

ANNEX 1

EXAMPLES OF FILLED QUESTIONNAIRE: EX-ANTE EVALUATION

FORM1.1.1

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 : Bp. MuhamadFakhrurozi and Bp. Arya T. Sumarto
- 2. Current Position & Organization : Biro KTLN, Setneg
- 3. Name & Batch of Target Training Program : "Training on Micro Hydro for Academic Staff of the Alternative Energy (AE) Department of Tumba College of Technology (TCT)"
- 4. Date of Training : 31st October – 25th November 2011 (4 weeks)
- 5. Implementing Agency : InstitutBisnisDanEkonomiKerakyatan (IBEKA)
- 6. Name of the Evaluator & Organization : 1. Niniek L. Gyat - LPEM FEUI
2. Rizki Nauli Siregar – LPEM FEUI
- 7. Date of Evaluation : 28th October 2011

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) | NA |
| 2. Profile and experiences of selected Implementing Agency | NA |
| 3. Training proposal from selected Implementing Agency consists of training curriculum, training materials, list and short CVs of resource persons | NA |
| 4. Documents for Qualification and Selection Process of participants | NA |
| 5. Others, please specify; a. _____ b. _____ c. _____ | |

III. RELEVANCE OF THE TRAINING

| |
|--|
| 1. Training Needs Identification |
| 1.1 Are the training subjects consistent with the policy of beneficiary countries? |
| <Reason of answer>Although Setneg has never received any proposal from IBEKA, Setneg was convinced that the training subjects are consistent with the policy of Rwanda, since JICA Rwanda itself was the institution which requested the training to IBEKA. |
| 1.2 Are the training subjects relevant and needed for the development issue in beneficiary countries? |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received any request by the Government of Rwanda or JICA Rwanda before. |
| 1.3 Are the training subjects consistent with the international policy of Indonesia? |
| <Reason of answer>As the international policy of Indonesia is to share Indonesian technical advantages or capacities with other developing countries, hence Setneg is confident to claim that the training subjects are consistent with the international policy of Indonesia. |
| 2. Training Design |
| 2.1 Is the logic of the project design appropriate? |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received proposal or curriculum from IBEKA. |
| 2.2 Is training duration appropriate? |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received proposal or curriculum from IBEKA. |
| 2.3 Is the cost of training justified? |
| <Reason of answer>Based on the information sent by JICA Indonesia at last minutes, Setneg considered the cost of the training is justified (US \$ 660,000). |
| 2.4 Does Indonesia have technical advantages (experiences and expertise) to provide the training? |
| <Reason of answer>Setneg has compiled any technical advantage or capacities which can be provided by Implementing Agencies in Indonesia. Those IAs have also conducted International Training Program before. Therefore, Setneg is confident that Indonesia has technical advantages (experiences and expertise) to provide the training. |
| 2.5 Is there appropriate Implementing Agency who has sufficient capacity to conduct the training? |
| <Reason of answer> IBEKA has conducted ITP for several times. It also has good reputation to provide a useful training and method on micro hydro system domestically and internationally. Therefore, Setneg is confident that IBEKA has technical advantages (experiences and expertise) to provide the training on micro hydro power machine. |
| 2.6 Does the training content meet the identified needs of beneficiary countries? |
| <Reason of answer>Although Setneg has never received any proposal from IBEKA, Setneg was definite that the training on micro hydro system is consistent with the policy of Rwanda, since JICA Rwanda was the institution which requested the training to IBEKA. |
| 2.7 Are the beneficiary countries appropriate? |

| |
|--|
| <Reason of answer>Although Setneg has never received any TOR or request from Government of Rwanda itself, Setneg was definite that Rwanda is appropriate for the training on micro hydro, since JICA Rwanda was the institution which requested the training to IBEKA. |
| 3. Futher informasion concerning the relevance of the training (training needs identification & training design) |
| 3.1. Please write if there is any futher information concerning the relevance of the training. NA |

IV. EFFECTIVENESS OF THE TRAINING

| |
|---|
| 1. Training Objectives |
| 1.1 Are training objectives clearly and appropriately set? |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received proposal or curriculum from IBEKA or TOR from JICA Rwanda (JICA Indonesia). |
| 1.2 Are achievement targets set, in terms of individual, organizational, and social levels? |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received proposal or curriculum from IBEKA or TOR from JICA Rwanda (JICA Indonesia). |
| 1.3 Please write if there is any futher information concerning the training objectives. NA |

V. EFFICIENCY OF THE TRAINING

| | | |
|--|---------|----------|
| 1. Training Curriculum | | |
| 1.1 Are the training curriculums/ modules appropriate? | | |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received proposal or curriculum from IBEKA or TOR from JICA Rwanda (JICA Indonesia). | | |
| 2. Training Management | | |
| 2.1 Is the training schedule clear and appropriate? | | |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received proposal or curriculum from IBEKA or TOR from JICA Rwanda (JICA Indonesia). | | |
| 2.2 Is the process of the training appropriate (inter-related: sequence, composition of theory and practices)? | | |
| <Reason of answer>Setneg could not answer the question, since Setneg has never received proposal or curriculum from IBEKA or TOR from JICA Rwanda (JICA Indonesia). | | |
| 3. Training Environment | No 0 | Yes 1 |
| 3.1 Are the facilities for learning below appropriate? Setneg has never visited the venue where IBEKA conducted the training, however Setneg is convinced that the training's place is adequate and appropriate because Setneg has never hear or received any complaint about the venue before. | | |

| | | |
|---|--------------------------|--------------------------|
| i. Classroom | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Computer | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Laboratory | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Audio-visual equipments | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Library | <input type="checkbox"/> | <input type="checkbox"/> |
| vi. Internet connection | <input type="checkbox"/> | <input type="checkbox"/> |
| vii. Other facilities, please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>3.2 Are the supporting facilities below appropriate? Setneg has never visited the venue where IBEKA conducted the training, however Setneg is convinced that the training's place is adequate and appropriate because Setneg has never hear or received any complaint about the venue before.</p> | | |
| i. Accommodation | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Restaurant | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Meals | <input type="checkbox"/> | <input type="checkbox"/> |
| iv. Toilet | <input type="checkbox"/> | <input type="checkbox"/> |
| v. Praying room (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> |
| vi. Transportation services (if provided) | <input type="checkbox"/> | <input type="checkbox"/> |
| vii. Access to appropriate health service | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Trainees | | |
| 4.1 Is the qualification of the participants clearly set?(name, age, organization, position, education background, health) | | |
| <Reason of answer>Since Setneg did not involve in the process of designing the content of the training as well as selection process of training participants, Setneg could not answer the question. | | |
| 4.2 Is the selection process of participants clear and appropriate? | | |
| <Reason of answer>Since Setneg did not involve in the process of designing the content of the training as well as selection process of training participants, Setneg could not answer the question. | | |
| 4.3 Are preparationworkstobedonebyparticipantsbeforethetrainingclearlyset (e.g. country report)? | | |
| <Reason of answer>Since Setneg did not involve in the process of designing the content of the training as well as preparation work for training participants, Setneg could not answer the question. | | |
| 5. Futher information concerning effectiveness of the training (training curriculum, training management, training environment and trainees) | | |
| 5.1. Please write if there is any futher information concerning the training curriculum, training management, training environment and trainees. NA. | | |

VI. OTHER INPUTS RELATED TO THE PREPARATION OF TRAINING

Setneg was a bit disappointed because IBEKA or JICA Rwanda (or JICA Indonesia) has never contacted Setneg from the very beginning concerning the possibility of conducting an ITP in Indonesia. There was no clear planning process in preparing The Micro Hydro Power Design Engineering Short Course for Rwanda between Setneg, as the National Committee Team, and IBEKA, as the Implementing Agency.

Before contacting Setneg 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, and left Setneg's roles.

In the future, Setneg, as the National Committee Team hopes, 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. Setneg hopes that coordination among stakeholders were stronger, hence any information related to the training (training needs identification and training design) can be discussed together. This way, National Committee Team can position long-term objectives of Indonesia in the ITP, i.e. mutual benefits, flagships, etc.

FORM1.2.**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 : YetySoviRahayu and Heksa Sari J
2. Current Position & Organization : Administration and Program Officer
3. Name & Batch of Target Training Program : "Training on Micro Hydro for Academic Staff of the Alternative Energy (AE) Department of Tumba College of Technology (TCT)"
4. Date of Training : 31st October – 25th November 2011 (4 weeks)
5. Implementing Agency : InstitutBisnis dan Ekonomi Kerakyatan (IBEKA)
6. Name of the Evaluator & Organization : Niniek L. Gyat - LPEM FEUI
7. Date of Evaluation : 20th October 2011

II. DOCUMENTS TO BE REVIEWED

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

| Documents have been reviewed for the evaluation | <input checked="" type="checkbox"/> |
|--|-------------------------------------|
| 1. Report of international meetings/conference(s) | NA |
| 2. TOR from National Coordinating Team (NCT) | NA |
| 3. Proposal of Training from Implementing Agency | <input checked="" type="checkbox"/> |
| 4. Request for Training from Beneficiary Countries | NA |
| 5. Qualification and selection process of participants | NA |
| 6. Others, please specify: | |

III. RELEVANCE OF THE TRAINING

| 1. Training Design | |
|--|--|
| 1.1 | Is the logic of the project design appropriate? |
| <Reason of answer>Yes, the logic of the project and design is appropriate, however, JICA has been adjusted the curriculum, some practical sessions have been deleted for safety reasons. Therefore, participants will only assemble the model as a practice, and hopefully there will be an additional course in Rwanda to assist and monitor participants in producing the machine. | |
| 1.2 | Is training duration appropriate? |
| <Reason of answer> The duration is appropriate. By reducing some practical sessions, it will increase some theoretical sessions. | |
| 1.3 | Is the cost of training justified? |
| <Reason of answer>JICA Rwanda and JICA Indonesia have been adjusting the costs, but the cost is justified. | |
| 1.4 | Does the training contents meet the identified needs of beneficiary countries? |
| <Reason of answer>Yes, since the training is directly requested by JICA Rwanda who observed the needs of Rwanda in improving and developing the capacity of micro hydropower. | |
| 1.5 | Are the beneficiary countries appropriate? |
| <Reason of answer>It is requested directly by JICA Rwanda. | |
| 2. Further information concerning the relevance of the training | |
| 2.1 | Please write if there is any further information concerning the relevance of the training. |

IV. EFFECTIVENESS OF THE TRAINING

| 1. Training Objectives | | |
|--|--|--|
| 1.1 | Are training objectives clearly and appropriately set? | |
| <Reason of answer>The training's objectives are set based on the Preliminary Study which has been conducted in Rwanda for 2 weeks in June 2011. The study has put some basic levels of knowledge on micro hydropower design, and checked the capability and desire of candidates to receive the materials. Based on evaluation, then the objectives of the training in Indonesia were set. | | |
| | No 0 | Yes 1 |
| 1.2 | Are achievement targets set, in terms of individual? | <input type="checkbox"/> <input checked="" type="checkbox"/> |

| | | |
|--|--------------------------|-------------------------------------|
| a. Participants level of knowledge, for example: Pre Test& Post Test | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Participants level of skills, for example: practical test 1 (if any) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c. Participants level of skills, for example: practical test 2 (if any) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. Participants level of skills, for example:practical project (if any) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>1.3 Please write if there is any futher information concerning the training objectives. There were no achievement target set at the beginning, however, the curriculum consists of pre test – post test, some practical tests, and every participant should prepare an action plan which will be presented at the end of the sessions. Passing the tests will be the achievement target. Moreover, it is expected that there will be 2 new activities as the continuation of the training, namely:</p> <ol style="list-style-type: none"> 1. Assistantship training: to assist, monitor and test the machine which will be produced by the participants; 2. Supervising the training: to supervise the participants in implementing similar trainings for others <p>JICA, as the funder, plays the biggest role in preparing and managing the training’s design in order to be in line with needs and objectives of the beneficiary country. Despite its big support, the formal procedures has been neglected as Setneg has no role in shaping the training to be in line with Indonesia’s international policy.</p> | | |

V. EFFICIENCY OF THE TRAINING

| | |
|---|---|
| 1. Resources | Training Curriculum, Material, and Human |
| 1.1 Are the training curriculums/ modules appropriate? | |
| <Reason of answer>The curriculum is appropriate with the objectives of the training. | |
| 1.2 Are the training materials appropriate? | |
| <Reason of answer>IBEKA has been conducting similar trainings for many years, hence, we have standard modules, materials, as well as list of facilitators, which is updated based on experiences. Therefore, the materials for the training are appropriate. | |
| 1.3 Are the lecturers with expertise/ experience appropriate? | |
| <Reason of answer>IBEKA has been conducting similar trainings for many years, hence, we have standard modules, materials, as well as list of facilitators, which is updated based on experiences. Therefore, the materials for the training are appropriate. | |
| 2. Training Management | |
| 2.1 Is the training schedule clear and appropriate?(please attach the training schedule) | |
| <Reason of answer>As IBEKA has been conducting similar trainings for many years, we have skilled and experienced team who will manage the training well. The curriculum has included theory and practical sessions every day, working at workshop, and field visit to neighboring areas. The team has also managed a tour to Bandung and surrounding areas to eliminate routine schedule for 4 weeks. | |

| | | |
|--|---|-------------------------------------|
| 2.2 Is the process of the training appropriate (inter-related: sequence, composition of theory and practices)? | | |
| <Reason of answer>The curriculum has included theory and practical sessions every day, working at workshop, and field visit to neighboring areas. The team has also managed a tour to Bandung and surrounding areas to eliminate routine schedule for 4 weeks. | | |
| 3. Training Environment | No | Yes |
| | 0 | 1 |
| 3.1 Are the facilities for learning below appropriate? | | |
| viii. Classroom | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ix. Computer | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| x. Laboratory | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xi. Audio-visual equipments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xii. Library | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xiii. Internet connection | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xiv. _____ | Other facilities, please specify: <input type="checkbox"/> <input type="checkbox"/> | |
| 3.2 Are the supporting facilities below appropriate? | | |
| viii. Accommodation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ix. Restaurant | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| x. Meals | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xi. Toilet | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xii. Praying room (if applicable) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xiii. Transportation services (if provided) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| xiv. Access to appropriate health service | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Trainees | | |
| 4.1 Is the qualification of the participants clearly set?(name, age, organization, position, education background, health) | | |
| <Reason of answer> The qualification is not clearly set,since the requirement for joining the training is very basic, which is to have the basic technology as a background education, while all candidates were lecturers in engineering department. | | |
| 4.2 Is the selection process of participants clear and appropriate? | | |
| <Reason of answer>The selection is not clearly set. Ica Rwanda and the Preliminary Study conducted in Rwanda was selecting the candidates. | | |
| 4.3 Are preparation work to be done by participants before the training clearly set (e.g. country report)? | | |

<Reason of answer>The participants should prepare the Country Report for MoFA.

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?NA

VI. OTHER INPUTS RELATED TO THE PREPARATION OF TRAINING

1. The preliminary study or needs assessment is very important to design the training content and curriculum. Therefore, preliminary study is considered a must for implementing an ITP.
2. Coordination from the GoI is important, especially from Setneg which will provide a recommendation letter of the ITP and participants to MoFA as well as MoFA which will issue the visa permit for participants. As the training will also support Indonesian position internationally, supports from those institutions are critical and should be prioritized.
3. Support from the Embassy of Indonesia in the beneficiary countries is also needed. MoFA should encourage the Embassy to improve assistance to the preparation of the ITP which will be conducted by IA, e.g. initial selection process, deliver the info or forms to organization in beneficiary countries.

EXAMPLES OF DOCUMENTS TO BE REVIEWED: EX-ANTE EVALUATION**TRAINING PROPOSAL**

**JAPAN INTERNATIONAL COOPERATION AGENCY
AND
THE AUTHORITY CONCERNED OF THE GOVERNMENT
OF THE REPUBLIC OF INDONESIA
ON THE TRAINING PROGRAM FOR
THE JICA PROJECT “THE STRENGTHENING THE CAPACITY OF TUMBA COLLEGE OF
TECHNOLOGY” IN THE REPUBLIC OF RWANDA (MICRO HYDRO)**

1. TITLE

The Course shall be entitled “**Training on Micro Hydro for Academic Staff of the Alternative Energy (AE) Department of Tumba College of Technology (TCT)**”

2. PURPOSE

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:

- (1) Learn the fundamental technology of the micro hydro power system
- (2) Learn monitoring and maintenance of micro hydro power plant
- (3) Learn social preparation
- (4) Learn how to teach micro hydro power plant (theory and hands-on) to students

3. DURATION

The duration of the Course shall be four (4) weeks in October - November 2011.

4. COMPONENT OF THE COURSE

Tentative component of the Course is attached as ANNEX I.

5. INVITED COUNTRY

This course is targeted to Rwanda only.

6. NUMBER OF PARTICIPANTS AND PRELIMINARY MISSION TEAM

The number of participants to the Course from Rwanda shall not exceed five (4) persons in total. A preliminary survey mission, which is comprised of staffs of IBEKA, shall be dispatched from Indonesia to Rwanda prior to the implementation of the Course for a duration that shall not exceed fourteen (14) days in August 2011, and shall consist of not more than two (2) members in total. The purpose of this mission is to measure the capacity of the participants and confirm the curriculum of the Course.

7. QUALIFICATIONS FOR APPLICANTS

- 7-1 Nominated by JICA TCT Project in Rwanda.
- 7-2 Working as Lecturer in Alternative Energy Department of TCT and have relevant educational background.
- 7-3 To be approximately under forty five (45) years of age or younger.
- 7-4 A good command in English language, both written and oral.
- 7-5 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.

8. LECTURER

The lectures/trainers for the Course shall come from Indonesia under coordination of People-Centered Business and Economic Institute (hereinafter referred to as "IBEKA")

9. FACILITIES AND INSTITUTIONS

The class sessions of the Course shall be conducted by and take place at the "IBEKA" in Panaruban, Subang, West Java, Indonesia. The field study(ies) shall be conducted in other designated sites.

TRAINING CURRICULLUM

SCHEDULE AND CURRICULUM STRUCTURE MICRO HIDRO POWER DESIGN ENGINEERING SHORT COURSE

L : Lecture T : Tutorial P : Practical

| No | Training Title | L | T | P | Description | Instructor/Assistant Instructor/Technician | Date |
|--------------------------|---|---|---|---|--|--|---|
| 1 | Opening | | | | | | 1 November 2011 |
| 2 | Introduction Micro Hydro Power Design Engineering | 4 | 4 | | - Introduction to Design - Planning Concept - Evaluation of MHP requirement - Visit Micro Hydro Power Plant Facility (CintaMekar MHP) | I : Iskandar B. Kuntoadji AI : A. Cahyadi, Sapto, Novandri T. S., Pradygdha K. J. | 2 November 2011 L : 08.00 – 12.00 T : 13.00 – 17.00 |
| 3 | Technical Aspect of MHP Design/Feasibility Study | 4 | 4 | | Feasibility Condition for MHP : - Hydrology - Topography - Geology | I : Iskandar B. Kuntoadji & A. Cahyadi AI : Novandri T. S., Pradygdha K. J. | 3 November 2011 L : 08.00 – 12.00 T : 13.00 – 15.00 |
| 4 | Hydrology and Site Survey | 2 | 2 | 4 | - Map Studi of site - Meteological data Analysis - Head and Flow Measurement - Calculate Power Potential (Case Study Model) | I : Iskandar B. Kontuadji AI : Novandri T. S., Pradygdha K. J. | 4 November 2011 L : 08.00 – 10.00 P ₁ : 10.00 – 12.00 P ₂ : 13.00 – 15.00 T : 15.30 – 17.30 |
| 5 | Survey Detail | 2 | | 6 | Mapping Location (Theodolit T-0) and Geology Analysis | I : Iskandar B. Kuntoadji AI : Ismoko, Novandri T. S. | 5 November 2011 L : 08.00 – 10.00 P : 10.00 – 16.00 |
| Holiday, 6 November 2011 | | | | | | | |
| 6 | Scheme/Lay Out MHP Design | 2 | 2 | 4 | - Topography - Layout MHP Design | I : A. Cahyadi AI : Ismoko, Novandri T. S. | 7 November 2011 L : 08.00 – 10.00 |

| No | Training Title | L | T | P | Description | Instructor/Assistant Instructor/Technician | Date |
|---------------------------|---|---|---|---|---|---|---|
| | | | | | | | T : 10.00 – 12.00 P : 13.00 – 17.00 |
| 7 | Wear and Intake Design | 2 | 2 | 4 | - Stability - Material - Detailed Design | I : A. Cahyadi AI : | 8 November 2011 L : 08.00 – 10.00 T : 10.00 – 12.00 P : 13.00 – 17.00 |
| 8 | Haed Race/Open Channel Design | 2 | 2 | 4 | - Open Channel Selection - Material - Detailed Design | I : A. Cahyadi AI : | 9 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| 9 | Settling Basin and Head Tank Design | 2 | 2 | 4 | - Aspect Design - Calculate of Geometry - Detailed Design | I : A. Cahyadi AI : | 10 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| 10 | Penstock and Accessories Design | 2 | 2 | 4 | - Head Loss - Calculate of Geometry - Detailed Design - Anchor Block | I : Novandri T. S. AI : Pradygdha K. J. | 11 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| 11 | Turbine and Mechanical Equipment Design | 2 | 2 | 4 | - Turbine Selection - Turbine Design - Transmission System | I : Novandri T. S. AI : Pradygdha K. J. | 12 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| Holiday, 13 November 2011 | | | | | | | |
| 12 | Generator and Control System Design | 2 | 2 | 4 | - Generator Selection - Control System Selction - Detailed Design | I : RizkyDwi K. AI : Bayu D | 14 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |

| No | Training Title | L | T | P | Description | Instructor/Assistant Instructor/Technician | Date |
|---------------------------|---|---|---|---|--|---|---|
| 13 | Distribution Design | 2 | 2 | 4 | - Distribution Selection - Detailed Design | I :RizkyDwi K. AI :Bayu K | 15 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| 14 | Mechanical and Electrical Manufacturing | | | | Visit Manufacturing Pabrication | I :RizkyDwi K AI :Pradygdha K. J., Bayu D T :Hari, Eko, | 16 November 2011 |
| 15 | Power House | 2 | 2 | 4 | - Detailed Design | I : A. Cahyadi AI :Novandri T. S. | 17 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| 16 | Power Plant and Financial Analysis | 2 | 2 | 4 | - Power Plant Analysis - Work Analysis - Bill Quantity | I : A. Cahyadi AI :Novandri T. S. | 18 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| 17 | Feasibility Study and Design Engineering Detail Report | 2 | 2 | 4 | - Feasibility Study Report - Design Engeneering Detail | I :Iskandar B. Kuntoadji AI : A. Cahyadi, Novandri T. S., Pradygdha K. J. | 19 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| Holiday, 20 November 2011 | | | | | | | |
| 18 | Construction Management | 2 | 2 | 4 | - Organization of Construction - Estimating Construction Cost - Project Scheduling | I :SaptoNugroho AI :Cristanto | 21 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 T : 13.00 – 17.00 |
| 19 | Operation and Maintenance | 2 | 2 | 4 | - Operation MHP - Maintenance MHP (Visit CintaMekar MHP | I :Iskandar B. Kuntoadji AI :Pradygdha K. J T :CintaMekar MHP Operator | 22 November 2011 L : 08.00 – 10.00 P : 10.00 – 12.00 |

| No | Training Title | L | T | P | Description | Instructor/Assistant Instructor/Technician | Date |
|----|------------------------------|---|---|---|---|---|--|
| | | | | | Facility) | | T : 13.00 - 17.00 |
| 20 | Management dan Social Aspect | 3 | 3 | | - Economic and Social Aspect - Institution ExpantionAspec of Public - Management MHP | I :AdiLaksono D AI :Ridwan (Iwa) | 23 November 2011 L : 09.00 - 12.00 T : 13.00 - 16.00 |
| 21 | Closing | | | | - | | 24 November 2011 |

TRIAL VERSION

FORM 2.1

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. Answer to the questionnaire will not be used for any purpose than the training evaluation.

I. GENERAL INFORMATION

1. Name of Participant (optional) : DR NANDA DULAL TIKADER
2. Current Position/Organization : VS. Central Artificial Insemination Laboratory
3. Country of Participants : Bangladesh
4. Name & Batch of the Training : Artificial Insemination of Dairy Cattle for Developing Countries, Batch-5
5. Period of the Training : 26 Sep. - 23 Oct. 2011
6. Implementing Agency : Singasari National Artificial Insemination Centre
7. Date of Evaluation : 18.10.2011

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 |
| Are the training subject and contents consistent with the policy of your country? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are the training subject and contents relevant with the development issue in your country? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Are the topics and content of the training course important for your work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Are there any inputs on future training subjects and contents that is relevant with policy and development issues of your country? Please explain | <u>Modern dairy farm and modern Dairy Industry or plant should be incorporated in subject for Practical (visit)</u> | | | | |

III. EFFECTIVENESS OF THE TRAINING

| 1. Training Objectives | Strongly disagree | | | Strongly Agree | |
|--|---|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| I clearly understand the training objectives set at the beginning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I perceive that the training objectives has been achieved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| What competences or expertise have you acquired in addition to the training course's explicit outcomes? Please explain | <i>To share the ideas and knowledge with the participants and lecturers, to communicate the with other people from different countries</i> | | | | |
| 2. Learning Achievement | | | | | |
| My level of knowledge has increased after the training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| My level of skills has increased after the training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 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 checked="" type="checkbox"/> |
| I has found that there was no gap in the learning achievement among participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| I have reached my achievement target | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Were there difficulties/ constraints to enhance knowledge and skill? Please explain | <i>More time should be allowed for laboratory.</i> | | | | |
| 3. Development of Action Plan | | | | | |
| | No | Yes | | | |
| | 0 | 1 | | | |
| I have developed an action plan during the training | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | |
| I am willing to implement the action developed the training in my home country | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | |

Are there any difficulty/constraint to make action plan during the training? Please explain

The time allowed for developing the action plan is not sufficient. I made the action plan briefly. But I am determined to achieve the objectives of the action plan made by me.

IV. EFFICIENCY OF THE TRAINING

| 1. Training Inputs | Not Satisfied | | | | | Highly satisfied |
|--|--|--------------------------|-------------------------------------|-------------------------------------|--------------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Are you satisfied with the training curriculums/moduls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Are you satisfied with the training materials? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Are you satisfied with: | | | | | | |
| - Knowledge and skills of the lecturers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| - Teaching methods of the lecturers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| - Ability of lecturers to engage class discussions & answer questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| - English proficiency of the lecturers/team of lecturers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Training Management | Not appropriate | | | | Very Appropriate | |
| | 1 | 2 | 3 | 4 | 5 | |
| Was the training period and schedule appropriate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Was the process of the training appropriate (Inter-related)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Did training staff deal with changes in the program, such as schedule changes, adequately? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Was the daily allowance during the training appropriate? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Were there any difficulties/ constraints for training management? Please explain | <p><i>Daily allowances should be increased and the lecturers should have more proficiency in English to conduct an International Training.</i></p> | | | | | |
| 3. Training Environment | Not satisfied | | | | | Highly Satisfied |
| | 1 | 2 | 3 | 4 | 5 | |
| Are you satisfied with the training facilities: | | | | | | |
| - Classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| - Computer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| - Laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| - Audio-visual equipments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| - Library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| - Internet connection | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - Other facilities, please specify: _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are you satisfied the basic facilities during training: | | | | | |
| - Accommodation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Restaurant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Praying room (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| - Meals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Transportation services (if provided) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Access to appropriate health service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Were there any problems in the training environment? Please explain
*Internet connection should be available in the centre
 in bus. A/C was not working well.*

| 4. Participants | Strongly disagree | | | | | Strongly Agree |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I can engage and cooperate well with other participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| I was able to benefit from the experience of other participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| I will further maintain networking with other participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| 5. Overall Training | Not satisfied | | | | | Highly Satisfied |
| | 1 | 2 | 3 | 4 | 5 | |
| Are you satisfied with the overall training activities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

V. OTHER INPUTS RELATED TO THE TRAINING

SUMMARY RESULTS OF FILLED QUESTIONNAIRES: COURSE EVALUATION

RESULT OF COURSE EVALUATION - FORM 2.1: QUESTIONNAIRE FILLED BY PARTICIPANTS

| NO | MEASUREMENT TARGETS (INDICATORS) | VALUE | | | | | | | PERCENTAGE | | | | | | |
|------------|--|----------|----------|-----------|----------|----------|-----------|--------------|------------|----------|-----------|----------|----------|-----------|--------------|
| | | 1 | 2 | 3 | 4 | 5 | NA | Total | 1 | 2 | 3 | 4 | 5 | NA | Total |
| II | RELEVANCE OF THE TRAINING | | | | | | | | | | | | | | |
| | 1. Training Subject and Contents | | | | | | | | | | | | | | |
| | a. Consistency of training subject and contents with policy | 1 | | | 7 | 11 | | 19 | 5% | 0% | 0% | 37% | 58% | 0% | 100% |
| | b. Relevance of training subject and contents in the development issue | | | | 6 | 13 | | 19 | 0% | 0% | 0% | 32% | 68% | 0% | 100% |
| | c. Importance of training topics and content for participants | | | 1 | 2 | 16 | | 19 | 0% | 0% | 5% | 11% | 84% | 0% | 100% |
| III | EFFECTIVENESS OF THE TRAINING | 1 | 2 | 3 | 4 | 5 | NA | Total | 1 | 2 | 3 | 4 | 5 | NA | Total |
| | 1. Training Objectives | | | | | | | | | | | | | | |
| | a. Level of understanding by the participants | | | 1 | 3 | 15 | | 19 | 0% | 0% | 5% | 16% | 79% | 0% | 100% |
| | b. Achievement level of training objectives | | | | 3 | 16 | | 19 | 0% | 0% | 0% | 16% | 84% | 0% | 100% |
| | 2. Learning Achievement | | | | | | | | | | | | | | |
| | a. Level of increase in knowledge | | | 1 | 5 | 13 | | 19 | 0% | 0% | 5% | 26% | 68% | 0% | 100% |
| | b. Level of increase in skill | | | | 1 | 18 | | 19 | 0% | 0% | 0% | 5% | 95% | 0% | 100% |
| | c. Level of increase in awareness | | | | 5 | 14 | | 19 | 0% | 0% | 0% | 26% | 74% | 0% | 100% |
| | 3. Development of Action Plan | 0 | 1 | NA | | | | Total | 0 | 1 | NA | | | | Total |
| | a. Development of action plan | 2 | 17 | | | | | 19 | 11% | 89% | 0% | | | | 100% |
| | b. Willingness of participants to implement the action plan | | 19 | | | | | 19 | 0% | 100% | 0% | | | | 100% |
| IV | EFFICIENCY OF THE TRAINING | 1 | 2 | 3 | 4 | 5 | NA | Total | 1 | 2 | 3 | 4 | 5 | NA | Total |
| | 1. Training Inputs | | | | | | | | | | | | | | |
| | a. Appropriateness of curriculums/modules | | | | 5 | 14 | | 19 | 0% | 0% | 0% | 26% | 74% | 0% | 100% |

| NO | MEASUREMENT TARGETS (INDICATORS) | VALUE | | | | | | PERCENTAGE | | | | | | | |
|----|---|-------|---|---|----|----|---|------------|----|-----|-----|-----|-----|-----|-------------|
| | | | | | | | | | | | | | | | |
| | b. Appropriateness of training materials | | | | 6 | 13 | | 19 | 0% | 0% | 0% | 32% | 68% | 0% | 100% |
| | c. Appropriateness of lecturers, in terms of: | | | | | | | | | | | | | | |
| | i. Knowledge and skills of the lecturers | | | | 8 | 11 | | 19 | 0% | 0% | 0% | 42% | 58% | 0% | 100% |
| | ii. Teaching methods of the lecturers | | | | 10 | 9 | | 19 | 0% | 0% | 0% | 53% | 47% | 0% | 100% |
| | iii. Ability of lecturers to engage class discussions& answer questions | | | | 11 | 8 | | 19 | 0% | 0% | 0% | 58% | 42% | 0% | 100% |
| | iv. English proficiency of the lecturers/team of lecturers | | | 5 | 8 | 6 | | 19 | 0% | 0% | 26% | 42% | 32% | 0% | 100% |
| | 2. Training Management | | | | | | | | | | | | | | |
| | a. Appropriateness of training period and schedule | | | | 11 | 7 | 1 | 19 | 0% | 0% | 0% | 58% | 37% | 5% | 100% |
| | b. Appropriateness of training process | | | | 6 | 12 | 1 | 19 | 0% | 0% | 0% | 32% | 63% | 5% | 100% |
| | c. Appropriateness of the response by the training staff | | | | 9 | 9 | 1 | 19 | 0% | 0% | 0% | 47% | 47% | 5% | 100% |
| | d. Appropriateness of the daily allowance | 1 | 1 | 7 | 4 | 5 | 1 | 19 | 5% | 5% | 37% | 21% | 26% | 5% | 100% |
| | 3. Training Environment | | | | | | | | | | | | | | |
| | a. Appropriateness of learning facilities: | | | | | | | | | | | | | | |
| | i. Classroom | | | | 3 | 16 | | 19 | 0% | 0% | 0% | 16% | 84% | 0% | 100% |
| | ii. Computer | | | 1 | 4 | 13 | 1 | 19 | 0% | 0% | 5% | 21% | 68% | 5% | 100% |
| | iii. Laboratory | | | | 6 | 13 | | 19 | 0% | 0% | 0% | 32% | 68% | 0% | 100% |
| | iv. Audio-visual equipments | | | | 4 | 14 | 1 | 19 | 0% | 0% | 0% | 21% | 74% | 5% | 100% |
| | v. Library | 1 | | 4 | 4 | 3 | 7 | 19 | 5% | 0% | 21% | 21% | 16% | 37% | 100% |
| | vi. Internet connection | | 4 | 3 | 3 | 6 | 3 | 19 | 0% | 21% | 16% | 16% | 32% | 16% | 100% |
| | b. Appropriateness of basic facilities: | | | | | | | | | | | | | | |
| | i. Accommodation | | | 1 | 6 | 12 | | 19 | 0% | 0% | 5% | 32% | 63% | 0% | 100% |
| | ii. Restaurant | | | | 7 | 12 | | 19 | 0% | 0% | 0% | 37% | 63% | 0% | 100% |
| | iii. Toilet | | | 2 | 4 | 13 | | 19 | 0% | 0% | 11% | 21% | 68% | 0% | 100% |
| | iv. Praying room (if applicable) | | | | 3 | 8 | 8 | 19 | 0% | 0% | 0% | 16% | 42% | 42% | 100% |

| NO | MEASUREMENT TARGETS (INDICATORS) | VALUE | | | | | | PERCENTAGE | | | | | | | |
|----|--|-------|--|---|----|----|---|------------|----|----|-----|-----|-----|----|-------------|
| | | | | | | | | | | | | | | | |
| | v. Meals | | | 3 | 6 | 10 | | 19 | 0% | 0% | 16% | 32% | 53% | 0% | 100% |
| | vi. Transportation services (if provided) | | | 4 | 6 | 9 | | 19 | 0% | 0% | 21% | 32% | 47% | 0% | 100% |
| | vii. Access to appropriate health service | | | 2 | 5 | 11 | 1 | 19 | 0% | 0% | 11% | 26% | 58% | 5% | 100% |
| | 4. Participants | | | | | | | | | | | | | | |
| | a. Level of cooperation among participants | | | | 9 | 10 | | 19 | 0% | 0% | 0% | 47% | 53% | 0% | 100% |
| | b. Benefits gain from other participants experiences | | | | 10 | 9 | | 19 | 0% | 0% | 0% | 53% | 47% | 0% | 100% |
| | 5. Development of Follow-up Mechanism | | | | | | | | | | | | | | |
| | a. Further networking among participants | | | 1 | 6 | 12 | | 19 | 0% | 0% | 5% | 32% | 63% | 0% | 100% |
| | 6. Overall Training | | | | | | | | | | | | | | |
| | a. Overall satisfaction to the training | | | | 6 | 13 | | 19 | 0% | 0% | 0% | 32% | 68% | 0% | 100% |

SUMMARY RESULTS OF COURSE EVALUATION - QUESTIONNAIRE FILLED BY PARTICIPANTS

NAME & DATE OF TRAINING: Training Course of Artificial Insemination on Dairy Cattle for Developing Countries

IMPLEMENTING AGENCY: Singosari National Artificial Insemination Centre

DATE OF TRAINING: 26 September - 23 October 2011

| NO | MEASUREMENT TARGETS (INDICATORS) | EVALUATION BY PARTICIPANTS | | |
|------------|--|--|--|------------------|
| | | % OF POSITIVE RESPON [*] [1] | AVERAGE OF % POSITIVE RESPON ^S [2] = average [1] | RESULTS |
| I | RELEVANCE OF THE TRAINING | | | |
| | 1. Training Subject and Contents | | 96% | RELEVANT |
| | a. Consistency of training subject and contents with policy | 95% | | |
| | b. Relevance of training subject and contents in the development issue | 100% | | |
| | c. Importance of training topics and content for participants | 95% | | |
| II | EFFECTIVENESS OF THE TRAINING | | | |
| | 1. Training Objectives | | 97% | ACHIEVED |
| | a. Level of understanding by the participants | 95% | | |
| | b. Achievement level of training objectives | 100% | | |
| | 2. Learning Achievement | | 98% | ACHIEVED |
| | a. Level of increase in knowledge | 95% | | |
| | b. Level of increase in skill | 100% | | |
| | c. Level of increase in awareness | 100% | | |
| | 3. Development of Action Plan | | 95% | ACHIEVED |
| | a. Development of action plan | 89% | | |
| | b. Willingness of participants to implement the action plan | 100% | | |
| III | EFFICIENCY OF THE TRAINING | | | |
| | 1. Training Inputs | | 96% | SATISFIED |

| NO | MEASUREMENT TARGETS (INDICATORS) | EVALUATION BY PARTICIPANTS | | |
|----|---|---|---|----------------------|
| | | % OF POSITIVE RESPON ^s * [1] | AVERAGE OF % POSITIVE RESPON ^s [2] = average [1] | RESULTS |
| | a. Appropriateness of curriculums/modules | 100% | | |
| | b. Appropriateness of training materials | 100% | | |
| | c. Appropriateness of lecturers, in terms of: | | | |
| | i. Knowledge and skills of the lecturers | 100% | | |
| | ii. Teaching methods of the lecturers | 100% | | |
| | iii. Ability of lecturers to engage class discussions& answer questions | 100% | | |
| | iv. English proficiency of the lecturers/team of lecturers | 74% | | |
| | 2. Training Management | | 83% | SATISFIED |
| | a. Appropriateness of training period and schedule | 95% | | |
| | b. Appropriateness of training process | 95% | | |
| | c. Appropriateness of the response by the training staff | 95% | | |
| | d. Appropriateness of the daily allowance | 47% | | |
| | 3. Training Environment | | 78% | NOT SATISFIED |
| | a. Appropriateness of learning facilities: | | | |
| | i. Classroom | 100% | | |
| | ii. Computer | 89% | | |
| | iii. Laboratory | 100% | | |
| | iv. Audio-visual equipments | 95% | | |
| | v. Library | 37% | | |
| | vi. Internet connection | 47% | | |
| | b. Appropriateness of basic facilities: | | 84% | SATISFIED |
| | i. Accommodation | 95% | | |
| | ii. Restaurant | 100% | | |
| | iii. Meals | 84% | | |

| NO | MEASUREMENT TARGETS (INDICATORS) | EVALUATION BY PARTICIPANTS | | |
|---|--|--|--|------------------|
| | | % OF POSITIVE RESPON ^s * [1] | AVERAGE OF % POSITIVE RESPON ^s [2] = average [1] | RESULTS |
| | iv. Toilet | 89% | | |
| | v. Praying room (if applicable) | 58% | | |
| | vi. Transportation services (if provided) | 79% | | |
| | vii. Access to appropriate health service | 84% | | |
| | 4. Participants | | 100% | SATISFIED |
| | a. Level of cooperation among participants | 100% | | |
| | b. Benefits gain from other participants experiences | 100% | | |
| | 5. Development of Follow-up Mechanism | | 95% | SATISFIED |
| | a. Further networking among participants | 95% | | |
| | 6. Overall Training | | 100% | SATISFIED |
| | a. Overall satisfaction to the training | 100% | | |
| % TARGET OF PARTICIPANTS WHO GIVE POSITIVE RESPON^s (PREVIOUSLY SET)** | | 80.0% | | |

* Percentage of participants who answered score 4 and 5 for the relevant questions; or answered YES for the YES/NO questions.

** The target has to be previously set in the planning of the training - in this example, this is a hypothetical value.

SUMMARY RESULTS OF COURSE EVALUATION - LEARNING ACHIEVEMENT (FORM 2.2)

NAME & DATE OF TRAINING: Training Course of Artificial Insemination on Dairy Cattle for Developing Countries

IMPLEMENTING AGENCY: Singosari National Artificial Insemination Centre

DATE OF TRAINING: 26 September - 23 October 2011

LEARNING ACHIEVEMENT OF PARTICIPANTS

| NO | MEASUREMENT TARGETS (INDICATORS) | TARGET** | Before | After | % Change | RESULTS |
|----|---|----------|--------|-------|----------|-----------------|
| 1 | Learning Achievement Evaluation by Implenting Agency: | | | | | |
| | a. Participants level of knowledge: % change of average score pre & post test | 5% | 63.9 | 77.2 | 20.8% | TARGET ACHIEVED |
| | b. Participants level of skills: % change of average practical test before & after traning | 5% | 67.6 | 83.7 | 23.7% | TARGET ACHIEVED |
| | c. Participants level of skills: % change of average test during field visit | 60 | 82.7 | | | TARGET ACHIEVED |
| 2 | Quality of Action Plan (average score) | 60 | NA | | | NA |

**** The targets have to be previously set in the planning of the training - in this example, these are hypothetical values.**

EXAMPLE OF SELF-ASSESSMENT REPORT: COURSE EVALUATION

REVISED TRIAL VERSION

FORM 2.2

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 Course Evaluation Report. Answer for the self assessment will not be used for any purpose than the training evaluation.

I. GENERAL INFORMATION

1. Name of Person in Charge :Drh. Herliantien, MP
2. Current Position :Director of Singosari National Artificial Insemination Centre
3. Name of Implementing Agency :Singosari National Artificial Insemination Centre – Directorate
4. Name & Batch of the Training :Training Course of Artificial Insemination on Dairy Cattle for Developing Countries.
5. Date of Training :26 September – 23 October 2011 (28 days)
6. Date of Assesment :24 October 2011

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

II. EFFECTIVENESS OF THE TRAINING

1. Training Objectives

1.1. Have the training objectives been achieved?

Yes, the main objective of the training is improving of participant's skill and knowledge on the field of artificial insemination.

Before starting the class session all participants were given the Pre Test as the effort to know participant's knowledge on animal reproduction as well as artificial insemination. After the class session finished, all participants had the Post Test, as the effort to know the improvement on participant's knowledge.

Base on result of Pre Test and Post Test, there was an increase by 20.81% on participant's test result, from 63.90 at pre test to 77.20 after training.

Participant's skill also improved significantly. Before training, participants were difficult to make the AI service, but after training all participants were able to make AI service within 2 minutes.

2. Learning Achievement

| | Pre Test (Before Training) | Post Test (After Training) | % change |
|--|----------------------------------|-------------------------------------|-------------|
| 2.1. Participants level of knowledge – average score for Pre & Post Test | 63.90 | 77.20 | 20.81 |

| | | | |
|--|-------|-------|-------|
| <p>2.2. Participants level of skills – average score for practical test 1 During 12 days all participants received hands on experience with live cows to practice the lessons learned. The practical session was executed in Slaughter House and during practical session, all participants were assisted by the team of Slaughter House Instructor. Our instructors are very experienced and patient, so that they can teach and assist all participants from zero to expert.</p> | 67.63 | 83.68 | 23.73 |
| <p>2.3. Participants level of skills – average score for practical test 2 After the practical session in slaughter house finished, all participants had to take on field practicing. During field practicing, all participants had to execute the AI service to the farmer. Base on evaluation during field practicing, it was known that all participants have been able to apply all knowledge gained from the course, and they were able to perform the AI service properly.</p> | 82.70 | 82.70 | -- |
| <p>2.4. Participants level of skills – average score for practical project (if any)</p> | -- | -- | -- |
| <p>2.5. Based on the assesments above, was there a gap in learning achievement of the participants? Yes, training course of artificial insemination on dairy cattle involved 2 main activities such as theory and practical. For practical there was no gap in learning achievement, all participants were able to understand the instruction. However, a gap in learning achievement was occurred for theory due to language barrier. Participant who didn't have sufficient in English Proficiency was difficult to follow the course. In general, participants of 2011 batch had better qualification than previous batch especially in English Proficiency, only 3 persons (16%) who didn't have good command in English, such as 1 person from Vietnam, 1 person from Lao and 1 person from Cambodia.</p> | | | |
| <p>2.6. Were the achievement targets satisfied? Yes, all participants were able to apply the AI technique and they improved the knowledge. It was clearly showed by the result on Post Test, that there was an increase by 20.81%. For the practical, at the beginning some participants were difficult to perform the AI service but ant the end of the course all participants were able to perform the AI service very well. It was clearly showed by the result on the evaluation in Slaughter House, that there was an increase by 23.73%.</p> | | | |
| <p>2.7. What competences or expertise have the participants acquired in addition to the training course's explicit outcomes? Please explain. All participants acquire the technique and knowledge of AI and other related skill such as animal breeding, feeding management, frozen semen production, frozen semen handling, animal reproductive disorder and health control.</p> | | | |
| <p>2.8. Were there difficulties/constraints to enhance knowledge and skill? No</p> | | | |
| <p>3.Development of Action Plan by Participants</p> | | | |
| <p>3.1. Did each participant develop action plan? Please explain, if not all the participants develop action plan. Yes, during the course all participants did not only learn about the AI technique but they also had the opportunity to observe the livestock condition in Indonesia. Before finishing the course all participants made an action plan to actuate all experience gained during the course.</p> | | | |
| <p>3.2. Did the quality of action plan satisfactory? Please give average and standard deviation for the action plan. At the end of training course all participants had to prepare an action plan based on the experience gained during the course which was related to their job. Although the time available was too short but all participants tried their best to make an action plan properly.</p> | | | |
| <p>3.3. Are there any difficulties/ constraint to prepare the action plan? Yes, because time available was too short to prepare an action plan. For the next implementation, action plan will be informed earlier so that all participants will have enough time to prepare the action plan.</p> | | | |

| |
|--|
| 4.Capacity of the Organizer |
| 4.1.Are there changes in the organizational capacity of the organizer? Please specify, if any. No |

III. EFFICIENCY OF THE TRAINING

| | | |
|---|-------------------------------|--------------------------------|
| 1.Training Inputs | | |
| 1.1. Were curriculums/modules appropriate? Yes | | |
| 1.2. Were the training materials appropriate? Yes | | |
| 1.3. Were lecturers appropriate? No, some of lecturers were not able to deliver the knowledge due to language barrier (During the course, we always evaluated all lecturers and for the next course we will not invite some lecturers who were unable to hold the class). | | |
| 2.Training Management | | |
| 2.1.Was the training conducted as planned? | Plan | Actual |
| i. Training period | 28 days | 28 days |
| ii. Training schedule | 12 September – 9 October 2011 | 26 September – 23 October 2011 |
| iii. Training venue | Singosari National AI Centre | Singosari National AI Centre |
| iv. Training budget | 800.000.000 IDR | Still on process to calculate |
| v. Funding sources | Gol and JICA | Gol and JICA |
| 2.2. Was the process of the training appropriate (inter-related)? Yes | | |
| 2.3. Did training staffs deal with changes in the program, such as schedule changes, adequately? Yes, the committee has very good communication with the participants whenever there was changes in the program, they always informed to all participants. | | |
| 2.4.Were there any difficulties/constraints for training management? No | | |
| 3. Training Environment | | |
| 3.1.Were there any problems in the training environments (provision of facilities for learning and supporting facilities)? curriculums/modules appropriate? NA | | |
| 4.Participants | | |
| | Plan | Actual |
| 4.1.Number of countries | 14 countries | 11 countries |

| | | |
|---|---|---|
| 4.2.Name of countries | Kenya, Sudan, Bangladesh, Afghanistan, Palestine, Pakistan, Sri Lanka, Myanmar, Cambodia, Lao, Vietnam, Timor Leste, Fiji and Thailand (Participants from Thailand should be funded by their government) | Kenya, Sudan, Bangladesh, Afghanistan, Palestine, Sri Lanka, Myanmar, Cambodia, Lao, Vietnam and Timor Leste. (The Government of Thailand did not send the delegation because they objected to pay the course fee) |
| 4.3.Number of participants | 22 persons | 19 persons (1 participant from Palestine was unable to attend the course due to suffering serious disease; 2 participants from Thailand were unable to attend the course because the Thailand government was unwilling to pay the course fee). |
| 4.4.Requirement of the participants | Target participants are 20 persons. Number of invited countries is adjusted to the budget and the policy of both government (Gol and GoJ) | 19 persons |
| 4.5.Did participants prepare the materials before the training as expected? Yes, before the training all participants were expected to prepare a country report as the effort to share the information regarding the livestock condition in each participating countries. | | |
| 4.6. Were participants motivated and punctual? What is average level of attendance of participants during the training? Yes, all participants always attended the course on time and followed all the programs. | | |
| 4.7. Did the participants cooperate well among themselves? Yes, especially during practical work in the field, where all participants had to perform the AI service started from preparation (preparing the equipment, frozen semen thawing), insemination and recording. During practical work in the field, all participants were divided into 4 groups. Each group had to execute the AI service in certain area. In order to perform the service properly, each participant had to make good cooperation among themselves. | | |
| 4.8. Were there difficulties regarding the participants? No. | | |

5.Development of follow-up mechanism

5.1. Were there follow-up methods, such as e-mailing list and database of participants developed during the training?

As the effort to keep the network among participants, the committee provided alumni book which is contain detail information about participants.Our committee has strong commitment to keep the network therefore they actively contact the ex participants as the effort to compile some information about activities.

5.2.Was the establishment of alumni network introduced?

We have facebook account for the alumni as a media to share the information among the alumni.

IV. OTHER FINDINGS IF ANY

Training Course of Artificial Insemination on Dairy Cattle for Developing Countries is a good opportunity to share the knowledge and experience of AI among developing countries. Through this course, Indonesia's knowledge, technology and experience could be shared with the participating countries. This course 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 centre of AI training course.

Beside also successfully improved the knowledge and skill of participant, this course also contributed to the improvement of participants' self confidence in performing services to their organizations. Therefore this course should be continuously projected.

ANNEX 6

**EXAMPLE OF FILLED QUESTIONNAIRE: EX-POST EVALUATION ON
TRAINING COURSE ARTIFICIAL INSEMINATION ON DAIRY CATTLE – BBIB
SINGOSARI**

FORM 3.1

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.

Please return the filled questionnaire to: expost_evaluation@lpem-feui.org

I. GENERAL INFORMATION

1. Country : VIET NAM
2. Name of Alumnus : DANG THANH TUNG
3. Current Position & Name of Organization : Vice chief, in charge of Lab Division –
Center for Appraisal of animal breeding and feed
quality testing - DLP
4. Position & Organization at the time of training : Project officer - DLP
5. Name & Batch of Target Training : Third Country Training Program of Artificial Insemination
on Dairy Cattle , Batch_2008_
6. Date of Training : _____ (___ days)
7. Implementing Agency : Singosari National Artificial Insemination Centre
8. Date of Evaluation : _____

Please give your answers with “X” 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 <u>still</u> consistent with the policy of your country? | | | X | | |
| 1.2. Are the training subject and contents <u>still</u> relevant in the development issue in your country? | | | | X | |

| |
|--|
| 1.3. Are there any inputs on the training subjects and contents that is relevant with current policy and development issues of your country? |
| <Answer> Yes, there are. |

III. BENEFITS OF THE TRAINING

| 1.Utilization of Training Results | Strongly Disagree | | | Strongly Agree | |
|---|-------------------|---|---|----------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.1. I have utilized the knowledge and skills learned from the training in my work. | | | X | | |
| <If your answer is tend to AGREE (scale 4-5), please explain how you utilize the knowledge and skills from the training> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to utilize the knowledge and skills from the training> I don't have many chances to apply skills but the knowledge is really important for my work. | | | | | |
| 1.2. I have implemented the action plan developed from the training. | | | X | | |
| <If your answer is tend to AGREE (scale 4-5), please explain how you implement the action plan> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to implement the action plan> After I went back, I organised some training course for our projects (but I only worked as an organizer). | | | | | |
| 1.3. I have shared training results with my colleague(s). | | | | X | |
| <If your answer is tend to AGREE (scale 4-5), please explain how you share training results with your colleague(s)> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to share training results with your colleague(s)> I showed my colleagues by presentation about what I learnt in BBIB, and sharing experiences when we work together | | | | | |

| 2. Suitable Condition/Environment for the Implementation of Activities by Alumni | No 0 | Yes 1 |
|---|---------|----------|
| 2.1. Are you in the position to use the training results? | X | |
| <Reason of answer> It's not really "No", but hardly I have a change to use the training results. | | |

| | | |
|---|----------|----------|
| 2.2. Are there available resources (such as related tools, equipments, supporting staffs, etc) for you to utilize training results? | X | |
| <Reason of answer> It's not really "No", we have a new equipment that to test the quality of semen (using sperm vision software) | | |
| 2.3. Is budget available for you to utilize the training results? | | X |
| <Reason of answer> We have plan (long term), policy support for improving the quality of cattle, project. | | |

| 3. Synergy Effects with Other Training Programs | No 0 | Yes 1 |
|---|----------|----------|
| 3.1. Are there synergy effects with other training programs (i.e. futher follow up cooperation)? | | X |
| <Reason of answer> The training course connect with some other training programs like animal breeding management, scoring, recording,... | | |
| 4. Benefits on Organizations and Society in Beneficiary Countries | No 0 | Yes 1 |
| 4.1. Were training results disseminated in organizations? | X | |
| <Reason of answer> | | |
| 4.2. After your participation in the training, was the service by the organization in your country improved? | | X |
| <Reason of answer> Yes, but it wasn't belong to me. The service was improved because of our policy, strategy and awareness of famers | | |
| 4.3. Are there (or will there be) any follow up activities by your organizations after the training? | | X |
| <Reason of answer> | | |
| 4.4. Were the achievements targets at the organizational and social level achieved (or will be achieved), after your participation in the training? | | X |
| <Reason of answer> | | |

| | | |
|--|----------|--|
| 4.5. Are there other positive or negative impacts of training? | X | |
| <Reason of answer> | | |
| 4.6. Please explain any difficulties/constraints to disseminate/utilize the training results faced by the alumni and/or the organization. | | |
| < Answer> I have difficulty to apply the training result, because I was change my position in my Organization, so I don't have much time and chances to use AI technique. | | |

IV. SUSTAINABILITY OF THE TRAINING

| 1.Networking | No 0 | Yes 1 |
|--|-----------------|------------------|
| 1.1. Do you utilize the follow-up mechanisms, such as database, e-mailing list, and alumni network? | | X |
| <Reason of answer> It's very important way to share information, experiences | | |
| 1.2. Were there any follow-up visits, and/or other activities by the implementing agency? | | X |
| <Reason of answer> | | |
| 2.Environment to Sustain the Training Effect in the Beneficiary Countries | No 0 | Yes 1 |
| 2.1. Are the training contents integrated with the policy of your country? | | X |
| <Reason of answer> | | |
| 2.2. Are necessary resources, including financial resource, available to sustain the training effects? | | X |
| <Reason of answer> | | |

V. OTHER INPUTS RELATED TO THE TRAINING (TRAINING ON ARTIFICIAL INSEMINATION)

In the framework of AI training, I'd like to suggest the organizers spend much more time to present about recording, breeding management and discussions, sharing experiences between countries.

Besides that, please insert much more games related to AI, animal breed, ...

VI. OTHER INPUTS FOR FUTURE TRAINING

Thank you very much for your participation.

The Institute for Economic and Social Research, Faculty of Economics University of Indonesia

Jl. Salemba Raya No. 4, Jakarta 10430, Indonesia

Phone: +62-21-3143177; Fax: +62-21-3907235

www.lpem.org

TUESDAY, 2 PM

004

FORM 3.2

Questionnaire for Ex-Post Evaluation on International Training Program

This questionnaire is to be filled by the Superordinate of the Alumni of 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.

Please return the filled questionnaire to: expost_evaluation@lpem-feui.org

I. GENERAL INFORMATION

1. Country : VIET NAM
2. Name of Superordinate : PHAM VIET LIEN
3. Position & Name of Organization: Dircetor - Center for Appraisal of animal breeding and feed quality testing - DLP
4. Name & Batch of Training : Third Country Training Program of Artificial Insemination on Dairy Cattle , Batch_2008
5. Date of Training : _____ (___ days)
6. Implementing Agency : Singosari National Artificial Insemination Centre
7. Date of Evaluation : _____

Please give your answers with "X" 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 | 2 | 3 | 4 | 5 |
| 1.1. Are the training subject and contents <u>still</u> consistent with the policy of your country? | | | X | | | | | | | |
| 1.2. Are the training subject and contents <u>still</u> relevant in the development issue in your country? | | | | X | | | | | | |
| 1.3. Are there any inputs on the training subjects and contents that is relevant with current policy and development issues of your country? | | | | | | | | | | |
| < Answer > One of the most important responds is appraisal the quality of frozen semen, so that the training subjects and contents are really relevant with our development issue. | | | | | | | | | | |



| | | |
|---|-----------------|------------------|
| 3.1. Are there synergy effects with other training programs (i.e. further follow up cooperation)? | | X |
| <Reason of answer> The training course connect with some other training programs like animal breeding management, scoring, recording,... | | |
| 4. Benefits on Organizations and Society in Beneficiary Countries | No 0 | Yes 1 |
| 4.1. Were training results disseminated in organizations? | | X |
| <Reason of answer> | | |
| 4.2. After your participation in the training, was the service by the organization in your country improved? | | X |
| <Reason of answer> | | |
| 4.3. Are there (or will there be) any follow up activities by your organizations in your country after the training? | | X |
| <Reason of answer> | | |
| 4.4. Were the achievements targets at the organizational and social level achieved (or will be achieved) , after your participation in the training ? | | X |
| <Reason of answer> | | |
| 4.5. Are there other positive and negative impacts of training? | X | |
| <Reason of Answer> | | |
| 4.6. Please explain any difficulties/constraints to disseminate/utilize the training results faced by the alumni and/or the organization. | | |
| < Answer> | | |



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IV. SUSTAINABILITY OF THE TRAINING

| 1. Networking | No 0 | Yes 1 |
|--|---------|----------|
| 1.1. Were there any follow-up visits, and/or other activities by the implementing agency? | | X |
| <Reason of answer> There was one delegation from Indonesia visit our Center in 2010 | | |
| 2. Environment to Sustain the Training Effect in the Beneficiary Countries | No 0 | Yes 1 |
| 2.1. Are the training contents integrated in the policy of your country? | | X |
| <Reason of answer> | | |
| 2.2. Are necessary resources, including financial resource, available to sustain the training effects? | | X |
| <Reason of answer> We have projects and plan to develop training results | | |

V. OTHER INPUTS RELATED TO THE TRAINING (TRAINING ON ARTIFICIAL INSEMINATION)

| |
|--|
| |
|--|



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VI. OTHER INPUTS FOR FUTURE TRAINING

Focus on recording, testing the quality of fresh semen and traw semen

Thank you very much for your participation.

The Institute for Economic and Social Research, Faculty of Economics University of Indonesia

Jl. Salemba Raya No. 4, Jakarta 10430, Indonesia

Phone: +62-21-3143177; Fax: +62-21-3907235

www.lpem.org

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 : Ir. Chandra Laksmi P., MP
- 2. Current Position : Head of General Affairs
- 3. Implementing Agency : Balai Besar Inseminasi Buatan Singosari
- 4. Name&Batch of Target Training Program : Artificial Insemination for Dairy Cattle, 2007,2008,2009
(3 batches)
- 5. Date of Training : February 19th – March 17th, 2007 (28 days)
February 26th – March 24th, 2008 (28 days)
February 16th – March 15th, 2009 (28 days)
- 6. Name of the Evaluator& Organization : Thia Jasmina & Rizky N. Siregar (LPEM FEUI)
- 7. Date of Evaluation : 28 March 2012 (Bogor)

II. DOCUMENTS TO BE REVIEWED

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

| Documents have been reviewed for the evaluation | No | Yes |
|---|----|-----|
| 1. Course Evaluation Report | | √ |
| 2. Updated information on communication with alumni (e.g. mailing list, database, alumni network) | | √ |
| 3. 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 consistent with the international policy of Indonesia? | | √ |
| <Reason of answer> The training which organized by SNAIC is in line with Indonesian Policy particularly Indonesian International Policy. Through this policy Indonesia is willing to prove its commitment in contributing to develop a better world. Therefore the training subjects should support the development program in developing countries. All the given subjects are aimed to enhance the participant's knowledge and skills, and applicable to the participants' countries. | | |

IV. EXTERNAL BENEFIT (BENEFITS IN THE BENEFICIARY COUNTRIES)

| 1. Utilization of the Training Results | No 0 | Yes 1 |
|--|--------------------------|--------------------------|
| 1.1 Did alumni use the training results? (Please referto communication with alumni) | | √ |
| <Reason of answer> According to the information from the alumni, we can see that the alumni adopt and apply all knowledge gained from the course to improve their institution services. | | |
| 1.2. Did the alumni implement the action plan? (Please referto communication with alumni) | <input type="checkbox"/> | <input type="checkbox"/> |
| <Reason of answer> | | |
| 1.3. Did the alumni share training results with colleague(s)? (Please refer to communication with alumni) | | √ |
| <Reason of answer> Refer to communication with alumni it is known that they got many benefit from the training and they share all experience gained from the course with their colleague(s) to improve the service of their institutions. | | |

V. INTERNAL BENEFITS (BENEFITS FOR INDONESIA)

| 1. Synergy Effects with Other Training Program | No 0 | Yes 1 |
|--|--------------------------|----------|
| 1.1 Are there synergy effects with other training program conducted by the agency? | <input type="checkbox"/> | √ |
| <Reason of answer and examples of effects> This training brings positive effect for us particularly in conducting the training for local participants. We become the leading institutions for AI training. Many institutions appoint SNAIC to train their staffs. | | |
| 2. Capacity of implementing agency | No 0 | Yes 1 |
| 2.1 Are there changes in the capacity of the Implementing Agency after the training? | <input type="checkbox"/> | √ |
| <Reason of answer and examples> Nowadays SNAIC is broadly recognized as the producer of high quality frozen semen and the centre of AI training | | |

| 3. Benefits on Organizations and Society in Indonesia | No 0 | Yes 1 |
|--|-------------------------------------|-------------------------------------|
| 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 checked="" type="checkbox"/> |
| <Reason of answer> After the training finished, some alumni convinced their organization to invite SNAIC for promoting SNAIC's product but due to budget limitation this invitation was unable to fulfill. | | |
| 3.2. Are there other positive and negative impacts of the training? | <input type="checkbox"/> | <input type="checkbox"/> |
| <Reason of answer> Third Countries Training Program on Artificial Insemination of Dairy Cattle bring the positive impacts: <ol style="list-style-type: none"> 1. Enlargement of SNAIC's networking. SNAIC has been recognized as the producer of prime frozen semen and the centre of AI training. 2. Improvement on SNAIC staffs confident in performing their service to organization. 3. Promote the Indonesia's capacities such as agriculture, forestry, wood carving, micro finance, etc. 4. Prove that Indonesia is nice and peaceful country | | |
| 3.3. Please explain about the difficulties/constraints to disseminate/utilize the training effects in the organization | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <Reason of answer> | | |

VI. SUSTAINABILITY

| 1. Networking | No 0 | Yes 1 |
|--|-------------------------------------|-------------------------------------|
| 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 checked="" type="checkbox"/> |
| <Reason of answer and examples of utilization> After the training, communication between alumni with the SNAIC personnel had continued through unofficial network such as facebook and yahoo group. | | |
| 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 checked="" type="checkbox"/> |
| <Reason of answer and record of activities> After the third training course in 2009 finished, the Government of Indonesia in collaborated with JICA carried out Fact finding Mission to Viet Nam and Myanmar. The mission was executed on March 14 th – 20 th , 2010. | | |
| 2. Capacity of the Implementing Agency | No 0 | Yes 1 |
| 2.1 Did (or does) the Implementing Agency conduct other international training after the training? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <Reason of answer> | | |
| 2.2 Are necessary resources, including financial resources, available to sustain the implementation of the training? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <Reason of answer> SNAIC has some 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 SNAIC doesn't have its own budget to carry out the training, therefore to make this program sustainable SNAIC needs the financial support from donor institutions.

| 3.Environment to Sustain the Training Effect in the Beneficiary Countries | No 0 | Yes 1 |
|--|---------|----------|
| 3.1 Are the training contents integrated in the policy of beneficiary countries? (Please refer to communication with the alumni) | | √ |
| <p><Reason of answer> The purpose of this training is to improve human resources capacities particularly for practical skill in the field of artificial insemination (AI). As we know that livestock plays a major role in ensuring food security in most developing countries. 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.</p> | | |

| 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"/> | √ |
| <p><Reason of answer> As follow up program, currently SNAIC propose two kind proposals: 1. Proposal about Third Country Training Program on Reproduction Management of Cattle as an advanced course. 2. Cooperation Proposal for Single Country which offers some cooperation possibilities such as training program and consulting services.</p> | | |

V. OTHER INPUTS RELATED TO THE TRAINING

To maximize the training evaluation process, it is suggested to appoint **one** agency which is responsible to evaluate the training.

VI. OTHER INPUTS FOR FUTURE TRAININGS/ACTIVITIES

It is important to have one agency as a destination for the implementing agency to submit their proposals.

ANNEX 7
LIST OF ALUMNI
TRAINING COURSE ARTIFICIAL INSEMINATION ON DAIRY CATTLE 2007-2009
FOR EX-POST EVALUATION

List of Alumni: Training Course on Artificial Insemination on Dairy Cattle, 2007-2009 (BBIB Singosari)

| No | Name | Country | Education | Institution | Designation |
|--|-----------------------------|------------------|--|--|---|
| Development Country Training Course of Artificial Insemination on Dairy Cattle 2007 | | | | | |
| 1. | Mr. Mohd. Azlan Bin Pauzi | Malaysia | Degree of Science (Environment) | MARDI | Researcher |
| 2. | Mr. MD. Hafizur Rahman | Bangladesh | MS (Public Health and Food Hygiene) | Central Artificial Insemination Lab. Savar, Dhaka | Veterinary Surgeon |
| 3. | Mr. Antonio De Araujo | Timor Leste | Sarjana Peternakan | Department of Agriculture Timor Leste | District Livestock Officer |
| 4. | Mr. Jacinto De Araujo | Timor Leste | Agriculture | Ministry of Agriculture Forestry and Fisheries (MAFF) | District Livestock Officer (DLO) |
| 5. | Ms. Mary Theresa Agutu | Kenya | Bachelor of Veterinary Medicine | Animal Health Industry Training Institute | Lecturer |
| 6. | Mr. Evans Ngunjiri Muthuma | Kenya | Bachelor of Veterinary Medicine | Ministry of Livestock and Fisheries Development | Lecturer |
| 7. | Ms. Jane Njeri Njuguna | Kenya | Bachelor of Veterinary Medicine | Ministry of Livestock and Fisheries Development | Senior Veterinary Officer |
| 8. | Mr. Chum Chandara | Cambodia | High School | Department of Animal Health and Production | Chief Office Animal Production and Health |
| 9. | Mr. Hout Savout | Cambodia | High School | Department of Animal Health and Production | Extension Officer |
| 10. | Ms. Suwannarong Amornrat | Thailand | DVM | Department of Livestock Development | Animal Health Management |
| 11. | Mr. Roengwut Worawut | Thailand | Bachelor of Animal Production Technology | Department of Livestock Development | Inseminator and Administrator of Insemination on Dairy Cattle |
| 12. | Mr. Pako Gagari | Papua New Guinea | Certificate in Tropical Agriculture | Department of Agriculture and Livestock | Agriculture Officer |
| 13. | Mr. Steven Yangis | Papua New Guinea | Degree in Tropical Agriculture | PNG Livestock Development Corporation | Agricultural Officer |
| 14. | Mr. Akim Ndlovu | Zimbabwe | Diploma in Agriculture | ARDA – Dairy Development Program | Project Officer |
| 15. | Mr. Hilton Majonga | Zimbabwe | Diploma in Agriculture/Animal Health | Ministry of Agriculture – Veterinary Technical Service | Farm Management and Veterinary Extensions |
| 16. | Mr. Sikeli Dovarua | Fiji | Bachelor of Agriculture | Ministry of Agriculture | Acting Research Officer |
| 17. | Mr. Sisoupanh Nakasene | Lao PDR | MSc. | Department of Livestock and Fisheries | Head of Animal Feed Laboratory |
| 18. | Mr. Gan – Ochir Tumurbaatar | Mongolia | | Livestock | Livestock Expert |
| 19. | Mr. Cao Cu Cuong | Vietnam | | Livestock Research and Development of Central Region | Extension Officer |

EXAMPLE OF FILLED QUESTIONNAIRE: EX-POST EVALUATION ON INTERNATIONAL TRAINING PROGRAMS FOR FIJI



Institute for Economic and Social Research
Faculty of Economics University of Indonesia

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FORM 3.1

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.

Please return the filled questionnaire to: expost_evaluation@ipem-feui.org

I. GENERAL INFORMATION

1. Country : Fiji
2. Name of Alumnus : Tawake Duavaki
3. Current Position & Name of Organization : Technical Officer II
4. Position & Organization at the time of training : Post Harvest Losses Workshop
5. Name & Batch of Target Training : April 2011
6. Date of Training : Foreign Affairs, Indonesia
7. Implementing Agency : 15-03-12
8. Date of Evaluation :

Please give your answers with "X" 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 <u>still</u> consistent with the policy of your country? | | | | | X |
| 1.2. Are the training subject and contents <u>still</u> relevant in the development issue in your country? | | | | | X |
| 1.3. Are there any inputs on the training subjects and contents that is relevant with current policy and development issues of your country? | | | | | |
| <Answer> | <u>* Post Harvest Technologies</u> <u>* Food Processing</u> | | | | |

1

| No | Name | Country | Education | Institution | Designation |
|--|--|-------------|---|--|---|
| Development Country Training Course of Artificial Insemination on Dairy Cattle 2008 | | | | | |
| 20. | Ms. Chanmany Souphannavong | Lao PDR | | Agriculture and Forestry College Laos | Deputy Head of Livestock |
| 21. | Mr. Amphavanh Souksanty | Lao PDR | MSc | Agriculture and Forestry College Laos | Head of Research Division |
| 22. | Ms. Lakmini Yamuna Kumari Konaratne | Sri Lanka | Agriculture Diploma | Department of Animal Production and Health | Livestock Development Instructor |
| 23. | Mr. Gurugaloda Mudiyanselega Jayantha Komara | Sri Lanka | Agriculture Diploma | National Livestock Development Board | Livestock Assistant |
| 24. | Mr. Dang Thanh Tung | Vietnam | Agriculture Diploma | Department of Livestock Production, Ministry of Agriculture and Rural Development | Project Officer |
| 25. | Mr. Nguyen Van Bac | Vietnam | Agriculture Engineer | National Agriculture Extension Centre | Animal Extension manager |
| 26. | Mr. Mohd. Hazwan Bin Rosnan | Malaysia | Diploma in Animal Health and Production | Department of Veterinary Services | Head of Dairy and Breeding Technology |
| 27. | Mr. Mohd. Hafiz Bin Abd. Wahab | Malaysia | BSc – Biology | Malaysian Agriculture Research Development Institute | Research Officer |
| 28. | Mr. Sergio Amaral Cardoso | Timor Leste | Graduation, Animal Production | Livestock Division MAP RDTL | Staff of Artificial Insemination Program |
| 29. | Mr. Antoninho Da Silva Costa | Timor Leste | Graduation Animal Science | Livestock Division MAP RDTL | Officer of Animal Production |
| 30. | Ms. Rentsenkhand Sambuu | Mongolia | Veterinarian | Research Institute of Animal Husbandry | Researcher |
| 31. | Ms. Chimedtseren Tsevgedorj | Mongolia | Veterinarian | Institute of Veterinary Medicine | Researcher |
| 32. | Mr. Gabriel Lagamayo | Philippines | DVM | National Dairy Authority | Project Development Officer |
| 33. | Ms. Mukasvanga Nyembesi | Zimbabwe | Extension Advisory | Department of Veterinary Services | Animal Health Technician |
| 34. | Mr. Ahmed Elssididiy Mohammed Ibrahim | Sudan | DVM | MARF - Animal Production Department Genetic Development | Veterinary Doctor |
| 35. | Ms. Selma Omer Ahmed | Sudan | DVM | AI Centre – Khortoum | Training Centre at AI Centre |
| 36. | Mr. Thim Kimsan | Cambodia | Bachelor Degree | Department of Animal Health and Production | Animal Production Officer |
| 37. | Ms. Kim Sokunthea | Cambodia | Bachelor Degree | Department of Animal Health and Production | Animal Production Officer |
| Development Country Training Course of Artificial Insemination on Dairy Cattle 2009 | | | | | |
| 38. | Mr. Crisanto G Munoz | Philippine | BS, Agriculture (major in Animal Science) | Department of Agricultural Services (Local Government of Magalang Pampanga Philippine) | Agricultural Technologist |
| 39. | Mr. Gudoy William Ancheta | Philippine | BS in Agriculture (Animal Science) | Philippine Carabao Centre | AI Coordinator / Dairy Module Coordinator |
| 40. | Mr. H.M.S.P. Seneviratne | Sri Lanka | B.Sc. Industrial Agriculture | Department of Animal Production & Health | Livestock Development Instructor |
| 41. | Mr. E.K.A.J.N Kodithuwakku | Sri Lanka | Diploma in Agriculture | Department of Animal Production & Health | Livestock Development Instructor |
| 42. | Mr. Chea Sokhom | Cambodia | Master of Management | University | Chief of Feed Animal Section |

| No | Name | Country | Education | Institution | Designation |
|-----|------------------------------------|------------------|---|--|--|
| 43. | Mr. Isameldin Hashim Hassan | Sudan | M. Sc. Animal Production | Ministry of Animal Resources and Fisheries | Senior Veterinary Pofficer |
| 44. | Mr. Chipwanya Enos | Zimbabwe | Certificate ini Animal Health | Department of Veterinary Services | Veterinary Livestock Technician |
| 45. | Ms. Patsanza Mandishukusha Gloria | Zimbabwe | BVSc (Bachelor of Veterinary Science) | Department of Veterinary Technical Services | Veterinary Research Officer |
| 46. | Ms. Zeenat Sultana | Bangladesh | B. Sc. In Animal Health and M.S. in Poultry Science | Central Cattle Breeding Station | Scientific Officer |
| 47. | Mr. Arun Kumar Saha | Bangladesh | B.Sc. in Animal Health and M.SC. in Dairy Science | Government Dairy Farm, Tilagorh, Sylhet | Animal Production Officer |
| 48. | Mr. Sevuloni Sigadromu Tamani Beci | Fiji | Agriculture Graduate | Department of Animal Health and Production | Livestock Officer |
| 49. | Mr. Gilbert Waudu Sifuna | Kenya | B.Sc. Animal Production | Ministry of Livestock Development - Ahiti Ndomba | Chief Livestock Production Officer |
| 50. | Mr. George Tom | Papua New Guinea | Diploma in Tropical Agriculture | Livestock Development Corporation Ltd | Livestock Production Officer |
| 51. | Mr. Dao Sadeth Vong Sinh | Lao PDR | BSc | Livestock Research Centre | Head of Cattle and Goat Breeding Unit |
| 52. | Mr. Aklaq Jaffri Bin Jasmi | Malaysia | S.P.M | Institute Biotechnology Veterinary – Pahang | Veterinary Officer |
| 53. | Mr. Muhammad Sani Bin Abdul Shukor | Malaysia | Diploma in Animal Health and Livestock | Department of Veterinary Services | Assisstant Veterinary Officer |
| 54. | Mr. Tien Hong Phuc | Vietnam | MSc. In Animal Science | Department of Livestock Production | Project Officer |
| 55. | Mr. Pham Van Tiem | Vietnam | Bachelor (Animal and Veterinary Science) | Vietnam Ruminant Breeding Centre | Head of Scientific Management Department |
| 56. | Mr. Kumaresan Arumugam | India | Ph.D | Indian Council of Agricultural Research | Scientist (Animal Reproduction) |



III. BENEFITS OF THE TRAINING

| 1. Utilization of Training Results | Strongly Disagree | | | Strongly Agree | |
|--|-------------------|---|---|----------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.1. I have utilized the knowledge and skills learned from the training in my work. | | | | X | |
| <If your answer is tend to AGREE (scale 4-5), please explain how you utilize the knowledge and skills from the training> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to utilize the knowledge and skills from the training> <i>* Currently have a post harvest project with Indonesian Embassy</i> | | | | | |
| 1.2. I have implemented the action plan developed from the training. | | | X | | |
| <If your answer is tend to AGREE (scale 4-5), please explain how you implement the action plan> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to implement the action plan> <i>Implementation plan involves writing a project on Post Harvest</i> | | | | | |
| 1.3. I have shared training results with my colleague(s). | | | | X | |
| <If your answer is tend to AGREE (scale 4-5), please explain how you share training results with your colleague(s)> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to share training results with your colleague(s)> <i>Conducted post development in workplace</i> | | | | | |

| 2. Suitable Condition/Environment for the Implementation of Activities by Alumni | No 0 | Yes 1 |
|---|---------|----------|
| 2.1. Are you in the position to use the training results? | | X |
| <Reason of answer> <i>currently working in food Lab</i> | | |
| 2.2. Are there available resources (such as related tools, equipments, supporting staffs, etc) for you to utilize training results? | X | |
| <Reason of answer> | | |
| 2.3. Is budget available for you to utilize the training results? | | X |
| <Reason of answer> <i>Project budget approved</i> | | |



| 3. Synergy Effects with Other Training Programs | | No 0 | Yes 1 |
|---|--|---------|-------------------------------------|
| 3.1. Are there synergy effects with other training programs (i.e. further follow up cooperation)? | | | <input checked="" type="checkbox"/> |
| <Reason of answer> Correspondence a lot with Indonesia Embassy | | | |
| 4. Benefits on Organizations and Society in Beneficiary Countries | | No 0 | Yes 1 |
| 4.1. Were training results disseminated in organizations? | | | <input checked="" type="checkbox"/> |
| <Reason of answer> | | | |
| 4.2. After your participation in the training, was the service by the organization in your country improved? | | | <input checked="" type="checkbox"/> |
| <Reason of answer> More variety of food products. | | | |
| 4.3. Are there (or will there be) any follow up activities by your organizations after the training? | | | <input checked="" type="checkbox"/> |
| <Reason of answer> Senior Management follow up | | | |
| 4.4. Were the achievements targets at the organizational and social level achieved (or will be achieved), after your participation in the training? | | | <input checked="" type="checkbox"/> |
| <Reason of answer> Project approved. | | | |
| 4.5. Are there other positive or negative impacts of training? | | | <input checked="" type="checkbox"/> |
| <Reason of answer> lengthy processes for getting funds | | | |
| 4.6. Please explain any difficulties/constraints to disseminate/utilize the training results faced by the alumni and/or the organization. | | | |
| <Answer> Getting approval from Government. | | | |



IV. SUSTAINABILITY OF THE TRAINING

| 1. Networking | No 0 | Yes 1 |
|--|---------|-------------------------------------|
| 1.1. Do you utilize the follow-up mechanisms, such as database, e-mailing list, and alumni network? | | <input checked="" type="checkbox"/> |
| <Reason of answer> Currently interact with Indonesian embassy and classmates in Indonesia | | |
| 1.2. Were there any follow-up visits, and/or other activities by the implementing agency? | | <input checked="" type="checkbox"/> |
| <Reason of answer> | | |
| 2. Environment to Sustain the Training Effect in the Beneficiary Countries | No 0 | Yes 1 |
| 2.1. Are the training contents integrated with the policy of your country? | | <input checked="" type="checkbox"/> |
| <Reason of answer> Yes. Import substitution Policy. | | |
| 2.2. Are necessary resources, including financial resource, available to sustain the training effects? | | <input checked="" type="checkbox"/> |
| <Reason of answer> Yes. Current approved project funding for purchase of resources. | | |

V. OTHER INPUTS RELATED TO THE TRAINING (TRAINING ON ARTIFICIAL INSEMINATION)

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Institute for Economic and Social Research
Faculty of Economics University of Indonesia

VI. OTHER INPUTS FOR FUTURE TRAINING

* More feed processing training.
*

Thank you very much for your participation.

The Institute for Economic and Social Research, Faculty of Economics University of Indonesia

Jl. Salemba Raya No. 4, Jakarta 10430, Indonesia

Phone: +62-21-3143177; Fax: +62-21-3907235

www.lpem.org

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FORM 3.2

Questionnaire for Ex-Post Evaluation on International Training Program

This questionnaire is to be filled by the Superordinate of the Alumni of 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.

Please return the filled questionnaire to: expost_evaluation@ipem-feui.org

I. GENERAL INFORMATION

- 1. Country : FIJI
- 2. Name of Superordinate : INOKE . TUI
- 3. Position & Name of Organization : FISHERIES OFFICER , FISHERIES DEPT.
- 4. Name & Batch of Training : _____
- 5. Date of Training : _____
- 6. Implementing Agency : _____
- 7. Date of Evaluation : _____

Please give your answers with "X" 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 <u>still</u> consistent with the policy of your country? | | | | | | X |
| 1.2. Are the training subject and contents <u>still</u> relevant in the development issue in your country? | | | | | | X |
| 1.3. Are there any inputs on the training subjects and contents that is relevant with current policy and development issues of your country? | <p><Answer> ALL THE TRAINING SUBJECTS ARE VERY RELEVANT AND IMPORTANT FOR THE COUNTRY'S DEVELOPMENT.</p> | | | | | |
| | | | | | | |



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 use the training results? | | | X | | | |
| <If your answer is tend to AGREE (scale 4-5), please explain how the alumni utilize the knowledge and skills from the training> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to utilize the knowledge and skills from the training> SOME OF THE KNOWLEDGE/SKILLS NOT UTILISED FULLY DUE TO LACK OF RESOURCES/SUPPORT | | | | | | |
| 1.2. Did the alumni implement the action plan? | | X | | | | |
| <If your answer is tend to AGREE (scale 4-5), please explain how the alumni implement the action plan> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints to implement the action plan> CONSTRAINTS SAME AS 1-1 ABOVE. | | | | | | |
| 1.3. Did the alumni share training results with colleague (s)? | | | | | | X |
| <If your answer is tend to AGREE (scale 4-5), please explain how the alumni share training results with her/his colleague(s)> <If your answer is tend to DISAGREE (scale 1-2), please explain constraints for the alumni to share training results with her/his colleague(s)> THIS IS ESPECIALLY IN PRACTICAL/ON-THE-JOB SITUATIONS. | | | | | | |

| 2. Suitable Condition/Environment for the Implementation of Activities by Alumni | No 0 | Yes 1 |
|--|---------|----------|
| 2.1. Are alumni in the position to use the training results? | | X |
| <Reason of answer> YES TO SOME EXTENT, WHEN ON THE JOB. | | |
| 2.2. Are there available resources (such as related tools, equipments, supporting staffs, etc) for the alumni to utilize training results? | X | |
| <Reason of answer> WE HAVE VERY LIMITED RESOURCES TO IMPLEMENT THE TRAINING RESULTS. | | |
| 2.3. Is budget available for the alumni to utilize the training results? | X | |
| <Reason of answer> NO SET BUDGET SPECIFICALLY FOR THE TRAINING RESULT. | | |
| 3. Synergy Effects with Other Training Programs | No | Yes |



| | 0 | 1 |
|---|-------------------------------------|-------------------------------------|
| 3.1. Are there synergy effects with other training programs (i.e. further follow up cooperation)? | | <input checked="" type="checkbox"/> |
| <Reason of answer> PISJ NATIONAL UNIVERSITY - SCHOOL OF MARITIME STUDIES. - SCHOOL OF FISHING. | | |
| 4. Benefits on Organizations and Society in Beneficiary Countries | | |
| | No 0 | Yes 1 |
| 4.1. Were training results disseminated in organizations? | <input checked="" type="checkbox"/> | |
| <Reason of answer> ONLY TO A CERTAIN DEGREE. | | |
| 4.2. After your participation in the training, was the service by the organization in your country improved? | | <input checked="" type="checkbox"/> |
| <Reason of answer> THE PROVISION OF SERVICES IMPROVED TO SOME EXTENT. | | |
| 4.3. Are there (or will there be) any follow up activities by your organizations in your country after the training? | | <input checked="" type="checkbox"/> |
| <Reason of answer> TRAINING AT THE SCHOOL OF MARITIME. | | |
| 4.4. Were the achievements targets at the organizational and social level achieved (or will be achieved), after your participation in the training? | | <input checked="" type="checkbox"/> |
| <Reason of answer> IT WILL CONTRIBUTE POSITIVELY TO THE ACHIEVEMENT OF OBJECTIVES. | | |
| 4.5. Are there other positive and negative impacts of training? | | <input checked="" type="checkbox"/> |
| <Reason of Answer> POSITIVE - IN OUR STAFF CAPACITY BUILDING AND UPSKILLING. | | |
| 4.6. Please explain any difficulties/constraints to disseminate/utilize the training results faced by the alumni and/or the organization. | | |
| < Answer> SOME OF THE TRAINING RESULT WERE NOT FULLY IMPLEMENTED DUE TO LACK OF RESOURCES AND FUNDING. | | |



IV. SUSTAINABILITY OF THE TRAINING

| 1. Networking | No 0 | Yes 1 |
|---|-------------------------------------|-------------------------------------|
| 1.1. Were there any follow-up visits, and/or other activities by the implementing agency? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <Reason of answer> THIS IS THE FIRST VISIT BY THE IMPLEMENTING AGENCY. | | |
| 2. Environment to Sustain the Training Effect in the Beneficiary Countries | No 0 | Yes 1 |
| 2.1. Are the training contents integrated in the policy of your country? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <Reason of answer> YES SOME OF THE TRAINING CONTENTS ARE IN OUR POLICY. | | |
| 2.2. Are necessary resources, including financial resource, available to sustain the training effects? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <Reason of answer> NOT DIRECTLY, BUT SOME PROGRAMS MAY BE ABLE TO SOME EXTENT. | | |

V. OTHER INPUTS RELATED TO THE TRAINING (TRAINING ON ARTIFICIAL INSEMINATION)

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VI. OTHER INPUTS FOR FUTURE TRAINING

FUTURE TRAINING TO BE ASSIGNED TO METHODS
APPLICABLE AND ~~CAN~~ USED IN THE WIDER PACIFIC
REGION.

Thank you very much for your participation.

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Jl. Salemba Raya No. 4, Jakarta 10430, Indonesia

Phone: +62-21-3143177; Fax: +62-21-3907235

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