Relevant problems should be analyzed carefully - Activities to realize the target objectives	
11		- Assumptions - Activities, outputs and immediate objectives of the project	
12		- Analyze the problem tree carefully to identify major problems to	

		be solved during the implementation of the project. PDM reflects the desired outputs of the project which help people decide whether the project should be undertaken or not.	
13		Desired objectives of the project should be clear, concrete and achievable.	
14		PDM should reflect major contents of the proposed project: objectives? expected outputs? activities to achieve the goals. Is the preconditions to obtain the project rationale or not?	
15		PDM reflects major information of a project: project objectives, expected outputs and project activities.	
16		It should include sufficient information of a project: project objectives, necessary conditions to realize the project objectives.	
17		- Major problems should be identified in order to propose solutions for the proposed project.	
18		- Clear objectives - There must be a logic relation between problem tree and objective tree.	
19		Analysis of the problem tree and assessment on existing problems. Project efficiency should be determined firmly to see whether the project is going to be undertaken or not.	
20		- Based on: Clear objectives; Logic of contents in the problem trees and objective tree.	
21		- Rational and logical of factors written in a PDM - Reality- oriented. - Specific indicators and activities - Core problem must be identified correctly - Objective should be concrete and correct.	
22		Assumptions Project activities, expected outputs and immediate objectives of the project	
23		Logical relation of factors in the PDM Clear general and immediate objective. Tentative efficiency of the proposed project.	
24		Logical relation among items in the PDM (overall objective, immediate objective(s); expected outputs and project activities) Project Inputs and preconditions	
25		Logical relation among the overall objective, immediate	

		objective(s) and expected outputs of the project, etc. Project inputs and preconditions.	
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Annex 3.4: Responses from respondents

Question 14 Comments and suggestions about the intensive training program of WU 4

Code	Comments and suggestions
	<ul style="list-style-type: none"> - Time allocation is too short to deal with such a huge work load - WU3 and WU4 happens continuously make participants tired.
	<ul style="list-style-type: none"> - Satisfactory
	<ul style="list-style-type: none"> - The training course help participants know how to apply theoretical inputs into preparing a F/S report. Practice exercises provided during class time help us know how to do exercise right after lecturing session. - Logistics arrangement is good (learning facilities and accommodations)
	<ul style="list-style-type: none"> - Good logistic arrangements; good facilities. - <u>Strong points:</u> + organization of the class, good preparation of the handouts and reference materials. + very good lecturers from FIPI and useful support from Sub FIPI members. - <u>Points to be improved:</u> + Period of the 2 training courses is too long! + Work load during the courses is too much.
	<ul style="list-style-type: none"> - So so
	<ul style="list-style-type: none"> - Very good- Good points of these two training courses should be maintained and further developed in future training courses.
	<ul style="list-style-type: none"> - Good
	<ul style="list-style-type: none"> - Time should be given to study and review thoroughly the input information (taught knowledge) before applying them into doing exercise. In order to get better result of the assignments (reports) analysis should be conducted in the province (not immediately after class hour)
	<ul style="list-style-type: none"> - The courses last too long!
	<ul style="list-style-type: none"> - N/A
	<ul style="list-style-type: none"> Good
	<ul style="list-style-type: none"> - some parts of the training contents are repeated during the class but not yet research very deeply. In my opinion, contents should be arranged in a logic order and each content should be dealt once only but carefully and effectively to save time and reduce cost.
	<ul style="list-style-type: none"> - some contents of the course were repeatedly talked. - good logistics arrangement.

	<ul style="list-style-type: none"> - Some exercises are overlapped - More supplement information and broader analysis should be given.
	<ul style="list-style-type: none"> - Good logistics arrangement; Time allocation for completing assignments (exercises) is too short that participants had to work too hard (overtime). Two way interaction learning approach is very interesting and useful.
	<ul style="list-style-type: none"> - 2 training courses should not be incorporated into 1 time. - training program is too overloaded for learners.
	<ul style="list-style-type: none"> - The training course have been giving participants enough essential inputs to prepare a F/S report, however, inputs are too many in a limited time.
	<ul style="list-style-type: none"> - Participants can carry out the financial and economic analysis by taking part into the course. - Completing a draft version of a F/S report and understand deeply a frame structure of a project.
	<ul style="list-style-type: none"> - Teaching approach of lecturing in combination with case study is very useful - Time pressure and too much work load for learners
	<ul style="list-style-type: none"> - Facility condition is very good. This condition should be maintained for future training course.
	<ul style="list-style-type: none"> - Quantity of training content is average - Period of the course is medium - Logistics and physical conditions for the course are satisfactory.
	<p>Contents of the training courses is a bit too many Duration is quite short.</p>
	<p>Amount of content is too many reference materials support well for the lectures (presentation of lecturers) Logistics conditions are satisfactory.</p>

Appendix 7

M & E Report of Intensive Training Session of Work Unit 5 and Evaluation of F/S Reports

**Draft Monitoring and Evaluation Report on
the Intensive Training Program of Work Unit Five (WU 5) and
Evaluation of F/S Reports**

1. Introduction

2. Attendance of the participants in the intensive training program of WU 5

3. Objective and contents of the intensive training program of WU 5

4. Structure of M & E of the training program

4.1 Evaluation of F/S reports prepared by PPs

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5.2 Evaluation of F/S reports and results of the questionnaire survey

5.2.1 Evaluation of F/S reports

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Annex 1: Schedule of the intensive training program of WU 5

Annex 2-1: Questionnaire 1 forms

Annex 2-2: Responses to Questionnaire 1

Annex 3-1: Questionnaire 2 form

Annex 3-2: Responses to Questionnaire 2

Annex 4-1: Questionnaire 3 form

Annex 4-2: Responses to Questionnaire 3

Annex 5: Evaluation form of the F/S report (Attached in Appendix 8)

1. Introduction

The JICA study team (JST) and the local sub-contractor (FIPI) conducted the intensive training program of Work Unit Five (WU 5) with the participation of 34 participants from the Provincial Study Team (PST) of Participating Provinces (PPs), the Core Province (CoP), and the local sub-contractor. The intensive training program of WU 5 was held in Lam Dong province for a period of four and half days from July 3 to July 7, 2007. The intensive training program is the first step (Step 1) of Work Unit, which is followed by Step 2 (application of what have been learned to preparation of F/S and IP in the participating provinces through the On-the-Job Training) and Step 3 (submission of the outputs (assignments) of the OJT to be monitored and evaluated). This draft monitoring and evaluation (M & E) report has been prepared to report the monitoring results of Step 1 (intensive training program) of WU 5 and the evaluation results of the F/S reports prepared by PSTs of PPs after the intensive training program of WU 4. As the intensive training program of WU 5 is the last one of the five WUs, the evaluation of the training program of FICAB was also done through the questionnaire survey conducted during WU 5.

2. Attendance of the participants in the intensive training program of WU 5

A total of thirty-four (34) participants officially registered at the intensive training program.¹⁶ They are from four PPs and CoP, and the local sub-contractor. The number of participants from PPs and the local sub-contractor is twenty-eight (28) as shown in the following table. From CoP (Thai Nguyen province), six (6) PST members participated in the intensive training program as trainees.

Table 1: Number of Participants in WUs as Trainees

Unit: Persons

Province	Son La	Quang Nam	Lam Dong	Long An	PST Sub-Total (1)	Sub-FIPI (2)	Total (1) + (2)
No of Participants in intensive training program of WU 5 ^{note 2)}	<u>6</u>	<u>6</u>	<u>6</u>	<u>4</u>	<u>22</u>	<u>6</u>	<u>28</u>
Total no of participants in IWS ^{note 1)} , intensive training of WU 1 – 5	19	9	16	10	54	7	61
Out of which, those who participated in WU1-5	0	2	1	1	4	5	9

Note:

1) IWS: Introduction Workshop

2) If participants from Thai Nguyen province are included, participants in WU 5 totaled 34.

As seen in Table 1 above, a total of 61 participants participated in the introduction workshop,

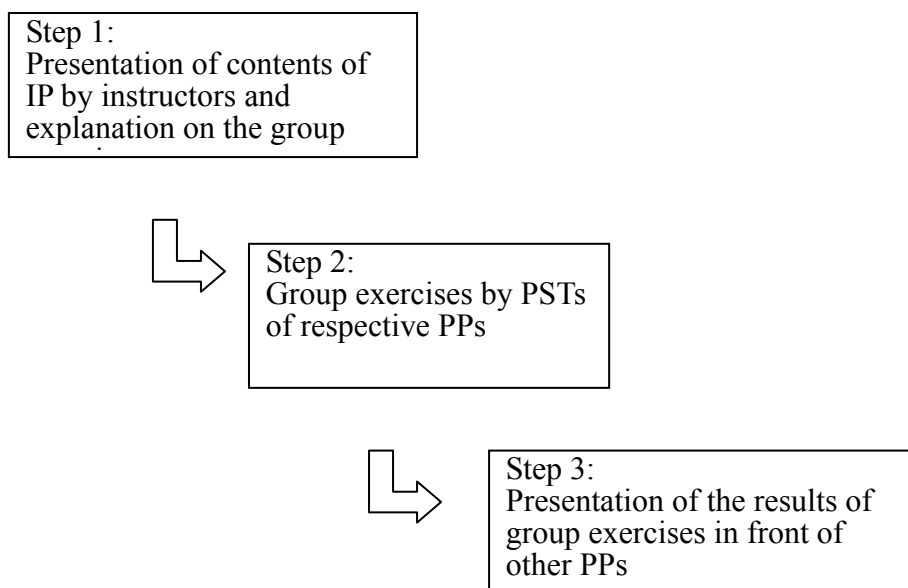
¹⁶ In addition, the three PST members from Lam Dong province occasionally participated in the program as well.

intensive training programs of WU 1 - 5 from PPs and the local sub-contractor. Out of which, four (4) PST members and five (5) consultants from the local sub-contractor continued to participate in the intensive training program from WU 1 to WU 5. While Quang Nam and Long An more or less fixed a small number of PST members to attend the intensive training program and occasionally added some more members to the team while Son La and Lam Dong sent various members to different intensive training programs from a pool of the PST members.

3. Objective and contents of the intensive training program of WU 5

The objective of the intensive training program of WU 5 is to introduce to the participants the revised structure of the F/S report and its manual, the relation between the F/S and IP, the structure and contents of the Implementation Plan (main subject of WU 5) and then, ask them to experience through exercises preparation of respective parts and chapters of the IP. In general, the intensive training program of WU 5 proceeded with the following three steps and these steps are repeated throughout the program.

Figure 1: Steps taken for WU 5



At the initial step (Step 1), the instructor explained the relevant parts and chapters of the IP. At the following Step 2, participants are requested to analyze and prepare the relevant parts and chapters of the IP based on the actual information and experiences in accordance with the IP structure and contents. At Step 3, representatives from each participating province make their presentation with the results of the group exercises. This cycle is repeated so as to cover all the parts and chapters of the IP.

The subjects of the intensive training program of WU 5 and the approximate time allocation to

each subject are shown as in Table 2 below with details in Attachment 1: Schedule of the intensive training program of WU 5.

Table 2: Time allocation of the intensive training program of WU 5 in Lam Dong Province

No	Subject	Time allocation (day)
1	Introduction (Relation between F/S and IP, IP manual and Model IP)	0.7
2	Summary of the Project (based on the F/S report)	0.5
3	Institutional arrangement	0.4
4	Implementation schedule	0.6
5	Arrangement for Financial management	0.4
6	Procurement arrangement	0.4
7	Sales and marketing	0.3
8	Training plan	0.3
9	M & E	0.3
10	Presentation of the exercises (draft IP)	0.3
Total		4.2

Note:

- 1) One day workshop lasted from six to six and half hours. For example, the time allocation of 0.5 means about three (3) hours (=6 hours x 0.5) spent on the subject concerned.
- 2) The above time allocation includes time allocated to all the above three steps but does not include the time spent on the homework after the workshop on each day.

The local sub-contractor led the workshop under the supervision of the JST.

The training program was shortened by half day because the final day was held on Saturday.¹⁷ All the training contents were covered as originally scheduled but the time for the presentation by the instructors was shortened and instead, more time was spent for the group exercises by the participants.

4. Structure of M & E of the training program

The monitoring and evaluation of the training program has been conducted in the form of the evaluation of the F/S report prepared after the previous WU (WU 4) and the questionnaire survey during the intensive training program (WU 5). It is intended to examine how the capacity building has been progressed and how the program has met the needs of the target beneficiary.

¹⁷ Some participants prepared to leave Lam Dong in the afternoon of the final day.

4.1 Evaluation of F/S reports prepared by PPs

F/S reports were prepared by PST members of PPs after WU 4 and submitted through the local sub-contractor in February 2007. The M & E was conducted by rating the F/S reports prepared by respective PPs.

4.2 Questionnaire survey during the intensive training program of WU5

During the intensive training program of WU 5 in Lam Dong province, a total of three (3) M & E questionnaires were distributed to the participants at the beginning, in the middle and at the end of the program. The first questionnaire (Questionnaire 1) distributed at the end of the first day (July 3, 2007) was to ask participants to describe the role they were expected to play in preparation of the IP and also to describe specific questions and concerns that they would like to clarify and solve in conducting the feasibility study. The questionnaire also asks participant to answer quizzes relevant to the training subjects (characteristics of IP in comparison with F/S report and differences between the project objective and the objective of the assistance) on the first day. The second questionnaire (Questionnaire 2) distributed at the end of the third day (July 5, 2007) was to ask them to self-evaluate the progress of the capacity improvement and to give comments and suggestions on the rest of the on-going intensive training program. The questionnaire also asked participants to answer to the quizzes relevant to the subjects (institutional arrangements, arrangements for financial management, and procurement arrangement), which were discussed on the second and third day. The last questionnaire (Questionnaire 3) was distributed on the final day (July 7, 2007) in order: to monitor reactions of each participant to the intensive training program by measuring the level of their satisfaction in attending the program, which would affect the future sustainability of the training program; to monitor the effectiveness of the instruction by the local sub-contractor as Trainers of Trainees (TOT); and to grasp the self-claimed level of understanding of the subjects taught during the intensive training program. Because the intensive training program of WU 5 is the last intensive training in the series, the questionnaire also asked questions relating to all the WUs 1 to 5.

The following table (Table 4) shows different perspectives of each questionnaire, from which the M & E was designed. Participants were requested to identify themselves in responding to all the three questionnaires.

Table 3: Timing and Perspectives of M & E (Questionnaires 1 to 3)

Q	Timing of Distribution	Analytical perspectives of M & E
1	End of 1 st day (July 3, 2007)	<p>Questionnaire 1: it aims to learn if participants recognize their roles in the preparation of the IP and if the roles expressed by participants are sufficient to cover the IP. It also aims to clarify any questions and concerns participants may have.</p> <ul style="list-style-type: none"> - Roles that participants are expected to play in preparation of IP - Specific questions and concerns that participants would like to clarify and solve in conducting the implementation planning. - Quizzes relating to the contents of the first day of the intensive training program (i.e. characteristics of F/S and IP, and explanation of project objective and objective of assistance)
2	End of 3 th day (July 5, 2007)	<p>Questionnaire 2: it aims to monitor the intensive training program of WU 5 as of the mid-day of the program and make necessary adjustments, if any.</p> <ul style="list-style-type: none"> - Extent of gaining analytical skills and knowledge to write the first half of IP - Any inappropriateness in the IP structure - Quizzes relating to the contents of the second and third days of the intensive training program (i.e. institutional arrangements, arrangements for financial management, and procurement arrangement) - Overall rating of the intensive training program of WU 5 as of the 3rd day
3	Beginning of 5 th day (July 7, 2007)	<p>Questionnaire 3: it aims to monitor and evaluate the progress of capacity building, level of satisfaction, and effectiveness of the intensive training program of WU 5, and the training program from WU 1 to WU 5.</p> <ul style="list-style-type: none"> - Overall assessment of the WU 5 intensive training program - Strengths and weaknesses of the training program of FICAB

Questionnaire forms of 1, 2 and 3 have been attached in Annex 2-1, 3-1 and 4-1, respectively.

5. Results of evaluation of F/S reports and the questionnaire survey of WU 5

5.1 Submission of F/S reports and responses of questionnaires of WU 5

(1) F/S reports

The submission date of the draft F/S reports was set on February 5, 2007 and the final drafts on March 9, 2007. The draft F/S reports from the four participating provinces were submitted after February 5 because translation and editing works required a longer time than initially expected. The final draft of F/S reports were submitted on March 9, 2007.

(2) Questionnaire survey during the intensive training program of WU 5

The following table shows the number of responses with the rate of responses to the questionnaire from Questionnaire 1 (Q1) to Questionnaire 3 (Q3).

Table 4: Number of responses with rate of responses

Date	Q1 (July 3)			Q 2 (July 5)			Q 3 (July 7)		
	a	b	%	a	b	%	a	b	%
Total	30	33	91%	32	33	97%	25	27	93%

Note 1: a: Actual number of respondents: b Number of participants: %: a/b x 100

Note 2: There were cases where participants were not present when the questionnaire was distributed although they attended the intensive training program.

Note 3: In case of Questionnaire 3, for the purpose of comparing the data with the previous WUs, the number of respondents was limited to those from PPs and the sub-contractor, excluding participants from CoP.

Most of the participants cooperated with the M & E activities in answering the questionnaires.

5.2 Evaluation of F/S reports and results of the questionnaire survey

5.2.1 Evaluation of F/S reports

The F/S reports were evaluated by the JST. The evaluation criteria of the F/S report are divided into the general and specific aspects. The general aspect has a weight of thirty (30) points, where ten (10) points are distributed equally to evaluate the logical consistency, data quality and quantity, and right application of methods. The specific aspect has a weight of seventy (70) points, where specific aspects are evaluated in accordance with the structure of the F/S report. The evaluation format of the F/S report is shown in Annex 5. The following table summarizes the evaluation results of the F/S reports by PSTs of respective PPs.

Table 5: Evaluation results of F/S reports

Unit: Points

	Point Allocation	Son La	Quang Nam	Lam Dong	Long An	Average
Total (a) + (b)	100	58.4	66.6	61.9	58.0	61.2
General aspect (a)	30	16.3	18.8	19.0	17.0	17.8
Specific aspects (b)	70	42.2	47.8	42.9	41.0	43.5
Out of which:						
Part I	15	9.1	10.4	9.4	7.4	9.0
Part II	25	15.3	16.6	14.0	16.3	15.5
Part III	20	11.1	14.4	13.3	11.6	12.6
Part IV	10	6.8	6.5	6.3	5.8	6.3

Based on the evaluation results of the F/S reports, the following aspects can be pointed out.

- (1) The logical consistency should be maintained among the chapters of the F/S report and the rationale of the project should be based on the analysis of the existing development issues;
- (2) The data quality should be ensured based on the legal classification of the land and the

- classification of the existing land use;
- (3) Description of the institutional arrangement needs to be further elaborated based on the stakeholders analysis, including the involvement of farmers;
 - (4) A component-wise cost table need to be prepared;
 - (5) The without-project case needs to be described and the incremental analysis should be carried out; and
 - (6) Treatment of subsidies needs to be re-examined under the financial and economic analyses.

These comments were given to the participants as the feedbacks of the evaluation results on the first day of WU 5 and the Vietnamese translation of the comments were on the final day of WU 5.

5.2.2 Results of the questionnaire survey

This section reports the results of the questionnaire survey in terms of the level of understanding of the participants (capacity building) (Section 5.2.2.1), the level of satisfaction of the participants in attending the workshop and effectiveness of the instruction by the local sub-contractor as TOT (Section 5.2.2.2), and the evaluation of the training program (WU 1 to WU 5) of FICAB (Section 5.2.2.3).

5.2.2.1 Level of understanding of participants (capacity building)

(1) Questionnaire 1

The first M & E questionnaire was distributed at the end of the first day of the intensive training program (Annex 2-1 for Questionnaire 1). As for the role that participants are expected to play in preparation of the IP, all the respondents identified their specific role in the preparation of the feasibility study report. The responses from PST of a participating province sufficiently cover the contents of the IP except Quang Nam where not all the PST members responded to Questionnaire 1.

As for the specific questions and concerns that participants would like to clarify and solve in conducting the feasibility study, the following table (Table 6) summarizes their responses:

Table 6: Specific questions and concerns that participants would like to clarify and solve

Area	Questions
Land allocation	Measure to expedite land allocation procedures (in order to provide land certificate to households)
Government role	Role of government at district level
Participation of farmers	- How to assure farmers of the benefits expected from the project. - How is the policy to protect farmers if there are calamity risks?
Loan procedures/assurance of investment	Please make sure the proceedings for borrowing capital from investors. How to ensure the commitment of the investor in investment and sales of products at the time when participation of farmers is not assured.
Harvesting procedures	Please clarify the harvesting procedures.
Documentation	- Could we combine IP and FS into one report?

As seen in the above table, the number of responses to this question was not as many but they provided important points to think of. Some questions are related to the institutional aspects such as roles of the government and promotion of farmers' participation in the project while others are concerned with the broad policy issue like the land allocation, which could be the key to successful implementation of the project in case the project involves smallholders. The loan procedure is also one aspect that a participant wishes to clarify. JST and the local sub-contractor made general comments on these questions and tried to facilitate discussions among participants.

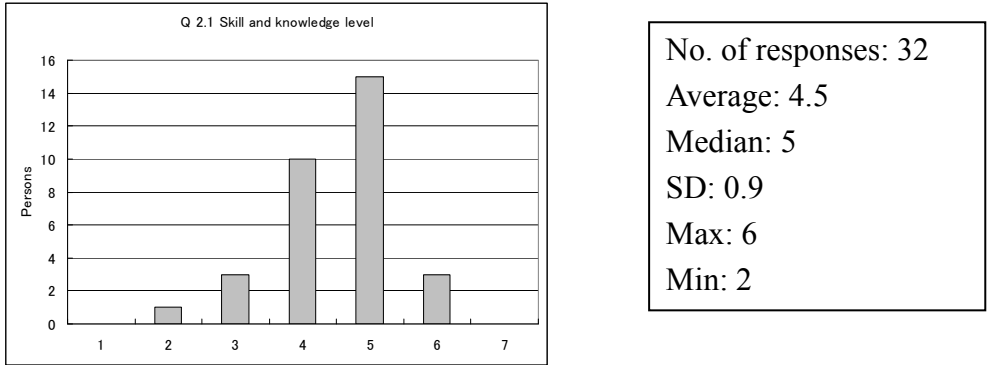
As for the open-ended question about any suggestions and comments, one respondent points out some problems with the translation of the documents although he considered it as minor issues. It is deemed necessary to make proper arrangements of the documents.

(2) Questionnaire 2

The second M & E questionnaire (Questionnaire 2) was distributed at the end of the third day of the program (Annex 3-1 for Questionnaire 2). In accordance with the progress of the training program, the first question of Questionnaire 2 asks the participants to rate their level of analytical skills and knowledge to write Part I and Chapters 1 to 4 of Part II of IP on a scale from Low Level (1) (Need assistance from someone else in order to carry out required tasks) to High Level (7) (Very good understanding so as to teach required tasks to others) with Medium Level being (4) (Good understanding so as to carry out required tasks without assistance of others). Part I of IP covers the summary of the project while Chapters 1 to 4 of Part II does institutional arrangements, implementing schedule, arrangement for financial management, and

procurement managements, respectively. The following are the responses of the questions together with their overall rating of WU 5 (Q2.6) as of July 5, 2007.

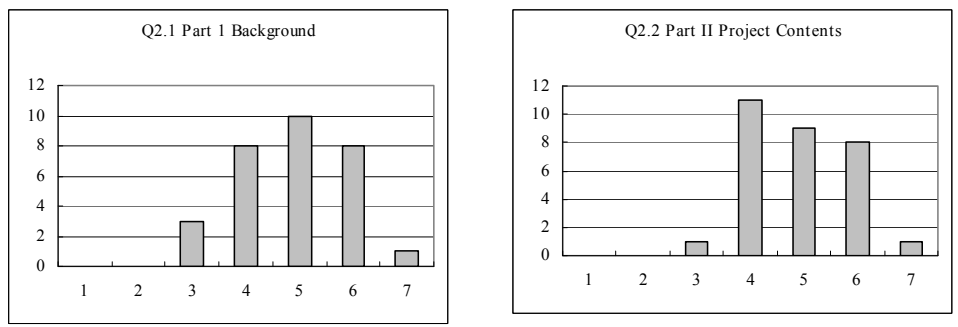
Table 7: Results of questionnaire survey (Q2.1) of WU 5



As for the self-evaluation of skills and knowledge level to write relevant parts of the IP, the average and median of the ratings by respondents are 4.5 and 5, respectively, with the standard deviation of 0.9. The rating shows the medium level, which means the good understanding so as to carry out required tasks without assistance of others.

This result can be compared with the responses to the same type of the question on the mid-day of WU 4 as in the following tables. The results show the self-evaluation of skills and knowledge level to write relevant parts of the F/S report.

Table 8: Results of questionnaire survey (Q2.1 and Q2.2) of WU 4



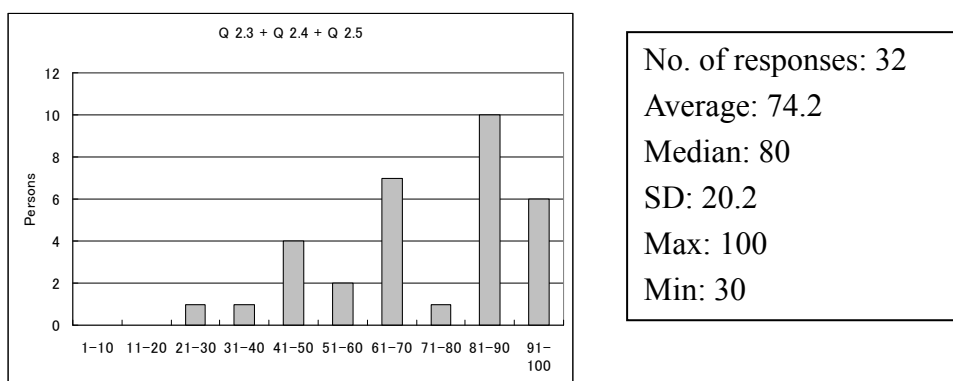
Statistics	Q2.1	Q2.2
No. of respondents	30	30
Average	4.9	4.9
Median	5	5
SD	1.0	0.9
Max	7	7
Min	3	3

The comparison indicates that participants of the intensive training program of WU 5 evaluated

their level at a slightly lower level than the level of WU 4.

As the training program covered specific subjects as of the third day of the intensive training program, the questionnaire included specific questions relating to the institutional arrangements (30 points for Question 2.3), arrangement for the financial management (30 points for Question 2.4), and the procurement arrangement (40 points for Question 2.5). The points of these three questions (Question 2.3 to 2.5) sum up to 100. The following is the frequency distribution of the sum of points to these three questions.

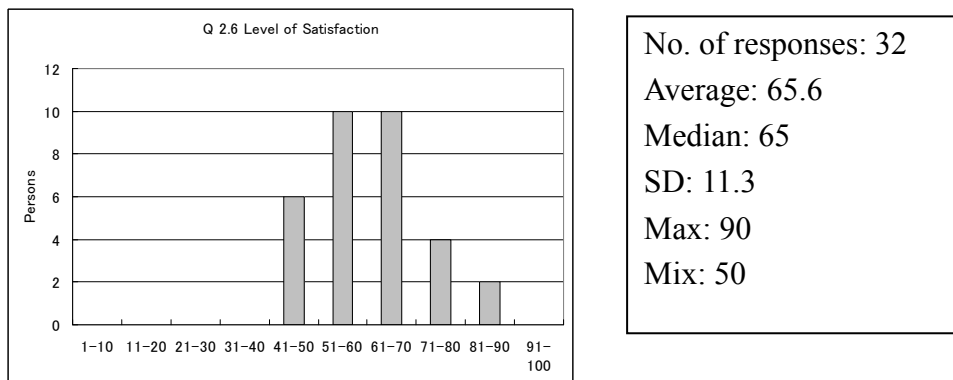
Table 9: Results of quizzes (Q2.3 to Q2.5) of WU 5



The average point is 74.2 with the standard deviation of 20.2. The frequency distribution shows the negative skew. Half of the respondents marked higher points than 80. The results show the progress of the learning process among the respondents.

In terms of the overall evaluation of WU 5 as of the third day of the program, the average and median ratings are about 65 with the standard deviation of 11.

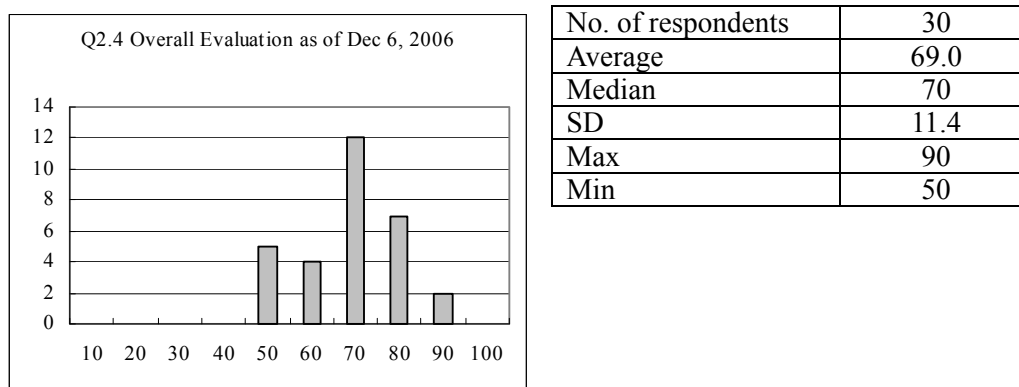
Table 10: Results of questionnaire survey (Q2.6) of WU 5



This can be compared with the results of the same type of the question on the mid-day of WU 4. The following shows the frequency distribution of the overall evaluation of WU 4 as of the

mid-day. This shows slightly lowered level of satisfaction of participants of WU 5 compared with those of WU 4.

Table 11: Results of questionnaire survey (Q2.4) of WU 4



No. of respondents	30
Average	69.0
Median	70
SD	11.4
Max	90
Min	50

The open-ended question (Q2.6) about comments and suggestions for the rest of WU 5 reveals some of the concerns of the respondents. Their concerns include the ways to integrate respective exercises into the IP, the logical relation between the F/S and IP, ways to organize lectures and discussions (e.g. necessity of more exercises and discussions, more time to share reports of respective provinces, more time for reading materials). Their comments and suggestions are shown in Annex 3-2.

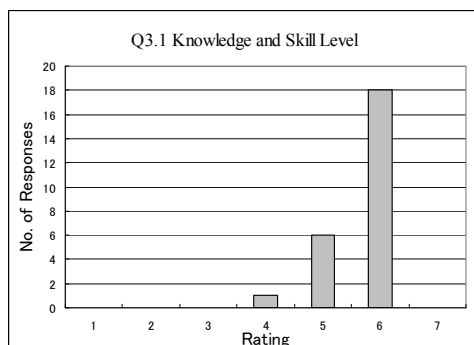
Questionnaire 2 also includes a question about the appropriateness of the IP (Q2.2). Comments on the inappropriate parts of the IP and their recommendations include the necessity of having an annual work plan and a detailed project implementation schedule, suggestions to change the structure in some parts of the report including annexes (e.g. too many tables), necessity of clarifying the role and responsibilities of the implementation system. The details are shown in Annex 3-2.

(3) Self-evaluation of respondents in Questionnaire 3

On the last day of the intensive training program (July 7, 2007), participants were asked to evaluate if the present level of their knowledge and skills of preparing the IP is high or low compared with the level of the knowledge and skills they had before on a scale from 1 (lower) to 7 (higher) with 4 being “About the same” (Q3.1). Twenty-five (25) participants responded to this question.¹⁸ The average rating of the respondents was 5.7 with a standard deviation of 0.5. The rating ranges from 4.0 to 6.0 (Table 12).

¹⁸ As explained earlier, the participants from CoP are excluded for the purpose of comparison of the responses with past WUs.

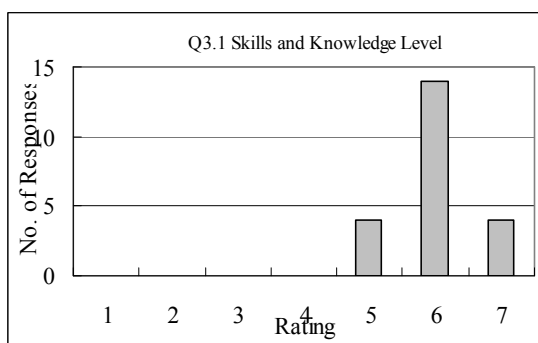
Table 12: Self-evaluation of knowledge and skill level (Q3.1) of WU 5



No. of Respondents: 25
 Average: 5.7
 Median: 6.0
 SD: 0.5
 Max: 6
 Min: 4

The self-evaluation of the participants tells their favorable response to evaluate their progress of their capacity building. However, if this result is compared with the results of WU 4 (Table 13), it is noticed that the results of WU 5 are slightly lower.

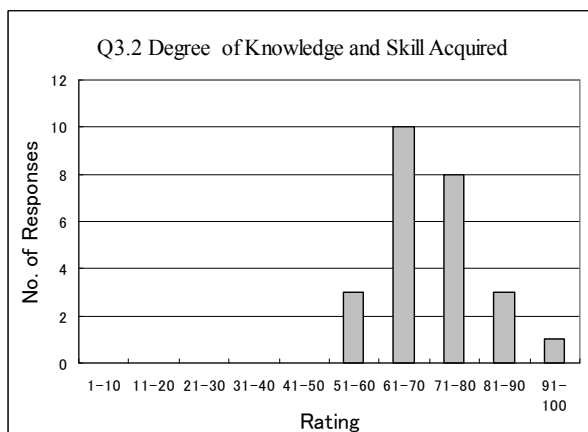
Table 13: Self-evaluation of knowledge and skill level (Q3.1) of WU 4



No. of responses: 22
 Average: 6.0
 Median: 6.0
 SD: 0.6
 Max: 7
 Min: 5

Participants were further asked to examine how much of the knowledge and skills transferred through this intensive training program they have acquired on a scale of 0 being nothing acquired to 100 being fully acquired (Q3.2.1).

Table 14: Self-claimed level of knowledge and skilled acquired (Q3.2.1) of WU 5

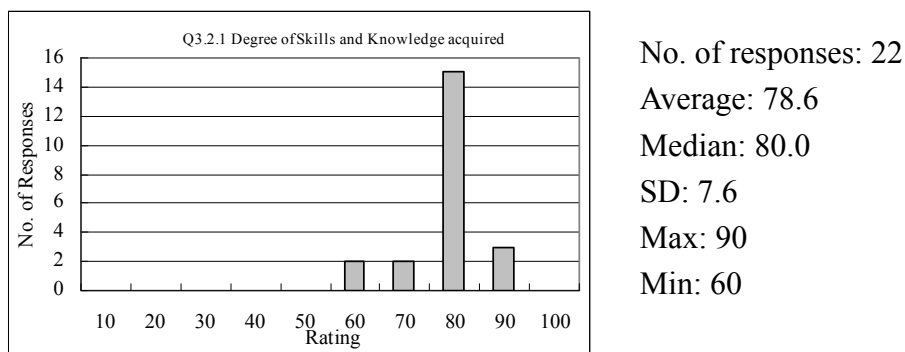


No. of Respondents: 25
 Average: 74.6
 Median: 70
 SD: 8.8
 Max: 90
 Min: 60

In accordance with the self-evaluation of the participants, participants considered that about 75

percent of what had been transferred to them was acquired (Table 14 above). If this result is compared with the results of WU 4 (Table 15), it is noticed that the results of WU 5 are slightly lower. As the self-evaluation ranges from 60 to 90, the variability among the participants, although it is not big, and those who rated their level with lower scores should be noted for results of both WU 4 and WU 5.

Table 15: Self-claimed level of knowledge and skilled acquired (Q3.2.1) of WU 4



5.2.2.2 Evaluation of the intensive training program of WU 5

(1) Level of satisfaction of the participants in attending the workshop and the effectiveness of the instruction by the local sub-contractor as TOT

On the final day of the intensive training program of WU 5, participants were requested to evaluate the intensive training program in a number of aspects: (Q3.3) relation between the contents of the intensive training program and their current works; (Q3.4) practical aspect of the IP structure introduced during the program; (Q3.5) helpfulness of the methodologies adopted during the program; (Q3.6) helpfulness of handouts and exercises for technology transfer; (Q3.7) conciseness and clearness of lecture and presentation of instructors; (Q3.8) integration of lecture and presentation with discussions and materials in training sessions; (Q3.9) helpfulness of assistants from the local sub-contractor; (Q3.10) helpfulness of experience sharing with PST from other PPs; (Q3.11) amount or volume of the contents or works during the intensive training program; (Q3.12) duration of the training program. For Q3.3, participants are asked to rate the relation on a scale from 1 (Very weak) to 7 (Very strong) with 4 being (Neither). As for Q3.4, participants are asked to rate the structure of IP on a scale from 1 (Not practical) to 7 (Very practical) with 4 being (Neither). From Q3.5 to Q3.10, participants are requested to rate their responses on a scale from 1 (Strongly disagree) to 7 (Strongly agree) with 4 being (Neither). For Q3.11, participants are asked to rate the program on a scale from 1 (Too little) to 7 (Too much) with 4 being (Average). For Q3.12, participants are asked to rate the program on a scale from 1 (Too short) to 7 (Too long) with 4 being (Average). Questions 3.7 and 3.8 have been specifically prepared based on the M & E results of the introduction workshop held in July 2006. From the comments and suggestions from

respondents during the introduction workshop, the concise presentation and integration of the presentation with other tools such as discussions and reports were identified as the two of the major areas for improvement on the side of the workshop organizers. The following Table 16 compares the average of each of the questions with the averages of the corresponding questions of the previous WUs.

Table 16: Ratings of respondents about the intensive training of WU 5 in comparison with those of WUs 1 to 4

No	Aspects	Rating scale from 1 to 7	Average ratings				
			WU1	WU2	WU3	WU4	WU5
Q 3.3	Relation between the contents of the training and their current works	1 (Very weak) – 4 (Neither) – 7 (Very strong)	5.7	6.0	6.3	5.9	5.8
Q 3.4	Practical aspect of the F/S or IP structure	1 (Not practical) – 4 (Neither) – 7 (Very practical)				5.7	5.8
Q 3.5	Helpfulness of methodologies for the preparation of the project	1 (Strongly disagree) – 4 (Neither) – 7 (Strongly agree)	6.3	6.1	6.5	6.0	6.0
Q 3.6	Helpfulness of handouts and exercises for technology transfer		6.0	6.1	6.4	6.1	6.2
Q 3.7	Conciseness and clearness of presentation of instructors		5.6	5.7	6.8	5.9	5.5
Q 3.8	Integration of presentation with discussions and materials in training sessions		5.9	6.0	6.6	6.2	6.1
Q 3.9	Helpfulness of assistants from FIPI				6.5	5.8	5.8
Q 3.10	Helpfulness of experience sharing with PST from other PPs		6.2	6.0	6.5	6.5	6.3
Q 3.11	Volume of the works	1 (Too little) – 4 (Average) – 7 (Too much)	5.9		5.0	6.4	5.0
Q 3.12	Duration of the program	1 (Too short) – 4 (Average) – 7 (Too long)	3.3	4.1	3.9	6.0	4.1

Source: Questionnaire survey

Note:

1) The total number of respondents was 25 excluding participants from CoP. One respondent did not answer all the questions.

2) The phrasing of questions used for the previous questionnaires of WU 1-4 was not exactly same as that used for WU 5 questionnaire but can be comparable to corresponding questions. In addition, the rating scale of WU 1 was adjusted to 1-7 scale from 1-5 scale in order to compare with the results of the survey during WUs 2-5.

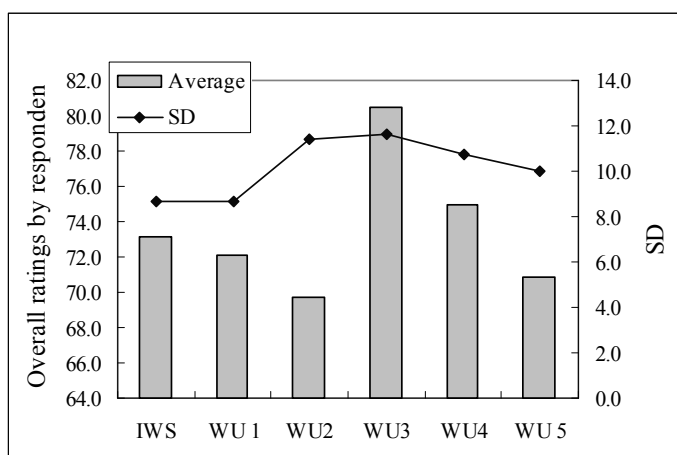
As seen in the above table, the average ratings for Q3 to Q10 center around 6.0. The ratings in these aspects show favorable responses of the respondents to the intensive training program of WU 5. Comparison with the results of WU 1 and 2 shows the ratings of WU 5 is more or less same as the level of WU 1 and 2. If compared with the results of WU 4, slight decrease in the ratings is noticed for Q3.3 (Relation between the contents of the training and their current works), for Q3.7 (Conciseness and clearness of presentation of instructors), Q3.8 (Integration of presentation with discussions and materials in training sessions), and Q3.10 (Helpfulness of experience sharing with PST from other PPs). The reason behind the decrease of Q3.3 may be related to the selection of the participants and the features of the IP. Respondents are yet to understand where the IP take its position in the preparation of the project. The reason behind Q3.7 and Q3.8 may be related to the limited knowledge and skills for the newly introduced IP structure on the side of the instructors. The decrease of the rating for Q3.10 may be because larger differences in the local practice reduced the effectiveness of the experience sharing among PST members to some extent.

In terms of the work volume (Q3.11) and the duration of the program (Q3.12), answers from the respondents show tendency towards the average if compared with WU 4. Six (6) respondents answered with “3 (somewhat short)” for the duration of the program (Q3.12). In terms of the work volume and duration of the intensive training program, the arrangements of WU 5 are deemed more appropriate than those of WU 4.

In question Q3.13, participants were asked to provide their overall ratings of the workshop on a scale from 0 to 100. The following Table 17 shows the overall ratings given by the respondents. It is compared with the ratings given by the participants in the past intensive training programs (WU 1-4).

Table 17: Overall ratings (Q3.13) given by respondents about the intensive training program of WUs 1 to 5

	IWS	WU 1	WU2	WU3	WU4	WU 5
No. Respondents	32	24	29	20	22	24
Average	73.1	72.1	69.7	80.5	75.0	70.9
Median	70	70	70	80	80	70
SD	8.7	8.7	11.4	11.6	10.8	10.0
Max	90	80	90	100	90	100
Min	55	50	50	50	50	50
CV	0.12	0.12	0.16	0.14	0.14	0.14



The average of the overall ratings of WU 5 was about 71, same as the level of WU 2 (70). The median is 70 and the ratings range from 50 to 100. The intensive training program of WU 5 is rated lower than WU 3 and 4.

5.2.2.3 Evaluation of the training program of FICAB

As the intensive training program of WU 5 is the last one of the five Work Units, participants¹⁹ were requested to answer the following questions relating to the training program undertaken in FICAB: (1) their experience in applying what they learned under FICAB to other works; (2) strengths and weaknesses of FICAB; and (3) their intention to recommend others to participate in FICAB.

(1) Their experience in applying what they learned under FICAB to other works

Twenty-four (24) out of thirty-one (31) respondents (i.e., 77% of the respondents) answered that they had applied what they learned to other works and the remaining six (6) said “No.” The answer from one (1) respondent was not available. Those answered “Yes” was further

¹⁹ Responses to this question include those of PST members from CoP.

asked to elaborate on their answer in terms of methodologies that they learned and applied, and names of other projects and/or works they applied such methodologies. Some of their responses include the following methodologies and projects:

- 1) Apply the logic of how to solve the issues to the implementation of 661 project
- 2) Apply the financial and economic analyses to production forest projects
- 3) Apply the methodology to projects funded by foreign donor agencies, etc.
- 4) Preparation of annual work plan
- 5) Preparation of reports (documentations)
- 6) Method for project planning
- 7) Method to collect and process information and data, including interview surveys.
- 8) Method to conduct Communal Consultation Meeting (CCM)
- 9) Method of demand analysis, collection of information on wood market
- 10) PDM
- 11) Preparation of maps
- 12) GPS techniques
- 13) Situation survey

Details are shown in Annex 4-2.

(2) Strengths and weaknesses of FICAB

The respondents pointed out various aspects of the strengths and weaknesses of FICAB. Their answers to this question can be classified into the following categories.

1) Weaknesses

Organization of the training

- (a) Long time intervals between the intensive training programs of different WUs: however, duration of each intensive training program is short.
- (b) Time constraints to share the project contents with other provinces
- (c) Limited presentation and teaching skills of some lectures
- (d) Because of the different conditions among provinces, experience sharing will be unrealistic.

Training materials

- (a) The structure and contents of F/S and IP are too long.
- (b) Some contents of IP are not related to the reality (question about applicability to the practice)
- (c) Some problems on translation of documents
- (d) Inflexibilities of the procedures described in the documents
- (e) Some contents includes unclear methodologies
- (f) Some tables are easy to get confused

- (g) Each province has its specific characteristics so that table formats to be used should not be uniform (question about applicability in their respective provinces)

2) Strengths

Organization of training

- (a) Training program through WUs
- (b) Good coordination among JST, FIPI, and PST
- (c) Good training duration
- (d) Funding supports to the studies in respective provinces
- (e) Monitoring and evaluation by organizers

Training materials and methodologies

- (a) Coordination (combination) between academics and practices (exercises)
- (b) Materials and teaching methods (including discussions)
- (c) Reflecting the reality
- (d) Methodologies such as financial and economic analyses, market analysis, evaluation of environmental impacts, study on the logics of development issues, and PDM
- (e) Group works
- (f) Experience and view sharing
- (g) Implementation of government policies

(3) Their intention to recommend others to participate in FICAB.

Participants were further requested to answer the question about their future intention to recommend others to participate in FICAB. Seventeen (17) respondents answered “Yes” while eight (8) did “No.” Six (6) respondents did not answer to this question. For those who answered “No” or who did not answer to this question, various reasons can be assumed based on their answers to the weaknesses of the FICAB as described above. They may be related to the duration and timing of the intensive training programs, limited presentation and teaching skills of some lectures, non-applicability of some of the teaching materials.

Respondents who answered “Yes” were further asked to tell to whom they would like to recommend FICAB. Their responses include staff who conduct the F/S, those who work at the forestry offices (such as Sub-DoF, relevant offices at the district level), their counter-parts including their co-workers in their offices, staff who directly implements the project, forest wardens or guards, and managers at the local level. Their responses provide clearer images of those who need to have this type of the training program.

6. Points to feedback based on the M & E

Based on the evaluation of the M & E of the intensive training program of WU 5 and the evaluation of the F/S reports, the following points are to feedback for improvement of the training plan.

6.1 Level of understanding of respondents (capacity building)

Based on the evaluation of the F/S reports, it is evaluated that the capacity building of PST members in PPs has progressed: however, there are several areas necessary to be improved: logical consistency of the report and the project rationale; data quality; institutional arrangements; cost table; and the financial and economic analyses.

Although the time allocated for the training is not sufficient, the capacity building has progressed during WU 5. This is based on the fact that the average scores of the question (Q2.3 to Q2.5) is 74 with the median score being 80 and the self-evaluation of participants indicated that, on average, they had acquired about 75% of what had been transferred (Q3.2). Considering that the intensive training program of WU 5 is the first time when they are introduced to the IP, this record show more or less favorable results of the intensive training program.

The responses from the participants show that several respondents found somewhat weak relations or neither-strong-nor-weak relations between the intensive training program and their current works. It is important to select right personnel for the training program as well as explain more about what the IP is.

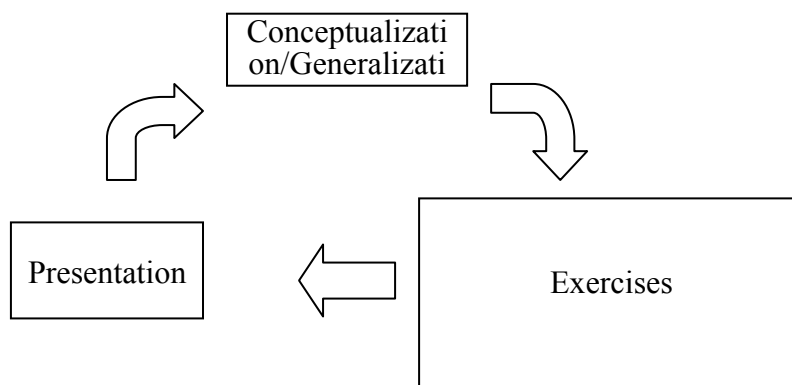
PPs have different strategies for the training program conducted under FICAB. The total number of participants from Son La is nineteen (19) but no person from the province continued to attend all the intensive training programs of the five WUs. On the other hand, the total number of participants from Quang Nam and Long An is relatively small as nine (9) and ten (10), respectively but one (1) to two (2) persons continued to attend the five intensive training programs from these two provinces. As PST assigns different roles to each of the members, it would be more effective to target at a limited number of PST members in charge of such specific fields when transferring the knowledge and skills in particular areas. It is considered that effectiveness will be enhanced if the participants will not change over different WUs but will be more or less fixed throughout the training program.

6.2 Intensive training program of WU 5

(1) Answers to the questionnaires show some favorable responses to the intensive training program of WU 5 in terms of the helpfulness of handouts and exercises. This is partly because of the revised F/S and IP manuals and model F/S and IP. Another reason can be that the

training was organized through repeating a cycle of lectures, exercises and presentations. Comparison with WU 4, less time was spent for the lectures of the instructors and more time was spared for the group exercises. After the presentation, discussion was held among participants and instructors. This can be conceptualized as in the following figure (Figure 2).

Figure 2 Cycle of conceptualization/generalization, exercises, and presentations



Note: The size of boxes show the relative weight placed among these three steps in terms of the time allocation during the intensive training program of WU 5.

At every steps of this cycle, participants came to identify problems and solutions relating to the subjects, which helped them further deepen their understandings. Because this cycle is introduced during the relatively short training period and repeated over six times, participants were able to promptly apply what they learned to the practice.

On the other hand, some respondents rated the training at a lower level. Reasons may be related to their observation that the training materials do not reflect the reality, weak relations between the contents of the intensive training program and their current works, unclear inter-relations among respective chapters of IP, and so on.

(2) Compared with WU 4, which dealt with the preparation of the F/S report, the overall rating of WU 5 is lower. There are a number of reasons that could explain this result. Firstly, for most of the participants, WU 5 was the first time that they were introduced the IP. Even for some instructors of FIPI, WU 5 was the first occasion to instruct the preparation of IP. Although participants would like to have clearer explanation about the IP, particularly how they can integrate all the different parts of the IP and how F/S is related to IP, the explanation might not be clearer than they expected. Secondly, the duration of WU 5 was still short for them. The intensive training program of WU 5 was originally planned for a period of five days but it was shortened by half day in the middle of the intensive training program because some

participants showed their intension to leave for home on the last day of WU 5. Consequently, the intensive training program had to be compressed. Thirdly, the contents of the IP and Model IP are not sufficient to reflect the local conditions of the respective PPs. The description in Model IP may not be applicable to some of the provinces. While PST members did the preparation of respective chapters of the IP as their exercises within the limited time, it is more important to prepare the IP taking into consideration the local conditions and practices in the respective provinces. Fourthly, respondents found less relation between the current works and IP. This may raise an issue of the selection of the participants, the importance of explaining more on the IP, and improvement of the manuals and models.

2nd Draft Revised August 20, 2007

Annex 1: Schedule of the intensive training program of WU 5

Annex 2-1: Questionnaire 1 forms

Annex 2-2: Responses to Questionnaire 1

Annex 3-1: Questionnaire 2 form

Annex 3-2: Responses to Questionnaire 2

Annex 4-1: Questionnaire 3 form

Annex 4-2: Responses to Questionnaire 3

Annex 5: Evaluation form of the F/S report (Attached in Appendix 8)

**Annex 1: Schedule of the intensive training program of WU 5
Agenda of Training Workshop WU5 in Da Lat, Lam Dong Province**

No.	Date	Presentation	Time		Responsibility
1	3-7 (Tue)	Opening	8:30-8:35	5	FIPI
		Speech by DoF	8:35-8:40	5	Mr.Thien
		Speech by JST	8:40-8:45	5	Mr.Motoyama
		Overview of WU5	8:45-9:00	15	Khanh
		FS manual	9:00-9:55	55	Khanh
		<i>Coffee break</i>	<i>9:55-10:10</i>	<i>15</i>	
		Feedback of M & E results of F/S reports prepared by PPs	10:10-10:50	40	Mochida
		Discussion and comment	10:50-11:10	20	Khanh
		Relation between FS & IP	11:10-11:35	25	Khanh
		<i>Lunch</i>	<i>11:35-13:30</i>		
		IP manual and IP Thai Nguyen	13:30-14:00	30	Giang
		Qs & As	14:00-14:20	20	Giang
		Project summary in IP	14:20-14:50	30	Khanh
		<i>Coffee break</i>	<i>14:50-15:05</i>	<i>15</i>	
		Exercise (group work)	15:05-16:35	90	Khanh
Distribution of M & E Questionnaire 1					
2	4-7 (Wed)	Presentation exercise results	8:00-9:00	60	Khanh
		1. Institutional arrangement	9:00-9:30	30	Hung
		Exercise (group work)	9:30-10:20	80	Hung
		<i>Coffee break</i>	<i>10:20-10:30</i>	<i>10</i>	
		Presentation exercise results	10:30-11:30	60	Hung
		<i>Lunch</i>	<i>11:30-13:30</i>		
		2. Implementation schedule	13:30-14:00	30	Giang
		Exercise (group work)	14:00-14:50	50	Giang

		<i>Coffee break</i>	14:50-15:05	15	
		Exercise (group work)	15:05-16:35	90	Giang
No.	Date	Presentation	Time		Responsibility
3	5-7 (Thu)	Presentation exercise results	8:00-9:00	60	Giang
		Introduction of Mr. Inoue (JICA Expert)	9:00-9:10	10	
		3.Financing arrangement	9:10-9:35	25	Hung
		<i>Coffee break</i>	9:35-9:50	15	
		4. Procurement management	9:50-10:20	30	Giang
		Exercise (group work) 2	10:20-11:30	70	
		<i>Lunch</i>	11:25-13:00		
		Exercise (group work) 2	13:30-14:30	60	
		<i>Coffee break</i>	14:30-14:45	15	
		Presentation of exercise results	14:45-15:40	55	Hung, Giang
		Review of M & E Questionnaire 1	15:40-16:10	30	Mochida/Khanh
6. Training plan	16:10-16:30	20	Viet		
4	6-7 (Thu)	5. Sales and marketing	8:00-8:25	25	Con
		7. M & E	8:25-8:50	25	Hung
		Exercise (group work)	8:50-10:00	70	Con
		<i>Coffee break</i>	10:00-10:15	15	
		Exercise (group work)	10:15-11:30	75	Con
		<i>Lunch</i>	11:10-13:30		
		Presentation of exercise	13:30-15:05	95	Con
		<i>Coffee break</i>	15:05-15:30	25	
		Review of exercises, how to connect exercises into IP	15:30-16:00	30	Khanh
5	7-7 (Sat)	Feedback of Q2 of M & E	8:05-8:35	30	Mochida/Khanh
		M & E Q3	8:35-9:00	25	Mochida
		Presentation of exercise results	9:00-9:30	30	Khanh
		<i>Coffee break</i>	9:30-9:45	15	

		Presentation exercise results	9:45-10:15	30	Khanh
		Closing of the workshop	10:15-10:30	15	Khanh, Tu

AM: From 8:00 to 11:30

PM: From 1:30 to 4:30

☆ include 15 minutes coffee break

Annex 2-1: Questionnaire 1 forms

Questionnaire 1 on July 3, 2007

Code: _____

Province (Please circle your province or institution):

Son La Quang Nam Lam Dong Long An Sub-FIPI Thai Nguyen

Name: _____

1. Please mark the corresponding boxes with “X” to indicate the chapter(s) of the implementation plan that you are likely to prepare once you go back to your home province.

Part/chapter	Title of Part and Chapter	If you are in charge of preparation, please mark with “X.”
Part I	SUMMARY OF THE PROJECT	
Part II	IMPLEMENTATION PLAN IN RESPECTIVE FIELDS	
Chapter 1	INSTITUTIONAL ARRANGEMENT	
Chapter 2	IMPLEMENTATION SCHEDULE	
Chapter 3	ARRANGEMENT FOR FINANCIAL MANAGEMENT	
Chapter 4	PROCUREMENT ARRANGEMENTS	
Chapter 5	SALES AND MARKETING	
Chapter 6	TRAINING PLAN	
Chapter 7	MONITORING AND EVALUATION	

2. How do you describe the characteristics of IP in comparison with F/S report? In the description, please mention who will be users of the F/S report and Implementation Plan.

Report	Specific characteristics
F/S	

IP	

3. Please select appropriate words from the box below and put the corresponding alphabets in the brackets from (1) to (9) in order to complete the following sentences. You may use appropriate words as many times as you wish.

((1) _____) is defined as an objective that is expected to be achieved as a result of the implementation of the project. It is to be achieved by the end of the ((2) _____) period. If an external assistance is provided, the ((3) _____) is set and it is to be achieved by the end of the ((4) _____) period. The ((5) _____) is regarded as an interim objective en route to the ((6) _____). The ((7) _____) and ((8) _____) are revealed in the form of specific benefits for the ((9) _____) of the project.

<p>Box a. Project objective b. Objective of assistance c. Target beneficiary d. Project e. Assistance</p>

4. Please describe specific questions/concerns that you would like to clarify and solve during the WU, if any.

5. Your comments and suggestions if any.

Thank you for your cooperation

Suggested answers to Questions 2 and 3 above

2. How do you describe the characteristics of IP in comparison with F/S report? In the description, please mention who will be users of the F/S report and Implementation Plan.

Report	Specific characteristics
F/S	A feasibility study (F/S) is a preliminary study undertaken to determine and document a project's viability. It will determine the likelihood that a project will fulfill the objective. The main readers of the feasibility study will be financial institutions or potential investors that possibly extend their supports to the implementation of the project, and the higher level authority of the governments that is in a position to authorize the implementation of the project, if required, and also provide supports for the implementation.
IP	The Implementation Plan (IP) aims to provide management and staff members involving in the project implementation, particularly those of the implementing agency, with a plan of how to implement the project and potential supporting agencies (e.g. financial institution, government agencies, and foreign donor agencies) with a plan of how those responsible for the project implementation carry out the project to its completion. The IP focuses more on how and when the project is to be implemented than on why the project needs to be executed.

3. Please select appropriate words from the box below and put the corresponding alphabets in the brackets from (1) to (9) in order to complete the following sentences. You may use appropriate words as many times as you wish.

(1) Project objective is defined as an objective that is expected to be achieved as a result of the implementation of the project. It is to be achieved by the end of the (2) project period. If an external assistance is provided, the (3) objective of the assistance is set and it is to be achieved by the end of the (4) assistance period. The (5) objective of the assistance is regarded as an interim objective en route to the (6) project objective. The (7) project objective and (8) objective of the assistance are revealed in the form of specific benefits for the (9) target beneficiary of the project.

Box

- a. Project objective b. Objective of assistance

c. Target beneficiary d. Project e. Assistance

(1) a (2) d (3) b (4) e (5)b (6) a (7) a (8) b (9) c

Annex 2-2: Responses to Questionnaire 1

Answers to Question 1.2 of Questionnaire 1 on July 3, 2007

2. FS and IP

Code	F/S	IP
	-is used by the investor - is used by leaders	- is used by the investor - is used by the M&E Unit
	-is used by the investor - is used by leaders	- is used by the investor - is used by the M&E Unit
	- Is used by the investor and managers	- Is used by the managers, investors and the implementation offices.
	- Is used by the investor and managers	- Is used by the managers, investors and the implementation offices.
	- is used by the investment managers - is used by the leaders	- is used by the investor - is used by the M&E Unit
	- is used by the investor, implementation manager office, authority at many levels, finance office.	- is used by the district project management board, implementation office - is used by the investor, agriculture and forestry encouragement officer
	NA	NA
	-is the output of investment preparation, base for	- is provided for implementation unit and assistant units such as: finance,

Code	F/S	IP
	<p>implementation</p> <p>- includes feasible contents, refers to aspects such as management, institutional arrangement, technique, economic, finance, etc., to achieve the project objective</p>	<p>manager office and investor.</p>
	<p>- is the output of investment preparation, base for implementation</p> <p>- is used by finance organization, investor, authority at many levels etc.,</p>	<p>-provides for the implementation office and assistant office (finance office, investor, etc.,)</p> <p>- is used by implementation office and assistant office</p>
	<p>- is the final base for steering the production forest plantation in order to achieve best objective.</p> <p>- is implemented by staff of sufficient offices such as consultant company, management office</p>	<p>-provide information for the staff of implementation and assistant office</p> <p>-is implemented by the staff of management office</p>
	<p>- is the final document of investment preparation. The contents are completely and comprehensively studied in all fields such as economic, technique, finance, management, human resource, etc., in order to achieve the project objective.</p>	<p>- refers to proposals of each FS part but it is more clarified</p> <p>-is used by finance organizations, investor, technician and manager from implementation partner</p>

Code	F/S	IP
	-is used by finance organizations, potential investor, authority at many levels, investigation unit.	
	-is the base for steering investment Its' contents is adequately studied in aspects such as economic, technique, finance in order to achieve the highest benefit	- provides for the implementation unit and potential assistant office (finance office, state office, investor)
	- is the final document of the investment preparation, base for steering the implementation. The contents are completely and comprehensively studied in all fields such as economic, technique, finance, etc,. in order to achieve project objective.	- provides for staff of the implementation partner and potential assistant office (finance office, investor)
	- is the final output that performs the investment implementation at complete and comprehensive level of all fields such as economy, technique, management, human resource etc,.	- performs the implementation progress including material, human resource, finance, etc,. It also refers to special periods and technique methods.
	<p>- is the report that performs the survey, information collection, relation and main aim establishment of relative and necessary impacts system in order to achieve objectives.</p> <p>- is used by the authority at many levels, finance organizations,</p>	<p>- is the report refers to the FS with a more adequate, special and reality system. It mentions on how will the FS be implemented? Who, How, When to implement? How to evaluate?</p> <p>- is used by sufficient authorities, IP implementation partner, project</p>

Code	F/S	IP
	potential investors, consultants	management board and the investor for M&E
	<p>-is the final document of the investment preparation, the base for steering the implementation. Its' contents are adequately, comprehensively and deeply studied in all fields: economic, technique, finance, management in order to achieve objective with the best profit.</p>	<p>-assists the staff of implementation partner and potential assistant.</p> <p>-is the base for implementation</p>
	<p>-bases on survey to give out reasons for project building with clear scale and purpose.</p> <p>-is the base for project justification including implementation contents and project effectiveness</p> <p>- is used by finance organization, investor and authority at many levels</p>	<p>-specializes project components.</p> <p>- raises questions: what, where, when, who for implementation? to ensure the project objective</p> <p>-is used by manager, technician, assistant, potential investors, etc.</p>
	<p>-is the final document of the investment preparation, base for steering the implementation. Its' contents are adequately, comprehensively and deeply studied in order to achieve objective with the best profit.</p> <p>- is used by finance organization, investor and authority at many</p>	<p>-assists the staff of implementation partner.</p> <p>- clarifies project activities</p> <p>-is used by implementation partner</p>

Code	F/S	IP
	levels	
	<ul style="list-style-type: none"> - is the final document of the investment preparation, base for the authority and the investor to give out proper decisions - is the comprehensive study on nature, economic, society and resolution to achieve project objective 	<ul style="list-style-type: none"> - is built when FS is completely edited - provides for the implementation partner and implementation assistant -focuses on institutional arrangement, role and responsibility of relative implementation partner
	<ul style="list-style-type: none"> - location and area -Objective and output -component -Cost -PDM Users: PST 	<ul style="list-style-type: none"> -Project summary -Content and IP including institutional arrangement, implementing schedule, finance management, procurement management, sales and marketing, training schedule, M&E -Users: PST
	<ul style="list-style-type: none"> -is the final document of investment preparation. The contents are completely and comprehensively studied in all fields -Users: Project management board 	<ul style="list-style-type: none"> - provides for the implementation partner and implementation assistant -users: Implementation partner
	-Contain 4 parts: background, content, effectiveness, conclusion	-contains 2 parts: project summary and IP content.

Code	F/S	IP
	<p>and recommendation</p> <p>-Answer for the questions: what, who, when, where for implementation?</p> <p>-user: managers and technician of implementation partner, technique consultant office and investor (for M&E)</p>	<p>-Answers for the questions: what, who, when, where for implementation?</p> <p>-user: managers and technician of implementation partner, technique consultant office and investor (for M&E)</p>
	<p>- including 4 parts: Background, content, effectiveness, conclusion and recommendation</p> <p>-Answers for questions: reasons for project building? Project purpose and scale? Effectiveness?</p> <p>-User: project owner</p>	<p>-Including 2 parts: project summary, Content of the IP</p> <p>-user: technician of project management board (PBM)</p>
	<p>-is the final document of the implementation preparation for being approved by sufficient authority.</p> <p>- purpose, scale, effectiveness and implementation methods base on adequately, comprehensively and deeply studied in many fields such as economic, technique, finance, management in order to achieve objective with the best benefit.</p> <p>-user: state office, finance office,</p>	<p>- is the document for implementation base on FS report.</p> <p>- Specializes project activities and the responsibility of each project partner to achieve objectives of FS component</p> <p>-user: state office, finance office, investor, PMB, implementation partner</p>

Code	F/S	IP
	investor, PMB	
	<p>- is the final document of the investment preparation, base for steering the implementation. Its' contents are adequately, comprehensively and deeply studied in order to achieve objective with the best profit.</p> <p>-user: PBM</p>	<p>- provides for the Implementation office and state office (finance, investor and relative offices,etc.)</p> <p>-user: managers and technician of implementation office</p>
	<p>- is the final document of the investment preparation. Its contents are completely and comprehensively studied in all fields such as economic, technique, finance, management, human resource, etc. in order to achieve the project objective.</p>	<p>-assists the staff of implementation partner and potential assistant office to achieve project objective</p>
	<p>-reasons for Project building</p> <p>-purpose and scale</p> <p>-Why and how to implement?</p> <p>- Project output?</p> <p>Users: finance organization,</p>	<p>-What?</p> <p>-who?</p> <p>-Where?</p> <p>-When?</p>

Code	F/S	IP
	potential investor	
	<p>- is complete, comprehensive study on many fields: economic, natural condition, technique, finance, management. FS is the base for steering investment progress</p>	<p>-assists the staff of implementation partner and potential assistant office: finance office, investor</p>
	<p>- is the final document of the investment preparation, base for steering the implementation. The contents are completely and comprehensively studied in all fields such as economic, technique, finance, etc., in order to achieve project objective.</p> <p>- Users of the F/S report will be financial institutions, potential investors, and authorities at various levels.</p>	<p>-assists the staff of implementation partner and potential assistant office</p>
	<p>- is the final document of the investment preparation, base for steering the implementation. The contents are completely and comprehensively studied in all fields such as economic, technique, finance, etc., in order to achieve project objective.</p>	<p>-assists the staff of implementation partner and potential assistant office</p>

4. Comments and suggestions for WU 5

Code	Comments and suggestions for WU 5
	<ul style="list-style-type: none"> - Measure to expedite land allocation procedures (in order to provide land certificate to households) - Role of government at district level?
	<ul style="list-style-type: none"> - We have not assured farmers of the benefits expected from the project.
	<ul style="list-style-type: none"> - Please make sure the proceedings for borrowing capital from investors. - Please clarify the harvesting procedures.
	<ul style="list-style-type: none"> - Could we combine IP and FS into one report?

5. Any comments and suggestions

Code	Any comments and suggestions
	<ul style="list-style-type: none"> - How to ensure the commitment of the investor in investment and sales of products at the time when participation of farmers is not assured. - How is the policy to protect farmers if there are calamity risks?
	<ul style="list-style-type: none"> - No big problems - Some small problems in translation, grammar. It's necessary to arrange documents properly

Annex 3-1: Questionnaire 2 form

Questionnaire 2 on July 5, 2006

Code: _____

Province (Please circle your province or your institution):

Son La Quang Nam Lam Dong Long An Sub-FIPI Thai Nguyen

Name: _____

You have completed the half of the intensive training program of WU 5. After WU 5, you are expected to prepare the Implementation Plan (IP) by yourself. We would like to proceed with this intensive training program by incorporating your comments and suggestions. Please let us know your response to this intensive program by answering the following questions.

1. You have sit through the presentation and carried out exercises in respective fields. Please let us know if you have gained analytical skills and knowledge to write the relevant parts (Part I, Chapter 1 to 4 of Part II) of the Implementation Plan. Please rate your level of skills and knowledge for Part I and Chapter 1 to 4 of Part II of the IP on a scale from Low Level (1) to High Level (7) with (4) being Medium Level. **(Please circle the appropriate number)**

Low Level

Need assistance from someone else in order to carry out required tasks

Medium Level

Good understanding so as to carry out required tasks without assistance of others

High Level

Very good understanding so as to teach required tasks to others

1 2 3 4 5 6 7

2. If you have found any inappropriateness in the structure of the Implementation Plan or any suggestions for improvement of the IP, please give your comments and suggestions.

(1) Inappropriate parts	(2) Suggestions for improvement

3. Please put appropriate words in the following bracket to complete sentences that describe the specific features of the implementing agency. (30 points)

In this Manual, the implementing agency is defined as an entity that is responsible for (_____). The implementing agency is staffed with personnel whose responsibilities are clearly defined and is equipped with planning and controlling functions for the project implementation.

4. From Page 74 to Page 75 of the F/S manual, the four types of fund flows are presented by classifying providers and users of funds. Please circle the name of the fund flow model that is corresponding to the project you have designed in your province. PST members in Thai Nguyen will refer to the Model F/S and Model IP to answer this question. (30 points)

(1) Model A (2) Model B (3) Model C (4) Model D

5. Please list up four types of procurement methods explained in the session. (40 points)

Name of the procurement method
(1)
(2)
(3)
(4)

6. Please give your rating on WU 5 so far on a scale from Poor (0) to Excellent (100) with 50 being satisfactory. **(Please circle the appropriate number)**

Poor	Weak		Satisfactory			Good		Excellent		
0	10	20	30	40	50	60	70	80	90	100

7. Comments and suggestions for the rest of WU 5 including appropriateness of the workshop methods and discussions, if any.

(_____)

Thank you for your cooperation

Annex 3-2: Responses to Questionnaire 2

Responses to Questionnaire 2 on July 5, 2006

Code: _____

Province (Please circle your province or your institution):

Son La Quang Nam Lam Dong Long An Sub-FIPI Thai Nguyen

Name: _____

You have completed the half of the intensive training program of WU 5. After WU 5, you are expected to prepare the Implementation Plan (IP) by yourself. We would like to proceed with this intensive training program by incorporating your comments and suggestions. Please let us know your response to this intensive program by answering the following questions.

2. You have sit through the presentation and carried out exercises in respective fields. Please let us know if you have gained analytical skills and knowledge to write the relevant parts (Part I, Chapter 1 to 4 of Part II) of the Implementation Plan. Please rate your level of skills and knowledge for Part I and Chapter 1 to 4 of Part II of the IP on a scale from Low Level (1) to High Level (7) with (4) being Medium Level. **(Please circle the appropriate number)**

Low Level

Need assistance from someone else in order to carry out required tasks

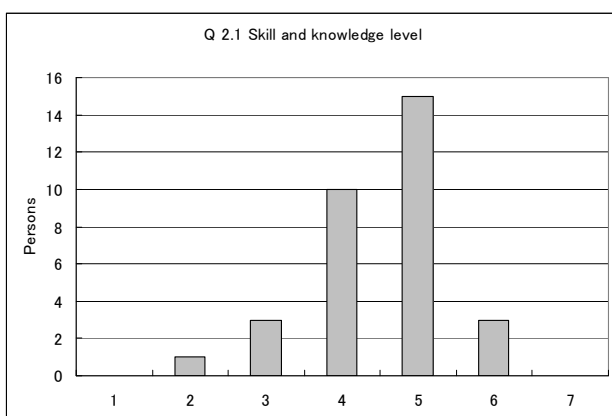
Medium Level

Good understanding so as to carry out required tasks without assistance of others

High Level

Very good understanding so as to teach required tasks to others

1 2 3 4 5 6 7



No. of responses: 32
 Average: 4.5
 Median: 5
 SD: 0.9

3. If you have found any inappropriateness in the structure of the Implementation Plan or any suggestions for improvement of the IP, please give your comments and suggestions.

Code	(1) Inappropriate parts	(2) Suggestions for improvement
	-Annex 2 and Annex 5 are too special -There are too many tables if the project was disposed in many communes, hamlets and households.	The project management board should adjust, replace and make annual work plan
	-Relationship between borrower and lender -Module C: Budget- Farmer	-Relationship between the government and the implementation partner
	-not close to the reality	
	-shouldn't divide the project objective into: + Overall objective + Project objective - Project outputs and components	-should change into: + Overall objective + Special objective -should change into: +Project components +Expected Outputs -Project schedule should be more detail
		-For the production forestry project, if the households are the beneficiaries, we should concentrate on encouraging forestry and agriculture expansion -Need to clarify the role and the responsibility of the implementation system

3. Please put appropriate words in the following bracket to complete sentences that describe the specific features of the implementing agency. (30 points)

In this Manual, the implementing agency is defined as an entity that is responsible for (_____). The implementing agency is staffed with personnel whose responsibilities are clearly defined and is equipped with planning and controlling functions for the project implementation.

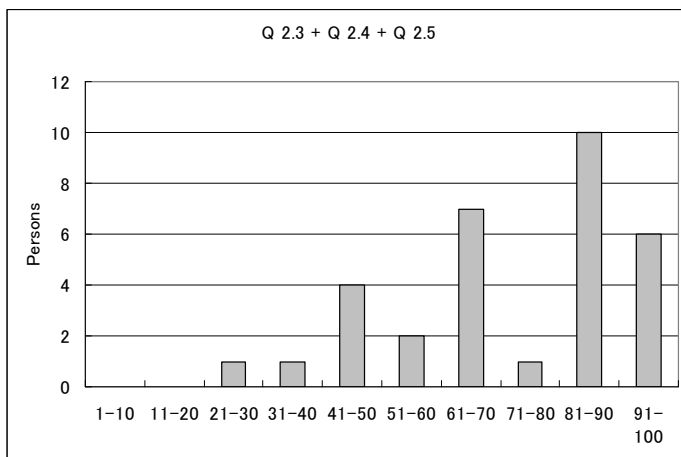
4. From Page 74 to Page 75 of the F/S manual, the four types of fund flows are presented by classifying providers and users of funds. Please circle the name of the fund flow model that is corresponding to the project you have designed in your province. PST members in Thai Nguyen will refer to the Model F/S and Model IP to answer this question. (30 points)

- (1) Model A (2) Model B (3) Model C (4) Model D

4. Please list up four types of procurement methods explained in the session. (40 points)

Name of the procurement method
(1)
(2)
(3)
(4)

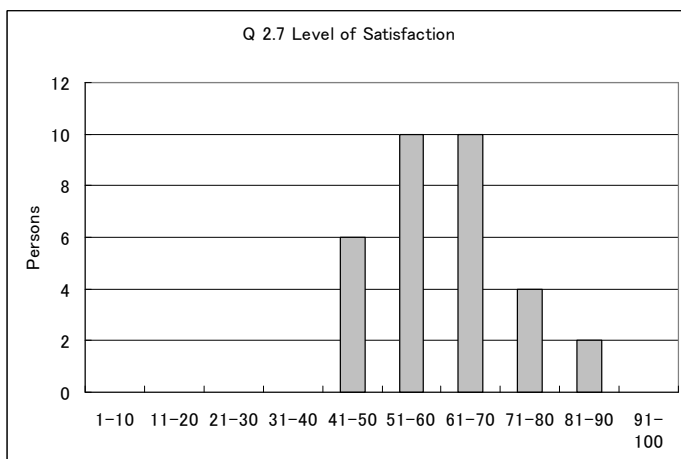
Summation of points for Questions 3 to 5 (Full score=100 points)



No. of responses: 32
 Average: 74.2
 Median: 80
 SD: 20.2

6. Please give your rating on WU 5 so far on a scale from Poor (0) to Excellent (100) with 50 being satisfactory. **(Please circle the appropriate number)**

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



No. of responses: 32
 Average: 65.6
 Median: 65
 SD: 11.3

7. Comments and suggestions for the rest of WU 5 including appropriateness of the workshop methods and discussions, if any.

()

Code	Comment and suggestion
	-proper methods and discussion -we should have field trips and visit scene.
	-need more exercises beside the summary exercises. The teachers should have exercise forms (on paper) to distribute. Participants finish exercises and give it back to teachers
	-integrating the exercises and make report on this on July 6
	- integrating the exercises and make report on this on July 6
	We should connect exercise parts. This is the trouble of implementing province. How can we have a perfect exercise?
	-Good teaching -We should share FS between provinces -We should spend the one day instead of half a day to visit Datlat (Saturday afternoon)
	-Each provincial group has meeting to unify IP programme -Discussion to supply for omitted contents
	-Guide participants to do more exercises in order to create logic between IP and FS
	-teaching method and discussion are very proper
	-you should provide participants with materials for their reading before having class -No need to come to the detail of all contents. We've already known many of them. Please put it in brief to save the time
	After each exercise, the organizing committee need to conclude the problem to ensure what is right and what should be discussed more.
	The teaching method has been better since the 3 rd day. Please spend more time for discussion. There is a need to have more ideas on each provincial report.

Thank you for your cooperation

Suggested answer.

The full version of **Question 2** above will read as follows:

Trong Hướng dẫn này, Cơ quan thực hiện được hiểu là đơn vị chịu trách nhiệm đảm bảo (đạt được các mục tiêu của dự án). Để thực hiện mục tiêu về mặt tổ chức, cơ quan này cần được bố trí nhân sự để thực hiện những nhiệm vụ tương ứng và được tiến hành các chức năng hoạch định và kiểm soát thực hiện dự án.

In this Manual, the implementing agency is defined as an entity that is responsible for (achievement of the project objective). The implementing agency is staffed with personnel whose responsibilities are clearly defined and is equipped with planning and controlling functions for the project implementation.

Question 4

Có 4 phương pháp: đấu thầu cạnh tranh, đấu thầu hạn hẹp, mua sắm tại các cửa hàng ở địa phương và hợp đồng trực tiếp. Đấu thầu cạnh tranh là loại đấu thầu qua quảng cáo rộng rãi. Đấu thầu hạn chế là trực tiếp mời thầu để cạnh tranh mà không quảng cáo. Mua sắm tại các cửa hàng ở địa phương là phương pháp dựa vào việc so sánh giá cả từ các nhà cung cấp. Hợp đồng trực tiếp là thuê tư vấn thực hiện việc mua sắm

There will be four typical procurement methods: competitive bidding, limited bidding, local shopping, and direct contracting. A Competitive Bidding is a competitive bidding by open advertisement. A Limited Bidding is a competitive bidding by direct invitation without open advertisement. A Local shopping is a procurement method based on comparing price quotation obtained from several suppliers. A Direct contracting is a method to directly appoint a specific consultant.

Annex 4-1: Questionnaire 3 form

Questionnaire 3 on July 7, 2007

Code: _____

Province (Please circle your province or your institution):

Son La Quang Nam Lam Dong Long An Sub-FIPI Thai Nguyen

Name: _____

Part I

You have completed your intensive training program of Work Unit Five (WU 5) in Lam Dong Province. Please answer the following questions relevant to this intensive training program of WU5 held from July 3 to July 7, 2007. **(Please circle the appropriate number).**

7. Is the present level of your knowledge and skills of preparing the contents of the Implementation Plan (IP) high or low compared with the level you had before you participated in this intensive training program of WU 5 on a scale from 1 (Lower) to 7 (Higher) with 4 being (About the same) ?

Lower	Somewhat lower	About the same	Somewhat higher	Higher
1	2	3	4	5
6	7			

2. How much of the knowledge and skills for preparing the contents of the IP transferred through this intensive training program of WU 5 have you acquired? Please provide your evaluation on a scale of 0 being nothing acquired to 100 being fully acquired.

Nothing acquired										Fully acquired
0	10	20	30	40	50	60	70	80	90	100

3. How do you find the relationship between the contents of this intensive training program and your current work? Is the relation strong or weak?

Very weak	Somewhat weak	Neither	Somewhat strong	Very strong
1	2	3	4	5
6	7			

4. After completing WU 5 intensive training program, how do you think of the proposed structure of the Implementation Plan introduced during the intensive training program? Is the structure practical enough to put your project proposed in the F/S report into implementation?

Not practical	Somewhat not practical	Neither	Somewhat practical	Very practical
1	2	3	4	5
6	7			

5. Methodologies adopted during the intensive training program (explanation of the IP contents, group works, and presentation) will help you prepare the Implementation Plan for the project in your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

6. Handouts and exercises provided during the intensive training program will help you transfer to other colleagues in your province what you learned after you go back to your province.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

7. Lecture/presentation of the instructors was concise and clear.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

8. The instructors organized the sessions by integrating the lecture/presentation with discussions, Q & A, handouts, and exercises.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

9. Assistants of the training sessions from Forestry Inventory and Planning Institute (FIPI) were helpful.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

10. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

Strongly disagree		Rather disagree	Neither		Rather agree	Strongly agree
1	2	3	4	5	6	7

11. How do you think of the amount or volume of the contents or works during the five-day intensive training program?

Too little		Somewhat little	Average		Somewhat voluminous	Too much
1	2	3	4	5	6	7

12. How do you think of the duration of the five-day intensive training program?

Too short		Somewhat short	Average		Somewhat long	Too long
1	2	3	4	5	6	7

3. Do you recommend others to participate in the FICAB in the future?

1. Yes

0. No

If your answer to the above is yes, to whom do you recommend first?

Thank you for your cooperation.

Annex 4-2: Responses to Questionnaire 3

Questionnaire 3 on July 7, 2007

Code: _____

Province (Please circle your province or your institution):

Son La Quang Nam Lam Dong Long An Sub-FIPI Thai Nguyen

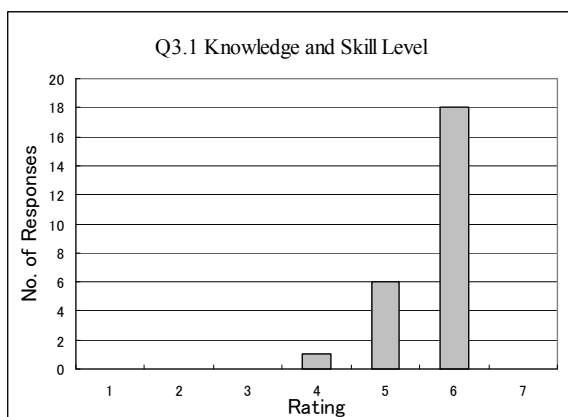
Name: _____

Part I

You have completed your intensive training program of Work Unit Five (WU 5) in Lam Dong Province. Please answer the following questions relevant to this intensive training program of WU5 held from July 3 to July 7, 2007. **(Please circle the appropriate number).**

8. Is the present level of your knowledge and skills of preparing the contents of the Implementation Plan (IP) high or low compared with the level you had before you participated in this intensive training program of WU 5 on a scale from 1 (Lower) to 7 (Higher) with 4 being (About the same) ?

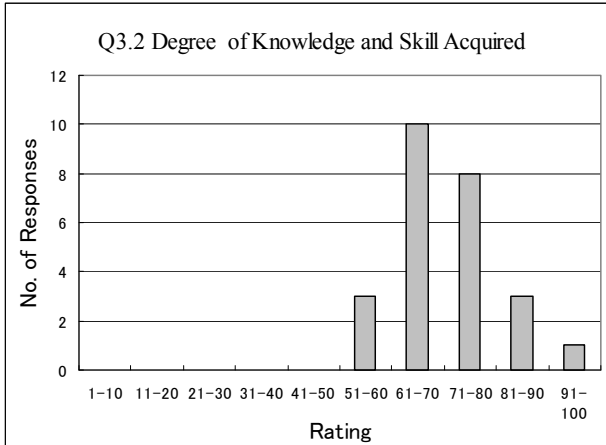
Lower Somewhat lower About the same Somewhat higher Higher
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 5.7
 Median: 6
 SD: 0.5

2. How much of the knowledge and skills for preparing the contents of the IP transferred through this intensive training program of WU 5 have you acquired? Please provide your evaluation on a scale of 0 being nothing acquired to 100 being fully acquired.

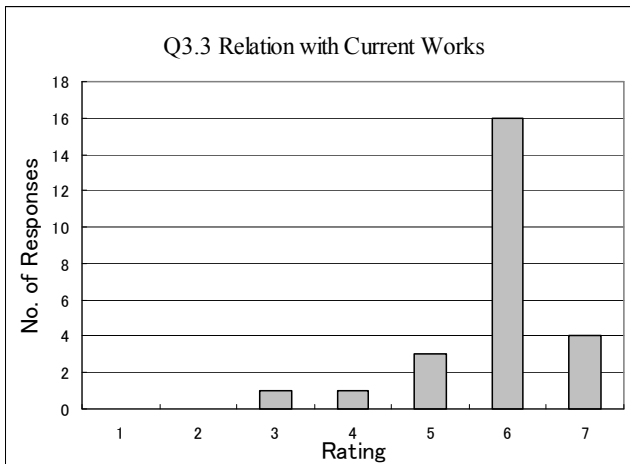
Nothing acquired Fully acquired
 0 10 20 30 40 50 60 70 80 90 100



No. of responses: 25
 Average: 74.6
 Median: 70
 SD: 8.8

3. How do you find the relationship between the contents of this intensive training program and your current work? Is the relation strong or weak?

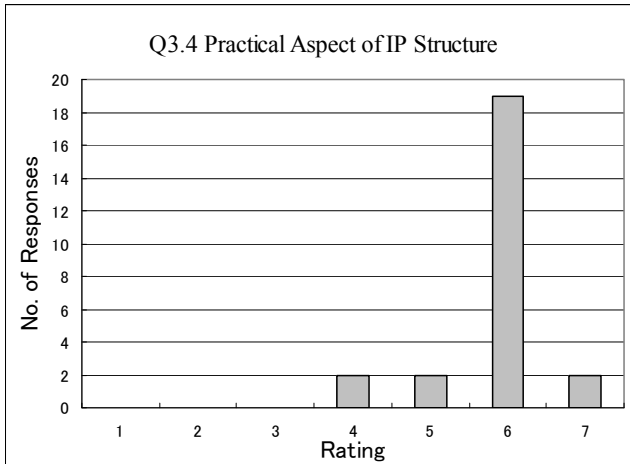
Very weak Somewhat weak Neither Somewhat strong Very strong
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 5.8
 Median: 6
 SD: 0.9

4. After completing WU 5 intensive training program, how do you think of the proposed structure of the Implementation Plan introduced during the intensive training program? Is the structure practical enough to put your project proposed in the F/S report into implementation?

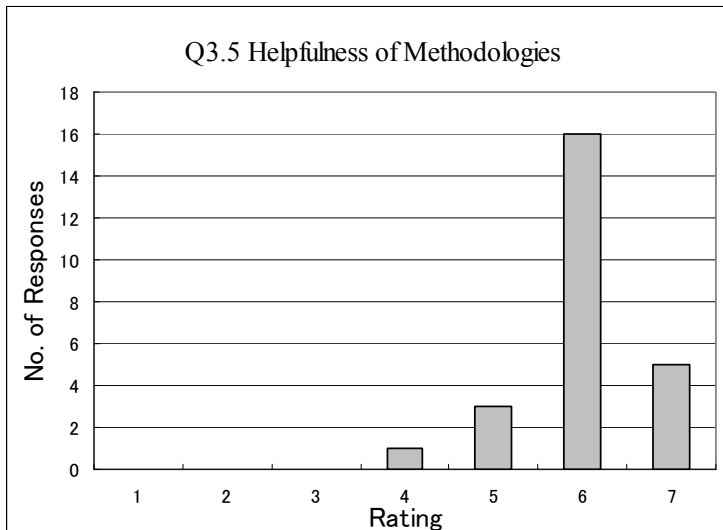
Not practical 1 Somewhat not practical 3 Neither 4 Somewhat practical 6 Very practical 7



No. of responses: 25
 Average: 5.8
 Median: 6
 SD: 0.7

5. Methodologies adopted during the intensive training program (explanation of the IP contents, group works, and presentation) will help you prepare the Implementation Plan for the project in your province.

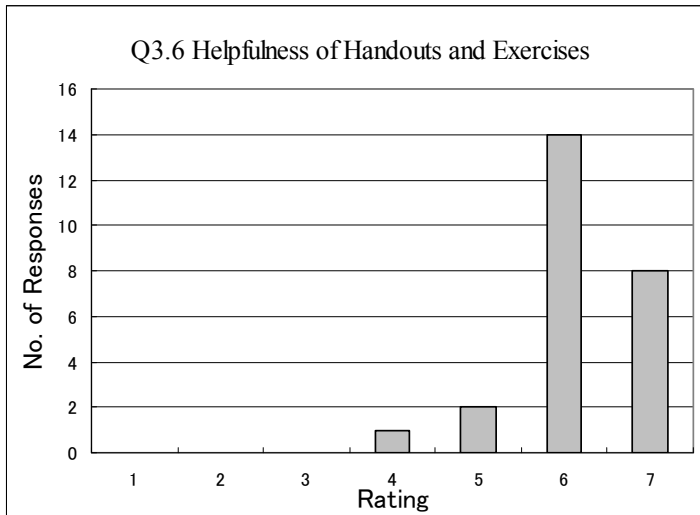
Strongly disagree 1 Rather disagree 3 Neither 4 Rather agree 6 Strongly agree 7



No. of responses: 25
 Average: 6.0
 Median: 6
 SD: 0.7

6. Handouts and exercises provided during the intensive training program will help you transfer to other colleagues in your province what you learned after you go back to your province.

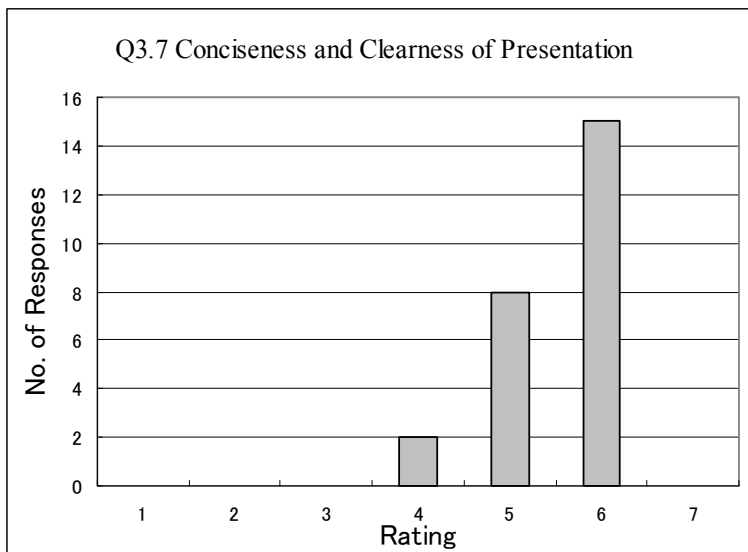
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 6.2
 Median: 6
 SD: 0.8

7. Lecture/presentation of the instructors was concise and clear.

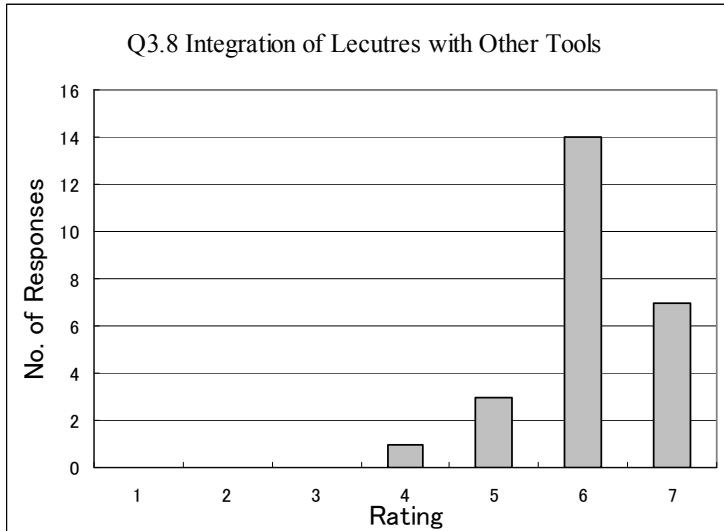
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 5.5
 Median: 6
 SD: 0.7

8. The instructors organized the sessions by integrating the lecture/presentation with discussions, Q & A, handouts, and exercises.

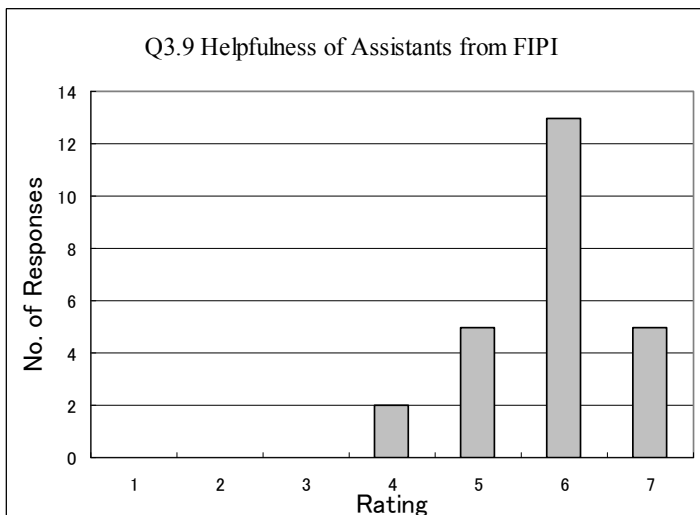
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
Average: 6.1
Median: 6
SD: 0.8

9. Assistants of the training sessions from Forestry Inventory and Planning Institute (FIPI) were helpful.

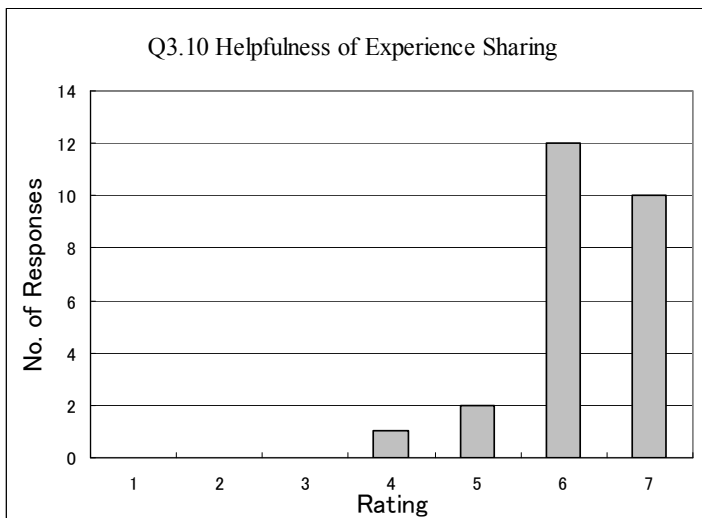
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
Average: 5.8
Median: 6
SD: 0.9

10. Sharing of experiences among PST members from other participating provinces (PPs) were helpful.

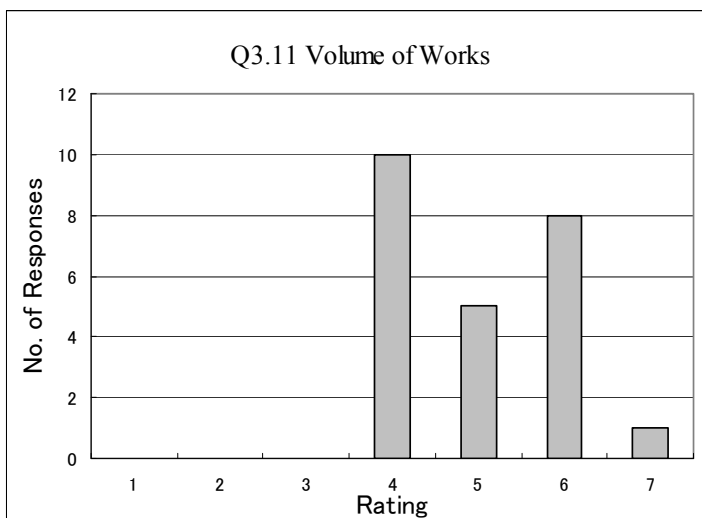
Strongly disagree Rather disagree Neither Rather agree Strongly agree
 1 2 3 4 5 6 7



No. of responses: 25
 Average: 6.3
 Median: 6
 SD: 0.8

11. How do you think of the amount or volume of the contents or works during the five-day intensive training program?

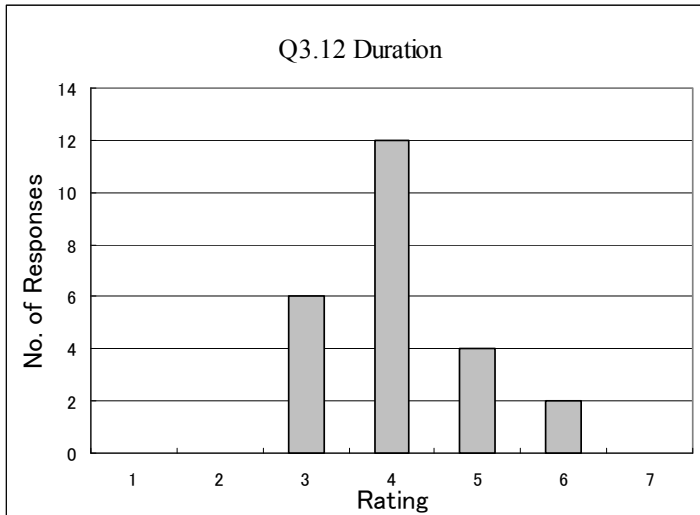
Too little Somewhat little Average Somewhat voluminous Too much
 1 2 3 4 5 6 7



No. of responses: 24
 Average: 5.0
 Median: 5
 SD: 1.0

12. How do you think of the duration of the five-day intensive training program?

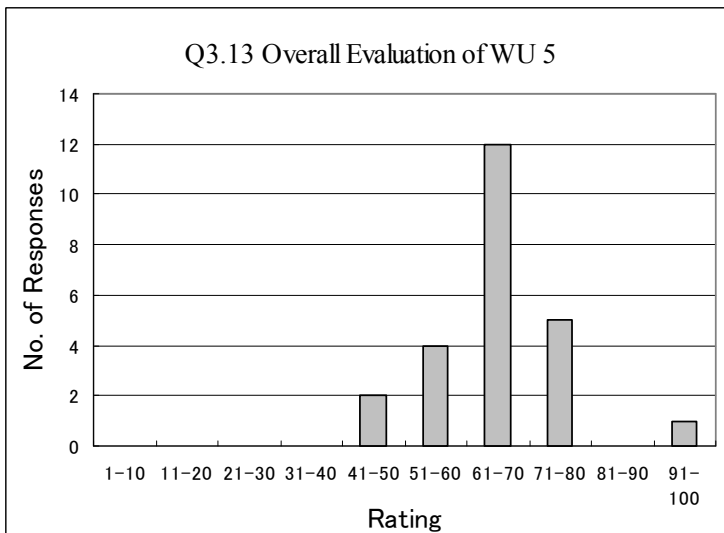
Too short Somewhat short Average Somewhat long Too long
 1 2 3 4 5 6 7



No. of responses: 24
 Average: 4.1
 Median: 4
 SD: 0.9

13. Overall rating of the five-day long intensive training program of WU 5 on a scale from 0 (Poor) to 100 (Excellent) with 50 being satisfactory.

Poor Weak Satisfactory Good Excellent
 0 10 20 30 40 50 60 70 80 90 100



No. of responses: 24
 Average: 70.9
 Median: 70
 SD: 10.0

Part II

1. Have you ever applied what you learned through the training program of FICAB to any other works in your office?

1. Yes

0. No

	Yes	No	Not available (no answer)	Total
No of responses	24	6	1	31
Proportion	77.4 %	19.4%	3.2%	100.0%

If your answer to the above is Yes, please let us know what you applied. You may point out names of methodologies you learned and applied, and names of other projects and/or works you applied such methodologies.

Name of Methodologies applied in other works

Code	Methodology
	- investigating tree productivity for designing -applying in building Feasible afforestation project -providing provincial leaders assessments for approval
	-IP for the project on yearly planting 5 million ha forest in Son La (using the methodology learnt from the training to make plan for the implementation of the project, etc.)
	-Applying logic methodology into the implementation of 661 project
	-Applying in finance and economic analysis -Applied project: + material forest plantation in Duy Hoa commune, Duy Xuyen district, Quang Nam province + material forest plantation of Forestry product and speciality exporting company in Quang Nam (the company for exporting forestry products and speciality)
	-project KFW6 (funded by Germany organization) -project BCI (develop the corridor for biology diversification in Truong Son)
	-Building annual work plan -Building outline and presentation for report - Doing things in the right sequence
	-method for implementation and building project

Code	Methodology
	-Real conditions are the bases for scientific programmes -Setting up production forest project (661 programme)
	-Approaching method for building project: from the bottom up (for example: project PC implemented in Lam Dong in 2006-2007)
	-Project: Dealing with exhausted forest +information collecting and data dealing method +CCM method for evaluating participation level, demand and financial resource for implementation +Finance analysis particularly for the output of products to learnt the best and sustainable method
	-Steps for setting up project - Methods for collecting information
	-Give out assessments on the effectiveness of forestry project -Give out ideas for the supplement of investment attraction mechanism at the provincial level
	-Applying methodology on project structure, finance and economic analysis, etc. for considering the permission for investment
	-Applying the structure, arrangement, presentation for building projects in our office.
	-project: pilot for biology corridor diversification in 3 communes of Lam Dong
	We applied viewpoint and analysis method in FS implementation (evaluation on demand, production situation; analysis on problem, objective, PDM, etc.) in order to improve the knowledge of agriculture encouraging staff to build agriculture encouraging programme, agriculture encouraging sub-project at district level. The methodologies of our training course are very useful for an agriculture encouraging trainer like me.
	-information collection: for making reports -logical analysis: for making speech and implementing annual work plan
	-Investigating and collecting information, data processing -CCM method, evaluate the level of participation Project: dealing with exhausted forest in Dateh forestry yard.
	Use of the following methodologies of WUs in other works: -Building the map: Mepinfor

Code	Methodology
	-GPS technique machine -Projects: WWF, GTZ and ADB
	-building project that relevant to the production plan
	-Building the tentative model on plantation of new seedlings.
	-Applying methodologies learnt from WUs to get acquainted with building small local projects, especially, making annual work plan for the implementation of 661 provincial project.
	-building FS on production forest plantation base on the 661 fund in many districts of Thai Nguyen -making detailed plan for implementation project on planting production forest – project “afforestation for environment protection in Thai Nguyen province”
	-Afforestation situation survey, collecting information on land, natural conditions, etc. -collecting information on provincial wood market -Applying some methodologies into learning and studying on forestry
	-building and setting up plans -Approaching the farmers through quick interviews and surveys
	-learnt by heart the IP contents including: institutional arrangement, implementation schedule, training plan, monitoring and evaluation

Part 2. Question 2. If you are asked to evaluate the training program (intensive training program and On-the-Job Training program of WU 1 to WU 5) under FICAB, what do you think as strengths and weaknesses of the training program of FICAB?

Strength and Weakness of FICAB

Code	Strengths	Weaknesses
	-JICA are very responsible -FIPI staff have good capacity -The capacity of PPs staff will be improved	-long time between two training courses but the duration of each one is too short
	-FS building bases on the reality	
	-FS building bases on the reality	
	-Material and teaching method -Inheriting experience for material compilation (Accumulation of	- The structure and content of FS and IP are too long

Code	Strengths	Weaknesses
	<p>experiences for compilation of data and information, and exercises through WU 1-5)</p> <p>-Finance and economic analyses are clear and useful</p>	
	<p>-Methodology</p> <p>-logics of problems were given out and solved</p>	
	<p>-Good contents and teaching methods</p> <p>-FIPI staff are very enthusiastic</p> <p>-FS and IP building methods make an easy way for evaluation</p>	<p>-some contents is not related to the reality</p> <p>-we are lacking in laptop</p>
	<p>-Spending fund for study</p> <p>-Focusing on the reality of current situations and policies</p> <p>-Close schedule (The intended schedule is close to the real teaching time: e.g. time for each presentation is carefully managed)</p> <p>-is assisted by the JICA experts</p>	
	<p>-Good lecturers</p> <p>-Suitable training plan</p> <p>-Training contents are well prepared</p>	<p>-The time for some contents is too short</p>
	<p>-coordinating between academic and practice</p> <p>-Knowledge impartation (teaching method) through discussion</p> <p>-Exchanging models between study groups</p> <p>-Including the implementation of government and local policy</p>	<p>-We shouldn't terminate the project at this moment to uphold our knowledge.</p>
	<p>-Clear IP</p>	
	<p>-The logic between problem and objective</p> <p>-Building good Matrix is the main</p>	

Code	Strengths	Weaknesses
	<ul style="list-style-type: none"> problem leading to the success -Having specific IP 	
	<ul style="list-style-type: none"> -The training courses are very practical - The contents are detailed and easy to understand -Assisting for the management skill 	<ul style="list-style-type: none"> -Training durations are too short - No time for sharing models with other provinces
	<ul style="list-style-type: none"> -Training methods are quite modern -The contents are quite suitable with the local reality 	<ul style="list-style-type: none"> -Time for intensive training is too short. There is no time for understanding all the necessary contents
	<ul style="list-style-type: none"> -Market analysis -Economic analysis Evaluation on the environment impacts 	
	<ul style="list-style-type: none"> -There are many new view points and approaching methods that could increase the capacity for staff. -Friendship Organizing method - Group working exercises -evaluation and feedback receiving ways of JST is quite specific 	<ul style="list-style-type: none"> -some limitations on presentation skill of lecturers -some problems on translation documents -Some hard forms of progress (inflexibility of the procedures described in the documents) could reduce the creativeness of participants - some limitations on the opening and the conclusion of the study sectors (introduction and conclusion of each training session during WU 5)
	<ul style="list-style-type: none"> -Good cooperation between JICA experts, FIPI staffs and PST in training and field survey 	<ul style="list-style-type: none"> -Training time is too short to compare with the number of lectures and exercises
	<ul style="list-style-type: none"> - The training contents is very clear -The organization is very considerate 	<ul style="list-style-type: none"> -Duration of the workshop is too short -the time between each training

Code	Strengths	Weaknesses
	<ul style="list-style-type: none"> -Good preparation on materials -Good methodology 	<ul style="list-style-type: none"> workshops are too long -Some contents has unclear methodologies
	<ul style="list-style-type: none"> -Training courses were assisted by project as well as organizing province -The lecturers are very enthusiastic 	
	<ul style="list-style-type: none"> -FIPI staffs have so much experience 	<ul style="list-style-type: none"> -Teaching skill is ineffective
	<ul style="list-style-type: none"> -Coordinating between academic and practice -Teaching method: discussion - Experience exchanging between working groups 	
	<ul style="list-style-type: none"> -short term training course is very useful and close to the reality -Coordinating between lectures and discussion 	<ul style="list-style-type: none"> -The duration of WU 1-5 is too short so that the working pressure is quite high.
	<ul style="list-style-type: none"> -Training method is quite modern, the contents are plentiful, teaching skill of lecturers is very good 	
	<ul style="list-style-type: none"> -combination between academic and exercises -The lecturers are very enthusiastic -The duration is quite good -experience exchanging between participants 	
	<ul style="list-style-type: none"> -detail and clear guidelines -Adequate materials 	<ul style="list-style-type: none"> -Time for exercises is too short lead to the short duration of the training course.
	<ul style="list-style-type: none"> -The method is specific and detailed. 	<ul style="list-style-type: none"> -Provinces have differences in administrative location, therefore, it is a little bit unsuitable to share experience
	<ul style="list-style-type: none"> -training structure is logical 	<ul style="list-style-type: none"> -some tables are prolix (easy to get

Code	Strengths	Weaknesses
	-Contents are suitable	confused)
	-Japanese experts and FIPI have many experience on training -enthusiastic -PPs support to the training course and always ready to share their experience	-Each province has its own structure and policy so that form using is not consistency (table formats to be used in the documents should not be uniform over the different provinces).
	-Clear and specific contents - Experts and lecturers are skillful - Scientific organizing	Because of the different conditions between provinces, sharing experience are unrealistic
	-Carefully collecting information	-Duration of each training course, workshop is too short compared to their contents . - IP components should be related to the reality

3. Do you recommend others to participate in the FICAB in the future?

1. Yes

0. No

	Yes	No	Not available (No answer)	Total
No of responses	17	8	6	31
Proportion	54.8%	25.8%	19.4%	100.0%

If your answer to the above is yes, to whom do you recommend first?

Recommended person to participate in the FICAB

Code	Recommended person
	-The staffs who build the local FS
	-The staffs who build the FS
	-The staffs who are responsible to the forestry branch (Sub-DoF and relevant office at the district level)
	- My counterparts, including co-workers, in my office

	- Staffs of encouraging forestry offices in the districts of Quang Nam
	-Forest warden (forest guard) because promotion of the forestry is also a part of forest management in the future
	-Staffs who directly implement the project
	-Technicians in my office
	-Mr.xxx
	-My counterparts
	-Managers at local level
	-My counterparts, including co-workers
	-Mr.xxx
	-Staffs (counterparts, including co-workers) in my office
	-My counterparts, including co-workers
	-Mr.xxx

Appendix 8

Formats for Evaluation of F/S Report and IP

(1) Format for evaluation of F/S report

No	Item	Evaluation perspectives	Point *	Sending agency			
				A	B	...	
General aspect			30				
1	Logical consistency	Logical relation of PDM (5 points) and logical construction of the report (5 points)	10				
2	Data quality and quantity	Quality (5 points) and quantity (5 points)	10				
3	Correct application of method	Appropriate use of the method (5 points) and application (5 points)	10				
Specific aspect			70				
Part I			15				
1	Context of the project	How does the description show the policy relevant of the project?	2				
2	Natural/socio-economic conditions	Assessment of data quality and quantity	4				
2.1	Natural conditions	In terms of natural resources in the project area	2				
2.2	Socio-economic	In terms of human resource potentials (1 point) In terms of socio-economic environment such as household economy, major economic activities, financial sources and infrastructure (1point)	2				
2.3	Land use and forest resources	- Description of current situation of forest land (2 point) - Description of land productivity (3 point)	5				
2.4	Sales and marketing	- Description of existing market (2 points) and future market prospects (1 point) (target products, specifications, prices, quantities, delivery methods)	3				
2.5	Lessons learned	Has any lesson been referred in relation to the project? (0.5 point)	1				
2.6	Opportunities and challenges	Assessment of opportunities and challenges is done? (0.5 point)					
Part II			25				
1	Project rationale	Description of issues (1 point) and presentation of the project as an appropriate counter-measures (2 points)	3				
2	Project objective/outputs	Consistency with the PDM	3				

No	Item	Evaluation perspectives	Point *	Sending agency			
				A	B	...	
3	Project components/Key design consideration or project implementation plan	Sufficiency and appropriateness of project components (2 points) /implementation plan (2 points)/ schedule (1 point) in light of achievement of the objective	5				
4	Project cost	Description of baseline costs, physical and price contingencies, assumptions in tables	3				
5	Financing plan	Description of cost table by financing sources Loan repayment schedule	4				
6	Organization of project management and implementation	Description of the roles and responsibilities of the implementing agency to achieve the objective Appropriateness of stakeholder analysis	3				
7	Training plan	Have training needs been identified for the project implementation?	2				
8	Monitoring and Evaluation	Realistic indicators are being set for M & E?	2				
Part III			20				
1	Financial/economic analysis	Appropriateness of data used for the analysis (2 points), and appropriateness of methodologies (5 points) and analysis of results (3 points)	10				
2	Environmental impact	Appropriateness of data used for the analysis (1 point), and methodologies and analysis of results (1 point)	2				
3	Social impact		2				
4	Sustainability	Any factors being described that are critical to the sustainability of the project?	3				
5	Risk and mitigating measures	Any risks and mitigating measures being mentioned?	3				
Part IV			10				
1	Conclusion	Persuasive statement of conclusion	5				
2	Recommendation	Recommendations for actions being addressed?	5				

Note: (*) For each of the items, 100% of the point is given when description is evaluated as “good,” 70% when it is evaluated as “fair,” 40% when relevant items of the F/S structure are at least mentioned, 0% when nothing is mentioned for the relevant items of the F/S structure.

(2) Format for evaluation of IP

No	Item	Major perspectives for evaluation	Point *	Sending agency			
				A	B	...	
General aspect			20				
1	Practical aspect	Is the IP practical enough to put in implementation?	10				
2	Clarity (ease of understanding)	Is the IP clear enough to guide the staff members of the implementing agency to implement the project?	10				
Specific aspect			80				
Part I							
1	Summary of the project	Concise summary of F/S report by incorporating any revision made over the report.	10				
Part II							
1	Institutional arrangement	Clear description of the roles and responsibilities of the implementing agency including the internal organizational structure and the relation with other major stakeholders	10				
2	Implementation schedule	Realistic schedule in consideration of the timing and sequencing of respective project activities at both preparation and operation periods	10				
3	Arrangement for financial arrangement	Clear explanation of the channels through which the funds be delivered from providers to users for all the financial sources	10				
4	Procurement arrangements	Clarification of parties that will be in charge of major actions, particularly those who are authorized to approve the award and contract, and how long the procedures take (preparation of procurement flow)	10				
5	Sales and marketing	Clarification of parties to be involved in major processes, their actions and time sequences of the actions to be taken (preparation of sales and marketing flow)	10				
6	Training plan	Preparation of the table for training plan in consideration of the training needs	10				
7	M & E	Preparation of the table for M & E plan by clarifying respective parties to collect data and information, to aggregate them, and to make a decision.	10				

Note: (*) For each of the items, 100% of the point is given when description is evaluated as “good,” 70% when it is evaluated as “fair,” 40% when relevant items of the IP structure are at least mentioned, 0% when nothing is mentioned for the relevant items of the IP structure.

Training Package

Book 1:	Training Plan on Capacity Building for Preparing Feasibility Studies and Implementation Plans for Production Forest/Agroforestry Development Projects in Vietnam
Book 2:	Manual for Preparation of Feasibility Study Reports for Production Forest/Agroforestry Development Projects in Vietnam
Book 3:	Manual for Preparation of Implementation Plans for Production Forest/Agroforestry Development Projects in Vietnam
Book 4:	Model F/S of Thai Nguyen Province
	Book 4-1: Model Feasibility Study Report for Smallholder Production Forest Development Project in Thai Nguyen Province
	Book 4-2: Model Feasibility Study Report for Agroforestry Development Project in Thai Nguyen Province
Book 5:	Model IP of Thai Nguyen Province
	Book 5-1: Model Implementation Plan for Smallholder Production Forest Development Project in Thai Nguyen Province
	Book 5-2: Model Implementation Plan for Agroforestry Development Project in Thai Nguyen Province
Book 6:	Monitoring and Evaluation Report on Technical Training of Participating Provinces
Book 7:	Market Trend Reference Book on Wood-based and Agroforestry Products
Book 8:	Feasibility Study Reports of Participating Provinces
	Book 8-1: Feasibility Study Report on Agroforestry Project in Ta Hoc Commune, Mai Son District, Son La Province
	Book 8-2: Feasibility Study Report on Production Forest Establishment Project in Nui Thanh District, Quang Nam Province
	Book 8-3: Feasibility Study Report on Treatment of Exhausted Natural Forest and Production Forest Establishment Project in Da Teh District, Lam Dong Province
	Book 8-4: Feasibility Study Report on Afforestation Project for Serving Biodiversity Conservation in Long An Province
Book 9:	Implementation Plans of Participating Provinces
	Book 9-1: Implementation Plan on Agroforestry Project in Ta Hoc Commune, Mai Son District, Son La Province
	Book 9-2: Implementation Plan on Production Forest Establishment Project in Nui Thanh District, Quang Nam Province
	Book 9-3: Implementation Plan on Treatment of Exhausted Natural Forest and Production Forest Establishment Project in Da Teh District, Lam Dong Province
	Book 9-4: Implementation Plan on Afforestation Project for Serving Biodiversity Conservation in Long An Province