

POST EVALUATION REPORT
ON
JICA TRAINING PROGRAM

March 2002

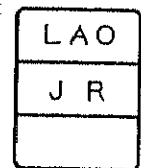
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Vientiane Lao PDR

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1. Outline of Evaluation Study

1.1 Objective of Evaluation Study

JICA conducted the evaluation study on ex-trainees, who participated in the JICA training programs in the field of agriculture, forestry and fisheries during FY1998 to 2000. During this period, 79 government officials of Lao PDR have participated in the training program. The objective of the evaluation study is to survey the following details.

- i) Background information on each trainee (e.g. how she/he was selected, her/his affiliation and position, etc.);
- ii) Trainees' progress after the training; and
- iii) Future prospects for JICA training courses.

1.2 Viewpoints of Evaluation Study

The following five viewpoints were addressed for the Study, which are:

- i) Suitability of the course and trainees;
- ii) Efficiency on coordination;
- iii) Effectiveness of the training;
- iv) Impact by the trainees after returning to Lao PDR; and
- v) Publicity of the JICA training program.

1.3 Methodology of Evaluation Study

Questionnaire survey was conducted for the 79 objective ex-participants of the JICA training course in Japan during FY1998 to 2000. Among 79 ex-participants, 7 persons were not available to be surveyed due to studying abroad or two times of participation at the training during 1999 to 2000. Therefore, the other 72 ex-participants were the actual objective persons to be surveyed.

The Questionnaire-(C) was distributed to all the 72 ex-participants, among which 42 persons (58% of 72) were interviewed by the Study team and 30 persons were requested to fill up the questionnaires by him/her self and returned them to the Study team.

In addition, the officials of CPC in Prime Minister Office and DICI in MAF as well as the superiors of the concerned departments/organizations were interviewed to evaluate the cooperation activities for the programs by the government.

2. Outline of Evaluated JICA Training Program

2.1 Background of JICA Training Program

There are presently six kinds of training program implemented in Laos, which include i) Individual Training, ii) Counterpart Training, iii) Group Training, iv) Country Focused Training, v) In-country Training, and vi) Third Country Training Program. The total number of the ex-participants from Laos in the past 5 years has increased from 92 in 1996 to 195 in 2000.

2.2 Records of the Past 3 Years of the Program

As for the agriculture sector in the past 3 years, two training programs of Group Training and Counterpart Training (CP) have been recorded. The Group Training program is further divided into two, General Group Training (GT) and Special Group Training (SP). The total number of the accepted courses for the above training programs was 20 in 1998 and 1999, and 26 in 2000. The total number of the accepted applicants was 27 in 1998, 23 in 1999, and 29 in 2000.

3. Results of Evaluation

3.1 Suitability of the selected courses

It can be assessed that the selected/offered courses were suitable in terms of HRD and the government development policy in the sector. However, even though the Lao side showed their general satisfaction to the selected/offered courses, there seem to be further requirements for the future prospects of the Courses. Some key discussion points are:

- i) As JICA already introduced, the training programs in Japan should mainly focus on the issues which can be studied only in Japan, and the other issues which can be studied in other countries, are being transferred to other programs like Third Country Training Programs. This concept should be more encouraged.
- ii) There seems to be some misunderstanding among the ex-participants. Let's take an example course titled as "Rice Cultivation". Some participants may say "Rice cultivation is familiar in Laos. We have a long history with rice cultivation and there will be little to study about "rice cultivation" in Japan." However, as a JICA expert mentions, there must be a lot of issues/technologies to learn from the course of "rice cultivation", which may be seed multiplication technology, certified seed production, land preparation, water management, etc. The JICA expert insists that such technology can not be studied even in Vietnam.

It does not mean that all the above technology in Japan should be directly applied to Lao PDR, but among these some appropriate technology should be introduced to Lao PDR depending on the actual situation of the country for future improvement.

3.2 Suitability of the selected trainees

It can be assessed that the selected trainees were suitable in some degree or properly selected among the limited government officials. However, there must be room for further improvement of the trainees' technical level as well as language level.

English capability, particularly for the provincial officials is one of the key issues for the better understanding of the Courses. It is expected that the English capability of the provincial staff will be improved steadily with their daily efforts.

3.3 Efficiency of the coordination for selecting courses

For the better selection of the courses, two key factors should be taken into account, namely i) good coordination between relevant organizations, and ii) more information about the courses for proper selection of the course.

As for the coordination between relevant organizations, there were some insufficient cooperation and misinformation between CPC and DICI for selecting the Courses for FY1998 to 2000. However, the above situation has been improved since FY2001.

For the Lao side, more information about the courses will be useful for proper selection of the course. At present, the Lao side can receive only the list of the course title. When more information is needed, DICI consulted concerned JICA experts.

3.4 Efficiency of the coordination for selecting applicants

It can be assessed that the coordination between DICI and relevant departments for selecting applicants was undertaken properly in some degree. Considering limited staff of the division, DICI might have done their best. However, there may be some more room for improvement of their coordinating activities, particularly for the coordination between the central and the provincial governments.

3.5 Effectiveness of the training (training method, materials, arrangement, etc.)

It can be assessed that the training was effectively undertaken in a sense. However, even though the ex-participants were generally satisfied with the training program in Japan, there is also some more room for improvement.

Actually, lots of requirements by the ex-participants suggested that the training should be more practical than theoretical. Thus, these requirements should be taken into account by JICA for improving the training curricula and/or for more understanding of the trainees, if the course is balanced between practice and theory.

3.6 Effectiveness of the training (acquisition)

It is difficult to value the achievement of the ex-participants' acquired knowledge and skills by questionnaire survey because of various kinds of training, fields, training periods, etc. However, according to the results of the interview survey, about 80% of the ex-participants answered that their acquired knowledge and skills were useful in their daily work "very much" or "in some degree". Almost all the superiors also answered that after coming back from the Courses, their staff's acquired knowledge and skills were useful in their daily work "very much". The ex-participants answered that the real benefits of the Course for them are "knowledge and experience", "promotion" and "self-confidence".

3.7 Impact to the concerned organization

It is very important for the ex-participants to report their acquired knowledge and skills to their superior and co-workers. In this connection, it can be assessed that almost all ex-participants disseminated their acquired knowledge and skills by means of reporting to their superiors and co-workers.

However, it can also be said that the disseminating activities were not always sufficiently organized in view of more wide dissemination of knowledge and skills. Main reasons for very few opportunities of the dissemination are lack of budget and arrangement by the government..

3.8 Publicity of the JICA training program

According to the survey, out of 72 ex-participants, 62 persons (93% of 72) have known about the JICA training program before applying the Course. The applicants obtained such information from their superior, colleagues and JICA experts, etc.

Therefore, it can be assessed that JICA training programs are widely known to the concerned officials, particularly among high and middle level officials of the central government.

4. Recommendations

4.1 Recommendations for Lao PDR

(1) Active coordination between CPC and DICI

The results of the interview survey suggested that one of the critical factors for selecting the Courses and applicants was a limited time. This issue can be solved only by efficient coordination between the relevant organizations.

For encouraging active coordination between CPC and DICI, it is recommended that DICI should take some advanced actions without waiting for the official letter from CPC.

(2) Feed back from CPC to DICI

For encouraging better coordination between CPC and DICI, it is recommended that the final selection of the Courses by CPC should be informed to DICI, MAF. It may be very helpful for DICI, MAF for comparing the requested and offered courses, and for future application of the Courses.

(3) Database of the JICA training program and annual training plan by the government

JICA has provided various kinds of training program to agriculture sector over the years, which have greatly contributed to Lao PDR in terms of HRD. These data will be useful for future selection of the Courses and applicants. In this connection, it is recommended that the database about the JICA training program should be established by Department of Personnel in MAF.

(4) Benefit and monitoring system

It is difficult to value the achievement of the ex-participants' acquired knowledge and skills by a simple questionnaire survey. Further, it is also difficult to estimate how much those ex-participants contributed to improve the situation of each sub-sector. In this context, it is recommended that a benefit and monitoring system particularly focusing on the impacts of ex-participants' performance should be introduced by Department of Inspection in cooperation with DICI.

4.2 Recommendations for JICA
(Necessary for Follow-up Cooperation)

(1) More detailed information about the Course

More information about the Courses will be useful for proper selection of the Courses. Presently, DICI can receive only the list of the course title. In this connection, it is recommended that a brief of the Courses should be provided for selection of the Courses.

(2) Support for disseminating new technology and skills

Disseminating activities through a seminar/workshop are very important to transfer new technology and skills to other officials, as well as the publicity of the JICA training program. In this view, it is recommended that JICA should organize a kind of annual workshop, where the ex-participants will present their acquired knowledge and skills, not only in Vientiane but in the provinces.

(3) Follow-up Cooperation

For realization of the recommendations of "Personnel Database" and "Benefit Monitoring" for Lao PDR described in 4.1, it is recommended that JICA should support several sets of computer and their accessories for each Department of Personnel, Department of Inspection and DICI in MAF. The proposed personnel database and the benefit monitoring system should be started with a simple and sustainable way, and the relevant JICA experts and/or a short term expert are expected to provide technical support for establishing the system.

**Post Evaluation Report
on
JICA Training Program**

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1. Outline of Evaluation Study

1.1 Objective of Evaluation Study

JICA conducted the evaluation study on ex-trainees, who participated in the JICA training programs in the field of agriculture, forestry and fisheries during FY1998 to 2000. During this period, 79 government officials of Lao PDR have participated in the training program in Japan, the list of which is presented in Table 1.

The objective of the evaluation study is to survey the following details and TOR of this Study is presented in Appendix-1.

- i) Background information on each trainee (e.g. how she/he was selected, her/his affiliation and position, etc.);
- ii) Trainees' progress after the training; and
- iii) Future prospects for JICA training courses.

1.2 Members of Evaluation Study

There were five members assigned for the evaluation study, whose name and his/her responsibility were as follows.

- | | | |
|------------------------------|---|-----------------------------------|
| i) Mr. Kazuyuki Shimazaki | : | Project Evaluation/ Team Leader |
| ii) Mr. Oudet Souvanavong | : | Project Annalist |
| iii) Mr. Bou Nhaeng | : | Chief Surveyor and Data Processor |
| iv) Mr. Douangchay Sisombath | : | Surveyor |
| v) Ms. Phetsila Somsanith | : | Survey Assistant |

1.3 Period of Evaluation Study

The total period of the evaluation study was 1.8 months from 5th January 2002 to 28 February 2002 as summarized below.

- | | | |
|--|---|----------------------|
| i) Preparation of Survey Plan and Questionnaires | : | 05-10 January 2002; |
| ii) Distribution of Questionnaires | : | 11-15 January 2002; |
| iii) Interview Survey | : | 16-25 January 2002; |
| iv) Analysis of Collected Data | : | 26-31 January 2002; |
| v) Preparation of 1 st Draft Report | : | 01-20 February 2002 |
| vi) Comments on 1 st Draft Report | : | 21-25 February 2002; |
| v) Draft Final Report | : | 26-28 February 2002. |

1.4 Viewpoints of Evaluation Study

In order to evaluate all the process of the training program from the selection of the trainees to the trainees' progress after the training, the following five viewpoints were addressed for the Study, which are:

- i) Suitability of the course and trainees;
- ii) Efficiency on coordination;
- iii) Effectiveness of the training;
- iv) Impact by the trainees after returning to Lao PDR; and
- v) Publicity of the JICA training program.

With the above viewpoints, the Study was undertaken focusing on the related organizations/persons including Coordinating Agency, Superiors of Trainees, Trainees, and Newspaper. The evaluation grid for this Study is presented in Table 2.

1.5 Methodology of Evaluation Study

Questionnaire survey was conducted for the 79 objective ex-participants of the JICA training course in Japan during FY1998 to 2000. Among 79 ex-participants, 7 persons were not available to be surveyed due to studying abroad or two times of participation at the training during 1999 to 2000. Therefore, the other 72 ex-participants were the actual objective persons to be surveyed.

The Questionnaire-(C) was distributed to all the 72 ex-participants, among which 42 persons (58% of 72) were interviewed by the Study team and 30 persons were requested to fill up the questionnaires by him/her self and returned them to the Study team.

Among 79 ex-participants, 11 officials (10% of the total) were selected from the provincial staff other than Vientiane municipality or Vientiane province. In order to get certain information from those provincial officials, the Study team visited the 5 officials (2 in Savannakhet province, and 3 in Champasak province) for interviewing. The list of the 79 ex-participants is presented in Table 1, which shows those who received an interview or a self-fill up questionnaire, or those who were not available.

In addition, the officials of Committee for Planning and Cooperation (CPC) in Prime Minister Office and Division of International Cooperation and Investment (DICI) in the Ministry of Agriculture and Forestry (MAF) as well as the superiors of the concerned departments/ organizations were interviewed to evaluate the cooperation activities for the programs by the government. Questionnaire-(A)-1 for CPC, (A)-2 for DICI and (B) for the superiors were used according to the responsible activities of the relevant organization. The list of the interviewees of representatives of CPC, DICI and relevant departments/organizations is presented in Table 3. The blank forms of Questionnaire-(A)-1, (A)-2, (B) and (C) are presented in Appendix-2 to 5.

2. Outline of Evaluated JICA Training Program

2.1 Background of JICA Training Program

JICA has provided a variety of training courses for high and middle level participants who are expected to lead the nation-building efforts in Laos. This is the most fundamental "human development" program implemented by JICA. Those who have received such technical training are now contributing variously to nation-building. Many have gone on to become national leaders, top-ranking researchers and administrators, while others are now passing on their acquired skills to farming communities far removed from national capitals.

There are presently six kinds of training program implemented in Laos, which include i) Individual Training, ii) Counterpart Training, iii) Group Training, iv) Country Focused Training, v) In-country Training, and vi) Third Country Training Program. The total number of the ex-participants from Laos in the past 5 years has increased from 92 in 1996 to 195 in 2000 as summarized below.

	1996	1997	1998	1999	2000
Training in Japan	82	100	175	148	143
Training in Third Country	10	12	15	47	52
(Total)	(92)	(112)	(190)	(195)	(195)

2.2 Records of the Past 3 Years of the Program

As for the agriculture sector in the past 3 years, two training programs of Group Training and Counterpart Training (CP) are recorded. The Group Training program is further divided into two, General Group Training (GT) and Special Group Training (SP). The total number of the accepted courses for the above training programs was 20 in 1998 and 1999, and 26 in 2000. The total number of the accepted applicants was 27 in 1998, 23 in 1999, and 29 in 2000. The numbers of accepted courses and applicants for each program of GT, SP and CP are presented in Table 3 and those course titles and the accepted applicant's names are presented in Table 4.

As suggested in Table 3 and 4, among those offered courses there were 3 courses (one course each in 1998-2000), for which the Lao government could not find proper applicants due to the following major reasons:

- i) The offered course concerns with too much specific field and it was difficult to find a proper person to apply;
- ii) All the possible proper persons were not available at that period.

3. Results of Evaluation

3.1 Viewpoint-1: Suitability

3.1.1 Suitability of the selected courses

According to the results of the interview survey, DICI evaluated that the selected Courses were “fully met” in terms of the Government sector policy. The Courses contributed to the topics of i) food production; ii) commodity production; iii) elimination of slash-and-burn cultivation; iv) irrigation development; and v) rural development and poverty reduction. The results of the interview for the superiors of ex-participants also suggested that the Courses, in which their staff participated, were suitable in terms of the Human Resource Development (HRD) in the agriculture sector. [Nine interviewees (75% of the total of 12) answered “fully met” and 2 (17% of 12) answered, “met in some degree”.]

On the other hand, the both of DICI and the superiors provided various answers for the future prospects of the Courses, which include, and not limited to:

- i) More high level of technology, technical information/knowledge [2 answers (17% of 12)];
- ii) More basic level of technology, technical information/knowledge [7 answers (58% of 12)];
- iii) More specific field of technology, technical information/knowledge [4 answers (33% of 12)] such as:
 - a) Spray irrigation, drip irrigation, reservoir management, water management, flood control, etc.;
 - b) Information technology (Internet, database, etc.);
 - c) Mechanization for agricultural production and post-harvest; and
 - d) Water resource conservation to sustain the natural resource of the country.

As for the evaluation of the Courses by the ex-participants, they answered that the courses were “fully met” their expectation, [42 answers (58% of 72)] and “met in some degree” [30 answers (42% of 72)]. At the same time, to the question about any requirement for the kind of the Courses, the ex-participants answered that any courses were welcome, because they were reflecting the need of similar development countries including Lao PDR, [66 answers (92% of 72)].

Further, in the description answers, there were some requirements for the courses, major of which were those regarding the general agricultural fields, which are already included in the existing courses. In addition, some specific recommendations were found, which focuses on:

- i) Increasing farmer’s income;
- ii) Developing small/medium size enterprise in agriculture sector; and
- iii) Monitoring and Evaluation of agricultural development projects.

3.1.2 Suitability of the selected trainees

The question about the suitability of the selected trainees was made directly to their superiors, the answers of which were “fully met” [7 answers (58% of 12)] and “some degree” [5 answers (42% of 12)]. At the same time, only one answerer made a negative answer that the selected trainees were not suitable in terms of his/her present position and English capability. Further, the answers to the question about the difficulty for selecting suitable applicants suggested that the difficulty to find applicants who have suitable English capability [11 answers (92% of 12)] and suitable technical level [4 answers (33% of 12)].

On the other hand, the question about understanding of the knowledge and skills introduced in the Courses was made to the ex-participants, the answers of which were “understood more than 80%” [35 answers (49% of 72)] and “understood more than 50%” [36 answers (50% of 72)].

So far as the Lao sides evaluated, the selected trainees were “fully met” or “met in some degree”.

There are many points to be considered to evaluate the suitability of the selected trainees. The question about the better selection of trainees in the futures was made to the superiors and their answers were (plural answers):

- i) His/her background specialty/field should be suitable for the Course. [7 answers (58% of 12)];
- ii) His/her technical level should be suitable for the Course. [9 answers (75% of 12)];
- iii) His/her present position should be suitable for the Course. [3 answers (25% of 12)];
- iv) His/her English capability should be suitable for the Course. [11 answers (92% of 12)]; and
- v) Provincial staff should be considered as a priority. [2 answers in the description answer].

These answers suggested that trainees’ i) English capability, ii) technical level, and iii) background specialty/field are key factors in this order to be a suitable trainee.

3.2 Viewpoint-2: Efficiency of the coordination

There are two processes for which efficient coordination is needed, namely i) selection of the courses and ii) selection of the applicants, as described below.

3.2.1 Selection of the courses

- (1) Selection process of the courses

As mentioned in 2.2, there are 3 major training courses provided by JICA such as General Group Training (GT), Special Group Training (SP) and Counterpart Training (CP). Among these, GT and SP are annual routine training courses, for CPC is responsible for all the sectors and DICI is responsible for agriculture sector.

In July, JICA Laos Office provides Questionnaire Forms (Long list of training program) to CPC for selecting preferable courses in the various sectors. After receiving Questionnaire Forms, CPC requests line ministries to select preferable courses in the relevant sectors. In case of agriculture sector, DICI is responsible for the coordination between CPC and MAF, as well as MAF and concerned departments/organizations.

In August, DICI finalizes the selection of preferable courses in agriculture sector through consultation with relevant departments/organizations and submits them to CPC.

In August, CPC finalizes the selection of courses based on the requests from line ministries and submits them to JICA Laos Office.

In January, JICA Laos Office informs CPC of the first group of offered courses to Lao PDR and their allotment number of applicants and asks to select applicants for the courses. Then, CPC informs line ministries of the offered courses in each sector for selecting applicants.

(2) Coordination between CPC and DICI

According to the interview with an official of CPC, after receiving Questionnaire Forms from JICA Laos Office, CPC holds an in-house meeting to brief the courses and to allocate the number of the candidate courses to relevant line ministries/agencies. After the in-house meeting above, CPC invites all the relevant ministries/agencies to a coordination meeting and requests to select the proper courses following the allocated numbers of the course to each ministry/agency.

In this process, there was a discrepancy between the answers of CPC and DICI. (The Study team confirmed the following situation by the interview with the concerned officials twice each for CPC and DICI.)

CPC explained that at the coordinating meeting with line ministries, CPC requested each ministry to select preferable courses following the allocated number of the courses to each ministry. In case of MAF, 10 courses for GT, and 5 courses for SP were allocated based on the past experience and the Government policy, and such instructions have been made for FY1998 to 2000, then until now, basically without any changes.

On the contrary, DICI explained that DICI has not been requested at the

coordinating meeting to select the courses following the allocated numbers for FY 1998 to 2000. Only after FY 2001, DICI was clearly informed by CPC of the allocated number of courses to MAF.

Due to such insufficient cooperation or misinformation, DICI submitted to CPC all the numbers of courses in agriculture sector during FY 1998 to 2000 as proposed by departments/organizations. They were 39 courses of GT and 18 courses of SP for FY1998, 40 GT and 20 SP for 1999 and 2000. Since FY2001, DICI has followed the CPC's request and submitted to CPC the selected 10 courses of GT and 5 courses of SP.

For selecting the courses, DICI basically consulted with the relevant departments of MAF. In case of necessity (e.g. setting priority), the issues were determined at the directors' meeting. In addition, intensive consultation with concerned JICA experts was carried out to seek advice on suitable training courses.

After submission to CPC of the DICI's selection of the courses, DICI were not informed of the final proposal by CPC to JICA and only kept waiting for the final offer from JICA in January. Total offered numbers of the courses by JICA were 5 courses of GT and 4 courses of SP for FY1998, 10 GT and 4 SP for FY1999, 11 GT and 10 SP for FY2000, as shown in Table 4.

3.2.2 Selection of the applicants

(1) Selection process of the applicants

The first group of the offered courses and their allotment numbers for Group Training Courses were informed to CPC in April for FY1998 and 1999 and in January for FY2000, and some additional courses were offered later on. The total offered numbers of the Group Training Course were 9 for FY1998, 14 for FY1999 and 21 for FY2000 as summarized below and detailed in Table 5.

Timing of the Information about Offered Courses

(Unit: Number of Courses)

Group Training Course	1998			1999			2000		
	April	Later	(total)	April	Later	(total)	January	Later	(total)
General (GT)	5	0	5	9	1	10	5	6	11
Special (SP)	4	0	4	4	0	4	4	6	10
(total)	9	0	9	13	1	14	9	12	21

DICI reported to Department of Personnel (DOPe) in MAF on the information about the offered courses and their allotment numbers from CPC, then DOPe notified such information to the relevant departments/ organizations to select proper applicants. For the notification of selecting applicants, special consideration was taken account into the provincial government staff in

accordance with the decentralization policy of the Government. According to the question to the superiors, 11 answerers (92% of 12) suggested that they took the provincial staff into consideration to give opportunities.

However, among the 79 trainees, who participated in the Courses during 1998 to 2000, only about 10% were actually selected from the provincial staff other than Vientiane municipality or Vientiane province. The major reasons of the above situation are:

- i) JICA projects are mainly located in near Vientiane.[3 answers (25% of 12)];
- ii) English capability of the provincial staff is not sufficient.[8 answers (67% of 12)]; and
- iii) Other major specific reasons:
 - a) Communication is difficult between the provinces and the central government, and document process takes more time in the provinces.
 - b) Information about the Courses to the provinces often delays.
 - c) Due to limited numbers of allotment, more chances are given to the central government staff.

(2) Coordination between DICI and relevant departments/organization

For the selection of the applicants, their superiors examined various points of view and took plural ways such as (plural answers):

- i) Selected by the superior's decision based on the applicant's technical level, background of the field and the present position. [6 answers (50% of 12)];
- ii) Selected in the coordination meeting of the department. [7 answers (58% of 12)];
- iii) Selected based on JICA expert's advice. [4 answers (33% of 12)]; and
- iv) Selected based on the instruction/recommendation of the division chief. [2 answers (17% of 12)].

Before notifying relevant departments/organizations to select applicants, DICI and DOPE allocated the numbers of applicants to each department/ organization. When the coordination was needed between the departments, DICI conducted consultation with relevant departments as well as JICA expert concerned.

To the question about the performance of DICI's coordinating activities, DICI evaluated that such activities were undertaken in "some degree". For the better coordination in the future, DICI recommends:

- i) More cooperative performance by relevant departments;
- ii) Increase of DICI staff in quality and in quantity; and
- iii) More strong support by JICA experts, particularly the close communication between JICA Office and JICA experts would be more efficient at any cases.

As for the superiors' answers to the same question, 5 answers (42% of 12) were

“fully met” and 7 answers (58% of 12) were “some degree”. For the better coordination in the future, the superiors expected more effective cooperation by DICI, particularly in order to shorten the process of selecting applicants as well as notifying information of the training program.

(3) Coordination between DICI and JICA Experts

All the information regarding the JICA training program is generally notified to CPC with C.C. to concerned ministries and JICA experts. Therefore, there are no direct communication lines between JICA Office and the ministries. In this view, the coordination between DICI and JICA experts is very useful on applying to the JICA training program. DICI mentioned that the consultation with JICA experts was always useful since the information about the training program is limited. DICI also reported the selected applicants to JICA experts for their information.

3.3 Viewpoint-3: Effectiveness of the training

3.3.1 Training method, materials, arrangement, etc.

As mentioned in 3.1.2, the question about the understanding of the knowledge and skills introduced in the Courses was made to the ex-participants, the answers of which were “understood more than 80%” [35 answers (49% of 72)] and “understood more than 50%” [36 answers (50% of 72)]. The result of this question suggested two meanings, i) the trainings were effectively undertaken/ or effectively undertaken in some degree, and ii) the trainees were suitable enough/ or suitable enough in some degree to understand the Courses.

The followings are more detailed results to the questions about the training itself. The ex-participants assessed:

- i) Ability of the lecturers was “Good” [68 answers (94% of 72)], and “Fair” [4 answers (6% of 72)];
- ii) Textbooks and training equipment were “Good” [64 answers (89% of 72)], and “Fair” [7 answers (10% of 72)].
- iii) Training curricula were “Good” [65 answers (90% of 72)], and “Fair” [7 answers (10% of 72)]
- iv) Training periods:
 - a) 1-2 weeks [9 answers (11% of 72)];
 - b) 3-4 weeks [8 answers (10% of 72)];
 - c) 1-2 months [20 answers (25% of 72)];
 - d) 3-10 months [42 answers (53% of 72)].

The ex-trainees assessed the above actual training periods as “Suitable” [59 answers (82% of 72)], “Too short” [12 answers (17% of 72)], and “Too long” [1 answer (1% of 72)]. The reasons for “Too short” are i) comparing with subjects/reports to be studied, and ii) considering the needs for practical training/study tour.

On the contrary, the same ex-trainees recommended or made comments on the training for the better implementation of similar training course, major of which were as follows (plural answers).

- i) The courses should focus on more practice, exercise and study tour. [24 answers of the ex-participants and 2 answers of the superiors];
- ii) The content of the course was too much general in various fields. It should focus on more specific fields. [7 answers];
- iii) During the Course, translation was not properly done; some time translation was made in two languages. [4 answers];
- iv) Some textbooks were written in Japanese. They should be in English. [2 answers of the ex-participants and 1 answer of the superior];
- v) Training period for agricultural production course should coincide with the crop season. [2 answers].

In addition, the following positive answers were also found to the question about the training.

- i) Satisfied with the JICA training courses. [8 answers];
- ii) Arrangement for accommodation, services, etc. for the training was good. [3 answers].

3.3.2 Acquirement of the Course and utilization of the acquired knowledge and skills

In order to assess the acquirement of the ex-participants through the Courses, the question was directly made to the ex-participants as well as to their superiors.

(1) Questions to the ex-participants

The ex-participants answered that after coming back from the Courses, their acquired knowledge and skills were useful in their daily work “very much” [39 answers (54% of 72)], “in some degree” [27 answers (38% of 72)], and “a little” [6 answers (8% of 72)].

The ex-participants, who answered “very much” and “in some degree”, further mentioned about the acquired knowledge and skills extended to various fields according their specialty and daily work as shown in Q9 of Table 9.

On the contrary, the ex-participants, who answered that the acquired knowledge and skills were useful “a little”, further described its reasons as shown in Q10 of Table 9. Some typical reasons were:

- i) The Course was mainly theoretical and it is difficult to apply it into practice;
- ii) Although the contents of the Course were very practical, they are not applicable to the present situation of Laos; and
- iii) The position was changed or the present position has little concerning with the acquired knowledge and skills.

It is clear that the acquired knowledge and skills will be effectively utilized in daily work at his/her proper position. In this view, the question about the changes of the ex-participants position/job since returning to the country from the Course was made. According to the survey, among a total of 72 interviewees, 33 (46% of 72) have been moved to his/her new position/job and 39 (54% of 72) have not changed their position/job.

As for the Project Type Cooperation (PTC), the change of the counterparts' position/job shows different situation depending on each project as described below.

There are three ongoing PTCs such as i) Forest Conservation and Afforestation Project (FORCAP), ii) Agricultural and Rural Development in Vientiane Province (VARDP), and iii) Aquaculture Improvement and Extension Project (AQIP), some counterparts of which participated in the Courses during FY1998 to 2000. These Courses are categorized into the counterpart training (CP). The changes of the ex-participants' job/position, who belonged to the above project during the Course were found in FORCAP (among 12 ex-participants 6 were changed), but no changes were found in VARDP (4 ex-participants) and in AQIP (3 ex-participants) as summarized below.

Project	FORCAP	VARDP	AQIP
1) No. of Participants at the Course	12	4	3
2) No. of Ex-participants remaining in the Project	6	4	3
3) No. of Ex-participants moved to other position	6	0	0

As for the question about how they would like to utilize the acquired knowledge and skills in the future (plural answers), they answered that they would utilize the acquired knowledge and skills in their daily work, [67 answers (93% of 72)] and they would utilize the acquired knowledge and skills when the suitable position is given, [23 answers (32% of 72)]. Major ways/issues to utilize the acquired knowledge/skills extended to various fields according their specialty and daily work as shown in Q11 of Table 9.

The ex-participants assessed that the real benefits of the Course for them were "knowledge and experience", "promotion" and "self-confidence", as detailed below (plural answers):

- i) Promotion [52 answers (72% of 72)];
- ii) Financial gain [11 answers (15% of 72)];
- iii) Self-confidence [50 answers (69% of 72)];
- iv) Good reputation [15 answers (21% of 72)];
- v) Knowledge and experience [71 answers (99% of 72)];
- vi) Communication with fellow participants [42 answers (58% of 72)];
- vii) Establishment of network with JICA staff, etc. [29 answers (40% of 72)].

(2) Questions to the superiors

The superiors answered that after coming back from the Courses, their staff's acquired knowledge and skills were useful in their daily work "very much" [9 answers (75% of 12)] and "in some degree" [2 answers (17% of 12)].

As for the question of "What kind of issues your staff have ever tackled by utilizing the acquired knowledge and skills?", the superiors answered various way as shown in Q17 of Table8, but major answers were very general insisting in their improvement not only of specific technical aspects but of their management and planning capability in their daily work.

The superiors assessed that the real benefits of the Course for their organization are (plural answers):

- i) The acquired ex-participant's technical knowledge has an impact on other staff. [9 answers (75% of 12)];
- ii) The ex-participant's self-confidence has an impact on his/her daily work, and on his/her staff. [9 answers (75% of 12)]; and
- iii) Spiritual impact to their staff, who will have an opportunity to participate in the Course in the future. [4 answers (33% of 12)].

3.4 Viewpoint-4: Impact to the concerned organizations

One of the expectations of the JICA training program is that the acquired knowledge and skills will be effectively disseminated by the ex-participants not only to the concerned organizations but also to the whole country as much as possible. In this sense, the question about disseminating the acquired knowledge and skills was made to both the superiors and the ex-participants.

According to the answers by the superiors, almost all the ex-participants have disseminated their acquired knowledge and skills by means of i) reporting to their superior and co-workers, ii) daily work, iii) workshop/seminar, and iv) circulation of the textbook. As for the answers by the ex-participants to the same question, 70 answers (97% of 72) suggested that they have disseminated their acquired knowledge and skills through various means as (plural answers):

- i) Seminar/workshop [18 answers (23% of 72)];
- ii) Reporting to their superior and co-workers [53 answers (67% of 72)];
- iii) Circulation of the textbook [12 answers (15% of 72)]; and
- iv) Daily work [30 answers (38% of 72)].

Out of 72 ex-participants, 66 persons (92% of 72) have submitted the report to their superiors mainly according to the general rule of reporting in their organization or on their own initiative. Among those, 49 reports were collected by the Study team and five reports of which were selected, representing different fields, as attached in Appendix-6.

Other than reporting to their superiors and co-workers, seminar/workshop is an effective means to disseminate their acquired knowledge and skills to others. According to the interview survey, out of 72 ex-participants, 18 persons made their presentation in seminars/workshops. Most of those seminars/workshops were organized by provincial, district or village level, not only for the presentation of the ex-participants of the JICA training program but mainly for other various issues, where the invited ex-participants presented a brief of their experiences.

In addition, there were a few independent seminars/workshops organized focusing on specific subjects/theme, or project activities, some of which are:

- i) Seminar on “Sloping Agricultural Land Technology”, organized by MAF supported by JICA on 10 to 11 April 1999.
- ii) Village workshop on “Land Development and Watershed Management” organized by VARDIP in every 4 months.

In those seminars/workshops, the invited ex-participants presented their experiences, but they seem to be very rare cases. According to the interview survey, the ex-participants expected any support from the Lao government [32 answers (44% of 72)] and from the Japanese government (incl. JICA) [62 answers (86% of 72)] for disseminating their acquired knowledge and skills. The kinds of support needed are (plural answers):

- i) Budget for holding seminar/workshop [48 answers (67% of 72)];
- ii) Arrangement for holding seminar/workshop [23 answers (32% of 72)];
- iii) Others [26 answers (36% of 72)]. Major requirements to be supported other than for seminar/workshop were financial support for extension to/ training of the farmers in the field, and for equipment/materials in their offices.

3.5 Viewpoint-5: Publicity of the JICA training program

In order to assess the publicity of the JICA training program, two ways were taken, one was the question to the ex-participants if they have known about the JICA training program before applying the Course or not, and the other is the articles/information in the news paper about it.

According to the answers to the ex-participants, 67 persons (93% of 72) have known about the JICA training program before applying the Course. Such information was obtained from (plural answers):

- i) their superiors [53 answers (74% of 72)];
- ii) their colleagues [7 answers (10% of 72)];
- iii) JICA experts [5 answers (7% of 72)]; and
- iv) Notification of MAF [2 answers (3% of 72)].

As for the articles of the newspaper about the JICA training program, among the articles of Vientiane Times during a year of 2001, only one article was found in the special supplement of JICA Foundation Day August 1st, which explains the training courses provided by JICA including i) Individual Training, ii) Counterpart Training, iii) Group Training, iv) Country focused Training, v) In-Country Training, and vi) Third Country Training Program (TCPT).

3.6 Conclusion

3.6.1 Factors Promoting Effects of the Program

(1) Caused in JICA side

- i) JICA has made their efforts to offer appropriate courses to meet the needs of relevant countries, which were generally suitable in terms of HRD and the Lao government development policy.

JICA has undertaken the questionnaire interviews with the ex-participants in Japan at the end of each training course. It must be useful to understand real needs of the ex-participants. Actually, it is very difficult to fully reply to each requirement however, the efforts, which have been made by JICA until now should be continued for offering more suitable courses.

- ii) JICA notifies all the information about the training program only to CPC, and carbon-copied to the relevant ministries. Therefore, there are no official direct communication lines between JICA office and the ministries. In view of this, the coordination between DICI and JICA experts was very useful on applying to the JICA training program.
- iii) JICA provided effective training in Japan in terms of a) ability of the lectures, b) the quality of textbooks, c) training curricula, and d) training period.
- iv) JICA provided a limited support to hold a seminar/workshop on a specific topic like "Sloping Agricultural Land Technology".
- v) JICA has provided considerable training programs in recent several years to Laos. The accumulated results of the training programs contributed the publicity to the concerned officials, particularly among high and middle level of the government staff.

(2) Caused in Lao side

- i) DICI and concerned departments as well as JICA experts have made their efforts to select suitable courses in order to meet the needs of the Lao government development policy.

- ii) Concerned departments have made their efforts to select suitable trainees in order to meet the needs of the Lao government development policy and HRD strategy.
- iii) Considering limited staff of the division, DICI might have done its best for coordinating relevant departments for selecting applicants.
- iv) The trainees participated in the training program in Japan have made their efforts during the Course for acquiring new knowledge and skills.
- v) Some ex-participants were invited to district or village level meetings for presenting their experience during the training in Japan. This can be one of the disseminating activities by the ex-participants.
- vi) The ex-participants have disseminated their acquired knowledge and skills through their daily work, presentation, reports, and textbooks, etc.

3.6.2 Factors Inhibiting Effects of the Program

(1) Caused in JICA side

- i) More information about the courses will be useful for proper selection of the course by the Lao side. However, JICA can presently provide only the list of the course title to the Lao side.
- ii) The following three points are major requirements by the ex-participants for more effective training.
 - a) More practical training other than theory should be introduced;
 - b) Some improper translation during the Course should be improved;
 - c) Some textbooks in Japanese used during the Course should be translated into English.
- iii) There are presently no supports for organizing a seminar/workshop specifically focusing on JICA training program.
- iv) JICA only provided the special supplement in Vientiane Times about the JICA activities/programs including training programs on 1st August every year. Since, this newspaper is in English, none of 72 ex-participants received the information about JICA training program from this newspaper.

(2) Caused in Lao side

- i) In spite of limited time for selecting the applicants, DICI could not start their actions before receiving the official letter from CPC, which often caused some delays.

ii) According to the interview survey, all the organizations such as DICI, relevant departments and PAFSOs are expecting more efficient coordination to each other. As for the coordination between the central and the provincial governments, the following misunderstanding was found as one of cases.

a) DICI and relevant departments of MAF:

For selecting applicants, a special consideration was taken account into the provincial government staff in accordance with the decentralization policy of the government. However, it is difficult to find applicants who have enough English capability in the provincial staff. Further, communication is difficult between the provinces and the central government, and document process takes more time in the provinces.

b) PAFSOs:

For selecting applicants, PAFSOs require to give more opportunities to the provincial staff.

3.6.3 Conclusion

(1) Suitability of the selected courses

It can be assessed that the selected/offered courses were suitable in terms of HRD and the government development policy in the sector. However, even though the Lao side showed their general satisfaction to the selected/offered courses, there seem to be further various requirements for the future prospects of the Courses.

JICA has made their efforts to offer appropriate courses to meet the needs of relevant countries. Actually, it is very difficult for the Courses to fully reply to each requirement of the ex-participants. However, JICA should continue their efforts for offering more suitable courses. As JICA explains, there are presently six JICA training programs such as i) Individual Training, ii) Counterpart Training, iii) Group Training, iv) Country Focused Training, v) In-Country Training, and vi) Third Country Training Program. These programs have each specific objective and target. According to the interview survey, there were some comments or requirements that some curricula should not always to be handled in the training program in Japan. In this sense, the following discussions should be taken into account for future improvement of the courses.

i) As JICA already introduced, the training programs in Japan should mainly focus on the issues that can be studied only in Japan, and the other issues that can be studied in other countries, are being transferred to other programs like Third Country Training Programs. This concept should be more encouraged.

ii) There seems to be some misunderstanding among the ex-participants. Let's take a course titled of "Rice Cultivation" as an example. Some participants

may say, "Rice cultivation is familiar in Laos. We have a long history with rice cultivation and there will be little to study about "rice cultivation" in Japan." However, as a JICA expert mentions, there must be a lot of issues/technologies to learn from the course of "rice cultivation", which may be seed multiplication technology, certified seed production, land preparation, water management, etc. The JICA expert insists that such technology cannot be studied even in Vietnam.

It does not mean that all the above technology in Japan should be directly applied to Lao PDR, but among these some appropriate technology should be introduced to Lao PDR depending on the actual situation of the country for future improvement.

(2) Suitability of the selected trainees

It can be assessed that the selected trainees were suitable in some degree or properly selected among the limited government officials. However, the results of the question survey also showed that almost a half of the ex-participants could only understand between 50% and 80% of the Course. It means that there must be room for further improvement of the trainees' technical level as well as language level.

English capability, particularly for the provincial officials is one of the key issues for the better understanding of the Courses. It is expected that the English capability of the provincial staff will be improved steadily with their daily efforts.

(3) Efficiency of the coordination for selecting courses

For the better selection of the courses, two key factors should be taken into account, namely i) good coordination between relevant organizations, and ii) more information about the courses for proper selection of the course.

As for the coordination between relevant organizations, there were some insufficient cooperation and misinformation between CPC and DICI for selecting the Courses for FY1998 to FY2000. DICI submitted to CPC all the number of courses in agriculture sector without selection or any prioritization of the Courses. However, the above situation has been improved since FY2001.

For the Lao side, more information about the courses will be useful for proper selection of the course. At present, the Lao side can receive only the list of the course title. When more information is needed, DICI consulted concerned JICA experts.

Based on such situation, it can be assessed that the coordination for selecting courses has been improved since FY2001, and more efficient coordination with CPC should be encouraged by DICI for better selection of the Courses.

(4) Efficiency of the coordination for selecting applicants

It can be assessed that the coordination between DICl and relevant departments for selecting applicants was undertaken properly in some degree. Considering limited staff of the division, DICl might have done their best. However, there may be some more room for improvement of their coordinating activities, particularly for the coordination between the central and the provincial governments.

For selecting applicants, a special consideration was taken account into the provincial government staff in accordance with the decentralization policy of the government. However, it was difficult to find applicants who have sufficient English capability in the provincial staff. It is expected that the English capability of the provincial staff will be improved steadily with their daily efforts.

Further, communication is difficult between the provinces and the central government, and document process takes more time in the provinces. Those communication issues should be also improved for more smooth coordination.

(5) Effectiveness of the training (training method, materials, arrangement, etc.)

It can be assessed that the training was effectively undertaken in a sense. However, even though the ex-participants were generally satisfied with the training program in Japan, there is also some more room for improvement.

From only the questionnaire interview with the ex-participants, it is difficult to assess if the present training curricula in Japan were suitable or not in terms of the actual needs of the country. However, actually, lots of requirements by the ex-participants suggested that the training should be more practical than theoretical. Thus, these requirements should be taken into account by JICA for improving the training curricula and/or for more understanding of the trainees, if the course is balanced between practice and theory. [In this sense, a topic of "feed back of the evaluation" is raised in 4.2.2.(2)]

The following two requirements by the ex-participants such as i) improper translation during the Courses, and ii) using Japanese textbooks should be also improved by JICA for more effective training.

(6) Effectiveness of the training (acquirement)

It is difficult to value the achievement of the ex-participants' acquired knowledge and skills by questionnaire survey because of various kinds of training, fields, training periods, etc. However, according to the results of the interview survey, about 80% of the ex-participants answered that their acquired knowledge and skills were useful in their daily work "very much" or "in some degree". Almost all the superiors also answered that after coming back from the Courses, their staff's acquired knowledge and skills were useful in their daily

work “very much”. The ex-participants answered that the real benefits of the Course for them are “knowledge and experience”, “promotion” and “self-confidence”.

Considering the above results, it can be assessed that the ex-participants have acquired new knowledge and skills through the Courses at least in some degree. However, there is still more room for improvement in acquiring new knowledge and skills. The depth of understanding and acquirement of new knowledge and skills cannot be measured easily. The ex-participants can show their acquired knowledge and skills only through their daily work. In this view, a proper position is desirable. According to the survey, out of 72, about 50% of ex-participants have been moved to his/her new position/job. This does not always mean that their new position/job is not suitable to show their acquired knowledge and skills but it is expected that their new position/job should be further suitable for showing their acquirement in their daily work. The present position of the ex-participants is presented in Appendix-7.

In this connection, the benefit and monitoring system after coming back from the training program should be introduced to assess the real acquirement of the ex-participants and their impact to the country.

(7) Impact to the concerned organization

It is very important for the ex-participants to report their acquired knowledge and skills to their superior and co-workers. In this connection, it can be assessed that almost all ex-participants disseminated their acquired knowledge and skills by means of reporting to their superiors and co-workers.

However, it can also be said that the disseminating activities were not always sufficiently organized in view of more wide dissemination of knowledge and skills. Main reasons for very few opportunities of the dissemination are lack of budget and arrangement by the government. Therefore, it may be more effective if JICA can provide some support for organizing a seminar/workshop not only in MAF but also in the provinces focusing on the ex-participants presentation.

(8) Publicity of the JICA training program

According to the survey, out of 72 ex-participants, 62 persons (93% of 72) have known about the JICA training program before applying the Course. The applicants received such information from their superior, colleagues and JICA experts, etc.

Therefore, it can be assessed that JICA training programs are widely known to the concerned officials, particularly among high and middle level officials of the central government. In order to encourage this tendency to the provinces, it is expected that both JICA and the Lao government should pay attention to this issue and organize a kind of annual workshop, particularly focusing on the provinces as proposed in 3.6.3 (7).

4. Recommendations and Lessons Learned

4.1 Recommendations

4.1.1 Recommendations for Lao PDR

(1) Active coordination between CPC and DICI

The results of the interview survey suggested that one of the critical factors for selecting the Courses and applicants was a limited time. This issue can be solved only by efficient coordination between the relevant organizations.

As for selecting the Courses, it already became a routine process. In July every year, JICA notifies CPC of the information about selecting the Courses and at the same time the letter carbon-copied is distributed to DICI and relevant JICA experts. In this process, DICI took proper coordinating action with relevant departments/organizations and finalized the request of the courses properly without delay. This is because DICI can take action with the copied letter as preliminary coordination activity regarding technical aspects to the departments.

As for selecting the applicants, the situation seems to be different with that for the Courses. In January for FY2000 (in April for FY 1998 and 1999), JICA Laos Office informed CPC of the first group of the offered courses and their allotment number of applicants. At the same time also, the letter carbon-copied was distributed to DICI and relevant JICA experts. However this time, not like that for selecting the Courses, DICI could not take any actions for selecting applicants until the official letter from CPC was received. Because, this time was the personnel aspects and DICI could not take any advance actions with a copied letter to other departments/organizations.

For encouraging active coordination between CPC and DICI, it is recommended that DICI in cooperation with DOPE should take some advanced actions without waiting for the official letter from CPC. In addition, DICI should contact CPC to speed up of issuing the official letter regarding the selection of the applicants. It may be very helpful to use a limited time effectively for selecting more proper applicants for MAF.

(2) Feed back from CPC to DICI

In August, DICI finalizes the selection of preferable courses in agriculture sector through consultation with relevant departments/organizations and submits them to CPC. Then, within August, too, CPC finalizes the selection of preferable courses in all the sectors based on the requests from line ministries and submits them to JICA Laos Office. However, no feed back from CPC to DICI is undertaken about which courses were finally requested to JICA from CPC.

For encouraging better coordination between CPC and DICI, it is recommended that the final selection of the Courses by CPC should be informed to DICI, MAF.

It may be very helpful for DICI, MAF for comparing the requested and offered courses, and for future application of the Courses.

(3) Personnel database of the JICA training program and annual training plan by DOPe

JICA has provided various kinds of training program to agriculture sector over the years, which have greatly contributed to Lao PDR in terms of HRD. These data will be useful for future selection of the Courses and applicants. In this connection, it is recommended that the database about the JICA training program should be established by Department of Personnel (DOPe) in MAF. The database may include the following items, and not limited to:

- i) Course title;
- ii) Duration of the Course;
- iii) Contents of the Course;
- iv) Trainee's Name;
- v) Trainee's position during the Course; and
- vi) Trainee's present position.

In addition, for encouraging effective HRD of the Lao government, the annual training plan should be prepared for better selection of applicants. The training plan will be a kind of candidate list for training in each sub-sector. If such a plan or a candidate list is properly prepared, those who are listed will be encouraged for preparing the Courses in terms of technical and language aspects. The list may include the following items, and not limited to:

- i) Candidate name in each sub-sector;
- ii) His/her technical background;
- iii) His/her English capability;
- iv) His/her present position/job;
- v) His/her previous training experience; and
- vi) His/her willingness.

(4) Benefit and monitoring of the JICA training program by DICI

As described in 3.6.3, it is difficult to value the achievement of the ex-participants' acquired knowledge and skills by a simple questionnaire survey. Further, it is also difficult to estimate how much those ex-participants contributed to improve the situation of each sub-sector. However, it is noted that the initial stage of the JICA training program for Lao PDR should be taken off. In other words, it is the time for the JICA training program to step up to a further stage. It is true that there was a certain meaning for the trainees even only to visit Japan and see by their eyes what was going on there. Now, the points should be shifted to the impact of the training program, which should be monitored systematically and assessed properly for improvement of the program.

In this context, it is recommended that a benefit and monitoring system particularly focusing on the impacts of ex-participants' performance should be introduced by Department of Inspection in cooperation with DICl.

Benefit Monitoring System should be simple as much as possible to get valuable data for sustainable implementation. Monitoring indicators may include the following items, and not limited to:

- i) Specifying the new knowledge and skills acquired;
- ii) Specifying the target and/or issue, which will be tackled by using the new knowledge and skills;
- iii) Specifying the disseminating activities and their target;
- iv) Observation by the superior; and
- v) Observation by the ex-participant.

4.1.2 Recommendations for JICA (Necessary for Follow-up Cooperation)

(1) More detailed information about the Course

More information about the Courses will be useful for proper selection of the Courses. Presently, DICl can receive only the list of the course title without any information about the contents of the Courses. To make worse, the annual implementation schedule for the training program has not been provided since FY2001, which was available before Fy2000. In this connection, it is recommended that a brief of the Courses should be provided for selection of the Courses. In addition, the provision of the annual implementation schedule of the training program must be assured for more programmatic action by the Lao government.

(2) Support for disseminating new technology and skills

Disseminating activities through a seminar/workshop are very important to transfer new technology and skills to other officials, as well as in terms of the publicity of the JICA training program. However, due to limited budget and a lack of understanding about the importance of disseminating activities, a kind of annual seminar or workshop specifically focusing on the JICA training program has not been organized yet. In this view, it is recommended that JICA should organize a kind of annual workshop, where the ex-participants will present their acquired knowledge and skills, not only in Vientiane but also in the provinces. The presenters will be not only the new ex-participants of the Courses but those who came back to the country from the training 2 to 3 years ago, who will further be able to present how they have used their new knowledge and skills through their daily work.

(3) Follow-up Cooperation

For realization of the recommendations of “Personnel Database” and “Benefit Monitoring” for Lao PDR described in 4.1.1, it is recommended that JICA should support several sets of computer and their accessories for each Department of Personnel, Department of Inspection and DICI in MAF. The proposed personnel database and the benefit monitoring system should be started with a simple and sustainable way, and the relevant JICA experts and/or a short term expert are expected to provide technical support for establishing the system.

4.2 Lessons Learned

4.2.1 Lessons Learned regarding Situations in Lao PDR and Sectors (Policy, technological level, social and cultural aspect, institution economic and financial aspect, etc.)

(1) English capability

Due to limited opportunities of studying English in the past more than 15 years, a lot of government staff in his/her 40s or more, who are at the key position in their office, are facing difficulty to improve their English capability, particularly for the provincial officials. The Lao government is very much concerned about this situation and is encouraging them to study English. Some officials in MAF received a certain financial support from various kinds of projects to study English, and even without any financial assistance some officials are studying English with his/her own cost after official hour.

(2) Different situation between the central and the provincial governments

According to the decentralization policy, the Lao government is trying to transfer the role of strategy making to the provincial governments. District governments are defined as planning and budgeting units of the development. Departments or units of line ministries provide consultative services to the heads of provincial governments.

Therefore, the institutional capacity of the provincial governments is one of the key factors for realization of this policy. At present, however there are wide differences between the central and provincial governments in terms of institutional capacity as well as social infrastructure. Further, among the provinces, there are also wide differences between the areas along the Mekong river and in mountainous regions.

In this view, a step-wise or area based training strategy should be considered for the future training program in Lao PDR.

(3) Changing position and sustainability of the technical knowledge and skills

As described in 3.6.3, about 50% of ex-participants have been moved to his/her

new position/job during 4 years after coming back to the country. These personnel changes seem to be very normal in the Lao government, particularly in the central government. It is expected that their new positions or jobs must be further suitable for showing their acquirement in their daily work.

Due to limited number of staff and lots of projects being implemented by donor countries/organizations in MAF, such personnel transferring may be unavoidable in a sense, as described in 3.3.2.

Under such situation, it can be proposed for the superiors of each department, division and sections to consider the following responsibilities for supervising their staff for sustainability of the technical impact by them. It is also proposed that these monitoring activities should be cooperated with the benefit monitoring system by Department of Inspection and DICI.

- i) Ex-participants have a responsibility for transferring the acquired knowledge and skills in his/her office;
- ii) His/her acquired knowledge and skills are specified after coming back to the country and the target of the technical transfer is set;
- iii) Even if he/she is transferred to other office or project, he/she has a responsibility for transferring the skills to his/her remaining co-workers before his/her leaving the office; and
- iv) The impact of the technical transfer or accumulated technical knowledge and skills in the office or project is monitored and assessed continuously by each the office or project and reported to Department of Inspection.

(4) Accumulation of knowledge and skills

Regarding the accumulation of the knowledge and skills in each sub-sector, division or section of the relevant departments/organization, let us take two cases as examples, namely, i) the Statistics Division of Department of Planning, and ii) Napok Seed Multiplication Center of Department of Agriculture, MAF.

The followings are the reason for the selection of the above two examples.

- i) The Statistics Division is responsible for preparing reliable agriculture statistic data and the appropriate use of which is essential for formulating plans and policies in all of the agriculture sector in Lao PDR. Until now eight (8) trainees from the Statistics Division have totally participated in the JICA training program. (2 participants during FY 1998 to FY 2000)
- ii) Napok Seed Multiplication Center is responsible for producing certified rice seeds. The government gives a high priority to the extension of certified seeds for sustainable rice production in the country. Until now six (6) trainees from Napok Seed Multiplication Center have totally participated in the JICA training program. (during FY1995 to FY2001)

(4)-1: The following information was obtained from the interview with a person in charge of the Statistic Division.

- i) FAO supported MAF to strengthen the capacity of statistic activities by introducing the system of food and agriculture statistics of Lao PDR in 1994 to 1995;
- ii) ADB technical assistance supported National Statistic Center including Statistic Division, MAF to improve statistic system in Lao PDR in 1989;
- iii) SIDA supported to conduct Agricultural Census in Lao PDR in 1999;
- iv) FAO implemented the project of "Improvement of Agricultural Statistic in Asia and Pacific" in 2000 to 2001, including Lao PDR;
- v) JICA supported Statistic Division, MAF for training on Statistical Information System for Agriculture in Japan.
- vi) Present staff of the statistic division in Dept. of Planning, MAF is totally ten, one division director, one deputy director, 4 staff for technical section and 4 staff for computer section;
- vii) Through the above technical assistance and training, the skills of the staff have been greatly improved. For example, the technical background of the division staff was basically economics and they collected data by way of just filling up the questionnaires. Now, they understood the importance of data quality and the meaning of reliable data;
- viii) The textbooks used in Japan were translated into Lao version for training provincial staff;
- ix) In 2001, one of the provincial staff was dispatched for the JICA training program in Japan.

Under such situation, the person in charge insisted:

- i) Owing to the JICA training program, the technical level of the central government has been improved. However, it must be further improved particularly on analysis and interpretation of the data;
- ii) In addition, the technical level of the provincial staff should be improved, which is still low;
- iii) MAF is now requesting JICA to dispatch a short term expert for formulating a strategy of statistic in agriculture sector;
- iv) Due to limited budget, the numbers of computer set as well as their capacity are not enough in the statistic division. If possible, several sets of computer are to be provided by JICA for both training and statistical data processing.

(4)-2: The following information was obtained from the interview with a person in charge of Napok Seed Multiplication Center.

- i) Major work of the Center is to produce certified rice seeds;
- ii) Present government staff of the Center is totally 15, among which 6 key staff including the director of the Center, have participated in the JICA training program;
- iii) There are 6 seed multiplication stations in the country such as Napok, KM-6, and in the provinces of Savannakhet, Champasak, Vientiane, Salavan. In addition, two (2) new stations are under construction in the provinces of Bolikhamxay and Khammounane;

- iv) These stations can produce only 30% of certified seeds comparing with the total demand in the country, and the quality of the seeds is still low due to limited budget, poor facilities, limited staff, etc.

Under such situation, the person in charge insisted:

- i) The ex-participants in the Center still use the JICA training text books through daily work as reference books;
- ii) Since major 6 key staff in the Center are ex-participants of the JICA training course, technical discussion at the weekly meeting is easy to understand each other and very useful for improving their knowledge;
- iii) "Rice Cultivation Course" was a consistent course covering all aspects of rice cultivation, which gave us confidence to train the provincial staff;
- iv) Since the technical level of the provincial staff is still low, the knowledge and skills of Napok staff should be transferred to them using any opportunities or programs.

Through the above two interviews of (4)-1 and (4)-2, it is sure that:

- i) The statistic division has shown their improvement in term of the technical level of the staff as well as the statistical outputs in some degree; and
- ii) The staff of Napok Center are confident in their technical knowledge.

On the other hand, there is also a question if their improvement is sufficient enough considering the total support they have received until now. In this context, it is important to introduce a proper benefit monitoring system to assess the impact of the training program. Through the assessment of the impact, it may occur that some training courses will be transferred to other courses for the effective use of the limited resources of the JICA training program.

4.2.2 Lessons Learned regarding Training Program Management (Coordination, implementation, evaluation, etc.)

(1) Offered courses

Even though the Lao side selects the most preferable courses in terms of the sector development policy as well as HRD, the final offer by JICA does not always meet the Lao side's expectation. The Lao government deeply understands this situation because JICA has to coordinate and adjust tremendous requests from relevant countries within a limited period. However, it actually caused some constraints for advanced actions or annual planning by the Lao government. Due to such situation, the Lao government was forced to take actions for selecting courses and applicants temporarily.

Under such situation, there are still some improvement activities to be taken by the Lao government as recommended in 4.1.1. Database of the JICA training

program and the annual training plan by the government will help to solve this situation.

(2) Feed back of the evaluation

JICA has undertaken the questionnaire interviews with the ex-participants in Japan at the end of each training course. It must be useful to understand real needs to the ex-participants. In addition, this is also useful to evaluate the ex-participants' understanding level and what they really need for more understanding of the Course.

These data obtained by the interviews are useful for improvement of the program and they should be fed back not only to concerned divisions of JICA but to the Lao side.

Tables

Table 1 List of Ex-Participants of JICA Training in Japan (FY1998 to 2000)

No.	Code No.	Classification	Course Title	Duration	Trainees' Name	Interview	QA only	Not. #/ Available	
(I) Strengthen of Agricultural Sector									
1	98-00568	(GT)	Statistical Information System for Agriculture	98/07/27 - 98/12/13	Ms. Vivanh SOUVANNAMETHY			VN	
2		(CP)	Agricultural Production Development Planning	98/09/22 - 98/12/26	Mr. Khammeung PHONGTHADY		1		
3		(CP)	Agricultural Production Development Planning	98/09/22 - 98/12/26	Mr. Oudong PHONPHAYPADITH		1		
4	98-00474	(GT)	Agricultural & Rural Dev't with Environ. Conserv.	98/09/15 - 98/12/02	Mr. Outhai SOUKKEY			PHIL	
5	98-00474	(GT)	Agricultural & Rural Dev't with Environ. Conserv.	98/09/15 - 98/12/02	Mr. Bounline VOLAKOT		1		
6		(CP)	Agricultural Finance	99/03/09 - 99/03/27	Mr. Bounsy THANOUSING		1		
7		(CP)	Agricultural Finance	99/03/09 - 99/03/27	Mr. Phanthaboune SAYAPHET		1		
8	99-00007	(GT)	Agricultural Cooperative II	99/05/04 - 99/07/04	Mr. Phaydy PHIXAYASARAKHAM	1			
9	99-00568	(GT)	Statistical Information System for Agriculture	99/07/05 - 99/09/19	Mr. Souksavanh INTHARAK	1			
10	99-00474	(GT)	Agricultural & Rural Dev't with Environ. Conserv.	99/09/13 - 99/12/01	Mr. Bounlam KIIONSAVANH	1			
11		(CP)	Agricultural Environment Improvement	00/02/10 - 00/02/29	Mr. Khamtanh THIADAVONG		1		
12	00-03474	(SP)	Agricultural & Rural Dev't with Environ. Conserv.	00/09/11 - 00/11/29	Mr. Brandith SOUPHANTHAMITHY			VN	
(II) Strengthening Forest Management Sector and Forest Conser. Program									
13	98-00445	(GT)	Forest Management and Planning	98/08/10 - 98/11/08	Mr. Somchay SANONTY	1			
14	98-03267	(SP)	Appl. of Sym. Microorganism in Tropical Agri. & Fore.	98/09/15 - 98/12/02	Mr. Khamphan KHAMTANH		1		
15		(CP)	Agro-Forestry	98/08/17 - 98/10/17	Mr. Latana PHIXAYASOMBAT	1			
16		(CP)	Forest Management and Planning	98/09/22 - 98/11/26	Mr. Phetsakhone SOULYYALATH			JPN	
17		(CP)	Forest Administration	99/02/07 - 99/02/20	Mr. Khamby KHAMSAANA	1			
18		(CP)	Forest Conservation and Afforestation	98/02/08 - 99/03/06	Mr. Bounsy SOUMPHONPHAKDY		1		
19		(CP)	Forest Conservation and Afforestation	98/02/08 - 99/03/06	Mr. Somy SIVONE	1			
20		(CP)	Forest Administration	99/02/07 - 99/02/20	Mr. Phetsamay VONGHAMMOUNTY	1			
21	99-00335	(GT)	Forest Soils	99/10/11 - 99/10/28	Mr. Khamma HOMSISAVATHI		1		
22	99-03245	(SP)	Reforestation Promotion for Leader	99/08/31 - 99/11/21	Mr. Som ok NORCHALEUN	1			
23	99-10741	(CP)	Forest Management Policy	99/10/17 - 99/11/03	Mr. Phouthong SENSOULINTHA			VN	
24	99-0742	(CP)	Forest Plan	99/10/17 - 99/08/27	Mr. Houmphanh SALAMANY		1		
25	99-12679	(CP)	Participatory Forest Management	99/09/20 - 99/11/25	Mr. Bouala CHANTHIRATHI	1			
26	99-12679	(CP)	Participatory Forest Management	99/09/20 - 99/11/25	Mr. Oudong KEOMIPHET		1		
27	99-12679	(CP)	Participatory Forest Management	99/09/20 - 99/11/25	Mr. Osa PHOUMMASOULIDETHI		1		
28	99-12679	(CP)	Participatory Forest Management	99/09/20 - 99/11/25	Mr. Siamphay SISOMCOUNE		1		
29	00-00326	(GT)	Effective Util. of Tropical Agri. and Fore. Resources	00/04/13 - 00/11/19	Mr. Phengphila KORNDAYONG	1			
30	00-00699	(GT)	Practical Case Studies on Susta. Forest Management	00/08/14 - 00/11/04	Mr. Bounmanh KEOMARAKOT		1		
31	00-03474	(SP)	Agricultural & Rural Dev. with Environ. Conserv.	00/09/11 - 00/11/29	Mr. Brandith SOUPHANTHAMITRY			No.12	
32	00-10642	(SP)	Forest Management Policy	00/08/27 - 00/09/12	Mr. Khamphanh SENGCHANTHAVONG		1		
33	00-10642	(SP)	Forest Management Policy	00/08/27 - 00/09/12	Mr. Sounhongkham	1			
34	00-11456	(CP)	Participatory Silviculture	00/08/21 - 00/10/14	Mr. Khamphan XANETH	1			
35	00-10304	(CP)	Participatory Forest Management	00/09/25 - 00/11/23	Mr. Daovieng SAYSANA	1			
36	00-10304	(CP)	Participatory Forest Management	00/09/25 - 00/11/23	Mr. Phouthao CHERCHING	1			
(III) Improvement of Agricultural Product Multiplication 1									
37	98-00576	(GT)	Introductory Gene Manipulation for Agriculture	98/07/27 - 98/12/13	Ms. Kongphanh KANYAVONG	1			
38	98-03309	(SP)	Food Processing Prevention Technology	99/01/04 - 99/03/19	Ms. Singeun SOUKKHAPHONH	1			
39		(CP)	Fruit Cultivation	98/02/08 - 98/11/19	Mr. Thonglo KHAMVONGSA	1			
40		(CP)	Farming Technology Area for Environ. Conserv.	98/08/17 - 98/10/10	Mr. Inchay INTHAVIKHAM	1			
41	99-00514	(GT)	Post-Harvest Rice Processing	99/08/26 - 99/11/14	Mr. Somvong SAVANA	1			
42	99-00631	(GT)	Vegetable Cultivation Technology for Extension	00/02/07 - 00/11/17	Mr. Kiseum SANAPHANH	1			
43	99-03382	(SP)	Crop Cultivation in Sub-Tropical Area (Fruit Tree)	99/04/08 - 99/09/19	Mr. Thongchanh BOUNTHALA		1		
44	99-03281	(SP)	Rice Cultivation (L. American, Ocea., Asian Countries)	00/02/21 - 00/10/20	Mr. Bounxou SOUDMALY	1			
45	00-03246	(SP)	Seed Production of Upland Crops	00/04/02 - 00/07/16	Mr. Nokham OUNSAVANH	1			
46	00-03309	(SP)	Food Processing Prevention Technology	01/01/15 - 01/03/25	Ms. Yatkeo PHOUMDILYVANH		1		
47	00-00631	(GT)	Vegetable Cultivation Technology for Extension	01/02/05 - 01/11/16	Mr. Vatsana SICHALEUNE		1		
48	00-03491	(SP)	Management of Natu. Reso. & Agricul. Produ. by GIS	00/11/20 - 00/12/18	Ms. Khamnouv CHANTHALASY	1			
49	00-00648	(CP)	Agricultural Extension Planning & Management	00/05/08 - 00/07/22	Mr. Phouthong SINGKHAM	1			
(IV) Improvement of Agricultural Product Multiplication 2									
50	99-00496	(GT)	Meteorology	99/08/16 - 99/12/18	Ms. Souvanny PHONEVILAY	1			
51		(CP)	Agricultural Extension & Agriculture Cooperative	99/03/02 - 99/04/28	Mr. Chantha THIPIAVONGTHANH	1			
52	00-00187	(GT)	Meteorology II	00/08/14 - 00/12/16	Mr. Vandy DOUANGMALA	1			
53	00-03349	(SP)	Upland Farming Management	00/06/15 - 00/08/16	Mr. Thonglo KHAMVONGSA			No.39	
54	00-00291	(GT)	Rice Research Techniques	01/05/05 - 01/11/16	Mr. Viengxay SIPAPHONE	1			
55	00-10625	(CP)	Agricultural Improvement & Extension	00/10/08 - 00/11/22	Mr. Chanthaboun SIRIMANOTHAM		1		
56	00-00291	(GT)	Rice Research Techniques	01/05/05 - 01/11/16	Mr. Chay SOMSAINE	1			
57	00-00606	(GT)	Modernization of Cargo Transport (Physical Distri.)	00/04/03 - 00/06/03	Mr. Thongsavanh BOUNSACK		1		
(V) Participatory Agricultural Development									
58		(CP)	Rural Development	98/03/07 - 98/03/27	Mr. Khamphath SOULINPHOUMY		1		
59	98-03287	(SP)	Integ. Agri. & Rural Dev. thr. Partici. of Loc. Farmers	98/06/23 - 98/08/22	Mr. Khamphay BANDASACK	1			
60	99-03287	(SP)	Integ. Agri. & Rural Dev. thr. Partici. of Loc. Farmers	99/06/22 - 99/08/10	Ms. Phetsamoune SENGMEUANG	1			
61	00-03287	(SP)	Integ. Agri. & Rural Dev. thr. Partici. of Loc. Farmers	00/06/20 - 00/07/30	Mr. Angkhan KEBOUAKHAM		1		
(VI) Irrigation & Other Agricultural Infrastructure Management									
62		(CP)	Agricultural Infrastructure	98/02/08 - 98/11/19	Mr. Bounma PHOMMATHED	1			
63	98-00159	(GT)	Agricultural Land & Water Resource Develop. II	98/05/26 - 98/07/29	Mr. Phousana THEPSOUVANH	1			
64	98-00159	(GT)	Agricultural Land & Water Resource Develop. II	98/05/26 - 98/07/29	Mr. Somchith THONGPHANHEUANGSY		1		
65		(CP)	Irrigation Water Management	98/08/31 - 98/09/16	Mr. Sibounneua VATTANAKHAMPHANH		1		
66	99-00159	(GT)	Agricultural Land & Water Resource Develop. II	99/05/25 - 99/08/01	Mr. Saly SILYPHOLIA	1			
67	99-00093	(GT)	Irrigation and Drainage	00/02/07 - 00/11/07	Mr. Saylor CHANSOUK	1			
68		(CP)	Agricultural Land & Water Resource Development	99/05/25 - 99/08/10	Mr. Khamsay SOUMOUNTHONG	1			
69	00-00159	(GT)	Agricultural Land & Water Resource Develop. II	00/05/22 - 00/07/30	Mr. Vaenkham OUTHA		1		
70	00-00682	(GT)	Irrigation, Drainage & Rural Development Course	01/02/05 - 00/11/16	Mr. Khamphachanh VONGSANA		1		
(VII) Reinforcement of Fishery & Livestock Sectors									
71		(CP)	Inland and Fisheries	99/01/24 - 99/02/06	Mr. Singkham PHONVIXAY	1			
72		(CP)	Inland and Fisheries	99/01/24 - 99/02/06	Mr. Sisavath SINTHAVY		1		
73	99-00582	(CP)	Poultry Production & Breeding Technology	99/08/09 - 99/12/05	Mr. Bounkhouang CHANTHAKONGSENO	1			
74	00-00061	(CP)	Poultry Production & Breeding Technology	00/08/07 - 00/12/03	Mr. Bounthavy CHAMPA		1		
75	00-3480	(SP)	Seminar for Women's Activities in Fishing Villages	00/11/07 - 00/12/17	Ms. Vilayphone VORAPHIM	1			
76	00-03364	(SP)	Diagnostic Technology for Disease of Food Animals	00/08/28 - 01/03/01	Ms. Chintana CHANTHAVISOUK	1			
77	00-03298	(SP)	Preservation Techniques of Meat & Meat Products	01/01/21 - 01/07/13	Mr. Bounkham SIACKASONE		1		
78	00-00610	(GT)	Freshwater Aquaculture	01/02/20 - 01/06/17	Ms. Nouhak LIEPVISAY	1			
79	00-11376	(CP)	Freshwater Aquaculture	01/03/29 - 01/10/27	Mr. Bounghong MEUNSOUPHOM	1			
(Sub-total)						(42)	(30)	(7)	G-total 79

Note: Not Available, PHIL (Studying in the Philippine), JPN (Studying in Japan), VN (Studying in Vietnam), No.12 (the same person with No.12), No.39 (the same person with No.39)

Table 2 Evaluation Grid

View Points		Issues to be Addressed	Major Points to be Asked			
			Coordination Agency (A)	Superiors of Trainees (B)	Trainees (C)	Newspaper (D)
(I) Suitability	1) Suitable Course	<ul style="list-style-type: none"> - How to select group training courses; - Actual provided training courses; - Suitability of the training courses for HRD; - Future prospects for training course. 	<ul style="list-style-type: none"> - Suitability of the training courses for HRD; - Future prospects for training course. 	<ul style="list-style-type: none"> - Suitability of the selected trainees. 		
	2) Suitable Trainees	<ul style="list-style-type: none"> - Suitability of the selected trainees. 				
(II) Efficiency	Efficient Coordination	<ul style="list-style-type: none"> - Efficiency on coordination 				
(III) Effectiveness	Effective Training for the technical improvement of the trainees				<p>To what extent did each training course satisfy the trainees ?</p> <ul style="list-style-type: none"> - Training course; - Training period; - Understanding; - Training system, method, others. 	
	Technical transfer to the concerned organization	<p>To what extent did each training course satisfy the concerned organization ?</p> <ul style="list-style-type: none"> - (Trainees' change after the training) - New items in TOR of their work; - Newly introduced technique in their fields; - Upgraded points in their work in terms of efficiency, effectiveness, coverage; - Specific activities to transfer the technology. 	<p>Trainee's change after the training:</p> <ul style="list-style-type: none"> - Trainees' position; - New items in TOR of their work; - Newly introduced technique in their fields; - Upgraded points in their work in terms of efficiency, effectiveness, coverage; - Specific activities to transfer the technology; - Reports submitted to the organization. 			
(V) Publicity	Articles of newspaper on JICA training course					<p>Awareness of JICA Training course before participating in the course.</p> <p>Articles of JICA Training in the newspaper.</p>
Method of Survey		<p>Questionnaire-(A) with Interview</p> <ul style="list-style-type: none"> - Division of International Cooperation and Investment, Cabinet, MAF - Committee for Planning and Cooperation (CPC) in Prime Minister Office 	<p>Questionnaire-(B) with Interview</p> <ul style="list-style-type: none"> - Interview with selected 12 superiors of related organization 	<p>Questionnaire-(C) with Interview</p> <ul style="list-style-type: none"> - Interview with selected 42 trainees of each subsector or program - Distribution, collection, and analysis of questionnaires to the other 30 trainees 		<p>Related articles in the newspaper</p> <ul style="list-style-type: none"> - Searching related articles in the Vientiane Times for the year - Question to the trainees about their awareness of JICA Training course before participating in the

Table 3 Interview with CPC, DICI and Superiors of Concerned Organizations

Interview with the Officials of the Coordinating Organizations			
Name	Position	Organization	Questionnaire
1	Mr. Thongsoune BOUNPHASAISOL Director Division of International Cooperation & Investment (DICI)	Permanent Secretary Office, MAF	(A)-1
2	Mr. Latsamy KEOMANY Deputy Director General Dept. of International Cooperation	Committee for Planning and Cooperation (CPC) Prime Minister Office	(A)-2
Interview with the Superiors of the Concerned Organizations			
Name	Position	Organization	Questionnaire
1	Mr. Bounkouang SOUVANNAPHANH Deputy Director General of DOP	Dept. of Planning, MAF	(B)
2	Mr. Viravanh PHANNOURATH Director General of DOA	Dept. of Agriculture, MAF	(B)
3	Mr. Phouthong SENSOUINTHA Director of PAFSO, Vientiane Province	PAFSO, Vientiane Province	(B)
4	Mr. Khambay KHAMSAANA Office in Charge of International Cooperation	NAFES, MAF	(B)
5	Mr. Thanouay OUNTHOUANG Deputy Director General of DOI	Dept. of Irrigation, MAF	(B)
6	Mr. Singkham PHONVIXAY Director General of DOLF	Dept. of Livestock and Fishery, MAF	(B)
7	Mr. Chanthaboune SIRIMANOTHAM Director of Fisheries Division	Dept. of Livestock and Fishery, MAF	(B)
8	Mr. Nithlath SOMSANITH Director General of DOMH	Dept. of Meteorology and Hydrology, MAF	(B)
9	Mr. Phoumy INTHAPANYA Director of Salakham Agricultural Research Center	Dept. of Agriculture, MAF	(B)
10	Mr. Kamsay SOUMONTHON Project Director of VARDP	PAFSO, Vientiane Province	(B)
11	Mr. Bounleuth MANISUAN Deputy Director of PAFSO, Savannakhet	PAFSO, Savannakhet Province	(B)
12	Mr. Porl PHET-ONETA Deputy Director of PAFSO, Champasak	PAFSO, Champasak Province	(B)

Table 4 Summary of JICA Training Courses in Agriculture Sector (FY1998-2000)

	(Unit)	1998	1999	2000	2001
(I) General Group Training Course (GT)					
- Total Requested by CPC to JICA (All Sectors)	(course)	55	55	55	55, **/
- Total Requested by CPC to JICA (Agri. Sector)	(course)	10, */	10, */	10, */	10, **/
- Total Requested by DICI to CPC	(course)	39	40	40	10, **/
- Offered in January to April	(course)	5	9	5	-
- Later Offered	(course)	0	1	6	-
- Total Offered	(course)	5	10	11	-
- Total Accepted	(course)	5	9	10	-
- Total Accepted	(applicant)	7	9	11	-
- Void	(applicant)	0	1	1	-
- Not Offered	(course)	35	30	29	-
(II) Special Group Training Course (SP)					
- Total Requested by CPC to JICA (All Sectors)	(course)	35	35	35	35, **/
- Total Requested by CPC to JICA (Agri. Sector)	(course)	5, */	5, */	5, */	5, **/
- Total Requested by DICI to CPC	(course)	18	20	20	5, **/
- Offered in January to April	(course)	4	4	4	-
- Later Offered	(course)	0	0	6	-
- Total Offered	(course)	4	4	10	-
- Total Accepted	(course)	3	4	10	-
- Total Accepted	(applicant)	3	4	11	-
- Void	(applicant)	1	0	0	-
- Not Offered	(course)	16	16	10	-
Subtotal of (I)+(II)					
Subtotal of Accepted Courses	(course)	8	13	20	-
Subtotal of Accepted Applicants	(applicant)	10	13	22	-
(III) Counterpart Training Course (CP)					
- Total Accepted Courses	(course)	12	7	6	-
- Total Accepted Applicants	(applicant)	17	10	7	-
Grand Total of Accepted Courses	(course)	20	20	26	-
Grand Total of Accepted Applicants	(applicant)	27	23	29	-

Note: */ CPC explained to the Study team that they have requested DICI to select the courses following the allocated numbers. On the other hand, DICI explained that CPC has not requested DICI to select the courses following the allocated numbers. for 1998 to 2000, just since FY 2001, CPC clearly mentioned to select the courses following the allocated numbers.

**/ Preparation for FY 2001

CPC: Committee for Planning and Cooperation

DICI: Division of International Cooperation and Investment, Permanent Secretary Office, MAF

Table 5 Classification of JICA Training Courses in Agriculture Sector (FY1998-2000)

(1) Group Training Courses in FY1998							
	Code	Course Title	Accepted Applicant(s)	No. of			
Offered in April 1998	(General)	98-00159	Agricultural Land and Water Resources Development II	Mr. Phousana, Mr. Somchith	2		
		98-00568	Statistical Information System for Agriculture	Ms. Vivanh SOUVANNAMETHY	1		
		98-00376	Introductory Gene Manipulation for Agriculture	Ms. Kongphanh KANYAVONG	1		
		98-00445	Forest Management and Planning	Mr. Somchay SANONTY	1		
		98-00474	Agriculture & Rural Development with Environmental Conservation	Mr. Outhai SOUKKEY, Mr. Bounline VOLAKOT	2		
		(sub-total)			(7)		
	(SP)	98-03287	Integrated Agri. & Rural Dev't through the Participation of Local Farmers	Mr. Khamphuey BANDASAK	1		
		98-03267	Application of Symbiotic Microorganism in Tropical Agri. & Forestry	Mr. Khamphan KHANTANH	1		
		98-03386	NGO-JICA Partnership Training Course for Rural Development	- Void -	-Void-		
		98-03309	Food Processing and Preservation Technology	Ms. Singeun SOUKKHAPHONH	1		
	(sub-total)			(3)			
Later Offered	(General)	- none -					
	(sub-total)			(0)			
	(SP)	- none -					
	(sub-total)			(0)			
(2) Group Training Courses In FY1999							
	Code	Course Title	Accepted Applicant(s)	No. of			
Offered in April 1999	(General)	99-00007	Agricultural Co-operatives II	Mr. Phaydy PHIXAYSARAKHAM	1		
		99-00159	Agricultural Land and Water Resources Development II	Mr. Saly SILYPHOLHA	1		
		99-00568	Statistical Information System for Agriculture	Mr. Souksavanh INTIARAK	1		
		99-00335	Forest Soils	Mr. Khamma HOMSIAYATH	1		
		99-00501	Forest Research	- Void -	-Void-		
		99-00514	Post-harvest Rice Processing	Mr. Somvong SAVANA	1		
		99-00474	Agricultural & Rural Development with Environmental Conservation	Mr. Bounlam KHONSAVANH	1		
		99-00093	Irrigation and Drainage II	Mr. Saylom CHANSOUK	1		
		99-00631	Vegetable Cultivation Technology for Extension	Mr. Kiseum SANAPHANH	1		
			(sub-total)			(8)	
	(SP)	99-03382	Crops Cultivation in Sub-Tropical Area (Fruit Tree)	Mr. Thongsanh BOUNTHALA	1		
		99-03287	Integrated Agri. & Rural Dev't through the Participation of Local Farmers	Ms. Phetsamone SENGMEUANG	1		
		99-03245	Reforestation Promotion Leader	Mr. Som ok NORCHALEUN	1		
99-03281		Rice Cultivation (Latin American, Oceania and Asian Countries)	Mr. Bourxou SOUDMALY	1			
	(sub-total)			(4)			
Later Offered	(General)	99-00496	Meteorology	Ms. Souvanny PHONEVILAY	1		
	(sub-total)			(1)			
	(SP)	- none -					
	(sub-total)			(0)			
(3) Group Training Courses in FY2000							
	Code	Course Title	Accepted Applicant(s)	No. of			
Offered in January 2000	(General)	00-00326	Effective Utilization of Tropical Agriculture and Forestry Resources	Mr. Phengphila KORNDAYONG	1		
		00-00159	Agricultural Land and Water Resources Development II	Mr. Vackham OUTHA	1		
		00-00061	Poultry Production and Breeding Technology	Mr. Bounthavy CHAMPA	1		
		00-00187	Meteorology II	Mr. Vandy DOUANGMALA	1		
		00-00606	Modernization of Cargo Transport (Physical Distribution)	Mr. Thongsavanh BOUNSACK	1		
			(Sub-total)			(5)	
	(SP)	00-03246	Seed Production of Upland Crop	Mr. Nokham GUNSAVANH	1		
		00-03349	Upland Farming Management	Mr. Thonglo KHAMVONGSA	1		
		00-03287	Integrated Agri. & Rural Dev't through the Participation of Local Farmer	Mr. Angkhan KEBOUKHAM	1		
		00-03364	Diagnostic Technology for Disease of Food Animal	Ms. Chintana CHANTHIAVISOUK	1		
	(Sub-total)			(4)			
Later Offered	(General)	00-00699	Practical Case Studies on Sustainable Forest Management	Mr. Bounmanh KEOKARAKOT	1		
		00-00631	Vegetable Cultivation Technology for Extension	Mr. Vatsana SICHALEUNE	1		
		00-00291	Rice Research Techniques	Mr. Viexay SIPAPHONE, Mr. Chay SOMSAINE	2		
		00-00682	Irrigation, Drainage & Rural Development Course	Mr. Khamphachanh VONGSANA	1		
		00-00610	Freshwater Aquaculture	Ms. Noulak LIEPVISAY	1		
		00-03491	GIS Technology for Technology for Sustainable Management of Natural Resources and Agricultural Products	- Void -	-Void-		
			(Sub-total)			(6)	
	(SP)	00-03474	Agricultural & Rural Development with Environmental Conservation	Mr. Brandith SOUPHANTHAMIRITY	1		
		00-10642	Forest Management Policy	Mr. Khamphanh, Mr. Southongkham	2		
		00-03309	Food Processing Prevention Technology	Ms. Yatkeo PHOUMDALVYVY	1		
		00-03491	Management of Natural Resource & Agricultural Production by GIS	Ms. Khamnoury CHANTHALASY	1		
		00-03480	Seminar for Women's Activities in Fishing Village	Ms. Vilayphne VORAPHIM	1		
		00-03298	Preservation Techniques of Meat & Meat Products	Ms. Bounkham SIACKHAM	1		
	(Sub-total)			(7)			
(4) Counterpart Training Courses (FY1998-2000)							
	Code	Course Title	Accepted Course and Applicant(s)	No. of			
1998	(CP)		Agricultural Production Development Planning	Mr. Khammeung, Mr. Oudong	2		
			Agricultural Finance	Mr. Bouray, Mr. Phanthaboune	2		
			Agro-Forestry	Mr. Laitana PHAXAYSOMBAT	1		
			Forest Management and Planning	Mr. Phetsakhone	1		
			Forest Administration	Mr. Kambay, Mr. Phetsamay	2		
			Forest Conservation and Afforestation	Mr. Bouray, Mr. Somdy	2		
			Fruit Cultivation	Mr. Thonglo KHAMVONGSA	1		
			Farming Technology Area for Environmental Conservation	Mr. Inchai INTIAVIKHAM	1		
			Rural Development	Mr. Khamphath SOULINPHOUMY	1		
			Agricultural Infrastructure	Mr. Bourma PHOMMATHED	1		
			Irrigation Water Management	Mr. Sibounnea VATTANAKIAMPHANI	1		
			Inland Fisheries	Mr. Singkham PHONVIXAY, Mr. Sisavath SINTHA	2		
			(sub-total)			(17)	
		1999	(CP)		Agricultural Environment Improvement	Mr. Khamtanh THADAVONG	1
				99-10741	Forest Management Policy	Mr. Phouthong SENSOLINTHA	1
				99-0742	Forest Plan	Mr. Houmphanh SALAMANY	1
				99-12679	Participatory Forest Management	Mr. Bousla, Mr. Oudong, Mr. Osa, Mr. Siamphay	4
	Agricultural Extension & Agriculture Cooperative			Mr. Chantha THIPIAVONGTIANI	1		
	Agricultural Land & Water Resource Development			Mr. Khammay SOUMOUNTHONG	1		
	99-00582	Poultry Production & Breeding Technology	Mr. Bounkhouang CHANTHAKONGSENG	1			
	(sub-total)			(10)			
2000	(CP)	00-11456	Participatory Silviculture	Mr. Khamphan XANETH	1		
		00-10304	Participatory Forest Management	Mr. Daovieng, Mr. Phaoao	2		
		00-00648	Agricultural Extension Planning & Management	Mr. Phouthong SINGKHAM	1		
		00-10625	Agricultural Improvement & Extension	Mr. Chanthaboun SIRIMANOTIHAM	1		
		00-00061	Poultry Production & Breeding Technology	Mr. Bounthaby CHAMPA	1		
		00-11376	Freshwater Aquaculture	Mr. Bounhong MEUNSOUPHOM	1		
	(sub-total)			(7)			
Grand Total of (1)+(2)+(3)+(4)				(79)			

Note: General = General Group Training Course, SP = Special Group Training Course, CP = Counterpart Training Course

Table 6 Summary of Analysis of Questionnaire-(A)-1: for DICI, MAF

(Total of Answer = 1)

Questions & Answers	
Q1	Coordination process and time schedule for selecting courses among CPC, DICI and relevant departments/organizations in MAF - There mainly are 3 major training courses such as General Group Training (GT), Special Group Training (SP) and Counterpart Training (CP). - Among these, GT and SP are annual routine training courses, for which DICI is responsible. - In August, JICA Laos Office provides Questionnaire Forms (Training Program Long List) to CPC for selection of preferable courses in the various sectors. - After receiving Questionnaire Forms, CPC requests line ministries to select preferable courses in the relevant sectors. - In case of agriculture sector, DICI under MAF is responsible for the coordination between CPC and MAF, as well as MAF and concerned departments/organizations. - In October, DICI finalizes the selection of preferable courses through consultation with relevant departments/organizations and submits them to CPC. - In November, CPC finalizes the selection of courses based on the requests from line ministries and submits them to JICA Laos Office. - In January, JICA Laos Office informs CPC of the final offer of the courses and their allotment number for applicants to select applicants for the courses. Then, CPC informs line ministries of the final offer in each sector for selection of applicants.
Q2	How many courses did DICI select as your proposal to CPC in each year? (General Group Training, Special Group Training) - FY1998: 39 courses (GT), 18 courses (SP) - FY1999: 40 courses (GT), 20 courses (SP) - FY2000: 40 courses (GT), 20 courses (SP) - FY2001: 10 courses (GT), 5 courses (SP) - Before FY2000, DICI submitted all the training courses in the agriculture sector as proposed by the departments, MAF. - After FY2001, DICI was informed of the number of courses for MAF to apply, therefore DICI submitted the types and number of courses only after consultation with the departments, MAF.
Q3	How did DICI select those courses? - Basically consult with MAF departments. - In case of necessity (e.g. setting priority), the issues were determined at the director's meeting. - Intensive consultation with concerned JICA experts was carried out to seek advice on suitable training courses.
Q4	Do you know that all the proposed courses by ministries were finally selected or adjusted by CPC into some allotment numbers of courses for requesting to JICA? 2) No.
Q5	Do you know how many courses were finally selected in the agricultural sector by CPC for requesting to JICA? 2) No. (After submission to CPC, DICI does not know the final proposal by CPC to JICA. No feed back to DICI from CPC.)
Q6	Did DICI have any consultation by CPC for final selection of the Courses to be submitted to JICA? 2) No.
Q7	If "yes" in Q6, how did DICI determine the final selection of the Courses? 3) Others (Closer consultations were made with relevant MAF Depts. Since FY2001, because the courses selected at MAF should be in line with those informed by CPC.)
Q8	If "no" in Q6, did DICI find any difficulty about CPC's final selection of the Courses? 1) We know that only some of the proposed courses were finally offered by JICA every year. For the last 3 years, DICI did not face any difficulty because any selected courses were welcome for us. 3) Others (The selection of courses is very important because each Dept. has its own problem and priority in HRD. Therefore detailed information is necessary such as the type, duration and number of courses.) No feedback from CPC, not satisfied (100%) with CPC's selection, No priority from DICI.
Q9	How many courses and what kind of courses were actually provided to MAF in FY 1998, 1999 and 2000? See table.
Q10	How do you evaluate the suitability of the Courses in terms of the Government development policy in the agricultural sector? 1) Fully met.
Q11	What kind of points of the Government policy the Courses contributed? 1) Food production; 2) Commodity production; 3) Elimination of slash-and burn cultivation; 4) Irrigation development; 6) Rural development and poverty reduction.
Q12	If "A little" in Q10, the reason? - none-
Q13	What do you recommend for the future prospects of the Courses? 1) More high level of technology, technical information/knowledge. (Basic technology/knowledge will be attained from neighboring countries. Specific high level from Japan) 3) More specific field of technology, technical information/knowledge. (Lao PDR has put great effort to catch up with its neighboring countries in terms of technology and technical information, to this end higher level of technology is required.) 4) Others - Information technology (Internet, data base, etc.); - Mechanization for agricultural production and post-harvest; - Water resource conservation to sustain the natural resource of the country.
Q14	For selecting applicants, how and when does DICI notify the relevant departments/agencies of the courses? 4) Others (Permanent Secretary Office, DICI to Department of Personnel to Relevant departments/ PAFS)
Q15	For notifying the information about the courses, does DICI takes the provincial staff into specific consideration? 1) Yes.

Q16	<i>If "yes" in Q15, what kind of consideration do you take ?</i>
	2) Others (To implement the decentralization policy of the Government, it is needed to upgrade the capacity of provincial and district staff. Therefore any courses which involve agriculture production and poverty alleviation will be given to provincial level as priority.)
Q17	<i>If "no" in Q15, please describe the reason.</i>
	- none-
Q18	<i>How do you think about the situation of low percentage (10%) of participation by provincial staff in the Courses ?</i>
	1) JICA projects are mainly located near Vientiane, thus those counter parts will have more opportunities to participate in the JICA training than the provincial staff. 4) It is difficult to find the persons who have enough English capability to participate in the Course among the provincial staff. 5) Others (Among the courses provided since 1998, most of them are of the kind of counterpart training, this explains well that there are more JICA experts in the central, Vientiane Municipality and Vientiane province.
Q19	<i>How did DICI coordinate/adjust the number of applicants when different departments applied for the Course with more than the allotment number ?</i>
	1) Before 2000, all the applicants were applied to CPC without adjustment of the allotment number. 2) After 2001, DICI adjusted the final applicants number based on the allotment number offered by JICA.
Q20	<i>If "no adjustment" in Q19, please describe the reason.</i>
	1) It was difficult for DICI to adjust/coordinate the number of applicants due to limited power. 2) It was difficult for DICI to adjust/coordinate the number of applicants due to limited time. 3) Others (It was difficult for DICI to adjust the number of applicants before FY2000, because DICI were not informed of allotment numbers. This situation was improved since 2001.)
Q21	<i>If your answer is "2,=adjusted" in Q19, how did DICI adjust/coordinate the number of applicants ?</i>
	1) By consultation with relevant departments/agencies again; 3) Others (Consult with JICA Experts)
Q22	<i>Some courses offered by JICA become void because of no applicants from Lao side. Have you ever had such case in MAF ?</i>
	1) Yes: The following 3 courses were voided. - In 1998: "NGO-JICA Partnership Training Course for Rural Development"; - In 1999: "Forest Research"; - In 2000: "GIS Technology for Technology for Sustainable Management".
Q23	<i>If "yes" in Q22, please describe the reason.</i>
	1) There were no suitable applicants for the offered course. 2) There was not enough time to select suitable applicants. 3) No proper coordination was made by DICI. 4) Others (The details of particular course are not provided other than the title and duration)
Q24	<i>To avoid such cases in Q23, what countermeasures are needed ?</i>
	1) A certain time is needed for selecting suitable applicants. (2 months net) 2) More strong and proper coordination by DICI is needed. 3) Others (Please specify): More information is needed regarding the content of the course.
Q25	<i>From your side, do you think that the selected trainees were suitable for the course ?</i>
	2) Some degree.
Q26	<i>If "A little" in Q25, please describe the reason ?</i>
	- none-
Q27	<i>If "Difficult to evaluate" in Q25, please describe the reason ?</i>
	- none-
Q28	<i>What do you recommend for the better selection of trainees in the future ?</i>
	1) Suitable background specialty/field; 2) Suitable technical level; 3) Suitable position; 4) Suitable English capability;
Q29	<i>Do you think the coordination among the relevant departments was efficiently undertaken by DICI ?</i>
	2) Some degree.
Q30	<i>If "A little" in Q29, please describe the reason.</i>
	- none-
Q31	<i>What do you recommend for the better coordination by DICI ?</i>
	2) Relevant departments should be more cooperative with DICI. 4) Manpower of DICI should be increased. (Limited number, quality of staff in DICI) 5) More strong support by JICA Experts should be needed. (Communication between JICA Expert and JICA office appears to be more efficient at any case.) 6) Others (Communication channel JICA-CPC-DICI should be made more effective with regard to training course to be provided.)
Q32	<i>How do you Coordinate between DICI and concerned JICA Experts on applying to the JICA training program ?</i>
	1) Consulted with the JICA Experts on selecting courses; 2) Reported to the JICA Experts after selecting courses; 6) Others (Since inadequate information are provided, it is always useful to consult with JICA Experts.)
Q33	<i>Please write anything you recommend for the better implementation of similar training courses.</i>
	1) Provision of adequate information about each training course; 2) Enough time for application process needed; 3) Better coordination needed between JICA/CPC, CPC/DICI, DICI/Departments, DICI/PAFO.

Table 7 Summary of Analysis of Questionnaire-(A)-2: for CPC

Questions & Answers		(Total of Answer = 1)
Q1	Please explain the coordination process and time schedule between CPC and DICI in MAF for selecting the Courses of the next fiscal year.	
	<ul style="list-style-type: none"> - There mainly are 3 major training courses such as General Group Training (GT), Special Group Training (SP) and Counterpart - Among these, GT and SP are annual routine training courses, for which DICI is responsible. - In August, JICA Laos Office provides Questionnaire Forms (Training Program Long List) to CPC for selection of preferable courses in the various sectors. - After receiving Questionnaire Forms, CPC conducts an in-house meeting to brief the courses and to allocate the number of candidate courses to line ministries/agencies. In case of MAF, 10 courses for General Training Course, and 5 courses for Special Group Training Course are allocated based on the past experience and the government policy, etc. - In October, line ministries select preferable courses through consultation with relevant departments/organizations and submit them to - In November, CPC finalizes the selection of courses based on the requests from line ministries and submit them to JICA Laos Office. 	
Q2	In the process from CPC to DICI, MAF, how many courses did CPC instruct DICI to select as their proposal in each year ?	
	<ul style="list-style-type: none"> - Every year, CPC instructs DICI, MAF to select 10 GT and 5 SP of courses in average. - CPC allocates 10 GT and 5 SP of courses to the prior ministries in terms of HRD such as MAF and 5-7 GT and 3-5 SP of courses to less prior ministries. 	
Q3	Do you think that the proposed courses by DICI (MAF) were suitable in terms of the sector development ?	
	1) Fully met	
Q4	How many courses did CPC select for the final request to JICA ?	
	<ul style="list-style-type: none"> - 1998, 1999, 2000, 2001 -: 90 courses (55 general, 35 special) among which 15 courses (10 general, 5 special) are in agriculture sector. - Prior sectors (ministries) in terms of technical training, such as MAF, MCTPC, MOH: 10 general and 5 special. - Other than prior sectors: 5-7 general and 3-5 special. 	
Q5	How does CPC allocate the Courses among various sectors/ministries ?	
	4) Others (Determined at the panel meeting of the Asia Pacific Division staff together with JICA Expert at Department of International Cooperation.)	
Q6	When different ministries applied for the Course with more than the allotment number, how did CPC coordinate/adjust the number of applicants among the ministries ?	
	3) CPC had a coordination meeting involving relevant ministries.	
Q7	There were some courses offered by JICA have become void because of no applicants.	
	1) Yes (Answer was No, but actually there was one case in agriculture sector in each year of 1998, 1999 and 2000. CPC may not have detailed data about each sector.)	
Q8	If your answer is "yes", please describe the reason.	
	<ul style="list-style-type: none"> - According to DICI, the reasons were: 1) There were no suitable applicants for the offered course. 2) There was not enough time to select suitable applicants. 	
Q9	To avoid such cases in Q7, what countermeasures are needed, do you think ?	
	2) More strong and proper coordination by DICI is needed.	
Q10	Do you think that the coordination between CPC and DICI of MAF was efficiently undertaken ?	
	1) Fully met (with some delay)	
Q11	If your answer is "A little" in Q11, please describe the reason.	
	- none -	
Q12	What do you recommend for the better coordination between CPC and DICI ?	
	2) DICI should be more cooperative with CPC.	
Q13	Any recommendation for the better implementation ?	
	- So far, so good and if DICI is submitting the propose courses on time, it will be perfect.	

Table 8 Summary of Analysis of Questionnaire-(B): for Superiors of Ex-participants

(Total of Answers = 12)

	Questions & Answers	No. of nswe	%
Q1	How do you evaluate the suitability of the Courses, in which your staff participated, in terms of Human Resource Development in the sector ?		
	1) Fully met (more than 80%)	9	75
	2) Some degree (more than 50%)	2	17
	3) A little	1	8
Q2	If your answer is "A little" in Q1, please describe the reason.		
	1) The contents of the offered Course were not so attractive/useful in terms of his/her job position.	0	0
	2) Others (Please specify): - More field practice is required. - The training offered the basic knowledge and practice to the trainees. And they could utilize those of new idea for their developing countries.	2	17
Q3	What do you recommend for the future prospects of the Course ?		
	1) More high level of technology, technical information/knowledge;	2	17
	2) More basic level of technology, technical information/knowledge;	7	58
	3) More specific field of technology, information/knowledge (Please specify): - Post-harvest technological package, cooperative, farmers organization; - Marketing system at the community level; - Primary industry related to agricultural products; - More specific field of technology including specific models related to forest management; - In the course, they mentioned too much general, not focus in specific field and site seeing also in general. If specific field, it will be more useful. - Spray irrigation system, Drip irrigation system, Reservoir management, Water management, Flood	4	33
	4) Others.	0	0
Q4	How did you select the applicants for the offered Course ?		
	1) Selected by your decision based on his/her technical level, field and position;	6	50
	2) Selected in the coordination meeting of the department;	7	58
	3) Selected based on JICA expert's advice;	4	33
	4) Selected based on the instruction of the director;	0	0
	5) Selected based on the instruction of the division boss;	2	17
	6) Others - Selected based on the consultation between chief advisor (team leader of expert) and project manager; - Selected based on the need of the development plan of the Project (Lao-Japan Fishery Cooperation Project) and focus on very necessary area, in which the Project need the specialist for the management of the Project, that in the priority for selection counterpart to train in order to get the knowledge and - Selected based on the trainee's ambition and his/her performance.	2	17
Q5	From your side, selected trainees were suitable for the Courses ?		
	1) Fully met (more than 80%)	7	58
	2) Some degree (more than 50%)	5	42
	3) A little	0	0
Q6	If your answer is "A little" in Q5, please describe the reason.		
	1) Selected trainees were not suitable in terms of his/her background of the specialty/field;	0	0
	2) Selected trainees were not suitable in terms of his/her technical level;	0	0
	3) Selected trainees were not suitable in terms of his/her present position;	1	8
	4) Selected trainees were not suitable in terms of his/her English capability;	1	8
	5) Others (Please specify): - The selection was not made properly comparing with the training course. The technical level of the selected applicants were good but his English level was not sufficient.	1	8
Q7	What is the difficulty for selecting suitable applicants ?		
	1) Difficult to find applicants who have suitable background of the specialty/field;	1	8
	2) Difficult to find applicants who have suitable technical level;	4	33
	3) Difficult to find applicants who are in the suitable position comparing with the Course;	1	8
	4) Difficult to find applicants who have suitable English capability;	11	92
	5) Others (Please specify): - Not difficult for selecting appropriate staff.	1	8
Q8	For selecting the applicants, do you take the provincial staff into specific consideration ?		
	1) Yes	11	92
	2) No	1	8
Q9	If "Yes" in Q8, what kind of consideration do you take ?		
	1) To give opportunities to the provinces as much as possible;	8	67
	2) Others (Please specify): - to share the experiences in the field of post-harvest, marketing system, etc. with provincial staff; - to strengthen the capability of local staff; - to use knowledge/skills acquired from training into the provincial specific areas; - to give a chance to the provincial technical staff who work hard in their daily work. - to give a chance of the training to the provincial staff, who are lack of experience. - Since the provinces are the places for real practice and production, the provincial staff should have a lot of experience.	6	50

Q10	If "No" in Q8, please describe the reason ?		
	1) Relevant departments/agencies are responsible to consider about the provincial staff;	0	0
	2) DICI/MAF is responsible to consider about the provincial staff;	0	0
	3) Others (Please specify): - Selected based on JICA Expert's advice.	1	8
Q11	Among the 79 trainees, only about 10% were selected from the provinces. Any reasons for the situation ?		
	1) JICA projects are mainly located in near Vientiane;	3	25
	2) The priority of the JICA training is basically given to the central government staff;	2	17
	3) Technical level of the provincial staff is not suitable for the provincial staff;	1	8
	4) English capability is not sufficient for the provincial staff;	8	67
	5) Others - The priority of the JICA training should be clearly given to the provincial staff or district staff than central government staff. - In the past, the acceptance to the Course by JICA was in short notice and the official procedures were quite long to select applicants from the provinces. - Communication is difficult between the provinces and the central government, and some documents process are still slow. - Information about the JICA training program often delay from the central government to the provinces. - So far, the fund for training programs offered by International Organization was very limited. Therefore, central staff have more chances to participate in the program. Thus, it is proposed that after they return from the course, the central staff should have a responsibility to transfer the knowledge/skills to the	6	50
Q12	What do you recommend for the better selection of trainees in the future ?		
	1) His/her background specialty/field should be suitable for the Course;	7	58
	2) His/her technical level should be suitable for the Course;	9	75
	3) His/her present position should be suitable for the Course;	3	25
	4) His/her English capability should be suitable for the Course;	11	92
	5) Others (Please specify): - Provincial staff should be considered as a priority.	2	17
Q13	DICI's coordination among the relevant departments/agencies was effective ?		
	1) Fully met	5	42
	2) Some degree	7	58
	3) A little	0	0
Q14	If "A little" in Q13, please describe the reason ?		
	1) Information was not properly or timely notified by DICI;	0	0
	2) Coordination between different departments/agencies by DICI was not effective;	0	0
	3) Others	0	0
Q15	What do you recommend for the better coordination by DICI ?		
	1) More strong power/responsibility to DICI;	1	8
	2) More cooperation by relevant departments/agencies to DICI;	6	50
	3) MAF should be more cooperative with DICI;	2	17
	4) Increase manpower in DICI;	0	0
	5) Others - In the past, the cooperation between CPC and MAF (DICI) was not so effective, but now the situation was improved. - The present situation is sufficient. - DICI should be improved not to delay notifying the information about the training program. - Official procedures/formalities need to be shorten. - MAF and DICI should be more collaborative each other.	4	33
Q16	After coming back from training, the knowledge/skills acquired are useful in their daily work ?		
	1) Very much	9	75
	2) Some degree	2	17
	3) A little	0	0
Q17	If "Very much", "Some degree" in Q16, what kind of issues your staff have ever tackled by utilizing the knowledge and skills acquired through the Course ?		
	- How to set up the concept and Methodology for making plan, project formulation; - Tree nursery garden; - Tree plantation and afforestation; - Making action plan of daily, monthly and annual work; - Improving technology/skills of seedling, planting and maintenance, etc. - Change of views and behavior in working for Project implementation (More active) - Irrigation water management; Irrigation survey and design activity; - Utilizing the knowledge to promote the development of aquaculture, livestock production and veterinary or animal health services throughout the country; - Improve his/her technical competence, Improve his/her responsible task; - The participants of the meteorology course are trying to improve their daily work. - The staff has had a good performance and could lead his/her division to the success. - The staff became responsible for their activities and their outcome were satisfactory. - They used the acquired knowledge for making development plan of their specific field properly. - They introduce their colleagues or coworkers to use the technology effectively. - Agricultural extension activity in rural area. (Most of the trainees when they come back from the course they have to use that knowledge to promote farmers in rural area in their production activities.)		

	- Assisted the farmers by using new technique to improve their cost of living		
Q18	If "A little" in Q16, please describe the reason.		
	1) The contents of the offered course were not useful;	0	0
	2) Trainees could not achieve the expected technology;	0	0
	3) Others (Please specify):	1	8
	- The knowledge and experience gained from the course could fill the gap of trainee's technical background which can accelerate the implementation of Project activities.		
Q19	For the organization, what is the real benefit of the Course ?		
	1) Technical knowledge achieved has an impact on other staff;	9	75
	2) The trainee's self-confidence has an impact on his/her daily work, and on his/her staff;	9	75
	3) Spiritual impact to their staff, who will have an opportunity to participate in the Course in the future;	4	33
	4) Others (Please specify):	1	8
	- Very useful for improving the staff's competence.		
Q20	Have your staff ever disseminated the acquired knowledge/skills after returning to Lao ?		
	1) Yes	7	58
	a) Seminar/workshop;	5	42
	- Hydrological Work and Pumping Irrigation in Mekong River Basin, Vientiane 24 to 26 Feb. 1999		
	- Village Seminar organized by VARDP		
	b) Reporting to their boss and coworker;	9	75
	c) Circulation of the textbooks;	2	17
	d) Through daily work;	5	42
	e) Others	1	8
	2) No (Reason)	0	0
Q21	How did you coordinate with concerned JICA Experts on applying to the JICA training program ?		
	1) Consulted with the JICA Expert on selecting applicants;	12	100
	2) Reported to the JICA Expert after selecting applicants;	1	8
	3) No coordination/consultation was undertaken with the JICA Expert	0	0
	4) Others	0	0
Q22	Please write anything you recommend for the better implementation of similar training courses.		
	- The textbooks used in the course were mainly in Japanese Language with a translator. It is very difficult to review it after coming back to Lao.		
	- The training should focus on field practice for more understanding.		
	- DICI should appoint some staff to be in charge of coordination for the JICA training courses with the departments/organizations under MAF for improving coordination activities.		
	- Request JICA to provide more specific courses such as on spray irrigation, drip irrigation, reservoir management, water management, and flood control, etc.		
	- Request JICA to organize "Group Training" for DOI staff.		
	- The Selection criteria of the applicants should be clear and instructive.		
	- Some more information on the training courses should be informed in advance before the training.		
	- Specialized training course such as the production plan, aquaculture and some techniques should be encouraged by JICA for improving trainees' competence.		
	- The training should focus on the job training for the provincial and district staff, who have not enough the basic technical and English knowledge.		
	- JICA should contact with other organization for changing the information such as IRRI (International Rice Research Institute) and CIAT (Tropical Agriculture International Center)		
	- JICA should provide a long term training for C/Ps.		
	- More information should be provided to the trainees before going to Japan, presently only the title of the course is informed.		
	- Theories and practice should go together (In the course, giving theory or lecture 50% and practice or study tour should be 50%. If less practice, the trainees cannot fully understand the lesson and will not know how to conduct after returning.)		
	- Exchange ideas between the participants. (Among the participants, they should have more time to share the ideas about the lecture and practice.)		
	- Test (Before finishing the course, the trainees should have an examination to see if they can understand the lesson or not.)		
	- Should be more cooperative between JICA expert in Lao counterpart before selecting the applicant for the course. (In provincial level, JICA expert or any person in JICA concerning to selecting counterparts for training course in Japan, they offered through central government, not offered directly to provinces, so every thing was determined by central government. Expert of JICA and provincial government did not discuss directly.)		

Table 9 Summary of Analysis of Questionnaire-(C): for Ex-participants

(Total of Answers = 72)

	Questions & Answers	No.of Answers	%
Q1	To what degree have you understood the knowledge and skill introduced in the course ?		
	1) Almost fully (understood more than 80%);	35	49
	2) Some degree (understood more than 50%);	36	50
	3) A little.	1	1
	- If your answer is " A little ", please describe the reason:		
	a) Technical level was too high;	1	
	b) English level was too high;	0	
	c) The field of the course was much different from my background;	0	
	d) Others (please specify).	0	
Q2	How do you evaluate the ability of the lecturers ?		
	1) Good;	68	94
	2) Fair;	4	6
	3) Poor.	0	0
	- If your answer is " Poor", please describe the reasons: (No answer of "Poor".)		
Q3	How do you evaluate the textbooks and training equipment ?		0
	1) Good;	64	89
	2) Fair;	7	10
	3) Poor.	1	1
	- If your answer is " Poor", please describe the reasons: (No answer of the reason for "Poor".)		
Q4	How do you evaluate the training curriculum ?		
	1) Good;	65	90
	2) Fair;	7	10
	3) Poor.	0	0
	- If your answer is "Poor", please describe the reasons: (No answer of "Poor".)		
Q5	Training period:		
	How long was your training period ?		
	1) 1-2 weeks;	9	11
	2) 3-4 weeks;	8	10
	3) 1-2 months;	20	25
	4) 3-10 months.	42	53
	How do you evaluate the training period ?		
	1) Suitable;	59	82
	2) Too long;	1	1
	3) Too short.	12	17
	- Major reasons for "too short" were:		
	a) too short comparing with subjects/documents/reports to be studied;	3	
	b) too short considering the needs for practical training/ study tour.	5	
Q6	Did the content of the course meet your expectation when you had applied for the course?		
	1) Fully met (more than 80%);	42	58
	2) Some degree (more than 50%);	30	42
	3) A little.	0	0
	- If your answer is "A little", please describe the reasons: (No answer of "A little".)		
Q7	Have you changed your job since returning to Lao PDR from the course ?		
	1. Yes:	33	46
	- Major reasons for changing job were:		
	a) According to the requirement of specific/technical fields to the new positions/projects; and/or		
	b) Due to normal personnel changes in the concerned organization.		
	2. No	39	54
Q8	Are the knowledge and skill you acquired through the course useful in your daily work?		
	1) Very much (more than 80%)	39	54
	2) Some degree (more than 50%)	27	38
	3) A little	6	8
Q9	If your answer is " Very much" or "Some degree" in Q8 what kind of issues you have ever tackled by utilizing the knowledge and skills you acquired through the Course ?	66	92
	- Major issues tackled by utilizing the knowledge and skills acquired through the Course were:		
	a) Planning of agricultural production, land consolidation, water source development, etc.	3	
	b) Project management including budgetary planning, etc.	4	
	c) Analysis of credit;	1	
	d) General issues in daily work and transfer the knowledge to other staff;	11	
	e) Organization of cooperative activities;	1	
	f) Data collection and compiling of agricultural statistic;	1	
	g) Water management and establishment of local fund by farmers' group;	1	
	h) Agro-forestry;	1	
	i) Planning/implementing of forest management, conservation, afforestation by comun. participation.;	14	
	j) Fruit tree cultivation and management;	2	
	k) Organization of water user's organization;	1	
	l) Sloping land agriculture technology;	1	
	m) Rice-harvest processing;	1	

n) Improved rice cultivation method;	1	
o) Vegetable cultivation;	1	
p) Extension and training method, farm management and participatory work;	3	
q) Agricultural mechanization,	1	
r) Aquaculture production;	1	
s) Experimental work in the agricultural research center;	1	
t) Coordination of transportation business between Lao and Thailand;	1	
u) Strengthening of farmers' organization and irrigation management transfer;	1	
v) Survey and design of irrigation system, feasibility study and planning of irrigation project;	3	
w) Fishculture and fresh water fisheries management, seed production;	4	
x) Chick sexual distinction and vaccination;	1	
y) Diagnostic technology for disease of food animals;	1	
z) Preservation technique of meat and meat production.	1	
Q10 If your answer is "A little", in Q8 please describe the reason:		
1) As the course was mainly theoretical, it is difficult for you to apply it practically;	2	
2) As the content of the course were difficult to understand;	0	
3) Although the content of the course were very practical, they are not applicable to Lao...	3	
4) Because of the lack of support from your boss;	0	
5) Because of the lack of support from your colleagues;	0	
6) Although you had intention to hold a report meeting, seminar, but the expected people...	0	
7) As you were very busy you could not hold a report meeting, seminar, etc.,	1	
8) Because of the lack of budget;	3	
9) Because of the lack of equipment;	3	
10) Others, major reasons were (4 specific descriptions only among 6):	6	
- Position was changed/ little concerning with the present job;	2	
- Lack of experience;	1	
- Not applicable to the present Lao situation.	1	
Q11 How would you like to utilize the knowledge and skills you acquired through the course in the future ?		
1) They will be utilized in my daily work (please specify)	67	93
- Major ways/issues to utilize the knowledge and skills acquired through the Course will be:		
a) In supporting farmers for agricultural commercial production activities;	1	
b) In agricultural investment planning and implementation planning to support village leaders;	1	
c) In rural development planning and project management;	1	
d) In managing agricultural credit program and cooperating international organization;	1	
e) In promoting agricultural cooperatives;	1	
f) In training new staff in the office/organization;	2	
g) In agricultural infrastructure investment planning;	1	
h) In staff training on productive promotion of farmers' group;	1	
i) In participatory forest management and planting promotion;	5	
j) In planning and managing of land allocation;	1	
k) In working as a counterpart of JICA Expert in the field of forest development;	1	
l) In the field of forest conservation and afforestation, including seedling and laboratory technique;	6	
m) In administrating the department of forest as a director;	1	
n) In disseminating the knowledge and technique to producers;	1	
o) In promoting handicraft products;	1	
p) In training district staff and farmers through extension and demonstration activities;	1	
q) In orchard management and processing;	1	
r) In transferring the technique of processing, fertilizing, rice cultivation, etc. to the staff and farmers;	3	
s) In extension and promotion activities to the farmers for upland crop production;	2	
t) In transferring the technique/knowledge of vegetable cultivation in the rainy season;	1	
u) In extension, management and administration work;	2	
v) In weather forecasting;	2	
w) In extension of sustainable development of aquaculture;	1	
x) In transferring experiment and research work of rice cultivation;	1	
y) In improving existing regulations of international transportation based on the present situation;	1	
z) In rural development with participatory approach of local farmers;	1	
aa) In mobilizing farmers to participate in agricultural development;	1	
ab) In mobilizing farmers to participate in irrigation development;	1	
ac) In making water resource development plan, irrigation development feasibility study, etc.	2	
ad) In training of provincial and district staff in the field of irrigation;	2	
ae) To alleviate poverty in remote areas by participatory approach;	1	
af) In promoting IMT policy through strengthening WUA activities;	1	
ag) In construction works of earth dam, sprinkler and drip irrigation system	1	
ah) In planning of fishery development;	1	
ai) In improving fishculture and fishery management, and extension to the farmers;	4	
aj) Improving the technique of diagnostic;	1	
2) They will be utilized when the suitable position is given to you;	23	32
- Major ways/issues to utilize the knowledge/skills will be:		
a) In forest management;	1	
b) With any position in the field of forestry;	1	
c) In the technique of seedling, laboratory and afforestation;	1	
d) In marketing promotion through strengthening of WUAs;	1	
e) In improving post-harvest rice processing method in the future project;	1	

	f) In making production plan based on the current situation of the farmers;	1	
	g) In transferring the technique/knowledge to food processing groups;	1	
	h) In construction works of earth dam, sprinkler and drip irrigation system;	1	
	i) In improving seed production and aquaculture technique;	1	
	- Suitable positions will be:		
	a) As a manager and policy maker in agriculture sector;	1	
	b) As a director of international extension center;	1	
	c) As a project director of any rural development project;	1	
	d) As a director general or minister;	1	
	e) As a chief of seed production unit;	1	
	3) Others (please specify)	8	11
	- Some typical answers are:		
	a) In coping with producers to exchange ideas for improving the quality of products;	1	
	b) In establishment of farmers group and farmers bank;	1	
	c) In transferring acquired knowledge/skills to the staff and farmers;	2	
	d) In improving knowledge/skills of aquaculture in provincial level throughout the country.	1	
Q12	For yourself, what is the real benefit of the course ?		
	1) Promotion;	52	72
	2) Financial gain;	11	15
	3) Self-confidence;	50	69
	4) Good reputation;	15	21
	5) Knowledge and experience;	71	99
	6) Communication with fellow participants;	42	58
	7) Establishment of network with JICA staff, etc.,	29	40
	8) Others (please specify)	8	11
	- Some typical answers are:		
	a) Improved foreign language capability;	1	
	b) Communicated with experts and others;	1	
	c) Promoted the farmers to participate in plantation;	1	
Q13	For your organization, what is the real benefit of the course, do you think ?		
	1) Technical knowledge and experience have an impact on other staff;	53	74
	2) The trainees self-confidence has an impact on his/her daily work and on other staff;	34	47
	3) Spiritual impact on other staff, who will have an opportunity to participate in the future;	39	54
	4) Others (please specify)	4	6
	- Some typical answers are:		
	a) Confidence of the organization and coworkers;	1	
	b) Good performance of the work;	1	
	c) Improvement of seed production technique and understanding of basic aquaculture.	1	
Q14	Have you submitted a report to your boss, after you return from the course ?		
	1) Yes	66	92
	2) No	6	8
Q15	If your answer is " Yes" in Q14, what is the reason to submit a report ?		
	1) Because you must verify you study hard in the course ;	13	18
	2) Because you must inform your organization or boss of the content of JICA training;	56	78
	3) Because it is very important to transfer;	32	44
	4) Others (please specify)	5	7
	- Some typical answers are:		
	a) The obligation of reporting will motivate the participants to study hard during the training;	1	
	b) Reporting will be useful to compare with our present situation and future needs;	1	
	c) Reporting will be useful to transfer the knowledge/skills to the staff;	1	
	d) Since the contents of the course were useful for the new project in terms of human recourse dev.	1	
Q16	If your answer is " Yes" in Q14, please provide us a copy of a report.		
	1) Yes	49	68
	2) No	23	32
Q17	If your answer is " No" in Q14, please describe the reason.		
	1) Because it was not a duty;	0	
	2) Because the contents of JICA training were not very new;	0	
	3) Because the contents of JICA training were too difficult;	0	
	4) Others (please specify)	6	
	- Some typical answers are:		
	a) Just contributed all the textbooks to the office;	1	
	b) Just reported to the director orally;	1	
	c) Just only briefing paper.	1	
Q18	Have you ever disseminated the knowledge and skills after returning to Lao PDR?		
	1) Yes	70	97
	a) Seminar/workshop;	18	23
	- Seminar on Sloping Agricultural Land Technology organized by MAF supported by JICA		
	- Village Workshop on Land Development and Watershed Management organized by VARDP		
	- Village, district or provincial level meeting		
	b) Reporting to your boss and coworkers;	53	67
	c) Circulation of the textbooks;	12	15
	d) Through daily work;	30	38
	e) Others	3	4

	2) No.	2	3
	- The reasons are too busy, changed position, and lack of budget and equipment.		
Q19	Do you still keep in touch with persons concerning to the course after returning ?		
	1) Yes	42	58
	a) Other participants;	26	36
	b) Lecturers (including Japanese experts);	23	32
	c) Others	6	8
	2) No.	30	42
	- <i>Some typical answers are:</i>		
	a) No opportunities;	6	
	b) Not enough time, too busy;	5	
	c) Lack of capability of foreign language;	3	
	d) Lack of fund;	3	
Q20	Do you need support for disseminating your knowledge and skills you acquired from the course ?		
	1) Yes	67	93
	a) from Government of Lao PDR;	32	44
	b) from Government of Japan (including JICA);	62	86
	c) from other donors;	8	11
	e) Others.	5	7
	2) No	5	7
Q21	If your answer is "Yes" in Q20 above, please describe the support you need.		
	1) Budget for holding seminar/workshop;	48	67
	2) Arrangement for holding seminar/workshop;	23	32
	3) Others (please specify)	26	36
	- <i>Other requirements to be supported than for seminar/workshop are:</i>		
	a) Financial support for extension to/training of the farmers in the fields acquired in the course;	4	
	b) Financial support for equipment, materials, etc. in their office;	3	
	c) Financial support for improving knowledge/skills acquired in Japan through daily works;	3	
	d) Financial support for specific activities/programs acquired in Japan through daily works;	2	
Q22	Have you known about the JICA training Program before you apply the course ?		
	1) Yes	67	93
	a) from Newspaper of Vientiane Times;	0	0
	b) from Your boss;	53	74
	c) from Your colleagues;	7	10
	d) Others.	14	19
	- <i>Some typical answers are:</i>		
	a) from JICA Expert;	5	
	b) from Notification of MAF;	2	
	2) No.	5	7
Q23	What kind of training course do you require the Japanese Government to organize ?		
	1) Any courses are welcome, because it reflecting the need of similar development countries;	66	92
	2) Any course are welcome, because I don't have any specific ideas about this question;	2	3
	3) Others (please specify)	13	18
	- <i>Some typical answers are:</i>		
	a) Training course with proper combination of theory and field practice;	1	
	b) Training course focusing on marketing and economic agriculture;	1	
	c) Training course focusing on Monitoring and Evaluation of Agricultural Development Project;	2	
	d) Training course focusing on research and extension of agriculture;	1	
	e) Training course focusing on forestry development;	1	
	f) Training course focusing on increase of farmer's income;	1	
	g) Training course focusing on small and medium enterprise development;	1	
	h) Training course focusing on fruit tree plantation.	1	
Q24	Please write anything you recommend for the better implementation of similar training course.	59	75
	- <i>Major answers are:</i>		
	a) For better understanding of the course, translation into Lao language will be helpful.	1	
	b) During the course, translation was not properly done, some time translated into two languages.	4	
	c) Hopefully request more number of offered applicants and courses to Lao PDR.	2	
	d) More detailed information to be provided to the applicants before going to Japan.	1	
	e) Propose JICA to hold a seminar on "Agriculture Finance" in Lao PDR.	1	
	f) Satisfied with the JICA training courses.	8	
	g) The course should focus on more practice, exercise, and study tour.	20	
	h) At least 2 participants from the same country for each course to exchange ideas each other.	1	
	i) Longer period of training is needed for practice.	1	
	j) Textbooks to be in English, not in Japanese.	2	
	k) The course was too much general in various fields, which should focus on more specific fields.	7	
	l) Arrangement for accommodation, services, etc. was good.	3	
	m) The courses should be intermediate level for applying to Lao PDR.	1	
	n) The courses should be more practical/applicable for Lao PDR.	4	
	o) More provincial staff should be selected for the training.	2	
	p) Trainees should study harder during the training.	1	
	q) Training period for agricultural production should coincide with the crop season.	2	

Appendixes



TOR
of
Evaluation Study on Trainees in JICA Training Program

1. To categorize trainees in terms of job position, role in their organization
technical training; administrative training, etc.
duration of training
2. To study on coordination agency (Division of International Cooperation and Investment)
 - ① How to select trainees in each organization
in each case of Group Training, Counterpart Training in Project, Individual Experts
 - ② How to select kinds of group training courses in 1998, 1999, 2000 respectively
to propose agriculture and forestry sector request to JICA.
Was the each year selection suitable for HRD in the sector?
How many courses were actually provided in originally selected courses in 1998, 1999, 2000? Were the actually provided training courses suitable for trainee?
 - ③ Efficiency on coordination
 - ④ Future prospects for training course
3. To study the following points for all trainees from FY1998 to FY2000
by distributing questionnaire to all trainees(79 persons)
by interviewing 50 % of trainees and their organization heads or directors
 - ① To what extent did each training course satisfy trainees and their organization ?
 - ② Trainees' change after the training (3 years)
New items in TOR of their work
Trainees position
Newly introduced techniques in their fields
Upgraded points in their work in terms of efficiency, effectiveness, coverage,
 - ③ Change of their organization, division that they belong to after their return (3 years)
Strengthened points in terms of efficiency, effectiveness, coverage
What kinds of technologies and knowledge transferred to other staff in the same
Division to how many staff ?
Improvement of operation , administration system
What kinds of equipment or facilities were introduced for trainees' new work related to
the training ?
 - ④ To translate examples of the reports that were submitted to their organization after
training (at least one example in one sector)
4. To study the publicity of JICA training course in Lao people , Lao society
How many people know JICA training course in agriculture and forestry sector?
To find articles of newspaper on JICA training course or other broadcast.
5. Recommendation to improve JICA Training Course in agriculture and forestry sector

Questionnaire-(A)-1: for DICI, MAF

**for Ex-Participants of
The JICA Training Program in Japan
in the field of Agriculture, Forestry and Fisheries
from FY 1998 to FY 2000**

This questionnaire survey aims to collect necessary information, opinions, and comments of relevant persons of the JICA Training Program in Japan in the field of agriculture, forestry and fisheries from FY1998 to FY2000 (hereinafter referred to as “the Course”) in order to evaluate the Course.

You are kindly requested to fill in the following questions. Your frank opinions and constructive suggestions are welcome.

I. General Questions

(1) Your Name: _____

(2) Position: _____

(3) Organization: _____

(4) Contact address: Tel: _____ Fax: _____ e-mail: _____

(5) Please give a brief outline of your current duties.

II. Evaluation of the Course, Trainees and Coordination

Q1: Please explain the coordination process and time schedule between CPC and relevant departments /agencies in MAF for selecting the Courses of the next fiscal year by referring to the following table.

Process	Month	Activities	JICA (Laos)	CPC	DICI (MAF)	Departments /Agencies
1	August	Questionnaire Forms (Program Long List)		→		
2					→	
3						→
4						←
5					← (A+B+C), */	
6	November			← (D), **/		
7	December	Final coordination in JICA Tokyo				
8	January	Final offer by JICA		⇒		
9					⇒	
10						⇒

Note: */A= No.of General Courses, B= No.of Special Courses, C= No.of Other Courses
 (A+B+C)= Total number of courses selected by DICI
 **/ (D)= Total number of courses, finally selected by CPC

Q2: In the above No.3 and 4 processes, how many courses did DICI select as your proposal to CPC in each year?

1. In FY1998: (A)= General Courses, (B)= Special Courses, (C)= Other Courses
2. In FY1999: (A)= General Courses, (B)= Special Courses, (C)= Other Courses
3. In FY2000: (A)= General Courses, (B)= Special Courses, (C)= Other Courses

Q3: How did DICI select those courses ?

1. By consultation with relevant departments/agencies;

(Please explain in detail: _____
_____)

2. At the director's meeting in MAF;

(Please explain in detail: _____
_____)

3. By consultation with concerned JICA Experts in MAF;

(Please explain in detail: _____
_____)

4. Others;

(Please explain in detail: _____
_____)

Q4: Do you know that all the proposed courses by ministries were finally selected or adjusted by CPC into some allotment numbers of courses for requesting to JICA ?

1. Yes;

If "yes", how many courses did CPC finally select among all the sectors for each year ?

(1998= _____ , 1999= _____ 2000= _____)

2. No.

Q5: Do you know how many courses were finally selected in the agricultural sector by CPC for requesting to JICA ?

1. Yes;

If "yes", how many courses were finally selected by CPC for each year ?

(1998= _____ , 1999= _____ 2000= _____)

2. No.

Q6: Did DICI have any consultation by CPC for final selection of the Courses to be submitted to JICA ?

1. Yes; 2. No.

Q7: If "yes" in Q6, how did DICI determine the final selection of the Courses ?

1. By consultation with relevant departments/agencies again;
2. At the directors' meeting in MAF again;
3. Others;

(Please explain in detail: _____

_____)

Q8: If "no" in Q6, did DICI find any difficulty about CPC's final selection of the Courses ?

1. We know that only some of the proposed courses are finally offered by JICA every year. For the last 3 years, DICI did not face any difficulties because any selected courses were welcome for us.
2. We faced difficulty because some finally offered courses were not suitable or expected ones by us.
3. Others (Please specify): _____

Q9: How many courses and what kind of courses were actually provided to MAF in FY1998, 1999 and 2000 ?

Kind of courses and their allocated number of trainees:

1. In FY1998: _____

2. In FY1999: _____

3. In FY2000: _____

Q10: How do you evaluate the suitability of the Courses in terms of the Government development policy in the agricultural sector ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little

Q11: If your answer is "Fully met" or "Some degree" in Q10, to what kind of points of the Government policy the Courses contributed, do you think ? Tick as many as you like.

1. Food production;
2. Commodity production;
3. Elimination of slash-and-burn cultivation;
4. Irrigation development;
5. Research and experiment in agriculture and forestry sector;
6. Rural development and poverty reduction;
7. Finance and banking;
8. Foreign Economic Cooperation;
9. Human resource development; and
10. Facilitation of investment to the sector.

Q12: If your answer is "A little" in Q10, please describe the reason.

1. The contents of the actual offered courses were much different with the Government development policy in the sector.

2. Others (Please specify): _____

Q13: What do you recommend for the future prospects of the Courses ? Tick as much as you like.

1. More high level of technology, technical information/knowledge;
2. More basic level of technology, technical information/knowledge;
3. More specific field of technology, technical information/knowledge;

(Please specify): _____

4. Others (Please specify): _____

Q14: For selecting applicants, how and when does DICI notify the relevant departments/agencies of the Courses ?

1. Distributing the notification letter to the relevant departments/agencies including PAFS.

(When: _____)

2. Distributing the notification letter to the relevant departments/agencies excluding PAFS.

(When: _____)

3. At the directors' meeting.

(When: _____)

4. Others (Please specify): _____

Q15: For notifying the information about the Courses, does DICI take the provincial staff into specific consideration ?

1. Yes,
2. No.

Q16: If "yes" in Q15, what kind of consideration do you take ?

1. In order to give the opportunities to the provinces as much as possible.

2. Others (Please specify): _____

Q17: If "no" in Q15, please describe the reason:

1. Relevant departments/agencies are responsible to consider about the provincial staff.

2. Others (Please specify): _____

Q18: Among the 79 trainees, who participated in the Courses from 1998 to 2000 in Japan, only about 10% were selected from the provincial staff other than Vientiane municipality or Vientiane province. Are there any reasons for this situation ? Tick as many as you like.

1. JICA projects are mainly located near Vientiane, thus those counter parts will have more opportunities to participate in the JICA training than the provincial staff.

2. The priority of the JICA training is basically still given to the central government staff at present.

3. The technical level or field of the Courses are basically not suitable for the provincial staff.

4. It is difficult to find the persons who have enough English capability to participate in the Course among the provincial staff.

5. Others (Please specify): _____

Q19: When different departments/agencies applied for the Course with more than the allotment number, how did DICI coordinate/adjust the number of applicants ?

1. All the applicants were applied to CPC without adjustment of the allotment number.

2. DICI adjusted the final applicants number based on the allotment number offered by JICA.

Q20: If your answer is "1" in Q19, please describe the reason:

1. It was difficult for DICI to adjust/coordinate the number of applicants due to limited power.
2. It was difficult for DICI to adjust/coordinate the number of applicants due to limited time.
3. Others (Please specify): _____

Q21: If your answer is "2" in Q19, how does DICI adjust/coordinate the number of applicants ?

1. By consultation with relevant departments/agencies again;
2. At the directors' meeting in MAF again;
3. Others;

(Please explain in detail: _____

_____)

Q22: It is noted that some courses offered by JICA have become void because of no applicants from Lao side before. Have you ever had such cases in MAF ?

1. Yes
2. No

Q23: If your answer is "yes" in Q22, please describe the reason:

1. There were no suitable applicants for the offered course.
2. There was not enough time to select suitable applicants.
3. No proper coordination was made by DICI.
4. Others (Please specify): _____

Q24: To avoid such cases in Q23 in the future, what countermeasures are needed, do you think ?

1. A certain time is needed for selecting suitable applicants.

(How long ? _____ weeks, or _____ months)

2. More strong and proper coordination by DICI is needed.
3. Others (Please specify): _____

Q25: From your side, do you think that the selected trainees were suitable for the Courses ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little
4. Difficult to evaluate the trainees' suitability.

Q26: If your answer is "A little" in Q25, please describe the reason: Tick as many as you like.

1. Selected trainees were not suitable in terms of his/her background of the specialty/field;
2. Selected trainees were not suitable in terms of his/her technical level;
3. Selected trainees were not suitable in terms of his/her present position;
4. Selected trainees were not suitable in terms of his/her English capability;
5. Others (Please specify): _____

Q27: If your answer is "Difficult to evaluate the trainees' suitability" in Q25, please describe the reason:

1. Trainees' suitability is evaluated by the relevant departments/agencies, not by DICI.
2. It is difficult to evaluate the trainees' suitability by only the application form submitted to JICA.
3. Others (Please specify): _____

Q28: What do you recommend for the better selection of trainees in the future ? Tick as many as you like.

1. His/her background specialty/field should be suitable for the Course;
2. His/her technical level should be suitable for the Course;
3. His/her present position should be suitable for the Course;
4. His/her English capability should be suitable for the Course;
5. Others (Please specify): _____

Q29: Do you think that the coordination among the relevant departments/agencies on applying to the JICA training program was efficiently undertaken by DICI ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little

Q30: If your answer is "A little" in Q29, please describe the reason:

1. DICI does not have enough power for proper coordination of this program.

(Please describe in detail: _____
_____)

2. Relevant departments/agencies were not cooperative with DICI.

(Please describe in detail: _____
_____)

3. MAF was not cooperative with DICI.

(Please describe in detail: _____
_____)

4. Manpower of DICI is not enough for proper coordination of this program.

5. Support by JICA Experts was not effective for proper coordination on applying the program.

(Please describe in detail: _____
_____)

6. Others (Please describe in detail: _____

_____)

Q31: What do you recommend for the better coordination by DICI ?

1. More strong power/responsibility should be authorized to DICI by MAF.
2. Relevant departments/agencies should be more cooperative with DICI.
3. MAF should be more cooperative with DICI.
4. Manpower of DICI should be increased.
5. More strong support by JICA Experts should be needed.

(Please specify): _____

6. Others (Please specify): _____

Q32: How did you coordinate between DICI and concerned JICA Experts on applying to the JICA training program ?

1. Consulted with the JICA Experts on selecting courses;
2. Reported to the JICA Experts after selecting courses;
3. Consulted with the JICA Experts on selecting applicants;
4. Reported to the JICA Experts after selecting applicants;
5. No coordination/consultation with the JICA Experts was undertaken;

(Reason: _____
_____)

6. Others (Please specify): _____

Q33: Please write anything you recommend for the better implementation of similar training courses.

Thank you very much for your kind cooperation.

Questionnaire-(A)-2: for CPC

**for Ex-Participants of
The JICA Training Program in Japan
in the field of Agriculture, Forestry and Fisheries
from FY 1998 to FY 2000**

This questionnaire survey aims to collect necessary information, opinions, and comments of relevant persons of the JICA Training Program in Japan in the field of agriculture, forestry and fisheries from FY1998 to FY2000 (hereinafter referred to as "the Course") in order to evaluate the Course.

You are kindly requested to fill in the following questions. Your frank opinions and constructive suggestions are welcome.

I. General Questions

(1) Your Name: _____

(2) Position: _____

(3) Organization: _____

(4) Contact address: Tel: _____ Fax: _____ e-mail: _____

(5) Please give a brief outline of your current duties.

II. Evaluation of the Course and Coordination

Q1: Please explain the coordination process and time schedule between CPC and DICI in MAF for selecting the Courses of the next fiscal year by referring to the following table.

Process	Month	Activities	JICA (Laos)	CPC	DICI (MAF)
1	August	Questionnaire Forms (Program Long List)		→	
2					→
3					←
4	November			← (D), **/	(A+B+C), */
5	December	Final coordination in JICA Tokyo			
6	January	Final offer by JICA		→	
7					→

Note: */A= No.of General Courses, B= No.of Special Courses, C= No.of Other Courses
 (A+B+C)= Total number of courses selected by DICI
 **/ (D)= Total number of courses, finally selected by CPC

Q2: In the above No.2 process, how many courses did CPC ask DICI to select as their proposal in each year ?

1. In FY1998: (A)= General Courses, (B)= Special Courses, (C)= Other Courses
2. In FY1999: (A)= General Courses, (B)= Special Courses, (C)= Other Courses
3. In FY2000: (A)= General Courses, (B)= Special Courses, (C)= Other Courses

Q3: In the above No.3 process, do you think that proposed courses by DICI (MAF) were suitable in terms of the sector development ?

1. Fully met (more than 80%);

2. Some degree (more than 50%);

3. No. (Please describe the reason: _____

_____)

Q4: In the above No.4 process, how many courses did CPC select for the final request to JICA in each year ?

1. In FY1998: Number of courses = _____

2. In FY1999: Number of courses = _____

3. In FY2000: Number of courses = _____

Q5: In the above process in Q4, how does CPC allocate the Courses among various sectors/ministries ?

1. The Government has basic allotment numbers for each sector;

2. Determined at the coordination meeting in CPC;

3. Determined at the (_____) meeting in CPC;

4. Others (Please explain in detail: _____

_____)

Q6: When different ministries applied for the Course with more than the allotment number, how did CPC coordinate/adjust the number of applicants among the ministries ?

1. There have been no such cases because the offered courses were notified to one ministry to avoid over-allotment numbers of applicants;

2. In case of such over-allotment, CPC requested relevant ministries to coordinate each other;

3. In case of such over-allotment, CPC had a coordination meeting involving relevant ministries;

4. Others (Please specify): _____

Q7: It is noted that some courses offered by JICA have become void because of no applicants from Lao side before. Have you ever had such cases in the agricultural sector ?

1. Yes
2. No

Q8: If your answer is "yes" in Q7, please describe the reason:

1. There were no suitable applicants for the offered course.
2. There was not enough time to select suitable applicants.
3. No proper coordination was made by DICI.
4. Others (Please specify): _____

Q9: To avoid such cases in Q7 in the future, what countermeasures are needed, do you think ?

1. A certain time is needed for selecting suitable applicants.

(How long ? _____ weeks, or _____ months)

2. More strong and proper coordination by DICI is needed.
3. Others (Please specify): _____

Q10: Do you think that the coordination between CPC and DICI of MAF on applying to the JICA training program was efficiently undertaken ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little

Q11: If your answer is "A little" in Q10, please describe the reason: Tick as many as you like.

1. DICI does not have enough power for proper coordination of this program.

(Please describe in detail: _____
_____)

- 2. DICI (MAF) was not cooperative with CPC.

(Please describe in detail: _____
_____)

- 3. Manpower of DICI is not enough for proper coordination of this program.

- 4. Manpower of CPC is not enough for proper coordination of this program.

- 5. Others (Please describe in detail: _____

_____)

Q12: What do you recommend for the better coordination between CPC and DICI ?

- 1. More strong power/responsibility should be authorized to DICI by MAF.
- 2. DICI should be more cooperative with CPC.
- 3. MAF should be more cooperative with DICI.
- 4. Manpower of DICI should be increased.
- 5. Others (Please specify): _____

Q13: Please write anything you recommend for the better implementation of similar training courses.

Thank you very much for your kind cooperation.

Questionnaire-(B)

**for Ex-Participants of
The JICA Training Program in Japan
in the field of Agriculture, Forestry and Fisheries
from FY 1998 to FY 2000**

This questionnaire survey aims to collect necessary information, opinions, and comments of relevant persons of the JICA Training Program in Japan in the field of agriculture, forestry and fisheries from FY1998 to FY2000 (hereinafter referred to as “the Course”) in order to evaluate the Course.

You are kindly requested to fill in the following questions. Your frank opinions and constructive suggestions are welcome.

I. General Questions

(1) Your Name: _____

(2) Position: _____

(3) Organization: _____

(4) Contact address: Tel: _____ Fax: _____ e-mail: _____

(5) Please give a brief outline of your current duties.

II. Evaluation of the Course, Trainees and Coordination

Q1: How do you evaluate the suitability of the Courses, in which your staff participated, in terms of Human Resource Development in the sector ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little

Q2: If your answer is "A little" in Q1, please describe the reason:

1. The contents of the offered Course were not so attractive/useful in terms of his/her job position.

2. Others (Please specify): _____

Q3: What do you recommend for the future prospects of the Courses ?

1. More high level of technology, technical information/knowledge;
2. More basic level of technology, technical information/knowledge;
3. More specific field of technology, technical information/knowledge;

(Please specify): _____

4. Others (Please specify): _____

Q4: How did you select the applicants for the offered Course ? Tick as many as you like.

1. Selected by my decision based on his/her technical level, field and position comparing with the contents of the offered Course;

2. Selected in the coordination meeting in the department;

(Please specify): _____

3. Selected based on JICA expert's advice;
4. Selected based on the instruction of the director;
5. Selected based on the instruction of the division boss;
6. Others (Please specify): _____

Q5: From your side, do you think that the selected trainees were suitable for the Courses ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little

Q6: If your answer is "A little" in Q5, please describe the reason: Tick as many as you like.

1. Selected trainees were not suitable in terms of his/her background of the specialty/field;
2. Selected trainees were not suitable in terms of his/her technical level;
3. Selected trainees were not suitable in terms of his/her present position;
4. Selected trainees were not suitable in terms of his/her English capability;
5. Others (Please specify): _____

Q7: What is the difficulty for selecting suitable applicants ?

1. Difficult to find applicants who have suitable background of the specialty/field;
2. Difficult to find applicants who have suitable technical level;
3. Difficult to find applicants who are in the suitable position comparing with the Course;
4. Difficult to find applicants who have suitable English capability;
5. Others (Please specify): _____

Q8: For selecting the applicants for the offered Courses, do you take the provincial staff into specific consideration ?

- 1. Yes,
- 2. No.

Q9: If “yes” in Q8, what kind of consideration do you take ?

- 1. In order to give the opportunities to the provinces as much as possible.
- 2. Others (Please specify):

Q10: If “no” in Q8, please describe the reason:

- 1. Relevant departments/agencies are responsible to consider about the provincial staff.
- 2. DICI or MAF is responsible to consider about the provincial staff.
- 3. Others (Please specify):

Q11: Among the 79 trainees, who participated in the Courses from 1998 to 2000 in Japan, only about 10% were selected from the provincial staff other than Vientiane municipality or Vientiane province. Do you think there are any reasons for this situation ? Tick as many as you like.

- 1. JICA projects are mainly located near Vientiane, thus those counter parts will have more opportunities to participate in the JICA training than the provincial staff.
- 2. The priority of the JICA training is basically still given to the central government staff at present.
- 3. The technical level or field of the Courses are basically not suitable for the provincial staff.
- 4. It is difficult to find the persons who have enough English capability to participate in the Course among the provincial staff.
- 5. Others (Please specify):

Q12: What do you recommend for the better selection of trainees in the future ? Tick as many as you like.

1. His/her background specialty/field should be suitable for the Course;
2. His/her technical level should be suitable for the Course;
3. His/her present position should be suitable for the Course;
4. His/her English capability should be suitable for the Course;
5. Others (Please specify): _____

Q13: Do you think that the coordination among the relevant departments/agencies on applying to the JICA training program was efficiently undertaken by DICI ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little

Q14: If your answer is "A little" in Q13, please describe the reason:

1. Information about the Courses was not properly or timely notified by DICI.
(Please specify): _____

2. When different departments/agencies applied for the Course with more than the allotment number, DICI could not coordinate among the relevant departments/agencies.
3. Others (Please specify): _____

Q15: What do you recommend for the better coordination by DICI ?

1. More strong power/responsibility should be authorized to DICI by MAF.
2. Relevant departments/agencies should be more cooperative with DICI.
3. MAF should be more cooperative with DICI.

4. Manpower of DICl should be increased.

5. Others (Please specify): _____

Q16: Do you think that the knowledge and skills your staff acquired through the Course are useful in their daily work?

1. Very much (more than 80 % of the knowledge and skills)
2. Some degree (more than 50 % of the knowledge and skills)
3. A little

Q17: If your answer is "Very much" or "Some degree" in Q16, what kind of issues your staff have ever tackled by utilizing the knowledge and skills acquired through the Course ?

Q18: If your answer is "A little" in Q16, please describe the reason.

1. The contents of the offered Course were not so useful in terms of his/her job position.
2. He/She could not achieve the expected technology or technical information/knowledge in the Course.

3. Others (Please specify): _____

Q19: For your organization, what is the real benefit of the Course, do you think ?

1. Technical knowledge and experience achieved through the Course have an impact on other staff;
2. The trainee's self-confidence has an impact on his/her daily work, and on other staff;
3. Spiritual impact to other staff, who will have an opportunity to participate in the Course in the

future;

4. Others (Please specify): _____

Q20: Have your staff ever disseminated the knowledge and skills acquired through the Course after returning to Lao PDR ?

1. Yes (a. Seminar, b. Workshop, c. Reporting to their boss and coworkers, d. Circulation of the textbooks, e. Through daily work, f. Others: _____)
2. No (Reason: _____)
_____)

Q21: How did you coordinate between your department/agency and concerned JICA Experts (if available) on applying to the JICA training program ?

1. Consulted with the JICA Expert on selecting applicants;
2. Reported to the JICA Expert after selecting applicants;
3. No coordination/consultation was undertaken with the JICA Experts;
(Reason: _____)
_____)
4. Others (Please specify): _____

Q22: Please write anything you recommend for the better implementation of similar training courses.

Thank you very much for your kind cooperation.

Questionnaire-(C)

**for Ex-Participants of
The JICA Training Program in Japan
in the field of Agriculture, Forestry and Fisheries
from FY 1998 to FY 2000**

This questionnaire survey aims to collect necessary information, opinions, and comments of relevant persons of the JICA Training Program in Japan in the field of agriculture, forestry and fisheries from FY1998 to FY2000 (hereinafter referred to as “the Course”) in order to evaluate the Course.

You are kindly requested to fill in the following questions. Your frank opinions and constructive suggestions are welcome.

I. General Questions

(1) Your Name: _____

(2) Position:(During the Course): _____

(Present): _____

(3) Organization:(During the Course): _____

(Present): _____

(4) Title of the Course: _____

(5) Year/Month/Date of your attendance: _____

(6) Contact address: Tel: _____ Fax: _____ e-mail: _____

(7) Please give a brief outline of your current duties.

II. Evaluation of the Course

Q1: To what degree have you understood the knowledge and skills introduced in the Course ?

1. Almost fully (understood more than 80 %)
2. Some degree (understood more than 50 %)
3. A little

If your answer is "A little", please describe the reason:

- 1) Technical level was too high;
- 2) English level was too high;
- 3) The field of the Course was much different with my background;
- 4) Others (Please specify): _____

Q2: How do you evaluate the ability of lecturers ?

1. Good 2. Fair 3. Poor

If your answer is "Poor", please describe the reason:

- 1) Presentation of lectures was poor;
- 2) English of lectures was poor;
- 3) Others (Please specify): _____

Q3: How do you evaluate the textbooks and training equipment ?

1. Good 2. Fair 3. Poor

If your answer is "Poor", please describe the reason:

- 1) Textbooks were not well prepared;
- 2) Training equipment was too old, or could not be used;
- 3) Others (Please specify): _____

Q4: How do you evaluate the training curriculum ?

1. Good 2. Fair 3. Poor

If your answer is "Poor", please describe the reason:

- 1) Some curricula were not useful or practical for the present daily work;
- 2) Some curricula were technically very low level;
- 3) Others (Please specify): _____

Q5: How do you evaluate the training period ?

The period of your attended course: _____ months/weeks

1. Suitable 2. Too long 3. Too short

If your answer is "Too long" or "Too short", please describe the reason:

Q6: Did the content of the Course meet your expectation when you had applied for the Course ?

1. Fully met (more than 80 %)
2. Some degree (more than 50 %)
3. A little

If your answer is "A little", please describe the reason:

- 1) The content of the Course was not practical/useful;
- 2) Technical level of the content of the Course was too high;
- 3) Technical level of the content of the Course was too low;
- 4) Others (Please specify): _____

Q7: Have you changed jobs since returning to Lao PDR from the Course ?

1. Yes (if possible, please describe the reason: _____
_____)
2. No

Q8: Are the knowledge and skills you acquired through the Course useful in your daily work ?

1. Very much (more than 80 % of the knowledge and skills)
2. Some degree (more than 50 % of the knowledge and skills)
3. A little

Q9: If your answer is "Very much" or "Some degree" in Q8, what kind of issues you have ever tackled by utilizing the knowledge and skills you acquired through the Course ?

Q10: If your answer is "A little" in Q8, please describe the reason. Tick as many as you like.

1. As the Course was mainly theoretical, it is difficult for you to apply it practically;
2. As the contents of the Course were too difficult to understand;
3. Although the contents of the Course were very practical, they are not applicable to Lao present situation;
4. Because of the lack of support from your boss;
5. Because of the lack of support from your colleagues;
6. Although you had intention to hold a report meeting, seminar, etc., your expected people would not come to join them;
7. As you were very busy, you could not hold a report meeting, seminar, etc.;
8. Because of the lack of budget;
9. Because of the lack of equipment;
10. Others (Please specify): _____

Q11: How would you like to utilize the knowledge and skills you acquired through the Course in the future ?

1. They will be utilized in my daily work. (Please specify): _____

2. They will be utilized when the suitable position is given to you. (Please specify): What kind of position is expected and what kind of knowledge and skill will be used ?

3. Others (Please specify): _____

Q12: For yourself, what is the real benefit of the Course ? Tick as many as you like.

1. Promotion;
2. Financial gain;
3. Self-confidence;
4. Good reputation;
5. Knowledge and experience;
6. Communication with fellow participants;
7. Establishment of network with JICA staff, etc.
8. Others (Please specify): _____

Q13: For your organization, what is the real benefit of the Course, do you think ?

1. Technical knowledge and experience achieved through the Course have an impact on other staff;
2. The trainee's self-confidence has an impact on his/her daily work, and on other staff;
3. Spiritual impact to other staff, who will have an opportunity to participate in the Course in the future;
4. Others (Please specify): _____

Q14: Have you submitted a report to your boss after you returned from the Course ?

1. Yes
2. No

Q15: If your answer is "Yes" in Q14, what is the reason to submit a report ?

1. Because you must verify you study hard in the Course;
2. Because you must inform your organization or boss of the contents of JICA training;
3. Because it is very important to transfer;
4. Others (Please specify): _____

Q16: If your answer is "yes" in Q14, please provide us a copy of the report.

1. Yes,
2. No.

Q17: If your answer is "No" in Q14, please describe the reason.

1. Because it was not a duty;
2. Because the contents of JICA training were not very new;
3. Because the contents of JICA training were too difficult;
4. Others (Please specify): _____

Q18: Have you ever disseminated the knowledge and skills you acquired through the Course after returning to Lao PDR ?

1. Yes (a. Seminar, b. Workshop, c. Reporting to your boss and coworkers, d. Circulation of the textbooks, e. Through daily work, f. Others: _____)
2. No (Reason: _____)
_____)

Q19: Do you still keep in touch with persons concerning to the Course after returning to your country ?

1. Yes (a. Other participants, b. Lecturers(including Japanese experts), c. Others: _____)
2. No (Reason: _____)
_____)

Q20: Do you need support for disseminating and utilizing the knowledge and skills you acquired through the Course ?

1. Yes (from whom: a. Government of Lao PDR; b. Government of Japan (including JICA); c. Other donors; e. Others: _____)
2. No

Q21: If your answer is "Yes" in Q20 above, please describe the content of the support you need.

1. Budget for holding a seminar/workshop;
2. Arrangement for holding a seminar/workshop;
3. Others (Please specify): _____

Q22: Have you known about the JICA Training Program before you apply the Course ?

1. Yes (from: a. Newspaper of Vientiane Times, b. Your boss, c. Your colleagues,
d. Others: _____)
2. No

Q23: What kind of training courses do you require the Japanese Government to organize?

1. Any courses prepared by JICA are welcome, because those courses are reflecting the needs of the similar developing countries like Lao PDR.
2. Any courses prepared by JICA are welcome, because I don't have any specific ideas about this question.
3. Others (Please specify): _____

Q24: Please write anything you recommend for the better implementation of similar training courses.

Thank you very much for your kind cooperation.

Selected Reports by Ex-participants

Report- 1

Name : Ms. PHOUMIDALYVANH Yatkeo

Title of the course : Food Processing and Preservation Technology

Period of the course : January 15, 2001 to March 25, 2001

Position at present : Agricultural Regulation Officer

Organization : Agricultural Department, Ministry of Agriculture and Forestry

Report- 2

Name : Mr. Nokham OUNE SAVANH

Title of the course : Seed Production of Upland Crops

Period of the course : April 2, 2000 to July 16, 2000

Position at present : Technician

Organization : Agriculture Section, Champasack Province Agriculture Forestry Office

Report- 3

Name : Mr. Khamphanh XANETH

Title of the course : Participatory Silviculture

Period of the course : August 21, 2000 to October 13, 2000

Position at present : Chief Cabinet of Vientiane Province Agriculture Forestry Office

Organization : Vientiane Province Agriculture and Forestry Department.

Report- 4

Name : Ms. Bounthavy CHAMPA

Title of the course : Poultry Production and Chick Sexing

Period of the course : August 6, 2000 to December 3, 2000

Position at present : Technician

Organization : Livestock and Fishery Section, Vientiane Province Agriculture and Forestry Office

Report- 5

Name : Mr. Bounma PHOMMATHET

Title of the course : Irrigation and Drainage II

Period of the course : February 7, 1999 to November 19, 1999

Position at present : Project Staff

Organization : Village Agricultural Rural Development Project (VARDP)

**The Lao People Democratic Republic
Peace Independence Democracy Unity and Prosperity**

Name : Ms. PHOUMDALYVANH Yatkeo
Title of the course : Food Processing and Preservation Technology
Period of the course : January 15, 2001 to March 25, 2001
Position at present : Agricultural Regulation Officer
Organization : Agricultural Department, Ministry of Agriculture and Forestry

**Final Report
Of the training course**

1. Introduction :

The Japanese Government extends the official development assistance (ODA) to the developing countries in order to them to be able to have their self-help efforts that will lead to progressive economic situation and have a better living conditions. The training program on Food Processing and Preservation Technology was organized by Japan International Co-operation Agency (JICA) for technical personnel from developing countries.

The objectives of the Food Processing and Preservation Technology course are :

1. To contribute to the development of human resources who will promote the development of developing countries, and
2. To contribute to the promotion of mutual understanding and friendship.

The duration of the Food Processing and Preservation training course took ten-weeks course, it began on January 15 and finished on March 25, 2001. The ten week course started with a one week intensive Japanese language course; one week for briefing orientation of Japan; 6 week for lectures, laboratory practice, factory visiting and one week for observation tour, and in addition a week for preparing the presentation of our final reports. Visiting were made to several small and large scale of food industries to observe and learn about the food processing of products from the agricultural communities. Most of the lectures were conducted at the Food Technology Research Center (FTRC), Hiroshima Prefecture.

The curriculum consisted of 4 parts :

1. Lecture
2. Real Practice
3. Factory Visiting
4. Observation Tour

(1). Lecture are including 12 subjects as follows :

1. Society & Culture; Administration System and Economic of Japan,
2. Introduction to all departments of FTRS
3. Commerce and Industry of Hiroshima Prefecture

4. Food Industry of Hiroshima Prefecture
5. Food Hygiene Law, Japan Agricultural Standards.
6. Export - Inspection Standards of Japan and food-imports of the Port of Hiroshima.
7. The Waste Water Pollution Law; Introduction to Waste Water Disposal.
8. Introduction to Agricultural Processing
9. Introduction to Food Preservation
10. Introduction to Food analysis
11. Introduction to Packaging Design and Case Study of Food Packaging.
12. Self-Sanitation Management of food through the HACCP system.

(2). Real Practice included 8 subject as follows :

1. Food Processing
 - Pickles of Hiroshima-na and Chinese cabbage
 - Fruit Juice : Unshu orange and Navel orange
 - Bread making
 - Miso : sou sauce, soybean paste and fermented soybean such as soybean rice miso and soybean-barley miso
2. Quality Evaluation of Soy sauce and Sake (Japanese rice wine)
3. Microscopic Observation of Food and Foreign Substances
 - Electron Microscopic Observation
4. Examination of Waste Water Quality Control (I & II)
 - Chemical Oxygen Demand by Potassium Permanganate
 - Biological Oxygen Demand
5. Japanese Experience in Food and Cooking Practice
 - Okonomiyaki
6. Manner Eating Japanese Dishes
7. Food Analysis
8. Food Preservation (I & II)

(3). Factory Visitin

Company Name	Type of Production
1. Takaki Bakery co. Ltd.	- Bread
2. Chugoku Soy sauce Co-operative	Soy sauce, Soybean paste, Fermented Soybean
3. Iwami Foods Co. Ltd.	- Soybean curd, ready-made food and Noodle
4. Kamotsuru Sake Brewing Co.Ltd	- Sake (Japanese rice wine)
5. Shokkyo Co. Ltd.	- Rice milling factory and laboratory
6. Food Industry Complex Co-operative	- Waste Water Treatment
7. Otafuku Sauce Co.Ltd.	- Okonomiyaki Sauce
8. Kotobuki Manac Co. Ltd.	- Konnyaku processing factory
9. Nishihara Manufacturing Co. Ltd	- Packaging Machines
10. Fukartome Ham Co. Ltd.	- Ham (Aucesage product)
11. Toyo Nyuhugyo Co. Ltd.	- Milk and Dairy product

(4). Observation Tour

1. National Food Research Institute
2. International Food and Beverage Exhibition
3. Food Supply and Retail System show
4. International Hotel and Restaurant Show

1. Overview of the Issues

The aim and strategies of food production in Lao P.D.R from 2000 - 2020 is to produce a large volume of food for self-sufficiency consumption and storage. The Lao Government is responsible for formulating food production policy, provision of extension of services and basic assistance to improve rice production. Besides this fruit and vegetables are regarded as very important crops for diversifying the agricultural food production in the rice-based production systems so that the country could reach a level of self-sufficiency

Food Processing and Preservation Technology is very important factor which is a result of changing the form of the raw material into various types of products such as wheat into flour, livestock into meat and fresh vegetables into canned and pickles. These products are important since food provides us with minerals and vitamins to support our health. Therefore, it is necessary to supply good quality food in sufficient quantity to ensure the welfare of all humans.

Food processing and preservation activities are one of the main factors to develop the stability of human beings as well as to ensure Laotian economy and prosperity. However, as mentioned before, these activities are only small part of the total role that the processor plays in the marketing.

The promotion of new agricultural production techniques has been poor in Lao P.D.R. there are no modern processing technology and facilities for fruits and vegetables. Some simple processing techniques are used in a small scale by both producers and consumers. Therefore, food processing factory / industry and related factories such as packaging machine and machinery industry are very important for developing the country. However, there are many challenges facing by establishing some factories or industries such as :

- a. Limited of financial resources
- b. Lack of transportation facilities, testing facilities and food processing technology.
- c. No registration of food processors
- d. Lack of standard and Quality control measures result in varying quality of products. A wide variety of processed foods products in the country are found to be under the preset quality standard. For example fruit sauces, fish sauces, soybean sauces, fermented fish do not to comply with specific standards.

It was a great opportunity for me to participate on Food Processing and Preservation Technology Course in Japan. Through this training course I learned and gained a lot of knowledge and experience from lecture and practical training activities.

Technology and Knowledge Introduction:

These are many types of food processing practical activities. All of the theories and practical training methods were very important and useful for my country. Some food processing methods are used to process food in the local market, for example:

1. Pickled Vegetables

There are many kinds of pickle vegetable in Lao P.R.D. such as mustard leaf pickle, cabbage pickle etc. These pickle vegetable are used for daily consumption and they don't have the crisp texture like the Japanese Hiroshima-na and Chinese Cabbage pickles. This difference in the texture and the longer of shelf-life may be due to the fermentation method and the salt content of the finished products.

2. Soy sauce

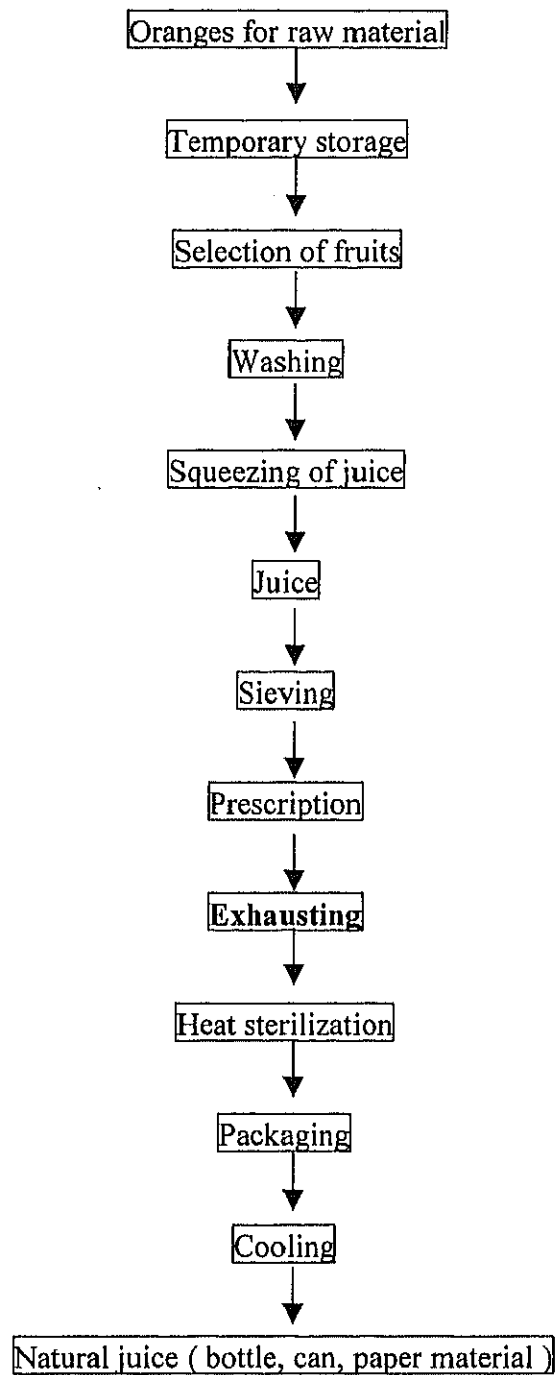
Soy sauce is very important ingredient used for cooking in almost all kinds of spicy food. For Laos, many kinds of soy sauce are imported from neighbor countries like Thailand. When we visited Chukoku Soysauce Company, I was impressed with their plant facilities and products. I would like to introduce their processing technology to my country since the soy sauce produces in Laos are very salty and is only used by a few people because their very weak taste. If we can improve the quality of our soy sauce products to that made in Japan we may be able to save a lot of money and thus reduce the amount of soy sauce imported into our country.

3. Sake

Sake is very popular in Japan; several types with different taste and produce in various kinds and flavors are produced. Previously, I had seen Sake made from rice, but a different quality of rice Koji was used to produce and brew the different kinds of taste of alcohol. I would like to introduce the processing method to my country, but the temperature situation in my country is not suitable for Sake processing. It takes a lot of money to invest in Sake processing technology. These are the problem limitation of Sake produced in my country.

4. Orange Juice Production

The processing of orange juice could be applied with knowledge gained from this course, using available equipment in my organization. The same processes could be applied to other fruit. I am able to provide know-how private producers or local communities.



Action Plan

After returning to my country, I had had a consultative discussion with the head of my division for a on how the factory inventory and secondary data collection should be carried out.

Conclusion :

I learned and gained knowledge in various aspects and methods of Food Processing and Preservation during this training course. The lectures were quite interesting since some of the courses I had no prior knowledge of them. The lectures allowed me to learn more about the various aspects of Food Processing and preservation.. I also had the opportunity to practice on the laboratory procedures, which are not directly related to my job. In addition, we learned about the regulations related to the commerce in Japan such as :

- Japanese Food Hygiene Laws
- Export -Import Inspection Standard of Japan
- Independent sanitary management of food through system the Hazard Analysis and Critical Control Point HACCP)
- The Waste Water pollution prevention Low

It is very important that I had gained some knowledge, which is related to my Division duties, so that I could work in as in cooperation with other relevant Ministries.

Acknowledgement :

First of all, I would like to express my deepest thanks and regards to the Government of Japan through the Japan International Cooperation Agency (JICA) for giving me this opportunity to attend to this training course. My sincere thanks to the staffs of Food Technology Research Center (FTRC), Hiroshima Prefecture and to all the Professors and researchers who kindly supported this training program by giving the lecture and shared their knowledge and experience.

Thanks to the HIP staffs for kind assistance and hard working to make our training life enjoyable and comfortable.

My most sincere and deepest gratitude goes to Ms. HISAYO Yamanaka, our training coordinator, for her great contribution, patient and Kindness during this training course.

I also thank all participants in our group for giving me friendships and sharing their experience with me.

Finally, I would like to thank to Mr. Viravanh PHANNOULATH, the Director of Department of Agriculture, and Mr. Phaydy PHIAXYLAKHAM, the Head of the Regulation Division in my country "Vientiane, LAO P.D.R", for their generous supports and provided me the opportunity to attend to this training course in Japan.

**The Lao People Democratic Republic
Peace Independence Democracy Unity and Prosperity**

Name : Mr. Nokham OUNE SAVANH
Title of the course : Seed Production of Upland Crops
Period of the course : April 2, 2000 to July 16, 2000
Position at present : Technician
Organization : Agriculture Section, Champasack Province Agriculture Forestry Office

**Final Report
Of the training course**

Introduction

Accordingly to the policy of the Lao P.D.R. Government for developing and extending on the agricultural activities using the rich natural resources for efficiently getting high products which is the main pursuing program in order to stabilize the upland agriculture. Besides this, The Government also tries to decrease the shifting cultivation and deforest at the high plateau where the minorities are residing.

My responsibility is to give the consultation to the ethnic group and point them how to do the best cultivation. I also provide them the new technology such as the conducting on the demonstrative plot training and arranging the study field for creating the awareness.

Output of training

I took in the Seed Production of Upland Crop Course when I had been training in the National Center for seed and seedling (NCSS) in Hokkaido and the professors were crucial to our study during the course. All of lessons were quite interesting . I could get a lot of experience and competence from them. It exposed me to know some new techniques. I hope some experience that I got shall be applicable develop and modify my country's farming methods.

The topics that I studied at Takachi National Center for Seed and Seedling shall be show as follows :

1. Apical meristem culture techniques
2. Gram staining method
3. Electron microscopic identification procedure for viruses
4. Cultural test procedures
5. Cultivation management practices
6. Identification of nematodes
7. Seed production techniques
8. Virus purification method
9. Antiserum preparation procedure
10. Viruses identification procedures with serum
11. Elisa techniques
12. Rouging practices for pest control
13. Identification of virus infected plants in potato field
14. Grafting techniques in seedling
15. Multiplication of virus free microtubers for seed increase

Impact and applicability

This program has definitely enhanced my knowledge. I am able to apply improved skills in order to be needs of my responsibility. I am going to continue to assist and supervise the upland production in order to fulfill my mandate by strongly promoting feed and cash crop farming. And this training will be an integral part of the food security and the income generating activity of the people, which is directly the Government policy.

Impression

Japanese farming system is greatly advanced technology, and the crop rotation is much practical. Not only emphasistant of chemical fertilizer and pesticide control but also conservation of natural resource and environment even yield are remarkably high. The farmers work so hard and maintain rich old traditions and customs.

Suggestion

The agricultural technology in Japan is so high that absolutely difference in my country, so it is quite hard for direct using. Fist of all, I will improve the new varieties and then transfer to the farmer and I will suggest that the good work should be kept up on this program.

Sawasdee



The Lao People Democratic Republic
Peace Independence Democracy Unity and Prosperity

Final Report
Of the training course
Introduction

Name : Mr. Khamphanh XANETH
Title of the course : Participatory Silviculture
Period of the course : August 21, 2000 to October 13, 2000
Position at present : Chief Cabinet of Vientiane Province Agriculture Forestry Office
Organization : Vientiane Province Agriculture and Forestry Department.

INTRODUCTION :

Japan is an island nation in the Pacific Ocean. Japan has connected with Russia, China, North and South Korea. It is located on the longitude 123° to 144° and the latitude 26° to 46°. The total land area is 378,000 Km².

Although it is a small country by land area, Japan has the eight largest population in the world with 126.4 million people.

Japan is a volcanic island country. It is topographically steep or mountainous including high peaks and volcanoes. The mountains covered 75% of the total country area.

The climate in Japan can be divided into 4 seasons namely : Autumn, Winter, Spring, and Summer. In the winter , the monsoon blow from the sea of Japan (China) to make the weather very cold and during summer the monsoon from Pacific Ocean bring warming that result into heavy rains.

Japan is located under monsoon climate zone. There are two kinds of raining seasons, that are summer-rain and autumn-rain, so we can say that Japan is a heavy rain country.

Average rainfall in each year had been measured 2,500 to 3,000 mm per year and so vegetable and the forest are growing up all the year.

As a responsible member of the international community, Japan has been trying to give the assistance to the developing countries for developing through the official development assistance by giving technical training. Through this training program, there were 11 counterparts from different countries, including Myanmar, China, Laos, Nepal, Bolivia, Paraguay, Panama and Kenya attended in a group training course in forestry for 46 days (from 21/08/2000 to 05/10/2000) and will have the individual program from 06/10/2000 to 13/10/2000 except some of them.

The objective of the group training course outlined by JICA is to improve the participants' capabilities and motivation for engaging in the project activities by obtaining wider knowledge and understanding of forestry.

To achieve this objective, we have the schedule for visiting, discussing and observing as follows :

- Presentation of country reports by participants

- Outlines of forestry in Japan
- Afforestation activities
- Wood Industries in Japan
- Forest Owners Associations and their activities
- Protection forest, soil and water conservation
- Social forestry promotion
- Agro-forestry in tropical region
- Forest tree breeding methods
- Re-afforestation in the tropics
- Wild animal protection systems
- Maintenance of Mangrove forest
- Cultivation method of tropical fruits and fruit vegetables
- Forest Ecology in tropical region.
- Social Gender
- Forest soil in tropical region
- Nursery and Reforestation technology in tropical region.

THE OUTPUT OF THE TRAINING:

These courses and observations provided enough knowledge and were useful to participants. Experienced lecturers and forest officers provided us with various fruitful knowledge and technologies following as :

- General understanding on Japanese history, economy and education.
At TBIC, the participants learned the cultural and politic, Socio-Economic and education system in order to make it easy for us to stay in Japan during our training period. I have interested in the good regulations of Japanese on the road traffics and I have never seen an accident on the road because they strongly enforce their road regulations.
- Country Report Presentation by participants
Country Reports were presented for exchanging the knowledges of participants about the technology and activities in their projects.
- A visit to National Forest Tree Breeding Center. It was shown many activities. The participants studied propagation of tree through using methods of tree breeding such as cutting, grafting and layering of good quality trees.
- At the Ministry of Agriculture, Forestry and Fisheries (MAFF)
The representative of MAFF introduced to us the role of MAFF and the role of Forestry to the public. We knew that Agriculture, Forest, and Fisheries are important sectors of Japan in economic structure because of contributing outstandingly to the development of national economic and stabilization of nation life through their role of providing stable supply of floods indispensable to our daily life.

Due to the important role of the forest, Japan has started planting trees almost for a century before and after world war II. The forest resources were heavily destroyed during the world war II and causing the natural disaster which have been a big hindrance to development.

At present, Japan is one of the most heavily forested areas in the world with 25.15 million hectares of forests consisting of 13.38 million hectares of natural forest and 10.4 million of plantation forest. The forest area covers two thirds of the natural land area and they have 3.5 billion m³ of wood with an increase of about 70 cubic meters per ha every year.

The demand for forest product utilization is very high. Particularly, domestic consumption for building up furniture and housing is approximately 1 million cubic meters per year. The cost of domestic timber utilization is very high comparing with the timber import. So that Japan imports 80% of timber from other countries in the world such as America, Canada, South Africa, Southeast Asia, Russia and others. However, Japan has continued to plant trees. The main species of plantation forest is Sugi, Japanese cedar (*Cryptomeria japonica*) and Hinoki, Japanese cypress (*Chamaecyparis obtusa*)

- At JICA headquarters, the participants were offered lectures on “Present Status of JICA’s Forestry Projects and Issues to be examined”. We obtained knowledge on the promotion of social forestry and gained wider views to overcome issues which our projects are facing at present.
- At the Hiroshima Prefecture. The participants were guided by Mr. Kamikawa to visit Miyajima National Forest and Restoration works of Forest damaged by forest fire and Debris flow. In each site, the forest conservation methods being very important for our countries were shown.
- At the Forest Training Institute of the Forestry Agency. The participants were given lectures on the following topics: Outline of Forest and Forestry in Japan; System and Demand of Timber and Timber Industry.
Through listening the lectures, the participants understood that the used sustainable management system is very efficient. Japanese Government loans some budget to the workers of the enterprises. Tax is reduced for those who do good forest management according to the forest plan and for cooperative doing afforestation.
- During the study tour to Mt. Takao. The Technical station of National Forest Tree Breeding Center. It was also very fruitful. The participants were briefed on the research activities being carried out. The common practice of raising plant in the tropics is to propagate from seeds and it is sometime expensive because seed collection, processing and handling costs are high, and seed storage facilities are not available. So propagation methods of tree breeding such as cutting, grafting and layering are very important. Tissue culture is also very much expected but it is costly.
- At the Wild Animal Protection Center of Iriomote. The participants observed the advanced and systematic conservation of Iriomote cats. There were many

students studying the food sources of the Iriomote cats through laboratory analysis of its faces.

- At the JICA Headquarter. The participants learned about social gender importance in forestry and project design matrix was also explained that are very important for all of the counterparts.

DISCUSSIONS ON PROBLEMS OF THE PROJECT AND PROPOSALS FOR SOLVING THEM :

After the training courses, all of the participants were requested to analyze problems of each project, based on experience, knowledge, and techniques studied in Japan.

Background:

The Government of Lao P.D.R has been planning to reduce shifting cultivation while improving the living conditions of the people in Num Ngum watershed, that is environmentally as well as economically important areas. The Lao and Japan Government have agreed to implement the Forest Conservation and Afforestation Project (FORCAP) at the region.

The project was launched as the five-year technical cooperation on 16 July, 1998 and will complete on 16 July, 2003 and following the two-year preparatory phase.

Objectives:

The project aims at reducing the trend of forest degradation through the administrative guidance of local government such as the provinces and districts, and throughout the voluntary participation of local people at target villages in Vientiane Province.

The concept of Project is as following:

1. Enhancing the full participation of local people, especially the shifting cultivator living in the target villages.
2. The forest conservation Promotion and activities as well as improving the living conditions of Villagers.
3. Strengthening the capacity of local staff, especially the district level through the project activities.

CURRENT PROBLEMS FACING THE PROJECT :

The followings are problems that the project is facing while implementation :

1. DISTRICT OFFICERS:

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The district doesn't have enough staffs in order to manage the forest plantation and the present staffs are still lack of good technical knowledge of forestry.

POSSIBLE SOLUTION:

The project shall train the district staffs so that they can manage forest plantation well by themselves. In addition, the agriculture and forest offices shall assign the sufficient number of staffs taking in and being responsible for managing the forest plantation in each district.

2. VILLAGERS

Some villagers don't know the important role of forestry for the poverty alleviation. Villagers are lack of good techniques of forest planting management. The major villagers have had low income.

POSSIBLE SOLUTION

The project together with the district staffs have to hold the training for the villagers to make them understand about the forest resource in Lao P.D.R and important roles of the forest in environment conservation as well as its economy and livelihood of the people.

The project and district staffs must hold the training for introducing some necessary techniques to the villagers in order to ensure that they understand the forest maintenance and the disease and pest control.

The project shall also guide the villagers for planting many kinds of species of non-timber forest products to generate supplementary incomes as well as guiding supplement village development activities through the district such as improvement of the agriculture by crops, breeding, livestock, forest product processing, fish culture, weaving, natural dyeing, extension of efficient stove, mulberry paper production, etc...

RECOMMENDATIONS :

1. For upgrading the technical know how of other counterparts of the project, JICA Headquarters are requested for providing the budget for other people to have a chance attending to the training course in the next year.
2. It is also request to JICA Headquarters to let the project will continue its operation next phase because the forest plantation establishment requires more than 5 years. At the end of the second phase, the project must be continued.

RESULTS OF THE INDIVIDUAL PROGRAM:

After group program, I continued the individual program guiding by Mrs. Yabunoto, coordinator.

Appendix-6

On October 6th, 2000, I went to visit WOOD LAND TOKYO, there, they were showing the houses of Japanese traditional style, log houses, and the west houses style to promote the demand for wooden houses and domestic timbers. In the afternoon, I went to visit Tokyo Lumber Terminal Company and saw many kinds of the wood products, they also showed the utilization all the part of wood, making particle boards from wastes which shall be a modern of us.

On October 10th to 11th, 2000, I went to visit the profit sharing re-forestation and the profit sharing civil culture guided by Mr. Nakahara Director of Ibaragi District Forest Office. Recited many information of the profit sharing system, especially some problems caused by very low wood value and high labor costs so that the participants or the association can't sell their wood.

How do you think about this matter?

Will it be happen in Lao?

If so, how to solve this matter?

On October 12th , 2000, I went to visit NUMATA District Forest Management Office. I was greeted by Head of the Office. He guided me to observe utilization of the machines in thinning and pruning the tree of the forest plantation. Almost machinery are high efficiency.

How about your opinion?

On October 13th , 2000, I returned to Tokyo and visit JICA Head quarters to make the final report.

Thank you very much

**The Lao People Democratic Republic
Peace Independence Democracy Unity and Prosperity**

Name : Ms. Bounthavy CHAMPA
Title of the course : Poultry Production and Chick Sexing
Period of the course : August 6, 2000 to December 3, 2000
Position at present : Technician
Organization : Livestock and Fishery Section, Vientiane Province Agriculture and Forestry Office

Final Report

Of the training course

His Excellency, The Director of Vientiane Agriculture and Forestry Dept.

Ref : Report of training Course on the Title of: Poultry Production and Chick Sexing in Japan supported by JICA.

- In reference to the Notice of JICA on the selection of counterparts to train in Japan in the title of "Poultry Production and Chick Sexing".
- In reference to the Notice of Agreement of The Minister of Foreign Affairs for overseas cooperation and training of Lao staff No: 2227/MOFA, Date 25 July, 2000.

I am, Ms. Bounthavy CHAMPA from Livestock and Fishery Section Vientiane Province were selected to attend the training course in Japan supported by JICA on the title of : "Poultry Production and Chick Sexing", which organized on 6 August, 2000 to 3 Dec, 2000, in the total of 119 days altogether. I would honorably inform the output of the training course as follows:

I. Background of the training course:

- The training course were a kind of international training course, in this training course there were 9 participants attended the course from 9 countries for instance: Laos, Thailand, Masedonia, Bangladesh, Nepal, Pakistan, Srilanka, Bosvana, and Ethiopia.
- The curriculum of Poultry Production and Chick Sexing were the basis course in theories and field practice. In theory part, the participants had attend the lectures in the class and discussion for exchanging some opinions among the participants. For the field practice, we had visited and practiced in the real situation of concerning farms. The training course had divided into 2 parts.
- **Part I:** Started from 7 August, 2000 to 3 Sept, 2000 by attending in Japanese language course together with general knowledge of Japanese culture, education, economy and society. This course were held at HICS, JICA Center in Hokkaido city. Japan is a country that has their own unique lifestyle, they have their own national flag, language and others... Japanese people, they have very high level of education, working with high intensive care, be very punctual for working hours and pay attention to their work with high responsibility.
- **Part II:** Started from 4 Sept, 2000 to 1 Dec, 2000 which had trained in technique of Poultry Production and Chick Sexing that divided into 3 steps as follows:

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Step I: Theoretical : It was held at the National Livestock Breeding Center, Shirakawa, Fukusima Prefecture which started from 4 Sept, 2000 to 5 Oct, 2000.

Step II: Real practice : We had a field practice at the National Livestock Breeding Center, Okaxaki Station, Aichi Prefecture which started from 6 Oct, 2000 to 24 Nov, 2000.

Step III: Visiting sites : We had visited many places as follows:

- Ministry of Agriculture, Forestry and Fishery (MAFF) in Tokyo.
- Poultry Institute, Aichi Prefecture, Agricultural Research Station.
- Poultry Breeding Stock Center, Aichi Prefecture Livestock Center.
- Nishi Mikawa Livestock hygiene Service Center, Aichi Prefecture.
- Date Bushan Co.,Ltd 9 Department of Sale Management).
- Northern Japan Feed Kuniai Feed Co.,Ltd.
- Todoroki Poultry Farm.
- Ichinomiya Ukino Poultry Cooperation.
- Ibaragi Prefecture Poultry Research Staion.
- Hikari Broler Farm.

The title of the training course had summarized as follows:

1. Factory and farm management in Japan before and at the present time.
2. Chick Sexing and poultry breeding.
3. Feed and Production technology 9 Incubation of egg, Designing of poultry house and prevention of environment pollution).
4. Hygiene and Feeding Management, (Feed poultry nutrition; nutrition characteristics of common feed and the ones which are used in the developing countries, general hygiene management, and inspection of broiler, Hygiene testing, basic physiology in poultry, functional anatomy of loco motor and digestive system, Feeding management of poultry, chick sexing, treatment of poultry manure and the utilization).
5. Feeding and Management and Marketing (Poultry industry in private sector, present situation of broiler industry).
6. Besides the above title, the participants had to make a report for the presentation to the co-participants and lecturers about the situation of each participants countries which mentioned to the geographical sites and lifestyle, especially situation of poultry raising for the participants will have got a chance to learn about each country problems.

The contents of the training course could summarized as follows :

Poultry raising in Japan is very important, they mainly done in kind of very big farm, not scattered around like in our country, can make good profit for the owner, but the first capital for investment were very high because they are using very high technology with modern tools and equipment for example the chicken house system, they use air conditioning system, using automatic system for egg

Appendix-6

collection, egg selection and feeding. They also have the automatic system for prevention of environment pollution and many others system which our country (Laos) could not be invested. For disease control, they regard to be the most important thing. They have vaccination in each season carefully. There were also some farms which they use very simple way, for example: air conditioning control, they used water sprinkle on to the roof of the chicken house, adapted a car or truck for keeping the chicken waste. In this case, when comparing with our country that still using very high capital to invest. For chick sexing, they used both way by natural one and artificial one. For egg incubation, they used incubation box by following up each step carefully.

II. The output and some opinion to the training course:

This training course were the basic training, but it was very useful, which make me to detect about the poultry raising system and chick sexing in Japan, It could know the difference between two countries, especially in technologies.

Japan is a developed country. They used modernized tools and equipment with high technology, and they have sufficient budget for the investment in each sector, they can control about the price. At the same time, they paid much attention to each economic sectors, especially for poultry raising. Anyhow, I thought that there were many things that I could get through the training course which I can adapt for using in my country. Even they have a very high technique, the general methods were still similar, therefore we can adapt and suit with our country situation.

With best regards,
Bounthavy CHAMPA

**The Lao People Democratic Republic
Peace Independence Democracy Unity and Prosperity**

Name : Mr. Bounma PHOMMATHET
Title of the course : Irrigation and Drainage II
Period of the course : February 7, 1999 to November 19, 1999
Position at present : Project Staff
Organization : Village Agricultural Rural Development Project (VARDP)

**Final Report
Of the training course**

1. Introduction :

Before 1997, I have worked in the Agriculture and Rural Development in Km6-Project. (Vientiane Municipality), but I have been working for the Agricultural and Rural Development Project Phase II in Vientiane Province since 1997 .
The objective of this project is upgrading and improving the villagers' living conditions in five target villages by increasing Agricultural production activities.

2. Subject of training :

I got a lot of experience from the Japanese lecturers at (TBIC) Tsukuba International Center.

Most of all lessons and experience are very important and very interesting for me in order to improve and develop some activities in this project as well as in Lao P.D.R.

*** I practiced many subjects such as :**

- Computer practice.
- Survey and Designing Practice.
- Practice on rice planting.
- Upland Irrigation practice.
- Practice on rice harvesting.
- Practice on slope stability etc...

*** I also tested some topics such as :**

- Pump test.
- Soil test.
- Hydraulic test.
- Concrete test etc...

3. Purpose of the Course.

The purpose of the Irrigation and Drainage II course is to introduce systematically the scientific knowledge and technology on the irrigation and drainage schemes to the irrigating and drainage engineers who are engaged in agricultural development works.

4. The topics of Irrigation and Drainage course are :

- Computer
- Hydraulic Monographs.

- Design curves for Agricultural Drainage channels.
- Applied hydrology for Agricultural land.
- Design and construction of fill Dams for irrigation.
- Hydraulic test.
- Soil test.
- Concrete test.
- Land reclamation.
- Pump technology.
- Irrigation water requirements.
- Land consolidation.
- Farm land conservation.
- Farm land drainage project.
- Design of head works.
- Irrigation for non-paddy field.
- Dam materials for irrigation.
- Slope stability analysis etc...

5. Impact and applicability.

I have utilized the new technology that I got from the training into planning, investigation, survey and design by myself for other areas in the province and have contributed to the agricultural development in nation wide.

The training not only provided me the new technology related to the irrigation and drainage project, but also gave me a wider knowledge on the investigation, planning, surveying, designing and managing of irrigation facilities and structure.

6. List of participants.

In 1999, there were 14 participants from 12 countries attended to the Irrigation and Drainage II Course. The names of the participants are shown below :

No.	Name	Country
1	Mr. Bounma PHOMMATHET	Laos
2	Mr. Manuel Carlos HERNANDEZTEJADA	Dominican R.
3	Mr. Kifle Alemayehu TUFFA	Ethiopia
4	Mr. Geoge Jacob Orony ODEDEH	Kenya
5	Mr. Michael Dominic CHEYO	Malawi
6	Mr. Ali TIMBO	Mali
7	Mr. Ko Ko Oo	Myanmar
8	Mr. Somasuntharam SHANMUHANATHAN	Sri Lanka
9	Mr. Hamdi Emad EDDIN	Syria
10	Ms. HOANG Ngan Giang	Viet Nam
11	Mr. Patric HAMUKOMA	Zambia
12	Mr. SARUN Sambath	Cambodia
13	Mr. Min Aung THUN	Myanmar
14	Mr. NGUYEN Mang Cuong	Viet Nam

Thank you very much.

Present Position of the Ex-participants (1/6)

No.	Trainees' Name	During the Course		Present		Telephone	Fax
		Organization	Position	Organization	Position		
1	Ms. Vivanh SOUVANNAMETHY	Dept. of Planning, Statistic Division, MAF	Deputy Chief of Statistic Division	Dept. of Planning, Statistic Division, MAF	Deputy Chief of Statistic Division	41-5359	41-5715
2	Mr. Khammeing PHONGTHADY	Governor's Office on Vientiane Province	Vice Governor's Vientiane Province	Governor's Office on Vientiane Province	Vice Governor's Vientiane Province	21-4167	21-2776
3	Mr. Oudong PHONPHAYPADITH	Province Cooperation and Planning Sector	Deputy Director of Cooperation and Planning Sector	Province Cooperation and Planning Sector	Deputy Director of Cooperation and Planning Sector	(020)523138 023-211200 21-4239	023-211200 21-4239
4	Mr. Outhai SOUKKEY	Agricultural College Luangprabang Province	(Not available data)	(Studying in Philippine)	(Not available data)		
5	Mr. Boumline VOLAKOT	Irrigation Section, PAFSO, Oudomxay Province	Chief of Irrigation Sector	Administrative Office of Oudomxay Province	Chief of Drugs Control and Monitoring	081-211549	081-312248
6	Mr. Bounsy THANOUSING	Agricultural Promotion Bank (APB)	Direction of Foreign Relation and Project Department	Agricultural Promotion Bank (APB)	Direction of Foreign Relation and Project Department	(020)519043	21-2024
7	Mr. Phanthaboune SAYAPHET	Agricultural Promotion Bank (APB)	Deputy Director General	Agricultural Promotion Bank (APB)	Deputy Director General	(020)515881	21-2024
8	Mr. Phaidy PHAXAYSARAKHAM	Dept. of Agriculture, MAF	Senior Technician	Dept. of Agriculture, MAF	Chief of Division	41-2350	41-2349
9	Mr. Souksavanh INTHARAK	Dept. of Planning, Statistic Division, MAF	Technician Staff	Dept. of Planning, Statistic Division, MAF	Chief of Statistical Division	41-5359	41-5715
10	Mr. Boumlam KHONSAVANH	Rural Development of Focus Area Project, MAF	Deputy Director of Project	Rural Development of Focus Area Project, MAF	Deputy Director of Project	41-2348	41-2346
11	Mr. Khamtanh THADAVONG	Dept. of Agriculture, MAF	Director of Planning Division	Dept. of Agriculture, MAF	Director of Planning Division	41-2349	41-2349
12	Mr. Brandith SOUPHANTHAMITHY	PAFSO, Savannakhet Province	Deputy Director of Integrated Agricultural Development Project	PAFSO, Savannakhet Province	Deputy Director of Integrated Agricultural Development Project	041-214950 (020)540340	
13	Mr. Somchay SANONTY	Forestry Inventory and Planning Center	Head of Data Collection for National Forest Inventory Division	Dept. of Forestry, MAF	Director of Planning Division	21-5000	21-5004
14	Mr. Khamphan KHAMTANH	Forest Research Center, NAFRI, MAF	Staff of Natural Forestry Regeneration	Forest Research Center, NAFRI, MAF	Chief of the Field of Seed Source Management	(020)517408	

Present Position of the Ex-participants (2/6)

No.	Trainees' Name	During the Course		Present		Telephone	Fax
		Organization	Position	Organization	Position (Student)		
15	Mr. Lathana PHAXAYASOMBAT	FORCAP, Vientiane Province	Project Staff	Student in Dongdok University		023-331075	
16	Mr. Phetsakhone	FORCAP, Vientiane Province	(Not available data)	(Studying in Japan)	(Not available data)		
17	Mr. Khanbay KHAMISANA	Dept. of Forestry, MAF	Head of Lao-Japan Forestry Cooperation Unit	National Agriculture and Forestry Extension Services	Technical Staff	73-2072	73-2092
18	Mr. Bounsy SOUNPHONPHAKDY	Forestry Section Vientiane Province	Deputy Head of Forestry Section, Vientiane Province	PAFSO, Vientiane Province	General Forestry Staff	023-431013	
19	Mr. Somdy SIVONE	FORCAP, Vientiane Province	Deputy Chief of FORCAP	FORCAP, Vientiane Province	Deputy Chief of FORCAP	023-431117	
20	Mr. Phetsumay VONGHAMMOUNTY	Dept. of Forestry, MAF	Director General of Forestry Department	Dept. of Forestry, MAF	Director General of Forestry Department	21-5000	21-7483
21	Mr. Khamma HOMSISAVATH	Forestry Inventory and Planning Division	Head of Photo and Mapping Unit	Forestry Inventory and Planning Center	Head Deputy of Forestry Service	41-3184	41-4184
22	Mr. Som-Ok NORCHALEUN	PAFSO, Vientiane Province	Technical Staff	PAFSO, Vientiane Province	Technical Staff	023-431013	
23	Mr. Phouthong SENSOU LINTHA	Province Agriculture and Forestry Office, Vientiane Province	(Not available data)	(Studying in Vietnam)	(Not available data)		
24	Mr. Hourphanh SALAMANY	FORCAP, Vientiane Province	Project Manager of FORCAP	(Retired)		45-2399	
25	Mr. Bouala CHANTHIRATH	FORCAP, Vientiane Province	Officer of FORCAP	DAFO, Vientiane Province	Officer of DAFO	023-511025	023-511025
26	Mr. Oudong KEOMPHET	FORCAP, Vientiane Province	Counterpart (Forester)	FORCAP, Vientiane Province	Chief of Team	023-511265	023-511266
27	Mr. Osa PHOUMMASOULL-DETH	Agro-forestry Service, Vangvieng District	Officer of Agro-forestry Service, Vangvieng District	FORCAP, Vientiane Province	Team Leader of Participatory Forestry Conservation.	023-511266	023-511266
28	Mr. Siampay SISOMCOURNE	FORCAP, Vientiane Province	Technical Staff	FORCAP, Vientiane Province	Technical Staff	023-511265	023-511266
29	Mr. Phenghila KORNDAYONG	Xiangkong Agriculture Development Project	Deputy Director of Cattle Bank Station	UN Nonghet Alternative Development Project	Technical Assistant	061-312430	

Present Position of the Ex-participants (3/6)

No.	Trainees' Name	During the Course		Present		Telephone	Fax
		Organization	Position	Organization	Position		
30	Mr. Boumphanh KEOMARAKOT	FORCAP, Vientiane Province	Team Leader of FORCAP	FORCAP, Vientiane Province	Team Leader of FORCAP	023-511216 21-4459	023-511266 21-9512
31	Mr. Brandidh SOUPHANTHAMITRY	PAFSO, Savannakhet Province	(Not available data)	(Studying in Vietnam)	(Not available data)		
32	Mr. Khamphanh SENGCHANTHAVONG	Hinheub District Governor Office	Governor of Hinheub District	Hinheub District Governor Office	Governor of Hinheub District	023-211452	
33	Mr. Soumthongkham	Vangvieng District Governor Office	Governor of Vangvieng District	Vangvieng District Governor Office	Governor of Vangvieng District	023-511011	023-511011
34	Mr. Khamphan XANETH	FORCAP, Vientiane Province	Technical Staff	PAFSO, Vientiane Province	Chief Cabinet of PAFSO	023-431024	023-431024
35	Mr. Daovieng SAYSANA	FORCAP, Vientiane Province	Technical of Seedling Nursery Garden	FORCAP, Vientiane Province	Chief of Seedling Nursery Garden Project	023-511266	023-511266
36	Mr. Phaotao CHERCHING	FORCAP, Vientiane Province	Agricultural Technician	FORCAP, Vientiane Province	Agricultural Technician	023-511266	023-511266
37	Ms. Kongphanh KANYAVONG	NAFRI, MAF	Germlasm Collection and Preservation Technician	Agriculture Research Center	Head of Plant Tissue Culture Unit	(020)511642	
38	Ms. Singeun SOUKKHAPHONH	Ministry of Industry and Handicraft	Deputy Chief of Division	Ministry of Industry and Handicraft	Chief of Division	41-3015	41-3005
39	Mr. Thonglo KHAMVONGSA	Agricultural and Rural Development Project	(Not available data)	(Studying in Vietnam)	(Not available data)		
40	Mr. Incbay INTHAVIKHAM	Community Managed Irrigation Project, Dept. of Irrigation, MAF	Agriculture Extension Specialist	Community Managed Irrigation Project, Dept. of Irrigation, MAF	Agriculture Extension Monitoring and Evaluate Specialist	21-4439	21-5049
41	Mr. Somvong SAVANA	National Food Program, MAF	National Food Technician	Plant Protection Center, Salakham, DOA, MAF	Plant Protection Technician	81-2024	81-2090
42	Mr. Kiseum SANAPHANH	Agricultural Extension Section (km 6), Vientiane Municipality	Deputy Chief of Agricultural Extension Section (km 6)	Agricultural Extension Section (km 6), Vientiane Municipality	Head of Effective Micro- Organization Project	45-1220	45-1220
43	Mr. Thongcharh BOUNTHALA	Agriculture and Forestry Division	Deputy Director of Houei Son-Houei Sua	NAFRI/MAF	Director of Haadkeo Horticulture Search Center	(020)507787	21-9377
44	Mr. Bouxou SOUDMALY	Seed Multiplication Center, Napok, DOA, MAF	Agriculture Extension Promotion Technician	Seed Multiplication Center, Napok, DOA, MAF	Seed Multiplication Technician	41-2350	41-2349

Present Position of the Ex-participants (4/6)

No.	Trainees' Name	During the Course		Present		Telephone	Fax
		Organization	Position	Organization	Position		
45	Mr. Nokham OUNSAVANH	PAFSO, Champassak Province	Chief of Land Allocation and Forestry Management Section	PAFSO, Champassak Province	Chief of Land Allocation and Forestry Management Section	(020)630433 031-213152	
46	Ms. Yatkeo PHOUMDALYVANH	Dept. of Agriculture, MAF	Agricultural Regulation Officer	Dept. of Agriculture, MAF	Agricultural Regulation Officer	41-2350	41-2349
47	Mr. Vatsana SICHALEUNE	Section of Agriculture Extension Service, Vientiane Municipality	Extension Officer	Section of Agriculture Extension Service, Vientiane Municipality	Extension Officer	45-1220	45-1220
48	Ms. Khannony CHANTHALASY	Forest Inventory and Planning Division	Forest Inventory and Planning Technician	Forest Inventory and Planning Division	Forest Inventory and Planning Technician	41-4181	41-4181
49	Mr. Phouthong SINGKHAM	DAFO, Thoulakhom District	Deputy Director of DAFO	DAFO, Thoulakhom District	Deputy Director of DAFO		
50	Ms. Souvanny PHONEVILAY	Dept. of Meteorology and Hydrology, MAF	Deputy of Weather Forecasting and aerometeorology Division	Dept. of Meteorology and Hydrology, MAF	Deputy of Weather Forecasting and aerometeorology Division	21-5012	21-5011
51	Mr. Chamtha THIPHAVONGPHANH	Dept. of Agriculture and Forestry, Vientiane Municipality	Chief of Agricultural and Extension Section	Dept. of Agriculture and Forestry, Vientiane Municipality	Director of Agriculture Development and Service Center	63-2097	63-2096
52	Mr. Vandy DOUANGMALA	Dept. of Meteorology and Hydrology, MAF	Chief of Weather Forecast Aerometeorology Division	Dept. of Meteorology and Hydrology, MAF	Deputy Chief of Division	21-5012	21-5011
53	Mr. Thonglo KHAMVONGSA	Village Agricultural and Rural Development Project (VARDP), Vientiane Province	Technician of VARDP	Village Agricultural and Rural Development Project (VARDP), Vientiane Province	Technician of VARDP	21-4067	21-4067
54	Mr. Viengkay SIPAPHONE	Phonengam Rice Research and Seed Multiplication Center, Champassak Province	Rice Researcher (Farming System)	Phonengam Rice Research and Seed Multiplication Center, Champassak Province	Deputy Head of Extension Division	031-213396	031-213396
55	Mr. Chanthaboum SIRIMANOITHAM	Dept. of Livestock and Fisheries, MAF	Director of Fisheries Division	Dept. of Livestock and Fisheries, MAF	Director of Aquaculture Improvement and Extension Project	22-3732	22-3732
56	Mr. Chay SOMSANE	Agriculture Research Center	Agricultural Technician	Agriculture Research Center	Agricultural Technician	(020)511642	
57	Mr. Thongsavath BOUNSACK	Dept. of Transport, MCTPC	Deputy Director of Transport Department	Dept. of Transport, MCTPC	Deputy Director of Transport Department	41-2274	41-2274

Present Position of the Ex-participants (5/6)

No.	Trainees' Name	During the Course		Present		Telephone	Fax
		Organization	Position	Organization	Position		
58	Mr. Khamphath SOULINPHOUMY	Dept. of Irrigation, MAF	(Not available data)	(Studying in Vietnam)	(Not available data)		
59	Mr. Khamphuey BANDASACK	Dept. of Irrigation, MAF	Senior Irrigation Engineer	National Agricultural and Forestry Extension Service	National Project Coordinator	73-2092	73-2092
60	Ms. Phetsamone SENGMEUANG	Farmer Irrigated Agriculture Training Project	Project Manager	Machinery, Operation and Maintenance Division	Technical Staff (Training Senior)	41-2341	
61	Mr. Angkhan KEOBOUAKHAM	PAFSO, Houaphanh Province	Deputy Director of PAFSO	PAFSO, Houaphanh Province	Deputy Director of PAFSO	064-312034	064-312173
62	Mr. Boumma PHOMMATHED	Village Agriculture and Rural Development Project(VARDP), Vientiane Province	Section Staff of Agricultural Infrastructure Section	Village Agriculture and Rural Development Project(VARDP), Vientiane Province	Section Staff of Agricultural Infrastructure Section	21-4067	21-4067
63	Mr. Phousana THEPSOUVANH	PAFSO, Savannakhet Province	Technician of Integrated Agricultural Development Project	Department of Irrigation, Savannakhet Province	Irrigation Technician	041-212152	041-212436
64	Mr. Somethit THONGPHANHEUANGSY	Irrigation Division, DOL, MAF	Deputy Director	Irrigation Division, DOL, MAF	Acting Director	(020)505209 45-2396	41-5366
65	Mr. Sibounneua VATTANAKHAMPHANH	Dept. of Irrigation, MAF	Director of Operation and Maintenance Division	National Agricultural and Forestry Extension Service	Director of Technical Division	73-2309	
66	Mr. Saly SILYPHOLHA	Irrigation Section, PAFSO, Champasak Province	(Not available data)	(Studying in Vietnam)	(Not available data)		
67	Mr. Saylom CHANSOUK	Community Managed Irrigation Project, Dept. of Irrigation, MAF	Chief Engineer of Community Managed Irrigation Project	Community Managed Irrigation Project, Dept. of Irrigation, MAF	Chief Engineer of Community Managed Irrigation Project	21-4439	21-5049
68	Mr. Khamsy SOU MOUNTHONG	Village Agriculture and Rural Development Project(VARDP), Vientiane Province	Director of VARDP	Village Agriculture and Rural Development Project(VARDP), Vientiane Province	Director of VARDP	21-4067	21-4067
69	Mr. Vaenkham OUTHATHA	Agriculture and Forestry Division	Deputy Chief of Irrigation Section	Agriculture and Forestry Division	Deputy Chief of Irrigation Section	21-1316	
70	Mr. Khamphachanh VONGSANA	Dept. of Irrigation, MAF	Engineer	Dept. of Irrigation, MAF	Engineer	41-5370	41-5366

Present Position of the Ex-participants (6/6)

No.	Trainees' Name	During the Course		Present		Telephone	Fax
		Organization	Position	Organization	Position		
71	Mr. Singkham PHONVIXAY	Dept. of Livestock and Fisheries, MAF	Director General of Livestock and Fisheries Division	Dept. of Livestock and Fisheries, MAF	Director General of Livestock and Fisheries Division	41-6932	41-5674
72	Mr. Sisavath SINHAVY	Dept. of Livestock and Fisheries, Vientiane Municipality	Director of Livestock and Fisheries Division	Dept. of Livestock and Fisheries, Vientiane Municipality	Director of Livestock and Fisheries Division	(020)612030	31-5627
73	Mr. Bounkhouang CHANTHAKONGSENG	Agricultural and Rural Development Project	Staff of Production Section	Agricultural and Rural Development Project	Staff of Production Section	21-4067	21-4067
74	Mr. Bounthavy CHAMPA	PAFSO, Vientiane Province	Deputy Chief of Livestock and Fisheries Section	PAFSO, Vientiane Province	Deputy Chief of Livestock and Fisheries Section	023-431024	023-431024
75	Ms. Vilayphone VORAPHIM	Dept. of Livestock and Fisheries, MAF	Deputy Chief of Animal Health Division	National Agricultural and Forestry Extension Service	Head of Administration and Personnel Division	73-2072	73-2092
76	Ms. Chintana CHANTHAVISOUK	Animal Health Division	Deputy Head of Animal Laboratory Center	Animal Health Division	Deputy Head of Animal Laboratory Center	21-6380	41-5674
77	Mr. Bounkham SIACKASONE	Dept. of Livestock and Fisheries, MAF	Chief of Meat & Meat Processing	Dept. of Livestock and Fisheries, MAF	Deputy Chief of Technical Division	41-6932	41-5674
78	Ms. Noubak LJEPVISAY	Aqua-culture Improvement and Extension Project	Project Staff	Aqua-culture Improvement and Extension Project	Coordinator of Aqua-Culture Improvement and Extension Project	57-2251	57-2254
79	Mr. Bounhong MEUNSOUPHOM	Aqua-culture Improvement and Extension Project	Aqua-culture Improvement Technician	Aqua-culture Improvement and Extension Project	Chief of Seed Production Unit	22-3732	22-3732

