

Japan International Cooperation Agency  
National Coordination Team of South-South Cooperation

**FORMULATION OF GUIDELINE ON  
EVALUATION MECHANISM FOR  
INDONESIA'S INTERNATIONAL CAPACITY  
DEVELOPMENT PROGRAMS  
PHASE II**

**FINAL REPORT**

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## EXECUTIVE SUMMARY

# FORMULATION OF GUIDELINE ON EVALUATION MECHANISM FOR INDONESIA'S INTERNATIONAL CAPACITY DEVELOPMENT PROGRAMS

## PHASE II

- The guideline on evaluation mechanism for Indonesia's International Capacity Building is developed by the Government of Indonesia, represented by the Ministry of State Secretariat, Ministry of Foreign Affairs, the National Development Planning Agency (Bappenas), and the Ministry of Finance with the support from the Japan International Cooperation Agency (JICA). The first draft of the guideline was completed in November 2011, which covered only an evaluation mechanism for international training programs under the South South Cooperation. The draft guideline was further improved by completing it with case studies of ex-post evaluation and by taking into account opinions and reviews from policy makers and implementing agencies during the implementation of workshop and dissemination of the draft guideline conducted through the second phase of the formulation of guideline.
- The scope of activities for the second phase of the formulation of guideline covers: (1) Selecting targeted trainings and beneficiary countries to be developed as case studies of the guideline; (2) Collecting information on the training alumni of the selected trainings; (3) Disseminating ex-post evaluation instruments to the alumni of the selected training and other relevant stakeholders; (4) Conducting field visits to two selected beneficiary countries; (5) Developing case studies on ex-post evaluation; (6) Conducting a workshop to disseminate the draft guideline to relevant stakeholders (7) Revising the draft evaluation guidelines by incorporating the case studies in the guidelines.
- The main activity in the second phase of the formulation of guideline is to develop a case study on ex-post evaluation. The objectives of the development of case study and pre-test of ex-post evaluation instruments are: (1) to develop case studies for ex-post evaluation on selected international training programs as an example for conducting and developing an ex-post evaluation in the guideline; (2) to exercise the implementation of ex-post evaluation covering evaluation criteria relevance, benefits and sustainability of the selected international training programs; (3) to gather inputs from alumni of the international training programs and their organizations on the benefits of the trainings, further improvement for the trainings, and training programs to be developed in the future.
- The international training programs selected as the case study of ex-post evaluation was the training of Artificial Insemination for Dairy Cattle conducted by the Artificial Insemination Center Singosari (*Balai Besar Inseminasi Buatan – BBIB Singosari*) for the period of 2007-2009. The case

study also includes a visit to Vietnam as one of the training's beneficiary countries. The dissemination and collection of questionnaires to all alumni and their superordinates were conducted on 13 February to 22 March 2012. Whereas, the field visit was conducted on 12-15 March 2012, with location of the visit is the capital city of Vietnam, Hanoi. The team consisted of representative from Ministry of State Secretariat, Ministry of Foreign Affairs, Bappenas, JICA and LPEM FEUI. The visit to Vietnam managed to interview three alumni and one superordinate. In addition, the team was also able to meet the Ministry of Planning and Investment of Vietnam as the focal point of international training programs in Vietnam, as well as JICA Vietnam. In total, there are 12 questionnaires from the alumni collected and 5 questionnaires from the alumni's superordinates collected (including the ones visited in Vietnam) throughout the case study. In order to comprehend the ex-post evaluation, interviews to the implementing agency (BBIB Singosari) and the representative of the National Coordinating Team (Ministry of State Secretariat) were conducted in Jakarta. The result of the case study is a pilot ex-post evaluation, which complements the first draft of the guideline.

- Besides a visit to Vietnam, there was a visit to other selected beneficiary country to test ex post evaluation instruments whether the instruments were applicable for various types of international training programs or not. A mission to Fiji was completed, not only to run the pre-test and to collect information, data and current situation (progress) of alumni of the international training programs, but also to gather information on activities needed to be further followed-up. The visit was conducted from 12 March to 18 March 2012. The team consisted of representative from Ministry of State Secretariat, Ministry of Foreign Affairs, Bappenas, Ministry of Finance, JICA and LPEM FEUI. In total, the team to Fiji managed to visit 10 alumni, who had attended 6 International Training Programs during 2007 – 2011, and their 2 superordinates. Moreover, the team also met the Permanent Secretary of the Public Service Commission as Fiji's focal point, JICA, and the Head of Fijian Meteorological Service as one of Fijian Implementing Agencies. The results of the mission conclude that the instruments of ex-post evaluations are applicable for various training programs. The mission also found out valuable information on the implementability of training contents to alumni and to Fiji as beneficiary country in general. Moreover, the mission succeeded in collecting information on potential follow-up activities that are mutually beneficial for Fiji and Indonesia.
- As part of finalizing the evaluation guidelines, a workshop on Guideline on Evaluation Mechanism for Indonesia's International Capacity Development Programs was conducted in order to introduce and to disseminate the draft evaluation guidelines. This technical workshop was intended to familiarize the implementing agencies and other stakeholders with the evaluation guideline. Moreover, this workshop is also expected to generate some inputs from both the implementing agencies and National Coordinating Team on the Indonesian South-South Cooperation Monitoring and Evaluation Working Group. Lastly, it is expected that Implementing Agencies are willing to utilize the guidelines in evaluating their international training programs.

- The workshop was conducted on 28 to 29 March 2012 in Hotel Royal Bogor, West Java. The participants of the dissemination are person in-charge in implementing agencies, related line ministries, and National Coordinating Team (NCT). The total number of participants is 43 persons from 23 institutions. The workshop covered interactive sessions with participatory methods on Introduction of the evaluation guidelines, Ex-Ante Evaluation, Course Evaluation and Ex-post Evaluation. Insights and reviews from the participants of the workshop conducted in this second phase of formulation of evaluation guideline were incorporated in revising and refining the draft of evaluation guidelines.
  
- The guideline on evaluation mechanism for Indonesia's International Capacity Building provides a complete guide for each stage of evaluation. Hence, the final draft guideline consists of seven chapters which are: (1) Introduction to the Evaluation Guideline; (2) Introduction of South South Cooperation & International Training Program; (3) Evaluation in General; (4) Evaluation Framework and Methods; (5) Guideline for Ex-Ante Evaluation (consists of evaluation framework, questions, methods, instruments, report, and case study of Ex-Ante Evaluation on Micro Hydro Power Design Engineering Short Course); (6) Guideline for Course Evaluation (consists of evaluation framework, questions, methods, instruments, report, and case study of Course Evaluation on Training Course of Artificial Insemination on Dairy Cattle for Developing Countries); (7) Guideline for Ex-Post Evaluation (consists of evaluation framework, questions, methods, instruments, report, and case studies of Ex-Post Evaluation on Training Course of Artificial Insemination on Dairy Cattle for Developing Countries 2007-2009 and International Training Programs Attended by Fijian Participants during 2007-2011). In applying the guidelines, relevant stakeholders can adjust the guidelines according to the training to be evaluated.

## **1.1. BACKGROUND**

Along with its economic growth, Indonesia is eager to strengthen its role in international development. For cooperation with countries in the global South, Indonesia has actively been involved in the South-South Cooperation. Indonesia has been playing an important role in the cooperation scheme through the provision of training and capacity building programs for the global South third-world countries. The number of international trainings conducted by Indonesia under the scheme has developed significantly due to support from donor institution.

Despite the increasing number of international training programs that have been conducted by Indonesia, the mechanism to evaluate the impact of these international capacity development programs is not yet comprehensive. In order to improve the quality of its international capacity development programs, a comprehensive and standard evaluation mechanism needs to be developed. The guideline on evaluation is expected to be an instrument to measure the success level of Indonesia's international capacity development programs, especially international training programs. By being able to measure the success level of the programs, Government of Indonesia will be able to design better programs, decide the continuity of certain programs, and provide better assistance schemes to the beneficiary countries in order to achieve their development goals. Furthermore, the evaluation and monitoring mechanism will be an instrument to measure the success of Indonesia's international training program and to collect feedback in order to improve future programs.

The guideline on evaluation mechanism for Indonesia's International Capacity Building is developed by the Government of Indonesia, represented by the Ministry of Foreign Affairs, the Ministry of State Secretariat and the National Development Planning Agency (Bappenas) with the support from the Japan International Cooperation Agency (JICA). The draft guideline was developed after conducting series of studies, interviews, and focus group discussions with related policy makers and implementing agencies during the period of July to November 2011. This draft guideline was further improved by completing it with case studies of ex-post evaluation conducted in January to March 2012 and by taking into account opinions and reviews from policy makers and implementing agencies during the implementation of workshop and dissemination of the draft guideline on 27 – 28 March 2012.

## **1.2. OBJECTIVE AND COVERAGE OF THE GUIDELINE**

The evaluation guideline for training is developed to provide Indonesian standardized evaluation mechanism of International Training Programs, especially the ones under the framework of South-South Cooperation.

Currently, the guideline only covers evaluation mechanism for international training programs, in which Indonesia's implementing agencies invite participants from global South

countries to participate in international training in Indonesia. However, it is expected that the guideline will be continuously developed, so that it can be applied for overall capacity building activities under the International Capacity Building Program.

The training evaluation proposed here will focus on result-oriented (instead of process-oriented) approach. It means that it will focus on outputs and outcomes resulted from relevant inputs of a training program, instead of merely evaluate training implementation process. It is expected that the evaluation guideline can provide a simple and realistic procedure and tools, so that, all stakeholders can use the guideline in evaluating international training programs.

The guideline provides procedure and tools of training evaluation that covers all training program process, from planning and preparation, implementation and follow-up of the training program. Hence, the evaluation guideline presented here will covers three stages of training evaluation, which are:

- 1) Ex-Ante Evaluation, that is conducted before the implementation of the training
- 2) Course Evaluation, that is conducted at the end of training
- 3) Ex-Post Evaluation, that is conducted after the implementation of the training

### **1.3. CONTENTS OF THE GUIDELINE**

The guideline consists of seven chapters, which are:

- **Chapter 1: Introduction to the Evaluation Guideline**

The chapter gives a brief background, objectives, coverage and content of the guideline.

- **Chapter 2: Introduction of South-South Cooperation & International Training Program**

The chapter potraits underlying international policy of the international capacity building, especially the training program under the South-South Cooperation.

- **Chapter 3: Evaluation in General**

The chapter gives overview on evaluation in general, which consists of common understanding on concept, coverage, mechanism and procedure of project evaluation.

- **Chapter 4: Evaluation Framework and Methods**

The chapter provides overall picture of evaluation to be conducted for the international training program. It covers the process of evaluation in three stages and evaluation criteria.

- **Chapter 5: Guideline for Ex-Ante Evaluation**

The chapter elaborates framework, evaluation questions and methods for ex-ante evaluation. A standard evaluation grid is provided for ex-ante evaluation, so that the connection between evaluation criteria, questions, indicators, and methods can be easily understood. In addition, the chapter provides scheme and instruments to be used for evaluation, and format of ex-ante evaluation report. The evaluation report is provided to analyze and interpret data and information collected, so that the results of a training can be concluded, and furthermore recommendation concerning the training can be given. The



guideline also provide a case study for ex-ante evaluation as a result of piloting the evaluation instruments to selected international training program.

- **Chapter 6: Guideline for Course Evaluation**

The chapter elaborates framework, evaluation questions and methods for course evaluation. A standard evaluation grid is provided for course evaluation, so that the connection between evaluation criteria, questions, indicators, and methods can be easily understood. In addition, the chapter provides scheme and instruments to be used for evaluation, and format of course evaluation report. The evaluation report is provided to analyze and interpret data and information collected, so that the results of a training can be concluded, and furthermore recommendation concerning the training can be given. There is a case study provided for course evaluation as a result of piloting the evaluation instruments to selected international training program.

- **Chapter 7: Guideline for Ex-Post Evaluation**

The chapter elaborates framework, evaluation questions and methods for Ex-post evaluation. A standard evaluation grid will be provided for ex-post evaluation, so that the connection between evaluation criteria, questions, indicators, and methods can be easily understood. In addition, the chapter provides scheme and instruments to be used for evaluation, and format of ex-post evaluation report. The evaluation report is provided to analyze and interpret data and information collected, so that the results of a training can be concluded, and furthermore recommendation concerning the training can be given. There are case studies provided for ex-post evaluation as a result of piloting the evaluation instruments to selected international training program.

## CHAPTER 2

# OVERVIEW OF SOUTH-SOUTH COOPERATION AND INTERNATIONAL CAPACITY DEVELOPMENT PROGRAM

### 2.1. INTERNATIONAL CAPACITY DEVELOPMENT PROGRAM IN THE FRAMEWORK OF SOUTH –SOUTH COOPERATION

The South-South Cooperation (SSC) is the cooperation between developing countries (i.e. countries of the global South) that is intended to facilitate exchange of resources, technology, and knowledge. The objective of the Indonesian SSC is to accelerate the national economic development, to support the SSC development, and to increase the collective self-reliance based on solidarity as well as mutual opportunity and benefit. Therefore, the vision of Indonesian SSC is “Better Partnership for Prosperity”.

Although in the large picture it mainly involves countries from South America and Africa, Indonesia also plays important role in the cooperation scheme through the provision of training and capacity building programs for the global South third-world countries. As an emerging economy—that recently has gained status as middle-income country—and a G-20 member country, Indonesia may benefit from the SSC both as donor and aid receiver. In international forums such as G-20, aside from voicing the aspirations of the developing countries, particularly for global South countries, Indonesia also provides various assistances to these countries. Such assistances provided are not only technical, but may also include the field of economics, politics, socio-culture, and science and technology. As an aid receiver, Indonesia benefits from aid donated by developed countries to foster its development.

Gradually, in line with the growth of its economy that is foreseen as 12<sup>th</sup> largest in 2025, and 7<sup>th</sup> largest in 2045, Indonesia’s position in SSC will move from “donor/aid receiver” to only “donor”, joining the already developed countries. In this light, a grand design is required to map a smooth transition.

#### 2.1.1. The Indonesian Grand Design of South-South Cooperation

Indonesian Grand Design of SSC will become the foundation and policy directions for the Government of Indonesia to strengthen and improve the further integrated South-South Cooperation, in accordance with the dynamics of global constellation. The policy, in turn, is expected to support the national development interest fulfillment. The objectives of the Grand Design of SSC are:

- a. To become the guidelines for the stakeholders, and as the foundation of SSC’s coordination strengthening and policy-making, both in the national and international level.
- b. To support the implementation of Indonesian foreign policy.
- c. To become the basis in addressing global issues through the creation of innovative, creative, and sustainable new opportunities.

- d. To give support for the intensification of development cooperation, based on the economic, political, social-cultural, scientific and technological cooperation, and technical cooperation.

The time frame of the Indonesian Grand Design of SSC is made aligned with the period of the National Long Term Development Plan (*Rencana Pembangunan Jangka Panjang Nasional*), which is 2005-2025, with 5-years stages, to ensure the attainment of Indonesia's directions, aims, and goals of SSC. To do so, Indonesia's Grand Design of SSC is elaborated into a Blue Print that covers three sub-periods:

- a. Period I : 2011-2014
- b. Period II : 2015-2019
- c. Period III : 2020-2025

### **2.1.2. The Coordinating Team and Stakeholders**

According to Ministerial Decree issued by the Ministry of National Development Planning/Chair of National Development Planning Agency (Bappenas) No.56/m.ppn/hk/08/2010, the National Coordinating Team for Development of South-South Cooperation consists of a Steering Team, Management Team and Secretariat.

The Steering Team of the National Coordinating Team is chaired by Vice Minister of National Development Planning/Vice Chairman of Bappenas, co-chaired by Vice Minister of Foreign Affairs, and accompanied by Secretary of Minister of State Secretariat, Deputies, Director Generals and Secretary Generals from Bappenas, Ministry of Foreign Affairs, Ministry of Agriculture, Ministry of National Education, Ministry of Finance, Ministry of Environment and Ministry of Trade. The functions of the Steering Team are:

1. To provide guidance in formulation of development policy on SSC;
2. To coordinate and facilitate the implementation of SSC ;
3. To report periodically to the Minister/Chair of Bappenas.

The implementation of the programs and activities, are coordinated by the Management Team that chaired by Director of Multilateral Funding, Bappenas and co-chaired by Director of Social Culture and Cooperation of International Organizations among Developing Countries, Ministry of Foreign Affairs and the Head of Bureau for Technical Cooperation, State Secretariat. The Management Team is supported by Directors and Head of Bureaus/Centers in Bappenas and related Ministries and individuals based on their expertise. The functions of Management Team are:

1. To prepare a Blue Print and a work plan for development of SSC ;
2. To confirm the work schedule and plan;
3. To formulate development policy concepts on SSC;
4. To coordinate and facilitate activities in the context of SSC;
5. To conduct meetings with partner institutions on SSC;
6. To establish relevant issues concerning SSC with related institutions;
7. To prepare materials related to development of SSC;
8. To perform other relevant activities given by the Steering Team; and

9. To report the outputs to the Steering Team.

In order to implement the programs and activities, Indonesian SSC activities incorporate many stakeholders, which pertain to the Central Government, Local Governments, private institutions, civil society organization, and educational institutions as stakeholders. The expected role of each stakeholder is considered as follows:

- a. Central Government

In the Central Government level, the Ministry of Foreign Affairs, the National Development Planning Agency (Bappenas) and the State Secretary play the role as coordinating institutions.

- b. Local Government

In the Local Government level, a limited number of collaboration are carried out directly with other countries, by the “sister city” scheme.

- c. Private institutions

Private institutions are expected as the main pillar for economic cooperation in the SSC.

- d. Civil society organizations (CSOs)/Non-Government organizations(NGOs)

The CSOs and NGOs are expected to empower people and to mobilize the various existing resources through a range of development activities and capacity buildings.

- e. (Higher) educational institutions

(Higher) educational institutions have actively been involved in the knowledge exchange and transfer by the means of scholarship provision and creation of innovative solutions to tackle the current issues faced by the developing countries.

### **2.1.3. The Capacity Development as a Flagship Program**

Various SSC-related cooperation/programs involving Indonesia have been undertaken by various stakeholders, through various funding schemes (i.e. GoI state budget, bilateral cost sharing, donor funding, private funding). In 2000-2010, not less than USD 42 million was channeled to fund 700 SSC-related programs carried out by 15 ministries/agencies. The cooperation might take forms as depicted in Table 2.1.

Among those forms, technical cooperation has dominated the implementation of SSC activities, mostly in the form of capacity development programs, both regional and international training programs. However, there are other types of programs that could be developed under the technical cooperation programs, including comparative study, equipment provision, expert meeting and dispatch, and joint project.

**Table 2.1. The Cooperation Forms in the South-South Cooperation Scheme**

No	Cooperation Form	Sub-Field	Example
1	Economic cooperation	Trade cooperation	Capacity building for developing countries' stakeholders of trade regulation.
		Services cooperation	Knowledge sharing of Indonesian construction services to other global South countries.
		Investment cooperation	Investment linkage program between SMEs in global South countries.
2	Development project cooperation	Project aid	Aid flow to finance projects in global South's less-developed countries that may open access and market for Indonesian goods and services.
3	Technical cooperation	Training program	Improvement of training facilities and quality.
		Expertise exchange	Expert dispatch, capacity building for experts, expertise information system.
		Scholarship	Scholarship grant to global South's less-developed countries.
4	Political, social, and cultural cooperation	Political support	Endorsement for Palestine state.
		Education cooperation	Sister school program, teacher capacity building.
		Tourism cooperation	Promotion of Indonesia's tourism and crafts.
5	Science and technology cooperation		Formulation of efficient technology for the global South countries.

Source: The Indonesian Grand Design of South-South Cooperation 2011-2025, summarized.

In the 2011-2014 Indonesian SSC Blueprint document, the flagship program is yet to be identified. It is proposed that in the future, the capacity development should be chosen as a flagship program, due to its replicability and ability to provide high-impact factors. This proposal is in line with the criteria for flagship program mentioned as follows:

- a. The programs and the activities are corresponding to the national's potential, initiated by Indonesian and have become the national best practices.
- b. The programs and the activities has been successfully collaboratively implemented and adopted by the South-South countries, and has possibility to be further generally adopted.
- c. The programs and the activities that have the replicability scheme and have the mechanism to share the knowledge and technology.
- d. The programs and activities that have a high-impact ability and able to encourage contribution for further SSC development.

## 2.2.OVERVIEW OF INTERNATIONAL TRAINING PROGRAM

International Training Program (ITP) is a form of a collective capacity development program in the SSC framework, involving two or more global South developing countries where they pursue their individual or collective development through cooperative exchanges of knowledge, skills, resources and technical know-how. The aim of the program is to facilitate development through sharing these technical or economic knowledge and skills.

Current ITP development by The Government of Indonesia is mainly focused on the improvement of the training facilities, instructor capabilities, and the quality of the training programs. Although ITP is a part of the technical cooperation, altogether with activities such as expert dispatch and scholarship, the outcomes may also benefit economic and/or political cooperation among the involved countries. ITP is one of the assistances provided and funded by the Government of Indonesia (GoI) to the third world countries. The other scheme—for example, the Third Country Training Program (TCTP)—may also involve a third-party donor, in which Indonesia plays role as facilitator of the assistance, with the funding of the donor.

### 2.2.1. The Existing International Training Programs (ITPs)

The current number of International Training Programs is around 100, which have built the capacities of no less than 6,900 participants from various developing countries. The ITPs were carried out by implementing agencies (IAs) under various line ministries, universities and NGOs. While the State Secretary, the Ministry of Foreign Affairs, and the National Development Agency, function as the coordinating institutions (see Table 2.2.).

The survey identified that the IAs can be grouped into 2 general classifications with different characteristics, as follows:

1. **Government Institutions.** Within this group, the survey showed there are 3 different characteristics based on the status of Institution.
  - a. **Implementing institutions under Ministries.** The implementing institutions were only focus on training activities, while the other process was handled by the Ministry or the agency under the Ministry itself. The training curriculums are basically based on the existing training programs.
  - b. **General Service Agency (*Badan Layanan Umum, BLU*).** The BLU status has forced the IAs to pursue efficiency and productivity in providing the services, and at the same time gives opportunities to implement innovative and creative breakthroughs. Therefore, the IAs are more actively involve to the whole training process compare to the institution in point (a), including curriculum development and communication to the participants before the training began, and ex-post training evaluation as well.
  - c. **National level Institution.** Among IAs under the government institution, this institution has had the most active role in conducting the international training programs and most likely has implemented all kinds of evaluations, including ex-ante, course evaluation and ex-post evaluation activities.

2. **Universities and NGOs.** The IA under this category has more flexibility to conduct International Training Program (ITP). It can propose any ITP to different Ministries and/or donors, and sometimes can be actively involved in the curriculum development. However, some ITPs are considered as a top-down activity based on Ministries/donor requests, so that the IAs are responsible for conducting the training only.

### **2.2.2. Prior Evaluation of International Training Program**

Prior to the development of the guideline, evaluations for International Training Programs were not well coordinated among the stakeholders, and tended to be conducted independently. There was no specific evaluation guideline made for Indonesia's SSC training programs, except for some IAs that were supported by international donors. However, the existing evaluation guidelines are considered too complicated and sometimes consist of qualitative questions that are difficult to measure. Therefore, it is expected that the proposed evaluation guidelines would be simple and quantifiable.

Among the implementing agencies that were interviewed, most evaluation was only conducted during and after the course implementation. The evaluation instruments that were mostly conducted, were in the forms of questionnaires, pre-test and post-test both for written and field examination, discussion on the action plans and participant's presentation.

The ex-ante evaluation was not fully implemented. Some IAs were only responsible to carry out the training course, while the selection of participants and the training plans were conducted by the Ministries or the Central Agencies. Hence, most of the IAs did not conduct an ex-post evaluation, though all of them consider that it is important to identify the impacts of the training to the participants and their organizations as well. This might be related to the resources availability, both personnel and finance.

**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
<b>Institution: Agency of Extension and agricultural Human Resources Development Ministry of Agriculture</b>				
1	Training Course on Dairy farm management for Sudan in Indonesia	7/15/2008	7/26/2008	5
<b>Institution: Agency of National Population and Family Planning RI (BKKBN)</b>				
2	The Third Country Training Program on Planning and Managing Information, Education and Communication (IEC) for Family Planning/ Reproductive Health: The Indonesian Experience (2004)	11/21/2004	12/18/2004	15
3	The Third Country Training Program on Planning and Managing Information, Education and Communication (IEC) for Family Planning/ Reproductive Health: The Indonesian Experience (2005)	11/10/2005	12/9/2005	15
4	The Third Country Training Program on Planning and Managing Information, Education and Communication (IEC) for Family Planning/ Reproductive Health: The Indonesian Experience (2006)	8/29/2006	9/27/2006	18
5	Training of Trainer (TOT) Reproductive Health Commodity Security	11/20/2006	11/30/2006	26
6	The Training Of Trainers (Tot) Workshop On Reproductive Health Commodity Security (RHCS) for Developing Countries	12/4/2007	12/16/2007	13
7	The First Batch Of The Third Country Training On Program Behavior Change Communication (BCC) in FP/RH: The Indonesia Experience	8/5/2008	9/4/2008	20
8	Training on Measuring and Managing Corporate Performance Program	10/6/2008	10/10/2008	19
9	Training of Trainers on Reproductive Health Commodity Security (RHCS)	11/9/2008	11/22/2008	23
10	Training of Trainers Workshop on Operation Research in Population and Reproductive Health	11/24/2008	11/29/2008	
11	The Second Batch of the Third Country Training Program on Behavior Change Communication (BCC) in Family Planning/Reproductive Health: the Indonesian Experience	10/13/2009	11/11/2009	20
12	"Training of the Regional Capacity Development for Behavior Change Communication"	10/26/2009	10/30/2009	28
13	The Workshop On Training Of Trainers (Tot)Of Reproductive Health Commodity Security (RHCS)For Multi Countries Officials	11/16/2009	11/25/2009	23
14	The Short Course Training on Research Methodology and Demography, at the Institute for Population and Social Research (IPSR), Mahidol University	12/14/2009	12/23/2009	
15	The Training Course On Empowering Women Through Social, Economic And Cultural Intervention	5/17/2010	5/22/2010	10
16	The Third Batch Of The Third Country Training Program on Behavior Change Communication (BCC) In Family Planning Reproductive Health; Indonesian Experience	7/7/2010	8/5/2010	20
17	The Workshop On Training Of Trainers (Tot)Of Reproductive Health Commodity Security (RHCS)For Multi Countries Officials	11/21/2010	12/1/2010	22



**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
<b>Institution: Bogor Agricultural University (IPB)</b>				
18	Third Country Training Program on Agricultural Engineering & Technology Application in Developing Countries			
19	Third Country Training Program on Farm Machinery & Equipment			
20	Third Country Training Program on Irrigation and Soil & Water Conservation			
21	Third Country Training Program on Post Harvest Engineering & Technology			
22	Third Country Training Program on Small Scale Product Processing Unit Utilizing Environment Friendly renewable Energy and Local Resources			
23	Third Country Training Program on Renewable Energy for Thermal Process of Agricultural Products			
24	Third Country Training Program on Appropriate Mechanization and Water Management for Dryland Agriculture			
<b>Institution: Center for Agricultural Training</b>				
25	Third Country Training Programme on Agribusiness Technology for Afghanistan Officials	2/1/2010	3/2/2010	10
<b>Institution: Center for Road and Bridge Research</b>				
26	Training of Manual Management Implementation			
27	Training of Soil Testing Plan RDCRB-JICA-Timor Leste			
<b>Institution: Center of Artificial Insemination (BBIB) Malang</b>				
28	Development Country Training Course on Artificial Insemination on Dairy Cattle			
29	Regional Training Course on Artificial Insemination and Milk Record Keeping Dairy Cow			
30	International Training Course of Artificial Insemination on Dairy Cattle	11/1/2010	11/28/2010	20
<b>Institution: Centre for Economic and Social Studies (CESS)</b>				
31	Third Country Training Programme on Capacity Building for Poverty Reduction (2010)	10/25/2010	11/5/2010	15
<b>Institution: Directorate General Livestock Ministry of Agriculture</b>				
32	Embryo Training, Knowledge Transfer for Sudan livestock officer	10/4/2010	11/2/2010	
<b>Institution: Directorate General of Horticulture</b>				
33	Short Training Course on Horticulture Cultivation			
34	Short Training Course on Commodities Zoning			
35	Short Training Course on Technology Application			
36	Short Training Course on Technology Application			
37	Short Training Course on Strengthening the Agricultural Institution			
38	Short Training Course on Product Quality Management			
39	Short Training Course on Improving the Farming and Handling Infrastructure and Facilities			

**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
<b>Institution: Directorate General of Land and Water Management</b>				
#	Title	Start Date	End Date	No. Participant
40	Training for Trainers (TOT) for Land and Water Management Database			
41	Training on Survey, Investigation, and Design for Land Extension and Irrigation System at Farm Level			
42	Long-term Training on Land and Water Management Database			
43	Mid-term Training on Tidal Land Development			
44	Mid-term Training on Irrigation System at Farm Level			
45	Training on Water User Association			
<b>Institution: Electronic Engineering Polytechnic Institute of Surabaya (EEPIS)</b>				
46	In-Country Training Course on Information Technology	2/4/2002	3/2/2002	15
47	The 2nd Third Country Training Course on Information Technology Education Methodology	8/18/2003	9/16/2003	16
48	The 3rd Third Country Training Course on Information Technology Education Methodology	8/30/2004	9/29/2004	16
49	The 4th Third Country Training Course on Information Technology Education Methodology	11/14/2005	12/13/2005	
50	The 5th Third Country Training Course on Information Technology Education Methodology	11/6/2006	12/5/2006	16
51	International Training Course in Information Technology–based for Electric Engineering Education	10/29/2007	11/7/2007	13
52	The 2nd International Training Course in Information Technology –based for Electric Engineering Education	10/13/2008	11/7/2008	13
53	The 3rd International Training Course in Information Technology –based for Electric Engineering Education	10/5/2009	10/30/2009	13
54	The Third Country Training Programme on Education for Computer Based Industrial Automation	11/8/2010	11/30/2010	13
<b>Institution: Indonesian Agency for Agricultural Research and Development (IAARD)</b>				
55	Short-term Training in the Field of Institutional Development			
<b>Institution: Indonesian Center for Agriculture Socio-Economics and Policy Studies (ICASEPS)</b>				
56	Long-term Training in Designing Panel Data for Agriculture Sector			
57	Mid-term Training in Designing Policy Implementation			
58	Mid-term Training in Survey Research			
59	Short-term Training in Policy Evaluation			
60	Short-term Training in Participatory Rural Appraisal			
<b>Institution: Institute of community business and economic (IBEKA)</b>				
61	International Training Workshop on Development of Renewable Energy: Micro Hydro Energy End-Use Productivity for Rural Economic Development	2/21/2008	2/29/2008	13

**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
<b>Institution: Ministry of Agriculture RI</b>				
62	Training for 3 officials of FARTC Tanzania			3
63	Training course on study tour on exotic fruits cultivation and development technique			
64	Training course on capacity building for farmer			
65	Training program in agribusiness technology			
66	Training course on post-harvest technology on fruits and vegetables			
67	Training course on modern rice cultivation for researcher			
68	Training course on Cassava Based Industry (Food, Feed and Energy)			
69	Training course on dairy farm management			
70	Training course on bio energy in rural area			
71	Training course on small ruminants production and development			
72	Training Program for Developing Countries on Technology Transfer of Quality Test on Veterinary Medicine	1/1/2002	12/31/2006	
73	The First ASEAN Training Course on Dairy Husbandry Technology	2/15/2004	3/15/2004	20
74	The Second ASEAN Training Course on Dairy Husbandry Technology	1/16/2005	2/15/2005	19
75	The Third ASEAN Training Course on Dairy Husbandry Technology	2/15/2006	3/17/2006	21
76	ASEAN Training Course on Post Harvest Technology on Fruits and Vegetables (Batch I)	3/11/2007	3/24/2007	25
77	International Training Course on Community Water Management for Agriculture	8/2/2007	8/15/2007	24
78	ASEAN Training Course on Post Harvest Technology on Fruits and Vegetables (Batch II)	8/26/2007	9/8/2007	22
79	ASEAN Training Course on Post Harvest Technology on Fruits and Vegetables (Batch III)	3/23/2008	4/5/2008	27
80	Training Course on Small Ruminants Production and Development (Batch II)	6/21/2008	7/4/2006	25
81	Training Course on Small Ruminants Production and Development (Batch I)	8/3/2008	8/16/2008	26
82	Training Course on Horticultural Agribusiness Technology	5/30/2010	6/12/2010	
83	Training of Trainers for Participatory Training Program on Agricultural Extension Methodology (Batch 3)	10/17/2010	10/30/2010	16
84	Training on Embryo Transfer for Husbandry Officers in Sudan	11/2/2010	10/4/2010	3
<b>Institution: Ministry of Communication and Information RI</b>				
85	The Third Country Training Program on "TV Documentary Program Production"			
<b>Institution: Ministry of Foreign Affairs RI</b>				
86	International Training Programme Business Incubator to Development of Small and Medium Enterprises for Asian, African, and Pacific Countries	11/20/2006	11/25/2006	28
87	Training Workshop on Dispute Settlement Mechanism on Investment	4/23/2007	4/27/2007	16

**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
88	Training on Renewable Energy: Micro Hydro Power for Rural Development	5/7/2007	5/12/2007	12
89	Training on Microfinance: Establishing and Managing Microfinance Institution (MFI)	6/11/2007	6/22/2007	10
90	International Training Programme on Operational Management of Microfinance for Cambodia, Lao PDR, Myanmar, Vietnam, Papua New Guinea, and Timor Leste	4/12/2008	4/18/2008	16
91	International Training on Development of Renewable Energy: Its role in Rural Socioeconomic Development	5/26/2008	5/30/2008	13
92	International Training Program on Microfinance for Asian - African Countries: Establishing and Managing Microfinance Institution	6/23/2008	6/27/2008	11
93	International Training on TV Documentary Program Production	7/21/2008	8/8/2008	10
94	International Training Workshop on Democratization and Good Governance	10/28/2008	10/31/2008	16
95	International Training Workshop on Women Empowerment on Information Technology	3/23/2009	3/27/2009	22
96	International Training Program on Disaster Risk Management Focusing on Forest Rehabilitation for Timor Leste	5/4/2009	5/18/2009	32
97	International Training Program on Intensive Shrimp Culture for Asian Countries	5/26/2009	6/5/2009	10
98	International Training Programme on Grouper Nursery for Asian and African Countries	5/26/2009	6/5/2009	10
99	International Training on Poverty Reduction	6/1/2009	6/30/2009	
100	International Training Workshop on Renewable Energy: Micro Hydro Energy End-Use Productivity for Rural Economic Development for Asian, African and the Pacific Countries	6/2/2009	6/8/2009	18
101	International Training Program on Fishing Technology and Navigation for Pacific Countries	6/23/2009	7/4/2009	9
102	International Training on Appropriate Mechanization and Water Management for Dry Land Agriculture in African Countries	8/2/2009	8/15/2009	6
103	International Training Program on Handling Pests and Fish Diseases for Asian and Pacific Countries	4/18/2010	4/29/2010	11
104	International Training Workshop on Micro Hydro Development to Empowerment of Rural Economy in Remote Areas	5/3/2010	5/9/2010	23
105	International Training Program for Timor Leste on Forest Rehabilitation	6/1/2010	6/30/2010	20
106	International Training Workshop on Poverty Reduction	6/8/2010	6/13/2010	11
107	International Training Workshop on Local Economic Development	6/16/2010	6/21/2010	13
108	International Training Program on Business Incubator to Develop the Palestinian SMEs: Focusing on Creative Industry	7/1/2010	7/31/2010	
109	International Training on TV Documentary Program Production	7/6/2010	8/3/2010	14
110	International Training Program on Business Incubator to Develop SMEs: Focusing on Creative Industry	7/14/2010	7/23/2010	11
111	International Training Program on Handling Pests and Fish Diseases for Asian and Pacific Countries	10/1/2010	10/31/2010	
112	International Training Workshop on Democratization	10/10/2010	10/14/2010	20

**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
<b>Institution: Ministry of Forestry RI</b>				
113	International Training on Multi Disaster Risk Management: Focusing on Forest Rehabilitation for Timor Leste	5/4/2009	5/19/2009	30
<b>Institution: Ministry of Industry RI</b>				
114	DG of SMI of the Ministry of Industry provides training on weaving, furniture, bamboo, and plaiting			15
115	Training on mechanical drawing for Palestinian people to enhance capacity building of Palestine	5/25/2009	6/19/2009	13
<b>Institution: Ministry of Public Work RI</b>				
116	The First International Training Course in Irrigation Operation and Maintenance	10/9/2001	11/8/2001	24
117	Training on Project Cycle (Planning, Appraisal and Management on Infrastructure Project) for The Officials of Palestine	4/13/2009	4/24/2009	12
118	Road Reconstruction and Rehabilitation Training (Batch I)	1/31/2011	2/12/2011	10
119	Road Reconstruction and Rehabilitation Training (Batch II)	2/14/2011	2/26/2011	10
<b>Institution: Ministry of Social Affairs</b>				
120	International Training Course on Vocational Rehabilitation for Persons with Disabilities (2007)	7/30/2007	9/8/2007	16
121	Third Country Training Programme on Vocational Rehabilitation for Persons with Disabilities (2010)	6/15/2010	7/27/2010	16
<b>Institution: Multi-Media Training Center (MMTC) Yogyakarta</b>				
122	Third Country Training Program on TV Documentary Program Production and Management			
123	The Second International Training Course on TV Program Production and Management			
124	The First International Training Course on TV Program Production and Management			
<b>Institution: NAM Centre for South-South Technical Cooperation</b>				
125	Regional Training on Micro Credit Scheme for East Asia and the Pacific Region	8/27/2002	8/31/2002	14
126	Regional Training on Micro Credit Scheme in Southern Africa Region	10/11/2002	10/25/2002	21
127	Regional Training on Microfinance for Practitioners in South and Central Asia Region	3/24/2003	3/28/2003	21
128	Training on Appropriate Mechanization and Water Management for Dryland Agriculture	8/18/2003	9/16/2003	17
129	International Training Course on Information Technology Education Methodology	8/18/2003	9/16/2003	
130	Training on Information and Communication Technology Networking Establishment	12/6/2004	12/14/2004	18
131	Third Country Training Programme on Microfinance for African Region	1/17/2005	2/4/2005	15
132	Training on Micro-Enterprise, Micro-Finance, and Marketing of Rural Products	8/1/2005	8/6/2005	16
133	Third Country Training Programme on Microfinance for African Region	9/5/2005	9/24/2005	18
134	International (Asia Pacific) Training Course on Preparation and Analysis of Rural Development Projects	12/5/2005	12/14/2005	37
135	Third Country Training Programme on Microfinance for African Region	7/24/2006	8/11/2006	12

**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
136	Regional Training Workshop on Enhancing Women's Role in SMEs Development	9/18/2006	9/22/2006	17
137	Capacity Building Programme for Developing-Eight (D-8) Countries on Microfinance	11/6/2006	11/12/2006	17
138	International Training Programme on Business Incubator to Develop Small and Medium Enterprises for Asia, Africa and Pacific Countries	11/20/2006	11/25/2006	18
139	Training Workshop on Dispute Settlement Mechanism in Investment	4/24/2007	4/26/2007	39
140	Training on Renewable Energy: Micro Hydro Power for Rural Development	5/7/2007	5/12/2007	18
141	Training on Microfinance: Establishing and Managing Micro Finance Institution	6/16/2007	6/20/2007	10
142	Third Country Training Programme on Microfinance for African Region: Establishing and Managing Microfinance Institution (MFI)	11/5/2007	11/20/2007	11
143	Skill Training on Wood Carving for the LAO People's Democratic Republic	11/22/2007	12/19/2007	25
144	Regional Training Workshop on Renewable Energy	2/25/2008	3/1/2008	33
145	Training on Operational Management of Microfinance	4/13/2008	4/18/2008	16
146	Third Country Training Programme on Microfinance for African Region: Establishing and Managing Microfinance Institution (MFI)	10/27/2008	11/11/2008	10
147	Advanced Training on Wood Carving for Lao Participants	1/28/2009	2/28/2009	3
148	Third Country Training Programme on Microfinance for African Region: Establishing and Managing Microfinance Institution (MFI)	7/27/2009	8/11/2009	12
149	International Training Workshop on Local Economic Development through Business Development Services	6/16/2010	6/20/2010	12
150	Training on Jewelry Production	7/5/2010	7/30/2010	45
151	Training Operational Management of Microfinance Focusing on Non-Interest Based (Sharia) Microfinance	9/26/2010	10/2/2010	11
152	Executive Training Course on Global Health Diplomacy for ASEAN Countries	10/18/2010	10/22/2010	25
153	Third Country Training Programme on Microfinance for African Region: Establishing and Managing Microfinance Institution (MFI)	11/1/2010	11/12/2010	10
<b>Institution: National Agribusiness In Service TC on Dairy Husbandry &amp; Post Harvest Technology</b>				
154	The Third ASEAN Training Course On Dairy Husbandry Technology	2/15/2006	3/17/2006	21
<b>Institution: National Coordinating Agency for Surveying and Mapping</b>				
155	Third Country Training Programme on Geoinformation for Decision Support System on Natural Hazard Management	7/26/2010	8/6/2010	10
<b>Institution: Sabo Training Center (STC) Yogyakarta</b>				
156	The 1st International Training Course on Sabo Engineering	11/1/1988	11/26/1988	13
157	The 2nd International Training Course on Sabo Engineering	1/18/1990	2/18/1990	15

**Table 2.2. Summary of Existing International Training Programs**

No	Title	Start Date	End Date	No. Participants
158	The 3th International Training Course on Sabo Engineering	11/14/1990	12/11/1990	15
159	The 4th International Training Course on Sabo Engineering	11/20/1991	12/17/1991	14
160	The 5th International Training Course on Sabo Engineering	11/4/1992	12/2/1992	13
161	The 6th International Training Course on Sabo Engineering	1/15/1993	2/10/1993	12
162	The 7th International Training Course on Sabo Engineering	10/12/1994	11/9/1994	15
163	The 8th International Training Course on Sabo Engineering	10/12/1995	11/13/1995	15
164	The 9th International Training Course on Sabo Engineering	10/12/1996	11/13/1996	13
165	The 10th International Training Course on Sabo Engineering	10/9/1997	11/11/1997	16
166	The 11th International Training Course on Sabo Engineering	2/10/1999	3/16/1999	14
167	The 12th International Training Course on Sabo Engineering	9/1/1999	10/5/1999	12
168	The International Training Course on Sabo Engineering and Water Induced Disaster Countermeasures	9/13/2000	10/17/2000	14
169	The International Training Course on Sabo Engineering and Water Induced Disaster Countermeasures	9/4/2002	10/8/2002	
<b>Institution: State Secretariat RI</b>				
170	The Third Country Training Programme on TV Programme Production Using Digital Technology	2/4/2007	3/3/2007	12
171	The International Training Course on Advance Veterinary Drug Quality Control	2/4/2007	3/10/2007	9
172	Third Country Training Course of Artificial Insemination on Dairy Cattle	2/19/2007	3/17/2007	20
173	TCTP on Tree Improvement for Fast Growing	3/2/2007	3/16/2007	19
174	The TCTP on Forest Tree Improvement for fast Growing Species	3/5/2007	3/17/2007	16
175	ASEAN Training Course on Post Harvest Technology on Fruits and Vegetables	3/11/2007	3/14/2007	25
176	International Training Course on Geo-Information System for Natural Hazard Management and Disaster Reduction	6/19/2007	8/9/2007	12
177	Third Country Training Programme on Micro Finance for African Region	7/9/2007	7/27/2007	20
178	Third Country Training Programmme on Capacity Building for Poverty Reduction (2007)	8/4/2007	8/24/2007	20
179	Third Country Training Programme on Hatchery and Mariculture Technology on Grouper Species	8/20/2007	9/10/2007	9
180	International Training Course on Managing Information, Education and Communication for Family Planning/Reproductive Health: Indonesian Experiences	9/1/2007	9/21/2007	
181	International Training Course on Quality Assurance of Live Attenuated Polio and Measles Vaccine	10/29/2007	11/28/2007	8
182	Third Country Training Course of Artificial Insemination on Dairy Cattle	2/26/2008	3/24/2008	18
183	International Training Course on Managing Information, Education and Communication for Family Planning/Reproductive Health: Indonesian Experiences	8/6/2008	9/4/2008	20
184	Third Country Training Programmme on Capacity Building for Poverty Reduction	8/19/2008	8/29/2008	8

**Table 2.2. Summary of Existing International Training Programs**

<b>No</b>	<b>Title</b>	<b>Start Date</b>	<b>End Date</b>	<b>No. Participants</b>
185	The 2nd International Training Course in Information Technology-Based for Electric Engineering Education	10/14/2008	11/7/2008	13
186	Third Country Training Programme on Establishing and Managing Microfinance for African Region	10/27/2008	11/11/2008	10
187	Training of Trainer for Participatory Training Program on Agricultural Extension Methodology	11/9/2008	11/22/2008	16
188	Third Country Training Programme on Integrated Maternal Neonatal and Child Health (MNCH) Services with Mother and Child Health Handbook (MCH) in The Era of Decentralization (2010)	7/28/2010	8/3/2010	12
189	The Training Programme for Young Leaders JFY 2010	10/12/2010	12/22/2010	



**3.1. DEFINITION OF EVALUATION**

Evaluation is an essential part of management. Its basic function is to give information to all stakeholders on the process of an activity. Using the information extracted from evaluation, stakeholders can further make decision on improvement of the respective activity.

There are several definitions that are used to define evaluation. Stufflebeam and Shinkfield (2007) elaborate that the meaning of “*evaluation*” evolves overtime. The reason for this is because the society has been using different approaches to evaluation throughout the time. Before, evaluation was frequently related to making assessment of achievement against objectives. Using this point-of view, evaluation is defined as a way to determine whether some objectives have been achieved. This definition is no longer widely accepted, as evaluation should be more than just being oriented to objectives attainment, rather it should focus more on taking information necessary in improving the considered activity. In 1970s era, evaluation was more perceived as collection and analysis of information, in quantitative approach, which can be used by decision makers. Stufflebeam and Shinkfield prefer to adopt the definition of evaluation defined by The Joint Committee. It defines evaluation as “systematic assessment of the worth or merit of an object”.

On the other hand, Spaulding (2008) explains the difference between program evaluation and research. He states that program evaluation is directed for the purpose of decision-making, while research is conducted in order to build common understanding and knowledge of a topic and to advice practice. He emphasizes that program evaluation focuses on examining programs in order to determine the programs worth and then draw advices for the improvement of the programs.

The JICA Evaluation Handbook (2004) defines evaluation as a way of building value judgment using objective evidences. It emphasizes that determining whether objectives are achieved is not the essential part of evaluation, rather it stresses that the most important factors of evaluation is drawing recommendations for further improvement.

The study on Monitoring and Evaluation made by AusAid (1997) defines evaluation as a time for assessment that systematically and objectively assesses the relevance, performance and success/effectiveness of ongoing and completed programs and projects. The study also emphasizes that evaluation is different with monitoring. Monitoring can support evaluation but it is not a substitute of evaluation. Monitoring is defined as activity, which includes information and data gathering of a program.

Furthermore, Russ-Eft and Preskill (2009) compare various definitions of evaluation from extensive sources. They conclude that there are several similarities that these different definitions share. First, Russ-Eft and Preskill infer that those various definitions agree that evaluation is a

systematic process. In this case, evaluation is seen as a planned activity and by itself carries purposes. Second similarity is that evaluation incorporates data collection about society in general and organizations and/or programs particularly. Third, all definitions perceive evaluation as a process of improving knowledge and decision-making. Lastly, the similarity of various definitions of evaluation is that the term of evaluation is utilized either implicitly or explicitly in each of considered definition.

### **3.2. EVALUATION PRINCIPLE FOR TRAINING**

The MEASURE Manual Series on Guide to Monitoring and Evaluation of Capacity Building Interventions in the Health Sector in Developing Countries (2003) elaborates comprehensively the link between capacity building, training and evaluation's characteristics of capacity-building evaluation. First, it defines capacity building as a process that improves the ability of a person, group, organization or system to meet objectives or to have better performance. In reality, capacity building can take various forms depends on the objectives of capacity building and the context in which capacity building is needed. However, it is common to equate capacity building with training because training is one of the most used mean in capacity building. The study also mentions several attributes of capacity and capacity building that should be taken as a guide in perceiving capacity-building evaluation. They are as follows:

- 1) *Capacity building can be defined only in terms of a specific objective or goal.* It means that the link between capacity and performance should be taken as the guide for evaluation of capacity-building interventions. In other words, improved performances indicate success of capacity development.
- 2) *Capacity (and capacity building) are dynamic and volatile.* This shows that capacity building is an ongoing process. The process' stages can be measured using evaluation as development outcomes
- 3) *Capacity building is multidimensional.* This means that analysis of capacity levels using measurement should force evaluators to think in terms of multifaceted systems. It is important for the evaluators to take into account connections and forces within the evaluated system in understanding the system's outcomes.
- 4) *Capacity depends on the context.* Evaluators should comprehend that there are external factors that influence capacity not only directly but also indirectly. These factors include cultural, social, economic, political, legal and environmental variables.

Given the elaboration above, the MEASURE manual series on Guide to Monitoring and Evaluation of Capacity Building infers that there are differences between common evaluation and evaluation of capacity building, e.g. evaluation of training. In general, evaluation concerns more on measuring performance and focuses less on the way or process of how the performances are achieved. Meanwhile, evaluation for capacity building concentrates more on processes and other qualitative aspects of individual and organizational change. Hence, it is often the case that evaluation of capacity building tries to measure actions and or results that are difficult to be measured. This

implies that it is important to use a broad measurement approach in evaluation capacity building intervention in order to get clear understanding of interaction among different aspects of capacity and how these aspects work together.

Tripathi and Reddy (2007) states several principles that should be followed to ensure evaluation to be effective. The evaluation should be conducted along the following principles:

- 1) Evaluation must be planned. Before evaluation, some questions such as what to be evaluated, when the evaluation, what the means of evaluation and who the evaluators should be answered.
- 2) Evaluation must be relevant. The purpose of evaluation should be pertinent to the objectives of training program.
- 3) Evaluation must be objective.
- 4) Evaluation must be verifiable.
- 5) Evaluation must involve all parts of training program.
- 6) Evaluation must be continuous.
- 7) Evaluation must be specific and not only drawing generalizations.
- 8) Evaluation must be feasible.
- 9) Evaluation must be qualitative
- 10) Evaluation must be cost-effective.

The above principles seem very comprehensive and demanding. However, Stufflebeam and Shinkfield's idea on evaluation does go along with the principles. They highlight that evaluation is universal. Evaluation is a process of providing clear evidence to matters such as reliability, effectiveness, efficiency, safety, ease of use and decency. However, they also stress that there is no methodology of evaluation that is the best for all kinds of activities, rather an eclectic approach may be better for a specific context.

The study on Monitoring and Evaluation made by AusAid also highlights that evaluation is associated with project effectiveness, i.e. evaluation analyze how efficient the project outputs are in achieving intended impacts. Evaluation is said to be a time-specific activity. It captures a snapshot of a project's performance at a particular period of time and then tries to improve the rest of the project period and/or draw some inferences for other projects or programs.

### **3.3. THE IMPORTANCE OF EVALUATION**

Russ-Eft and Preskill (2009) elaborates several benefits of evaluation that make it sensible and important to be incorporated to organizational practices. The first benefit is the ability of evaluation to improve quality. The second benefit is that evaluation may increase knowledge in the organization in general and especially among organization members. This will further improve the organization's

evaluation capacity. The third benefit is that evaluation can be a mean in determining priority of resources. Next, evaluation contributes in planning and implementing organizational initiatives. Other benefit of evaluation is that it pushes organization members to be accountable. Lastly, findings drawn through evaluation can also help to ensure the effectiveness of organizational initiatives.

The MEASURE manual series on Guide to Monitoring and Evaluation of Capacity Building highlights several importance of capacity-building evaluation. First, a well-defined evaluation strategy can help users of evaluation results in understanding how multifaceted and multidimensional variables work in capacity and thus in influencing performance. Second, evaluation can help stakeholders in thinking strategically about capacity development and how it may work under various circumstances.

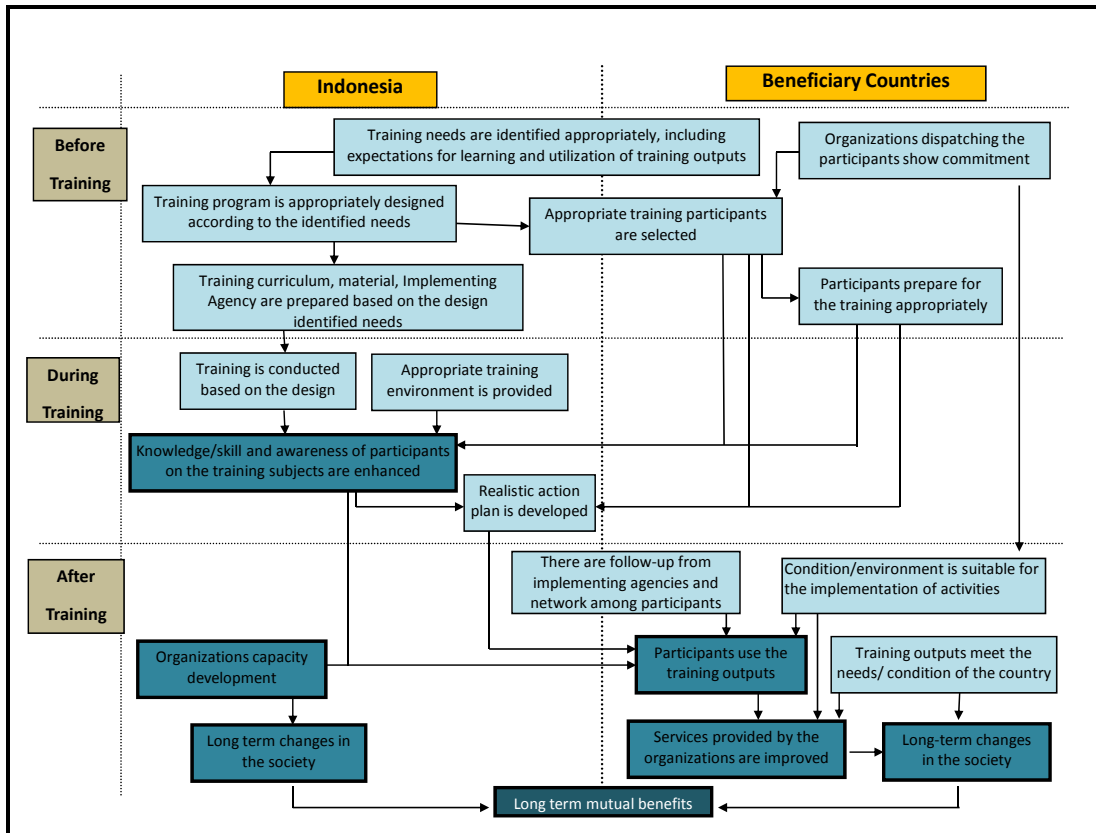
The study on Monitoring and Evaluation made by AusAid states that the most important purpose of evaluation is to provide lessons that can help stakeholders in designing new project and programs. Moreover, it emphasizes that well-disclosed mechanism of evaluation results can be beneficial to wider range of people and institutions. Evaluation is also beneficial in assuring accountability. In the case of the existence of donor, evaluation is also taken as a mean to help stakeholders in checking whether the program is running well and can achieve desired outcomes.

**4.1. RATIONALES FOR SUCCESSFUL INTERNATIONAL TRAINING**

As a member of South South Cooperation, Indonesia has the goal to accelerate national economic development and support the development of South Countries as well as to improve collective self-reliance on the basis of solidarity, mutual opportunity and benefit. Conducting international training programs and inviting all members of South South Cooperation to participate is one strategy to achieve the goal, as the training will benefit both Indonesia and the participants' countries.

In order to have a successful international training, several aspects should be taken into consideration: (i) appropriate training needs identification, by taking into account the needs of both Indonesia and beneficiaries countries; (ii) appropriate planning to design the training, e.g. developing training curriculum and materials, preparing Implementing Agencies, selecting participants, setting target of achievement, etc., (iii) high-quality implementation of the training to achieve the targets, e.g. increase knowledge/skills and awareness of participants, develop an action plan, etc., and (iv) appropriate actions to maintain internal and external benefits and sustainability of training. The flow of rationale for a successful international training can be seen below.

**Figure 4.1. Rationales for Successful International Training**



## 4.2. TYPES AND POSITION OF EVALUATION

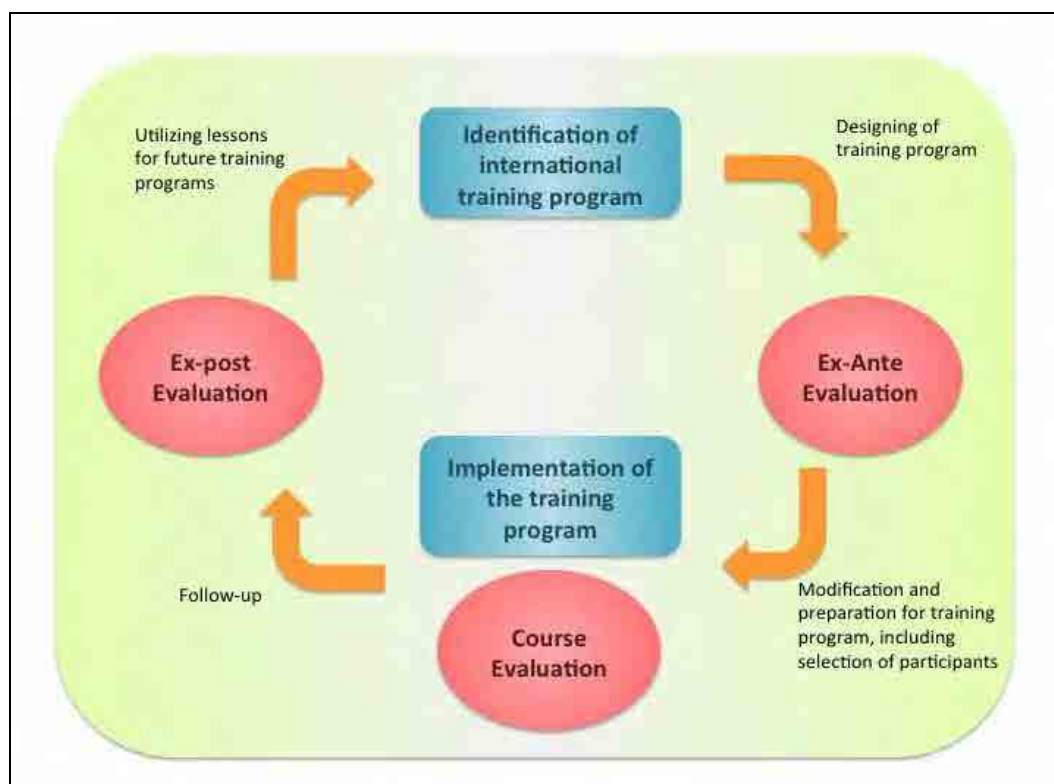
In order to verify the success of an international training program, evaluations should be conducted at the specific time and on specific target during the whole process of training. There are three types of evaluations that are usually implemented, namely:

1. Ex-ante evaluation: to examine the necessity of the training and appropriateness of training design, conducted before the program is implemented;
2. Course evaluation: to verify the achievements of the training, executed during its implementation, and
3. Ex-post evaluation: to determine the benefit and sustainability of the training on the individual and/or organization and/or the beneficiary country (ies) and to examine any possible follow-up activities after the training

Types and positions of evaluation for international training program<sup>1</sup> are illustrated as below.

**Figure 4.2. Types and Positions of Evaluation**

<sup>1</sup> Guideline on Evaluation Mechanism to be formulated in this service focuses on the evaluation mechanism of international training program conducted in Indonesia. The guideline does not include the evaluation mechanism for other capacity development programs, such as in-country training at beneficiary countries, international seminar and workshop, and others.



### 4.3. EVALUATION CRITERIA

As the success of a program is determined by its evaluation results, some criteria are used to guide the assessment. Evaluation criteria are utilized to explain the inter-relationship among input, activity, outputs, outcomes, and overall goal of a training process. There are several evaluation criteria, which are utilized worldwide. Among those, the OECD/DAC five evaluation criteria are commonly used. Those criteria are:

**Table 4.1. OECD/DAC Five Evaluation Criteria**

Criteria	Objectives	Links
Relevance	Verify the consistency between policies and needs, or appropriateness of design, etc.	Input, activity, outputs, outcomes and overall goal
Effectiveness	Verify how the implementation of the training has benefited the beneficiaries	Outputs and outcomes
Efficiency	Verify how resources/inputs are converted to results, i.e. training cost & effects	Input, activity, and outputs
Impact	Verify effects of trainings in the longer term	Outcomes and overall goal
Sustainability	Verify whether and how benefits from training	Outputs, outcomes and overall

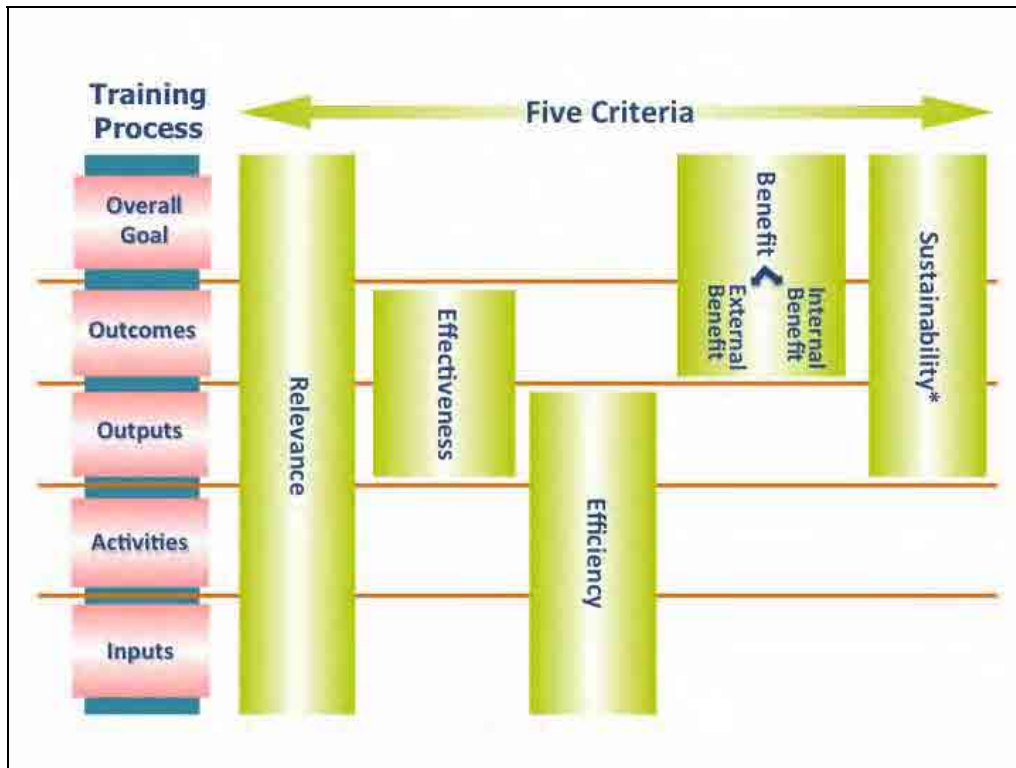
	can be sustained	goal
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After further discussion with stakeholders, it is suggested to explore the impact criteria extensively to differentiate its internal benefits on Indonesia, i.e. to Implementing Agencies, Government of Indonesia and the Indonesian society as a whole, and its external benefits on beneficiaries, i.e. to alumni, organizer, or beneficiary countries- while keeping the other four criteria. Therefore, the evaluation criteria, which will be used for the evaluation assessment, are shown on the **Figure 4.3**.below. Furthermore, those five evaluation criteria can be classified to each evaluation type based on its purpose:

1. Ex ante evaluation: relevance, effectiveness, and efficiency
2. Course evaluation: relevance, effectiveness, and efficiency
3. Ex post evaluation: relevance, benefit and sustainability



Figure 4.3. The Evaluation Criteria for Indonesia International Training Program



#### 4.4. EVALUATION FRAMEWORK

In order to attain best result in designing evaluation guidelines, some indicators/characteristics are checked and determined to set a framework evaluation. Although this framework evaluation will not be the end result, it is an important step, that will steer the formulation of evaluation guidelines. The framework evaluation consists of:

- a) Objective of each evaluation's type;
- b) Time to implement evaluation;
- c) Target evaluation to set what training will be evaluated;
- d) Evaluator to verify who should plan and conduct the evaluation;
- e) Target to be evaluated to explain what or who will be evaluated;
- f) Source of information to verify person/institution who will give information or interviewed;
- g) Evaluation criteria to be utilized;
- h) Main evaluation points to be checked;
- i) Appropriate methods to be utilized;

- j) Evaluationsite to conduct evaluation, and
- k) Disclosure to disseminate the results of evaluation.

The evaluation framework and characteristics of the International Training Program is shown below.

**Table 4.2. Summary of Evaluation Framework**

Indicators/ Characteristics	Evaluation Types		
	Ex Ante Evaluation	Course Evaluation	Ex Post Evaluation
<b>Objectives</b>	To examine the necessity of the training and appropriateness of training design	To examine the achievements of the training	To examine the benefit and sustainability of training
<b>Time</b>	During the preparation of the training, 2-3 months prior to the training program, depend on: <ul style="list-style-type: none"> <li>• types of course (regular or new one)</li> <li>• source of fund (State Budget or donor)</li> <li>• topics of the course</li> <li>• who prepares course's proposal,</li> <li>• types of documents should be submitted</li> <li>• selection of beneficiary countries and participants</li> </ul>	During the course program, at the end of the training	<ul style="list-style-type: none"> <li>• 1-2 years after the course ended to verify the impact on individual and/or organization;</li> <li>• 5 years after the program ended to verify the impact on countries (both beneficiary countries and/or Indonesia)<sup>2</sup>.</li> </ul>
<b>Programs to be Evaluated</b>	All programs	All programs	Selected programs, based on the policy of National Coordinating Team, budget, etc.
<b>Evaluator</b>	<ul style="list-style-type: none"> <li>• <b><u>PLANNER</u></b> National Coordinating Team<sup>3</sup>, Implementing Agency</li> <li>• <b><u>IMPLEMENTER</u></b><sup>4</sup> Evaluation team under National Coordinating Team, Line Ministries, External Evaluator (if possible)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PLANNER/IMPLEMENTER</u></b> Implementing Agency</li> <li>• <b><u>SUPERVISOR</u></b> National Coordinating Team (NCT), Line Ministries</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PLANNER</u></b> National Coordinating Team, Donor</li> <li>• <b><u>IMPLEMENTER</u></b> Evaluation team under National Coordinating Team, External Evaluator (if possible)</li> </ul>
<b>Target to be</b>	• Programs	• Programs	• Alumni

<sup>2</sup> The 5 year ex-post evaluation aims to analyze specific achievement set by the Government, therefore the evaluation should be considered by the National Coordinating Team (NCT).

<sup>3</sup> National Coordinating Committee for South South Cooperation (SSC) was established by the Ministerial Decree of Bappenas no. 56/M.PPN/HK/08/2010 to develop policy guidelines in establishing SSC.

<sup>4</sup> Questionnaires to select participants will be provided by IAs or the NCT.

Indicators/ Characteristics	Evaluation Types		
	Ex Ante Evaluation	Course Evaluation	Ex Post Evaluation
<b>Evaluated</b>	<ul style="list-style-type: none"> <li>Capacity of Implementing Agency</li> </ul>	<ul style="list-style-type: none"> <li>Participants</li> <li>Management of Implementing Agency</li> </ul>	<ul style="list-style-type: none"> <li>Alumni's organizations</li> <li>Programs</li> </ul>
<b>Source of Information</b>	<ul style="list-style-type: none"> <li>National Coordinating Team</li> <li>Implementing Agency</li> <li>Organization of target countries (if possible)</li> </ul>	<ul style="list-style-type: none"> <li>Participants</li> <li>Implementing Agency</li> </ul>	<ul style="list-style-type: none"> <li>Alumni</li> <li>Alumni's Superordinate</li> <li>Implementing Agency</li> <li>National Coordinating Team</li> </ul>
<b>Evaluation Criteria</b>	<ul style="list-style-type: none"> <li>Relevance</li> <li>Effectiveness</li> <li>Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Relevance</li> <li>Effectiveness</li> <li>Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Relevance</li> <li>Benefit</li> <li>Sustainability</li> </ul>
<b>Main Evaluation Points</b>	<ul style="list-style-type: none"> <li>Validity of the training</li> <li>Capacity of the Implementing Agency</li> <li>Project design, including the objective and achievement targets</li> </ul>	<ul style="list-style-type: none"> <li>Learning achievement by participants</li> <li>Training process/ environment/ management</li> <li>Analysis of promoting/ inhibiting factors</li> </ul>	<ul style="list-style-type: none"> <li>Utilization of training results by participants</li> <li>Impact of the training at organizations and society in beneficiary countries</li> <li>Change in the capacity of the Implementing Agency</li> </ul>
<b>Main Method/ instruments</b>	<ul style="list-style-type: none"> <li>Document review: <ul style="list-style-type: none"> <li>Report of international meetings/conference</li> <li>Organization profile and experience of selected Implementing Agencies (IAs)/ organizers,</li> <li>Technical &amp; financial training proposals,</li> <li>Requirements of candidates,</li> <li>Selection process,</li> <li>Country Report of beneficiaries countries</li> <li>Statistics</li> <li>Draft Action Plan</li> </ul> </li> <li>Interview with NCT</li> <li>Interview with IA</li> <li>Questionnaire to Organizations in beneficiary country</li> </ul>	<ul style="list-style-type: none"> <li>Document review: <ul style="list-style-type: none"> <li>Training proposal and training implementation report</li> <li>Financial proposal and financial report</li> <li>List and personal data of participants</li> <li>Interview with lecturers</li> <li>Assessment by lecturers</li> <li>Pre &amp; post test examination</li> <li>Technical and practical test/examination</li> <li>Observation or summary recap every day by IAs</li> <li>Action Plan Presentation</li> <li>Group Work</li> </ul> </li> <li>Questionnaires to participants</li> <li>Self assessment of IA</li> <li>Observation of</li> </ul>	<ul style="list-style-type: none"> <li>Document review: <ul style="list-style-type: none"> <li>Post-training report and communication with alumni;</li> <li>Report on follow-up visits;</li> <li>Country or policy report of beneficiary countries;</li> <li>Report of international meetings/ conference;</li> <li>Information on current issues;</li> <li>Alumni network (FB, Group Account, mailing list);</li> <li>Follow-up Visit to selected alumni countries (if possible)</li> </ul> </li> <li>Questionnaires to alumni</li> <li>Questionnaires to Alumni's superordinates</li> <li>Interview with IAs</li> <li>Interview with NCT</li> </ul>

Indicators/ Characteristics	Evaluation Types		
	Ex Ante Evaluation	Course Evaluation	Ex Post Evaluation
		Supervisory Institution (NCT, Line Ministry, Donor)	
<b>Evaluation Site</b>	Indonesia (and selected beneficiary countries, if possible)	Indonesia (at the training venue)	Indonesia (and selected beneficiary countries, if possible)
<b>Disclosure</b>	Result of evaluation should be disclosed to public, for example in the form of <b>Annual Summary Evaluation Report</b>		

Details of evaluation framework for each stage of evaluation will be elaborated in the next three chapters, which will cover evaluation process and stakeholders related to each evaluation stage.

#### 4.5. EVALUATION METHODS AND INSTRUMENTS

In order to bring all contents of evaluation together, methods of evaluation should be developed in a grid for each stage of evaluation, which consists of: (i) evaluation criteria; (ii) evaluation aspect; (iii) evaluation questions; (iv) measurement target (indicator); (v) necessary indicators; and (vi) methods. All components in the evaluation grid are interrelated to each other, and help the evaluator the most appropriate work plan for conducting an evaluation. The evaluation grid presented in this guideline can be used with flexibility and can be modified based on the characteristics of international training programs. It is important that the way to answer evaluation questions is specified in the evaluation grid. Furthermore, effective methods within limited sources should also be identified. The contents of the grid should be later properly reflected in evaluation instruments such as questionnaire or a questions sheet.

Evaluation grids for for each stage of evaluation should elaborate: (i) evaluation aspect; (ii) evaluation questions; (iii) measurement target (indicators); (iv) necessary information; and (v) evaluation methods. The evaluation grids for each stages of evaluation will be presented in Chapter 5 to 7. The evaluation gridsfor each evaluation stage cover evaluation criteria as follow:

- (1) Ex-Ante Evaluation:
  - a. Relevance
  - b. Effectiveness
  - c. Efficiency
- (2) Course Evaluation:
  - a. Relevance
  - b. Effectiveness
  - c. Efficiency
- (3) Ex-Post Evaluation:
  - a. Relevance
  - b. Benefits (Internal and External)
  - c. Sustainability

Based on the evaluation grids, both quantitative analysis and qualitative analysis can be used based on the characteristics of each evaluation stage as below.

(1) Ex-Ante Evaluation

In the Ex-Ante Evaluation, the evaluator is expected to examine the necessity of the training and appropriateness of the training design from various aspects. At this stage of the evaluation, it is difficult to rely on quantitative analysis methods (e.g., scoring) as many qualitative factors, such as characteristics and background of the program, are to be considered. Identification of necessary modification for the program and actions to be taken by the commencement of the project is another main task of the evaluator.

(2) Course Evaluation

Level of the training achievement is the main evaluation point of the course evaluation. Following quantitative information can be used as indicators to measure the overall training achievement; 1) achievement of target on the performance of the participants set at the time of planning, such as increase in the knowledge measured by the pre-test and post-test; and 2) overall satisfaction of the participants on the training. Analysis of promoting and inhibiting factors on the training achievement through the quantitative information (such as scoring by the participants) and qualitative information (such as opinions raised in the discussion with the participants) is also important for the course evaluation. In addition, qualitative information is also important in this stage of evaluation, especially to elaborate contributing and inhibiting factors of the training, and recommendation for improvement of the training and for future training.

(3) Ex-Post Evaluation

Quantitative information, such as percentage of the alumni using the training outcome and/or implementing action plans prepared during the training, can be used for the analysis in the ex-post evaluation. However, it is noted that there are constraints for the quantitative analysis for the ex-post evaluation due to the difficulty to collect information from alumni and to link the training outcome with the performance of the alumni with many of other factors. As the ex-post evaluation aims to extract lessons for future planning of the training program, more attention should be paid for the analysis of qualitative information, such as 1) how alumni have been utilizing training outcome, and 2) factors contributing/inhibiting the utilization of the training outcome. Analysis of case studies can be useful.

Based on the evaluation grids, instruments of evaluation have to be developed so that evaluator can apply the respective instruments for each evaluation stages. The instruments consist of evaluation questionnaires, evaluation questions, and list of documents/information needed for the evaluation. It has to be noted that the instruments presented here is not binding and can be modified based on each international training program. However, it is important that the evaluation instruments are in line with the evaluation grids, so that the overall objective of evaluation can be achieved. The instruments developed for each evaluation stage are presented as follow:

1) Ex-Ante Evaluation

- Interview Guideline (Form 1.1) for National Coordinating Team as source of information

- Interview Guideline (Form 1.2) for Implementing Agency as source of information
  - Questionnaire (Form 1.3) for Organizations in Beneficiary Countries as source of information
- 2) Course Evaluation
- Questionnaire (Form 2.1) for Participants as source of information
  - Questionnaire (Form 2.2) for Implementing Agency as source of information
  - Supervisor Comment (Form 2.3) for Supervising Organization as source of information
- 3) Ex-Post Evaluation
- Questionnaire (Form 3.1) for Alumni as source of information
  - Questionnaire (Form 3.2) for Alumni’s Superordinate as source of information
  - Interview Guideline (Form 3.3) for Implementing Agency as source of information
  - Interview Guideline (Form 3.4) for National Coordinating Team as source of information.

#### 4.6. EVALUATION REPORT

Evaluation does not end with data and information collection and analysis. There are some value judgements that should be made according to the evaluation criteria. In order to make useful recommendation and lessons learned, influential factors that affected the results should also be analyzed. The follow up are steps that have to be conducted after data and information collected are:

1. Data processing and analysis
2. Making value judgements according to evaluation criteria
3. Developing evaluation report based on data analysis and value judgements

Evaluation report for each stage of evaluation should be developed based on analysis on evaluation results. The reports are made by combining all information from the evaluation reports. **Table 4.3** summarizes the relation between evaluation report, evaluator, and evaluation instruments.

**Table 4.3. Summary of Evaluation Reports**

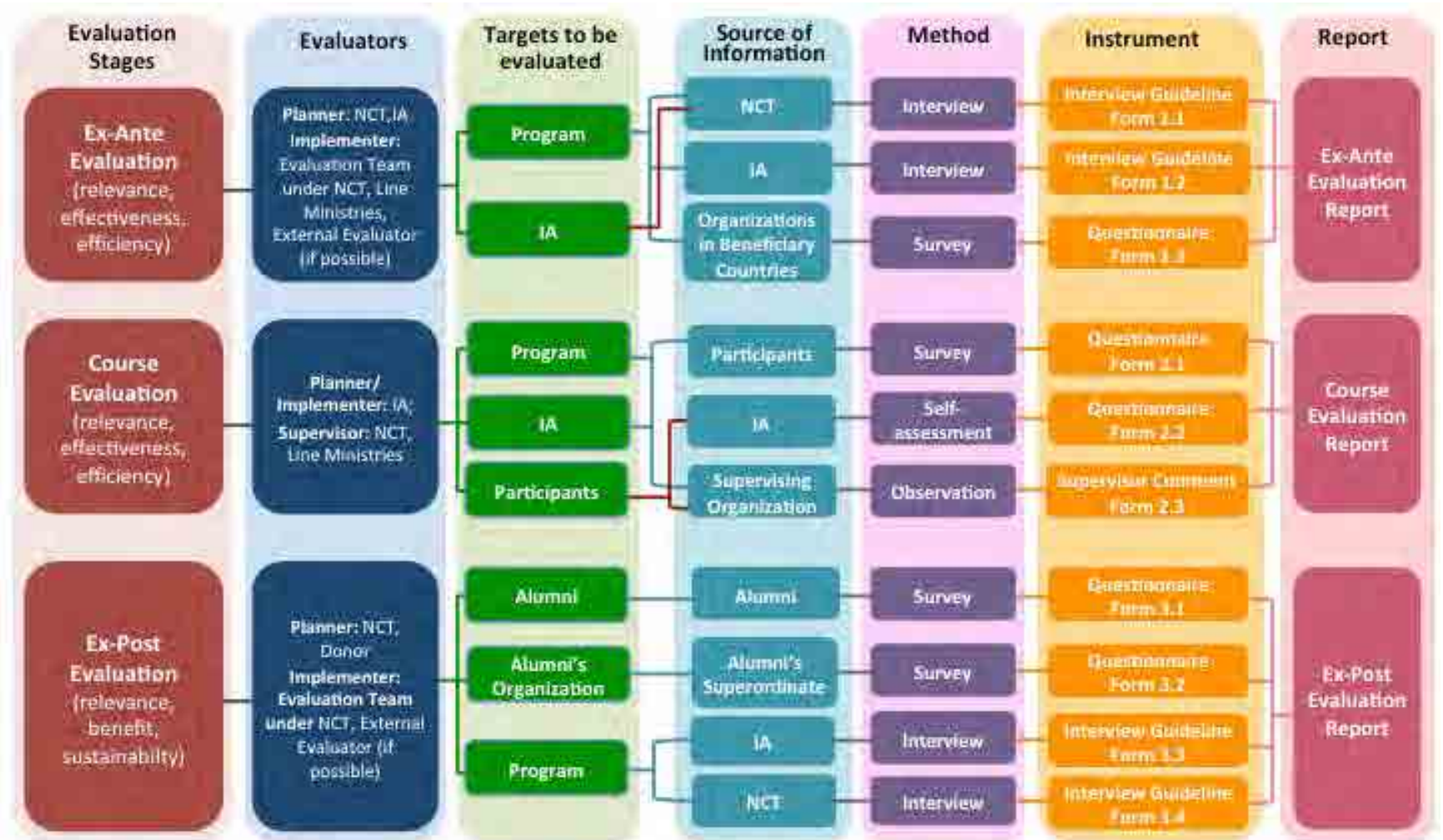
No	Evaluation Report	Contents	Evaluation Instruments	Evaluator: Implementer of Evaluation
1	Ex- Ante Evaluation Report	<ol style="list-style-type: none"> <li>1. Summary of the Training</li> <li>2. Evaluation study</li> <li>3. Evaluation results</li> <li>4. Recommendation</li> <li>5. Other findings (if any)</li> <li>6. Other information</li> </ol>	<ul style="list-style-type: none"> <li>▪ Interview guideline: Form 1.1</li> <li>▪ Interview guideline: Form 1.2</li> <li>▪ Questionnaire: Form 1.3</li> </ul>	Evaluation team under the National Coordinating Team, Line Ministries, or assigned external evaluator
2	Course Evaluation Report	<ol style="list-style-type: none"> <li>1. Summary of the Training</li> <li>2. Evaluation results</li> <li>3. Improvement plan for next training</li> <li>4. Recommendation for future international training program</li> <li>5. Comments from supervising organizations</li> </ol>	<ul style="list-style-type: none"> <li>▪ Questionnaire: Form 2.1</li> <li>▪ Questionnaire: Form 2.2</li> <li>▪ Supervisor comments: Form 2.3</li> </ul>	Implementing Agency

No	Evaluation Report	Contents	Evaluation Instruments	Evaluator: Implementer of Evaluation
		6. Other findings (if any) 7. Other information		
3	Ex-Post Evaluation Report	1. Summary of the Training 2. Evaluation study 3. Evaluation results 4. Improvement plan for next training 5. Lesson learned/recommendation 6. Other findings (if any) 7. Other information	<ul style="list-style-type: none"> <li>▪ Questionnaire: Form 3.1</li> <li>▪ Questionnaire: Form 3.2</li> <li>▪ Interview guideline: Form 3.3</li> <li>▪ Interview guideline: Form 3.4</li> </ul>	Evaluation team under the National Coordinating Team, or assigned external evaluator

Evaluation report is the final step of an evaluation scheme. Hence, evaluation scheme for each stage of international training programs evaluation will consist: (i) evaluator; (ii) targets to be evaluated; (iii) sources of information (respondents); (iv) evaluation methods; (v) evaluation instruments; and (vi) evaluation report. The scheme of for three stages of evaluation is presented in **Figure 4.4**.



Figure 4.4. Evaluation Scheme



The Chapter will provide guidelines to implement **ex-ante evaluation** for Indonesia's international training program under the South South Cooperation. The chapter is composed of:

1. Framework of ex-ante evaluation, which consists of detailed framework of ex-ante evaluation, process of ex-ante evaluation, and stakeholder of ex-ante evaluation.
2. Standar evaluation grid for ex-ante evaluation, which consists of: (i) evaluation criteria; (ii) evaluation aspects; (iii) evaluation questions; (iv) measurement target (indicators); (v) necessary information; and (vi) methods.
3. Scheme of ex-ante evaluation, which summarizes overall process of an ex-ante evaluation, from criteria of the evaluation to evaluation report.
4. Instruments of ex-ante evaluation, which include:
  - a. Form 1.1: Interview guidelines for the National Coordinating Team
  - b. Form 1.2: Interview guidelines for the Implementing Agencies
  - c. Form 1.3: Questionnaire for Organization in Beneficiary Countries
5. Format of ex-ante evaluation report, which includes a case study for example of developing an ex-ante evaluation report.

## 5.1. FRAMEWORK OF EX ANTE EVALUATION

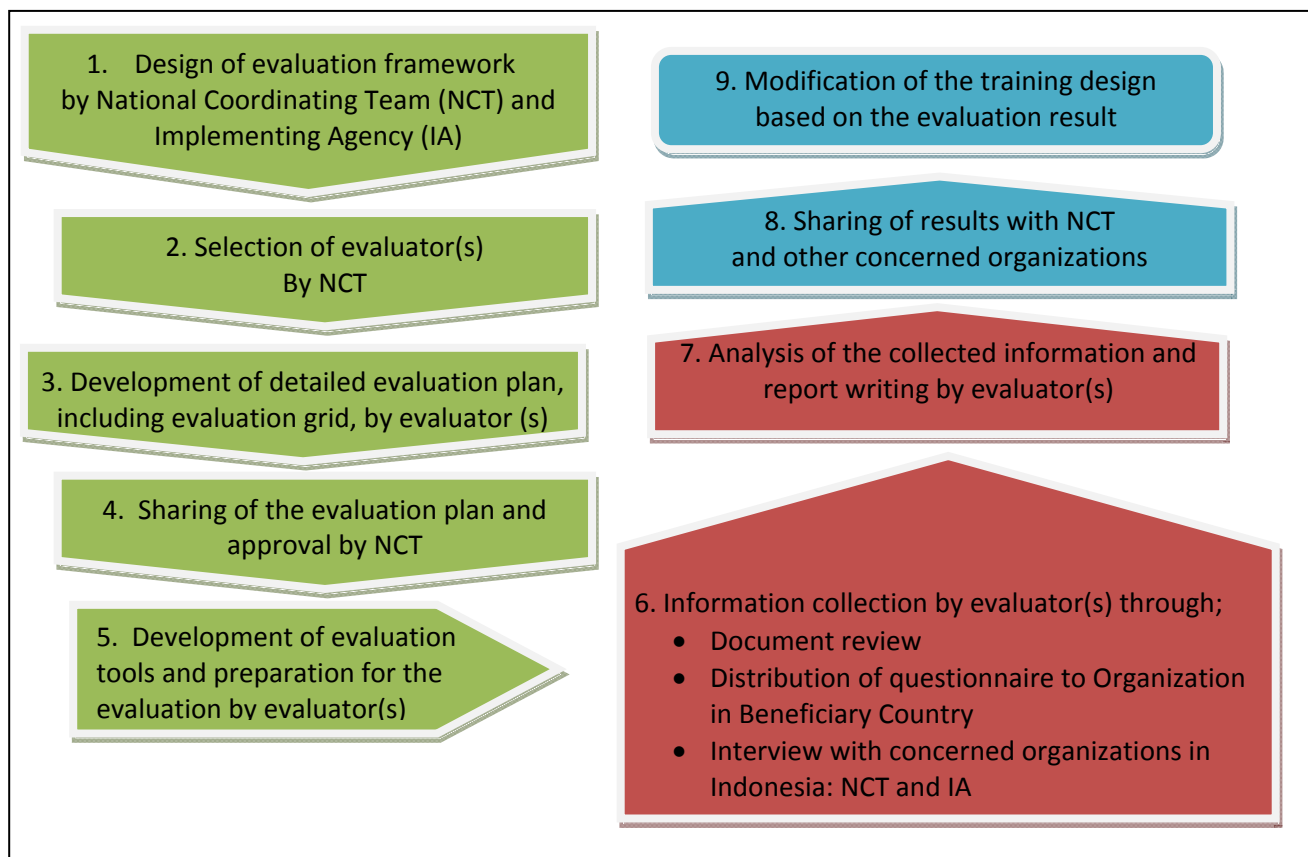
The main objective of ex-ante evaluation is to evaluate the appropriateness of training design given the necessity to conduct the training. This stage of evaluation should be performed 2-3 months before the implementation of the training. The exact timing of the evaluation depends on various training characteristics. It is also important that all training programs to receive ex-ante evaluation before their implementation. The table below elaborates further various roles needed in the ex-ante evaluation, targets to be evaluated, source of information, and evaluation site of ex-ante evaluation.

**Table 5.1. Framework and Main Characteristics – Ex-Ante Evaluation**

Framework and Main Characteristics		Remarks
<b>Objective</b>	To examine necessity of the training and appropriateness of training design	Necessity and design of the training are evaluated comprehensively. Training objectives and achievement targets are examined/ clarified in the evaluation.
<b>Time</b>	About 2 - 3 months prior to training	Ex-ante evaluation is an integral part of training's preparation. The preparation of the training depends on the target countries, types of training, and other aspects, e.g. requirement and selection of participants. The timing of Ex-ante Evaluation should be carefully set by the National Coordinating Team.
<b>Programs to be evaluated</b>	All programs	-
<b>Evaluator</b>	<ul style="list-style-type: none"> <li>• <b><u>PLANNER</u></b> National Coordinating Team</li> <li>• <b><u>IMPLEMENTER</u></b> Evaluation team under National Coordinating Team, Line Ministries, External Evaluator (if possible)</li> </ul>	Ex-Ante Evaluation is designed and conducted with the initiative of National Coordinating Team. As it requires intensive work to evaluate the framework of the training program comprehensively, employment of external evaluator(s) can be considered depending on the availability of budget.
<b>Target to be evaluated</b>	<ul style="list-style-type: none"> <li>• Programs</li> <li>• Capacity of IA</li> </ul>	-
<b>Source of Information</b>	<ul style="list-style-type: none"> <li>• National Coordinating Team</li> <li>• Implementing Agency</li> <li>• Organization of target countries (if possible)</li> </ul>	-
<b>Evaluation Site</b>	Indonesia (and selected beneficiary countries, if possible)	Visits to beneficiary countries are considered to deepen the understanding of training needs, if budget is available.

The figure below elaborates further the process of ex-ante evaluation. We can see clearly here that the National Coordinating Team (NCT) plays a major role in the evaluation that it should not only design the evaluation framework but also select the appropriate evaluator. It is also important for the evaluator to disseminate the results of the evaluation promptly, so that necessary measures can be taken and implemented in the training given the limited time between ex-ante evaluation and the implementation of the training.

**Figure 5.1. Evaluation Process – Ex-Ante Evaluation**



**Note:** Green =preparation phase; Red =implementation of ex ante evaluation; Blue =assessment phase

It is essential for all stakeholders to fully comprehend each of their roles in ex-ante evaluation. For example, many stakeholders of the training have to provide necessary information for the evaluators. The quality of ex-ante evaluation itself really depends on all information provided by these stakeholders. Thus, if one stakeholder does not fully perform its roles, the evaluators may have lack of information and may have limitation in giving judgement and analysis on the preparation stage of the training.

**Table 5.2. Stakeholders and Their Roles – Ex-Ante Evaluation**

Stakeholder	Roles in the Ex-Ante Evaluation
<b>National Coordinating Team</b>	<p><i>(Roles before Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Identification of international training program in collaboration with concerned organizations, including donor agencies.</li> <li>• Coordination with concerned organizations in Indonesia, including supporting agencies, and Ministry of Finance for the allocation of budget</li> <li>• Identification and selection of an appropriate Implementing Agency</li> <li>• Formulation of the training program in collaboration with the selected Implementing Agencies and concerned organizations</li> </ul> <p><i>(Roles in the evaluation)</i></p> <ul style="list-style-type: none"> <li>• Selection of evaluator(s)</li> <li>• Implementation of evaluation</li> <li>• Supervision of evaluation</li> </ul>
<b>Supporting Agencies (Line ministries, etc)</b>	<p><i>(Roles before Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Support to National Coordinating Team (NCT) to formulate the training program</li> </ul> <p><i>(Roles in the Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Provide information and ideas from technical view points</li> </ul>
<b>Implementing Agency</b>	<p><i>(Roles before Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Formulation of the training program in collaboration with National Coordinating Team, supporting agencies, and other concerned organizations</li> <li>• Provision of trainee' requirements</li> </ul> <p><i>(Roles in the Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Provision of information for evaluation</li> </ul>
<b>Organizations in beneficiary countries</b>	<p><i>(Roles before Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Provision of information/idea to formulate the training program</li> </ul> <p><i>(Roles in the Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Provision of information for evaluation</li> </ul>
<b>Evaluator(s)</b>	<p><i>(Roles for Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Design, preparation, implementation, and reporting of the evaluation</li> </ul>
<b>Donor Agencies</b>	<p><i>(Roles before Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Support for the formulation of the training program to National Coordinating Team</li> </ul> <p><i>(Roles in the Evaluation)</i></p> <ul style="list-style-type: none"> <li>• Provision of the financial support for evaluation, if required and necessary</li> </ul>

	<ul style="list-style-type: none"><li>• Supervision of evaluation</li></ul>
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## 5.2. STANDARD EVALUATION GRID FOR EX-ANTE EVALUATION

Table below elaborates in details evaluation aspects, evaluation questions, measurement target, necessary information and methods designed for each evaluation criteria that are analyzed in ex-ante evaluation, i.e. relevance, effectiveness, and efficiency.

**Table 5.3. Standard Evaluation Grid for Ex-ante Evaluation**

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary information	Methods
<b>Relevance</b>	Appropriateness of needs identification	Are the training subject and contents still in line with the policy and condition of beneficiary countries?	Training subject is in line with policy and condition in the beneficiary countries	<ul style="list-style-type: none"> <li>Policy in the beneficiary countries</li> </ul>	<ul style="list-style-type: none"> <li>Document review (report international meetings/conferences)</li> <li>Interview with concerned organizations in Indonesia</li> <li>Interview with organization in beneficiary countries and international training alumni (if possible)</li> <li>Interview with the National Coordinating Team</li> </ul>
		Are the training subject and contents still relevant with the development issue or priorities in the beneficiary countries?	Relevance of training subject and contents in the development issue or priorities in the beneficiary countries	<ul style="list-style-type: none"> <li>Situation in the related fields of beneficiary countries</li> </ul>	
		Are the training subjects still in line with current Indonesian international policy and priorities?	Training subject is in line with current Indonesian international policy and priorities	Current Indonesian international policy and priorities	
	Appropriateness of training design	Is the training appropriately designed? (training's rationales, objectives, curriculum, and methods are in line)	Appropriateness of the training design	Training design	<ul style="list-style-type: none"> <li>Document review (organization profile and experiences of selected Implementing Agencies)</li> <li>Interview with the National Coordinating Team, the Implementing Agency(IA)</li> </ul>
		Is training duration appropriate?	Appropriateness of duration	Training contents and duration	
		Is the cost of training justified?	Appropriateness of training cost	Training cost	



Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary information	Methods
		Does Indonesia have technical advantages (experience and expertise) to provide the training?	Availability of experience/expertise in the related field	Experience and expertise of Indonesia	and concerned organizations in Indonesia
		Is there appropriate Implementing Agency who has sufficient capacity to conduct the training?	Availability of the appropriate Implementing Agency	Candidate organizations and their capacities	
		Does the training content meet the identified needs of beneficiary countries?	Consistency of training contents with training needs	Training contents and needs	<ul style="list-style-type: none"> <li>• Document review (organization profile and experiences of selected Implementing Agencies)</li> <li>• Questionnaire to organizations in beneficiary countries</li> </ul>
		Are the beneficiary countries appropriate?	Appropriateness of beneficiary countries	Training contents and situation in the related fields of beneficiary countries	<ul style="list-style-type: none"> <li>• Interview with the Implementing Agency and the National Coordinating Team</li> <li>• Interview with organization in beneficiary countries and international training alumni ( if possible)</li> </ul>
<b>Effectiveness</b>	Appropriateness of training objectives	Are training objectives clearly and appropriately set?	Clear and appropriate setting of objectives	Training objectives	<ul style="list-style-type: none"> <li>• Document review (organization profile &amp; experiences, training proposal from selected Implementing Agencies)</li> </ul>
		Are achievement targets set, in terms of individual, organizational, and social levels?	Availability and appropriateness of achievement targets	Achievement targets	
<b>Efficiency</b>	Appropriateness of training curriculums, material, and human resources	Are there appropriate training curriculums / modules?	Appropriateness of curriculums/modules	Curriculums/modules	<ul style="list-style-type: none"> <li>• Interview with the Implementing Agency and the National Coordinating Team</li> </ul>
		Are there appropriate training materials?	Appropriateness of training materials	List of training materials	
		Are there lecturers/resource	Availability of	List of lecturers and	

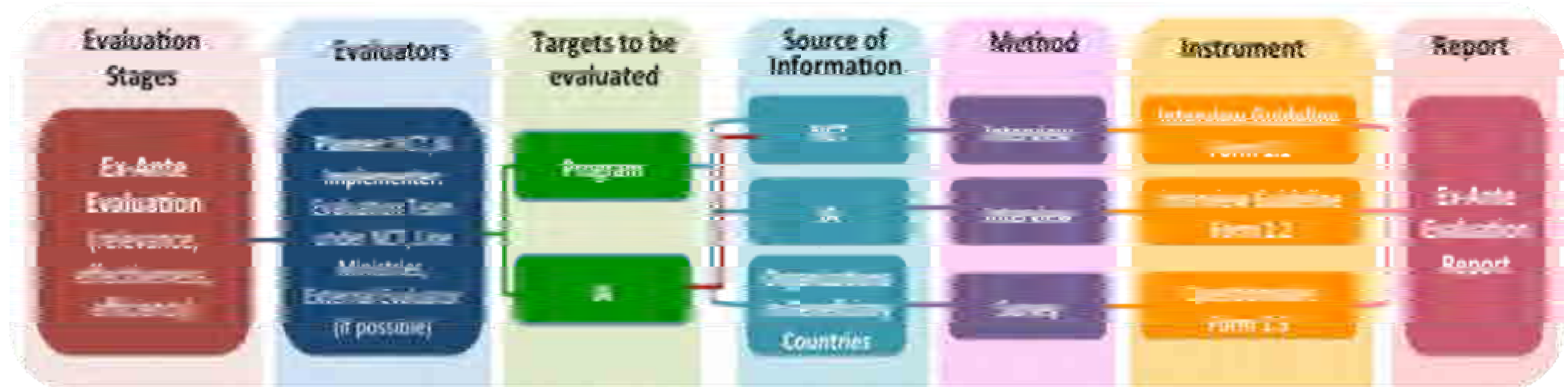
Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary information	Methods		
		persons with appropriate expertise/experience?	appropriate lecturers	short CVs			
	Appropriateness of training management	Is there clear and appropriate training schedule?	Appropriateness of training schedule	Training schedule			
		Is the process of the training appropriate (inter-related: sequence, composition of theory and practices)?	Appropriateness of training process	Training process			
	Appropriateness of training environment	Are there appropriate facilities for learning, e.g. classroom, computer, reading materials, audio-visuals, internet connection?	Availability and appropriateness of learning facilities	List and condition of learning facilities			
		Are there appropriate supporting facilities for participants, e.g., praying room, restaurant, accommodation, and toilet?	Availability and appropriateness of supporting facilities	List and condition of supporting facilities			
		Can participants have meals conveniently?	Availability of convenient meals	Information on the access to meals			
		Are there necessary transportation services?	Availability of adequate transportation	Information on transportation			
		Is there access to appropriate health service?	Availability of adequate health service	Information on health service			
		Appropriateness of trainees	Is the qualification of the participants, including health condition, clearly set?	Appropriateness of qualification		Qualification for participants	<ul style="list-style-type: none"> <li>• Document review (training proposal from selected Implementing Agencies, requirement and selection process)</li> <li>• Interview with the Implementing Agency and the National Coordinating Team</li> </ul>
			Is the selection process of participants clear and appropriate?*	Appropriateness of selection process		Selection process	
	Are preparation works to be done by participants before the training clearly set?		Clarification of preparation work for participants	List and contents of preparation work			

*\* process of selection for participants should be separately conducted.*

### 5.3. EX-ANTE EVALUATION SCHEME

The scheme of ex-ante evaluation is comprised in the following figure. This scheme also goes hand in hand with the evaluation framework elaborated above. There are two matters that are set as the targets to be evaluated. They are training program and implementing agency of the training. Information is obtained from three entities, namely the National Coordinating Team, implementing agency and organizations in beneficiary country. In obtaining information for ex-ante evaluation, there are two kinds of evaluation methods performed: interview and survey. The scheme also shows that there is one instrument of evaluation used for each of entities, acting as the sources of information in this ex-ante evaluation. Hence, there are three instruments of evaluation utilized in this ex-ante evaluation.

Figure 5.2. Scheme of Ex-Ante Evaluation





#### **5.4. INSTRUMENTS FOR EX-ANTE EVALUATION**

This subsection is composed of three instruments of evaluation. The first two instruments take form of interview guidelines while the last one takes form of questionnaire. Form 1.1 is designed to obtain information from the National Coordinating Team through interview while Form 1.2 from implementing agency. Meanwhile, Form 1.3 is designed to attain information from organizations in beneficiary countries through survey.

### Interview Questions for Ex-Ante Evaluation on International Training Program

This interview questions are prepared for the semi-structured interview with the National Coordinating Team for SSC (NCT). Answers to the questions are to be filled by the evaluator based on the interview result.

#### I. GENERAL INFORMATION

1. Name of Respondent : \_\_\_\_\_
2. Current Position&Organization: \_\_\_\_\_
3. Name&Batch of Target Training Program: \_\_\_\_\_
4. Date of Training : \_\_\_\_\_ ( \_\_ days)
5. Implementing Agency : \_\_\_\_\_
6. Name of the Evaluator& Organization : \_\_\_\_\_
7. Date of Evaluation : \_\_\_\_\_

#### II. DOCUMENTS TO BE REVIEWED

Please fill with **v** if the documents are available and have been reviewed.

Documents have been reviewed for the evaluation	v
1. Report of international meetings/conference(s)	
2. Country Reports of targeted beneficiary countries	
3. Profile and experiences of selected Implementing Agency	
4. Training proposal from selected Implementing Agency consists of training curriculum, training materials, list and short CVs of resource persons	
5. Documents for Qualification and Selection Process of participants	
6. Request for Training from Beneficiary Countries	
7. Others, please specify (e.g. Report of previous trainings, Report on Training Need Assessment);	
a. _____	
b. _____	
c. _____	

### III. RELEVANCE OF THE TRAINING

1. Training Needs Identification	No 0	Yes 1
1.1 Are the training subject and contents in line with the policy and condition of beneficiary countries?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Are the training subject and contents relevant with the development issue or priorities in the beneficiary countries?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.3 Are the training subjects in line with current Indonesian international priorities and condition?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2. Training Design	No 0	Yes 1
2.1 Is the training appropriately designed? (training's rationales, objectives, curriculum, and methods are in line)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.2 Is training duration appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.3 Is the cost of training justified?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.4 Does Indonesia have technical advantages (experiences and expertise) to provide the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

2.5 Is there appropriate Implementing Agency who has sufficient capacity to conduct the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.6 Does the training content meet the identified needs of beneficiary countries?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.7 Are the beneficiary countries appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>3. Futher informasion concerning the relevance of the training (training needs identification &amp; training design)</b>		
3.1. Please write if there is any futher information concerning the relevance of the training.		

**IV. EFFECTIVENESS OF THE TRAINING**

<b>1. Training Objectives</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Are training objectives clearly and appropriately set?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Are achievement targets set, in terms of individual, organizational, and social levels?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.3 Please write if there is any futher information concerning the training objectives.		



**V. EFFICIENCY OF THE TRAINING**

<b>1. Training Curriculum</b>		<b>No 0</b>	<b>Yes 1</b>			
1.1 Are the training curriculums/ modules appropriate?		<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]						
1.2 Are there lecturers/resource persons with appropriate expertise/ experience?		<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]						
<b>2. Training Management</b>		<b>No 0</b>	<b>Yes 1</b>			
2.1 Is the training schedule clear and appropriate?		<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]						
2.2 Is the process of the training appropriate (inter-related: sequence, composition of theory and practices)?		<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]						
<b>3. Training Environment</b>		<b>Not Appropriate</b>			<b>Very Appropriate</b>	
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1 How is the appropriateness of the facilities for learning (such as classroom, computer, laboratory, audio-visual equipments, reading materials, internet connection, etc)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]						
3.2 How is the appropriateness of the supporting facilities (such as accommodation, restaurant, meals, toilet, praying room, transportation services, health service, etc)?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]						



### Interview Questions for Ex-Ante Evaluation on International Training Program

This interview questions are prepared for the semi-structured interview with the Implementing Agency of the training. Answers to the questions are to be filled by the evaluator based on the interview result.

#### I. GENERAL INFORMATION

1. Name of Respondent : \_\_\_\_\_
2. Current Position : \_\_\_\_\_
3. Implementing Agency : \_\_\_\_\_
4. Name&Batch of Target Training Program : \_\_\_\_\_
5. Date of Training : \_\_\_\_\_ ( \_\_ days)
6. Name of the Evaluator & Organization : \_\_\_\_\_
7. Date of Evaluation : \_\_\_\_\_

#### II. DOCUMENTS TO BE REVIEWED

Please fill with **v** if the documents are available and have been reviewed

Documents have been reviewed for the evaluation	v
1. Report of international meetings/conference(s)	
2. Country reports of targeted beneficiary countries	
3. TOR from National Coordinating Team (NCT)	
4. Proposal of Training from Implementing Agency	
5. Request for Training from Beneficiary Countries	
6. Qualification and selection process of participants	
7. Others, please specify: a. _____ b. _____ c. _____	

**III. RELEVANCE OF THE TRAINING**

<b>1. Training Design</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Is the training appropriately designed? (training's rationales, objectives, curriculum, and methods are in line)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Is training duration appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.3 Is the cost of training justified?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.4 Does the training content meet the identified needs of beneficiary countries?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.5 Are the beneficiary countries appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>2. Further information concerning the relevance of the training</b>		
2.1 Please write if there is any further information concerning the relevance of the training.		

#### IV. EFFECTIVENESS OF THE TRAINING

1. Training Objectives	No 0	Yes 1
1.1 Are training objectives clearly and appropriately set?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Are achievement target for the participants clearly set?	<input type="checkbox"/>	<input type="checkbox"/>
If YES, please explain what are the achievement target for the participant (% change score of test/practical test before and after raining, target score of test/practical test after the training, target score of practical project after training, etc).		
1.3 Please write if there is any futher information concerning the training objectives.		

#### V. EFFICIENCY OF THE TRAINING

1. Training Curriculum, Materials, and Human Resources	No 0	Yes 1
1.1 Are the training curriculums/ modules appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Are the training materials appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.3 Are there lecturers/resource persons with appropriateexpertise/ experience?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

<b>2. Training Management</b>		<b>No 0</b>	<b>Yes 1</b>			
2.1 Is the training schedule clear and appropriate?(please attach the training schedule)		<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]						
2.2 Is the process of the training appropriate (inter-related: sequence, composition of theory and practices)?		<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]						
<b>3. Training Environment</b>	<b>Not Appropriate</b>		<b>Very Appropriate</b>			<b>NA</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
3.1. How is the appropriateness of the facilities for learning?						
i. Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Laboratory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Audio-visual equipments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Other facilities, please specify: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. How is the appropriateness of the supporting facilities?						
i. Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Toilet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Access to praying room (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Transportation services (if provided)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Availability of health insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Access to appropriate health service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Safety environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

x. Other facilities, please specify: .....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Trainees</b>							<b>No</b>	<b>Yes</b>
4.1 Is the qualification of the participants clearly set?(name, age, organization, position, education background, health)							<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]								
4.2 Is the selection process of participants clear and appropriate?							<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]								
4.3 Are preparation works to be done by participants before the training clearly set (e.g. country report)?							<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]								
<b>5. Further Information concerning the efficiency of the training (training curriculum, training management, training environment, and trainees)</b>								
5.1 Please write if there is any further information concerning the training curriculum, training management, training environment and trainees?								

**VI. OTHER INPUTS RELATED TO THE PREPARATION OF TRAINING**

### Questionnaire for Ex-Ante Evaluation on International Training Program

This questionnaire is to be filled by the Organization in Beneficiary Country on the respective international training program. We highly appreciate your answer to this questionnaire. Answer to the questionnaire will not be used for any purpose than the training evaluation.

#### I. GENERAL INFORMATION

1. Name of Respondent : \_\_\_\_\_
2. Current Position&Organization : \_\_\_\_\_
3. Name&Batch of Target Training Program : \_\_\_\_\_
4. Date of Training : \_\_\_\_\_ ( \_\_\_ days)
5. Implementing Agency : \_\_\_\_\_
6. Date of Evaluation : \_\_\_\_\_

#### II. DOCUMENTS TO BE REVIEWED

Please fill with V if the documents are available and have been reviewed

Documents have been reviewed for the evaluation	V
1. Report of international meetings/conference(s)	
2. Profile and experiences of selected Implementing Agency	
3. Training proposal from selected Implementing Agency consists of training curriculum, training materials, list and short CVs of resource persons	
4. Documents for Qualification and Selection Process of participants	
5. Others, please specify;	
a. _____	
b. _____	
c. _____	



### III. RELEVANCE OF THE TRAINING

1. Training Needs Identification	No 0	Yes 1
1.1 Are the training subject and contents still in line with the policy and condition of your country?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Are the training subject and contents still relevant with the development issue or priorities in your country?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2. Training Design	No 0	Yes 1
2.1 Is the training appropriately designed? (training's rationales, objectives, curriculum, and methods are in line)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.2 Is training duration appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.3 Is the cost of training justified?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.4 Does Indonesia have technical advantages (experiences and expertise) to provide the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.5 Does the training content meet the identified needs of your country?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

**3. Further information concerning the relevance of the training.**

3.1 Please write if there is any further information concerning the relevance of the training.

**IV. EFFECTIVENESS OF THE TRAINING**

<b>1. Training Objectives</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Are training objectives clearly and appropriately set?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Are achievement targets clear and appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.3. What is your expectation from the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.4. Please write if there is any further information concerning the training objectives.		

**V. EFFICIENCY OF THE TRAINING**

<b>1. Training Curriculum</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Are the training curriculums / modules appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

<b>2. Training Management</b>	<b>No 0</b>	<b>Yes 1</b>
2.1 Is the training schedule clear and appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.2 Is the process of the training appropriate (inter-related: sequence, composition of theory and practices)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>3. Training Environment</b>	<b>No 0</b>	<b>Yes 1</b>
3.1 Are the facilities for learning appropriately explained? (classroom, computer, laboratory, reading materials, etc)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
3.2 Are the supporting facilities for learning appropriately mentioned? (accommodation, restaurant, meals, transportation service, health service, etc)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>4. Trainees</b>	<b>No 0</b>	<b>Yes 1</b>
4.1 Is the qualification of the participants clear and appropriate? (name, age, organization, position, education background, health)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.2 Is the selection process of participants clear and appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.3 Are preparation works to be done by participants before the training clear and appropriate (e.g. country report)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

**5. Further information concerning the efficiency of the training (training curriculum, training management, training environment and trainees)**

5.1 Please write if there is any further information concerning the training curriculum, training management, training environment and trainees

**VI. OTHER INPUTS RELATED TO THE PREPARATION OF TRAINING**

## 5.5. EX-ANTE EVALUATION REPORT

### 5.5.1. Format of Ex-Ante Evaluation Report

This Ex-Ante Evaluation Report is to be made by evaluation team under the National Committee Team or external evaluator based on the result of the ex-ante evaluation. The evaluator has to compile information from ex-ante evaluation instruments (**Form 1.1**, **Form 1.2**, and **Form 1.3**), and other relevant documents.

Format of Ex-Ante Evaluation Report is presented below. Example of Ex-Ante Evaluation Report is presented in the next section, which is an evaluation of Micro Hydro Power Design Engineering Short Course conducted by *Institut Bisnis dan Ekonomi Kerakyatan* (IBEKA) on 31 October to 25 November 2011.

## FORMAT – EX-ANTE EVALUATION REPORT

Date of Evaluation : \_\_\_\_\_

### 1. Summary of the Training Program

<b>1.1 Name of training</b>	
<b>1.2 Background of the training</b>	<i>Please write summary of formulation process of the training</i>
<b>1.3 Purpose of the training</b>	
<b>1.4 Achievement target</b>	<p><i>Please specify achievement targets (or expected benefit) of the program at individual, organizational, and social levels in the beneficiary countries as concretely as possible. Achievement targets of the individual level should be specified by quantitative indicators, such as:</i></p> <ul style="list-style-type: none"> <li>▪ <i>percentage of participants whose level of knowledge/skills has increased regarding course subject measured by test before and after the training (if any)</i></li> <li>▪ <i>percentage of participants who passed the examination and/or practical test conducted at the end of the training (if any)</i></li> </ul>
<b>1.5 Time of training</b>	
<b>1.6 Beneficiary Countries</b>	
<b>1.7 Number of participants</b>	
<b>1.8 Requirement for participants</b>	
<b>1.9 Implementing Agency</b>	
<b>1.10 Venue of Training</b>	
<b>1.11 Budget</b>	
<b>1.12 Funding source</b>	
<b>1.13 Language</b>	

### 2. Evaluation Study

<b>2.1 Name and Organization of evaluators</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>2.2 Period of Evaluation</b>	
<b>2.3 Major source of information</b>	<p><i>Please write major source of information for the evaluation, such as interview with National Coordinating Committee for SSC, Questionnaires to the organizations in the beneficiary countries, etc.</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>2.4 Survey in beneficiary</b>	<i>In case survey in the beneficiary countries is conducted, please provide</i>

<b>countries</b>	<i>the framework.</i>
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### 3. Evaluation Results

*(Please summarize the result of findings obtained through document review, interview, questionnaires, and other sources)*

<b>3.1 Relevance</b>	<p>1. <i>Appropriate of needs identification:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Consistency of training subject and contents with policy and condition of beneficiary countries</i></li> <li>▪ <i>Relevance of training subjects and contents with in the development issue or priorities of beneficiary countries</i></li> <li>▪ <i>Consistency of training subject with Indonesian international priorities</i></li> </ul> <p>2. <i>Appropriateness of training design:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Logic in the training design</i></li> <li>▪ <i>Duration of training</i></li> <li>▪ <i>Cost</i></li> <li>▪ <i>Availability of experience/expertise in the related field</i></li> <li>▪ <i>Availability of the appropriate Implementing Agency</i></li> <li>▪ <i>Consistency of training contents with training needs</i></li> <li>▪ <i>Beneficiary countries</i></li> </ul>
<b>3.2 Effectiveness</b>	<p>1. <i>Appropriateness of training objectives (clear and appropriately set)</i></p> <p>2. <i>Availability and appropriateness of achievement targets</i></p>
<b>3.3 Efficiency</b>	<p>1. <i>Appropriateness of training curriculum, material, and human resource</i></p> <p>2. <i>Appropriateness of training management:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Training schedule</i></li> <li>▪ <i>Training process</i></li> </ul> <p>3. <i>Appropriateness of training environment:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Availability and appropriateness of learning facilities (classroom, computer, laboratory, audio-visual equipment, reading materials, internet connection, etc.)</i></li> <li>▪ <i>Availability and appropriateness of supporting facilities (accommodation, restaurant, toilet, praying room, meals, transportation services, access to health service, etc.)</i></li> </ul> <p>4. <i>Appropriateness of trainees:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Qualification</i></li> <li>▪ <i>Selection process</i></li> <li>▪ <i>Clarification of preparation work for participants</i></li> </ul>
<b>3.4 Conclusion</b>	<p><i>Please write conclusion of the evaluation on:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The training program</i></li> <li>▪ <i>The implementing agency</i></li> </ul>

### 4. Recommendation

<b>4.1 Recommendation for preparation/ implementation of this training program</b>	<p><i>Including information to be clarified/ collected before the implementation of the training, modification of the program, and countermeasures for possible inhibiting factor of training effects. The recommendation will be focused on:</i></p> <ol style="list-style-type: none"> <li>1. <i>Program</i></li> <li>2. <i>Implementing Agency</i></li> </ol>
<b>4.2 Recommendation for</b>	

<b>international training program in general</b>	<i>To check the validity of the training, the capacity of the Implementing Agency and the project design, including the objective and achievement targets</i>
--	---

**5. Other findings (if any)**

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**6. Other information**

<b>6.1 List of attachments</b>	<ol style="list-style-type: none"> <li>1. <i>Training proposal</i></li> <li>2. <i>Result of questionnaires</i></li> <li>3. <i>Interview record with concerned organizations</i></li> <li>4. <i>XXXXXX</i></li> </ol>
<b>6.2 List of organizations which share this evaluation results</b>	<ol style="list-style-type: none"> <li>1. <i>National Coordination Team for SSC</i></li> <li>2. <i>Donor</i></li> <li>3. <i>XXXXXX</i></li> </ol>





## 5.5.2. Example of of Ex-Ante Evaluation Report

<p><b><u>EX-ANTE EVALUATION REPORT</u></b>  <b>MICRO HYDRO POWER DESIGN ENGINEERING SHORT COURSE</b>  <b>by Institut Bisnis dan Ekonomi Kerakyatan (IBEKA)</b></p> <p><b>Date of Evaluation:</b>  <b>20th October 2011 (IBEKA)</b>  <b>28th October 2011 (State Secretariat)</b></p> <p><b>* the report was developed based on interview with  the State Secretariat as the National Coordinating Team (FORM 1.1)  and IBEKA as the Implementing Agency (FORM 1.2)</b></p>
--

### 1. Summary of the Training Program

<b>1.1 Name of training</b>	“Training on Micro Hydro for Academic Staff of the Alternative Energy (AE) Department of Tumba College of Technology (TCT)”
<b>1.2 Background of the training</b>	The training is requested by the Government of Rwanda as a follow up technical training after a Preliminary Study conducted in Tumba College in Rwanda in July 2011. The Preliminary Study has been conducted to teach several lecturers of Tumba College knowledge on micro hydropower system. Based on the Preliminary Study, some lecturers will be selected to continue the training in Indonesia and join the technical and practical training to produce the micro hydro power machine.
<b>1.3 Purpose of the training</b>	The purpose of the Course is to provide the participants from TCT Rwanda with an opportunity to acquire the knowledge and practical skills in the field of micro hydro system in order for the trainees to be able to deliver effective programs in TCT through the following activities: <ul style="list-style-type: none"> <li>(1) Learn the fundamental technology of the micro hydropower system</li> <li>(2) Learn monitoring and maintenance of micro hydro power plant</li> <li>(3) Learn social preparation</li> <li>(4) Learn how to teach micro hydro power plant (theory and hands-on) to students</li> </ul>
<b>1.4 Achievement target</b>	There are no specific achievement targets which were developed at the beginning of the training. However, the curriculum covers pretest – post test, some practical exams, and request participants to develop action plans. Passing all tests is then set as the achievement targets. Furthermore, it is also expected that there will be new follow-up activities after this training, namely: <ul style="list-style-type: none"> <li>1. Technical assistance in Rwanda to monitor process of producing and testing the assembled machines;</li> <li>2. Assistantship and monitoring activities as alumni conducting similar trainings in Rwanda.</li> <li>3. Implementing those two new activities will be the expected benefits which will enrich the achievement targets of the training.</li> </ul>

<b>1.5 Time of training</b>	31 <sup>st</sup> October – 25 <sup>th</sup> November 2011
<b>1.6 Beneficiary Countries</b>	Rwanda
<b>1.7 Number of participants</b>	4 lecturers of TumbaCollege – Rwanda
<b>1.8 Requirement for participants</b>	<ul style="list-style-type: none"> <li>• Nominated by JICA TCT Project in Rwanda.</li> <li>• Working as Lecturer in Alternative Energy Department of TCT and have relevant educational background.</li> <li>• To be approximately under forty five (45) years of age or younger.</li> <li>• A good command in English language, both written and oral.</li> <li>• Good health status, both physically and mentally. It is strongly recommended not to nominate women who are pregnant. Those who have pre-existing illness must declare it on the application form with the medical certificate.</li> </ul>
<b>1.9 Implementing Agency</b>	Institut Bisnis dan Ekonomi Kerakyatan (IBEKA)
<b>1.10 Venue of Training</b>	Panaruban, Subang, West Java
<b>1.11 Budget</b>	US \$ 660,000
<b>1.12 Funding source</b>	JICA
<b>1.13 Language</b>	English

## 2. Evaluation Study

<b>2.1 Name and Organization of evaluators</b>	<ol style="list-style-type: none"> <li>1. Niniek L. Gyat - LPEM FEUI</li> <li>2. RizkiNauliSiregar – LPEM FEUI</li> </ol>
<b>2.2 Period of Evaluation</b>	20 <sup>th</sup> – 28 <sup>th</sup> October 2011, 2 weeks before the training's implementation
<b>2.3 Major source of information</b>	<ol style="list-style-type: none"> <li>1. Interview with Ms.YetySofiRahayu and Ms. Heksa Sari J. – IBEKA</li> <li>2. Interview with Mr.Muhamad Fakhrurozi and Mr. Arya T. Sumarto - Biro KTLN, Ministry of State SEcretariat (Setneg)</li> </ol>
<b>2.4 Survey in beneficiary countries</b>	The evaluators did not conduct survey in beneficiary country, but IBEKA, as the Implementing Agency, has conducted the Preliminary Study for 2 weeks in TumbaCollege in Rwanda, June 2011, based on request of JICA Rwanda.

## 3. Evaluation Results

<b>3.1 Relevance</b>	<p><b>1. Appropriate of needs identification</b></p> <p>The Rwanda's Micro Hydro Power Design Engineering Short Course is a continuation of the Preliminary Study, conducted by IBEKA in Rwanda in June 2011. The preliminary study itself was requested and funded by JICA Rwanda, after considering the needs of Rwanda in improving its knowledge in micro hydro power. Therefore, it is certain that the topic is relevant with the policy of beneficiary country.</p> <p>In general, the training subject is consistent with the international policy of Indonesia as</p>
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	<p>Indonesia tries to extend the successful experiences and assist other developing countries by conducting trainings which Indonesia has technical advantages, i.e. the micro hydro power.</p> <p>However, there is a lack of communication between Implementing Agency and National Coordinating Team (in this case: State Secretariat). As IBEKA submitted the information of the training to State Secretariat at the last minutes, hence State Secretariat has no role in examining the needs identification of the beneficiary country, as well as the design of the training. Role of the State Secretariat for this training is to give recommendation to MoFA only, in order to get visa permit for the participants. Therefore, State Secretariat can only assume that the training is appropriate with Rwanda’s needs identification.</p> <p><b>2. Appropriateness of training design</b></p> <p>Requested by JICA Rwanda, IBEKA has discussed with and assisted by JICA Rwanda and JICA Indonesia in preparing the training, i.e. the curriculum, facilitators, management of the training, and cost of the training. Although there were no formal technical and financial proposals submitted to JICA, however, IBEKA has submitted the curriculum, design and cost of the training which adjusted and revised further by JICA as the funder.</p> <p>As the State Secretariat has never received technical proposal from IBEKA, State Secretariat cannot comment on the appropriateness of training design. However, based on wide experiences in conducting similar trainings, State Secretariat considered that IBEKA is the appropriate Implementing Agency in conducting Micro Hydro Power Design Engineering training. And as the training is requested by JICA Rwanda, State Secretariat also considered that this short course is suitable for Rwanda.</p>
<p><b>3.2 Effectiveness</b></p>	<p><b>1. Appropriateness of training objectives</b></p> <p>In general, IBEKA has designed a short course which is appropriate with the training objectives set by JICA Rwanda. As explained earlier, JICA Rwanda has observed that Rwanda needs to improve knowledge and skills on developing micro hydropower system, and invited IBEKA to implement a Preliminary Study to select the participants of training in Indonesia.</p> <p><b>2. Appropriateness of achievement targets</b></p> <p>Unfortunately, there are no achievement targets which have been set at the beginning of the planning. As the training is equipped with pre test – post test, practical test (such as assembling the machine), and preparing the action plan (which will be presented at the end of the training), it is assumed that after participants pass each examination, then the targets will be achieved.</p>
<p><b>3.3 Efficiency</b></p>	<p><b>1. Appropriateness of training curriculum, material, and human resource</b></p> <p>IBEKA has conducted similar micro hydro power trainings before; hence, IBEKA has experiences and capacity as well as standard curriculum, materials and list of facilitators to implement such training.</p> <p>For this training, the curriculum, material as well as human resource have been carefully designed and chosen based on Rwanda’s case, as IBEKA has conducted the Preliminary</p>

	<p>Study in Rwanda in June 2011. The curriculum consists of theory and practical sessions to broaden both knowledge and skill of participants. Furthermore, facilitators for each session have been selected based on evaluation of similar, previous trainings.</p> <p>In general, the training design is appropriate with the training objectives.</p> <p><b>2. Appropriateness of training management</b></p> <p>The training management has been adjusted from both IBEKA and JICA Rwanda to suit the needs of Rwanda’s condition. Curriculum has been managed well to cover theory, practices, and field visit to neighboring areas. The duration has also adjusted to match participants’ situation.</p> <p>IBEKA has also prepared the management team, who will be responsible for the whole process and implementation of the training. The team will stay in to the training area, and will be responsible to any changes concerning the training as well as the needs of participants.</p> <p><b>3. Appropriateness of training environment (facilities, service, etc)</b></p> <p>IBEKA has appropriate facilities for implementing the training, such as classroom, audio visual, computer room, internet, practical room (workshop), boarding house, catering, as well as nearby supporting facilities, such as mosque, health center, and market.</p> <p>As the number of participants is quite small, only 4 participants, IBEKA has rented a car as a transportation media, which is more flexible to be utilized.</p> <p><b>4. Appropriateness of trainees (qualification, selection process, etc)</b></p> <p>In order to select participants, JICA Rwanda and IBEKA have conducted the Preliminary Study, which was conducted in June 2011 in Rwanda. All candidates were lecturers of Tumba College, Rwanda. It was expected that there would be 17 – 20 participants who will attend the training in Indonesia. However, since not all candidates passed the selection process, there were only 4 participants who will join and attend the training in Indonesia. Therefore, in term of the qualification and selection process, the trainees are appropriate.</p>
<p><b>3.4 Conclusion</b></p>	<ul style="list-style-type: none"> <li>• Basically, the relevant of the training for both beneficiary country and Indonesia are very high. As Rwanda wants to obtain more knowledge on micro hydropower system and Indonesia has the technical advantage and expertise on micro hydropower system and desires to extend this advantage abroad, the training for Rwanda is appropriately matched.</li> <li>• The effectiveness and the efficiency of the training are also high. Despite of no achievement targets set at the beginning of the planning, however IBEKA has developed several technical and practical tests in the curriculum. Passing the tests is, then, set as the achievement targets.</li> <li>• Although preparation of the training seemed fine, however, based on discussion with all stakeholders, it is concluded that, currently, there is no a clear planning process in implementing an International Training Program (ITP). In fact, there are several planning process that can be chosen by Implementing Agency in preparing and conducting the trainings.</li> </ul>

	<ul style="list-style-type: none"> <li>• In this case, there was no clear planning process in preparing The Micro Hydro Power Design Engineering Short Course for Rwanda between State Secretariat, as the National Committee Team, and IBEKA, as the Implementing Agency. Before contacting State Secretariat for requesting assistance for participants' visa permits, IBEKA has been cooperated closely with JICA Rwanda and JICA Indonesia as funder of the training. Curriculum, design of training, and cost of training have been discussed with and adjusted by JICA Rwanda and JICA Indonesia.</li> <li>• In the future, National Committee Team should develop the planning process and procedures. This procedure should be obeyed and followed by every Implementing Agency in order to conduct an international training program. This way, National Committee Team can position long-term objectives of Indonesia in the ITP, i.e. mutual benefits, flagships, etc.</li> </ul>
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#### 4. Recommendation

<b>4.1 Recommendation for preparation/ implementation of this training program</b>	<p>Based on discussion with all sources of information, the recommendations are as follow:</p> <ol style="list-style-type: none"> <li>1. Training Program: <ol style="list-style-type: none"> <li>a. As the program is requested directly by the Beneficiary Country (Rwanda), it is recommended that National Committee Team to work closely with Organization in the Beneficiary Country as well as Implementing Agency in order to fulfill the needs and expectation of the Beneficiary Country and to check validity and necessity of the training; capacity of the Implementing Agency and the project design.</li> <li>b. Donor (JICA Indonesia) could act as a mediator to assist the cooperation among the three.</li> <li>c. National Committee Team should develop a clear procedure in implementing an international training to avoid last minutes preparation.</li> </ol> </li> <li>2. Implementing Agency: <ol style="list-style-type: none"> <li>a. IBEKA should contact and cooperate with the National Committee Team closely to smoothen the process of designing and implementing the training</li> </ol> </li> </ol>
<b>4.2 Recommendation for international training program in general</b>	<p>Based on conclusion, it is recommended that National Committee Team to:</p> <ol style="list-style-type: none"> <li>1. Establish a close coordination between Implementing Agency and National Coordinating Committee as well as donors and beneficiary country to avoid miscommunication and misperception; and</li> <li>2. Establish a clear process in implementing an International Training Program.</li> </ol>

#### 5. Other findings

<p>Based on discussion with all stakeholders, it is recommended that National Committee Team to:</p> <ol style="list-style-type: none"> <li>1. Develop appropriate procedures in planning and designing an International Training Program to avoid last minutes actions;</li> <li>2. Establish a clear role of each stakeholder in order to facilitate the process of conducting an International Training Program, such as: <ol style="list-style-type: none"> <li>a. the National Committee Team to develop national targets and objectives,</li> <li>b. the Implementing Agency to prepare proposals, qualification and selection process, and share information to National Committee Team,</li> <li>c. the Organization of Beneficiary Country to provide information on candidates;</li> <li>d. Donors to provide and share information to each stakeholders; and</li> </ol> </li> </ol>
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- e. KBRI to provide information of the trainings, as well as visa permits and pre-select the candidates.
- 3. Manage well-structured documentation for all ITPs, from planning to implementation (and ex post activities, if any), to take lesson learnt from each ITP and organize better ITPs in the future.
- 4. In order to measure learning achievement of the participants during the training, it is recommended to clearly set achievement targets for participants prior to the training.
- 5. Since the number of participants is relatively small, it is recommended to have Indonesian participants to join the training.

On the other side, IBEKA has not prepared formal, technical and financial proposals. In fact, IBEKA did not compile proper documentation for the training, i.e. request from JICA Rwanda, initial technical proposal, final technical proposal, administration, etc. It is recommended that each Implementing Agency who will conduct an ITP to produce a proper documentation which will be beneficial for future trainings or other ITPs.

## 6. Other information

<b>6.1 List of attachments</b>	<ul style="list-style-type: none"> <li>1. Training proposal</li> <li>2. Curriculum of training</li> <li>3. Result of questionnaires/interviews</li> </ul>
<b>6.2 List of organizations which share this evaluation results</b>	<ul style="list-style-type: none"> <li>1. Biro KTLN – State Secretariat</li> <li>2. JICA (donor)</li> </ul>

The Chapter will provide guidelines to implement **course evaluation** for Indonesia's international training program under the South South Cooperation. The chapter is composed of:

1. Framework of course evaluation, which consists of detailed framework of course evaluation, process of course evaluation, and stakeholder of course evaluation.
2. Standar evaluation grid for course evaluation, which consist of: (i) evaluation criteria; (ii) evaluation aspects; (iii) evaluation questions; (iv) measurement target (indicators); (v) necessary information; and (vi) methods.
3. Scheme of course evaluation, which summarizes overall process of an course evaluation, from criteria of the evalation to evaluation report.
4. Instruments of course evaluation, which include:
  - a. Form 2.1: Questionnaire for Participants
  - b. Form 2.2: Questionnaire for Implementing Agency
  - c. Form 2.3: Supervisor Comment for Supervising Organization
5. Format of course evaluation report, which includes a case study for example of developing a course evaluation report.

## 6.1. FRAMEWORK OF COURSE EVALUATION

The main objective of course evaluation is to examine achievements of the training. This stage of evaluation is mainly conducted in the end of the training course. It is also important that all training programs to receive course evaluation during the implementation of the trainings. The table below elaborates further various roles needed in the course evaluation, targets to be evaluated, source of information, and evaluation site of course evaluation.

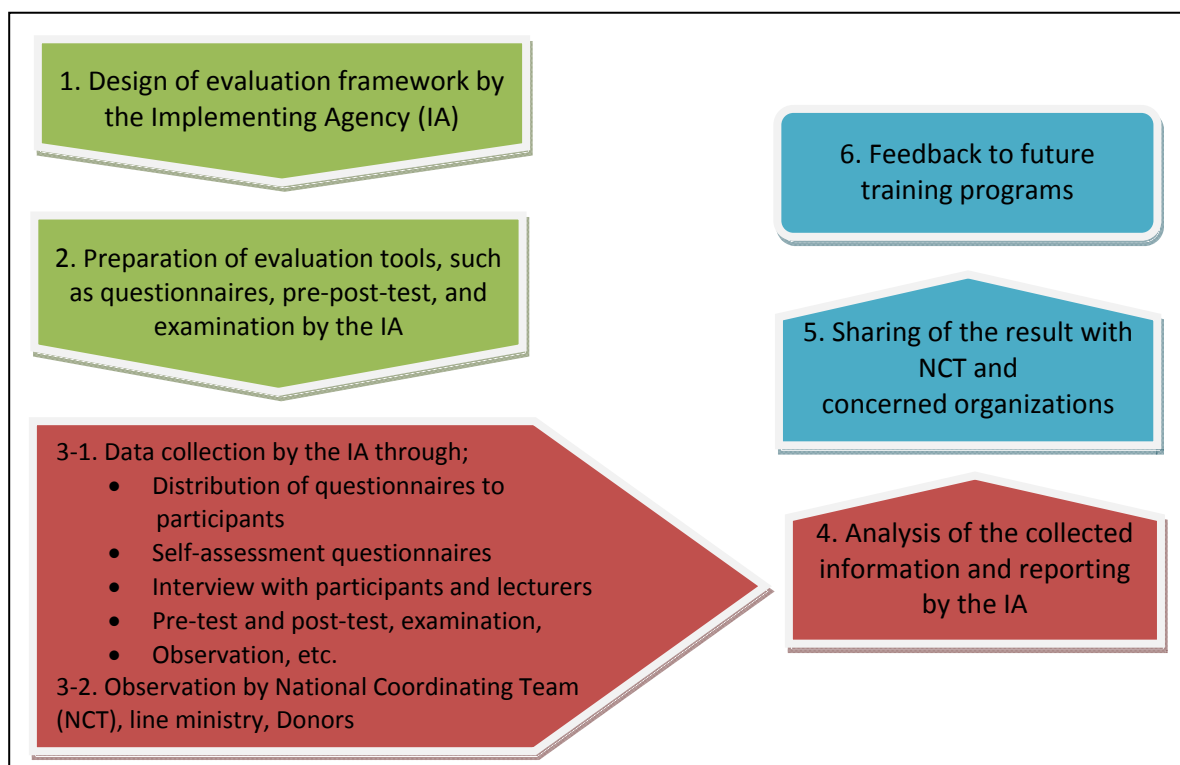
**Table 6.1. Framework and Characteristics – Course Evaluation**

Framework and Main Characteristics		Remarks
<b>Objective</b>	To examine achievements of the training	The objective of the Course Evaluation should be considered positively to improve future programs. It is not to examine the performance of the Implementing Agency. Understanding in the learning achievement by participants and analysis of their promoting/ inhibiting factors are major evaluation points.
<b>Time</b>	At the end of the training course	-
<b>Programs to be evaluated</b>	All programs	-
<b>Evaluator</b>	<ul style="list-style-type: none"> <li>• <b><u>PLANNER/IMPLEMENTER</u></b> Implementing Agency</li> <li>• <b><u>SUPERVISOR</u></b> National Coordinating Team, Line Ministries</li> </ul>	Evaluation can be conducted during the whole training by the Implementing Agency, while monitoring during the training can be effectively used as a source of information. It is required for National Coordinating Team to supervise and/or participate in the Course Evaluation through interview with participants and other activities. It is suggested that the supervisor visits the training approximately during the last week of the training to capture as much information as possible regarding the implementation of the training. The line ministries can be also invited to assess technical aspects. In the meantime, participants can also provide information on the program's implementation.
<b>Target to be evaluated</b>	<ul style="list-style-type: none"> <li>• Programs</li> <li>• Participants</li> <li>• Management of IA</li> </ul>	In order to check the fairness of the course evaluation, both programs and participants should be evaluated. Programs will be evaluated by participants, while participants will be evaluated by Implementing Agency.
<b>Source of Information</b>	<ul style="list-style-type: none"> <li>• Participants</li> <li>• Implementing Agency</li> </ul>	
<b>Evaluation site</b>	Indonesia (at the training venue)	-



The figure below elaborates further the process of course evaluation. We can see clearly here that the implementing agency plays major roles in the evaluation that it should not only design the evaluation framework but also collect data and perform analysis for the course evaluation. It is also important for that the results of course evaluation to be shared with the National Coordinating Team (NCT) and other concerned organizations so that these stakeholders can also contribute their feedbacks for future training programs.

**Figure 6.1. Evaluation Process – Course Evaluation**



**Note:** Green =preparation phase; Red =implementation of ex post evaluation; Blue =assessment phase

It is essential for all stakeholders to fully comprehend each of their roles in course evaluation despite many roles are part of the responsibility of the implementing agency as the implementer of evaluation. Moreover, we also emphasize the role of the National Coordinating Team as the supervisor of the training in course evaluation.

**Table 6.2. Stakeholders and Their Roles – Course Evaluation**

<b>Stakeholder</b>	<b>Roles in the Course Evaluation</b>
National Coordinating Team	<ul style="list-style-type: none"> <li>• Supervision on the implementation of the training and Course Evaluation by the organizer</li> </ul>
Supporting Agencies (Line ministries, etc )	<ul style="list-style-type: none"> <li>• Support for evaluation from technical viewpoints</li> </ul>
Implementing Agency (Organizer)	<ul style="list-style-type: none"> <li>• Design of evaluation</li> <li>• Preparation of tools for evaluation</li> <li>• Implementation of evaluation</li> <li>• Analysis of evaluation result, particularly of cause-effect relations</li> <li>• Production of evaluation report and sharing with concerned organizations</li> </ul>
Training Participants	<ul style="list-style-type: none"> <li>• Provision of information for evaluation</li> </ul>
Resource persons (Lecturers)	<ul style="list-style-type: none"> <li>• Provision of information for evaluation</li> </ul>
Donor Agencies	<ul style="list-style-type: none"> <li>• Supervision on the implementation of the training and Course Evaluation by the organizer</li> </ul>

Note: \* stakeholders should provide such information/benefit for implementing Agency  
 \*\* Collect comments



## 6.2. STANDARD EVALUATION GRID FOR COURSE EVALUATION

Table below elaborates in details evaluation aspects, evaluation questions, measurement target, necessary information and methods designed for each evaluation criteria that are analyzed in course evaluation, i.e. relevance, effectiveness, and efficiency.

**Table 6.3. Standard Evaluation Grid for Course Evaluation**

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary Information	Method
Relevance	Appropriateness of the training subject and contents	Are the training subject and contents still in line with the policy and condition of beneficiary countries?	Consistency of training subject and contents with policy and condition of beneficiary countries	Policy in the beneficiary countries	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> </ul>
		Are the training subject and contents still relevant in the development issue or priorities in beneficiary countries?	Relevance of training subject and contents in the development issue	Situation in the related fields of beneficiary countries	
		Are the topics and content of the training important for participants' work?	Importance of the the trainign subject and contents for the participants	Occupation and job description of participants	
Effectiveness	Achievement of training objectives	Did participants clearly understand the training objectives at the beginning?	Level of understanding by the participants	Assessment on the understanding of training objectives	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with the Implementing Agency</li> </ul>
		Were the training objectives achieved?	Achievement level of training objectives	Assessment on the achievement of the training objectives	
	Learning achievement by the participants	Has the level of knowledge increased?	Level of increase in knowledge	Assessment on the change in knowledge	<ul style="list-style-type: none"> <li>• Pre and post-test</li> <li>• Examination</li> <li>• Group work/project</li> <li>• Observation by IA and supervising institutions</li> </ul>
		Has the level of skill increased?	Level of increase in skill	Assessment on the change in skill	
		Has the level of awareness on the training subject increased?	Level of increase in awareness	Assessment on the change in awareness	

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary Information	Method
		Has there any gap in the learning achievement among participants?	Level of gap among participants	Assessment on the learning achievement by each participant	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with the Implementing Agency</li> <li>• Interview with lecturers</li> </ul>
		Were the achievement targets satisfied?	Achievement level of achievement targets	Assessment on achievement targets	
		What competences or expertise have the participants acquired in addition to the training course's explicit outcomes?	Achievement of other competences/expertise	Assesment on other competences/expertise	
		Were there difficulties/ constraints to enhance knowledge and skill?	-	-	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with Implementing Agency</li> <li>• Interview with lecturers</li> </ul>
	Development of action plan by each participant	Did each participant develop action plan?	Development of action plan	Action plan	<ul style="list-style-type: none"> <li>• Review of the action plan produced by each participant</li> <li>• Interview with the Implementing Agency</li> <li>• Interview with lecturers</li> </ul>
		Was the quality of the action plans satisfactory?	Quality of action plan	Action plan	
		Are participants willing to implement the action plan?	Willingness of participants	Assessment on the willingness	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with the Implementing Agency</li> </ul>
		Are there any difficulties/ constraints to make action plan?	-	-	
	Organization of the Implementing Agency	Are there changes in the organization of the Implementing Agency during the implementation of the training (e.g change in the organization structure of the training, change in the	Changes in the organization of the Implementing Agency	Organization of the training and the Implementing Agency	<ul style="list-style-type: none"> <li>• Interview with the Implementing Agency</li> </ul>

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary Information	Method
		organization structure of the Implementing Agency)?			
Efficiency	Appropriateness of inputs	Were curriculums /modules appropriate, including field trip?	Appropriateness of curriculums/modules	Assessment on curriculums/modules	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with the Implementing Agency</li> </ul>
		Were there appropriate training materials?	Appropriateness of training materials	Assessment on training materials	
		Were lecturers/resource persons capable?	Capability of lecturers, in terms of expertise and experience	Assessment on lecturers	
	Appropriateness of training management	Was the training conducted as planned?	Consistency with the plan	Comparison with the plan	<ul style="list-style-type: none"> <li>• Document review (training proposal and work plan)</li> <li>• Interview with the Implementing Agency</li> </ul>
		Was the training period and schedule appropriate?	Appropriateness of training period and schedule	Assessment on training period and schedule	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with the Implementing Agency</li> </ul>
		Was the process of the training appropriate (inter-related: sequence, composition of theory and practices)?	Appropriateness of training process	Assessment on training process	
		Did training staff deal with changes in the program, such as schedule changes, adequately?	Appropriateness of the response by the training staff	Changes, including accidental ones, and responses by staff	
		Was the training cost as planned?	Consistency with the plan	Record of cost in comparison with plan	
		Were there any difficulties/ constraints for training management?	-	-	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with the</li> </ul>

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary Information	Method
					Implementing Agency
Appropriateness of training environment		Were facilities for learning, e.g. classrooms, Reading materials, laboratory, computers, audio-visual equipment, appropriate?	Appropriateness of learning facilities	Assessment on learning facilities	<ul style="list-style-type: none"> <li>• Questionnaire to training participants</li> <li>• Interview/FGD with training participants</li> <li>• Interview with the Implementing Agency</li> </ul>
		Were supporting facilities for participants, e.g., praying room, restaurant, accommodation, toilet, appropriate?	Appropriateness of supporting facilities	Assessment on supporting facilities	
		Could participants have meals appropriately?	Availability of appropriate meals	Assessment on meal services	
		Were necessary transportation services provided?	Availability of transportation	Assessment on transportation	
		Was there an access to appropriate health service?	Availability of access to health service	Assessment on health service	
		Were there any problems in the training environment (provision of facilities for learning and supporting facilities)?	No complain from participants	Record of complain	
		Were the number of countries and participants as planned?	Consistency with the plan	Number of countries and participants	
Did participants fulfill the requirement of application?	Fulfillment of requirement	Record of application			
Did participants prepare before the training as expected?	Appropriateness of preparation	Record of preparation			
Were participants motivated and punctual?	Level of motivation and punctuality	Assessment on motivation and punctuality			
Did the participants cooperate well among themselves?	Level of cooperation among participants	Assessment on the cooperation			
Were the participants able to benefit from experiences of other participants?	Participants are able to benefit from other participants	Assesment on the cooperation			

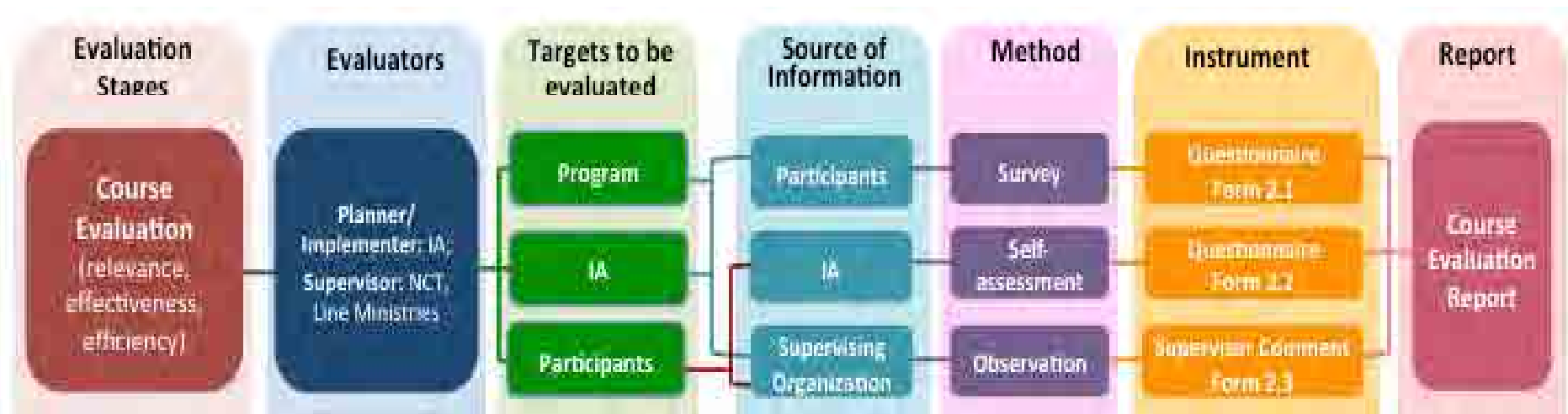
<b>Evaluation Criteria</b>	<b>Evaluation Aspects</b>	<b>Evaluation Questions</b>	<b>Measurement target (Indicator)</b>	<b>Necessary Information</b>	<b>Method</b>
		Were there difficulties regarding the participants?	Participants fits the requirements	Number of complain on participants	
	Development of follow-up mechanism	Were there follow-up methods, such as e-mailing list and database of participants developed during the training?	Development of follow-up mechanism	Information on the follow-up mechanism	<ul style="list-style-type: none"> <li>• Document review (training implementation report)</li> <li>• Interview with the Implementing Agency</li> <li>• Interview/FGD with training participants</li> </ul>
		Was the establishment of alumni network introduced and encouraged?	Establishment of alumni network	Establishment of alumni network	
		Will the participants maintain networking with other participants?	Networking among participants after the training	Information on the networking among participants	



### 6.3. SCHEME OF COURSE EVALUATION

The scheme of course evaluation is comprised in the following figure. This scheme also goes hand in hand with the evaluation framework elaborated above. There are three matters that are set as the targets to be evaluated. They are training program, implementing agency of the training and participants of the training. Information is obtained from three entities, namely participants of the training, implementing agency and supervising organization. In obtaining information for course evaluation, there are three kinds of evaluation methods performed: survey, self-assessment and observation. The scheme also shows that there is one instrument of evaluation used for each of entities, acting as the sources of information in this course evaluation. Hence, there are three instruments of evaluation utilized in this course evaluation.

Figure 6.2. Scheme of Course Evaluation



#### **6.4. INSTRUMENTS OF COURSE EVALUATION**

This subsection is composed of three instruments of evaluation. Form 2.1 is designed to obtain information from the participants of the training through survey. Meanwhile, Form 2.2 is designed to obtain information from implementing agency through self-assessment. Lastly, Form 2.3 is designed to attain information from supervising organization of the training through observation.

**Questionnaire for Course Evaluation on International Training Program**

This questionnaire is to be filled by the Participants on the respective international training program. We highly appreciate your answer to this questionnaire. Answers to the questionnaire will not be used for any purpose than the training evaluation.

**I. GENERAL INFORMATION**

- 1 Name of Participant (optional) : \_\_\_\_\_
- 2 Current Position & Organization : \_\_\_\_\_
- 3 Country of Participants : \_\_\_\_\_
- 4 Name & Batch of Training : \_\_\_\_\_
- 5 Date of Training : \_\_\_\_\_ (\_\_\_\_ days)
- 6 Implementing Agency : \_\_\_\_\_
- 7 Date of Evaluation : \_\_\_\_\_

Please give your answers with **√** in the relevant fields. Please explain your answer if necessary.

**II. RELEVANCE OF THE TRAINING**

1. Training Subject and Contents	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
1.1. The training subject and contents are consistent with the policy of my country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. The training subject and contents are relevant with the development issue in my country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3. The topics and content of the training are important for my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4. Please give any inputs on future training subjects and contents that are relevant with policy and development issues of your country.					

### III. EFFECTIVENESS OF THE TRAINING

1. Training Objectives	Strongly disagree		Strongly Agree			
	1	2	3	4	5	
1.1 I clearly understand the training objectives set at the beginning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 I perceive that the training objectives have been achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Learning Achievement</b>						
2.1 My level of knowledge has increased after the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 My level of skills has increased after the training .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 I has become more aware of the issues related to the training subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 I have reached my achievement target.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				No 0	Yes 1	
2.5 Were there any competences or expertise that you have acquired, <u>in addition</u> to the training course's explicitoutcomes?					<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]						
2.6 Were there difficulties/ constraints to enhance knowledge and skill?					<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]						
<b>3 Development of Action Plan</b>				No 0	Yes 1	
3.1. I have developed an action plan during the training.					<input type="checkbox"/>	<input type="checkbox"/>
3.2 I am willing to implement the action developed during the training in my home country.					<input type="checkbox"/>	<input type="checkbox"/>
3.3 Are there any difficulties/constraints to develop action plan during the training?					<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]						

**IV. EFFICIENCY OF THE TRAINING**

1. Training Inputs	Not Satisfied		Highly Satisfied		
	1	2	3	4	5
1.1 Are you satisfied with the training curriculums/modules?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Are you satisfied with the training materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Are you satisfied with the lecturers/ team lecturers/resource persons?					
i. Knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Ability to engage class discussions & answer questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Please give your perception on the following training modules:	Not Beneficial		Very Beneficial		
	1	2	3	4	5
i. Modul 1: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Modul 2: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Modul 3: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Modul 4: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Modul 5: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Modul 6: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Modul 7: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Modul 8: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Modul 9: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Modul 10: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Are you satisfied with the field trip?	Not Satisfied		Highly Satisfied		
	1	2	3	4	5
i. Location of the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Topic of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Other comments .....					

1.6 Please give your perception on the following lecturers/resource persons:	Not Capable		Very Capable		
	1	2	3	4	5
i. Lecturer/resource person 1: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Lecturer/resource person 2: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Lecturer/resource person 3: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Lecturer/resource person 4: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Lecturer/resource person 5: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Lecturer/resource person 6: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Lecturer/resource person 7: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Lecturer/resource person 8: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Lecturer/resource person 9: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Lecturer/resource person 10: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Other comments on lecturer/resource persons .....					
2.Training Management	Not Appropriate			Very Appropriate	
	1	2	3	4	5
2.1 Was the training period and schedule appropriate?					
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
2.2 Was the process of the training appropriate (inter-related: sequence, composition of theory and practices)?					
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
2.3 Did training staff deal with changes in the program, such as schedule changes, adequately?					
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
2.4 If there any difficulties/constraints on the training management, please explain.					

3. Training Environment	Not Satisfied		Highly Satisfied			NA	
	1	2	3	4	5		
3.1 Are you satisfied with the facilities for learning:							
i. Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii. Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii. Laboratory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv. Audio-visual equipments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v. Reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi. Internet connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii. Other facilities, please specify: .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Are you satisfied with supporting facilities during training:							
i. Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii. Restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii. Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv. Toilet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v. Access to praying room (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi. Transportation services (if provided)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii. Availability of health insurance							
viii. Access to appropriate health service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ix. Safety environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
x. Other facilities, please specify: .....							
					No 0	Yes 1	
3.3 Were there any problems in the training environment?						<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]							

4. Participants	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
4.1 I can engage and cooperate well with other participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 I was able to benefit from the experience of other participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Development of Follow-up Mechanism	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
5.1 I will utilize any follow-up methods developed by the implementing agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 I will further maintain networking with other participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall Training	Not Satisfied			Highly Satisfied	
	1	2	3	4	5
6.1 Are you satisfied with the overall training activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**V. OTHER INPUTS RELATED TO THE TRAINING**



**Self-Assessment for Course Evaluation on International Training Program**

This form is a self assessment form to be filled by the Implementing Agency, which further will be used by the Implementing Agency as inputs in developing a Course Evaluation Report. Answers for the self assessment will not be used for any purpose than the training evaluation.

**I. GENERAL INFORMATION**

1. Name of Person in Charge : \_\_\_\_\_
2. Current Position : \_\_\_\_\_
3. Name of Implementing Agency : \_\_\_\_\_
4. Name & Batch of Training : \_\_\_\_\_
5. Date of Training : \_\_\_\_\_ ( \_\_\_\_ days)
6. Date of Assesment : \_\_\_\_\_

Please give your assesment based on daily activities during the training on the following aspects.

**II. EFFECTIVENESS OF THE TRAINING**

1. Training Objectives	Not Achieved	Moderately Achieved	Highly Achieved
1.1 Have the training objectives been achieved? [Please explain]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Learning Achievement (Please fill with the average score of relevant test(s) during the training)	Before Training	After Traning	% Change
2.1 Participants level of knowledge – average score of pre-test and post-test (if any)	.....	.....	.....
2.2 Participants level of knowledge – average score of final test (if any)	.....	.....	.....
2.3 Participants level of skills – average score for practical test (if any)	.....	.....	.....
2.4 Participants level of skills – average score for practical project (if any)	.....	.....	.....
2.5 Was there any learning gap among participants? If any, please give <u>minimum and maximum scores</u> of the tests above.			

2.6 Were the achievement targets satisfied? Please compare achievement targets set in the training objectives and the assessment results above.	<b>No</b> <b>0</b>	<b>Yes</b> <b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.7 What competences or expertise have the participants acquired in addition to the training course's explicit outcomes?		
[Please explain]		
2.8 Were there difficulties/constraints to enhance knowledge and skill?	<b>No</b> <b>0</b>	<b>Yes</b> <b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>3. Development of Action Plan by Participants</b>		
3.1 Did each participant develop action plan?	<b>No</b> <b>0</b>	<b>Yes</b> <b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
3.2 Was the quality of actions plan satisfactory? If the action plans were scored, please give the average score of the action plans.	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
3.3 Are there any difficulties/ constraint to prepare the action plan?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>4. Organization of the Implementing Agency</b>		
4.1 Are there changes in the organization of the implementing agency during the implementation of the training?	<b>No</b> <b>0</b>	<b>Yes</b> <b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.2 If there was any change, did it affect the implementation of the training?		
[Please explain]		

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**III. EFFICIENCY OF THE TRAINING**

<b>1. Training Inputs</b>				<b>Not Appropriate</b>		<b>Appropriate</b>		
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>			
1.1 Were curriculums/modules appropriate (in terms of: meeting the participants' need, achieving training objective, improving knowledge and skills of the participants or participant's learning achievement, implementing of the field trip)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]								
1.2 Were the training materials appropriate? (in terms of: consistency of the training materials with the curriculum, availability of reference in the training materials, comprehensiveness of the training materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]								
1.3 Were lecturers appropriate? (in terms of knowledge/skills, teaching methods, ability to engage class discussion and answer questions, and english proficiency).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]								
<b>2. Training Management</b>								
2.1 Was the training conducted as planned?	<b>Plan</b>	<b>Actual</b>	<b>Reason of differences (if any)</b>					
i. Training period								
ii. Training schedule								
iii. Training venue								
iv. Training budget								
v. Funding sources								
				<b>No 0</b>	<b>Yes 1</b>			
2.2 Was the process of the training appropriate (inter-related: sequence, composition of theory and practices)?	<input type="checkbox"/>	<input type="checkbox"/>						
[Please explain]								

2.3 Did training staffs deal with changes in the program, such as schedule changes, adequately?			<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]				
2.4 Were there any difficulties/constraints for training management?			<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]				
<b>3 Training Environment</b>			<b>No 0</b>	<b>Yes 1</b>
3.1 Where there any problems in the training environments (provision of facilities for learning and supporting facilities)?			<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]				
<b>4.Participants</b>				
	<b>Plan</b>	<b>Actual</b>	<b>Reason of differences (if any)</b>	
4.1 Number of countries				
4.2 List of beneficiaries countries				
4.3 Number of participants				
4.4 Requirement of the participants				
			<b>No 0</b>	<b>Yes 1</b>
4.5Did participants prepare before the training as expected (e.g. country report)?			<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]				
4.6Were participants motivated and punctual? Please refer to average level of participants' attendance during the training.			<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]				
4.7Did the participants cooperate well among themselves?			<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]				

4.8 If there are any difficulties regarding the participants, please explain.	<input type="checkbox"/> <input type="checkbox"/>
[Please explain]	

**5. Development of Follow-up Mechanism**

5.1 Please explain the follow-up methods, such as e-mailing list and database of participants being developed during the training.		
[Please explain]		
5.2 Was the establishment of alumni network introduced and encourage to be utilized by the participants?	<b>No 0</b>	<b>Yes 1</b>
	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

**IV. OTHER INPUTS RELATED TO THE TRAINING**

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### Supervisor Comments for Course Evaluation Report for International Training Program

This opinion/findings is to be made by the Supervising Organizations, such as National Coordinating Team, Line Ministries, and Donor Agencies based on observation during visits to the training. The opinion/findings should be given to the Implementing Agencies which further will be compiled for the Course Evaluation Report. The opinion/findings will not be used for any purpose than the training evaluation.

#### I. GENERAL INFORMATION

1. Name of Supervisor : \_\_\_\_\_
2. Name of Institution of Supervisor : \_\_\_\_\_
3. Name of Implementing Agency : \_\_\_\_\_
4. Name & Batch of Training : \_\_\_\_\_
5. Date of Training : \_\_\_\_\_ (\_\_\_\_ days)
6. Date of Observation : \_\_\_\_\_

Please give your opinion/findings based on observation during visits to the training.

#### II. EFFECTIVENESS OF THE TRAINING

##### 1. Training Objectives

<Please give comments/findings on achievement of the training objectives>

##### 2. Learning Achievement

<Please give comments/findings on participants achievement, such as: improvement of knowledge/skills during or after the training, difficulties/constraints of the participants to enhance knowledge/skills, etc>

<b>3. Development of Action Plan</b>
<Please give comments/findings on development of action plans by the participants>
<b>4.Capacity of the Implementing Agency</b>
<Please give comments/findings on capacity of the implementing agency to implement the training>

**III. EFFICIENCY OF THE TRAINING**

<b>1.Training Inputs (curriculum/modules, training materials, lecturers)</b>
<Please give comments/findings on the training inputs, such as: curriculum/modules, training materials, lectures>
<b>2.Training Management</b>
<Please give comments/findings on the training management, such as: training period, training schedule, training venue, training budget and funding, overall training process >
<b>3. Training Environment</b>
<Please give comments/findings on the training environment, which are: facilities for learning (classroom, Reading materials, computers, etc) and supporting facilities (accommodation, meals, etc)>
<b>4.Participants</b>
<Please give comments/findings on the training participants, such as: satisfaction of the participants towards the training, motivation of participants, cooperation among participants, etc>

**5. Development of Follow-up Mechanism**

<Please give comments/findings the follow up mechanism of the training, such as: follow-up methods after the training, alumni networking, etc>

**IV. GENERAL COMMENTS AND INPUTS ON THE TRAINING**



## 6.5. COURSE EVALUATION REPORT

### 6.5.1. Format of Course Evaluation Report

A Course Evaluation Report is to be made by the Implementing Agency based on the result of the training evaluation. The Implementing Agency has to compile information from the course evaluation instruments (**Form 2.1** and **Form 2.2**), and other relevant documents. The Implementing Agency also needs to ask supervising organizations, such as National Coordinating Team, donor agency, and line ministry, to provide their findings (**Form 2.3**).

As described previously, the level of training achievement is the main evaluation point of the course evaluation. The quantitative information that are used as indicators to measure the overall training achievement are: 1) achievement of target on the performance of the participants set at the time of planning, such as increase in the knowledge measured by the pre-test and post-test; and 2) overall satisfaction of the participants on the training. Analysis of promoting and inhibiting factors on the training achievement through the quantitative information (scoring by the participants in Form 2.1) and qualitative information (opinions raised in the discussion with the participants, self-assessment of the implementing agency (Form 2.2), and observation results from supervising institution (Form 2.3)) will also presented in course evaluation report.

Format of Course Evaluation Report is presented below. Example of Course Evaluation Report is presented in the next section, which is an evaluation of Training Course of Artificial Insemination of Dairy Cattle for Developing Countries conducted by Singosari National Artificial Insemination Center (*Balai Besar Inseminasi Buatan Singosari*) on 26 September to 23 October 2011.

## FORMAT – COURSE EVALUATION REPORT

Date of Evaluation : \_\_\_\_\_

### 1. Summary of the Training Program

<b>1.1 Name of training</b>		
<b>1.2 Background of the training</b>	<i>Please obtain Information from the training plan or Ex-Ante Evaluation Report</i>	
<b>1.3 Purpose of the training</b>	<i>Please obtain Information from the training plan or Ex-Ante Evaluation Report</i>	
<b>1.4 Achievement target</b>	<i>Please obtain Information from the training plan or Ex-Ante Evaluation Report</i>	
	<b>Plan</b>	<b>Actual</b>
<b>1.5 Time of training</b>		
<b>1.6 Beneficiary Countries</b>		
<b>1.7 Number of participants</b>		
<b>1.8 Requirement for participants</b>		
<b>1.9 Implementing Agency</b>		
<b>1.10 Venue of Training</b>		
<b>1.11 Budget</b>		
<b>1.12 Funding source</b>		
<b>1.13 Language</b>		

### 2. Evaluation Results

*(Please summarize the result of findings obtained through questionnaire to the training participant, result of examination/tests, observation, and other sources)*

<b>2.1 Relevance</b>	<ol style="list-style-type: none"> <li>1. Appropriateness of the training subjects and contents <ul style="list-style-type: none"> <li>▪ Consistency of training subject and contents with policy of beneficiary countries</li> <li>▪ Relevance of training subjects and contents with in the development issue of beneficiary countries</li> <li>▪ Importance of training subjects and contents for the participants</li> </ul> </li> </ol>
<b>2.2 Effectiveness</b>	<ol style="list-style-type: none"> <li>1. Achievement of training objective <ul style="list-style-type: none"> <li>▪ Level of understanding by participants</li> <li>▪ Achievement of training objectives</li> <li>▪ Learning achievement of by participants</li> <li>▪ Increase in knowledge, skill and awareness</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>▪ <i>Gaps among participants</i></li> <li>▪ <i>Achievement targets</i></li> <li>▪ <i>Achievement of other competence/expertise</i></li> <li>▪ <i>Difficulties/contraints to enhance knowledge/skill</i></li> </ul> <p>2. <i>Development of action plan</i></p> <ul style="list-style-type: none"> <li>▪ <i>Quality of action plan</i></li> <li>▪ <i>Willingness of participants to implement the action plan</i></li> <li>▪ <i>Difficulties/contraints to develop action plan</i></li> </ul> <p>3. <i>Capacity of Implementing Agency</i></p> <ul style="list-style-type: none"> <li>▪ <i>Changes in organizational capacity (if any)</i></li> </ul>
<b>2.3 Efficiency</b>	<p>1. <i>Appropriateness of inputs :</i></p> <ul style="list-style-type: none"> <li>▪ <i>Curriculum</i></li> <li>▪ <i>Materials</i></li> <li>▪ <i>Lecturers, etc.</i></li> </ul> <p>2. <i>Appropriateness of training management :</i></p> <ul style="list-style-type: none"> <li>▪ <i>Training period and schedule</i></li> <li>▪ <i>Change from the plan</i></li> <li>▪ <i>Process</i></li> <li>▪ <i>Cost</i></li> <li>▪ <i>Difficulties/contraints in training management</i></li> </ul> <p>3. <i>Appropriateness of training environment:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Learning facilities</i></li> <li>▪ <i>Supporting facilities</i></li> </ul> <p>4. <i>Appropriateness of participants:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Qualification</i></li> <li>▪ <i>Preparation before training</i></li> <li>▪ <i>Motivation in the training</i></li> </ul> <p>5. <i>Development of follow-up mechanism:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Alumni network</i></li> <li>▪ <i>Networking among participants</i></li> </ul>
<b>2.4 Contributing Factors</b>	<i>Please write factors which promoted the learning achievement of the participants identified through the questionnaires to the participants, discussion with the participants, observation, and other sources.</i>
<b>2.5 Inhibiting Factors</b>	<i>Please write factors which inhibited the learning achievement of the participants identified through questionnaires to the participants, discussion with the participants, observation, and other sources.</i>
<b>2.6 Conclusion</b>	<p><i>Please write the conclusion of the evaluation on:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The training program</i></li> <li>▪ <i>The implementing agency</i></li> <li>▪ <i>Achievement of the participants</i></li> </ul> <p><i>Fulfillment of achievement targets and satisfaction of the training participants can be used as indicators of successfulness of the training. Please fill the table below based on the results of examination/tests and questionnaires to the participants.</i></p>

	Fulfillment of achievement targets		
	Overall satisfaction level of Training participants		
<i>Please also summarize the overall achievements of the training.</i>			

### 3. Improvement plan for next training (for training program having multiple times of training)

3.1 Curriculum, material, etc	
3.2 Human resource (lecture, facilitator, etc)	
3.3 Training management	
3.4 Training environment	
3.5 Other issues	

### 4. Recommendations for future international training program

4.1 Recommendation for the planning of the program	
4.2 Recommendation for implementation of the program	

### 5. Comments from supervising organizations

*(such as National Coordinating Team, Line ministry, and donor agencies. Implementing agencies are responsible to obtain the comments from these organizations, which came to observe the training).*

1. Name and organization	<i>Comments on the overall training, training management, participants, etc.</i>
2. Name and organization	<i>Comments on the overall training, training management, participants, etc.</i>
3. Name and organization	<i>Comments on the overall training, training management, participants, etc.</i>

### 6. Other findings (if any)

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### 7. Other information

7.1 List of attachments	<ol style="list-style-type: none"> <li>1. Training reports</li> <li>2. Evidence for learning achievement (result of pre-post tests, etc)</li> <li>3. Interview record with participants</li> <li>4. XXXXX</li> </ol>
7.2 List of organizations which share this evaluation results	<ol style="list-style-type: none"> <li>1. Coordination Committee for SSC</li> <li>2. XXXXXX</li> <li>3. XXXXXX</li> </ol>

## 6.5.2. Example of Course Evaluation Report

<p><b><u>COURSE EVALUATION REPORT</u></b></p> <p><b>Training Course of Artificial Insemination on Dairy Cattle for Developing Countries by Singosari National Artificial Insemination Centre</b></p> <p><b>Date of Evaluation:</b>  <b>9th October 2011 (Participants Evaluation)</b>  <b>24th October 2011 (Self-Assesment of the Implementing Agency)</b></p> <p>* the report was developed based on participants' evaluation (FORM 2.1) and self assesment of the Implementing Agency (FORM 2.2)</p>
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### 1. Summary of the Training Program

<b>1.1 Name of training</b>	<b>Training Course of Artificial Insemination on Dairy Cattle for Developing Countries</b>
<b>1.2 Background of the training</b>	<p>Artificial Insemination (AI) is a technique of semen insertion into reproductive tract of female animal using insemination gun (postulate). In Indonesia, AI has been known and applied since 1950, but the implementation of AI in the field just was started in 1972.</p> <p>The strengthening of artificial insemination center project in Indonesia was jointly cooperated between the Government of Indonesia (through Directorate General of Livestock Services) with the Government of Japan (through Japan International Cooperation Agency/JICA), which was known as Artificial Technical Assistance (ATA – 233) Project. The project was implemented in Singosari AI center, started from 1986 and with several times extension it has terminated in 2002. The activities of ATA – 233 projects were to produce frozen semen, progeny test program, and artificial insemination (AI). The transferring of knowledge and technology from Japanese experts to counterparts has done successfully by providing training in Japan.</p> <p>Since 1986, Singosari National Artificial Insemination Centre has been conducted several training programs on AI and other related skill such as pregnancy diagnose, reproductive disorder, frozen semen handling, bull master, Hay and Silage making, bull salon and also Hoof Trimming. Supported by intellectual capacity on livestock breeding, SNAIC has been able to apply AI technology and other related technology such as forage processing, progeny testing program, sexed frozen semen, AI on fish, having an accredited laboratory of ISO 17025 and quality system management of ISO 9001: 2008 as well as exporting bovine and caprine semen to Malaysia</p> <p>By having this experience, Indonesia is honored to share the knowledge of AI with developing countries which have similar condition on livestock through <b>Training Course of Artificial Insemination on Dairy Cattle for Developing Countries</b>. The course is held once a year in Singosari National Artificial Insemination Centre, Malang – Indonesia, from Japanese fiscal year (JFY) 2010 to 2012, subject to annual consultations between both Governments.</p>

<b>1.3 Purpose of the training</b>	The training course is aimed to upgrade and improve of the knowledge and technique of inseminator among Developing Countries. The Training Course is also to give an opportunity for participants to exchange ideas, information and experience among them.	
<b>1.4 Achievement target</b>	By the end of training course, it is expected that participants will have acquired the relevant technique and knowledge of the: <ul style="list-style-type: none"> <li>• Implementation of Artificial Insemination in the field.</li> <li>• Related field on the artificial insemination such as animal breeding, feeding management, handling frozen semen, animal reproductive and health, animal disorder and its control.</li> </ul>	
	<b>Plan</b>	<b>Actual</b>
<b>1.5 Time of training</b>	12 September – 9 October 2011	26 September – 23 October 2011
<b>1.6 Beneficiary Countries</b>	14 countries: Kenya, Sudan, Bangladesh, Afghanistan, Palestine, Pakistan, Sri Lanka, Myanmar, Cambodia, Lao, Vietnam, Timor Leste, Fiji and Thailand	11 countries: Kenya, Sudan, Bangladesh, Afghanistan, Palestine, Sri Lanka, Myanmar, Cambodia, Lao, Vietnam and Timor Leste.
<b>1.7 Number of participants</b>	22 persons	19 persons
<b>1.8 Requirement for participants</b>	NA	NA
<b>1.9 Implementing Agency</b>	Singosari National Artificial Insemination Centre	Singosari National Artificial Insemination Centre
<b>1.10 Venue of Training</b>	Singosari National Artificial Insemination Centre, Batu, East Java	Singosari National Artificial Insemination Centre, Batu, East Java
<b>1.11 Budget</b>	800,000,000 IDR	Approximately 800,000,000 IDR (still on process of calculation)
<b>1.12 Funding source</b>	Gol and JICA	Gol and JICA
<b>1.13 Language</b>	English	English

## 2. Evaluation Results

<b>2.1 Relevance</b>	<p><b>1. Appropriateness of training subjects and contents</b></p> <p>Based on evaluation questionnaire filled by all of the participants, nearly all of the participants perceived that the training subjects and contents was consistent with policy in their countries (stated by 95% of the participants), relevant with development issues in their countries (stated by all of the participants), and important for the participants (stated by 95% of the participants).</p>
<b>2.2 Effectiveness</b>	<p><b>1. Achievement of training objective</b></p> <p>All of the participants stated that their level of understanding has increased after the training and the training objectives have been achieved. The main objective of the training was to improve participants' skill and knowledge in the field of artificial insemination. Before the training, it was difficult for some participants to perform artificial insemination service, however, after the training all participants were able to perform artificial insemination service within 2 minutes.</p> <p><b>1.a. Learning achievement of participants</b></p> <p>For learning achievement, participants stated that their level of knowledge, skill and awareness on artificial insemination has increased after participating the training (please see the attached</p>

course evaluation result – questionnaire to the participants).

Prior class sessions in the training, all participants were given a Pre Test in order to know participant's previous knowledge on animal reproduction and artificial insemination. After class sessions, at the end of the training, all participants were given a Post Test in order to know learning achievement in artificial insemination. Based on average score of Pre Test and Post Test, there was an increase by 20.81% on participants test result, from 63.90 prior to the training to 77.20 after the training (please see Table 1 below).

During the training, all participants received hands on experience with live cows to practice skills of artificial insemination. At the beginning of the training, some participants had difficulties in performing artificial insemination service, however, at the end of the training all participants were able to perform the artificial insemination very well. The average score of practical test in slaughter house conducted before and after the training showed an increase of the tests by 23.73% (increase from 67.6 to 83.7). The practical session was conducted in the slaughter house assisted by team instructors from the Slaughter House. The instructors are very experience and patient, so that they can teach and assist all participants to perform an artificial insemination technique.

In addition to the practical sessions in the slaughter house, all participants experienced a field visit. During the field visit, all participants had to conduct artificial insemination service to the local farmers. Based on evaluation, all participants were able to apply all knowledge gained from the training and able to perform the artificial insemination service properly. The average score of practical test during the field visit was 82.7 as can be seen in Table 1.

**Table 1. Learning Achievement of the Training\***

Learning Achievement Indicators	Target**	Before	After	% Change
Learning Achievement Evaluation by Implementing Agency:				
a. Participants level of knowledge: % change of average score pre & post test	10%	63,9	77,2	20,8%
b. Participants level of skills: % change of average practical test before & after training	10%	67,6	83,7	23,7%
c. Participants level of skills: average score test during field visit	60	82,7		

\*Based on self assesment (Form 2.2) – attached in the Appendix

\*\* the target is a hypothetical number. This should be set prior to the training.

### 1.b. Gaps among participants

The training course on artificial insemination consisted of theoretical and practical approach. For practical approach there was no gap in learning achievement among the participants. However, a gap in learning achievement was occurred during theoretical sessions due to language barrier. Participants who have relatively low English proficiency were difficult to follow the training. However, compare to the same training in 2010, participants for this year has better English proficiency. Only three persons (16%) among the participants who did not have adequate English language proficiency, which are 1 person from Vietnam, 1 person from Laos and 1 person from Cambodia.

In this training, all participants acquire the technique and knowledge of artificial insemination and other related skills such as animal breeding, feeding management, frozen semen production, frozen semen handling, animal reproductive disorder and health control. Moreover, during the course all participants did not only learn about the artificial insemination technique but also they had the opportunity to observe the livestock condition in Indonesia.

	<p><b>2. Development of action plan</b></p> <p>Before finishing the course, all participants were requested to develop an action plan to actuate all experiences gained during the training. From 19 participants, 2 were not able to develop action plans due to limitation of English language. Although the time available was too short for developing an action plan, all participants tried their best to make an action plan properly. For the next training, participants will be asked prior to the training to prepare materials for the development of action plan, so that they have sufficient time and information to develop an action plan during the training. All participants stated that they are willing to implement the action plan in their home countries after the training was concluded.</p> <p><b>3. Capacity of Implementing Agency</b></p> <p>There are no changes in the organizing that implement the training.</p>																																																
<p><b>2.3 Efficiency</b></p>	<p><b>1. Appropriateness of inputs</b></p> <p>All participants were satisfied or highly satisfied with the training curriculum/modules and training materials. For the training curriculum, 74% of participants was highly satisfied, whereas for training materials, 68% of participants was highly satisfied.</p> <p>Based on course evaluation result on lectures, most of participants was satisfied with the performance of lecturers. However, there were some lecturers who cannot adequately deliver the materials properly due to lack in English language. The lecturers who cannot effectively deliver the materials will not be considered to teach in the future training. Results of evaluation for lecturers is presented in the following table.</p> <p style="text-align: center;"><b>Table 2. Course Evaluation on the Lecturer</b></p> <table border="1" data-bbox="464 1099 1422 1413"> <thead> <tr> <th>Evaluation on Lecturers</th> <th>Highly Not Satisfied</th> <th>Not Satisfied</th> <th>Moderate</th> <th>Satisfied</th> <th>Highly Satisfied</th> </tr> </thead> <tbody> <tr> <td>Knowlegde and skills</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>42%</td> <td>58%</td> </tr> <tr> <td>Teaching methods</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>53%</td> <td>47%</td> </tr> <tr> <td>Ability to engage in class</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>58%</td> <td>42%</td> </tr> <tr> <td>English proficiency</td> <td>0%</td> <td>0%</td> <td>26%</td> <td>42%</td> <td>32%</td> </tr> </tbody> </table> <p><b>2. Appropriateness of training management</b></p> <p>The training period was conducted as scheduled in 28 days. However, the schedule was slightly postponed by two weeks (please see Table 3 below). The actual budget of the training was expected to meet the budget. Both, Government of Indonesia and JICA provided funding support for the training as planned.</p> <p style="text-align: center;"><b>Table 3. Course Evaluation on the Training Management</b></p> <table border="1" data-bbox="432 1738 1453 2031"> <thead> <tr> <th>Training management</th> <th>Plan</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Training period</td> <td>28 days</td> <td>28 days</td> </tr> <tr> <td>Training schedule</td> <td>12 September - 9 October 2011</td> <td>26 September - 23 October 2011</td> </tr> <tr> <td>Training venue</td> <td>Singosari National AI Center</td> <td>Singosari National AI Center</td> </tr> <tr> <td>Training budget</td> <td>800,000,000 IDR</td> <td>approximately 800,000,000 IDR</td> </tr> <tr> <td>Funding sources</td> <td>Gol and JICA</td> <td>Gol and JICA</td> </tr> </tbody> </table>	Evaluation on Lecturers	Highly Not Satisfied	Not Satisfied	Moderate	Satisfied	Highly Satisfied	Knowlegde and skills	0%	0%	0%	42%	58%	Teaching methods	0%	0%	0%	53%	47%	Ability to engage in class	0%	0%	0%	58%	42%	English proficiency	0%	0%	26%	42%	32%	Training management	Plan	Actual	Training period	28 days	28 days	Training schedule	12 September - 9 October 2011	26 September - 23 October 2011	Training venue	Singosari National AI Center	Singosari National AI Center	Training budget	800,000,000 IDR	approximately 800,000,000 IDR	Funding sources	Gol and JICA	Gol and JICA
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According to participants (Table 4), the training period, schedule, and process were appropriate and satisfying. However, on the budget for daily allowance was perceived less satisfying, since comparing to international training conducted in other countries, the allowance for participants were relatively higher.

**Table 4. Course Evaluation on the Training Management**

Evaluation on Training Management	Highly Not Satisfied	Not Satisfied	Moderate	Satisfied	Highly Satisfied	NA
Training period and schedule	0%	0%	0%	58%	37%	5%
Training process	0%	0%	0%	32%	63%	5%
Response by the training staff	0%	0%	0%	47%	47%	5%
Daily allowance	5%	5%	37%	21%	26%	5%

### 3. Appropriateness of training environment

Based on participants' evaluation, most of facilities for learning and supporting facilities during this training were satisfying. For learning facilities, the ones that are needed to be improved are provision of Reading materials and internet connection. Whereas, for supporting facilities, the ones that are considered to be improved are transportation service and access to health services. The summary of the evaluation was presented in Table 5 below.

**Table 5. Course Evaluation on Training Environment**

Evaluation on Training Environment	Highly Not Satisfied	Not Satisfied	Moderate	Satisfied	Highly Satisfied	NA
<b>a. Appropriateness of learning facilities:</b>						
i. Classroom	0%	0%	0%	16%	84%	0%
ii. Computer	0%	0%	5%	21%	68%	5%
iii. Laboratory	0%	0%	0%	32%	68%	0%
iv. Audio-visual equipments	0%	0%	0%	21%	74%	5%
v. Reading materials	5%	0%	21%	21%	16%	37%
vi. Internet connection	0%	21%	16%	16%	32%	16%
<b>b. Appropriateness of basic facilities:</b>						
i. Accommodation	0%	0%	5%	32%	63%	0%
ii. Restaurant	0%	0%	0%	37%	63%	0%
iii. Meals	0%	0%	16%	32%	53%	0%
iv. Toilet	0%	0%	11%	21%	68%	0%
v. Praying room	0%	0%	0%	16%	42%	42%
vi. Transportation services	0%	0%	21%	32%	47%	0%
vii. Access to appropriate health service	0%	0%	11%	26%	58%	5%

### 4. Appropriateness of participants

Total number of participants in the training was 19 persons from 11 countries. Based on the training plan, number of participants was expected to be 22 persons from 14 countries, however, there were 1 from Palestine who was unable to attend the training due to suffering serious disease and 2 participants from Thailand who were unable to attend since the Government of

Thailand government was unwilling to pay the training fee (please see Table 6).

**Table 6. Appropriateness of Participants**

Evaluation of Participants	Plan	Actual
a. Number of countries	14 countries	11 countries
b. Name of countries	Kenya, Sudan, Bangladesh, Afghanistan, Palestine, Pakistan, Sri Lanka, Myanmar, Cambodia, Lao, Vietnam, Timor Leste, Fiji and Thailand	Kenya, Sudan, Bangladesh, Afghanistan, Palestine, Sri Lanka, Myanmar, Cambodia, Lao, Vietnam and Timor Leste.
c. Number of participants	22 persons	19 persons
d. Requirement of the participants	NA	NA

Prior to the training, participants were expected to prepare a country report in order to share livestock condition in their home countries. All of the participants have prepared the country report and shared to other participants during the training.

During the training, all participants always been motivated and punctual in attending the training program. Overall, there were no difficulties and constraints with the participants during the training.

All participants can cooperate well among themselves. During field visit, all participants were requested to perform insemination service, which covers: preparation (preparing the equipment, frozen semen thawing), insemination and recording. The participants were divided into four groups and each group was assigned to perform the insemination services in four different area. They have a good cooperation among themselves in performing assignment during the field visit. Moreover, all participants stated they can learn from other participants' experiences during the training.

#### **5. Development of follow-up mechanism**

In order to maintain network between Implementing Agency and participants, and network among participants, the Implementing Agency developed an alumni book consists of detail information concerning participants. Moreover, there is a facebook account for the alumni developed as a media to share the information among the alumni. Both, implementing agency and participants shows a commitment to maintain network after the training.

#### **2.4 Contributing Factors**

The training was important to share ideas and knowledge among participants and lecturers concerning artificial insemination from different countries. In addition, through the training, Indonesia's knowledge, technology and experience could be shared with the participating countries.

The lecturers and facilitators have practical experiences to assist participants to comprehend the topics during training. The training design was also developed to combine both theoretical approach and practical approach, so that participants not only get knowledge but also can practice the skills. Moreover, the implementing agencies have adequate facilities and experiences to conduct the training for international participants.

<p><b>2.5 Inhibiting Factors</b></p>	<p>There are some factors that inhibit the implementation of the training, such as:</p> <ul style="list-style-type: none"> <li>▪ Limited time for development of action plan. The Implementing Agency did not inform the participants on the development of action plan prior to the training. Hence, participants did not make adequate preparation for developing the action plan during the training. Some of the participants were not decision makers in their home organization and have limited experiences in developing action plan, so that, the result of action plan was not optimal.</li> <li>▪ Some participants did not have an artificial insemination center yet in their countries, so that they do not have adequate experiences in conducting artificial insemination services. This has created a learning gap among participants during the training.</li> <li>▪ There were lecturers who have low English proficiency, hence, communication in class cannot effectively be conducted. It is suggested that for future training, there should be a requirement of minimum English proficiency for the lecturers.</li> <li>▪ Language barriers to communicate among participants, especially the ones who do not have adequate English proficiency. Most of participants can effectively communicate in English. However, there were 1-2 person who did not have adequate proficiency in English. It is suggested that for future training, there should be a requirement of minimum English proficiency for the participants.</li> <li>▪ The distance between accommodation of participants and training location was too far. The accommodation was located in a hotel in the City of Malang, whereas the training location was in the District of Malang.</li> <li>▪ There was limited access to internet connection, especially in the accommodation of the participants.</li> </ul>				
<p><b>2.6 Conclusion</b></p>	<p><b>Training Program and Implementing Agency</b> Overall, participants perceived that they are satisfied with the implementation of the training. Based on overall course evaluation, 68% of participants stated that they are highly satisfied and 32% of participants stated that they are satisfied with the training.</p> <p><b>Learning Achievement of the Participants</b> Based on learning achievement, the Implementation Agency reported that learning achievement target has been met, which can be seen by the increase level of knowledge and skills of participants on artificial insemination (increased by 20.8% or pre and post test; and increased by 23.7% of practical test before and after the training)</p> <table border="1" data-bbox="405 1323 1409 1559"> <tr> <td data-bbox="405 1323 715 1491">Fulfillment of achievement targets</td> <td data-bbox="715 1323 1409 1491"> <ul style="list-style-type: none"> <li>▪ Pre and Post Test increased by 20.8%</li> <li>▪ Practical test increased by 23.7% (before and after the training)</li> <li>▪ Average score of practical test during field visit were: 82.7</li> </ul> </td> </tr> <tr> <td data-bbox="405 1491 715 1559">Overall satisfaction level of Training participants</td> <td data-bbox="715 1491 1409 1559">Weighted average of participants satisfaction on the training: 92% (please refer to the summary results in the Annex)</td> </tr> </table>	Fulfillment of achievement targets	<ul style="list-style-type: none"> <li>▪ Pre and Post Test increased by 20.8%</li> <li>▪ Practical test increased by 23.7% (before and after the training)</li> <li>▪ Average score of practical test during field visit were: 82.7</li> </ul>	Overall satisfaction level of Training participants	Weighted average of participants satisfaction on the training: 92% (please refer to the summary results in the Annex)
Fulfillment of achievement targets	<ul style="list-style-type: none"> <li>▪ Pre and Post Test increased by 20.8%</li> <li>▪ Practical test increased by 23.7% (before and after the training)</li> <li>▪ Average score of practical test during field visit were: 82.7</li> </ul>				
Overall satisfaction level of Training participants	Weighted average of participants satisfaction on the training: 92% (please refer to the summary results in the Annex)				

**3. Improvement plan for next training (for training program having multiple times of training)**

<p><b>3.1 Curriculum, material, etc</b></p>	<p>For curriculum of the next training, it is expected that it also includes artificial insemination service for buffalo, goat, or horse. The curriculum should include more materials on the pregnancy diagnosis, transfer embryo techniques, semen processing, and infertility program. For the field visit, a visit to modern dairy farm and modern dairy industry should be incorporated in the training.</p>
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<b>3.2 Human resource (lecture, facilitator, etc)</b>	For next training, it is expected that all the lectures have adequate proficiency in English.
<b>3.3 Training management</b>	NA
<b>3.4 Training environment</b>	Training facilities, such as internet connection is expected to be improved for the next training and small medical supplies for participants are provided during the training.
<b>3.5 Other issues</b>	Some participants perceived that the daily allowance was too low compare to other international training program. It is expected that the daily allowance for the next training can be increased to 30-40 USD per person per day.

#### **4. Recommendations for future international training program**

<b>4.1 Recommendation for the planning of the program</b>	The training is relevant and needed by developing countries. On the other hand, this training gave the impact to the enlargement of BBIB Singosari networking. As an executing institution, BBIB Singosari has been broadly recognized as the producer of high quality frozen semen and the center of artificial insemination training. Hence, the training has to continue and follow up by other relevant training program.
<b>4.2 Recommendation for implementation of the program</b>	NA

#### **5. Comments from supervising organizations, such as National Coordinating Team, Line ministry, and donor agencies.**

1. Name and organization	<i>Comments on the overall training, training management, participants, etc.</i> NA
2. Name and organization	<i>Comments on the overall training, training management, participants, etc.</i> NA
3. Name and organization	<i>Comments on the overall training, training management, participants, etc.</i> NA

#### **6. Other findings (if any)**

NA
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#### **7. Other information**

<b>7.1 List of attachments</b>	<ol style="list-style-type: none"> <li>1. Training Implementation Reports</li> <li>2. Evidence for learning achievement (results of pre-post tests, practical tests)</li> <li>3. Questionnaire of participants (Form 2.1)</li> <li>4. Self-Assessment of the implementing agency (Form 2.2)</li> <li>5. Supervising Organization's Comments (Form 2.3)</li> </ol>
<b>7.2 List of organizations which share this evaluation results</b>	<ol style="list-style-type: none"> <li>1. National Coordinating Team</li> <li>2. JICA</li> <li>3. Line Ministry - Ministry of Agriculture</li> </ol>

The Chapter will provide guidelines to implement **ex-post evaluation** for Indonesia's international training program under the South-South Cooperation. The chapter is composed of:

1. Framework of ex-post evaluation, which consists of detailed framework of ex-post evaluation, process of ex-post evaluation, and stakeholder of ex-post evaluation.
2. Standard evaluation grid for ex-post evaluation, which consist of: (i) evaluation criteria; (ii) evaluation aspects; (iii) evaluation questions; (iv) measurement target (indicators); (v) necessary information; and (vi) methods.
3. Scheme of ex-post evaluation, which summarizes overall process of an ex-post evaluation, from criteria of the evaluation to evaluation report.
4. Instruments of ex-post evaluation, which include:
  - a. Form 3.1: Questionnaire for Alumni in Beneficiary Countries
  - b. Form 3.2: Questionnaire for Organization in Beneficiary Countries
  - c. Form 3.3: Interview guidelines for the Implementing Agencies
  - d. Form 3.4: Interview guidelines for the National Coordinating Team
5. Format of ex-post evaluation report, which includes a case study for example of developing an ex-post evaluation report.

## 7.1. FRAMEWORK OF EX-POST EVALUATION

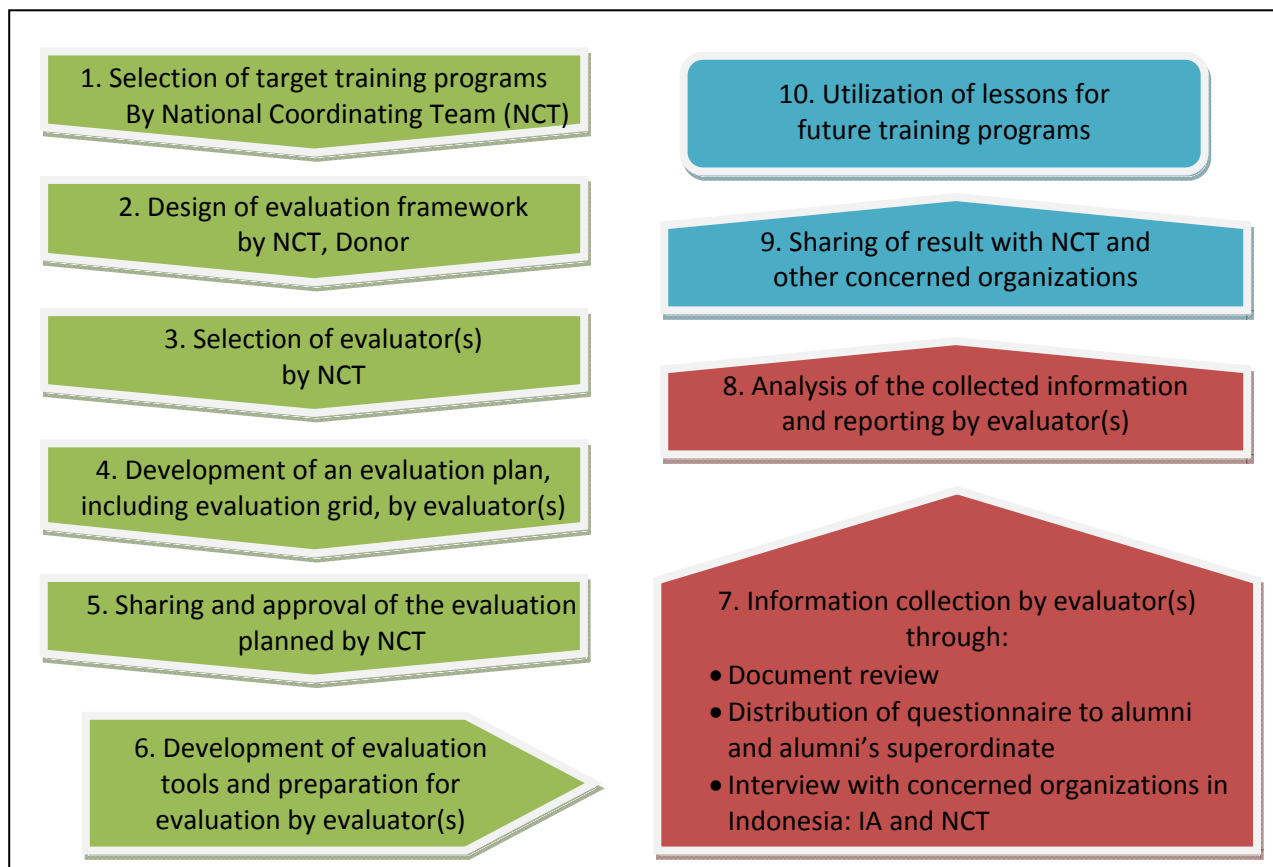
The main objective of ex-post evaluation is to examine internal and external benefits created after training implementation, and sustainability of the training as well as to observe any potential and/or implemented follow-ups of training. Ex-post evaluation can be implemented in two options of timings, each with different emphasis of evaluation. The first option is to conduct ex-post evaluation in 1 to 2 years after the training ended in order to verify the impact on individual and/or organization. The second option is to conduct ex-post evaluation 5 years after the program ended with emphasis of evaluation on the verification of impacts. Ideally, ex-post evaluation should be performed for all trainings, however since ex-post evaluation is relatively costly, the National Coordinating Team can select training programs to be evaluated according to availability of the budget. The table below elaborates further various roles needed in the ex-post evaluation, targets to be evaluated, source of information, and evaluation site of ex-post evaluation.

**Table 7.1. Framework and Characteristics – Ex-Post Evaluation**

Framework and Main Characteristics		Remarks
<b>Objective</b>	To examine the benefit, sustainability and follow-up of training	Performance of alumni after the training and its internal and external benefits on organizations and society are analyzed comprehensively to extract lessons.
<b>Time</b>	<ul style="list-style-type: none"> <li>• 1-2 years after the training ended to verify the impact on individual and/or organization</li> <li>• 5 years after the program ended to verify the impact on countries (both beneficiary countries and/or Indonesia).</li> </ul>	Appropriate timing of Ex-post Evaluation is set by National Coordinating Team based on the type of selected training programs and other conditions.
<b>Programs to be evaluated</b>	<ul style="list-style-type: none"> <li>• Selected program, based on National Coordinating Team, budget (if possible)</li> </ul>	Targeted training programs for the evaluation is selected by the National Coordinating Team with consideration on budget availability and other conditions.
<b>Evaluator</b>	<ul style="list-style-type: none"> <li>• <b><u>PLANNER</u></b> National Coordinating Team, Donor</li> <li>• <b><u>IMPLEMENTER</u></b> Evaluation team under National Coordinating Team, External Evaluator (if possible)</li> </ul>	Ex-post Evaluation is designed and the evaluator(s) is selected by National Coordinating Team. As the evaluation needs laborious information collection, including sending questionnaires to beneficiary countries and in-depth factor analysis of the benefit, use of external evaluator(s), who work intensively for the evaluation, can be considered based on the availability of budget.
<b>Target to be evaluated</b>	<ul style="list-style-type: none"> <li>• Alumni</li> <li>• Alumni's organizations</li> <li>• Programs</li> </ul>	-
<b>Source of Information</b>	<ul style="list-style-type: none"> <li>• Alumni</li> <li>• Alumni's superordinate</li> <li>• Implementing Agency</li> <li>• National Coordinating Team</li> </ul>	
<b>Evaluation site</b>	Indonesia (and selected beneficiary countries, if possible)	Visit to beneficiary countries is considered to assess the benefit and sustainability based on the availability of budget.

The figure below elaborates further the process of ex-post evaluation. We can see clearly here that the National Coordinating Team (NCT) plays a major role in the evaluation that it should not only design the evaluation framework but also select the appropriate evaluator. It is also important for the evaluator to disseminate the results of the evaluation to the National Coordinating Team and other concerned organization so that the lessons learned from the ex-post evaluation can be utilized for future training programs.

**Figure 7.1. Evaluation Process – Ex-Post Evaluation**



**Note:** Green =preparation phase; Red =implementation of ex post evaluation; Blue =assessment phase

It is essential for all stakeholders to fully comprehend each of their roles in ex-post evaluation. For example, many stakeholders of the training have to provide necessary information for the evaluators. The National Coordinating Team and Evaluators have main roles in ex-post evaluation, which are: designing evaluation, preparing evaluation, and implementing evaluation. Thus, it is necessary for these two entities to solidly collaborate in conducting ex-post evaluation.

**Table 7.2. Stakeholders and Their Roles – Ex-Post Evaluation**

<b>Stakeholder</b>	<b>Roles in the Ex-post Evaluation</b>
National Coordinating Team	<ul style="list-style-type: none"> <li>• Selection of target training programs for Ex-post Evaluation</li> <li>• Design of evaluation framework</li> <li>• Selection of evaluator(s)</li> <li>• Implementation of evaluation</li> <li>• Supervision of evaluation*</li> </ul>
Supporting Agencies (Line ministries, etc )	<ul style="list-style-type: none"> <li>• Provision of information for evaluation*</li> </ul>
Implementing Agency (Organizer)	<ul style="list-style-type: none"> <li>• Provision of information for evaluation**</li> </ul>
Organizations in beneficiary countries	<ul style="list-style-type: none"> <li>• Provision of information for evaluation</li> </ul>
Training participants (Alumni)	<ul style="list-style-type: none"> <li>• Provision of information for evaluation</li> </ul>
Evaluator(s)	<ul style="list-style-type: none"> <li>• Design, preparation, implementation, and reporting of evaluation</li> </ul>
Donor Agencies	<ul style="list-style-type: none"> <li>• Provision of the financial support for evaluation, if required &amp; necessary</li> <li>• Supervision of evaluation*</li> </ul>

Note: \* stakeholders should provide such information/benefit for implementing Agency

\*\* Collect comments





## 7.2. STANDARD EVALUATION GRID FOR EX POST EVALUATION

Table below elaborates in details evaluation aspects, evaluation questions, measurement target, necessary information and methods designed for each evaluation criteria that are analyzed in ex-post evaluation, i.e. relevance, benefits, and sustainability.

**Table 7.3. Standard Evaluation Grid for Ex-post Evaluation**

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary information	Method
<b>Relevance</b>	Appropriateness of the training subject and contents	Are the training subject and contents still in line with the policy and condition of beneficiary countries?	Training subject is in line with policy and condition in the beneficiary countries	Policy in the beneficiary countries	<ul style="list-style-type: none"> <li>• Document review (post-training report &amp; information on current issues)</li> <li>• Questionnaire to alumni and organizations in beneficiary countries</li> <li>• Interview with alumni and organizations in beneficiary countries (if possible)</li> </ul>
		Are the training subject and contents still relevant with the development issue or priorities in the beneficiary countries?	Relevance of training subject and contents in the development issue or priorities in the beneficiary countries	Situation in the related fields of beneficiary countries	
		Are the training subjects still in line with current Indonesian international policy and priorities?	Training subject is in line with current Indonesian international policy and priorities	Current Indonesian international policy and priorities	<ul style="list-style-type: none"> <li>• Document review (report international meetings/conferences)</li> <li>• Interview with the Implementing Agency and concerned organizations</li> </ul>
<b>Benefits</b>	<b>External Benefits</b>				
	Utilization of training results	Did the alumni implement or integrate the training result with policy in Beneficiary Countries?	Utilization of training results	Information on the utilization	<ul style="list-style-type: none"> <li>• Review of post-training reports and communication with alumni</li> <li>• Questionnaire to alumni and organizations in beneficiary countries</li> <li>• Interview with alumni and organizations in beneficiary countries (if possible)</li> </ul>
		Did the alumni implement the action plan?	Implementation of action plan	Information on the implementation	
		Did the alumni share training results with colleague?	Sharing of training results	Information on sharing	

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary information	Method
	Suitable condition/ environment for the implementation of activities by alumni	Are alumni in the position to implement the training results?	Position of alumni	Information on the position of alumni	
		Are resources, including budget, available for alumni to implement training results?	Availability of resources	Information on available resources	
	Collaboration with other training programs	Is there collaboration with other training programs, i.e. further follow-up cooperation?	Collaboration with other training program and	Information on collaboration with other training	<ul style="list-style-type: none"> <li>• Questionnaire to alumni</li> <li>• Interview with alumni (if possible)</li> </ul>
	Benefits on organizations and society in beneficiary countries	Were training results integrated in the organization's activities?	Integration of the training results	Information on organization's activities	<ul style="list-style-type: none"> <li>• Review of post-training reports and communication with alumni</li> <li>• Questionnaire to alumni and organizations in beneficiary countries</li> <li>• Interview with alumni and organizations in beneficiary countries (if possible)</li> </ul>
		Was the performance of the organization in beneficiary countries improved?	Improvement in the performance of the organizations	Information on the performance of the organizations	
		Are there (or will there be) any follow up activities by organizations in beneficiary countries after the training?	Implementation of follow up activities by organizations in beneficiary countries	Information on follow up activities by organizations in beneficiary countries	
		Were the achievements targets at the organizational and/or social level achieved (or will be achieved)?	Achievement of targets	Information on the achievement	
		Are there other impacts of training?	Other impacts of the training (positive or negative impacts)	Information on other impacts	
		Are there difficulties/ constraints to disseminate/ utilize the training results in the organization	-	Information on follow up actions/ activities of participants and/or organization	

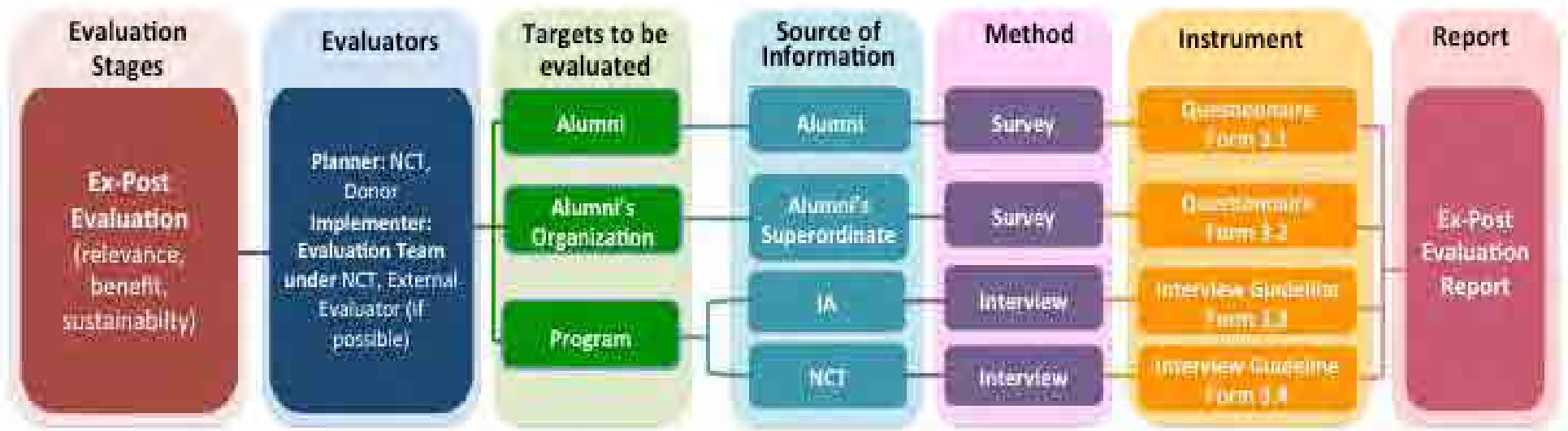
Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary information	Method
	<b>Internal Benefits</b>				
	Collaboration with other training programs	Is there collaboration with other training programs?	Collaboration with other training program	Information on collaboration with other training	<ul style="list-style-type: none"> <li>• Questionnaire to the Implementing Agency</li> <li>• Interview with the Implementing Agency</li> </ul>
	Capacity of the Implementing Agency	Are there changes in the capacity of the Implementing Agency after the training?	Adequate and appropriate IA to implement training	Information on current capacity/structural organization of implementing agencies (IA)	
	Benefits on organizations and society in Indonesia	Are there (or will there be) any follow up activities from the alumni/organizations in Indonesia after the training?	Other related activities conducted (or planned to be conducted) with organizations in Indonesia	Information on other related activities	<ul style="list-style-type: none"> <li>• Review of post-training reports</li> <li>• Interview with the Implementing Agency and concerned organizations</li> </ul>
		Were goals of Indonesian international policy and/or priorities achieved (or will be achieved)?	Achievement of international policy and/or priorities	Information on the goals of international policy and/or priorities	
		Are there other impacts of training?	Other impacts of the training	Information on other impacts of the training	
		Are there difficulties/ constraints to disseminate/ utilize the training effects in the organization?	-	Information on follow up actions/ activities of IAs/organization	
<b>Sustainability</b>	Networking	Are follow-up mechanisms, such as database, e-mailing list, and alumni network, utilized by the	Maintenance and utilization of follow-up mechanism	Information on the maintenance and utilization	<ul style="list-style-type: none"> <li>• Review of post-training reports and communication with alumni (through mailing lists, etc.)</li> </ul>

Evaluation Criteria	Evaluation Aspects	Evaluation Questions	Measurement target (Indicator)	Necessary information	Method
		Implementing Agency and alumni?			<ul style="list-style-type: none"> <li>• Questionnaire to alumni and organizations in beneficiary countries</li> <li>• Interview with alumni and organizations in beneficiary countries (if possible)</li> <li>• Interview with the Implementing Agency</li> <li>• Document review (reports on follow-up visit, if any)</li> </ul>
		Were there any follow-up visits, and/or other activities by the Implementing Agency and/or National Coordinating Team?	Implementation of follow-up visits and/or other activities	Information on the follow up visits, if any	
	Capability of the Implementing Agency	Did (or does) the Implementing Agency conduct other international training after the training?	Implementation of training program by the Implementing Agency	Record of training program	<ul style="list-style-type: none"> <li>• Interview with the Implementing Agency and relevant policy maker</li> </ul>
		Are necessary resources, including financial resource, available to sustain the implementation of the training?	Availability of the resources for Implementing Agencies	Information on the resources for Implementing Agencies	
	Environment to sustain the training effect in the beneficiary countries	Are the training contents integrated in the policy and/or priorities of beneficiary countries?	Integration of the training contents in the policy and/or priorities	Information on the policy and/or priorities	<ul style="list-style-type: none"> <li>• Document review (country or policy reports of beneficiaries countries)</li> <li>• Questionnaire to alumni and organizations in beneficiary countries</li> <li>• Interview with alumni and organizations in beneficiary countries (if possible)</li> </ul>
		Are necessary resources, including financial resource, available to sustain the training effects?	Availability of the resources	Information on the resources	
	Further follow up programs after the training	Are there any further follow up programs (or possibility of further follow up programs) between Indonesia and beneficiary countries after the training?	Follow up programs after the training	Information on the follow up programs or possibility of follow up programs from beneficiary's institutions and alumni	<ul style="list-style-type: none"> <li>• Interview with alumni and organizations in beneficiary countries (if possible)</li> <li>• Interview with relevant policy maker</li> </ul>

### 7.3. EX-POST EVALUATION SCHEME

The scheme of ex-post evaluation is comprised in the following figure. This scheme also goes hand in hand with the evaluation framework elaborated above. There are three matters that are set as the targets to be evaluated. They alumni, alumni's organization and program. Information is obtained from four entities, namely alumni, alumni's superordinates, implementing agency and the National Coordinating Team. In obtaining information for ex-post evaluation, there are two kinds of evaluation methods performed: interview and survey. The scheme also shows that there is one instrument of evaluation used for each of entities, acting as the sources of information in this ex-post evaluation. Hence, there are four instruments of evaluation utilized in this ex-post evaluation.

Figure 7.2. Scheme of Ex-Post Evaluation



#### **7.4. INSTRUMENTS FOR EX-POST EVALUATION**

This subsection is composed of four instruments of evaluation. The first two instruments take form of questionnaire while the last two take form of interview guideline. Form 3.1 is designed to obtain information through survey from alumni, while Form 3.2 from alumni's superordinates. Meanwhile, Form 3.3 is designed to attain information through interview from implementing agency, while Form 3.4 from the National Coordinating Team.

**Questionnaire for Ex-Post Evaluation on International Training Program**

This questionnaire is to be filled by the Alumni of the International Training Program. We highly appreciate your answer to this questionnaire. Answer to the questionnaire will not be used for any purpose than the training evaluation.

**I. GENERAL INFORMATION**

- 1. Country : \_\_\_\_\_
- 2. Name of Alumni : \_\_\_\_\_
- 3. Current Position&Organization : \_\_\_\_\_
- 4. Position & Organization at the time of training : \_\_\_\_\_
- 5. Name&Batch of Target Training : \_\_\_\_\_
- 6. Date of Training : \_\_\_\_\_ ( \_\_\_ days)
- 7. Implementing Agency : \_\_\_\_\_
- 8. Date of Evaluation : \_\_\_\_\_

Please give your answers with ✓ in the relevant fields. Please explain your answer if necessary.

**II. RELEVANCE OF THE TRAINING**

1.Training Subject and Contents	Not relevant		Very relevant		
	1	2	3	4	5
1.1 Are the training subject and contents still in line with the policy and condition of your country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Are the training subject and contents still relevant with the development issue or priorities in your country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Please give any inputs on training subjects and contents that is relevant with current policy and development issues or priorities of your country.					
[Please explain]					



### III. BENEFITS OF THE TRAINING

1.Utilization of Training Results	Strongly Disagree		Strongly Agree		
	1	2	3	4	5
1.1 I have implement and integrated the knowledge and skills learned from the training in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<If your answer is tend to AGREE, please explain how you utilize the knowledge and skills from the training> <If your asnwer is tend to DISAGREE, please explain constraints to utilize the knowledge and skills from the training>					
1.2 I have implemented the action plan developed from the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<If your answer is tend to AGREE, please explain how you implement the action plan> <If your asnwer is tend to DISAGREE, please explain constraints to implement the action plan>					
1.3 I have shared training results with my colleague(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<If your answer is tend to AGREE, please explain how you share training results with your colleague(s)> <If your asnwer is tend to DISAGREE, please explain constraints to share training results with your colleague(s )>					
2. Suitable Condition/Environment for the Implementation of Activities by Alumni				No 0	Yes 1
2.1 Are you in the position to implement the training results?				<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]					
2.2Are there available resources for you to implement training results?				<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]					
2.3 Is budget available for you to implement the training results?				<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]					

3. Collaboration with Other Training Programs	No 0	Yes 1
3.1 Are there collaboration with other training programs (i.e. further follow up cooperation)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4. Benefits on Organizations and Society in Beneficiary Countries	No 0	Yes 1
4.1 Were training results integrated in organization's activities?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.2 Was the performance by the organization in your country improved?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.3 Are there (or will there be) any follow up activities by your organizations after the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.4 Were the achievements targets at the organizational and social level achieved (or will be achieved)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.5 Are there other impacts of training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.6 Please explain any difficulties/constraints to disseminate/utilize the training results faced by the alumni and/or the organization.		
[Please explain]		

**IV. SUSTAINABILITY OF THE TRAINING**

<b>1. Networking</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Do you utilize the follow-up mechanisms, such as database, e-mailing list, and alumni network?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Were there any follow-up visits, and/or other activities by the implementing agency?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>2. Environment to Sustain the Training Effect in the Beneficiary Countries</b>	<b>No 0</b>	<b>Yes 1</b>
2.1 Are the training contents integrated in the policy and/or priorities of your country?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.2 Are necessary resources, including financial resource, available to sustain the training effects?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>3. Further Follow up Programs</b>	<b>No 0</b>	<b>Yes 1</b>
3.1 Are any further follow up programs (or possibility of follow up programs) after the training between Indonesia and your country?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

**V. OTHER INPUTS RELATED TO THE TRAINING**

**VI. OTHER INPUTS FOR FUTURE TRAININGS/ACTIVITIES**

**Questionnaire for Ex-Post Evaluation on International Training Program**

This questionnaire is to be filled by the Superordinate of the Alumni's Organization of the International Training Program. We highly appreciate your answer to this questionnaire. Answer to the questionnaire will not be used for any purpose than the training evaluation.

**I. GENERAL INFORMATION**

1. Country : \_\_\_\_\_
2. Name : \_\_\_\_\_
3. Position&Organization : \_\_\_\_\_
4. Name&Batch of Training : \_\_\_\_\_
5. Date of Training : \_\_\_\_\_ (\_\_\_ days)
6. Implementing Agency : \_\_\_\_\_
7. Date of Evaluation : \_\_\_\_\_

**Please give your answers with V in the relevant fields. Please explain your answer if necessary.**

**II. RELEVANCE OF THE TRAINING**

1.Training Subject and Contents	Not relevant			Very relevant	
	1	2	3	4	5
1.1 Are the training subject and contents still in line with the policy and condition of your country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Are the training subject and contents still relevant with the development issue or priorities in your country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Please give any inputs on training subjects and contents that is relevant with current policy and development issues or priorities of your country. [Please explain]					

**III. BENEFITS OF THE TRAINING**

1.Utilization of Training Result	Not at all			Very much	
	1	2	3	4	5
1.1 Did the alumni implement or integrate the training result with policy in your country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<If your answer is tend to AGREE, please explain how the alumni utilize the knowledge and skills from the training> <If your answer is tend to DISAGREE, please explain constraints to utilize the knowledge and skills from the training>					

1.2 Did the alumni implement the action plan?			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<If your answer is tend to AGREE, please explain how the alumni implement the action plan> <If your answer is tend to DISAGREE, please explain constraints to implement the action plan>							
1.3 Did the alumni share training results with colleague(s)?			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<If your answer is tend to AGREE, please explain how the alumni share training results with her/his colleague(s)> <If your answer is tend to DISAGREE, please explain constraints for the alumni to share training results with her/his colleague(s)>							
<b>2. Suitable Condition/Environment for the Implementation of Activities by Alumni</b>						<b>No</b>	<b>Yes</b>
						<b>0</b>	<b>1</b>
2.1 Are alumni in the position to implement the training results?			<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]							
2.2 Are there available resources for the alumni to implement training results?			<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]							
2.3 Is budget available for the alumni to implement the training results?			<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]							
<b>3. Collaboration with Other Training Programs</b>						<b>No</b>	<b>Yes</b>
						<b>0</b>	<b>1</b>
3.1 Are there collaboration with other training programs (i.e. further follow up cooperation)?			<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]							
<b>4. Benefits on Organizations and Society in Beneficiary Countries</b>						<b>No</b>	<b>Yes</b>
						<b>0</b>	<b>1</b>
4.1 Were training results integrated in organization's activities?			<input type="checkbox"/>	<input type="checkbox"/>			
[Please explain]							

4.2 Was the performance by the organization in your country improved?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.3 Are there (or will there be) any follow up activities by your organizations in your country after the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.4 Were the achievements targets at the organizational and social level achieved (or will be achieved)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
4.5 Are there other impacts of training?	<input type="checkbox"/>	<input type="checkbox"/>
< Answer >		
4.6 Please explain any difficulties/constraints to disseminate/utilize the training results faced by the alumni and/or the organization.		
[Please explain]		

**IV. SUSTAINABILITY OF THE TRAINING**

<b>1. Networking</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Were there any follow-up visits, and/or other activities by the implementing agency?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>2. Environment to Sustain the Training Effect in the Beneficiary Countries</b>	<b>No 0</b>	<b>Yes 1</b>
2.1 Are the training contents integrated in the policy and/or priorities of your country?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

2.2 Are necessary resources, including financial resource, available to sustain the training effects?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>3. Further Follow up Programs</b>	<b>No</b>	<b>Yes</b>
	<b>0</b>	<b>1</b>
3.1 Are any further follow up programs (or possibility of follow up programs) after the training between Indonesia and your country?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

**V. OTHER INPUTS RELATED TO THE TRAINING**

**VI. OTHER INPUTS FOR FUTURE TRAININGS/ACTIVITIES**

**Interview Questions for Ex-Post Evaluation on International Training Program**

This interview questions are prepared for the semi-structured interview with the Implementing Agency of the training. Answers to the questions are to be filled by the evaluator based on the interview result.

**I. GENERAL INFORMATION**

1. Name of Respondent : \_\_\_\_\_
2. Current Position : \_\_\_\_\_
3. Implementing Agency : \_\_\_\_\_
4. Name&Batch of Target Training Program : \_\_\_\_\_
5. Date of Training : \_\_\_\_\_ ( \_\_\_\_ days)
6. Name of the Evaluator& Organization : \_\_\_\_\_
7. Date of Evaluation : \_\_\_\_\_

**II. DOCUMENTS TO BE REVIEWED**

Please fill with **v** if the documents are available and have been reviewed

Documents have been reviewed for the evaluation	v
1. Course Evaluation Report	
2. Updated information on communication with alumni (e.g. mailing list, database, alumni network)	
3. Others, please specify; a. _____ b. _____	

**III. RELEVANCE OF THE TRAINING**

1.Relevance of the training subject	No 0	Yes 1
1.1 Are the training subjects still in line with current Indonesian international priorities and condition?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		



#### IV. EXTERNAL BENEFIT (BENEFITS IN THE BENEFICIARY COUNTRIES)

<b>1. Utilization of the Training Results</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Did the alumni implement or integrate the training result with policy in beneficiary countries? (Please refer to communication with alumni)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.2 Did the alumni implement the action plan? (Please refer to communication with alumni)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
1.3 Did the alumni share training results with colleague(s)? (Please refer to communication with alumni)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

#### V. INTERNAL BENEFITS (BENEFITS FOR INDONESIA)

<b>1. Collaboration with Other Training Program</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Is there collaboration with other training program conducted by the agency?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain and give examples of collaboration]		
<b>2. Capacity of implementing agency</b>	<b>No 0</b>	<b>Yes 1</b>
2.1 Are there changes in the capacity of the Implementing Agency after the training, e.g. structure of organization, training facilities, training resources (human resources and financial resources)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain and give examples]		
<b>3. Benefits on Organizations and Society in Indonesia</b>	<b>No 0</b>	<b>Yes 1</b>
3.1 Are there (or will there be) any follow-up activities from alumni/organizations in Indonesia after the training? (Please refer to communication with alumni)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

3.2 Are there other impacts of the training?		<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]			
3.3 Please explain about the difficulties/constraints to disseminate/utilize the training effects in the organization			
[Please explain]			

**VI. SUSTAINABILITY**

<b>1. Networking</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Are follow-up mechanisms, such as database, e-mailing list, and alumni network, utilized by Implementing Agency and alumni?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain and give examples of follow-up mechanisms]		
1.2 Were there follow-up visits, and/or other activities conducted by the Implementing Agency and/or National Coordinating Team?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain and give examples of follow-up activities]		
<b>2. Capability of the Implementing Agency</b>	<b>No 0</b>	<b>Yes 1</b>
2.1 Did (or does) the Implementing Agency conduct other international training after the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.2 Are necessary resources, including financial resources, available to sustain the implementation of the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

<b>3.Environment to Sustain the Training Effect in the Beneficiary Countries</b>		<b>No</b>	<b>Yes</b>
		<b>0</b>	<b>1</b>
3.1 Are the training contents integrated in the policy and/or priorities of beneficiary countries? (Please refer to communication with the alumni)		<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]			
<b>4. Further Follow up Programs</b>		<b>No</b>	<b>Yes</b>
		<b>0</b>	<b>1</b>
4.1. Are any further follow up programs (or possibility of follow up programs) after the training between Indonesia and beneficiaries countries?		<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]			

**V. OTHER INPUTS RELATED TO THE TRAINING**

**VI. OTHER INPUTS FOR FUTURE TRAININGS/ACTIVITIES**

### Interview Questions for Ex-Post Evaluation on International Training Program

This interview questions are prepared for the semi-structured interview with the National Coordinating Team.  
Answers to the questions are to be filled by the evaluator based on the interview result.

#### I. GENERAL INFORMATION

1. Name of Respondent : \_\_\_\_\_
2. Current Position&Organization : \_\_\_\_\_
3. Name&Batch of Target Training Program : \_\_\_\_\_
4. Implementing Agency : \_\_\_\_\_
5. Name of the Evaluator & Organization : \_\_\_\_\_
6. Date of Evaluation : \_\_\_\_\_

#### II. DOCUMENTS TO BE REVIEWED

Please fill with **v** if the documents are available and have been reviewed

Documents have been reviewed for the evaluation	v
1. Course Evaluation Report	
2. Report of International Forums/Conferences	
3. Updated information on communication with alumni (e.g. mailing list, database, alumni network)	
4. Others, please specify; a. _____ b. _____ c. _____	

#### III. RELEVANCE OF THE TRAINING

1.Relevance of The Training Subject	No 0	Yes 1
1.1 Are the training subjects still in line with current Indonesian international policy and priorities?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

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**IV. EXTERNAL BENEFIT (BENEFITS IN THE BENEFICIARY COUNTRIES)**

<b>1. Utilization of The Training Results</b>	<b>No 0</b>	<b>Yes 1</b>
1.1. Did the alumni implement or integrate the training result with policy in beneficiary countries? (Please refer to communication with alumni)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

**V. INTERNAL BENEFITS (BENEFITS FOR INDONESIA)**

<b>1. Collaboration with Other Training Program</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Are there collaboration with other training program conducted by the implementing agency?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain and give examples of collaboration]		
<b>2. Capacity of Implementing Agency</b>	<b>No 0</b>	<b>Yes 1</b>
2.1 Are there changes in the capacity of the Implementing Agency after the training? e.g. structure of organization, training facilities, training resources (human resources and financial resources)?	<input type="checkbox"/>	<input type="checkbox"/>
<Reason of answer and examples>		
<b>3. Benefits on Organizations and Society in Indonesia</b>	<b>No 0</b>	<b>Yes 1</b>
3.1 Are there (or will there be) any follow-up activities from alumni/organizations in Indonesia after the training? (Please refer to communication with alumni)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
3.2. Were goals of Indonesia's international policy and/or priorities achieved (or will be achieved)?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

3.3. Are there other impacts of the training?	<input type="checkbox"/>	<input type="checkbox"/>
<Reason of answer>		
3.4 Are there difficulties/constraints to disseminate/utilize the training effects in the organization?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

<b>VI. SUSTAINABILITY</b>
---------------------------

<b>1. Networking</b>	<b>No 0</b>	<b>Yes 1</b>
1.1 Were there follow-up visits, and/or other activities conducted by the Implementing Agency and/or National Coordinating Team?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain and give example of follow up activities]		
<b>2. Capability of the Implementing Agency</b>	<b>No 0</b>	<b>Yes 1</b>
2.1 Did (or does) the Implementing Agency conduct other international training after the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
2.2 Are necessary resources, including financial resources, available to sustain the implementation of the training?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		
<b>3. Environment to Sustain the Training Effect in The Beneficiary Countries</b>	<b>No 0</b>	<b>Yes 1</b>
3.1 Are the training contents integrated in the policy and/or priorities of beneficiary countries? (Please refer to report on international forums/conferences)	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

4. Further Follow up Programs		
	No 0	Yes 1
4.1. Are any further follow up programs (or possibility of follow up programs) after the training between Indonesia and beneficiaries countries?	<input type="checkbox"/>	<input type="checkbox"/>
[Please explain]		

**VII. OTHER INPUTS RELATED TO THE TRAINING**

**VIII. OTHER INPUTS FOR FUTURE TRAININGS/ACTIVITIES**

## 7.5.EX-POST EVALUATION REPORT

### 7.5.1.Format of Ex-Post Evaluation Report

This Ex-Post Evaluation Report is to be made by the evaluation team under the National Coordinating Team or assigned external evaluator. The report compiles information from ex-post evaluation instruments (Form 3.1, Form 3.2, Form 3.3, and Form 3.4) and other relevant documents.

Format of Ex-Post evaluation report is presented below, whereas, example of Ex-Post Evaluation Report is presented in the next section. Examples of Ex-Post Evaluation Report presented here are based on case studies developed on February-March 2012 in two beneficiaries countries, which are: Vietnam and Fiji. The case studies developed here are as follow: (i) Training Course of Artificial Insemination of Dairy Cattle for Developing Countries conducted by Singosari National Artificial Insemination Center (*Balai Besar Inseminasi Buatan Singosari*) during period 2007-2009; and (ii) the compilation of several international training programs attended by alumni from Fiji, during period 2007-2011.



## FORMAT – EX-POST EVALUATION REPORT

Date of Evaluation : \_\_\_\_\_

### 1. Summary of the Training Program (Actual result)

<b>1.1 Name of training</b>	
<b>1.2 Background of the training</b>	<i>Please obtain Information from the training plan or Ex-Ante Evaluation Report</i>
<b>1.3 Purpose of the training</b>	<i>Please obtain Information from the training plan or Ex-Ante Evaluation Report</i>
<b>1.4 Achievement target</b>	<i>Please obtain Information from the training plan or Ex-Ante Evaluation Report</i>
<b>1.5 Time of training</b>	
<b>1.6 Beneficiary Countries</b>	
<b>1.7 Number of participants</b>	
<b>1.8 Requirement for participants</b>	
<b>1.9 Implementing Agency</b>	
<b>1.10 Venue of Training</b>	
<b>1.11 Budget</b>	
<b>1.12 Funding source</b>	
<b>1.13 Language</b>	

### 2. Evaluation Study

<b>2.1 Name and Organization of evaluators</b>	1. 2. 3.
<b>2.2 Period of Evaluation</b>	
<b>2.3 Major source of information</b>	<i>Please write major source of information for the evaluation, such as interview with National Coordinating Committee for SSC, Questionnaires to the organizations in the beneficiary countries, etc.</i> 1. 2.
<b>2.4 Survey in beneficiary countries</b>	<i>In case survey in the beneficiary countries is conducted, please provide the framework.</i>

### 3. Evaluation Results

(Please summarize the result of findings obtained through document review, interview, questionnaires, and other sources)

<b>3.1 Relevance</b>	<p>1. <i>Appropriate of needs identification (consistent with the policy of beneficiary countries and Indonesia, etc):</i></p> <ul style="list-style-type: none"> <li>▪ <i>Consistency of training subject and contents with policy and condition of beneficiary countries</i></li> <li>▪ <i>Relevance of training subjects and contents with in the development issue or priorities of beneficiary countries</i></li> <li>▪ <i>Consistency of training subject with Indonesian international priorities</i></li> </ul>
<b>3.2 External Benefits in the target countries</b>	<p>1. <i>Utilization of training results :</i></p> <ul style="list-style-type: none"> <li>▪ <i>Implementation and integration of training contents</i></li> <li>▪ <i>Implementation of action plan</i></li> <li>▪ <i>Sharing within the organization</i></li> </ul> <p>2. <i>Environment for the utilization of training result:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Position of alumni</i></li> <li>▪ <i>Availability of resource</i></li> </ul> <p>3. <i>Collaboration with other training programs</i></p> <p>4. <i>Benefits on the organization and society:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Integration of results</i></li> <li>▪ <i>Improvement in the performance by the organizations</i></li> <li>▪ <i>Implementation of follow up activities in beneficiary countries</i></li> <li>▪ <i>Achievement of targets</i></li> <li>▪ <i>Other impacts of the training</i></li> <li>▪ <i>Difficulties/ constraints to disseminate/ utilize the training results in the organization</i></li> </ul>
<b>3.3 Internal Benefits in Indonesia</b>	<p>1. <i>Benefits to the Implementing Agency:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Collaboration with other training program</i></li> <li>▪ <i>Changes in the capacity of the implementing agency</i></li> </ul> <p>2. <i>Benefits to the organizations in Indonesia:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Other related activities conducted (or planned to be conducted) with organization in Indonesia</i></li> <li>▪ <i>Achievement of international goals</i></li> <li>▪ <i>Other impacts of the training</i></li> <li>▪ <i>Difficulties/ constraints to disseminate/ utilize the training results in the organization</i></li> </ul>
<b>3.4 Sustainability</b>	<p>1. <i>Networking between alumni and organizations in Indonesia:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Maintenance and utilization of follow-up mechanism</i></li> <li>▪ <i>Implementation of follow-up visits and/or other activities</i></li> </ul> <p>2. <i>Capability of Implementing Agency:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Implementation of other training program</i></li> <li>▪ <i>Availability of the resources</i></li> </ul> <p>3. <i>Sustainability of the training effect in the beneficiary countries:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Integration of the training contents in the policy and/or priorities</i></li> <li>▪ <i>Availability of the resources</i></li> </ul>
<b>3.5. Follow Up Programs</b>	<p>1. <i>Follow up programs which have been (or will be) conducted based on</i></p>

	<i>training attended</i>
<b>3.6 Contributing Factors</b>	<i>Please write factors which promoted the utilization of training outcome by the alumni identified through the questionnaires to the alumni, and other sources.</i>
<b>3.7 Inhibiting Factors</b>	<i>Please write factors which inhibited the utilization of training outcome by the alumni identified through the questionnaires to the alumni, and other sources.</i>
<b>3.8 Conclusion</b>	<i>Please write conclusion of the evaluation on:</i> <ul style="list-style-type: none"> <li>▪ <i>The alumni of the training</i></li> <li>▪ <i>The alumni's organization</i></li> <li>▪ <i>The training program</i></li> </ul>

#### **4. Lessons Learned/ Recommendation**

<b>4.1 Lessons learned for training Programs under SSC</b>	
<b>4.2 Recommendations for future planning/ implementation of training programs under SSC</b>	

#### **5. Other findings (if any)**

--

#### **6. Other information**

<b>6.1 List of attachments</b>	<ol style="list-style-type: none"> <li>1. <i>Result of questionnaires</i></li> <li>2. <i>Interview record with concerned organizations</i></li> <li>3. <i>xxxxx</i></li> </ol>
<b>6.2 List of organizations which this evaluation results will be shared</b>	<ol style="list-style-type: none"> <li>1. <i>National Coordination Team for SSC</i></li> <li>2. <i>XXXXXX</i></li> <li>3. <i>XXXXXX</i></li> </ol>

## 7.5.2. Example of Ex-Post Evaluation Report – Case Study of Training Course of Artificial Insemination by BBIB Singosari

<p><b><u>Ex-Post Evaluation Report</u></b></p> <p><b>Training Course of Artificial Insemination on Dairy Cattle for Developing Countries</b></p> <p><b>by</b></p> <p><b>Singosari National Artificial Insemination Centre</b></p> <p><b>Date of Evaluation:</b> <b>February – March 2012</b></p> <p>* The report was developed based on questionnaire to alumni (FORM 3.1); questionnaire to alumni's superordinate (FORM 3.2); interviews to Implementing Agency (FORM 3.3); and interview to National Coordinating Team (FORM 3.4). In addition there were field visit conducted to Vietnam-Hanoi in order to interview alumni and their organizations.</p>
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**Date of Evaluation: February – March 2012 (Field visit to Hanoi-Vietnam: 12-15 March 2012)**

### 1. Summary of the Training Program

<b>1.1 Name of training</b>	<b>Training Course of Artificial Insemination on Dairy Cattle for Developing Countries</b>
<b>1.2 Background of the training</b>	<p>Artificial Insemination (AI) is a technique of semen insertion into reproductive tract of female animal using insemination gun (postulate). In Indonesia, AI has been known and applied since 1950, but the implementation of AI in the field was just started in 1972.</p> <p>The strengthening of artificial insemination center project in Indonesia was jointly cooperated between the Government of Indonesia (through Directorate General of Livestock Services Ministry of Agriculture) with the Government of Japan (through Japan International Cooperation Agency/JICA), which was known as Artificial Technical Assistance (ATA – 233) Project. The project was implemented in Singosari AI center, started from 1986 and with several times extension it has terminated in 2002. The activities of ATA – 233 projects were to produce frozen semen, progeny test program, and artificial insemination (AI). The transferring of knowledge and technology from Japanese experts to counterparts has done successfully by providing training in Japan.</p> <p>Since 1986, Singosari National Artificial Insemination Centre (<i>Balai Besar Inseminasi Buatan Singosari</i> – BBIB Singosari) has conducted several training programs on AI and other related skills such as pregnancy diagnose, reproductive disorder, frozen semen handling, bull master, Hay and Silage making, bull salon and also Hoof Trimming. Supported by intellectual capacity on livestock breeding, BBIB Singosari has been able to apply AI technology and other related technology such as forage processing, progeny testing program, sexed frozen semen, AI on fish, having an accredited laboratory of ISO 17025 and quality system management of ISO 9001: 2008 as well as exporting bovine and caprine semen to Malaysia</p> <p>By having this experience, Indonesia is honored to share the knowledge of AI with developing countries, which have similar condition on livestock through <b>Training Course of Artificial Insemination on Dairy Cattle for Developing Countries</b>. The course is held once a year in Singosari National Artificial Insemination Centre, Malang – Indonesia, from Japanese fiscal year (JFY) 2007 to 2009 and continued on fiscal year 2010 to 2012, subject</p>

	to annual consultations between both Governments.																																																																																																								
<b>1.3 Purpose of the training</b>	The training course aimed to upgrade and improve of the knowledge and technique of inseminators in Developing Countries. The Training Course was also conducted to give an opportunity for participants to exchange ideas, information and experience among them.																																																																																																								
<b>1.4 Achievement target</b>	By the end of training course, it was expected that participants would have acquired the relevant technique and knowledge of the: <ul style="list-style-type: none"> <li>• Implementation of Artificial Insemination in the field.</li> <li>• Related field on the artificial insemination such as animal breeding, feeding management, handling frozen semen, animal reproductive and health, animal disorder and its control.</li> </ul>																																																																																																								
<b>1.5 Time of training</b>	February 19th – March 17th, 2007 (28 days) February 26th – March 24th, 2008 (28 days) February 16th – March 15th, 2009 (28 days)																																																																																																								
<b>1.6 Beneficiary Countries</b>	From periode of 2007-2009, there were 16 beneficiaries countries participated in the training, which are: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Bangladesh</td><td>Papua New Guinea</td></tr> <tr><td>Cambodia</td><td>Philippines</td></tr> <tr><td>Fiji</td><td>Sri Lanka</td></tr> <tr><td>India</td><td>Sudan</td></tr> <tr><td>Kenya</td><td>Thailand</td></tr> <tr><td>Lao PDR</td><td>Timor Leste</td></tr> <tr><td>Malaysia</td><td>Vietnam</td></tr> <tr><td>Mongolia</td><td>Zimbabwe</td></tr> </table>	Bangladesh	Papua New Guinea	Cambodia	Philippines	Fiji	Sri Lanka	India	Sudan	Kenya	Thailand	Lao PDR	Timor Leste	Malaysia	Vietnam	Mongolia	Zimbabwe																																																																																								
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<b>1.7 Number of participants</b>	Total number of participants from periode 2007-2009 was 56 persons, with number of participants for each year and each country is as follows: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Country</th> <th rowspan="2">2007</th> <th rowspan="2">2008</th> <th rowspan="2">2009</th> <th colspan="2">Total</th> </tr> <tr> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Bangladesh</td><td>1</td><td></td><td>2</td><td>3</td><td>5%</td></tr> <tr><td>Cambodia</td><td>2</td><td>2</td><td>1</td><td>5</td><td>9%</td></tr> <tr><td>Fiji</td><td>1</td><td></td><td>1</td><td>2</td><td>4%</td></tr> <tr><td>India</td><td></td><td></td><td>1</td><td>1</td><td>2%</td></tr> <tr><td>Kenya</td><td>3</td><td></td><td>1</td><td>4</td><td>7%</td></tr> <tr><td>Lao PDR</td><td>1</td><td>2</td><td>1</td><td>4</td><td>7%</td></tr> <tr><td>Malaysia</td><td>1</td><td>2</td><td>2</td><td>5</td><td>9%</td></tr> <tr><td>Mongolia</td><td>1</td><td>2</td><td></td><td>3</td><td>5%</td></tr> <tr><td>Papua New Guinea</td><td>2</td><td></td><td>1</td><td>3</td><td>5%</td></tr> <tr><td>Philippines</td><td></td><td>1</td><td>2</td><td>3</td><td>5%</td></tr> <tr><td>Sri Lanka</td><td></td><td>2</td><td>2</td><td>4</td><td>7%</td></tr> <tr><td>Sudan</td><td></td><td>2</td><td>1</td><td>3</td><td>5%</td></tr> <tr><td>Thailand</td><td>2</td><td></td><td></td><td>2</td><td>4%</td></tr> <tr><td>Timor Leste</td><td>2</td><td>2</td><td></td><td>4</td><td>7%</td></tr> <tr><td>Vietnam</td><td>1</td><td>2</td><td>2</td><td>5</td><td>9%</td></tr> <tr><td>Zimbabwe</td><td>2</td><td>1</td><td>2</td><td>5</td><td>9%</td></tr> </tbody> </table>	Country	2007	2008	2009	Total		Number	Percentage	Bangladesh	1		2	3	5%	Cambodia	2	2	1	5	9%	Fiji	1		1	2	4%	India			1	1	2%	Kenya	3		1	4	7%	Lao PDR	1	2	1	4	7%	Malaysia	1	2	2	5	9%	Mongolia	1	2		3	5%	Papua New Guinea	2		1	3	5%	Philippines		1	2	3	5%	Sri Lanka		2	2	4	7%	Sudan		2	1	3	5%	Thailand	2			2	4%	Timor Leste	2	2		4	7%	Vietnam	1	2	2	5	9%	Zimbabwe	2	1	2	5	9%
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	Total	19	18	19	56	100%
<b>1.8 Requirement for participants</b>	NA					
<b>1.9 Implementing Agency</b>	Singosari National Artificial Insemination Centre – <i>Balai Besar Inseminasi Buatan Singosari</i> (BBIB Singosari)					
<b>1.10 Venue of Training</b>	Singosari National Artificial Insemination Centre (BBIB), Batu, Malang, East Java					
<b>1.11 Budget</b>	approx. 800,000,000 IDR p.a					
<b>1.12 Funding source</b>	Gol and JICA					
<b>1.13 Language</b>	English					

## 2. Evaluation Study

<b>2.1 Name and Organization of evaluators</b>	<ol style="list-style-type: none"> <li>1. Thia Jasmina, MSc (LPEM FEUI)</li> <li>2. Rizki Nauli Siregar, MA (LPEM FEUI)</li> </ol>
<b>2.2 Period of Evaluation</b>	February – March 2012 (Field visit to Hanoi Vietnam: 12-15 March 2012)
<b>2.3 Major source of information</b>	<ul style="list-style-type: none"> <li>▪ Form 3.1: Questionnaire to alumni to be filled by the alumni of the training in beneficiary countries</li> <li>▪ Form 3.2: Questionnaire to alumni's superordinates to be filled by alumni's superordinates in beneficiary countries</li> <li>▪ Form 3.3: Interview guideline to the implementing agencies in Indonesia (BBIB Singosari)</li> <li>▪ Form 3.4: Interview guideline to the National Coordinating Team in Indonesia (Ministry of State Secretariat, represented by Mr. Muhamad Fakhrurozi)</li> </ul>
<b>2.4 Survey in beneficiary countries</b>	<p>In conducting ex-post evaluation of the international training program, a field visit was conducted to Hanoi Vietnam. The objective of the field visit was to gain information from alumni of training and their superordinates related to aspects of relevance, benefits and sustainability after training completion. It was expected that the visit can gather inputs from alumni and their superordinates for further improvement of the training and further follow-up activities. The instruments used during the field visit were Form 3.1 (for alumni) and Form 3.2 (for the superordinate).</p> <p>The visiting team consisted of five persons, which were:</p> <ul style="list-style-type: none"> <li>▪ Ministry of Foreign Affairs : I Nyoman Try Sutrisna (Team Leader)</li> <li>▪ Ministry of State Secretariat : Pratiwi Larosa</li> <li>▪ National Development Planning Agency : Wiwien Apriliani</li> <li>▪ JICA Indonesia : Dinur Krismasari</li> <li>▪ LPEM FEUI : Thia Jasmina</li> </ul> <p>Prior to the field visit, Form 3.1 and Form 3.2 were disseminated to alumni and their superordinates through e-mails. In order to have intensive discussions and further elaboration on inputs from the alumni and the superordinates, a field visit was conducted to one beneficiary country, which was Vietnam. The dissemination and collection of questionnaires to all alumni and their superordinates were conducted on 13 February to 22 March 2012.</p>

Whereas, the field visit was conducted on 12-15 March 2012, with location of the visit was the capital city of Vietnam, Hanoi. Detailed schedule of the visit is presented below.

**Table 2.1. Schedule of Field Visit to Vietnam**

Date	Time	Institution to be Visited	Location
<b>12 March 2012 (Monday)</b>	05.50 - 08.25	Departure from Jakarta to Singapore	Jakarta airport
	09.50 - 12.05	Departure from Singapore to Hanoi	Changi airport
	13.00 - 14.00	Lunch Break	Hanoi
	15.00 – 16.30	Courtesy call to Embassy of Indonesia: Mr. I Nyoman Gurnitha (Counsellor) & Mr. Dedy Eka Januardi (Third Secretary)	Embassy of Indonesia, Hanoi
	20.00 – 20.30	Internal meeting	Hanoi
<b>13 March 2012 (Tuesday)</b>	09.00 – 10.00	Courtesy Call to JICA Vietnam: Mr. Matsunaga Masei (Senior Representative), Mr. Saotome Jun (Representative), Ms. Ms. Nguyen Thi Thanh Hai (Program Officer)	JICA Vietnam Office, 360 Kim Ma St, Ba Dinh District, Hanoi
	10.30 – 11.15	Courtesy Call to Ministry of Planning and Investment of Vietnam (FERD/MPI): Mr. Nguyen Hoang Linh, (Head of Japan Division, Foreign Economic Relations Department)	MPI, 6B Hoang Dieu St. Ba Dinh District, Hanoi
	12.00-13.00	Lunch Break	Hanoi
	14.00 – 16.00	Meeting with alumni and their superordinate in Center for Appraisal of Livestock Breeds and Feed Quality Testing (CABTF) Department of Live Stock Production, Ministry of Agriculture and Rural Development: Alumni: Mr. Dang Thanh Tung Mr. Tien Hong Phuc Superordinate: Mr. Pham Viet Lien	B5 Block, No.2, Ngoc Ha Street- Ba Dinh District, Hanoi
<b>14 March 2012 (Wednesday)</b>	09.00 – 10.30	Meeting with an alumnus in Vietnam Ruminant Breeding Center, Ministry of Agriculture and Rural Development: Mr. Pham Van Tiem (Vice Director) & staffs	Số 6 - Nguyễn Công Trứ - Hai Bà Trưng- Hà nội
	11.00 – 12.00	Courtesy call and report to Embassy of Indonesia: Mr. Mayerfas (Ambassador of Indonesia for Vietnam) & Mr. Dedy Eka Januardi (Third Secretary)	Embassy of Indonesia, Hanoi
	12.00-13.00	Lunch Break	Hanoi
	15.00 – 15.15	Phone interview with an alumnus in National Agricultural Extension Center, Ho Chi Minh City: Mr. Nguyen van Bac	Hanoi
<b>15 March 2012 (Thursday)</b>	13.00 -17.30	Departure from Hanoi to Singapore	Hanoi airport
	18.40 - 19.25	Departure from Singapore to Jakarta	Changi airport

There were five alumni from Vietnam for Training on Artificial Insemination during 2007-2009.

located in Ho Chi Minh City was interviewed by phone from Hanoi during the visit, and one alumnus who was located in Quy Nhon City, Binh Dinh Province was only requested to fill questionnaire through e-mail. Details of alumni of Vietnam is presented below.

**Table 2.2. Alumni of the Training (2007-2009) from Vietnam**

No	Name	Institution	Year of Training	Notes
1	Cao Cu Coung	Livestock Research and Development of Central Region, <b>Quy Nhon City, Binh Dinh Province</b>	2007	No response
2	Dang Thanh Tung	Center for Appraisal of Livestock Breeds and Feed Quality Testing (CABTF) Department of Live Stock Production, Ministry of Agriculture and Rural Development	2008	Filled the questionnaire & visited
3	Nguyen van Bac	National Agriculture Extension Center, Ho Chi Minh	2008	Filled the questionnaire & returned by e-mail
4	Tien Hong Phuc	Center for Appraisal of Livestock Breeds and Feed Quality Testing (CABTF) Department of Live Stock Production, Ministry of Agriculture and Rural Development	2009	Filled the questionnaire & visited
5	Pham Van Tiem	Vietnam Ruminant Breeding Center, Ministry of Agriculture and Rural Development	2009	Filled the questionnaire & visited

### 3. Evaluation Results

The evaluation results are summarized from information from alumni, alumni's superordinate, implementing agency (BBIB Singosari), and NCT (Ministry of State Secretariat). From 56 alumni, only 12 alumni filled and returned the questionnaire-Form 3.1 (**21%**) and only 5 superordinates filled and returned the questionnaire-Form 3.2 (**7.1%**). The following tables show composition of alumni who filled and returned the questionnaire by country and by year of training.

**Table 3.1 Composition of Alumni who Response Ex-Post Evaluation Questionnaire (Form 3.1) by Country**

Countries	Response	
	Number	Percentage
Malaysia	2	17%
Vietnam	4	33%
Kenya	2	17%
Philippines	1	8%
Timor Leste	1	8%
Sri Lanka	2	17%



<b>Total</b>	<b>12</b>	<b>100%</b>
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**Table 3.2 Composition of Alumni who Response  
Ex-Post Evaluation Questionnaire (Form 3.1) by Year of Training**

Year of Training	Response	
	Number	Percentage
2007	4	33%
2008	3	25%
2009	5	42%
<b>Total</b>	<b>12</b>	<b>100%</b>

<p><b>3.1 Relevance</b></p>	<p><b>1. Appropriateness of needs identification</b></p> <p>Most of participants perceived that the training is still consistent and relevant with the policy and development issues of their countries (75% and 83% respectively). For the case of Vietnam, according to the alumni and their superordinates, the training was very relevant with policy and development of Vietnam. Vietnam has developed a long term national planning development program for dairy cattle until 2020, which aims to improve quantity and quality of cow meat and milk for national needs. Vietnam recently also introduced a national policy to reduce consumption and production of porks (due to hygienic reasons), and shift it to consumption and production of cows. One alumnus from Timor Leste stated that the training is relevant with the policy of his country on animal protein consumption and food security program.</p> <p>The training which is organized by BBIB Singosari is in line with Indonesian policy particularly Indonesia's international policy. By conducting the training, Indonesia has made contribution for global development, especially under the scheme of South South Cooperation. The training subjects have supported development program in several beneficiary countries. The training subjects are aimed to enhance the participant's knowledge and skills, and applicable to the beneficiaries countries.</p>
<p><b>3.2 External Benefits in the target countries</b></p>	<p><b>1. Utilization of training results</b></p> <p>Most of alumni has shared the training results (92%) and has utilized the knowledge and skills acquired during the training (67%). The alumni who had limited chances to utilize the training results stated that he/she was not in the position to practice knowledge and skills gained from the training, although the training topic was relevant for him/her. On the other hand, most of alumni who can oftenly utilize the training results stated that they utilized the training results by:</p> <ul style="list-style-type: none"> <li>▪ Supervising and inspecting artificial insemination practice in district areas</li> <li>▪ Coordinating implementation of artificial insemination service in his/her organization</li> <li>▪ Applying the methods from Indonesia in the field</li> <li>▪ Designing and conducting further training on artificial insemination in their countries</li> </ul> <p>Alumni and superordinate from Vietnam stated that after the training, alumni design and conduct further training for national breeding center by applying knowledge and skills from training in Indonesia, and combining both theoretical and practical approaches. For example, the Ruminant Breeding Center in Vietnam regularly conducts trainings of artificial insemination. On average there are 6-8 trainings @ 20 participants. The materials and methods given by the alumnus are the ones given in Indonesia. In 2012, the center plans to conduct 10 trainings @ 20 participants. The participants are technicians in provincial level in</p>

Vietnam. The approach is currently used by the alumnus to provide training on artificial insemination for local staffs in Vietnam.

On implementing action plan developed during training, only 25% stated they fully implemented the action plan and 50% stated that they did not fully implement the action plan. According to the implementing agency (IA), development of action plan was not mandatory during the training in 2007-2009. Hence, some participants developed their own action plan and implement it, and some did not develop action plans. The ones that implemented the action plan stated that they implemented the action plan for designing and conducting training on artificial insemination (alumni from Vietnam, Kenya).

## **2. Environment for the utilization of training result**

Most alumni (75%) was in the position to use the training results. The one who stated that they were not in the position to utilize the training results were positioned as trainers or researcher (from Malaysia and Vietnam), so that they did not have chances to practice the training results. However, their field or works were still related to animal breeding and feeding.

Most participants (83%) stated that resources and budget were available to implement the training results. Since artificial insemination for cattle was relevant with policy of beneficiaries countries, the government provided facilities, tools and equipment for implementing artificial insemination or to conduct training on artificial insemination. For example, alumni from Vietnam are currently working in the center for dairy cattle development and breeding center, so that they have adequate resources and government budget to utilize the training results.

## **3. Collaboration with other training programs**

According to most of the participants (75%), the training was related to other training programs, such as training on: animal breeding management, livestock disease control, and other assisted reproductive technique such as: embryo transfer and cloning. According to alumni from Vietnam, some of them have attended training on artificial insemination in Japan, and they perceive that the materials were related the ones given in Indonesia. The materials given in Indonesia was more systematic and thorough, which are not only including practical approach, but also theoretical approach.

## **4. Benefits on the organization and society**

Most alumni stated that the training results was disseminated within their organizations (83%). In the case of Vietnam, after completion of the training in Indonesia, there were follow-up trainings conducted by alumnus' institution in Vietnam. One of the alumni developed and implemented artificial insemination for 1,500 technicians in Vietnam on how to conduct an artificial insemination and improve quality of cattle seeds. According to them and their superordinates, after participating in the training in Indonesia, the alumni's performance in training methods has improved. In addition, there was a superordinate stating that the training had resulted in the increase of number of qualified personnel to supervise the artificial insemination service providers and therefore had improved quality of services of the organization.

Most alumni stated that service by their organization has improved (83%), achievement targets of their organization have (will be) improved (75%), there were (will be) follow up activities after the training (92%). Alumni from Srilanka stated that their artificial insemination success rate has improved since their participation in the training.

In Vietnam, institution of alumni has developed a breeding program for dairy cattle and

	<p>meat cattle by utilizing knowledge and skills artificial insemination from Indonesia. Until now, the institution gets good results from their breeding program. The center regularly performs trainings and consultation concerning effectiveness of artificial insemination to regional breeding centers in all provinces in Vietnam. Currently, there are seven breeding centers/enterprises in Vietnam. The consultations are conducted not only to the head of breeding center in provincial level but also to farmers in remote area. In addition, the center also provides certification for technician on artificial insemination, hence, training results from Indonesia will always be relevant and give benefits to the center.</p>
<p><b>3.3 Internal Benefits in Indonesia</b></p>	<p><b>1. Benefits to the Implementing Agency</b></p> <p>According to the National Coordinating Team (NCT), the training has synergy effects with other training program. In Japan-ASEAN cooperation meeting, the artificial insemination training was promoted by the Government of Indonesia. Moreover, some of the alumni have promoted the training in their countries, so that their organizations/countries are going to send other participatns for next bacht of training.</p> <p>BBIB Singosari has professionally managed the implementation of the training. The agency has adequate facilities for artificial insemination and the staffs professionally organized the training. According to the NCT, all of the participants can gain knowledge and skills after the training, and they also satisfied with the management of the training. Currently, BBIB Singosari is broadly recognized as a producer of high quality frozen semen and center for artificial insemination training. According to BBIB Singosari, the trainings have brought positive effects for them, particularly in managing similar training for local participants. BBIB Singosari has become a leading institution on artificial insemination in Indonesia and has conducted many trainings for Indonesian participants.</p> <p><b>2. Benefits to the organizations in Indonesia</b></p> <p>According to BBIB Singosari, after the training, some of the alumni have promoted products and services of BBIB Singosari to their organizations. They have invited BBIB Singosari to their countries to promote the products. However, due to budget limitation of BBIB, the invitation has not been accepted yet by BBIB Singosari. There were other follow up requests from the alumni after the training, such as request of frozen semen from countries of the alumni.</p> <p>The training program has brought positive impacts for BBIB Singosari and Indonesia, such as:</p> <ul style="list-style-type: none"> <li>▪ Broaden network of BBIB Singosari. BBIB Singosari has been recognized as the producer of prime frozen semen and the center of AI training.</li> <li>▪ Improve capacity of staffs in BBIB Singosari. The staffs are more confident in managing trainings (international and domestic trainings).</li> <li>▪ Promote capacity of Indonesia in general, such as agriculture, forestry, wood carving, micro finance, tourism, etc.</li> <li>▪ Introduce to the participants that Indonesia is a nice and peaceful country.</li> </ul> <p>In ASEAN, the training has positive impact in enhancing human resources among ASEAN countries (especially the 'new' ASEAN countries – Vietnam, Lao, Myanmar, Cambodia).</p> <p>However, there are possibility of negative impact of the training for Indonesia, since there is a possibility that the alumni develop the same training and products in their countries, so that they can be a future competitor of BBIB Singosari.</p>
<p><b>3.4 Sustainability</b></p>	<p><b>1. Networking between alumni and organizations in Indonesia</b></p> <p>Most alumni have developed networks with the training center and other alumni (83%). Only</p>

58% of the alumni stated that there were further follow up visits by the implementing agency after the training (including Vietnam). After the third training course in 2009 finished, the Government of Indonesia in collaboration with JICA performed a Fact finding Mission to Vietnam and Myanmar. The mission was conducted on March 14<sup>th</sup> – 20<sup>th</sup>, 2010.

The networks established, not only with the implementing agency (BBIB Singosari), but also with other alumni. The network is usually conducted using e-mails or social media (facebook and yahoo group).

### **2.Capacity of Implementing Agency**

According to the alumni from Vietnam, the training was professionally conducted and the implementing agency has the capacity and facility to conduct the training. They stated that the practical methods used in the training were very useful, since they were not only practiced to the farm but also to individual farmers. The condition is relatively similar to the condition in Vietnam. There was a slight English language barrier, but did not hinder the training process.

BBIB Singosari has resources to sustain the training implementation such as human resources (professional instructors and dedicated staffs), training facilities (classroom with modern audio visual aid, transportation vehicle, modern laboratory, slaughter house, etc). However, since BBIB Singosari does not have its own budget to carry out the trainings, in order to sustain the program BBIB Singosari needs financial support from donor institutions.

According to the NCT, although facilities of BBIB Singosari are adequate to conduct the training, there some improvements suggested to be conducted, such as: location of accommodation and training classes (it is suggested to find the nearest location of accommodation), and internet access for participants.

### **3. Sustainability of the training effect in the beneficiary countries**

Most alumni stated that the training contents were integrated with the policy of their country (92%) – including Vietnam; and most of them stated that necessary resources were available to sustain the training effects (83%) – including Vietnam. For the case of Vietnam, the alumni stated that the training contents were integrated with the policy of their country, and necessary resources were available to sustain the training effects. The institution has adequate support (especially financial support) from the government, as part of long term national planning program on dairy cattle. Other financial support from bilateral cooperation with other countries, such as: Korea and Taiwan.

The purpose of this training is to improve human resources capacities particularly for practical skill in the field of artificial insemination. Artificial Insemination is the quickest and the most effective ways to improve livestock breeding and performance. Therefore, it is important for every government to have skilled and trained human resources in the field of artificial insemination. Hence, there will always be needs of the training from other developing countries.

Furthermore, economic impacts of the trainings should be more focussed, so that BBIB Singosari and hence Indonesia can gain economic benefits from the training. The NCT suggested to develop training and mentoring for selected countries, hence, the agency conducts training for the selected countries, assisted development of action plan, and conduct further assistantship and mentoring to the participants in their respective countries after the training completed. On the other hand, the agency has to follow current development related to artificial insemination, so that the training materials will always be updated.

	<p>With the success of training conducted by BBIB Singosari, it is expected that the Ministry of Agriculture can develop a priority for livestock development, for example by utilizing expertise of BBIB Singosari to breed dairy cattle, so that Indonesia can export a high quality cattle meat or dairy cattle products. Hence, there will be economic benefits gained from the program of BBIB Singosari.</p>
<p><b>3.5. Follow Up Programs</b></p>	<p>According to field visit and discussion with alumni and focal point (Ministry of Planning and Investment) of the training in Vietnam, there are some follow up programs can be developed after the training:</p> <ul style="list-style-type: none"> <li>▪ Experts of artificial insemination from Indonesia come to Vietnam and share experiences with colleagues in Vietnam.</li> <li>▪ Develop a joint training and assistantship program on artificial insemination for other developing countries in ASEAN (Laos, Myanmar, Cambodia). Vietnam has develop cooperation with other countries, such as: Laos, Cambodia, China. For example, cooperation with Laos is that Vietnam develop and conducted training in Laos on artificial insemination and conduct assistantship in Laos. Funding for this activity was from the Government of Vietnam.</li> <li>▪ Cooperation to develop and export semen of livestock. Vietnam has worked together with Cambodia and China in provincial level to export semen. Currently, Vietnam imports livestock feed from China and plans to learn more concerning livestock feed management and analysis. Furthermore, the the institution expect to learn about management of seeds. Currently they learn from Thailand, Canada, and USA. In addition, in order to develop good quality of cattles, the insitution is currently working together with an institution in Canada to develop good quality of cattle’s seeds. It is expected that the institution will become a sperm banks of cattle in Vietnam.</li> <li>▪ Cooperation to improve quality of dairy cattle seeds and to develop a sperm bank for dairy cattle, Currently, a breeding center in Vietnam has developed cooperation with other countries to improve quality of dairy cattle seeds and develop a sperm bank for dairy cattle. Cooperation is conducted with Phillipines, Malaysia, and Taiwan. Under the framework of ASEAN, they are expecting to develop a regional cattle sperm bank (ASEAN level) for cattle, such as cow or pork .</li> </ul> <p>BBIB Singosari as the implementing agency has planned some follow up activities of the training as follows:</p> <ol style="list-style-type: none"> <li>1. Third Country Training Program on Reproduction Management of Cattle as an advanced course.</li> <li>2. Training for single country which offers some cooperation possibilities such as training program and consulting services.</li> </ol>
<p><b>3.6 Contributing Factors</b></p>	<p>Some contributing factors of the trainings according to the stakeholders are:</p> <ul style="list-style-type: none"> <li>▪ Relevant training contents for participants and their countries</li> <li>▪ Professional implementing agency and adequate facilities of the training</li> <li>▪ Practical benefits from the training for the alumni and their organizations</li> </ul>
<p><b>3.7 Inhibiting Factors</b></p>	<p>Some inhibiting factors of the training according to the stakeholders are:</p> <ul style="list-style-type: none"> <li>▪ Background and experiences of the participants sometimes were not very relevant to the training subjects</li> <li>▪ Some of the alumni experiences lack of support from their organization to implement the training results (mostly financial support)</li> <li>▪ Lack of English proficiency for some of participants and resource persons</li> </ul>

<p><b>3.8 Conclusion</b></p>	<ul style="list-style-type: none"> <li>▪ <b>The alumni of the training</b>  Most of the alumni can utilize the training results by sharing the results with their colleagues, organizations, and society. They also has perform services on artificial insemination in their countries, and their neighbouring counties. Most of the alumni got support from their organization in term of facilities and financial support, so that they can implement the training results. It is important for the next training to have relevant participants, so that the participants can implement the training results in their countries in the future and can open an opportunity for economic cooperation between Indonesia and their countries.</li>   <li>▪ <b>The alumni's organization</b>  All of the superordinate that was interviewed and filled the questionnaire in this evaluation stated that the training topic is still relevant to their countries and their organization. Alumni of the training were able to practice the training results in their organization and hence improve quality of artificial insemination services in their organization. They expect continuation of the training and futher cooperation with Indonesia.</li>   <li>▪ <b>The training program</b>  The training program has been sucessfully conducted and highly praised by the alumni and the NCT. The topics are relevant with development program of developing countries, and it is expected to be continued. The training program is not only beneficial to the alumni and their organization, but also to the implementing agency. The implementing agency should take into account some inputs from alumni to improve the implementation of training program and have initiative to enhance cooperation with beneficiaries countries</li> </ul>
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**4. Lessons Learned / Recommendation**

<p><b>4.1 Lessons learned for training Programs under SSC</b></p>	<p>The training program was successfully conducted, and there have been some follow up after the training was concluded in the last 3-4 years. All of the alumni were satisfied with the implementation of the training, not only in term of substance of the training, but also in term of training facilities and management. Combining both theoretical and practical approaches were suitable with the needs of participants, although some of them suggest more practical approach should be given. Since the training subject is relevant with development and needs of developing countries, the training is considered needed by the alumni and their organization.</p> <p>Most of the alumni can apply the training results and their organizations can gain benefits of the results. In order to futher improve the implementation of the training and cooperation with other countries, the implementing agency needs to have initiatibve to enhance cooperation with beneficiaries countries.</p>
<p><b>4.2 Recommendations for future planning/ implementation of training programs under SSC</b></p>	<p>There are some inputs from the alumni to improve the existing training program, such as:</p> <ul style="list-style-type: none"> <li>▪ Theory given in the training was too broad, and there was lack of focus on certain topics. For example, in one day there were four resource persons lecturing different topics. It is suggested that in one day only one or two topics discussed combining both theory and practical approches. It will be better if the training only focus on selected main topics.</li> <li>▪ Some participants perceived that time for field practice was limited and suggested to extend the time for field practice during training</li> <li>▪ Other materials that should be added in the training is how to disseminate artificial</li> </ul>

	<p>insemination to farmers. Some alumni faced challenges in implementing the training results to farmers due to their lack of knowledge and skills. Hence, it will be better if the training in Indonesia can also include methods on how to disseminate artificial insemination to farmers in the field.</p> <ul style="list-style-type: none"> <li>▪ There are topics of training that are expected to be elaborated more by the participants, such as: techniques to differentiate cattle sperms, methods to test and record quality of semen, pregnancy diagnosis and improvement of feed and fodder.</li> </ul> <p>In addition, there are also recommendations from alumni and their superordinate for future training program, such as:</p> <ul style="list-style-type: none"> <li>▪ Due to even changing technology, there is a need for training on other breeding techniques such as embryo transfer.</li> <li>▪ There is a request from alumni of Timor Leste on training concerning animal nutrient foods (eggs, milk, meat).</li> <li>▪ There is a request from alumni of Vietnam for training or cooperation on animal food quality testing and feeding management.</li> </ul>
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### 5. Other findings (if any)

<p>BBIB Singosari recommended that in order to maximize the training evaluation process, it is suggested to appoint one agency/unit that is responsible to evaluate international training program under the South South Cooperation. It is important to have one agency to focus on the evaluation and supervise planning and implementation of international training program.</p>
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### 6. Other information

<b>6.1 List of attachments</b>	<ol style="list-style-type: none"> <li>1. Result of questionnaires FORM 3.1, FORM 3.2, and FORM 3.3</li> <li>2. List of alumni of the training 2007-2009</li> <li>3. Interview record with concerned organizations</li> </ol>
<b>6.2 List of organizations which share this evaluation results</b>	<ol style="list-style-type: none"> <li>1. National Coordinating Team for SSC (Ministry of State Secretariat, Ministry of Foreign Affairs, National Development Planning Agency, Ministry of Finance)</li> <li>2. Ministry of Agriculture</li> <li>3. JICA (donor)</li> </ol>

### 7.5.3. Example of Ex-Post Evaluation – Case Study of Fiji

<p><b><u>EX-POST EVALUATION REPORT</u></b></p> <p><b>Summary Report of Several International Training Programs Attended by Fijian Participants during 2007 - 2011</b></p> <p><b>Date of Evaluation:</b></p> <p>12 – 18 March 2012 (Form 3.1. and Form 3.2.)</p> <p>28 March 2012 (Form 3.3. and Form 3.4.)</p>
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#### 1. Summary of the Training Programs

1.1. Course Title	Implementing Agency	Period of Cooperation	Issue/Sector
<i>Democratic Leadership for Asian and Pacific Countries: Building the Nation, Reforming State, and Developing the Economy</i>	Ministry of Foreign Affair and Institute for Peace and Democracy	10-14 Oct. 2010	Democracy
<i>Workshop on Micro Hydro Development to Empower Rural Economy in Remote Areas</i>	Institute of Community Business and Economic (Institut Bisnis dan Ekonomi Kerakyatan - IBEKA)	3-9 May 2010	Microhydro
<i>Training of Artificial Insemination of Dairy Cattle</i>	Singosari National Artificial Insemination Center (BBIB - Singosari)	19 February – 17 March 2007.	Farming
<i>International Training on Post Harvest Technology on Fruits and Vegetables</i>	<i>Balai Besar Pelatihan Pertanian Lembang</i> (BBPP - Lembang)	7-21 April 2011.	Food Technology
<i>TCTP on Capacity Building for Poverty Reduction</i>	Center of Economic and Social Studies (CESS)	19–29 Aug. 2008	Poverty Reduction
<i>International Training Program on Fishing Technology and Navigation for Pacific Countries</i>	<i>Balai Besar Pengembangan Penangkapan Ikan Semarang</i> (BBPPI – Semarang)	23 June – 4 July 2009.	Fishing
<b>1.2 Background of the Study</b>	In order to develop a comprehensive evaluation guideline for ex-post evaluation, the stakeholders of Indonesia South South Cooperation and JICA developed an ex-post evaluation case study in selected beneficiary country, which is Fiji. The development of case study of Fiji is expected to generate information on the relevance, benefits (internal and external), and sustainability of selected international training programs that were conducted in Indonesia, and hence can provide further support for National Coordinating Team of South-South Cooperation in Indonesia to further improve cooperation through international training programs.		



<b>Overview of the Trainings:</b>	
<p><i>Democratic Leadership for Asian and Pacific Countries: Building the Nation, Reforming State, and Developing the Economy</i></p>	<p>For a decade, Indonesia has been going through and experiencing many simultaneous and parallel processes of democratization, bringing struggle, challenges, and some achievements in grounding principles and norms of democracy, designing and enhancing democratic institutions, and of solidifying democratic practices in Indonesia.</p> <p>The workshop has been conducted to identify and to learn lessons from as well as to share Indonesian leadership capacities and experiences in making norms, institutions, and practice of democracy working.</p> <p>The learning of lessons and sharing of experiences on leadership are activities which will reflect Indonesia and other Asian countries struggles, challenges, as well as achievement in responding to the dynamic of the processes of nation building, state reform, and development.</p>
<p><i>Workshop on Micro Hydro Development to Empower Rural Economy in Remote Areas</i></p>	<p>Directorate of Technical Cooperation believed that demand for energy is increasing, along with the growth of population, residential and industrial area. Moreover, until now the world still depends on non-renewable energy with its diminishing reserves. However, fossil energy is considered non-environmentally friendly. Hence, in the long term, it is expected that there would be an energy crisis because of this energy scarcity.</p> <p>Electricity managed by the government also faces several obstacles. Until now, not all communities in the country could have electricity facility due to geographical and financial constraints. People in remote areas are difficult to have access to get this electricity facility.</p> <p>In many countries, there are some efforts to manage this energy scarcity problem by developing renewable energy sources. Electricity from micro hydro power, wind and sunlight are some promising options. It is evident that there are some initiatives to develop fuel energy from plant materials such as jatropa, maize, cassava and others, not only by governments but also by society. This kind of renewable energy is relatively user-friendly and environmentally friendly. Moreover, Indonesia has a good experience in developing micro-hydro power plants that can be learned by other countries.</p> <p>It is important to share some best practices on renewable energy through the exchange of ideas, transfer of knowledge from countries that have already developed it. By exchanging the experiences, it is expected that there would be a better understanding of the potential of renewable energy sources, energy processing and utilization technologies for communities, especially in the rural area. Furthermore, the development of renewable energy is closely related to social and economic development of society.</p>
<p><i>Training of Artificial Insemination of Dairy Cattle</i></p>	<p>The strengthening of artificial insemination center project in Indonesia was jointly cooperated between the Government of Indonesia (through Directorate General of Livestock Services) with the Government of Japan (through Japan International Cooperation Agency/JICA), which was known as Artificial Technical Assistance (ATA – 233) Project. The project was implemented in Singosari AI center, started from 1986 and with several times extension it has terminated in 2002. The activities of ATA – 233 projects were to produce frozen semen, progeny test program, and artificial insemination (AI). The transferring of knowledge and technology from Japanese experts to counterparts has done successfully by</p>

	<p>providing training in Japan.</p> <p>Since 1986, Singosari National Artificial Insemination Centre has been conducted several training programs on AI and other related skill such as pregnancy diagnose, reproductive disorder, frozen semen handling, bull master, Hay and Silage making, bull salon and also Hoof Trimming. Supported by intellectual capacity on livestock breeding, SNAIC has been able to apply AI technology and other related technology such as forage processing, progeny testing program, sexed frozen semen, AI on fish, having an accredited laboratory of ISO 17025 and quality system management of ISO 9001: 2008 as well as exporting bovine and caprine semen to Malaysia</p> <p>By having this experience, Indonesia is honored to share the knowledge of AI with developing countries which have similar condition on livestock through Training Course of Artificial Insemination on Dairy Cattle for Developing Countries. The course is held once a year in Sngosari National Artificial Insemination Centre, Malang – Indonesia, from Japanese fiscal year (JFY) 2010 to 2012, subject to annual consultations between both Governments.</p>
<i>International Training on Post-Harvest Technology on Fruits and Vegetables</i>	NA
<i>TCTP on Capacity Building for Poverty Reduction</i>	This training planning process was more of a bottom-up, in the framework of poverty reduction. It also integrated the issue of local economic development. The idea for the training came from a previous local government study conducted by CESS, which attracted JICA's funding. JICA, Setneg, and CESS itself, were involved in the planning. The planning discussion was first started by a "Record of Discussion" document between JICA and Setneg, in which several major aspects were negotiated and agreed. A "Minutes of Meeting" document was then composed to capture more technical discussions in planning between JICA and CESS. In general, discussions regarding planning were mainly facilitated through Setneg.
<i>International Training Program on Fishing Technology and Navigation for Pacific Countries</i>	NA
<b>1.3 Objectives of the Training</b>	The objectives of the International Training Programs provided by the Government of Indonesia was to provide the participants from Asian and African countries with opportunities to improve their knowledge and technology in related fields and exchange ideas information and experience among themselves. The participants were expected to have improved and upgraded the relevant techniques and knowledge in each related issue/sector.
<b>1.4 Achievement target</b>	<ul style="list-style-type: none"> <li>• Acquiring a complete comprehension of skill and knowledge on related issue/sector,</li> <li>• Acquiring necessary skills to be practiced in the beneficiary countries,</li> <li>• Producing an action plan to be undertaken upon the returning of participants to their organizations, and</li> <li>• Learning from other experiences across the regions.</li> </ul>
<b>1.5. Time of Training</b>	Please refer to 1.1 above
<b>1.6 Targeted Beneficiary Country</b>	Fiji
<b>1.7 Number of targeted</b>	10 alumni

<b>Participants</b>	2 superordinates
<b>1.8 Requirement for Participants</b>	NA
<b>1.9 Implementing Agency</b>	Please refer to 1.1 above
<b>1.10 Venue of Training</b>	Indonesia
<b>1.11 Budget</b>	NA
<b>1.12 Funding source</b>	Gol and JICA
<b>1.13 Language</b>	English

## 2. Evaluation Study

<b>2.1 Name and Organization of evaluators</b>	<ol style="list-style-type: none"> <li>1. Niniek L. Gyat, SE, MSoc. Sc. (LPEM FEUI)</li> <li>2. Nanda Nurridzki, SE, MA (LPEM FEUI)</li> </ol>
<b>2.2 Period of Evaluation</b>	January – March 2012 (Field Visit to Fiji: 12 – 18 March 2012)
<b>2.3 Major source of information</b>	<ol style="list-style-type: none"> <li>1. Form 3.1: Questionnaire to alumni to be filled by the alumni of the training in beneficiary countries</li> <li>2. Form 3.2: Questionnaire to alumni superordinate to be filled by alumni's superordinate in beneficiary countries</li> <li>3. Form 3.3: Interview guideline to implementing agencies in Indonesia</li> <li>4. Form 3.4: Interview guideline to the National Coordinating Team in Indonesia</li> </ol>
<b>2.4 Survey in beneficiary countries</b>	<p>In order to produce a comprehensive ex-post evaluation, a visit to Fiji to develop a case study for ex-post evaluation on selected international training programs was conducted. This case study is expected to generate information on the relevance, benefits (internal and external) and sustainability of selected international training programs that were conducted in Indonesia, and hence can provide further support to improve cooperation as well as mutual benefits through international training programs.</p> <p>Methods in conducting the evaluation are survey (with questionnaire and field visits) and in-depth interviews. Questionnaire to alumni (Form 3.1.) and alumni's superordinate (Form 3.2.) were disseminated through e-mails prior to the field visits, which was implemented on 12 – 18 March 2012.</p> <p>The visiting team who conducted the evaluation consisted of five persons:</p> <ul style="list-style-type: none"> <li>▪ Ministry of State Secretariat: Amri Kusumawardana Sumodiningrat</li> <li>▪ Ministry of Foreign Affairs : Nefertiti Hindratmo</li> <li>▪ Ministry of Finance : Imran Rosjadi</li> <li>▪ JICA Indonesia : Lingga Kartika Suyud</li> <li>▪ LPEM FEUI : Niniek Listyani Gyat</li> </ul> <p>During the field visit to Fiji, the team has interviewed alumni, alumni's superordinates, representative of alumni's institutions, as well as Public Service Commission as the Focal Point of Fiji. The detailed schedule of the visit is presented below:</p>

**Schedule of Visit to Fiji (12-18 March 2012)**

<b>Date</b>	<b>Time</b>	<b>Institutions</b>	<b>Location</b>
<b>Mon, 12 March 2012</b>	20.20 - 07.35	Depart from Jakarta to Sidney	Jakarta airport
<b>Tue, 13 March 2012</b>	13.35 – 18.30	Depart from Sidney to Nadi	Sidney Airport
	20.15 – 20.45	Depart from Nadi to Suva	Nadi Airport
	20.45	Arrived in Suva-Fiji	Suva airport
<b>Wed, 14 March 2012</b>	09.00 – 10.00	<b>Courtesy Call</b>	Indonesian Embassy in Suva -Fiji
	10.30 – 11.30	<b>Courtesy Call</b>	JICA - Fiji
	<b>Lunch</b>		
	14.30- 15.30	Visit <b>Public Service Commission</b> as <b>Focal Point</b> in Fiji	Public Service Commission PO Box 2211 Govt. Buildings Berkeley Crescent, Suva Ph. 679 331-4588
	15.30 – 17.00	Meeting with <b>Alumni:</b> Mr. Ratu Lavolevu Soro Acting Supervisor of Elections Elections Office	
<b>Thu, 15 March 2012</b>	09.30 – 11.00	Meeting with <b>Alumni:</b> Mr. Sikeli Dovarua, Ministry of Agriculture in Kornivia And Mr. Tawake Ducivaki Senior Technical Assistance Ministry of Finance	Kornivia Research Center Min. Of Agriculture, Nasouri
	11.00 - 11.30	<b>Visit: Cooking class of Sr. Anne</b>	Kornivia Research Center
	<b>Lunch</b>		
	14.30 – 16.00	Meeting with <b>Alumni:</b> Mr. Filimone Kau Strategic Framework Change Coordinating Office (SFCCO)	Strategic Framework Change Coordinating Office (SFCCO) Prime Minister Office, SFCCO, PM's Office Office: Deputy Secretary Telephone: 3310793 Fax: 3316891
	14.30 – 15.30	Meeting with <b>Alumni:</b> Mr. Isireli Rarawa Tehchnical Assistant (ATTER) Department of Energy	Department of Energy Address : Department of Energy PO Box 2493, Government Building, Suva Telephone : (+67) 3386006 Fax : (+67) 3386301 E-mail : <a href="mailto:isireli.matakibau@fdoe.gov.fj">isireli.matakibau@fdoe.gov.fj</a>
<b>Friday, 16 March 2012</b>	09.30 – 11.00	Meeting with <b>Institution:</b> Min. of Women, Social Welfare and Poverty Alleviation	Min. of Women, Social Welfare and Poverty Alleviation

			Baleinabuli Min. of Women, Social Welfare and Poverty Alleviation	
		11.00	Meeting with <b>Alumni:</b> Mrs. Vasiti Waiculla Railati Min. of Women, Social Welfare and Poverty Alleviation And Mr. Ratu Jone Matakanace Project Engineer Generation Fiji Electric Authority	Embassy of Indonesia
			<b>Visit Women Correction Center</b>	
			<b>Lunch</b>	
		14.30 – 16.30	Meeting with <b>Superordinate:</b> Mr. Jone Matawalu Senior Officer and Meeting with <b>Alumni:</b> Mr. Sujendra Prasad Agriculture Technical Officer	Ministry of Agriculture
		18.00	<b>Report to EOI</b>	Indonesian Embassy in Suva- Fiji
<b>Sat, 17 March 2012</b>		06.00	<b>Depart to Nadi</b>	By Car
		10.00	<b>Arrive in Nadi</b>	
		10.30 – 12.00	Meeting with <b>Superordinate:</b> Innoke Tui Marine Officer II and Meeting with <b>Alumni:</b> Mr. Saimon Baleinanuya Naivalu Ship Captain	Address: Fisheries Department, PO Box 4450, Lautoka Fiji Ph: +679 9381952, F: +679 6667939 Home: Quarters 154, Naceva Street Lautoka Fiji Email: <a href="mailto:Naivalusb@yahoo.com">Naivalusb@yahoo.com</a>
		12.30 – 14.00	Visit Fiji's <b>Implementing Agency: Fiji Meterological Service (FMS)</b>	
<b>Sun, 18 March 2012</b>		09.00-12.25	Travel from <b>Nadi to Sydney</b>	Nadi Airport
		15.10 – 18.35	Travel from <b>Sidney to Jakarta</b>	Sidney Airport
		18.35	Arrive in <b>Jakarta- Indonesia</b>	Jakarta airport

In total, the team interviewed 10 alumni and 2 superordinates, who filled in Form 3.1. and Form 3.2., respectively. The list of participants are shown below:

**List of Alumni and Superordinates**

<b>No</b>	<b>Name of Training</b>	<b>Number of Respondent</b>	<b>Name of Respondent</b>	<b>Current Position</b>
1	International Training Workshop on Micro Hydro Development to Empowerment Rural Economic in Remote Areas, Bandung, West Java, April 2010	2 alumni	1. Mr. Ratu Jone Matakanace 2. Mr. Isireli Rarawa	1. Project Engineer Generation Fiji Electric Authority 2. Tehnical Assistant (ATTER) Department of Energy
2	International Workshop on Democratic Leadership for Asian and Pacific Countries: Building the Nation, Reforming the State, and Developing the Economy, Bali, 10-14 October 2010	2 alumni	1. Mr. Ratu Lavolevu Soro 2. Mr. Filimone Kau	1. Acting Supervisor of Elections 2. Permanent Secretary for Land
3	Course of Artificial Insemination of Dairy Cattle, Singosari, Malang, 19 February – 17 March 2007	1 alumni	1. Sikeli Dovarua	Agriculture Technical Officer
4	International Training on Post Harvest Technology on Fruits and Vegetables, Lembang, 7-21 April 2011	2 alumni, 1 supervisors	1. Mr. Sujendra Prasad 2. Mr. Tawake Ducivaki 3. Mr. Jone Matawalu	1. Agriculture Technical Officer 2. Senior Technical Assistance 3. Senior Officer
5	TCTP on Capacity Building for Poverty Reduction at the Centre for Economic Studies (CES), August 2008	2 alumni	1. Dilitiana Maureen Sava Baleinabuli 2. Vasiti Waicula Railati	1. Senior Staff 2. Senior Staff
6	International Training Program on Fishing Technology and Navigation for Pacific Countries, Semarang, 23 June – 4 July 2009	1 alumni 1 supervisors	1. Saimon Baleinanuya Naivalu 2. Inoke Tui	1. Ship Captain 2. Marine Officer II

### 3. Evaluation Results:

<p><b>3.1 Relevance</b></p>	<p>Overall, the relevance of all 6 (six) evaluated ITPs is very high to the needs of Fiji as the beneficiary country as well as alumni's institutions. More than 87.5% of participants perceive that the training is still consistent and relevant with <b>the policy and condition of the country</b>, while 100% of participants agree that the training is still consistent with <b>the development issues and priorities of the country</b>. This indicates that all of the ITPs implemented are still in line with most of Fiji's strategic plan and development plan.</p> <p>These high score of relevancy also indicates high appropriateness of the training subject and contents; which show that they are possible to be implemented in Fiji which facing similar sector issues with other SSC's member countries, i.e. democracy, poverty, food security, etc.</p> <p>In general, this evaluated ITPs that have been conducted in Indonesia are coherent with Gol support for SSC, to enhance cooperation among SSC's members through strengthened capacity development.</p>
<p><b>3.2 External Benefits in the target countries</b></p>	<p><b>1. Utilization of training results</b></p> <p>From the questionnaires collected, 100% alumni mentioned that the implementation and integration of training contents into alumni's activities were quite high. However, alumni seemed to find difficulties in implementing action plan that had been prepared during the training. Out of 8 (eight) alumni, only 2 (two) alumni or 25% who strongly agreed that they had conducted the action plan, 1 (one) alumnus or 12.5% agreed that he/she has implemented action plan, while the others did not implement the action plan. Based on interviews, some of alumni mentioned that their action plans could not be conducted since Government had already had agreement with other countries, while other indicated lack of budget in implementing the action plan. Although most alumni have conducted the sharing within the organization, however only 75% stated that strongly.</p> <p>In general, based on discussion and interview with alumni, superordinates as well as institution, most of them agreed that the utilization of the training results is quite advanced. For instance, alumni from <i>International Training on Post Harvest Technology on Fruits and Vegetables</i> have implemented their action plan by inviting Indonesian expert to conduct a joint research in Fiji for more than 3 months. Furthermore, they have also planned to implement local trainings for local farmers throughout Fiji during her stay. This indicated a positive follow up of the training's utilization.</p> <p><b>2. Environment for the utilization of training result</b></p> <p>As expected, most of the alumni are still in the position to integrate the training results. Out of 8 alumni, 75% indicated that they are directly involved with activities that in line with the subject and content of the training. Unfortunately, there is 1 alumnus who could not utilize the training subject into his working activities as he can only carrying out approved project as per directive from his department.</p> <p>In term of availability of resources, however, only 12.5% of alumni indicated that he/she received sufficient resources, e.g. related tools, equipment, supporting staff, etc., to utilize their training results, although many projects as training's follow up activities could be carried out.</p> <p>The alumni have faced similar condition due to lack of adequate funds. Only 25% of alumni mentioned that the Government has approved their budget to conduct their project, e.g. a joint research with Indonesian expert proposed by alumni of post-harvest training. In the meantime, the rest of the alumni stated that they received less than what they have proposed,</p>

	<p>but they could still implement their projects within budget limitation.</p> <p>In general, although the environment to utilize the training results was not to supportive, most alumni could utilize their new knowledge. This condition showed that the alumni are quite innovative so that they could maximize available resources in order to be able to implement their activities.</p> <p><b>3.Collaboration with other training programs</b></p> <p>Around 75% of the alumni indicated that they have synergized the Indonesian ITP with other international or local training programs. Some of them have attended similar trainings, while others have joined advanced training other than in Indonesia. Based on discussion with both alumni and superordinates, they mentioned that trainings in Indonesia have given them excellent fundamental knowledge and sometime even better than other trainings outside Indonesia, since the topics were practical and the techology was easy to use.</p> <p><b>4.Benefits on the organization and society</b></p> <p>All alumni have disseminated training results. Some alumni have presented the training content within their institutions, while others had to disseminate their results to public or even to higher level of Government. As a result, around 62.5% indicated that some follow up activities have been conducted based on the trainings which have improved performance of the alumni and their institutions, e.g. Department has conducted in house training on quarterly basis.</p> <p>After participating in the training, 62.5% of the alumni mentioned that they could achieve the targets both at the organizational or social levels. For instance, some alumni stated that <i>“their projects have been approved”</i> while other mentioned that <i>“the preparation towards the 2014 Election has been well underway”</i>.</p> <p>Furthermore, some alumni specified that the training have positive impacts for them. Around 62.5% mentioned that they received positive feedback from their peer level, institutions, even from the society, e.g. farmers. Some also indicated that the training has broadened their perspectives and knowledge that are valuable for their future career.</p> <p>In the interviews, alumni and superordinates did mention that there were constraints to utilize training results. A long and bureaucratic procedure to obtain approval of a proposal is one of the limitations. This condition sometimes has made them frustrated in implementing and proposing their projects.</p>
<p><b>3.3 Internal Benefits in Indonesia</b></p>	<p><b>1. Benefits to Implementing Agencies (IAs)</b></p> <p>Based on discussion and interviews with implementing agencies, many have indicated that they have little collaboration with other training programs (40%). Most IAs mentioned that they were focusing more in their own activities in order to sharpen and improve the quality of their services rather than collaborating with other trainings.</p> <p>As a result, IA stated that their capacity have changed in a positive way after the training (60%). Some have improved their subjects and contents in order to carry out advanced training, while other have adjusted their organizational structures to perform better.</p> <p><b>2. Benefits to the organizations in Indonesia</b></p> <p>Unfortunately, there were only few follow up activities produced after the trainings. Out of 5 IAs interviewed, only 20% mentioned that they have been in contact with and invited by alumni to conduct an advanced training. Another 20% indicated that the alumni have visited them in their base area to monitor current condition and discuss problems. Others have no</p>



	<p>regular communications with their alumni.</p> <p>Furthermore, most IAs indicated that they have not received positive impacts from the training. Only 20% mentioned that the training have given them better and broader networking with experts, aside from the invitation to implement similar and advanced training in Indonesia or abroad. The difficulties faced by IA in utilizing the training results varied from limitation and rigidities of budget to lack of experts.</p>
<p><b>3.4 Sustainability</b></p>	<p><b>1. Networking between alumni and organizations in Indonesia</b></p> <p>Almost all trainings have set database, e-mailing list or alumni network. However, only few have utilized this communication means. Based on the data, only 20% have used e-mailing list as tool to communicate among alumni or facilitators. Others have little or no contact with other alumni. This low level of communication has impacted on very few follow-up activities conducted by IAs to their alumni (or alumni's institution).</p> <p>Another reason that has caused low level of follow up activities is limited budget provided for the IAs. As many IAs depend heavily on budget provided by Government and/or donor, many proposed activities could not be implemented as such activities needs budget approval.</p> <p><b>2. Capability of Implementing Agencies</b></p> <p>As mentioned before, IAs have focused more on improving their services rather than collaborating with other trainings. As a result, it is certainly indicated that the capability of IA in implementing similar or advanced trainings have developed. The problem is how to expose this enhanced capability to attract donor or Government to finance their new activities.</p> <p><b>3. Sustainability of the training effect in the beneficiary countries</b></p> <p>Most alumni stated that the training contents are integrated with the policy and priorities of Fiji (87.5%). This indicates that all of the ITPs implemented are still in line with most of Fiji's strategic plan and development plan.</p> <p>These high score of relevancy also indicates high appropriateness of the training subject and contents; which shows that they are possible to be implemented in Fiji which facing similar sector issues with other SSC's member countries, i.e. democracy, poverty, food security, etc.</p>
<p><b>3.5. Follow Up Programs</b></p>	<p>Based on discussion and interview with alumni, superordinates, as well as Implementing Agencies and NCT, there are many follow up programs which have been (or will be) conducted based on training attended:</p> <ol style="list-style-type: none"> <li>1. <i>Democratic Leadership for Asian and Pacific Countries: Building the Nation, Reforming State, and Developing the Economy:</i> <ul style="list-style-type: none"> <li>▪ Open the Fiji Embassy in Jakarta</li> <li>▪ Visit KPU to prepare national election in 2014</li> <li>▪ Use Indonesian's election as their role model</li> <li>▪ With the assistant of KPU, preparing the institution for election</li> <li>▪ Socializing the methods of one man one vote to many stakeholders</li> </ul> </li> <li>2. <i>Workshop on Micro Hydro Development to Empower Rural Economy in Remote Areas</i> <ul style="list-style-type: none"> <li>▪ Need more socialization on the benefit of micro hydro machine as an appropriate, simple technology for producing electricity at rural – island areas.</li> </ul> </li> <li>3. <i>Training of Artificial Insemination of Dairy Cattle</i></li> </ol>

	<ul style="list-style-type: none"> <li>▪ Use Indonesian’s knowledge in developing artificial insemination</li> <li>▪ Developing a research center for artificial insemination</li> <li>▪ Teaching knowledge of AI at high school level</li> </ul> <p>4. <i>International Training on Post Harvest Technology on Fruits and Vegetables]</i></p> <ul style="list-style-type: none"> <li>▪ Use Indonesian’s knowledge in food technology in developing a research center for food technology</li> <li>▪ Invite Indonesian expert to conduct a developed research on food tech</li> <li>▪ Buy Indonesian machines of food technology</li> <li>▪ With Indonesian expert, will implement min. 4 trainings at local level</li> </ul> <p>5. <i>TCTP on Capacity Building for Poverty Reduction</i></p> <ul style="list-style-type: none"> <li>▪ Use Indonesian experts to conduct training on producing diversified handy crafts products: <ul style="list-style-type: none"> <li>a. Bamboo</li> <li>b. Plastic garbage</li> <li>c. Cooking class</li> </ul> </li> <li>▪ Initiating MOU with Ministry of Social Affair of RI and Ministry of Women Empowerment of RI</li> </ul> <p>6. <i>International Training Program on Fishing Technology and Navigation for Pacific Countries</i></p> <ul style="list-style-type: none"> <li>▪ Need more training on fishing technology and navigation</li> <li>▪ Need crash program – provide “karamba” as simple instrument to cultivate fish</li> </ul>
<p><b>3.6 Contributing Factors</b></p>	<p>The contributing factors of the trainings are:</p> <ol style="list-style-type: none"> <li>1. Appropriate planning by the implementing organizations and alumni’s organizations, such as: appropriate criteria for selecting participants, proper trainers, proper curriculum and proper methodology;</li> <li>2. Beneficiary country’s policy and priorities have contributed to better application of the outputs; and</li> <li>3. Environmental and social similarities with other SSC members, e.g. level of economy, poverty, food security, etc. should be added as one contributing factor of the success of the training.</li> </ol>
<p><b>3.7 Inhibiting Factors</b></p>	<p>The main inhibiting factors to sustain the effect of training course are lack of budget, equipment and/or materials and policy supports. Many alumni have difficulties in implementing their action plans or proposed projects due to limited budget.</p> <p>Transfers of alumni’s positions to other un-related position are also highly inhibiting the sustainability.</p>
<p><b>3.8 Conclusion</b></p>	<ul style="list-style-type: none"> <li>▪ <b>The alumni of the trainings</b> As expected, most alumni can integrate training results by sharing the results with their colleagues, organizations, and society. The results are quite positive, since the capacity of alumni, institutions and even Government have significantly improved for the last 3-4 years. Although support from their organizations in term of facilities and financial support are limited, they could still implement the training results.</li> <li>▪ <b>The alumni’s organizations</b> All superordinates that were interviewed and filled the questionnaire in this evaluation</li> </ul>

	<p>stated that the training topics are still relevant to their countries and their organizations. Alumni of the trainings were able to practice the training results in their organization and hence improved the quality of their services in their organization. However, still, their progress were limited with the unavailability of funds. They expect continuation of the trainings and futher cooperation with Indonesia.</p> <ul style="list-style-type: none"> <li>▪ <b>The training programs</b></li> </ul> <p>The training programs have been sucessfully conducted and highly praised by the alumni and the NCT. The topics are relevant with development program of developing countries, and it is expected to be continued. The training programs are not only beneficial to the alumni and their organizations, but also to the implementing agencies. The implementing agencies should take into account some inputs from alumni to improve the implementation of training program and have initiative to enhance cooperation with beneficiaries countries</p> <p>Involvement of other related institutions in beneficiary countries during selection stage is necessary to get the right candidates to attend the training courses. Closer cooperation between Embassy of Indonesia and NCT/Line Ministries/Implementing Agency will certainly improve candidate selection.</p>
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#### 4. Lessons Learned/Recommendation

<p><b>4.1 Lessons learned for training Programs under SSC</b></p>	<ul style="list-style-type: none"> <li>• Involvement of other related institutions and close cooperation with the Indonesian Embassy in beneficiary countries is essential to improve candidate selection. Good mechanism in distributing the General Information to potential participants and institutions shall have better impact to the achievement of the ITP.</li> <li>• The National Coordinating Team may consider prolonging time to distribute full information about the General Information of the training program (GI) and notification of acceptance to the beneficiary countries. It aims to make sure that the participants receive all required information and have enough time to prepare the requirements for submitting application and attending the courses like having the valid yellow fever certificate, etc.</li> <li>• Selection of participants should be strengthened to obtain better results of training. This can get by improving the requirements of participants and/or improving procedure of selection.</li> <li>• The contents and subjects provided in each training are in line with beneficiary country's policy and condition and very useful for alumni, institutions as well as their Government. This indicates by many follow up activities conducted after the trainings. Further follow up activities should be prepared well by the Gov. of Indonesia to enhance sustainability and cooperation among SSC members.</li> </ul>
<p><b>4.2 Recommendations for future planning/ implementation of training programs under SSC</b></p>	<p><b>Training Programs</b></p> <ul style="list-style-type: none"> <li>▪ It is necessary to conduct pre-test and post-test with regard to training course contents to give clear description on each participant's role and position in the organization and whether the participant has the capacity to implement the outcomes of the ITP. It will affect the improvement of TCTP programs in terms of development of curriculum and method.</li> <li>▪ It is recommended to include more practices during the training. It will be useful for the participants, since most respondents were impressed with the field trip or field observation. They can get clear picture on the related course development or how to solve the related problem through the field trip or field observation.</li> <li>▪ It is recommended that each Focal Point in the beneficiary countries and the Indonesian Embassy are expected to collaborate not only in the selection of candidates before sending the list of candidates to the NCT for selection process, but also in the distribution of General Information.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Some participants indicated that time for field practice was limited and suggested to extend the time for field practice during training.</li> </ul> <p><b>Alumni of the Trainings</b></p> <ul style="list-style-type: none"> <li>▪ It is necessary for the implementing agencies to maintain the relationship with the alumni for further follow up of the ITP. It can be done through interactive web, where each participant will be given free account or password.</li> <li>▪ Developing linkages among alumni through interactive web would be very useful to exchange information and to enhance the impact and sustainability of the ITP.</li> </ul>
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### 5. Other findings (if any)

<ul style="list-style-type: none"> <li>▪ Indonesia Embassy in Fiji has played great role in enhancing cooperation between Fiji and Indonesia by providing experts from Indonesia that could serve practical exercise for Fijian. This kind of practical exercise is needed most by many Fijian compared to theory and high-tech capacity building.</li> <li>▪ JICA Fiji has just been established. Their position can be seen as an alternative institution to connect and support programs and activities between Fiji and Indonesia.</li> </ul>
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### 6. Other information

<b>6.1 List of attachments</b>	<ol style="list-style-type: none"> <li>1. Results of Form 3.1., 3.2., 3.3. and 3.4.</li> <li>2. Overseas Interview with Focal Point</li> </ol>
<b>6.2 List of organizations which share this evaluation results</b>	<ol style="list-style-type: none"> <li>1. National Coordination Team for SSC</li> <li>2. Line Ministries</li> <li>3. Implementing Agencies</li> <li>4. JICA Indonesia (donor)</li> </ol>

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