

Fiscal Year 2012
Ex-Post Evaluation Survey of JICA
Training and Dialogue Programs

Report of Survey

March 2013

Japan International Cooperation Agency (JICA)
Japan International Cooperation Center

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I .Theme-Specific Interview Survey

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II. Questionnaire Survey

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Foreword

I . Back ground & objective of survey

This report is compiled based on the result of “2012 Ex-Post Evaluation Survey of JICA Training and Dialogue Programs” executed upon the request of Japan International Cooperation Agency (JICA) in 2012.

【Acceptance of technical training participants and Training and Dialogue Programs】

JICA Training Programs including “Training and Dialogue Programs” is at site in Japan, and is one of the technical cooperations to resolve various problems in developing countries. Since the first Japanese government development aid started in 1954, the work that has been supported by many in Japan and has been receiving about 10,000 participants a year coming from developing countries to participate in the training who are responsible for building their own country.

“Country-based training” is carried out based on individual detailed request of developing country. From the Japanese side, proposal on training plan and contents is made to the developing country, and request is received for “Training and Dialogue Programs” and also “Training Program for Young Leaders” for young leader that will be in charge of the next generation. Abovementioned three trainings are the main ones, out of which this survey on “Training and Dialogue Programs” is planned and formulated by Japan and proposed to the counterpart country to address the problems facing developing countries, and every year about 500 courses are handled (in 2011 the record shows 513 training courses involving 4728 participants¹).

“Training and Dialogue Program” comprises two types: “Group Training” that does not specify any region, and “Region-Specific Training” that specifies the region. In 2011, Group Training had 309 courses (out of which there are 6 courses that award degree and lasts more than 1 year), and Region-Specific Training had 198 courses², covering a wide range of subject. This scale of training that covers practical contents is quite rare in the world, and is also one of the features in technical cooperation provided by Japan. The objective and content of the Training and Dialogue Programs are quite different, and is divided into four standard types as described below.

Standard type	Concept (objective and content)
Core personnel nurturing type	The course aims at capacity development of personnel who has to make important decision in the organization and also personnel who has high level specialized work
Personnel nurturing dissemination type	The course aims at dissemination of useful knowledge, skill to be acquired by many people. The training is targeted for teachers and nurses and other types of jobs that serve the mass.
Problem-solving promotion type	The course aims at promotion of problem-solving in organization and society that exceeds personal capacity development to improve organizational work, formulate policy, and building of systems. Developing country can make use of Japan’s experience as reference to review its own policy to resolve problems.

¹Source : JICA HP : http://www.jica.go.jp/activities/schemes/tr_japan/summary/jisseki.html

²Source: JICAHP Same as above http://www.jica.go.jp/activities/schemes/tr_japan/summary/jisseki.html

International dialogue type	The course aims at sharing experience on regional or world problems and creates new knowledge. Japan will play the leading role and promote international dialogue on important issues and create network.
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(Source : 2010 JICA Training and Dialogue Programs)

Training and Dialogue Programs execution period is basically 3 years, and if required it can be renewed. Whether new courses or renewed courses will be conducted or not depends on the request of the developing countries in the previous year's training, and also on the appropriateness of the content which will be judged as a whole to decide if it will be carried out or not.

【Post-evaluation objective & theme-setting】

This survey is a post-evaluation of the Training and Dialogue Programs (herein after referred to as “the Trainings”) and a “theme-specific interview survey” to find out the result of the training qualitatively and to conduct “questionnaire survey” to find out the result of training quantitatively, based on which feedback will be given to improve the system of the training.

Post-evaluation of the Trainings was first conducted in 2009 as a test survey, and this time around it is the third year of the survey. The survey last year revealed certain result, and this time, taking into account the previous surveys, “theme-specific interview survey” in different countries is conducted. The real meaning of the Training which is mainly conducted by Japan is also questioned, in the midst of social and economic issues now enveloping Japan such as “nurturing of small and medium sized enterprise”, “industrial foundation service”, “energy” and other sectors which are the subject to be investigated. Whether the result would be brought back to Japan, and whether it has any effect on socio-economic affairs has to be ascertained. The “questionnaire survey” analyzes the change over the years on improvement in work efficiency and accountability to test the view on cost vs. effect, which is a new item in the survey.

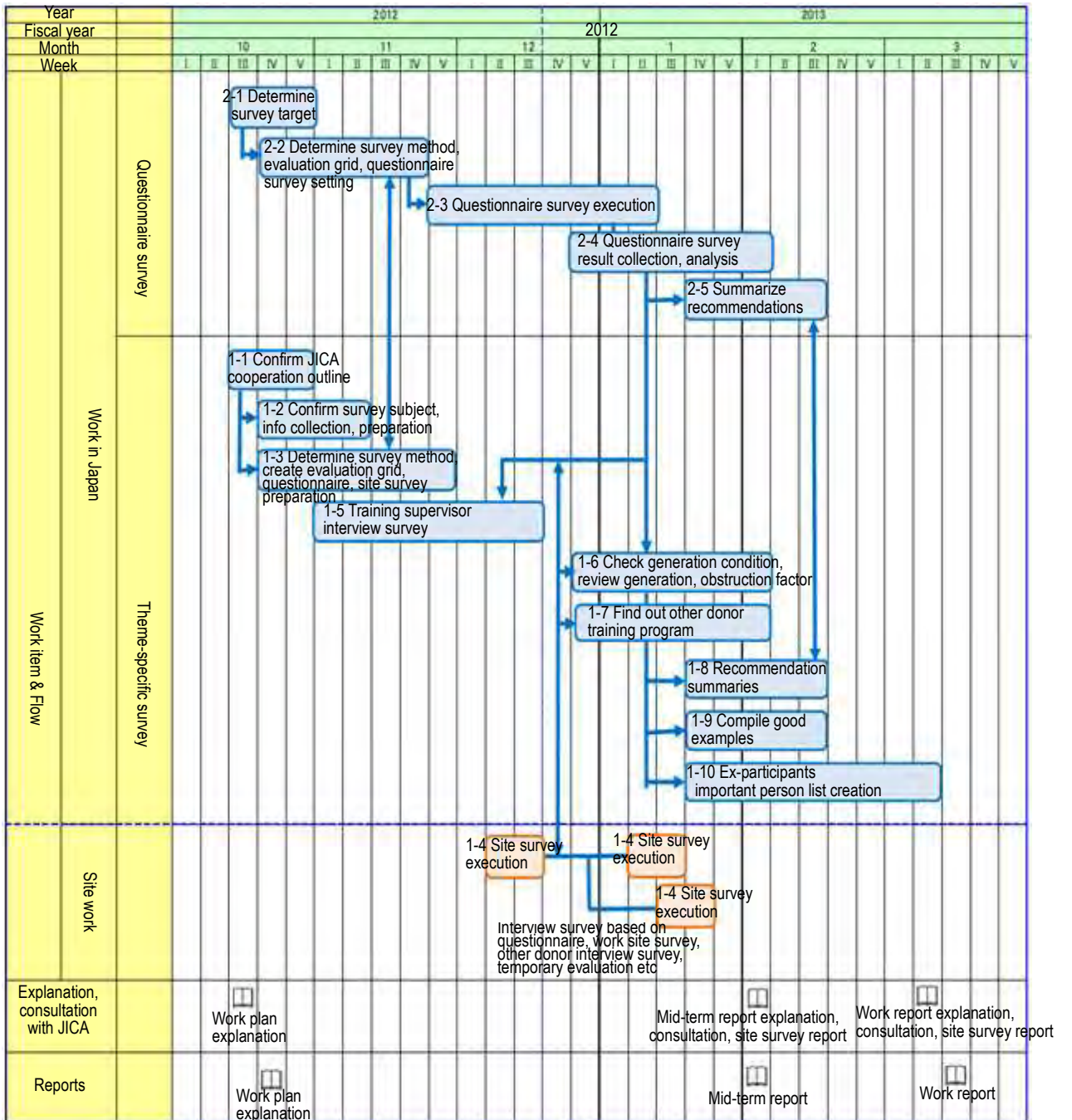
The result of survey will serve as material to deliver the message for system improvement of the training and recommendations in creating new courses.

II. Survey policy

In theme-specific interview survey, the condition in each country will be ascertained, taking into consideration the country's socio-economic plan and JICA aid policy. The past survey contents will also be considered, and basically verification is based on 5 items in DAC evaluation.

In the questionnaire survey, quantitative analysis of the 2009 training and dialogue programs in the entire world would be carried out, and will be compared to the theme-specific interview survey, before making recommendations as a whole. The opinion of training auditor who did the training audit including interpreter will be sought as required, and the movement of participants and the contents of training would be used as reference.

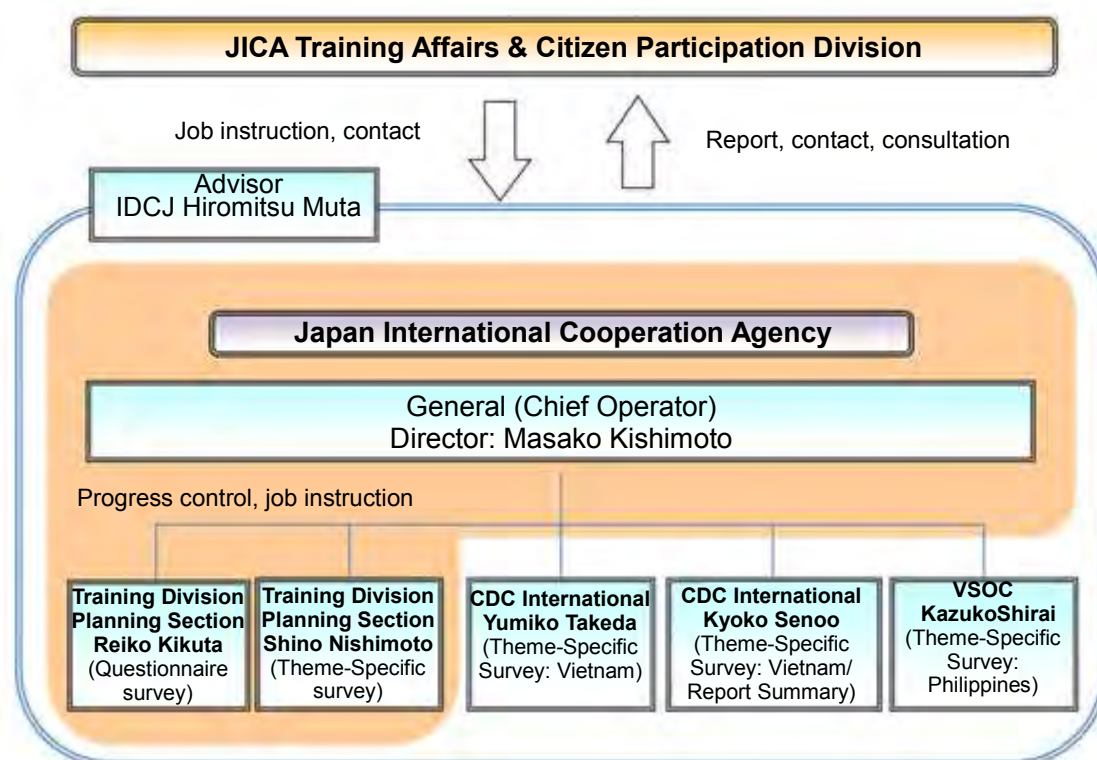
The work flow chart is as follows.



III. Survey system

The survey system is carried out by a team comprising the following members with Japan International Cooperation Center as the core.

Contents	Person in charge	Organization
Overall	Masako Kishimoto	Japan International Cooperation Center
Theme-specific interview survey (Indonesia)	Shino Nishimoto	Japan International Cooperation Center
Theme-specific interview survey (Vietnam)	Yumiko Takeda	CTC International Co., Ltd.
Theme-specific interview survey (Philippines)	Kazuko Shirai	Vision and Spirit for Overseas Cooperation Co., Ltd.
Theme-specific interview survey (Result Sumamry)	Kyoko Senoo	CTC International Co., Ltd.
Questionnaire Survey	Reiko Kikuta	Japan International Cooperation Center
Adviser	Hiromitsu Muta	Japan Development Center Co., Ltd.



Section 1 Summary

Section1 Summary

Chapter 1. Theme-Specific Interview Survey

1-1. Objective and policy of survey

“Theme-specific interview survey” is conducted to clarify the results generated by the Trainings, and to verify the factors that caused it to happen, and to summarize the good examples of the results and its recommendations for the purpose of improving the system of the Trainings in future.

The policy of execution is from the following perspective and conducted both in Japan and at site.

- Upgrading the capability of the participants themselves
- Ripple effect of the participants on the activities of the organization
- Ripple effect on policy and system
- Ripple effect on society and economy
- Side effect of training (assignment to important position after training, building network of ex-participants etc)

1-2. Subject of survey

Theme-specific interview survey does not treat each course as the subject to evaluate - it is country-specific and theme-specific.

The countries and themes targeted this time are as follows.

(Mainly the participants that took part from 2007 to 2011 Training and Dialogue Programs and their superiors)

- Vietnam Socialist Republic: Private sector development
- Republic of Indonesia: Private sector development (including nurturing of small and medium enterprises)
- Republic of Philippines: Energy (solar power generation etc)

1-3. Method of survey

Evaluation grid for each country is created in Japan, taking into consideration the social and economic plan of each country and JICA aid policy in the sector; and at On-site survey, questionnaire are created and sent.

In On-site survey, group interviews are conducted in accordance with the questionnaire prepared, or individual interviews are conducted (the method is selected based on the practice of the country and the effectiveness of interview, depending on the theme)

In On-site survey, the ex-participants targeted totaled 76 persons, and their superiors totaled 32 persons.

1-4.Result of survey

In either one of the three countries, it had been confirmed that the improvement in personal capability of the participant is highly regarded as a whole. The ripple effect to organizations and to policy and system has also been recognized, and it is reported that generally when assistance to organization (backup to superior) is strong, the ripple effect is high. Therefore, organization environment may generate the factor of the result, and may also obstruct it. In other words, human resources nurturing in an organization and work strategy have to be solid and is the key in creating ripple effect.

Personal capability improvement of trainee	Ripple effect on organizational activities caused by trainee	Ripple effect on policy, system	Ripple effect to society, economy	Side effect of training
<ul style="list-style-type: none"> • Special knowledge, skill improvement • Communication skill improvement • Assist in career advancement 	<ul style="list-style-type: none"> • Training result announcement, sharing of knowledge, experience • Improvement in work content • Organizational improvement 	<ul style="list-style-type: none"> • Application in legal, policy formulation • Participation international system creation • Preparation of domestic laws 	<ul style="list-style-type: none"> • Plus impact in accordance with development strategic objective of Training and Dialogue Programs 	<ul style="list-style-type: none"> • Build network, information collection capability improvement • Improvement in understanding of Japanese society, culture; improvement in pro-Japanese feeling • Improvement in trust of Japanese advance technology

Fig. 1-1-1. Main training results discovered in site survey

	Participant personal factor	Organization environment factor	Training content factor
Generating factor	<ul style="list-style-type: none"> • Position level in organization • Degree of objective, issue awareness (motivation) • Capability to communicate in English 	<ul style="list-style-type: none"> • Support of organization (superior) • Determined HR, work strategy • Pre and post follow up 	<ul style="list-style-type: none"> • Curriculum that matches needs • Place for exchange with participants from other country • Immaculate follow up during training • Appropriate training period
Obstruction factor	<ul style="list-style-type: none"> • Insufficient work experience, knowledge • Heavy workload • Difference with job handled • Misunderstanding, insufficient understanding of training content 	<ul style="list-style-type: none"> • HR transfer • Insufficient information sharing on selection process • Organization habit issue • Follow up after return • Budget, financial resources towards commercialization 	<ul style="list-style-type: none"> • Short training period • Difficulty in application • Insufficient pre-study • Level of lecturer, teaching material

Fig.1-1-2. Training result generating factor, obstruction factor

Recommendations coming out from the results of theme-specific interview survey are mainly post-training follow up system, strengthening relationship with other JICA projects, and sharing of human resources training strategy.

<p>Creation and execution of similar theme training course and technical cooperation project</p> <ul style="list-style-type: none"> • Theme continuation, development of course at various level • Post-training follow up 	<p>Training and Dialogue Programs & training work evaluation method (theme specific interview survey)</p> <ul style="list-style-type: none"> • Execution report, supply material • Review survey subject
<p>Overall HR nurturing and capacity development</p> <ul style="list-style-type: none"> • Sharing of HR nurturing strategy • Selection criteria review 	<p>Improvement on quality of Trainind and Dialogue Programs</p> <ul style="list-style-type: none"> • Pre and post-follow up preparation • Training content preparation

Fig. 1-1-3. Summary of recommendations originated from results of theme-specific survey

2-1. Objective of survey & execution policy

“Questionnaire survey” is conducted to find out the condition of the participant after they return to their own country upon completion of the Trainings, and to find out mainly by quantitatively analysis how the training result is generated, and to clarify the result generated, focusing especially on the impact.

The entire survey on the condition of training result generation had also been conducted in 2010 and 2011 so the changes over the years on the condition of result generation are also compared.

2-2. Subject of survey

The questionnaire survey comprises two types:

➤ Questionnaire Survey “A”

The subject of the survey is the participants that took part in the 2009 Training and Dialogue Programs (excluding the long-term participants), and it covers participants of the whole world in all sectors.

➤ Questionnaire Survey “B”

The subject of the survey is the participants of theme-specific interview survey that took part in the Trainings stretching from 2007 to 2011, and also the superiors of the participants who are in the position to confirm the generation of training results. By comparing the answers provided by the superiors with those from the participants, the answers from the participants can be counter-checked.

2-3. Method of survey

The method of survey is based on questionnaire, and it can be by hard copy document or by Google document app created on the Website, both have the same questions.

The number of persons targeted for Questionnaire Survey “A” is 542 persons, and for Questionnaire Survey “B”, they are the subject of theme-specific interview survey.

2-4. Result of survey

The questionnaire will be sent to the 542 persons through e-mail for those who had given their e-mail address (excluding 35 invalid addresses), and the returned answers totaled 128 persons, a return rate of 25.2%. The participants of year 2009 were also the subject of analysis in Questionnaire Survey “B”. The subject of analysis in Questionnaire Survey “A” totaled 149 participants, and Questionnaire Survey “B” totaled 66 participants, whereas the superiors totaled 34 persons.

Training content, system	Contribution of participant in generating result	Change in activity, attitude after training	Comparison with the past two surveys
<p>Items of training content held in high regards</p> <ul style="list-style-type: none"> • It matches with own needs • New knowledge, skill • Effective guiding method • Practical content • It matches the needs of the country • Appropriate curriculum <p>Acquisition and use of training content</p> <ul style="list-style-type: none"> • Knowledge, skill acquisition rate: 81% • Knowledge, skill use rate: 65% <p>Overall satisfaction level increases</p> <p>Feeling towards Japan becomes better</p>	<p>Effect to own organization</p> <ul style="list-style-type: none"> • Work operation's technical method building, improvement • Action plan improvement <p>From own organization to outside organization</p> <ul style="list-style-type: none"> • Applying knowledge, skill to project proposal→execution • Knowledge, skill transfer activities 	<p>Positive change</p> <ul style="list-style-type: none"> • Improvement in responsibility • Sharing with colleagues for work execution • Execute job on schedule • Searching for solution tirelessly • Activities that contribute to development of own country • Develop condition of own country from international perspective • Seek the opinion of participant • Assign important job (same opinion as superior's) <p>Effect of training to individual</p> <ul style="list-style-type: none"> • Promoted after training: 57% 	<p>There are some discrepancies, depending on answering method and analysis method, but mainly the same as the last two surveys result.</p>

Fig.1-2-1 Summary of questionnaire survey result analysis

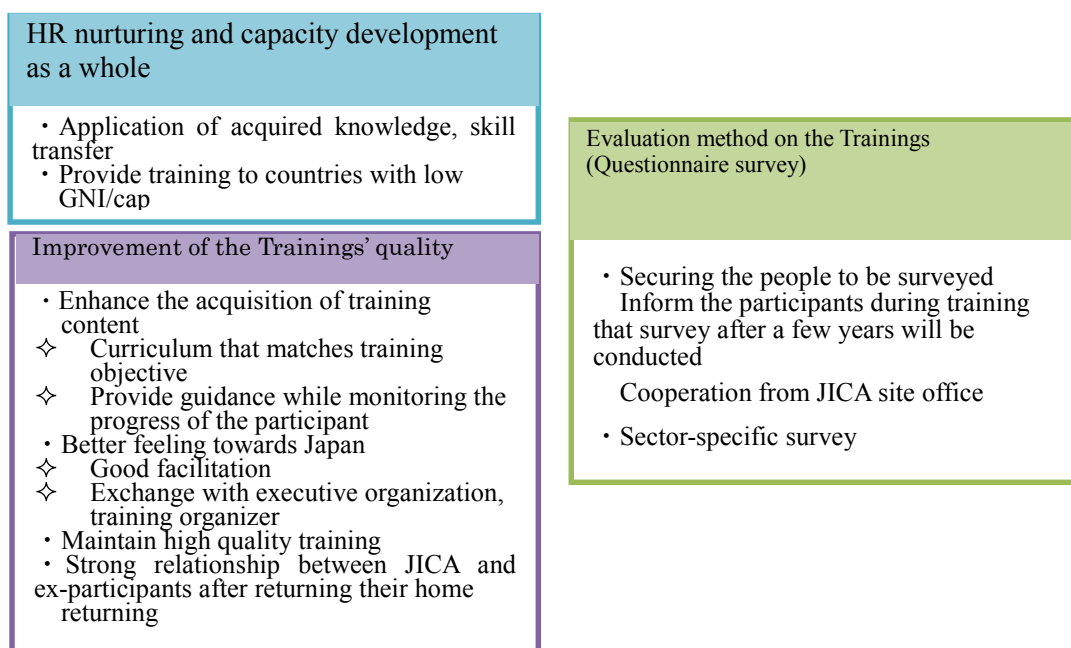


Fig.1-2-2 Recommendations originated from results of questionnaire survey

Section 2 Theme-Specific Interview Survey

Section 2 Theme-Specific Interview Survey

Chapter 1. Objective and Implementation Policy of the Theme-Specific Interview Survey

1-1. Outline of JICA's cooperation project (Objective and backdrop of the survey)

The theme-specific interview survey is an ex-post facto evaluation of the theme-specific training programs. The survey has an objective to improve the training program items by determining how training outcomes are realized, as well as steps to be taken to realize the outcomes and factors enabling and inhibiting the training outcomes.

We decided to survey each theme (and each field) in three Southeast Asian countries as follows:

- Socialist Republic of Vietnam: Private-sector development
- Republic of Indonesia : Private-sector development (including fostering of small- and medium-sized enterprises (SMEs))
- Republic of the Philippines: Energy (Energy saving, renewable energies, policy and others)

【Theme and field of the survey】

The Training deals with wide-ranging fields³ being development themes in developing countries. These themes are highly prioritized because JICA's other cooperation projects, as well as the training program, focus on these themes.

The outline of each theme will be described on a country-by-country basis later. It is easy to envisage these themes as policy issues important to a growth industry in Japan in view of the socioeconomic situation in recent years.

In the energy industry, Japan boasts leading global technologies with long years of experience in addressing environmental issues. Japan capitalizes on such technology and experience, which may serve as a cornerstone for sustainable growth in Asia to promote operations there.

In terms of private-sector development, Japan attempts to accelerate overseas trade and investment by providing human resource development in the relevant field to developing countries and promoting environmental improvement, a field in which Japan can play an active role. This is expected to create a win-win situation for both Japan and developing countries.

Under these circumstances, we decided to verify that the outcomes from the theme-specific training program were not limited to developing countries or the training program had a positive effect on Japan.

1-2. Respondents to survey

In this survey, the evaluation covers specific themes of specific countries, and not all of the

³ Major Division about 19 themes, about 80 of Minor division (from the theme-specific list counted by inspection team)

training courses.

For this fiscal year, the targets of this survey are mainly ex-participants who participated in the relevant course from FY2007 to FY2011 and their superiors (or organizations). We could not contact some ex-participants because they had left their companies or been transferred elsewhere. We also included some ex-participants who had participated in the course in FY2007 or earlier.

We considered above all the following conditions to narrow down the subjects:

- ①. No. of ex-participants from a relevant field at least reaches a given level
- ②. No. of ex-participants from a specific organization at least reaches a given level
- ③. The ex-participants have experiences in organizational efforts on a specific theme.
- ④. A specific theme is connected to a key Japanese policy such as the new growth strategy.
- ⑤. There are good examples or lessons of which JICA should have images.

In addition to the above-mentioned, we also interviewed other donors who provided training, JICA's foreign offices, and other related organizations. We consider it necessary to give feedback to these organizations to improve the training program.

The outline of the training courses will be described on a country-by-country basis later. The result of the three countries is shown below.

Table 1. Overview of respondents to survey on a country-to-country basis

	Indonesia	Vietnam	The Philippines
Number of training courses	25	25	6
Standard type			
- based on core-human resources development	2	9	3
- based on general human resources development	2	5	0
- based on problem-solving facilitation	4	5	3
- based on international dialogue	1	0	0
Number of ex-participants	72	75	26
Number of on-site surveys (Number of interviewees)	29	26	21
Number of targets of on-site surveys in the organizations of the ex-participants (such as superiors and personnel officers) (Number of interviewees)	2	4	19 sup./colleagues 2 from TESDA 5 from PHILJafa
Other donors (interview)	KOICA Indonesia office	KOICA Vietnam office GIZ Vietnam office	UNDP Philippine office UNIDO PIEEP Project office KOICA Philippine office

1-3. Survey method

Survey was conducted both in Japan and the countries covered by this survey.

In Japan, we set an objective to grasp the actual conditions in each country based on its social and economic plans and JICA's cooperation policy in the relevant field.

In an on-site survey, an interview was made with ex-participants and relevant parties in the ex-participants' organizations and questionnaires were distributed to these staffs; we further visited business sites of the ex-participants and interviewed other donors.

Before starting the on-site survey, we sent a questionnaire to the respondents by e-mail. Originally we had planned to hold a group interview to conduct an efficient fact-finding survey, but an interview on an individual basis was finally added to the original plan for more detailed and accurate evaluation results.

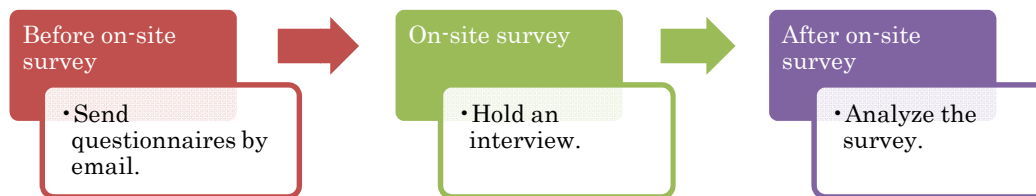


Fig. 1 Survey flow

(1) Framework of evaluation

As a main objective, we verified the manifestation of training outcomes and identified the factors enabling and inhibiting realization of training outcomes and gave feedbacks for improvements of the training program. Subsequently, we created an evaluation grid, applying the following items to five DAC items:

- Improvement in participants' abilities
- Ripple effect of participants' behavior through the organization
- Its ripple effect to policy and system
- Its ripple effect to society and economy
- Secondary effect of training (ex-participants held important positions in the organization, ex-participants built a network, etc.)

We created an evaluation grid for each country because the theme and situation differed from country to country.

Since the Training was tailored to each theme-specific development strategic target, we also tried to evaluate each training course with the coarse goal in mind.

Our evaluation framework is based on that in the private sector field being the survey theme of Vietnam and Indonesia, as well as that in the resources/energy field being a survey theme of the Philippines.

(2) Survey procedures

We made preparations, conducted the on-site survey, and analyzed the results according to the following steps:

1. Literature review

- Collecting information from theme-specific training report
- Conducting a brief survey of JICA's cooperation projects in the relevant country
- Determining industrial trend in Japan

2. Formulating a survey policy

- **Identifying the objective of survey**
- **Identifying the respondents to survey** (Identifying the organizations which the ex- participants belong to and other donors)
- Studying the survey method
- Creating the evaluation grid
- Preparing questionnaires
- Planning the survey (scheduling)
- Coordinating with the the JICA headquarters

3. Making a request for the survey and preparations

- Obtaining contact information of the ex- participants and subjects of the on-site survey
- Sending out a survey request letter
- Contacting and consulting the JICA foreign offices
- Requesting a local consultant to arrange an appointment for an interview and distribute questionnaires in advance

4. Conducting the on-site survey

- Explaining the contents of the survey to the JICA foreign offices and other agencies and confirming the contents
- Holding an interview
- Distributing and collecting questionnaires
- Investigating sites to collect good examples
- Survey report to the JICA foreign offices

5. Analyzing survey results

- Analyzing questionnaire results
- Analyzing questionnaire responses
- Preparing a casebook of good examples
- Preparing a list of ex trainees being key officials

6. Preparing the survey report

- Writing an interim report
- Writing a final report
- Reporting to the JICA headquarters

(3) Survey implementing team

Survey was conducted in a team consisting of following staffs:

Task	Person in charge	Organization
General management	Masako Kishimoto	Japan International Cooperation Center
On-site survey (Indonesia)	Shino Nishimoto	Japan International Cooperation Center
On-site survey (Vietnam)	Yumiko Takeda	CDC International Corporation
On-site survey (The Philippines)	Kazuko Shirai	Vision and Spirit for Overseas Cooperation Co., Ltd.
Finalization of overall results	Kyoko Senoo	CDC International Corporation

2-1. Manifestation of training outcome

If we study based on the on-site survey how the outcome from the Trainings was manifested, we can summarize the trends of the manifestation in a following manner.

(1) Improvement in participants' abilities

In all of the three countries covered by the survey, various training outcomes were attested at the personal level of the ex-participants. Of course many of the ex-participants stated that they could adjust and apply the skills obtained in the training programs to their new workplaces; still further, though it is not an objective itself of the training program, the ex-participants reportedly made full use of knowledge and experiences obtained through the training programs in their future careers. In Vietnam, some remarked that they changed their own attitude and mind, which were not limited to management principles such as Kaizen; such changes further led to change in behavior, as compared to the situations before the training.

Improvement of special knowledge and skills

- The program helped an enhancement of work efficiency (Vietnam) (Indonesia)
- Acquisition of deeper special knowledge was observed (Indonesia) (Philippines)

Improvement in communication skills

- Leadership skills was enhanced (Vietnam)
- The program helped an improvement of skills in English (Vietnam)
- Ability of collecting information on an cross-departmental basis (Vietnam)
- Logical thinking and planning skills were enhanced (Philippines) (Vietnam)

Assistance in career formation

- The program helped a career formation and gave motivations to self-improvement (Vietnam)
- The program led to promotion and enhancement of assigned jobs (Philippines)
- The program led to an enhanced awareness and creation of ambition (Vietnam) (Indonesia) (Philippines)

(2) Ripple effect of participants' behavior through the organization

For all countries covered by the survey, many ex-participants organized workshops and seminars in their new workplaces and tried to share training items, as well as the knowledge obtained through the training programs, once they had finished their training programs with JICA. Moreover, some made a further step to influence on improvements to business, an enhanced awareness within the organization, etc. In the Philippines, gains from such measures were reportedly shared among staffs in the form of bonus.

Presentation of outcomes from training program/ sharing knowledge and experiences

- According to colleagues and superiors who took part in workshops and seminars organized by the ex-participants, these former colleagues remarked the ex-participants' deeper insights into Japan and an enhanced interest in the country (Vietnam)

Improvement of business items

- In the organization supporting the private enterprises, we took part in the training course same as that for these enterprises, so that we could learn how to provide step-by-step support for the enterprises in accordance with the progress of the enterprises. In particular, the training course for SME, which previously focused on theoretical items, was so modified that the focus is now put on more practical management (Vietnam).

Improvement of organization

- Some believe that enhanced awareness has brought about outcomes such as new commercial relationships with Japanese-affiliated and Japanese companies, acquisition of new customers, increase in sales amount and decrease in personnel turnover (Vietnam).

- Ex-participants played a key role in energy-saving campaigns and made a success of energy saving in the entire building. The saving of the electricity costs brought about a surplus of ca. 400,000 yen, which was then shared among the staffs and paid to them as a bonus (Philippines).

(3) Ripple effect of participants' behavior to policy and system

Since we guess that the degree of the effect depends on the situations of each country, the position of the ex-participants and so on, and one cannot arrive at a simple conclusion. However, it is true that the training outcomes have influences – though not directly – on the country's policy and system. In Indonesia, the Trainings were reportedly adopted for achieving national target of consolidating the industrial infrastructure.

Utilization for formulating laws, system and policies

- Knowledge in Japan's energy policies and plans, as well as legislative bills and systems concerning renewable energies was useful in formulating the country's legislative bills concerning renewable energies (Philippines).

Participation in process of creating international systems

- Approaches learned during training programs were fully utilized in a conference for formulating international standards (Indonesia).

Provision of relevant laws within the country

- I succeeded in revision of relevant laws and regulations, based on case-studies which I came to know through the training programs concerning the statutory measurement (Indonesia).

(4) Ripple effect of participants' behavior to society and economy

Although the themes under survey vary by country, positive impacts were attested in line with development objective of the thematic guideline. Therefore, notwithstanding the variety of the cases reported so far, we can safely state that the outcomes of the training programs were spread over the society and economy, not limited to the organizations of the ex-participants.

(5) Secondary effect of training (ex-participants assumed important positions in the organization, ex-participants built a network, etc.)

Reunions of the ex-participants provide the ex-participants at the training programs in Japan with opportunities of assembling in a cross-departmental manner; such reunions and similar situations attest a role played by the training programs in arrangement of valuable opportunities of information exchange.

Moreover, in all of the three countries, many interviewees expressed good impressions, such as a deepened understanding of the Japanese culture.

In the Philippines, an ex-participant gave a comment that the real pleasure of the training programs in Japan is not only to enhance the skills, but also to bridge the gap between the participants from countries with different cultural backgrounds, through their common experiences of the Japanese culture; this attests a manifestation of outcomes inherent to the training programs in Japan

Building a network and enhancing capability of collecting information

- The ex-participants from the same training course built and maintained a network among them, so that they can send and share the latest news beyond the boundaries between countries (Vietnam).
- Staffs from Ministry of Industry and Directorate for Standards followed the common training programs, which led to their common recognition of the same problems and goals. We thus succeeded in networking beyond the boundaries of organizations (Indonesia).

Enhancement of understanding of Japanese society and culture/ Deeper sympathy to Japan

- I exchange e-mails with instructors at my training programs, and they are still giving me advices (Vietnam)
- Regular time schedule and training curriculums led to a deeper understanding of Japanese style discipline and courtesy, while exchange experiences such as tea ceremony and visit in host families deepened my understanding of Japanese culture (Philippines)

Improved reliability of Japan's advanced technology

- Deeply impressed by high performance of latest equipments and apparatuses at visit sites (Philippines)

2-2. Factors enabling and inhibiting realization of training outcomes

(1) Factors enabling realization of training outcomes

We will provide a brief overview of possible factors promoting to realize the training outcomes based on three viewpoints: 1) ex-participants' own factors, 2) factors from organization's environment and 3) factors from the training items.

We have detected similar factors inspite of variety of countries and themes, as per ex-participants themselves or their personal factors; on the other hand, we have found differences in survey results, which derive for example from organizational structure and corporate culture, in the context of organization's environment.

1) Factors on the participants

In relation to ex-participants' own factors, we have affirmed, for all of the three countries being targets of this survey, that differences in rank of their positions and their attitude toward (or motivation for) the training programs led to a variety of realized outcomes.

Rank of ex-participants' positions within the organization

- Ex-participants at the management level, who have higher goals in their training programs, would immediately put their training outcomes into practice after their return to the country (Vietnam).

Goals set at higher level/ deeper understanding of problems (motivation)

- Ex-participants tried to share information with their own organizations in their country during the training courses, so that they reach a deeper insight into the theme (Vietnam).
- Ex-participants already had a clear understanding of training objectives and items, prior to attending to the same training programs, through preliminary studies such as information gathering via e.g. website. (Philippines).

High communication skills in foreign language (English)

- Participants from the Philippines have no problem in communication in English, so that they can efficiently understand the training items (Philippines).

2) Factors on organization

For all countries, one factor from organization's environment figured out through the survey: support systems of each organization. One can easily guess how far possibility of incorporating the training outcomes into the later development of the organization's business depends on the system's intensity. In particular, we confirmed in the Philippines that the training outcomes, such as embodiments of action plans, were clearly visible, due to the organizations' clearly set strategy for human development in the country.

Hospitable support of organization (superiors)

- Their superiors raise the would-be participants' awareness in advance and give them instructions on how to share their knowledge among staffs in their organization after their return to home (Indonesia).
- Managers place trust on the Trainings (the superiors themselves being ex-participants in such programs); the superiors actively recommend the attendance to the programs, with little hindrance to the attendance to the programs and facilitated opportunities of making feedbacks of the outcomes to their workplaces (Philippines).

Firm human resource and business strategy

- Leaders in organizations have high motivations for achieving targets (Indonesia).
- Low frequency of relocations provides the ex-participants with opportunities of putting into practice skills and knowledge which they have acquired through long-time efforts (Philippines).
- Originally, human resource development was required at the time of establishment of various departments of the Renewable Energy Management Bureau (Philippines).
- Since many participants are dispatched for improvement in business, there are less barriers to practical application of action plans (Philippines).

Follow-ups prior to and after training

- Since capacity building projects as well were provided by JICA Senior Volunteers, the participants already had an access to a detailed support prior to the training programs themselves, which led to a clearer understanding of their goals and a deeper understanding of problems. Follow-ups after the ex-participants' return to the country helped build up a habit of a practical application and progress check of training outcomes. All these resulted in realization of training outcomes (Vietnam).
- Combinations with other cooperation schemes such as dispatch of JICA Experts brought about synergy effects (Indonesia).

3) Factors on training contents

Especially with regard to the training items, we can see how the advantages of the training programs in Japan – such as opportunities of visiting sites with advanced technologies, things which we can learn only in Japan – brought about the training outcomes.

Moreover, we suppose that the Trainings open to staffs from different countries under common themes have a unique advantage in opportunities of creating incidental outcomes of the training programs through exchanges with participants from other countries; these incidental outcomes include improvement in communication skills and networking.

Curriculums in accordance with needs

- Training items are directly connected with the challenges for the organizations and enterprises of the participants in their own country (Vietnam).
- On site visits, we had a chance not only to see advanced technologies, but also to find high-level human resources (artisans) (Vietnam).
- We succeeded in acquiring highly specialized and practical techniques and knowledge (Indonesia).
- I find it possible to see in my eyes energy-related advanced technologies exclusively in enterprises and facilities located in Japan (Philippines).
- We could discuss with various instructors (Vietnam).
- We could get information from other countries at a time (Vietnam).
- We could learn about the steps from planning to implementation of support measures through PCM training and preparation of action plans. It was therefore a good opportunity of objectively reconsidering the situations in our country and seeking for changes to take place in view of current situations (Vietnam).

Opportunities of exchanges with participants from other countries

- English was used during the training programs and in particular as a means of communication with other participants, which led to improvement of skills to smoothly communicate in English (Vietnam).

Careful follow-up during training course

- Coordinators provided careful supports for individual participants, such as check on how far they have understood the training items. Such supports served as mental care for participants and contributed to creation of reliable environment for learning (Indonesia).

Appropriate duration of training course

- Ex-participants who attended to training courses of long duration (more than 2 weeks) actively took part in cultural exchange modules organized in the center, in order to have experiences in Japanese culture (Philippines).

(2) Factors inhibiting realization of training outcomes

We will provide an analysis of principal factors inhibiting realization of the training outcomes based on three viewpoints: 1) ex-participants' own factors, 2) factors from organization's environment and 3) factors from the training items.

Even at the level of the ex-participants, communication skills in English are considered to be factors enabling realization of training outcomes in the Philippines, while such skills are understood as the ones inhibiting the realization, in Indonesia and Vietnam. Still further, the organization's systems are also subject to differences in approaches and actions of factors from country to country. For example, the systems help realization of training outcomes, where superiors firmly accept the Trainings, while these systems inhibit realization of training outcomes, where the supports from the superiors are insufficient.

1) Factors on the participants

If ex-participants attend to training program unsuitable for experiences to date and knowledge, the program's outcomes are reduced. Still further, if there is misunderstanding in preliminary comprehension of training items, this leads to mismatch between course offerings and needs, which inhibits the realization of training outcomes.

Lack of work experiences and knowledge

- Some ex-participants consider their training items too difficult, while experienced ex-participants remarked that the same training items allowed to acquire the advanced technologies (Philippines).

Too heavy work load

- Some ex-participants work as university professors and executives in their country, and their original jobs are so busy that they cannot put their action plans into practice (Indonesia).

Difference from their competence

- I am responsible for general affairs, and it is difficult to prepare action plan (Indonesia).

Misunderstanding and lack of comprehension about the training items

- I didn't have sufficient preliminary information, and the actual training items are different from what I expected (Indonesia).

2) Factors on organization

In Vietnam and Indonesia, there are cases in which some ex-participants made attempts to turn their training outcomes into business of their own organizations at an individual level, but their attempts failed to come off at the organization's level, due to e.g. relocations and failure in

getting approval of their superiors.

Still further, as per follow-ups after their return to home, many ex-participants remarked that in spite of their wish to organize the ex-participants' meetings, there is no such system or the system does not work even if such does exist.

Relocations

- Ex-participants are often relocated following the policies within the departments (Vietnam).
- After finishing my training course, I was relocated to a unit different from the original post, so that I could not put my action plan into practice (Indonesia).

Insufficient sharing of information during selection

- Although the recipient agency (JICA) is quite flexible in terms of age restriction, the dispatching agency (DOE) took it so serious during selection of candidates that the DOE failed to select appropriate staffs (Philippines).

Problem concerning organization's culture

- Superiors do not provide would-be participants with information in advance (Indonesia).
- Superiors do not support action plans, and they made objections to the plans and are indifferent about the training outcomes (Indonesia).
- We care too much about what is the superiors' opinion due to our culture, so that it is difficult to prepare action plans without knowing the superiors' opinions (Indonesia).

Follow-ups after their return to home

- It is difficult to organize the ex-participants' meetings on a regular basis, there is no system and greatly depends on the personal skills of organizers (Vietnam).
- Many of the ex-participants wish to continue exchanges with the JICA Office and among them even after their return to home. Although an association established in 1967 and consisting of the ex-participants organizes the ex-participants' meetings on a regular basis, the number of ex-participants has increased and it became difficult to secure the financial resource for operation. For this reason, we can hardly diversify and extend our activities, and still need an extended support from the JICA Office (Philippines).

Challenges (financial resources & budget) to acquiring budgets toward establishment of new business

- After my return to home, I submitted a proposal for new business of my unit which is based on the action plan that I prepared during the training course, but my unit failed in acquiring budgets for my proposal within the department. Thus my action plan has not been realized yet (Vietnam).

3) Factors on training contents

Many of the inhibiting factors from the training items directly lead to an impaired comprehension of the participants. Of course, the items such as the levels of instructors and teaching materials can be improved from the part of the agency organizing the training programs. However, as per problems e.g. that “technical level of Japan is too high to apply to our own country” (Vietnam) and that “due to differences of the legal systems, it is difficult to apply to our own country” (Indonesia), what they have learned in Japan should be applied in their own countries. Such problems cannot be easily solved solely by the efforts of the agency organizing the training programs. Follow-ups prior to and after the training programs will be required.

Insufficient duration of training programs

- In policy-related course of an insufficient duration, we didn't have opportunities to have experiences with the Japanese culture (Philippines).

Difficulty to make use of training items

- Due to differences of the legal systems, we cannot make use of what we have learned (Indonesia).
- Technical level of Japan is not agreeable to ours (Technical level of Japan is too high to adjust itself to our own country) (Vietnam).
- Opportunity of practical application was also desirable, and not only combination of lectures and site visits (Indonesia).

Lack of preliminary study

- If the textbooks were distributed in advance, we could study the training items in advance in our own country (Vietnam).

Level of instructors and teaching materials

- It is necessary to pay appropriate attention to securing the level, e.g. selecting staffs with experiences on site (Vietnam).
- Quality of translation was not satisfactory (Vietnam).

2-3. Achievement comparison between training program by other donors and JICA's training program

For all of the target countries, training projects by other donors were identified. As per training programs by the donors being targets of this survey, we can find donor-specific features such as limits to requirements of application to training programs (no prior experience in attendance, etc.) as well as balance between needs of target countries (which are incorporated into the planning of the training programs) and donors' intention.

In spite of differences in themes and countries, JICA Training and Dialogue Programs have made continuous achievements of dispatch for a long period of time. Therefore, we can conclude that these programs are esteemed to some degree, as is shown in the remark that "the programs have long and continuously developed human resources, in harmony with progress in technology of each period" (Philippines).

2-4. Conclusion

For all of the three countries, we can affirm that the Trainings under study provide high-quality learning opportunity in compliance with theme-specific guidelines, resulting in a high-level satisfaction of the ex-participants. Still further, notwithstanding the differences in countries and themes, various positive impacts are found at the individual level and the organization's level as well as in policy making process.

Even in comparison with training projects by other donors, the JICA Training and Dialogue Programs have special features such as well-balanced curriculums consisting of lectures by high-level instructors and site visits including the advanced technologies. Other features of the JICA programs include opportunity of exchange with participants from other countries.

On the other hand, factors promoting realization of training outcomes can be easily found at the individual level, however, we must admit that ripple effects at the organizational and policy levels are limited, as is shown in the cases, in which e.g. ex-participants failed in putting their action plans into practice. For an enhanced training outcomes and more widespread ripple effects, special measures such as more intensive follow-ups are required.

2-5. Recommendations

Based on the aforementioned survey results and conclusions, we have made recommendations from the following four standpoints with reference to theme-specific interview surveys.

(1) Recommendations for the formation and implementation of similar Trainings and technical-cooperation projects

Continuing (and updating) themes and offering courses in different levels

It can be said that the knowledge/know-how related to private sectors development requires continuous updating due to increasingly diversified and complicated professional knowledge in the development of the global economy. Also, knowledge on cutting-edge technologies requires updating in terms of not only technology itself but also policy, as the progress in technology development has been rapid in the field of energy.

Some are of the opinion that it is desirable that they be allowed to screen eligible personnel because requirements concerning the type/level of abilities vary depending on duties and ranks. This will enable different level settings for training in the same subject and provision of training with details that suit each participant. Such a strategic arrangement of trainings may deserve consideration so as to efficiently produce appreciable effects if a given theme is related to major policies and issues of Japan.

Along with economic growth in newly industrialized countries, challenges and goals towards further development are becoming clearer for each country. In accordance with the changing global landscape, it is ideal to provide effective support in relation to challenges that recipient countries are actively dealing with. The greater impact of training can be expected, and its effect be sustained longer, by means of not only seeing training effects by reference to theme-specific trainings provided in Japan, but also positioning these trainings as part of the support package that included technical cooperation projects with a view to coordinating policies between Japan and recipient countries.

Enhancing follow-ups to trainings

Action plans are made in relation to many training courses, which see that one of their achievements is that participants put the training into practice after returning home. However, it is difficult for each participant to achieve them. However, this survey has identified a lot of requests for follow-ups. It is advisable to introduce a focused follow-up system that will be used in cases where feasible and highly accurate action plans are made.

Also, the implementation of action plans is not the only follow-up. It is confirmed that an active linkage between related projects produces a synergistic effect by means of establishing an advisory system where ex-participants can seek advice from professionals in the field. Moreover,

greater impacts can be produced by organizing forums where ex-participants of related sectors (e.g. environment/education sectors in terms of energy field) can share what they gained from trainings. Options to consider may include such flexible arrangements for the post-training period.

(2) Recommendations on human-resource development and capacity development

Sharing strategic human-resource development

Training courses are divided into four standard types by their goal and content; however, we found that many participants have completed courses without clearly understanding the types of courses they took. We believe that a training course is effective when the vision of the course (i.e. what we expect them to be) is shared by not only trainers but also participants (including the organization to which these participants belong).

In this regard, it is seen that training plans with a view to furthering linkages with other related projects as aforementioned and preparation of a road map for sharing the direction in the utilization of participants after their return to home country will also be conducive to enhance the effects of trainings by subject and assist capacity development.

Consideration of selection standards

The problems of selection standards were different between countries; however, it is seen that problems such as “information (e.g. loosening of age limits) not fully communicated within the organization (Philippines)” will be solved by means of promotion of networking between related organizations and information sharing.

Nevertheless, there are limitations to the efforts on the side of JICA overseas offices to improve the accuracy in the selection of participants suitable for the contents of each training course because the circumstance and performance target of each organization dispatching participants may vary. It is advisable to seek the involvement and advice of JICA professionals and overseas senior volunteers on the selection of participants dispatched to Japan as well as to take better account of the subjective needs of recipient countries.

In addition, it is necessary for training courses to be arranged strategically such as providing trainings for the superior in the first year and then for the subordinate in the second year, in such cases as Indonesia where “it is recommended that more than one participants (including both superior and subordinate) participate in a training course for countries where it is virtuous to keep harmony within an organization because it is difficult spread the outcome of trainings for subordinates within such an organization.”

(3) Recommendation on evaluation methods for JICA training and dialogue programs and other JICA trainings (Theme-Specific Interview Surveys)

Enhancing provision of materials, including the implementation report

We have requested the provision of materials, including the implementation report of each training course, in advance of conducting an ex post evaluation survey this time. However, we had to carry out the On-Site survey without sufficient information on high priority targets and action plans of some training courses, due to lack of electronic data of reports, and lack of sufficient written information even if the right format is available. As a result, the evaluation survey was conducted mainly by means of hearing surveys. Thus, it is yet necessary to make reference to various data so as to enhance its objectivity. For the purpose of enhancing follow-ups, it is desirable to sort out various materials and manage email addresses of ex-participants.

Consideration of survey subjects

The theme-specific interview survey at this time was carried out only by means of On-Site surveys. Domestic surveys were not included. Nevertheless, it would be conducive to a deeper analysis of the training's practical effects if interviews can be conducted for Japan's government agencies as well as host organizations that accepted participants and planned/implemented trainings. Also, there would still be room for improvement in On-Site surveys by extending the period of surveys to include interviews with not only ex-participants but also their superiors, organizations, and human resources personnel, which will enable to produce more objective outcomes from the surveys.

(4) Recommendation on quality improvement of JICA training and dialogue programs

Enhancing follow-ups before/after trainings

It is especially desirable to enhance follow-ups before/after trainings – mentioned in above (1) – in order to foster and keep the awareness of training purposes. There is still room for making further improvements, in addition to utilization of supports by JICA's senior overseas volunteers and reinforcement of linkages with other projects, both of which have already been proven effective.

Also, each country appealed, in our surveys, for the need of preparatory learning. It is not difficult to imagine that it will be easier to prepare for trainings, and that participants can learn deeper from trainings in Japan, if it is possible to promote preparatory learning such as distribution of training materials used by other supporting agencies and provision of pre-training for participants. We believe that a more thorough pre-departure briefings and explanation of training purposes/contents at GI/orientations, both of which are conducted in the current system, will be conducive to the improvement.

Enhancing the contents of training

It was found that the significance of the training offered in Japan lies in introducing Japan's unique technologies and personnel to participants, and that it has excellent contents that allow participants to experience what cannot be available outside Japan. However, it is regrettable that opportunities for learning are undermined by poor English – a communication tool – even if the contents of training are valuable. It is required to improve the lecturers' communication skills in English and the quality of translation for training materials as well as to make sure that English language requirements for participants are fulfilled.

On-Site Survey Result

- Vietnam (Private sector promotion)

Location



Basic information

Official name	Socialist Republic of Vietnam
Form of government	Socialist Republic
Area	Approx. 331,689 km ² (0.88 times the size of Japan)
Population	Approx. 87,840,000 (2011)
Languages	Vietnamese and minority languages
Real GDP growth rate	5.9% (2011)
Nominal GDP per capita	US\$ 1,374 (2011)
Rate of increase in consumer prices	18.6% in 2011 over the previous year
Unemployment rate	3.6% (2011)
Bilateral agreements	Japan-Vietnam Investment Agreement (concluded in November 2003 with effect from December 2004) Japan-Vietnam Economic Partnership Agreement (signed in December 2008 with effect from October 2009)

Source: Japan External Trade Organization

Survey Photos

	
<p>The support visit to SMEs with cooperation of senior overseas volunteers before/after trainings. (Supporting agencies)</p>	<p>Utilizing 5S and <i>kaizen</i> as SME support tools – display the panel to raise awareness. (Supporting agencies)</p>
	
<p>He plays an active role as a team member in creating an SME fund after the training. (MPI)</p>	<p>Planning to provide a preferential treatment for industrial complexes for Japanese companies, utilizing the information and skills obtained in trainings. (Private companies)</p>
	
<p>She held seminars to share knowledge obtained in the training after returning home, thereby disseminating the fruits of training. (MPI)</p>	<p>He made a <i>kaizen</i> check list using the method gained in the training and successfully acquired new customers. (Private company)</p>



It took at least two years after the training to disseminate 5S and *kaizen*, which resulted in an increase in the volume of business. (Private company)



The amount of raw-material and pre-material semi-product stocks was halved. (Private company)



The 5S disseminated as a practical tool, which improved their teamwork. (Private company)



Business with Japanese-controlled firms increased, which led to cultivate new customers. (Private company)



The “Vietnamese 5S” is hung out in the factory after the training so as to improve the employees’ awareness.



Defective rate declined by ensuring in-plant cleaning and rule-making for tool storage. (Private company)



Utilized the fruit of training to reconstruct investment environment and gain the preferential treatment for industrial complexes for Japanese companies. (Private company)



A Japanese-controlled private company in an industrial complex – expectations on the rise for supporting industries to be fostered. (Private company)



Industrial complex for Japanese companies planning to establish a high-quality infrastructure (Private company, Province)



Participants work as a bridge between MPI, provinces, and Japanese-controlled firms in promoting preferential treatment for industry complexes. (Hoa Binh Province)



Western-type trainings are in many cases theory-oriented, so JICA's practical trainings are expected to be supplementary. (GIZ)



Developed a taxi meter inspection system using a quality control technology after returning home. (VMI/MOST)

Abbreviation

(Alphabetical order)

Abbreviation	Long Form
AED	Agency for Enterprise Development
AOTS	=HIDA (as for now) The Overseas Human Resources and Industry Development Association
FDI	Foreign Direct Investment
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
h-PEC	h-PEC
JDS	Japanese Grant Aid for Human Resource Development Scholarship
KOICA	Korea International Cooperation Agency
LILAMA	LILAMA CORPORATION
MOIT	Ministry of Industry and Trade
MOST	Ministry of Science and Technology
MPI	Ministry of Planning and Investment
SME	Small and Medium-sized Enterprise
TAC-Hanoi	SME Technical Assistance Centre-Hanoi
VCCI	Vietnam Chamber of Commerce and Industry
VJCC	Vietnam-Japan Human Resources Cooperation Center
VMI	Vietnam Metrology Institute

3-1. Private Sector Promotion in Vietnam (SMEs development, Industrial Infrastructure System etc.)

(1) Outline of JICA cooperation projects

1) Japan's aid policy for Vietnam and support for private sector promotion

The Japan's support to Vietnam (hereinafter referred to as "VN") restarted on a full scale after the 1991 Paris Peace Agreement on Cambodia. Japan has kept an extremely good relationship with VN as the top donor country since 1995.

The Country Assistance Program for Vietnam (July 2009) prioritizes four issue areas: promoting economic growth and bolstering international competitiveness; improving social welfare, enhancing living standards, and correcting social disparities; protecting the environment; and strengthening governance. In particular, the provision of assistance for the purpose of promoting economic growth and bolstering international competitiveness is to be planned in detail and implemented with focuses on improving business environment that enables stable company management, and on establishing private sector systems and cultivating human resources which serve as the driving force of economic growth.

On one hand, the Assistance Plan states that excellent technology, know-how, knowledge, human resources and systems should be utilized in collaboration with Japan's major policies, taking account of the development status and needs of VN. On the other hand, Japan formulated the New Growth Strategy in 2010 to announce that the Japanese government will support Asian market development by Japanese companies. In addition, the Framework for Supporting SMEs in Overseas Business (as revised in 2012) clearly sets the tone for improvement in overseas business environment, including utilization of ODA. It is expected that the knowledge, technologies, and human resources related to manufacturing accumulated in Japanese SMEs will contribute to revitalizing the domestic industries of Japan as well as developing private sectors of Vietnam.

They were promoted against the backdrop that the following joint communiqués between Japan and VN had been steadily implemented: Towards a Strategic Partnership for Peace and Prosperity in Asia (issued on 19 October 2006); Agenda towards a Strategic Partnership between Japan and Vietnam (issued on 27 November 2007). It can be said that the Japan-VN partnership has made significant progress since then in a range of fields such as politics, economy, culture, and human exchange. Also, the Japan-Vietnam Joint Statement towards a Strategic Partnership for Peace and Prosperity in Asia was issued in April 2009, which details the direction of assistance oriented towards deepening of the partnership.

2) Contents of JICA's cooperation and related projects

Under the direction of strategic partnership and the assistance policy towards the country assistance plan for VN, JICA has conducted cooperation programs conducive to the

achievement of goals in consideration of the stage of VN's development. The related projects operated by JICA are as follows.

JICA has carried out projects focusing on developing core personnel in charge of supporting SMEs and developing local supporting industries, which is an especially pressing issue with regard to private sector promotion.

Table 3-1-1. Cases of assistance in the field of private-sector development

FY	Assistance	Project name	Assistance scheme
2010-14	Fostering SMEs and supporting industries	Project for Capacity Development of Business Persons through Vietnam-Japan Human Resources Cooperation Center	Technical Cooperation Project
2006-08	Fostering SMEs and supporting industries	Reinforcement of the SME Technical Assistance Center	Technical Cooperation Project
2005-10	Fostering SMEs and supporting industries	Vietnam-Japan Human Resources Cooperation Center (Phase 2)	Technical Cooperation Project
2007-09	Fostering SMEs and supporting industries	SME Policy Advisor	Individual cases (professionals)
2008-11	Fostering SMEs and supporting industries	Project for Capacity Development on Local Industry Promotion for Socioeconomic Development in Agricultural Districts	Technical Cooperation Project
2010-13	Fostering SMEs and supporting industries	Project for Human Resource Development of Technicians at Hanoi University of Industry	Technical Cooperation Project
2010-13	Fostering SMEs and supporting industries	Advisor for organizing national skill testing system in Vietnam	Individual cases (professionals)
2010-12	Fostering SMEs and supporting industries	Policy implementation advisor on SME development (assistance coordinator)	Individual cases (professionals)
2011-14	Fostering SMEs and supporting industries	Project for Strengthening Functions for Supporting Small and Medium Enterprises	T/A project related to ODA Loan
2011-14	Fostering SMEs and supporting industries	A Program for Improving Plant Management of Manufacturers in Hai Phong	JPP(Local Gov. Type)
2002-04	Fostering SMEs and supporting industries	Artisan Craft Development Plan for Rural Industrialization in Social Republic of Vietnam	Development Survey
2009-12	Fostering SMEs and supporting industries	SME support project (III)	ODA Loan
2012-16	Promoting trade/investment	Project for the Improvement of Legal Framework for Competition Law and Policy	Technical Cooperation Project
2012-13	Promoting	Expert on Improving Business and	Individual cases

	trade/investment	Investment Environment	(professionals)
2007-10	Promoting trade/investment	Strengthening of FDI Promotion	Technical Cooperation Project
2005-10	Promoting trade/investment	Advisor for Foreign Direct Investment	Individual cases (professionals)
2010-14	Promoting trade/investment	Advisor for Foreign Direct Investment	Individual cases (professionals)
2000-02	Promoting trade/investment	The Study on Tourism Development in the Middle of Social Republic of Vietnam	Development Survey
2012-15	Promoting trade/investment	Project for E-Customs and National Single Window for Customs Modernization	Grant Aid
2011-14	Industrial technology	Training of Plastic Engineer Leaders	JPP (Support Type)
2010-12	Industrial technology	Hoa Lac High-Tech Park Infrastructure Construction Project (E/S)	ODA Loan
2005-09	Industrial base system	Project for Utilization of Intellectual Property Information	Technical Cooperation Project
2012-15	Industrial base system	Project for Strengthening Intellectual Property Rights Protection	T/A project related to ODA Loan
2009-13	Industrial base system	Project for Strengthening the Operation of Standards and Certification Systems	Technical Cooperation Project
2004-06	Industrial base system	The Study on the Development of Production Statistics in Vietnam	TC for Development Planning (Commission)
2005-06	Industrial base system	The Study on Capacity Building for Enforcement of Competition Law and Implementation of Competition Policy	TC for Development Planning (Commission)
2000-2004	Industrial base system	Modernization of Industrial Property Administration Project	Technical Cooperation Project
2000-2004	Industrial base system	Modernization of Industrial Property Administration Project	Technical Cooperation Project

Source: JICA website “JICA Knowledge Site”⁴

3) JICA’s training projects for private sector promotion in VN

JICA Vietnam Office carries out selection of those who participate in trainings in Japan in coordination with VN for the purpose of human resources development that suit the state of development in VN. The following chart shows the breakdown of types of training courses conducted for the purpose of private sector promotion in 2007-11 (the coverage of this survey). The core personnel training type has the largest share, followed by the trainers training type, and then the problem-solving type.

⁴ http://gwweb.jica.go.jp/KM/KM_Frame.nsf/NavilIndex?OpenNavigator

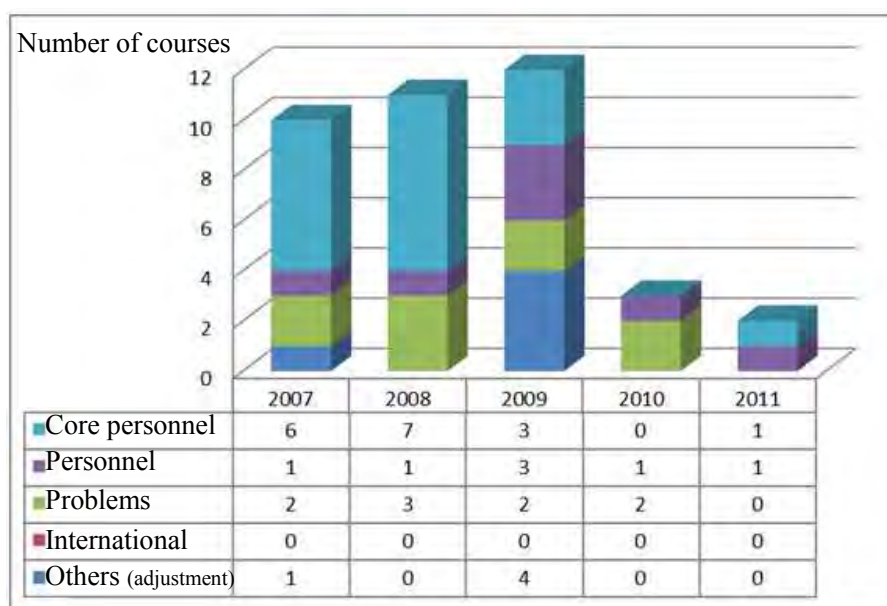


Table 3-1-1. Number of courses by training type (FY2007-11)⁵

(2) Survey targets

We conducted ex-post evaluation and existing-condition surveys on JICA's Training and Dialogue Programs, targeting the following: ex-participants who participated in those trainings in 2007-11, their superiors/colleagues, supporting agencies personnel, and donor organizations in VN. Also, we tried to secure a sufficient number of respondents by means of expanding the coverage of training periods to 2005-12 in consultation with JICA Domestic Offices because some difficulty was expected in securing the planned number of respondents as due to participants' transfer after their returning home.

It is a characteristic of respondents in VN to include personnel of supporting agencies such as SME Technical Assistance Center-Hanoi (TAC-Hanoi) and the Vietnam Chamber of Commerce and Industry (VCCI), and those of private companies, in addition to those of administrative agencies related to private sector promotion. The respondents to the interview are as follows.

- Ex-participants participated in the Trainings from 2005 to 2012
 - Government personnel 10 (one from JDS)
 - Support organization personnel 6
 - Private sector personnel 10 / Total: 26
- Additional information
 - VJCC 2
 - Hoa Binh Province 2 / Total: 4
- Information on donors
 - GIZ Vietnam office: 1

⁵ Made by the survey group

• KOICA Vietnam office:

1 / Total: 2

The outlines of training courses evaluated are as follows:

Table 3-1-2. Training and Dialogue Programs ex-post evaluation and existing-condition surveys for ex-participants in Vietnam

Training course	Classification of theme	Implementation year	No. of participants	Respondents*	4 types	Form
Bioindustry II	Private sector (industrial technology)	FY 2003-07	1	0	—	Group
Environmental management technology in the chemical industry	Environmental management	FY 2005-09	3	0	Core human resources development type	Group
Training on basic manufacturing technology in Southeast Asia	Private sector (industrial technology)	FY 2005-09	6	1	General human resources development type	Region-by-region
Technological support for SME promotion 1 (Biotechnology/polymer industries)	Private sector (fostering SMEs / supporting industries)	FY 2004-08	2	0	Core human resources development type	Group
Technological support for SME promotion 2 (Organic/inorganic chemical industries and metal industry)	Private sector (fostering SMEs / supporting industries)	FY 2004-08 FY 2009-11	1	0	Core and general human resources development types	Group
Training for coordinators for industry-government-academia collaboration to foster automobile supporting industries	Private sector (fostering SMEs / supporting industries)	FY 2007-09	3	0	General human resources development type	Group
Machine control by computer “Construction of advanced equipment system for cleaner production”	Environmental management (cleaner production)	FY 2004-08	1	0	Core human resources development type	Group
Maintenance engineering for lifeline facilities focusing on	Private sector (industrial technology)	FY 2009	1	0	—	Group

nondestructive testing						
Practical business management for productivity improvement	Private sector (fostering SMEs and supporting industries)	FY 2004-08	10	5	General human resources development type	Group
Practical business management for productivity improvement in Vietnam	Private sector (fostering SMEs and supporting industries)	FY 2009-11	12	5	Core human resources development type	Group
Advocating a Law-Oriented Infrastructure to Promote Foreign Direct Investment	Private sector (industrial development institution)	FY 2008-10; FY 2011-13	7	1	Problem-solving type	Group
(Revised) Management of Small and Medium Enterprises for Asia and Pacific Regions	Private sector (fostering SMEs and supporting industries)	FY 2009	3	3	—	Region-by-region
(Revised) SME promotion in Asia – Business approach from a perspective of satellite-launching projects	Private sector (fostering SMEs and supporting industries)	FY 2009	1	0	—	Region-by-region
Social/industrial development institution in the field of legal metrology	Private sector (industrial development institution)	FY 2008-10	3	1	Problem-solving type	Group
(Revised) SME promotion in Indochina and Oceania	Private sector (fostering SMEs and supporting industries)	FY 2009	2	0	—	Region-by-region
Training for ASEAN international standards development	Private sector (industrial development institution)	FY 2004-08; FY 2009-11	2	0	Core human resources development type; Problem solving type	Group
APEC intellectual property rights	Private sector (industrial development institution)	FY 2007-09	6	0	Core human resources development type	Group
Industrial statistics (East Asia and ASEAN countries)	Private sector (industrial development)	FY 2005-09	6	2	Core human resources development	Group

	institution)				type	
SME leadership training	Private sector (fostering SMEs and supporting industries)	FY 2007-09	2	1	Problem solving type	Group
ASEAN product certification (IECEE/CB scheme) practical course	Private sector (industrial development institution)	FY 2004-08 FY 2009-11	2	0	Core human resources development type; problem solving type	Group
APEC patent examination practice	Private sector (industrial development institution)	FY 2010-12	2	0	General human resources development type	Group
Total			76	19		

Note: the number of people surveyed is those of ex-participants.

(3) Survey method

We distributed questionnaires to respondents and conducted private interviews in Vietnam, in addition to information collection based on existing materials/documents. Also, we made site visits to see the current status where significant effects of training were seen for certain items. The questionnaires and evaluation index were prepared by reference to the 5 OECD/DAC evaluation criteria, while also referring to the development goals of theme-specific guidelines (SME promotion) depending on situations. The evaluation grid is as follows.

Table 3-1-3. Survey Grid (Vietnamese version)

Survey item			Criteria	Required data	Survey method		
Major item	Minor item				Literature survey	Questionnaire and interview surveys	On-site survey
1. Velocity	1-1	Were the Vietnamese government's needs clear?	Identify the problems with the private-sector promotion measures.	Vietnamese private-sector promotion policy Problems in the Vietnamese private-sector.	•		
	1-2	Were the needs of the target appropriate?	Identify the needs of the target.	Organizational system of the government agencies involved	•		
3	3-5	Was the selection of trainee or organizations/personnel appropriate?	dispatching trainees appropriate? Were there any disadvantages for the relevant Vietnamese organizations by dispatching the target personnel for training?	Recruiting – When to decide dispatch Plan/achievement Substitute organization Quota, the number of applicants, when to decide dispatch	•	•	
	3-7	Are there any factors that contribute to achieving output? What is the process leading to output?		Plan/achievement	•	•	
	3-8	Were there any external conditions that affected output?		Plan/achievement External factors for action plans	•	•	
	3-9	Are there any factors that nullify achievement of output? How did the training cope with those effect-nullifying factors?		Plan/achievement	•	•	
	3-10	Were there any effective/efficient activities to obtain the same output? Was JICA's training program more efficient than those of other donors?	Availability of any alternative plan; comparison with the case of training that utilizes Vietnamese resources	Quota, dispatch period, contents of lectures, etc.	•	•	
	3-11	Is the achieved degree of output worth the per-trainee cost for training? Are there any advantages of JICA's training project compared to other donors' ones?		Plan/achievement Training cost/pip Rough estimate of the cost of training provided by other donors	•	•	•
	4. Impact	4-1	Were higher goals achieved?		Progress of action plan Progress, system, and budget of specific efforts	•	•
4-2		How much did the training project contribute to achieving higher goals?	Any outcomes by achieving higher goals; degree of the training's contribution by trainees' self-evaluation	Degree of satisfaction with the training Use of training results in action plans		•	•
4-3		Are there any external factors (incentives) that affect a higher goal?				•	
4-4		Are there any policy or system incentives to achieve a higher goal?		Latest information on policies and systems related to the private sector		•	
4-5		Are there any budgetary or financial incentives to achieve a higher goal?		Budget estimation and execution plan related to the private sector		•	
4-6		Are there any organizational incentives such as the system of the trainees' organizations?		Organizational system related to the implementation of private sector policy		•	
4-7		Are there any policy or system disincentives to achieve a higher goal?	Is there any friction with other government agencies?	Latest information on policies and systems related to the private sector		•	
4-8		Are there any budgetary or financial disincentives to achieve a higher goal?	Has the budget for the implementation of activities been secured without interruption?	Budget estimation and execution plan related to the private sector		•	
4-9		Are there any organizational disincentives such as the system of trainees' organizations?	Is there any negative impact on decision-making or implementation process?	Organizational system related to the implementation of private sector policy		•	
4-10		Was there any impact on related policies? Were any new policies created or were any existing policies improved?	Any activities towards achieving the goal of action plan	Materials on the improvement in new/existing related policies (year-by-year) Index data on theme-specific guidelines (SME promotion)		•	
4-11		Was there any impact on related bills and laws? Were there any creation of related bills/laws or improvement of existing bills/laws?	Any activities towards achieving the goal of action plan	Materials on the improvement in new related bills/laws and existing bills/laws Index data on theme-specific guidelines (SME promotion)		•	
4-12		Were necessary budget measures taken for target organizations/personnel to receive trainings to achieve a higher goal?	Any activities towards achieving the goal of action plan	Budget estimation related to private-sector promotion (year-by-year)		•	
4-13		Were necessary human resources secured for target organizations/personnel to receive trainings to achieve a higher goal?	Any activities towards achieving the goal of action plan	Structure of target organizations for private-sector promotion (year-by-year)		•	
4-14		Was the position of target organizations/personnel enhanced by achieving a higher goal after they returned to their country?	Greater decision-making power; greater opportunities to demonstrate their abilities			•	
4-15		Were any efforts taken to expand network as a result of attending the training, or to deepen the exchange with other donors through smooth communication?	Comparison of human network in the pre- and post-training periods.			•	
4-16		Is there any change in the weight Japan carries in an ex-trainee's decision-making after returning home, compared to before the training?	Comparison of awareness of Japan in the pre- and post-training periods.				
4-17		Was any action taken to disseminate intellectual property or skills after returning to the country? (e.g. seminars for dissemination of skills)	Any activities towards achieving the goal of action plan	Plan/achievement Report/record of specific efforts		•	•
4-18		Was a program developed after returning home in order to disseminate skills acquired from the training?	Any activities towards achieving the goal of action plan	Outline of the program for specific efforts Progress towards the development		•	•
4-19		Was a program for disseminating skills implemented?	With or without activities toward achieving the goal of action plan	Outline of the program for specific efforts Implementation status		•	•
4-20		Was there any follow-up to the program for disseminating skills?	Any follow-up mechanisms, budgets, and systems	Follow-up status of specific efforts		•	•
4-21		Was any action taken to improve the system or organization after returning to the country (e.g.	Any activities towards achieving the goal of action plan	Plan/achievement Report/record of specific efforts		•	•

5. Sustainability		seminars and workshops for improvement)?					
	4-22	Was any program planned or implemented to improve the system or organization after returning home?	Any activities towards achieving the goal of action plan	Outline of the program for specific efforts Progress towards the development		•	•
	4-23	Was there any follow-up to the program to improve the system or organization after returning home?	Any follow-up mechanisms, budgets, or systems	Follow-up status of specific efforts		•	•
	5-1	Is the action plan implemented as a specific activity or program?	Any specific activity; progress towards its implementation	Details on the plan/achievement of activity in the action plan		•	•
	5-2	Has an ex-trainee been assigned a position suitable to produce training effects?	Decision-making process and power	Organizational chart		•	
	5-3	Have the ex-trainees been placed so that training effects can be produced?	Any appropriate organizational system; monitoring progress towards its establishment	Organizational chart	•	•	
	5-4	Is the necessary budget secured to disseminate or use the training effects?	Appropriateness of budget; monitoring progress towards securing budget	Vietnamese government's budget execution plan Year-by-year budget execution of target organizations	•	•	
	5-5	Are there any opportunities for discussion to disseminate or use the training effects? Does the decision-making process work properly?	Any proper opportunity for discussion; monitoring progress towards creating such an opportunity	Opportunity for discussion in the target organization; its frequency, details, and progress		•	•
	5-6	Are any efforts made to use or impart skills acquired from the training, after returning home?	Any specific activity; monitoring progress towards using or imparting such skills	Details on the plan/achievement of activity in the action plan		•	•
	5-7	Have any materials and equipment been secured to use or impart skills acquired from the training, after returning home?	Any systems and budgetary measures to secure the materials and equipment	Details on the plan/achievement of activity in the action plan		•	
	5-8	Are the training effects diffused or used under the ownership of ex-trainees' organizations?	Is the action plan implemented and monitored by the target organization?	Details on the plan/achievement of activity in the action plan		•	
	5-9	Was there any major change in private-sector promotion policy in Vietnam due to the dissemination of the training effects?	Any policy factors that may cause a major change	Development plan in Vietnam Priority policies for private-sector promotion	•		
	5-10	Were laws and regulations established/improved to diffuse the training effects?	Any laws and regulations; monitoring progress towards the establishment	Priority policies for private-sector promotion Laws and regulations related to the private sector	•	•	
	5-11	Are any efforts planned or carried out to set a model for using or disseminating training effects?	Any efforts to set a model; monitoring progress in this regard	Details on the plan/achievement of activity in the action plan		•	•
5-12	Was there a major change in the Vietnamese social situation due to the dissemination of training effects?	Any social factors that cause a major change	Development plan in Vietnam Socioeconomic statistical data	•	•		

(4) Vietnam's policies and the national strategic program for private sector promotion

In recent years, VN has built up relations with, and increased its presence in, the international community since the 1991 Paris peace agreement, followed by: normalizing relations with the USA and joining ASEAN in 1995; serving as APEC Chair in 2006; serving as a non-permanent member of the UN Security Council in 2008-09; serving as ASEAN Chair in 2010. In particular, VN's economic ties with the international community have been significantly strengthened, under the great influence of its transition to a market economy encouraged by the Doi Moi Policy that was introduced in 1986. VN's industrial system, which used to be centred around state enterprises, has undergone a major metamorphosis due to the sharp increase in investment from abroad based on the policy to actively promote its integration into the international economic system. Vietnam joined the WTO in 2007 and attained a per-capita income exceeding US\$1,000 in 2010. In this regard, Vietnam, which used to be a low-income country, is now categorized as lower middle-income country. Despite a slight slowdown in its economic growth since 2008, Vietnam achieved an average growth rate of 7.3% in 2000-2010.

Whereas its integration into the global economy is deepening, factors constraining Vietnam's economic growth are increasing – such as the direct impacts from Asian currency crisis in 1997 and a global commodity price increases in 2010. In 2011, under these circumstances, the Vietnamese government worked out measures for changing the growth model and stabilizing its economy, including economic restructuring, by issuance of a resolution aiming to control inflation and achieve macroeconomic stabilization.

Vietnam has drawn up the Five-Year and Ten-Year Plans for Socioeconomic Development as national strategies, thereby clarifying its intention to strive to be an industrial economy by 2020. According to the 2011 White Paper on Small and Medium-Sized Enterprises issued by the Agency for Enterprise Development of the Ministry of Planning and Investment, the number of SMEs in Vietnam (incl. micro-enterprises with no more than 10 employees) accounts for 97% of all companies, which indicates that the economic growth in Vietnam is directly connected to the activities of SMEs.

This is well reflected in the Five-Year Plan for Socioeconomic Development: SMEs are positioned as pillars that support Vietnam's long-term economic development; it is thus urgent to improve their business environment, infrastructure and international competitiveness. In the field of private sector development, efforts have been made for human resources development and institution/infrastructure improvement, based on the Five-Year Plan for Socioeconomic Development.

< Guidelines on the Five-year Plan for Socioeconomic Development >

- Ensuring that state enterprises exercise their leadership in economy, achieving macroeconomic stabilization, and creating business environment that activates the

private-sector vitality.

- Improving private-sector business environment by fostering domestic investors and attracting foreign investors.
- Establishing a legal system for enterprise development, simplifying procedures, and creating an open investment environment.
- Fostering and assisting SMEs as an infrastructure for national long-term socioeconomic development.

(5) The effects of JICA training and dialogue programs

① Improvement in participants' abilities

1) Improvement in skills

The improvements in participants' skills were reported as follows.

- There have been behavioural changes since the training – trying to make use of new perspective and *kaizen* mindset. (TAC-Hanoi)
- We understood field management method, attitudes of workers, stepwise improvement in investment environment, by understanding Japanese culture (Private investment company)
- We learned about work rules, disciplines, and full compliance with labor standards in the field, through our field visit to SMEs. (MPI)
- I took an educational program offered by the French Foreign Ministry and the Vietnamese Education Ministry, inspired by a senior worker, whom I met at my visit at an SME, telling me that he was studying at university for an MBA. (Ex-MOST)
- I acquired a broad range of knowledge from various lecturers through the training in Japan, compared with the similar opportunity in our own country. I could look closely at the field activities in Japan. (MPI)
- With the support from lecturers whom I met at JICA training, I am currently committed to human resources development projects, utilizing the practical experience of quality control, *kaizen*, and 5S that I learned at the training. (Ex-MOST)
- I learned the method of evaluation while monitoring the progress using the feedback submitted one year after the training. (MPI)
- The biggest benefit was that we could learn practical methods. I shared the problems and experience of the SME I visited during my training in Japan, and learnt about assistance measure from its planning to implementation, through the practice of making an action plan. (VCCI-Ho Chi Minh)

2) Policy

The improvements in policy-planning skills were reported as follows.

- It was a good opportunity to review our country's situation objectively from a broader perspective and to consider detailed measures for improvement by means of formulating an action plan from a far-sighted perspective. (MPI)

- I realized the brilliance of Japanese supporting industries, which gave me an opportunity to consider the increase in investment in Vietnamese supporting industries. (MPI)
- My attitude changed completely once I realized the effects of Japan's efforts in field management and *kaizen* when I made a field visit. (TAC-Hanoi)
- For the purpose of introducing ideas of foreign technology policies to VN, I could find examples to consider what technology policy is necessary in order to foster and expand supporting industries in VN where there are no such industries. (MOST)
- We formulated a "second plan" for supporting SMEs based on the action plan we made during the training, and discussed it within our ministry. (MPI)

3) Improvement in communication skills

The improvements in communication skills were reported as follows.

- Sharing information with participants from other countries enabled me to gain information that can be utilized for promoting foreign direct investment in Vietnam. I still get in touch and share useful information with them. (Private investment company)
- I attended a training course with participants from 21 countries, so it became a good opportunity to actively collect and exchange information through the network for ex-participants. (MPI)
- I tried to share information with members of the training course, and have kept in touch with them since returning home. (TAC-Hanoi)
- Leadership skills improved. (TAC-Hanoi, VCCI-Ho Chi Minh)
- We now actively join trainings offered by other donors. (Ex-MOST, private investment company)

4) Promotion in rank and improvement in services

In terms of promotion in rank and improvement in services after participants returned to Vietnam, the following cases were reported.

- I have belonged to VMI both before and after the training. I was previously a Technical Manager, and then promoted to Deputy Manager afterwards. (MOST/VMI)
- I attended training as a staff of SME Development Division. After returning home, I was transferred to Domestic Enterprise Support Division and promoted to General Manager. (MPI)

Case 1. Mr. Nguyen Khac Huy
MPI (Ministry of Planning Investment)
Head of post registration/Division-agency for
Business Registration
Ministry of Planning and Investment
Participant in 2007 “SME Leadership Development Course”
“Training of Trainers for Supporting SME”



The SME Promotion Division of MPI is mainly in charge of fostering and assisting SMEs and micro enterprises that account for 99% of businesses in Vietnam. Mr. Huy attended the SME Leadership Development Course held in 2007 at JICA Tokyo International Center in cooperation with universities. He learnt about planning for supporting SMEs and made a field visit at SMEs in the suburb of Tokyo during his three-week stay. He was transferred to the department for domestic SME support one year after returning to Vietnam, and is currently engaged in policy planning for enterprise registration. His current duty is to build a database of domestic SMEs and monitor company trends in 63 provinces, under the instruction of JICA professionals.

He utilizes what he learned from the training and highly appreciates it, saying “I held a seminar on *kaizen* and 5S so as to disseminate the knowledge I obtained through the training after returning to Vietnam. The discipline I learned in Japan is a skill that can be utilized no matter what department I work in. Japan is a special country for us, Vietnamese, and also important from partnership and collaboration perspectives. In this respect, what JICA trainings brings to Vietnam is significant. It was great to learn Japanese-style discipline and accuracy as what Vietnam needs to enhance productivity in relation to its private sector promotion for which I am currently responsible.”

② Ripple effect of participants’ behavior through the organization

The post-training spillover effects at the organizational level were reported as follows.

- I attended the training, after establishing Vietnamese industrial statistics, which did not exist previously in Vietnam, while learning the Japanese method at JICA technical project. I could learn maintenance techniques for statistics in the training. (MPI/GSO)
- Over 200 participants and ex-participants participated in the ex-participant reunion party hosted by MPI. Such a gathering is very meaningful for the purpose of promoting cross-sectional information exchange. (VCCI-Ho Chi Minh)

Significant training effects were found at the organizational level mainly in the private sector, which can largely be divided into two groups depending on the level of application: (a) simple application of obtained skills and (b) advanced application of them. On-Site surveys identified following effects.

(a) Levels to which acquired skills are applied: simple cases

- Output increase by applying 5S or *kaizen*, improvement in productivity (decline in defect rate), increase in trade with Japanese enterprises, improvement in staff's attitude, increase in the number of new customers, the loss of personnel prevented, regular meetings established, progress-review/reporting system established (private enterprise)

Case② Ms. Bui Thanh Hang

Vice Director/ Vietan Joint Stock Company (private enterprise)
Participant in 2011 "Practical Business Management for
Improving Productivity in Vietnam"



Ms. Hang is Vice Director of Vietnam Joint Stock Company which was established in 2008 to produce motorbikes and cables. There are 200 staffs, and 80% of its clients are Japanese enterprises.

Ms. Hang has an experience of staying in Aichi Prefecture before the JICA training and learning 3S – a previous step to 5S – in the AOTS training course for three weeks.

"In the AOTS training course I started with the concept of 3S, but did not fully understand it. So, I aimed to learn about the method of practical application of 5S in the JICA training in Japan. In forming the partnership with Japanese (-affiliated) companies, we will be required to maintain high quality control. In this regard, it was a valuable experience during the training to see and learn about 5S, product management, and quality control as required by Japan," she said.

According to Ms. Hang, she attended the training with a high sense of purpose in improving productivity and made efforts in disseminating skills by transferring the fruit of training to the Vietnam headquarters in a timely manner, thereby leading to improvements in company atmosphere and business management.

"I shared information with my colleagues by emailing what I learned from the training to the managerial staff at our Vietnam headquarters every morning during the stay in Japan. So, I could ask questions, including ones from my colleagues, of lecturers during the training. I made presentations at our company after returning home, and then carried out middle management trainings based on many discussions.

Currently, we are trying to maintain product management and quality control by inspection by managers once a month. This is based on the activity of 5S group that is held in the field once a week. We have seminars once a week and discuss the achievements of the week compared to the previous week. The outcome of discussion will be utilized in the following week's operation. As a result, our productivity increased by 250% after introducing *kaizen* and 5S, which proves that 5S is directly linked to productivity improvement.

"The 5S system was not fully implemented by the staff in the beginning. But currently it is established through the company by means of weekly inspection. Our staff have also realized and highly appreciated its effects. When the company founded in 2008, we had a significant loss of staff that amounted to 20-30%. But the 5S system increased the stability of workforce, and there is no loss of staff currently in 2012," she added. As she indicated, their organization-wide dissemination of training result has significantly influenced the attitudes and behaviors of staff.

Case③ Mr. Tran Che Linh

Deputy Director/Dong Tho Pte Ltd (private enterprise)

Participant in 2011 “Practical Business Management for Improving Productivity in Vietnam”

Dong Tho Pte Ltd. is a private enterprise dedicated to electronic board assembly and machine/steel-plate processing, with 50 employees. This company has been the subject of visiting instruction for SMEs conducted by VCCI Ho Chi Minh, under the instruction of JICA senior volunteers. Therefore, Mr. Linh had already gained knowledge on *kaizen* and 5S before the training.



According to Mr. Linh, he attended the training for “improving staff attitude, building teamwork in employees, and enhancing quality control.” “I understood all of them would lead to productivity improvement, but I really wanted to see and learn Japanese method. By actually seeing 5S, *kaizen*, defect-rate checking in the field during the training, I clearly understood what are conducive to productivity improvement. I have organized a group of staff utilizing the technique I learnt from the training, and engaged in conduct trainings and inspections under my group leader. The method of managing staff with group-by-group check list took effect immediately. I did not grasp the defect rate before the training. However, I now try to grasp the defect rate, thanks to the knowledge gained through the training. As a result, it has led to the reduction of defective products and improvement in productivity.”

However, it does not mean that such organization-wide dissemination of training result was conducted without difficulty. “We decided to provide supplementary allowances for staff when applying training skills to my company. It was very difficult to make them conform to 5S only by speaking to them – as a motivator at the beginning. On the one hand, we gave allowances for those who achieved perfect attendance or zero defects, with a view to improving staff attitude. On the other hand, we decided to make clear who is using certain tool by requiring that user to hang his/her name card on it when bringing it out of the storage area. There are penalties for non-compliance. In doing so, we have made efforts in enhance staff’s motivations.”

This case indicates that they have contributed to improving productivity of Vietnamese SMEs, as a result of making efforts in adapting, rather than directly applying, Japanese examples to the culture, national character, and features of their own country/company.

(b) Levels to which acquired skills are applied: difficult cases

- Consideration of preferential treatment of industrial complexes for Japanese companies in the context of legislative efforts to promote foreign direct investment (private sector, provinces)
- Creation of SME support fund arisen from action plans; indirect information provision for budget doubling to reinforce cooperation activities between SME (MPI)

Case 4. Mr. Vu Xuan Thuyen

Deputy General Director/Ministry of Planning and Investment
Participant in 2009 “SME Management” in Asia and Oseania

Mr. Thuyen engaged in planning of SME support policy at MPI at the time of training. He attended the SME business management course to receive trainings on support policies for and management of SME agglomeration.



He highly appreciates especially the field visits: “Each SME in Osaka has accumulated unique, excellent technologies. I could learn the management method that can only be seen in the field.”

After returning home, he held seminars and workshops within his organization so as to disseminate knowledge and experience he gained through the training. He also made a “second plan” on SME assistance with reference to the action plan he made during the training. He considered the establishment of SME Development Fund and budget doubling for strengthening SME network that has not been budgeted so far. It can be said that Japan’s experiences and examples are indirectly utilized in policy planning.

- In terms of administrative staff, there were cases where ex-participants were transferred to different positions or the budget was insufficient to implement action plans. In addition, there were a few cases where an action plan reached an impasse due to lack of response from the JICA overseas office after a project proposal was submitted to that office for the purpose of realizing the action plan.
 - “Since the time of training, the commission rate of automobile supporting industries in VN has increased from 19% to 37%. However, despite the support from VN government, domestic support industries have yet unable to produce cars in cooperation. What we are currently required or challenged are: product management, quality control, technical and equipment improvements, and related trainings and human resources development.” (MPI)
 - “After returning home, I devised a draft project based on the action plan and submitted a proposal to JICA, but there was no response perhaps for business reasons. Recently I have been unable to realize the action plan due to financial constraint.”
 - “I understood well the methods and facilities required to enhance my current job roles, and clarified the action plan clear. However, it is actually very difficult to acquire budgets within the ministry after returning home and seek to achieve high quality control like Japan. VMI has submitted the proposal to the ministry many times every year, but not led to implement the plan as it has been given only low priority.

- In terms of supporting agencies (TAC, VCCI), some indicated that certain contents of

training were not necessarily conducive to their capacity development. It was also pointed out that the training experience has not been fully maximized due to social factors that are specific to Vietnam (e.g. while trying to learn from Japanese specialists who have advanced technologies, Vietnamese people are reluctant to learn mutually owing to the rivalry between them). However, the synergies of such trainings and constant business instructions by senior overseas volunteers have led to the improvement in staff attitude of supporting agencies.

- A feedback from an ex-participant, a staff of a private enterprise under the instruction of JICA senior overseas volunteers and supporting agencies, says: “inspection between enterprises cannot lead to honest improvement due to the obstacle of pride. This is because a Vietnamese tend to hide what is wrong with oneself. They do not follow the instructions given by Vietnamese instructors (e.g. VCCI, TAC), but easily do the opposite for foreigners with high-level technologies. In this regard, instructions and external evaluations by JICA senior overseas volunteers are highly beneficial. I would be happy if JICA professionals could conduct regular follow-up evaluations, in combination with the training, one and two years after that.”

③ Ripple effect of participant’ behavior to policy and system

- In terms of government personnel, although there has been no case where training results are directly utilized for the making of new policies and bills, in many cases ex-participants have established their networks to mutually exchange/share information even after returning home. For instance, participants in the training course for investment promotion have shared information, including one from participants from other countries, with the investment promotion sections of government ministries and utilized it in establishing a more effective investment environment by means of developing a policy of preferential treatment. It could be said that the training results indirectly support their public services.

④ Ripple effect of participants’ behavior to society and economy

- As mentioned in “②Spillover effects of participants’ behaviors on the entire organization,” our interviews with participants from private enterprises indicate the increase in output, improvement in productivity, and decline in job separation rate. These can be said to contribute to achieving “② Fostering SMEs that Contribute to Strengthening Industrial Competitiveness” and “③ Fostering SMEs that Contribute to Activating Local Community and Creating Employment,” among three development strategy goals of thematic guidelines on SME promotion. Under the development goal “② Fostering SMEs that Contribute to Strengthening Industrial Competitiveness,” we have set an intermediate goal “2-3 Fostering supporting industries,” using “①Trends in the numbers of supporting industries and employees, and in value-added output” as an index for measuring the progress. Also, under the development goal “③ Fostering SMEs that Contribute to Activating Local Community and Creating Employment,” we have set an intermediate goal

“3-1 Fostering local manufacturing industries (incl. agricultural products processing industry)” and its index, including “① Trends in the amounts of value-added and gross production in the relevant industries.” The On-Site survey indicates the progress with regard to the abovementioned two development goals, which could have social and economic spillover effects.

⑤ Secondary effects of training

- This item is mainly concerned with capacity building at the level of individuals. Almost all participants, whom we chose as interviewees for our survey, answered that the impression of Japan was improved by recognizing politeness, discipline, cleanliness, and kindness of Japanese people. Also, despite his/her transfer after returning home, some participants have continued to receive business support in the current positions from the instructors, who actually trained them in Japan, by keeping in touch with emails.
- This survey covered the training courses, the lengths of which were 2 weeks at the shortest and 3 weeks at the longest. In this respect, there was a tendency for participants with longer trainings to have better impression of Japan.

(6) Factors enabling and inhibiting realization of training outcomes

The factors that promoted or impeded the realization of results, as we mentioned above, are in the following.

< Factors of effects >

① Factors on the participants

- Participation in JICA Training and Dialogue Program is a valuable opportunity for participants to get together with participants from other countries and areas under the same theme. Many respondents answered that the trainings were beneficial to participants to improve their English and communication skills as English is the main language of communication during the training period. In particular, many ex-participants from MPI replied that, although they have many opportunities to speak English in their daily business operations such as overseas inquiries concerning investment environment and other discussions, the training opportunities have led to their smooth communication in English after returning home, taking advantage of intensive opportunities for making presentations in English and experiences in problem analysis in English during the trainings. This suggests that it is useful to provide opportunities for exchange with other participants/courses in order to promote the realization of results.
- Also, as we mentioned above, there were cases where the training opportunities motivated the participants to study further (e.g. an ex-participant inquired into how to gain MBA in Vietnam because s/he was inspired by an instructor, whom s/he met at his/her visit at an SME, saying that he obtained an MBA later in life. The Trainings include field visits that suit the respective theme. It could be said that these trainings indirectly support the capacity building of individual participants, by showing them specialists whom Japan is proud of as

well as highly-advanced technologies.

② Factors on organization

- Trainings for private enterprises personnel showed most remarkable effects. In these cases, participants were the management level employees who had a keen sense of purpose; thus, it was easy for them to put the training results into practice as they were in positions that they were allowed to take a trial-and-error approach to using training tools. Such selection of participants has a lot of influence on the achievement of goals of the following types of theme-specific trainings, among the four standard types: the “problem-solving promotion type” which is characterized as “projects aiming to promote the solution of institutional and social problems that are beyond the matters of capacity building for individuals such as business improvement, policy formation, and institution building of the given organization; projects that provide opportunities for developing countries to consider their policies for solving their own problems by reference to the experiences of Japan,” and the “core human resources development type” that “aims for capacity development of those who are involved in critical decisions of organizations or are engaged in high-level professional work.” It would appear that the participants from private enterprises participated in trainings with a clear motivation to clarify “how to improve productivity” and learned the specific solution from trainings, which directly led to the improvement in productivity and the reduction in defect rate after returning home.
- Also, as mentioned above, it is notable that the participants were in positions that they were allowed to direct and execute the imparting of training results in a top-down manner.
 - The following case of an ex-participant (Vietnam Joint Stock Company) who attended “the course on practical business management for productivity improvement in Vietnam” exemplifies the visualization of dissemination effects on the organization climate of a private enterprise. “I shared information with my colleagues by emailing what I learned from the training to the managerial staff at our Vietnam headquarters every morning during the stay in Japan. So, I could ask questions, including ones from my colleagues, of lecturers during the training. After returning home, I made presentations at our company and had many discussions on what is required to inculcate our staff with 5S and *kaizen*. Currently, we are trying to maintain product management and quality control by inspection by managers once a month. This is based on the activity of 5S group that is held in the field once a week. We have seminars once a week and discuss the achievements of the week compared to the previous week. The outcome of discussion will be utilized in the following week’s operation. As a result, our productivity increased by 250% after introducing *kaizen* and 5S, which proves that 5S is directly linked to productivity improvement. The 5S system was not fully implemented by the staff in the beginning. But currently it is established through the company by means of weekly inspection. Our staff have also realized and highly appreciated its effects. When the company founded in 2008, we

had a significant loss of staff that amounted to 20-30%. But the 5S system increased the stability of workforce, and there is no loss of staff currently in 2012.”

③ Factors on training contents

- The biggest factor that promoted the remarkable effects on private enterprises in terms of the increase in production and the improvement in productivity would be, among others, the fact that the training contents were directly related to the problems (e.g. production-volume stabilization, quality control, stock control, lead time reduction, defect rate reduction, retention-rate stabilization) faced by organizations/enterprises to which respective participants belonged. The trainings include field visits to Japanese SMEs. In this connection, it would seem that participants were greatly inspired at the opportunities that were arranged for the purpose of learning about past failures, trial-and-error, and process towards success from SME staff in the field. Almost every ex-participant has taken action such as holding seminars at their workplace after returning home or providing trainings for middle-ranking managers while some participants reported what they learned from the training in a real time manner during their stay in Japan. It eventually took 1-2 years for all ex-participants to fully disseminate their training results to their workplace. It would seem that their achievements were brought about by finding out the methodology suitable to each company after repeating trial and error constantly during such a period.
- Also, this indicates that the training provided appropriate contents and tools that meet such needs of participants. These results were achieved thanks to the following efforts: JICA senior overseas volunteers have been engaged in detailed pre-training support at both supporting agencies (TAC Hanoi and VCCI Ho chi minh) from which private-sector participants are dispatched, which enabled participants to develop clear sense of purpose in advance of attending trainings; the volunteers have also conducted post-training follow-ups. It would appear that the support system for the trainings by relevant projects and JICA professionals help generate greater benefits for the utilization of training results, compared with cases where a training is offered without such support.

< Impediments >

① Factors on the participants

- In cases where there were many participants from Vietnam in the same training course (e.g. theme-specific course by ODA Loan: Practical Business Management for Improving Productivity in Vietnam), there were no improvement in their language ability, with fewer opportunities for communicating with participants from other countries. This suggests that impeding factors for individual capacity building are limited to contents and other members of the given training course.

② Factors on organization

- In terms of government agencies, it would seem that impeding factors for the realization of training results include mismatches between transfer/needs after returning home and contents of training, and obstacles to obtaining budgets for projects that realize training effects. There was also a comment in the On-Site survey: “I had no time to consider the details of training carefully because I received the application guide for the training just before my departure.” Such a delay in distributing the guide or in recruitment could be a factor that significantly reduces the time needed for appropriately coordinating organizational needs and training contents. It would appear that this is caused by a factor that there is no time for the selection of appropriate participants because the Vietnam’s centralized liaison for training invitations from donors tend to be flooded with them.
- Although ex-participants are expected to aim to promote projects that realize training effects by utilizing methods and information they gained through the trainings after returning home, they are in many cases transferred to different positions due to the policies of each ministry. In addition, there were cases where the necessary budgets were not obtained due to the low priority given to the submitted proposal based on an action plan; therefore, there are growing concerns about the lowering of motivation for promoting projects to realize training results. In order to prevent such cases in the future, it would be important to make efforts to monitor the progress, grasp the problems, and offer support for promoting projects to realize training results during a certain period after the training, while clearly grasping the direction of utilization of ex-participants.

Case⑤ Mr. Chu Vn Viet

Chief of Administration /TAC-Hanoi

Participant in 2011“Practical Business Management for Improving Productivity in Vietnam”

“My attendance to this training course in Japan allowed me to gain more useful, detailed information such as the method for supporting SMEs. In the current position, I have been keeping the method I learned from the instructors in mind when offering consulting services for SMEs.

But, there are limitations to what I can do under the circumstance where it is difficult to acquire the necessary budget, with limited amount of our independent budget.

On the one hand, VJCC, among human resources organizations in Hanoi, can provide high-quality lecturers and materials as we collect participation fees.

On the other hand, TAC is likely to attract the needs of SMEs because their trainings are free of charge at the moment.

As a liaison for trainings for SME support, we have heard opinions directly from SMEs including their problems and needs. However, it is very difficult to take account of them in the creation of and improvement in new SME policies and in loans for SMEs in the current situation.



③ Factors on training contents

- We consider that the problem of mismatching between the training contents and participant selection process and the needs of participants is still not solved according to tone of the participant’s opinions saying “The contents of training don’t match with the current job.” Especially in the field related to the private sector promotion, we deduce that not only the domestic economic trend but also international economic trend greatly affect on the needs of organizations. Meanwhile the training contents shall not be always matched timely with the change of economic trend. In fact, the suitable training contents about a few years ago are not always suitable nowadays in some cases. It means that the offering of the training contents that meet in an appropriate manner the change of needs depending on the change caused by that of environment is required.
- In addition, other participant commented that: since the level of the training contents is too high, even it meets the needs raised from the work field, it is useful as a case study, but is hardly adoptable for skill development in the participant’s country.
 - “The social circumstances differ between Japan and Vietnam. Supporting industries in Vietnam is still in its infant stage. The situation is quite different in Japan, where 70% of large companies are supported by supporting industries. To learn from the policies

in other countries, it is necessary to understand the required policies in my country step by step. The current Japanese system is too sophisticated to be applied to Vietnam. Conversely, there are more than 2,000 automobile-related supporting industries and 1,000 motorcycle-related supporting industries in Thailand. It is useful for Vietnam to learn the mechanism in Thailand”. (MOST)

- “The concept of exaggerated specifications or over engineering may prevail in Japan, particularly in quality control. It is advisable not to force the Japanese mindset of doing things on Vietnamese people. When partnering them, it is important not only to implant the Japanese way in Vietnamese people in some respects but also to respect the Vietnamese way of looking at things in other respects.” (VJCC, Chief Adviser, JICA)
- Some people commented that there would be room of improvement in regard to the training program itself and training quality.
 - “It would be effective for participants to read the training materials and prepare the lesson before attending the course. As an example of another donor, a Dutch expert was sent to Vietnam with the assistance and cooperation of Statistics Netherlands to provide training for about one week. Afterwards, the staff of the General Statistics Office of Vietnam went to the Netherlands to participate in one-week training. This is an example of a combination of preliminary and hands-on training”. (MPI)
 - “An instructor could not answer the question from a participant. It is necessary to select experienced instructors and maintain their quality”. (MPI)
 - “If we obtain training materials in advance to prepare the lesson and devise a list of questions to ask before receiving the training, the training would soon be made far more efficient. The translation level of training materials distributed in Japan was far from high.” “Training consists of classroom lectures and study tours. I regret that I had no opportunity to practice. Participants in the AOTS training in Japan practice the simulation in a factory on a study tour as a manager. Such an opportunity is extremely effective and crucial”. (VIEMCO)
- For the implementation term of training, most of participants subjected for this survey participated in the training for about two weeks. Actually the real number of days of training is only 7 days. This caused the participants to complain: “I really physically exhausted”. “I had only a few occasions to come in contact with Japanese culture or ordinary Japanese people”. As we had some comments saying that they only remember travel time for a study tour even they recognized it is a rare opportunity to have precious experience in Japan, it is recommendable to make a training schedule well balanced between not-cramming training program and the opportunities for enjoying the Japanese culture such as home visit and culture experience.

(7) Achievement comparison between training program by other donors and JICA's training program

Many organizations provide a training program to develop human resources in Vietnam. KOICA and GIZ are examples of organizations that invite participants to their own country to conduct training.

We conducted an interview survey of the two organizations above to study the superiority of JICA's Trainings.

Vietnam has maintained close liaison with supporting agencies. Japan has been keeping a position of top donor in bilateral assistance for a few decades. The interview survey of KOICA and GIZ revealed that JICA's human resources development support in Vietnam is an advanced case. JICA's theme-specific training is superior in that its contents are relatively practical and employees of private-sector companies are accepted depending on the training course.

The interview survey of each organization is as shown below.

● **Private-sector training program by KOICA**

KOICA's training system resembles that of JICA and consists of theme-specific training session, country-specific training session, and long-term training session. KOICA offers as many as 200 courses each year. Like JICA, KOICA proposes training courses to Vietnam, in response to requests for the same. The National Personnel Authority of MPI also serves as a contact to collect information based on a request of training and select participants. Many KOICA participants may be the same as those selected for JICA training.

As for the private-sector promotion, KOICA's training program is offered mainly to public officials and has not included the private sector employees until now. We have never seen any Korean characteristics in the training program. Study tours are offered in cooperation with Korean enterprises such as SAMSUNG and LG. Since the participants are sometimes presented with cellular phones, compact portable PCs, etc. by courtesy; the study tour is quite popular with them.

Since it is difficult to determine the training effect, we have never done it. Although we have nailed down the financing to implement the action plan, there are no circumstances of a request being made after the training.

● **Private-sector training program by GIZ**

In Germany, GIZ offers not theme-specific training in which their distinct technology is applied but long-term training in cooperation with universities. As for private sector promotion in Vietnam, since macroeconomic stabilization and financial institution reform are ranked as priority policies, GIZ provides a training program in Vietnam. According to the person in charge of the training program, the training program offered by GIZ tends to focus more on theory than that by JICA. These two programs are expected to complement each other.

Although both JICA and GIZ recognize the importance of determining the training effect, both have difficulty in doing so and do not make a follow-up of training.

Incidentally, as reference information on other donors, the participants invitation program sponsored by the EU, particularly Dutch and French government agencies, is designed to identify the needs of participants and their organizations before they are sent out. Thus, the participants can clarify their sense of purpose before receiving training while the instructors offer training fit for the objective of each participant.

For reference purposes, the private-sector promotion (SME promotion) support programs provided by the international organizations and donors of each country are shown below:

- ADB: SME promotion program loan (November, 2004 – September, 2006, September, 2006 – June, 2008)
- DANIDA: Business Sector Program Support (BSPS) (i) Establishing a business in the rural and eliminating barriers to growth, (ii) Improving working conditions including reduction of work-related injuries, (iii) Supporting SME promotion services, (iv) Supporting appropriate dissolution of commercial disputes, (v) Making policy recommendations to the Vietnamese government through a business research program (January 1, 2005 – December 31, 2009)
- EU: An EU-Vietnam private-sector support program, (i) Improving the environment for minister-level SME promotion, (ii) Setting up business and technology incubators to support the creation of enterprises in the target industry (March 1, 2005 – December 31, 2008)
- GIZ: SME promotion program, Promoting long-term growth and the sustainable development of SMEs to boost GDP and job creation (May 2005 – April 2009)
- UNIDO: Supporting the development of SME infrastructure at national/ministerial level (August 2004 – December 2007)
- USAID: Vietnam Competitiveness Initiative, 1) Policy environment, 2) Increasing SME capability, 3) Improving access to finance for SME (December 2003 – September 2006)

(8) Conclusion

Training and Dialogue Programs related to private sector promotion is composed and implemented to meet the national strategy of Vietnam that is targeting to take a place among industrializing countries by the year of 2020 by continuous developing in the framework of “Five-Year Plans for Socioeconomic Development”.

Among the training benefits, the benefit brought by the ability improvement of participant at the individual level is probably the result of daily work efficiency promotion. We received a lot of feedback from the Vietnamese side saying that the reason of this result is that PCMT Training and action plan development executed during the training in Japan made the participants

possible to acquire logical mind and methodology of planning. In addition, active information collection/information exchanges by using the network of the participants, improvement of leadership mindset and generation of ambition by the individual participant are other recognized benefits of training. In view of such results, it may be said that JICA's Training has greatly contributed ability improvement at the individual level of participant.

The on-site survey in Vietnam is characterized by its subjects including executive staffs of private companies. The staffs from private companies already brought remarkable desired results such as production increase, inventory control decrease and lead time decrease etc., by adopting the training contents directly related to productivity improvement such as 5S or Kaizen as quickly as possible after their return to Vietnam.

Their way of adaptation is characterized by their approach; they do not to adopt their experiences in Japan directly in Vietnam, but they do adopt them respecting Vietnamese way of thinking by using their ingenuity. This is one of the cases that "Kaizen", honorable Japanese origin product management tool that is almost a universal concept, started to take root in Vietnam.

On the other hand, we were not able to grasp clear influence of training on policy, system, social and economy. Since the planning of a new policy requires considerable time and complicated process due to various factors, two-week training is assumed to have only poor input for establishing a policy. But it is thought that the training bring effects to social economy indirectly according to the foresaid results recognized by private companies.

Further, we assumed that the impact of multiple effects by Technology Cooperation Projects deployed in Vietnam and the detailed assistance carried out by JICA experts and Senior Volunteers is greater than that of training itself.

During the survey on the present situation of ex-participants, we found that the cases the training result couldn't be used efficiently due to ex-participant's internal transfer or resign from the agency after their return to Vietnam. In some other cases, the training content doesn't always match with their job-related needs. The large part of this kind of mismatch between the needs and participant could be solved by sharing the sense of direction of human resource management of the participants.

(9) Recommendations

Based on the on-site survey result, the recommendations for future Trainings are as shown below.

1) Recommendations for the formation and implementation of similar Trainings and technical cooperation projects

- Some ex-participants commented that thought Action Plan preparation in the course of the training in Japan is helping them for training in terms of rational thinking and planning, converting Action Plan into a tangible form is difficult due to a lot of disincentives such as budget shortfall, discussion among various government agencies and system establishment and so on.
- The realization of the Action Plan after returning to the country mostly depends on its precision but also is greatly dependent on budget, manpower and strategy.

It is necessary to consider establishing the flexible responding measures for the participants after returning to the country in case that participant succeeded to formulate an Action Plan having high precision and meets the needs of organization and national policy: to continue remote support by introducing sort of ‘participant evaluation system’ intended to monitor the progress of Action Plan after his/her return to the country, or to establish an advising system by the Vietnamese experts for returnee of the training.

2) Recommendations for human resources development and capacity development in general

- Since the sole contact for Training composition and candidates selecting for training in Vietnam in the personnel affair department of MPI, the donor is obliged to coordinate with this contact for transmission and gathering of the information related to training. However, since there is only one person who is in charge of this service, there may be some problems such as a communication delay owing to duties being concentrated in the hands of one individual, the nontransparent participant selection process, frequent overlaps of participant between JICA and other donors.

As the participant selection process is not transparent, progress evaluation of the result of the JICA training program based on the four classifications is difficult. To improve the result of the Trainings, it is desirable to approach the Vietnamese government with a proposal for a stronger liaison system, share the same direction for human resources development as targeted by the training program based on the four classifications, and make plans and select participant with an eye toward effective human resources management after training in line with the Vietnamese government’s policy direction for human resources development.

3) Recommendations for Training and Dialogue Programs and its’ evaluation method (theme-specific interview survey)

- The more concrete and practical the training program, the greater the expectation of the application of the result after the participants return to the country becomes. If the level were excessive for the current situation of Vietnam, it would be difficult to put the result into practical use immediately. In study tour it is necessary to stimulate participants by showing them the ‘present situation of Japan’ and at the same time increase the applicability of the result to Vietnam by showing them the “transitional process from past to present of Japan”.

- JICA's training in Japan outperforms that of other donors; it is practical and also offered to private-sector employees. However, there is also criticism of JICA's training in Japan – excessive information is crammed into insufficient training duration and the training candidates have not been further subdivided. It is important to diversify training programs, select clearly focused themes and worthy candidates for training, and reconsider the schedule.

4) Recommendations for improving the quality of the Trainings

We summarize the recommendations related to the Training as follows based on the results of On-site survey carried out in Vietnam.

① Recommendation for improvement of the selection of the Trainings

It is assumed that the overconcentration in one contact (the contact for training in MPI) may affect the selection of appropriate candidates for training contents. It is important to press MPI for the acceleration of training information delivery in Vietnamese side. In JICA side, it is necessary to carry out the trial for early dispatch of training offering and the reduction of screening time.

② Recommendations for improving the quality of the Trainings

● Preparation of roadmap for human resources development and management

In order to realize better matching between training contents and participants, it is necessary to understand the needs of human resource development required in an organization in one hand and request the counter-part organization to clearly specify their objectives of the human resource management after participants' return to the country.

During the survey, we occasionally came across the ex-participants transferred to other duties without succeeded utilization of their results of the training after return to the country. One of other findings of the survey is that the training participating opportunity of individual is disproportionate and there are a lot of participants who had participated in various training often. This tendency was observed not only for JICA's training but also that of other donors.

To reduce such cases, it is recommended to share the roadmap of human resource management prepared based on JICA's aim in the manner of materializing of the concept shown by the existing four standard types and that of participants after return to the country prepared by the organization of participant.

In addition, in the organization where participant belongs to, it is important to foster an awareness of the importance of sharing, cumulating and using of the technique and knowledge that participant cultivated in whole organization without ending up of individualistic utilization of such technique and knowledge. To this end, it is necessary to consider establishing a new scheme including putting participant under the obligation to obtain the training evaluation list by the organization belonging to according to the presentation of training output after return to

the country and the involved organization to submit JICA of a progress report after the participant's return to the country.

- **To secure the flexibility of training duration and schedule**

It is necessary to re-consider how to prepare more flexible training schedule. In particular, for the training course of about two weeks, the most courses consist of syllabus that includes only the lecture and site tour focused on a specific theme. Such courses are lacking in the experience for enjoying Japanese culture and understanding Japanese society deeply. So far, only the difference between the training in the participant's country and that in Japan is site tour. During the on-site survey, we had a comment saying that it is impossible for senior level officer and executives to leave their jobs for a few months; even the training contents meet their needs.

It is important to set the training duration taking in consideration of plural factors; first factor is the post of participant subjected to training in Japan and the second is the imposition on participant. Too much imposition due to crammed contents imposes too many loads on participants and it makes participants less motivated having a good impression on Japan.

It is advisable to set a training duration consisting of a well balanced schedule of sufficient practice and experience purely specific in Japan.

- **The reinforcement of the pre-follow-up**

We received a lot of statements from participants against the need of post training follow-up. During on-site survey, we received concrete requests such as the progress checking of Action Plan by the third party and advices on lesson. Currently report submission after training is not an obligation and the submission by participant has been in practice purely as their option. It is necessary to take measures for better adoption of theme-specific training to the participant's duties, such as to make the participants obligatory to submit the progress report of Action Plan and set up the opportunities of presentation at the office in Vietnam.

In addition, a follow-up of Face to Face by lecturers concerned with the training keeps training result alive persistently more; it is easy to imagine that motivate the participants.

It is assumed that the prior distribution of training material and the training of object person in the participants' country seen in the European and American training course should make the participants to have more matured sense of purpose.

It is assumed that the pre-follow-up training in Vietnam makes the training in Japan more efficient according to the distinct results brought by the detailed support by JICA experts and senior volunteers.

- **Improvement of the quality of the training material**

In on-site survey we received a few opinions of improvement of the quality of training documents distributed in course and lecturer. Such opinions are saying that the level of translation of distributed documents, the up-date of lecture contents and lecturer's respect for the country of participant were not preferable. Since the quality of translation and lecturer is

depending on personal ability and skill, it is not easy to evaluate the lecturer. However, a trial to establish at least conditions of employment and standard is expected.

● **Points to remember**

During the survey, we oftenly heard the opinion “Vietnam is a pro-Japanese country since long time and Japan is the best partner of Vietnam”. In reality, Japan is not only one partner for the private sector of Vietnam. On the other hand, the partners for private sector of Vietnam are not necessarily only Japan at the present day when the change of the economic environment is remarkable. They are sensitive to the business inquiry from the world, and often look for the partner who can cross a hand even the present conditions that are still having problems. In preparation of the Trainings in future, it is advisable that to compose the training contents in a timely manner from Japan’s unique standpoint taking consideration of the international economic trends while confirming directionality of private sector with Japan and Vietnam based on “Strategic partnership”.

We summarised important points of the recommendation mentioned above.

Table 3-1-4: Recommendations for the future direction of JICA’s Training and Dialogue Programs (Vietnamese version)

No	Recommendations and improvements	Outline
1	To meet participants’ needs	<ul style="list-style-type: none"> ● Lacking understanding of participants’ needs. ● Clarifying the sense of purpose in advance.
2	To select candidates for training	<ul style="list-style-type: none"> ● Flinging the door wide open to the private sector ● Accelerating recruitment of participants ● Shortening the screening period ● Making a roadmap for human resources development through training.
3	To make a training schedule	<ul style="list-style-type: none"> ● Making the training schedule more flexible ● Offering an opportunity to experience Japanese culture.
4	To make preparations and arrangements	<ul style="list-style-type: none"> ● Distributing training materials in advance ● Giving a briefing session and a lecture to clarify the training objectives. ● Improving the accuracy of training materials.
5	Contents of training	<ul style="list-style-type: none"> ● Offering the opportunity to acquire skills through simulation. ● Increasing the frequency of training and the number of participants in cooperation with the Japanese companies in Vietnam. ● Providing two levels of training: managerial and senior-staffer levels
6	Follow-up and continuity after the training	<ul style="list-style-type: none"> ● Clarifying progress check after the training in Japan or making it obligatory. ● Using the budget for concrete activities based on an action plan. ● Supporting senior volunteers and experts before and after training ● Offering the opportunity for continued participation in the training. ● Coordinating with other projects to produce training effects.

On-Site Survey Result

- **Indonesia (Private sector promotion)**

Location



Basic information

Official name	Republic of Indonesia
Form of government	Republican institutions (Presidential government)
Area	Approx. 1,910,931 km ²
Population	Approx. 23,764,000 (as of 2010)
Languages	Indonesian
Real GDP growth rate	6.5% (as of 2011)
Nominal GDP per capita	US\$ 3,512 (as of 2011)
Rate of increase in consumer prices	3.79% (as of 2011)
Unemployment rate	6.6% (as of 2011)
Bilateral agreement	Japan-Indonesia Economic Partnership Agreement (effective from July 2008)

Source: Japan External Trade Organization (JETRO)

Survey Photos

	
<p>DG of Integral Property Rights (IPR) has its office in Tangerang of the Jakarta suburbs.</p>	<p>Group interview in IPR. "When I lost my way, a kind Japanese took me with to the lodgings". A small experience becomes the important memory in Japan.</p>
	
<p>"What strikes me is that good manner and punctuality of Japanese people" said Mr. Purwanto, staff of the BSN (the right). Ms. Rina (the left) form the same agency mentioned that she enjoyed the shopping in Japan.</p>	<p>In the conference of ISO international standard of the rubber opened in Italy in 2012, the Indonesian representative gives a speech as a conceptor. Mr. Purwanto participates in drafting of speech as one of the mission members. "A way of thinking that I learned in Japan served as a reference" said he.</p>
	
<p>Ms. Susi, an expert of paper and pulp of MOI, launched a project aiming to revise the standards and put the companies to follow the revised standards based on the Action Plan prepared in training.</p>	<p>"A picture took with a beautiful Japanese lady in kimono dress is unforgettable memory in Japan for me" said Mr. Starwanto (BSN).</p>



Ms. Sih (the right) of BPPT, her specialty is the research of soil improvement by using the microbe. Based on the commercializing process of biotechnology product studied in Japan, she commercialized a biotechnology for reducing chemical fertilizer consumption in two years time that is a half of the conventional cases.



B4T is a laboratory in Bandung for the certification of industrial products. Approximately ten staffs participated in the JICA training for studying IECEE/CB scheme in recent three years.



Mr. Budi, manager of B4T who participated training in 2009. For obtaining the qualification of IECEE certification, he and other staffs made an effort for improving the work place environment and the technical improvement of the staff in solidarity.



It is expected that B4T obtain IECEE certification qualification in March 2013. If the electric apparatus certification test in the international standard is enabled in Indonesia, the industrial development of Indonesia and trade promotion between Indonesia and Japan shall be advanced.



Other than staff dispatch to the training in Japan, plural JICA experts of the product certification are dispatched in B4T till now. That's why the motivation of the staff is high.



The latest inspection equipment forms a line in the laboratory for electric apparatus certification tests built with the budget for 50 billion Rp (about 500 million yen) of the Ministry of Industry in 2012



Mr. Sigit is in charge of commercialization of technique developed in Bandung Institute of Technology. "I learned importance of the management of the SMEs business in the training," he said.



In 2010 Mr. Priyo participated in the training of legal metrology in which his boss Mr. Denny participated in 2008. These two ex-participants realized the revision of the legal standard of the electric meter.



Mr. Mahapurra, test engineer of MIDC for the examination of steel materials. He enabled the test of the components related to the turbine of power plant by introducing the measuring instrument using X-ray radiation.



"KOICA Indonesia office gives priority to the female candidates in training participant selection in Korea", said Ms. Park (on the far right).

Abbreviation

(Alphabetical order)

Abbreviation	Long Form
B4T	Agency for Industrial Policy, Business Climate and Quality Assessment (Balai Besar Bahan Dan Barang Teknik)
BAPPENAS	State Ministry of National Development Planning (Badan Perencanaan dan Pembangunan Nasional)
BSN	National Standardization Agency, Indonesia (Badan Standardisasi Nasional)
BPPT	Agency for the Assessment and Application of technology (Badan Pengkajian Dan Penerapan Teknologi)
IJEPA	Indonesia-Japan Economic Partnership Agreement
CB	Certification Body
	Directorate of Metrology(Dirgen Metrology)
DGIPR	Directorate General of Intellectual Property Rights
IEC	International Electrotechnical Commission
IECEE	IEC System for Conformity Testing to Standards for Safety of Electrical Equipment
IJEPA	Indonesia-Japan Economic Partnership Agreement
ISO	International Organization for Standardization
ITB	Bandung Institute of Technology (Institut Teknologi Bandung)
IPR	Ministry of Law and Human rights Directorate General of Intellectual Property Rights
LIPI	Indonesian Institute of Sciences (Lembaga Ilmu Pengetahuan Indonesia)
MIDC	Metal Industries Development Center
MIDEC	Manufacturing Industry Development Center Initiative
MOI	Ministry of Industry Republic of Indonesia
MOT	Ministry of Trade Republic of Indonesia
SetNeg	Ministry of State Secretariat (Sekretariat Negara Republik Indonesia)
SMOC & SMEs	State Ministry of Cooperatives. Small and Medium Enterprises
SNI	Standard National Indonesia

3-2. Private Sector Promotion in Indonesia (SMEs development, Industrial Infrastructure System etc.)

(1) Outline of JICA cooperation projects

1) Japanese aid policy for Indonesia and assistance for private sector promotion area

Indonesia holds the ASEAN's largest national territory, resources and working population, and it is the important partner country in both of politics and economic for Japan. Japanese government has a long history and experience of the aid for Indonesia that is started in 1954 with Acceptance of technical training participants as the first official assistance for Indonesia. Japan is the largest aid donor to Indonesia and Indonesia is one of largest beneficiary countries.

In the Country Assistance Program, there are three pillars of policies such as “Private sector led sustainable growth”, “establishment of democratic and fair society” and “peace and stability”. Particular close coordination of two countries for solving high-priority issues that Indonesian government confronts with is specified.

For “Investment and business environment improvement” policy that Indonesian government will pursuit intensively with, Japan is implementing the supports mainly “Fiscal sustainability securement”, “Economic infrastructure development for investment environment improvement”, “Promotion of support industries and SMEs” and “Various economic institutions development” under the policy of “Private sector led sustainable growth”.

This support policy is changing into more concrete activity through the consensus building of establishment of High Level Public Private Joint Investment Forum at the Japan-Indonesia summit meeting held in 2004 and joint communique about "Strategic Investment Action Plan (SIAP)."

Among others, SIAP aimed at the investment promotion from foreign countries, mainly from Japan. Therefore Japanese government decided to wrestle in 118 investment environment improvement policies in four fields, such as "taxation and custom duties", "labor", "infrastructure" and "industry competitiveness and SMEs". This policy is contributing economic development in future for both of Japan and Indonesia and important Action Plan for keeping the WIN-WIN relation.

Furthermore, in Japan-Indonesia Economic Partnership Agreement (effect in July, 2008), of which the negotiations are started in July 2005 and both governments signed in August 2007, investment environment development and the cooperation reinforcement in conjunction with the intellectual property are included as a part of the agreement for enhancing the cooperation of human resource development to Indonesia for increasing the closeness of economic relation of the two countries.

2) The contents of cooperation by JICA and related projects

The projects JICA is consulting on seizing the initiative based on Assistance Program of Japan are as follows. Japanese government is concentrating its effort on the improvement of governance including legal foreseenability and stability aiming to improve the business and investment environment improvement.

Table 3-2-1: Achievement of Private Sector Development assistance

Fiscal Year	Assistance content	Project Name	Assistance scheme
2004-2007	Promotiion of Trade and Investment	Project for Competition Policy	Technical Cooperation Project
2005-2007	Industrial Infrastructure System	Industrial Property Rights Administration	Technical Cooperation Project
2005-2007	Promotiion of Trade and Investment	The Study on Intellectual Property Rihgts Administration through Utilizaiton of Information and Communication Technology in the Republic of Indonesia	Technical Cooperation and Development Study(Contract)
2005-2008	Development of SMEs and Support Industry	Project of Human Resource Development Assistance for SMEs	Technical Cooperation Project
2005-2010	Promotiion of Trade and Investment	Development Policy Advisor in Trade Sector	Individual Project (expert)
2006-2007	Development of SMEs and Support Industry	Industry Sector SMEs Management Technology Improvement	Technical Cooperation Project
2006-2008	Promotiion of Trade and Investment	Project on Capacity Development for Trade-related Administration	Technical Cooperation Project
2006-2008	Development of SMEs and Support Industry	The Study on Human Resource Development for Small- and Medium-sized Enterprises (SMEs) Focused on Manufacturing Industries in Republic of Indonesia (Phase 2)	Technical Cooperation and Development Study (Contract)
2007-2008	Promotiion of Trade and Investment	Strengthening for Export Promotion Organization	Technical Cooperation and Development Study (Contract)
2007-2010	Industrial Infrastructure System	Industrial Property Rights Administration	Technical Cooperation Project
2007-2011	Promotiion of Trade and Investment	Extension of assignment term of JICA Expert (Investment Promotion Policy Advisor) at BKPM	Individual Project (expert)
2008-2009	Industrial Technology	Advisor for International Cooperation in Industrial Sector	Individual Project (expert)
2009	Promotiion of Trade and Investment	Loan for Development Policy (V)	ODA Loan
2009-2010	Development of SMEs and Support Industry	Cooperation for Strengthening Cluster (SENTRA) of Small and Madium Indutries	Technical Cooperation and Development Study (Contract)
2009-2010	Development of SMEs and Support Industry	Small & Madium Enterprise Human Resource Development under Economic Crisis	Technical Cooperation Project
2010	Promotiion of Trade and Investment	Loan for Development Policy (VI)	ODA Loan

2010-2012	Industrial Infrastructure System	Manufacturing Industry Fundamental Technology and Driver Sector Development (Electrical and Electronic Equipment)	Individual Project (expert)
2010-2012	Development of SMEs and Support Industry	Advisor for International Cooperation in Industrial Sector	Individual Project (expert)
2010-2012	Industrial Technology	Project for Welding Technique Improvement	Technical Cooperation Project
2010-2012	Promotion of Trade and Investment	SEZ Development Master Plan Survey in Indonesia	Technical Assistance by Loan- Subsidiary Project (Development Study type)
2010-2015	Promotion of Trade and Investment	Project on Service Improvement of NAFED	Technical Cooperation Project
2011-2014	Promotion of Trade and Investment	The strengthening of the Utilization of Indonesia-Japan Economic Partnership Agreement (IJEPA)	Technical Cooperation Project
2011-2015	Industrial Infrastructure System	Project for Strengthening Intellectual Property Rights Protection	Technical Assistance by Loan- Subsidiary Project
2012	Industrial Technology	Dispatching Expert on Food Safety	Individual Project (expert)

Source: "JICA Knowledge Site"⁶

3) JICA's Training program in the field of Investment Environment Development in Indonesia

Indonesia with population of the fourth place of the world, economic growth more than 6 - 7% per year is required to absorb new work force. However, a weak investment infrastructure due to low competition in the international market and delay of the infrastructure development is pointed out.

Yudoyono government is dealing with various investment environment developments and investment promotion since its founding. Japanese is expanding the efforts in adherence to "Strategic Investment Action Plan (SIAP)" under the cooperation between the public and private sectors together with the cooperation's of JETRO and Jakarta Japan Club (JJC) advanced in private sectors for investment environment development (including supporting industries and SMEs promotion and economic related legal system development).

JICA Indonesia Office is sending the participants to the training in Japan as an assistance of human resource support that meets the needs for national development of Indonesia coordinating with the governmental agencies of Indonesia. The participants from Indonesia had enrolled in 34 training courses among the courses carried out with the aim of private sector development from 2007 to 2011. The number of participant by issue/theme classification is; 39 for Industrial Infrastructure System related to Inteligent property right protection and International standards development and 26 for "SMEs and supporting industries promotion" and "Industrial Technology".

⁶ http://gwweb.jica.go.jp/KM/KM_Frame.nsf/NaviIndex?OpenNavigator

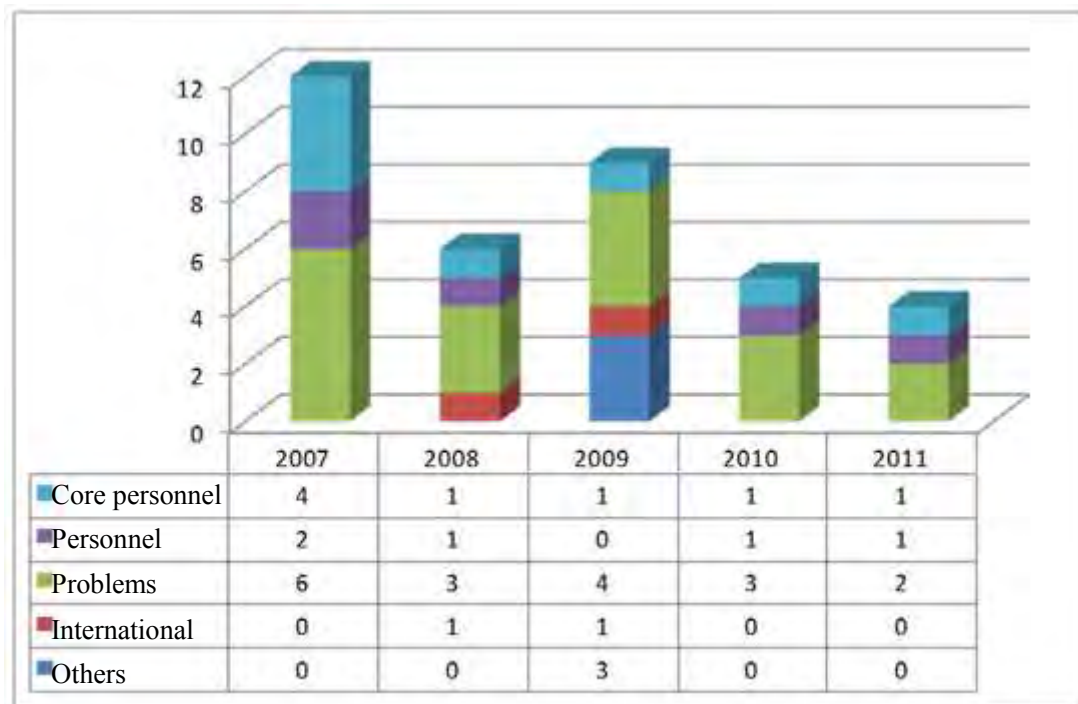


Table 3-2-1: The number of course of 4 standard types subjected for the survey (from 2007 to 2011))

(2) Survey targets

We will conduct ex post fact evaluation and current situation survey covering the ex-participants of JICA Trainings and Dialogue Programs implemented from 2007 to 2011, superiors and colleagues of ex-participant, officials of assistance organizations and donors.

- Number of ex-participants in the period from 2007 to 2011: 20 – 30
- Additional and supplementary information for thr number of subject
 - Superiors and colleagues of ex-participant, staff of the agency which ex-participan belongs to: 10 – 12
 - Person in charge for Personel Affair of the State Ministry of National Development Planning, Indonesia: 3
 - Technical assistance department of Ministry of State Secretariat, Indonesia: 1
 - National staff, JICA Indonesia office: 2 – 3
- Donors
 - Person in charge for Human- resource development of KOICA etc.,: 2 – 3

The table below is outline of the training course subjected for the survey

Table 3-2-2: Training and Dialogue Programs ex-post evaluation and existing-condition surveys for ex-participants in Indonesia

Training course	Classification of theme	Implementation year	No. of ex-participants	No. of people surveyed*	4 types	Form
APEC Intelligent property right	Private sector (Industrial Infrastructure System)	2007-2009	9	5	Core-human resource development type	Group
International Maritime Conventions and Ship Safety Inspection	Transportation (International transportation)	2008-2009	4	—	International dialog type	Group
Management of Small and Medium Enterprises for Asia and Pacific Regions	Private sector development (Development of SMEs and Support Industry)	2009	2	—	—	Region-Focused
Development & promotion of SMEs for Asia: Case study of space technology development by collaboration of SME's	Private sector development (Development of SMEs and Support Industry)	2009	3	1	—	Region-Focused
The international welding engineer	Private sector development (Industrial Technology)	2007, 2009-2011	4	—	Core-human resource development type	Group
Facility Maintenance management focused on non-destructive inspection for life line structure	Private sector development (Industrial Technology)	2009	1	—	—	Group
Patent Examination Practice for APEC Economies	Private sector development (Industrial Technology)	2010-2011	4	4	General human resource development type	Group
Asia Pacific Legal Metrology System	Private sector development (Other Private sector development)	2007	1	—	Problem-solving facilitation type	Group
ASEAN International Standards Development	Private sector development (Industrial infrastructure)	2007-011	9	5	Problem-solving facilitation type	Group
Production Certification (IECEE/CB Scheme)	Private sector development (Industrial Infrastructure System)	2007, 2009-2011	11	5	Problem-solving facilitation type	Group
Bioindustry II	Private sector	FY2007	2	2	Problem-solving	Group

	development (otherPrivate sector development)				ng facilitation type	
Automotive Technology for Environmental Protection	Environmental Management (otherEnvironmental Management)	FY2007	1	—	Core-human resource development type	Group
Coordinator Training for Tertiary Education-Industry -Government Linkage to Develop Automobile Supporting Industries	Private sector development (Development of SMEs and Support Industry)	FY2008	2	1	General human resource development type	Group
Practical Corporate Management for Productivity Improvement	Private sector development (otherPrivate sector development)	FY2007	1	1	Core-human resource development type	Group
Human Resource Development of SMEs	Private sector development (Development of SMEs and Support Industry)	FY2008- 2009	3	—	Problem-solvi ng facilitation type	Group
Technical Support for SME Promotion I (Biotechnology/Pl astics Technology)	Private sector development (otherPrivate sector development)	FY2007	2	—	General human resource development type	Group
Technical Support for SME Promotion II (Organic Materials/Inorgani c Materials & Metal)	Private sector development (otherPrivate sector development)	FY2007	1	—	General human resource development type	Group
Advocating a Law-Oriented Infrastructure to Promote Foreign Direct Investment	Governance (other Governance)	FY2007	1	—	Problem-solvi ng facilitation type	Group
Non-destructive Inspection Technology	Private sector development (otherPrivate sector development)	FY2007	3	1	Problem- solving facilitation type	Group
Social and Industrial Infrastructure in Legal Metrology	Private sector development (Industrial Infrastructure System)	FY2008- 2010	5	4	Problem-solvi ng facilitation type	Group
Total			72	29		

(3) Survey method

We will collect information from existing documents and literature, distributed questionnaires to subjects, and held personal interviews. Also, if noticeable benefits from training were seen, we will conduct a site survey to confirm the fact.

We employed DAC five evaluation criteria as the base of our questionnaire and evaluation index and refer development goal for the theme-specific guide (Promotion of Trade and Investment and SMEs promotion) as an index depending on the situation. The questionnaire and evaluation grid are as shown below.

Table 3-2-2: Survey Grid (Indonesia version)

Survey item		Criteria	Required data	Survey method			
Major item	Minor item			Literature survey	Questionnaire and interview surveys	On-site survey	
1. Validity	1-1	Were the Indonesian government's needs clear?	Identify the problems with the private-sector promotion measures.	Indonesian private-sector promotion policy Problems in the Indonesian private-sector	●		
	1-2	Were the needs of the target organization and personnel clear?	Identify the needs of the target group.	Organization and system of the government agencies involved in the private-sector promotion	●		
	1-3	Was Japan's priority subject policy consistent with the theme of the theme-specific training?	Is Japan's priority policy useful for the training theme?	Japan's priority policy Direction of the priority policy Policy for cooperation with foreign countries	●		
	1-4	Was Japan's ODA policy/country-by-country assistance program consistent with the theme of the theme-specific training?	Is the training objective consistent with Japan's ODA policy/country-by-country assistance program from the perspective of the assistance policy?	Direction of assistance program Training goal Policy of the country-by-country implementation plan	●	●	
	1-5	Were the Indonesian National Development Policy and Private-Sector Promotion Policy consistent with the theme of the theme-specific training?	Identify the policy of measures related to the Indonesian National Development Policy.	Policy of the Indonesian priority measures	●		
	1-6	Was the international goal (MDGs) consistent with the theme of the theme-specific training?	Is the MDGs goal consistent with the direction of the training theme?	Positioning of private-sector promotion in MDGs	●		
	1-7	Were the contents of the training appropriate as a problem-solving approach in the Indonesian private sector?	Was appropriate technology applied to solve problems in Indonesia?	Development problem Unit, project and higher-level goals of training	●		
	1-8	Did the training have a ripple effect?	Was a specific ripple effect through the private sector anticipated?	Applicability of products and usable technology	●	●	
	1-9	Was the selection process of the organizations and personnel to be trained appropriate?	Quota, number of applicants, application preparation period, selection process, trainees' years of experience, with or without substitute organizations to be trained	Eligibility Expertise/motivation/ linguistic ability Participant's position		●	
	1-10	Were there any overlaps or inconsistencies between the theme-specific training program and other JICA schemes? Was there a possibility of a synergic effect through coordination?	Was a similar training program provided in other schemes?	Field-specific theme-based training program Implementation of related theme-specific projects		●	●
	1-11	Were the contents of training appropriate?	Were the curriculum, technical level, and study tour destination appropriate? Was an adjustment made between the needs and contents of the training?	Training curriculum, teaching materials, study tour destination, and training period	●	●	
	1-12	Was Japanese technology superior in the private-sector promotion?	Was the training program designed so that the trainees could learn about advanced Japanese technology? Was the technology widely usable in Indonesia?	Policy of global implementation on the training theme	●	●	
	1-13	Was the division of roles clarified? Was there any overlap?	Each donor's assistance policy to Indonesia, with or without cooperation in a training project, verification of effects	Priority policies and assistance programs by other donors Provision of training in other donor's own country and their tendency	●	●	

	1-14	Was there any possibility of leveraging funding from other donors? Has clear demarcation been established or is there close coordination? Is there any problem?	Was a combination of the training effect and benefits from other donors' schemes anticipated?	Other donors' projects related to the theme of JICA's training program		●	●
2. Effectiveness	2-1	Was the result assumed to be the training goal obtained?	Was the training goal achieved?	Plan/achievement Degree of goal achievement	●		
	2-2	Did trainees' ability or skills improve?	Did trainees' ability or skills improve?	Plan/achievement Degree of goal achievement	●	●	
	2-3	Are there any factors that help improve trainees' ability or skills? Which is the most important factor?		Curriculum Evaluation report at the end of the training Action plan	●	●	
	2-4	Are there any factors that nullify the improvement in trainees' ability or skills? Which factor needs to be improved (removed)?		Curriculum Evaluation report at the end of the training Action plan	●	●	
	2-5	What are possible factors that contribute to or nullify effectiveness?		Plan/achievement		●	
3. Efficiency	3-1	Was each output achieved?		Plan/achievement Degree of goal achievement	●	●	
	3-2	Was the training period appropriate?	Was the training provided as planned?	Plan/achievement	●		
	3-3	Was the training budget appropriate? Was the cost per participant appropriate?	Was the budget allocation appropriate? Was the budget sufficient?	Plan/achievement Training cost p/p Long-term/short-term training cost p/p	●		
	3-4	Were training accepting organizations and instructors appropriate?		Plan/achievement	●		
	3-5	Was training timing appropriate?	Was the trainee dispatch timing appropriate? Were the relevant organizations in Indonesia affected by the training of the target personnel?	Plan/achievement Recruiting – When to decide dispatch	●		
	3-6	Was the selection of organizations and personnel to be trained appropriate?		Plan/achievement Substitute organization Quota, the number of applicants, when to decide dispatch	●	●	
	3-7	Are there any factors that contribute to achieving output? What is the process leading to output?		Plan/achievement	●	●	
	3-8	Were there any external conditions that affect output?		Plan/achievement Action plan external conditions	●	●	
	3-9	Are there any factors that nullify achievement of output? How did the training cope with those effect-nullifying factors?		Plan/achievement	●	●	
	3-10	Were there any effective/efficient activities to obtain the same output? Was JICA's training program more efficient than those of other donors?	With or without an alternative plan, comparison with the time of training by utilizing Indonesian resources	Quota, dispatch period, contents of lectures, etc.	●	●	
	3-11	Is the degree of achievement of output worth the training cost per trainee? Is JICA's training program superior to those provided by other donors?		Plan/achievement Training cost p/p Estimating the cost of training provided by other donors	●	●	●
4. Impact	4-1	Was a higher goal achieved?		Progress of action plan Progress, system, and budget of specific efforts	●	●	●
	4-2	How much does the training program contribute to achievement of a higher goal?	With or without the result from achievement of a higher goal, degree of contribution of training judging from each trainee's self-evaluation	Degree of satisfaction with the training Use of training results in the action plan		●	●
	4-3	Are there any external factors (incentives) that affect a higher goal?				●	
	4-4	Are there any policy or system incentives to achieve a higher goal?		Latest information on policies and systems in the private sector		●	
	4-5	Are there any budget or financial incentives to achieve a higher goal?		Budget estimation and execution plan in the private sector		●	
	4-6	Are there any incentives from organizational perspective such as the system of the trainees' organizations?		Organization system related to policy implementation in the private sector		●	
	4-7	Are there any policy or system disincentives to achieve a higher goal?	Is there any friction with other government agencies?	Latest information on policies and systems in the private sector		●	

4-8	Are there any budget or financial disincentives to achieve a higher goal?	Has uninterrupted financing for the implementation of activities been secured?	Budget estimation and execution plan in the private sector		●	
4-9	Are there any disincentives from organizational perspective such as the system of trainees' organizations?	Is there any negative impact on decision-making or implementation process?	Organization system related to policy implementation in the private sector		●	
4-10	Was there any impact on related policies? Were there any new policies or were existing policies improved?	With or without activities toward achieving the goal of action plan	Materials to improve year-by-year new related policies and existing policies Index data on theme-specific guidelines (SME promotion)		●	
4-11	Was there any impact on related bills and legal systems? Were new related bills or legal systems created or were existing bills or legal systems improved?	With or without activities toward achieving the goal of action plan	Materials to improve year-by-year new related bills/legal systems, existing bills/legal systems, Index data on theme-specific guidelines (SME promotion)		●	
4-12	Were necessary budget measures taken for organizations and personnel to be trained to achieve a higher goal?	With or without activities toward achieving the goal of action plan	Budget estimation related to year-by-year private-sector promotion		●	
4-13	Were necessary human resources secured for organizations and personnel to be trained to achieve a higher goal?	With or without activities toward achieving the goal of action plan	System of organizations to be trained related to year-by-year private-sector promotion		●	
4-14	Was the position of organizations and personnel to be trained improved by achieving a higher goal after they returned to their country?	Greater decision-making power, greater opportunity to use their abilities			●	
4-15	Was the network widened by participating in training after returning to the country or was exchange with other donors deepened through smooth communication?	Comparison of human network before and after training			●	
4-16	Is there any change in weight Japan carries in decision-making compared to between before and after the training?	Comparison of awareness of Japan between before and after the training				
4-17	Was any action taken to disseminate intellectual property or technology after returning to the country?	With or without activities toward achieving the goal of action plan	Plan/achievement Report/register about specific efforts		●	●
4-18	Was a program to disseminate skills acquired from the training developed after returning to the country?	With or without activities toward achieving the goal of action plan	Outline of the program for specific efforts Progress toward the development		●	●
4-19	Was a program for disseminating skills implemented?	With or without activities toward achieving the goal of action plan	Outline of the program for specific efforts		●	●
4-20	Was there any follow-up for the program implemented to disseminate skills?	With or without follow-up mechanism, budget, and system	Follow-up condition for specific efforts		●	●
4-21	Was any action taken to improve the system or organization after returning to the country (seminars and workshops for improvement)?	With or without activities toward achieving the goal of action plan	Plan/achievement Report/register about specific efforts		●	●
4-22	Was the program to improve the system or organization planned or implemented after returning to the country?	With or without activities toward achieving the goal of action plan	Outline of the program for specific efforts Progress toward the development		●	●
4-23	Was there any follow-up for the program to improve the system or organization after returning to the country?	With or without follow-up mechanism, budget, and system	Follow-up condition for specific efforts		●	●

5. Sustainability	5-1	Is the action plan implemented as a specific activity or program?	With or without a specific activity, progress toward the implementation	Detailed activity plan/achievement in the action plan		●	●
	5-2	Has an ex-trainee been assigned a position suitable to produce training effects?	Decision-making process and power	Organizational chart		●	
	5-3	Have the ex-trainees been placed so that training effects can be produced?	With or without an appropriate organizational system, progress check towards the establishment	Organizational chart	●	●	
	5-4	Is the financing necessary to disseminate or use the training effects secured?	With or without appropriate funding, progress check toward securing of financing	Indonesian government's budget execution plan Year-by-year actual budget execution of target organizations	●	●	
	5-5	Are there any opportunities for discussion to disseminate or use the training effects? Does the decision-making process function?	With or without a proper opportunity for discussion, progress check toward offering of an opportunity	Opportunity for discussion in the target organization, frequency, contents, progress		●	●
	5-6	Are any efforts made to use or impart skills acquired from the training after returning to the country?	With or without a specific activity, progress check toward using or imparting of skills	Detailed activity plan/achievement in the action plan		●	●
	5-7	Have the materials and equipment been secured to use or impart skills acquired from the training after returning to the country?	System and funding check to secure the materials and equipment	Detailed activity plan/achievement in the action plan		●	
	5-8	Are the training effects diffused or used by ownership of ex-trainees' organizations?	Is the action plan implemented or monitored by the target organization?	Detailed activity plan/achievement in the action plan		●	
	5-9	Was there any major change in private-sector promotion policy in Indonesia to diffuse the training effects?	With or without factors that may cause a major change in policy	Development plan in Indonesia Private-sector promotion priority policy	●		
	5-10	Were the regulations or legal system to diffuse the training effects improved?	With or without regulations or legal system, progress check toward the establishment	Private-sector promotion priority policy regulations or legal system involved in the private sector	●	●	
	5-11	Are model activities to use or diffuse training effects planned or conducted?	With or without model activities, progress check toward model building	Detailed activity plan/achievement in the action plan		●	●
	5-12	Was there a major change in the Indonesian social situation to diffuse the training effects?	With or without social factors that cause a major change	Development plan in Indonesia Socioeconomic statistical data	●	●	

(4) The policy of the field of investment environment maintenance in the Indonesian country and a national strategy

Indonesia is the country that continued the remarkable economic growth in recent year as a core country of ASEAN. However, the economic growth rate keeping an average of 7.3% from 1990 to 1996 was depressed to -13.1% in 1998 by the currency crisis from 1997 to 1998 in Asia that served as turning point. After the currency crisis, the economy shows the sign of the improvement; it is restored slowly, and maintains 6% since 2010 although the growth once slowed down due to the influence of world wide financial crisis in 2009. However, the stance in the international economy deteriorates as if inversely proportional to this economic improvement, and the amount of direct investment from the foreign countries is less than that of Thailand and Vietnam nowadays.

For the purpose of development of the economic growth and the expansion of the employment opportunity, Indonesian government announced the "Package policy to improve investment climate" in February 2006 and started 67 programs deployment in the six fields; general investment, custom duties, tax, labor and SMEs/cooperative. Indonesian government announced "Package policy for economy" in June 2007 as well.

In addition, "the economic policy package" was announced in June 2007.

The main pillars of the "Package policy for economy" are next four items.

- ① Investment climate improvement
- ② Finance sector reformation
- ③ Acceleration of infrastructure development
- ④ Functional enhancement of micro enterprises and SMEs

In addition, by the New Investment Law established in 2007, Indonesian government set up shortening of the foreign investment authorization period and the preferential treatment on the taxation system. Meanwhile the government applied foreign currency restriction on some industry category to protect Indonesian domestic industries.

Democratization is pushed forward after Suharto regime collapse in 1998 in Indonesia and is switching over from centralization of power to decentralization. However there is still a problem that law is applied for domestic various interests on an ad hoc basis due to inadequate governance and insufficient legislation. Improvement of the ability for administrative management and consolidation of legal system are major issues for the investment climate improvement.

(5) The effects of JICA training and dialogue programs

① Improvement in participants' abilities

1) Improvement of motivation

Some participants come to have confidence for his/her work by the results of training participation in Japan for which he/she was selected from among the candidates of the work place, and this confidence increases his/her motivation considerably. The superior of the training participant seems to often feel such a change than the participant him/herself. We received the comment of the evaluation from the superior of a patent examiner of IPR who participated in a training of JICA that "The ex-participant became motivated as another person after return home". (a comment from Mr. Nagahashi, Resident in IPR, JICA expert).

2) Improvement of the expertise

Among the participants enrolled on the trainings related to special expertise, such as legal metrology and non-destructive inspection technique, a lot of participants return to the country with the strong impression of the severe application of standards. We received a lot of comments saying that the experience learned in Japan led me directly to the ability improvement as a specialist or an engineer.

- For example, nobody is allowed to import the measuring device, such as clinical thermometer, that doesn't comply with standards in Japan. Because there isn't such a rule in Indonesia, I thought the possibility to introduce such a rule newly in Indonesia.

(Dectorate of Metrology)

- When I inspected the strength of steel materials, I used to mske judgement of acceptance of the error range by using my esthesis while the error range is clearly defined in Japan. In Japan the judgement of acceptance is done according to the error range defined clearly. After return to my country, I practice such a strict judgment method in the workplace. (MIDC)
- A trace method of the examination that I learned in the training served as a reference. I studied how to examine the similar technique that was already made patent registration. I recognize that the learning experience of professional practice in Japan made me to improve the efficiency of my daily examination work due to higher speed and accuracy of the investigation required for the examination of resemblance techniques. (IPR)

Case ① Metal Industries Development Center (MIDC)

Mr. Mahaputra,

Chief/Department of Non-distractive Inspection and Transport Machine Inspection.

Participant in 2007 “Non-distractive Inspection course”

In late years the Indonesian government comes to oblige industrial products to pass the conformity inspection of the industrial products standard SNI to improve the safety and the quality of circulating industrial products in the country. MIDC carries out all inspection of steel materials and bicycle circulatng in Indonesia. Mr. Mahaputra, an engineer of the physics engineering, acts as the chief of a section carrying out the strength inspection of steel material and safety inspection of the transportation equipment including bicycle in MIDC. Non Destructive Inspections carried out in MIDC are four kinds of the examination such as; ① Sonography, ② Radiography, ③ Die penetrant test liqu, ④ Magnetic test.

Mr. Mahaputra participated in the training "Non Destructive Inspection technique" that is one of the Trainings of JICA in 2007 and learned that there are a lot of methods of non-destructive inspection in Japan, namely the method using the reaction to examine the material inside and tensile test.

To introduce such non-destructive inspection technique in Indonesia, facilities are necessary and we cannot practice it promptly in Indonesia. Due to switching of policies from kerosene to propane gas of the firepower in domestic use carried out from 2008 in Indonesia, the demand for inspection of gas bomb or the regulator increased, and MIDC was appointed as inspection agency and was able to acquire a budget to purchase new inspection equipment. MIDC introduced the inspection equipment of the radiography of 900 million Rp (approx. 9 million yen) on this budget. The inspection with higher precision of the steel components to connect motor and turbine rotor of power station that was drafted in his action plan in the time of training became feasible.

The collapse accident of the suspension bridge happened in Kutai of East Kalimantan in Indonesia in 2011, and a large number of casualties were reported. Carring out of the destructive inspection of the strength of concrete supporting in addition to non-destructive inspection is pointed out as one of the factors of the accident.

Mr. Mahaputra eagerly said that the improvement of inspection technology is necessary in Indonesia for not only non-destructive inspection of steel materials but also the non-destructive inspection method of the building material including the concrete.



The needs for non-destructive inspection of the weld of gas cylinder increase rapidly.



Laboratory in which the inspection using radiography inspection equipment is carried out. It was built at the time of the introduction of the inspection equipment.



Using the introduced latest inspection equipment, not only the radiography examination but also inspections of material inside by sonography and bubble point are possible.

3) Skill improvement of the training administration

Some participants participated in the JICA training and learned the administration method of the training itself, and they adopted the results to their duties.

- One of the advantages of the JICA training is that the explanation is given in very detailed parts. It was really good that I was able to visit a maker that produces household electrical appliance and a certification organization.

How to build such training was useful for the training enforcement in Indonesia.

(BSN)

- I'm adopting the approach of the training of JICA providing advices if necessary according to their level of understanding to the training of food business for the women of fermers in rural area and seminar of export promotion for small and medium class furniture makers.

(SMOC & SMEs)

② Ripple effect of participants' behaviour through the organization

We confirmed that some ex-participants gave the presentation other than the report to the superior for sharing the knowledge aquired in Japan in their organizations.

- Sharing of the knowledge after the training is mandatory in MOI. The knowledge shall be transferred to the sections and departments of the Ministry. Though I'm section manager, my superior uses the knowledge-sharing obligation as an evaluation index of my ability development. (MOI)

- In MOT, the staffs participated in the trainings conducted by donor countries regularly gather for briefing session.

I made a report of the training after return to the country from the training of JICA. There were about 50 attendants who participated in the training of USAID, AsuAID, and KOICA and so on. (Dectorate of Metrology)

- After return to the country, I didn't make the report to my superior but carried out a presentation for co-worker and 17-18 staff of the associated section. I introduced ① Objectives of B4T, ② What I studied in Japan and ③ My Action Plan at the presentation. (B4T)

Unfortunately there is the limit to expect the influence of the training effect to the whole organization at the staff level.

- If there are not the instructions of the boss, all the staff does not move. It is difficult to expect the change of the action in the whole organization even if I explained what I learned in the training to my co-workers. (MIDC)

③ Ripple effect of participants' behaviour to policy and system

1) The participation in planning to the making of international system

MOI and BSN that dispatched 20 participants of training for "ASEAN International Standard Development" and "ASEAN Production Certification (IECEE/CB scheme)" in five years FRM 2007 to 2011 are the good examples why JICA training in Japan was effectively incorporated in to meet the target of the participation to IECEE/CB scheme.

Concerning the target objectives shared by the two countries such as the facilitation of bi-lateral economic trades based on IJEPA and harmonization of institution, Manufacturing Industry Development Center Initiative (MIDEC) including various goals and objectives of the industrial fields was established in the Ministry of Industry. International standards development and the participation to IECEE/CB scheme for the product certification were advocated in the aims of MIDEC. MOI, in charge of public administration of industry, and BSN, IEC member organization in Indonesian, are making serious efforts for the preparation of the facilities required for the inspection and the development of human resource.

In the trainings related to "ASEAN International Standard Development" and "ASEAN Production Certification (IECEE/CB scheme)", not only the guidance of the inspection technology to the on-site staff but also the introduction of the Japanese international standardization strategy to the upper grade manager and the simulation experience of the international conference of the international standardization were included for program. In addition, in the training, raising the presence of the Asian region including Japan in the spot of the international standardization activity was advocated as a higher aim.

Further, Japanese government dispatched two inspection engineers as short-term JICA experts to B4T once or twice each year from 2009 to 2011 in addition to offer the opportunity of the training in Japan. They gave technical guidance for the staff in the jobsite to improve their skill for preparing the audit to be carried out for the authorization of accession to IECEE/CB scheme.

JICA training in Japan makes fruitfull results incorporating effectively in the concentrated efforts by MOI, BSN and B4T (laboratory of certification inspection) in union to meet the achievement target set by MOI in the framework of bi-lateral cooperation between Japan and Indonesia.

- Paper and pulp has high quality and are important export items, but there is a problem of inconsistent application of product quality standards.

I prepared an action plan for establishing the standards by the association of the pulp and paper industry. I explained the government person concerned and industry persons that it is necessary to put SNI certification mark on every product at the meeting of the association after checking and modification of the conventional standards. (MOI)

Case ② National Standardization Agency (BSN)

Mr. Saputro Purwanto/Technical officer, ASEAN Standardization Promotion Center
Participant in 2010 "ASEAN International Standard Development"

Since longtime Europe has a strong voice in the making of international standards such as ISO/IEC, and the presence of Asia is always low. In such a situation, there is a problem that Asian opinion is hard to be reflected in the international standard. In other words there is the reality that the use of the international standard that does not match to the actual conditions in Asian is demanded. ASEAN countries fixes international and the domestic standardization system so that the standard fitting the situation of the Asian region including Japan populous than Europe is recognized as an international standard, and it is necessary to acquire a voice by international standardization activity in ISO/IEC.

In addition, if our country and ASEAN countries can form a common base in an "international standard" and "adaptability evaluation", we can promote trade for the ASEAN countries, and reinforcement of international industrial competitiveness is expected. If we can establish the technical base that produces the products acceptable for international standards and certify the quality of such products, and develop the investment environment, we can deepen the cooperation with ASEAN as a production base or a market.

In the international conference about the international standard of the rubber of ISO held in Italy in 2012, the member of BSN who is Indonesia representative gave a speech as a representative of ASEAN area and the conceptor of the making of new standard. Mr. Purwanto who participated in the "ASEAN international standard development" training in 2010 joined in the draftin of the speech as a member of the meeting delegation team.

"I did not include the contents which learned in Japan in a concept directly, but seem to have influenced a way of thinking when I examined a concept", said he.

A similar meeting is going to be held in Bali, Indonesia in 2013.

Indonesia, having the population of 200 million that is the largest in ASEAN and anticipating further economic development, will take an important position in international standarrization in future. The activity of BSN staff members who learned about the method of international standard preparation and the presentation technique in the international conference in JICA training in Japan is expected.



Mr. Purwanto who participated in an international conference in Italy expressed his enthusiasm to participate "international standardization" deeply.



Mr. Purwanto (the right) is technique official of BSN who is in charge of product standard making of the rubber.

Case ③ Ministry of Industry(MOI), National Standardization Agency, Indonesia(BSN)

- 1) Teguh Prakosa(BSN)/Center for Standard Application System
- 2) Mugohofur(MOI)/Deputy Director for Non-Ferrous Metal Industry, Director General of Manufacture Base Industry
- 3) Budi Susanto(MOI)/ Center for Material and Technical Product
- 4) Kosasih Abdurohim(MOI)/Center for Material and Technical Product
- 5) Elis Sofianti (MOI)/Center for Material and Technical Product

Participants in “Production Certification (IECEE/CB Scheme)” course from 2009 to 2011

The product standard to guarantee safety and performance of electric appliance that we use every day is set and for exporting electric appliances abroad, it is necessary that such products meet the product standard in destination countries for export. An international system called the IECEE/CB scheme certification is made to simplify the standard certification of the import and export of such electric appliance. We can simplify the procedure of the compliance test in the importing country if we acquire CB certificate proving that the product passed a compliance test in a member country of IECEE/CB scheme and can do the import and export more smoothly.

MOI makes a target package of the industrial infrastructure improvement called MIDECA as action plan of IJEPA that took effect in 2008. The aim of IECEE/CB scheme participation was incorporated in this, and MOI and BSN (IEC member organization of Indonesia) performed an action for accomplishment of the object improving the level of facilities and technique of the standard certification in international level.

For the human resource development, the Training "Production Certification (IECEE/CB Scheme)" was put in practical use effectively, and the experts of the standard certification were dispatched from Japan as JICA expert for improving professional knowledge and technical skill of the staff. The training effect spread to the organization effectively after the second year since director class administrative staff of MOI and BS participated in the Trainings in the first year and staff participated in the second year. This effect made B4T improve its whole level. Ms. Elisha, staff of examination room who participated in the training in 2011, said with confidence “We have done all of effort for IECEE/CB scheme participation in these two years and we are just waiting to have the audit in March”



Mr. Budi, Responsible of B4TLaboratory. “I learned a lot of things in JICA training, such as detailed inspection technique and laboratory visiting by the staff of manufacturer.” Said he.



Ms. Elis who participated in JICA training in 2011. TV sets of Japanese maker make line in the 1st floor of B4T for waiting the inspection.



Laboratory of B4T built in 2012. The latest test equipments are available for the test of electric products.

2) Domestic Legislation

With the economic development in recent years in Indonesia, the amount of supplied workers to the market has increased. However, in legal metrology to measure the amount of commerce are still undeveloped in many parts and there are yet many issues such as shortage of personnel. Directorate of Metrology in Bandung is the centre where manages the legal methodology in Indonesia is being managed. Five staff from the measuring office participated in “Social and Industrial Infrastructure in Legal Metrology” training from 2008 to 2010. Experience to prepare a legislative bill on legal metrology, learned in the training is utilized.

- Certification of measuring instruments in Japan, the public agency will inspect first and then, there is the certification system available from subsequent inspection, that if a qualified private organization is carried out the inspection, it can be authenticated. There are 51 measuring offices in Indonesia which are having a manpower shortage. Although Indonesia originally, had a similar system to Japan, there was a problem of having not been thoroughly. For that reason, the law on outsourcing of inspection to the private sector is being prepared. (Directorate of Metrology)

Case④ Weighing Office

- 1) Mr. Denny Tresna Seswara/Leader of Drafting Legislation Unit
- 2) Mr. Priyo Syarsul Nugraha/Staff of Drafting Legislation Unit

Participants in “Social and Industrial Infrastructure in Legal Metrology” in 2008 and 2010

Weighing, as the basis for fair trade and public certification, such as gasoline, sugar and medical equipment, is an important rule to support the social infrastructure that will lead consumer protection and safety of life. In developing countries, even if there is a standard on weighing, the problem that employer arbitrarily weighed and cannot maintain fair trade, exists. For example, Indonesia, in recently year, where automobile and motorcycle riders has been increasing every year, has been plagued people by rampant illegal weighing at Gas station. The rule for legal metrology to infiltrate to society has become an urgent need.

Mr. Denny, who is in charge of the drafting legislation department of weighing office participated in the training of the “Social and Industrial Infrastructure in Legal Metrology” in 2008. In Japan, when importing, even small instruments such as thermometers, prompted for authentication of JIS standards, it became greatly stimulated to know the strict provisions on metering. “In Indonesia, there is no law that requires authentication of the SNI for the import of measuring instruments” At the end of training, considering about how should be apply rigor of standards and certification system similar to Japan, Action Plan has been prepared to be promoted to a ministerial level of law on electric meter. In Indonesia, the standard for electric meter has traditionally, been controlled in accordance with the law of the state level. The authority of the Governor tends to be neglected and for the state level legislation was legally weak that is also made difficult to ensure the standards of electric meter.

Mr. Priyo has considered of Action Plan to adapt domestic product standard in Indonesia, SNI to the water meter with reference to the training learned in JICA that JIS standards is applied to water meter.

To prepare new law in Indonesia, create the basis for legislation at Directorate of Metrology, which will be submitted to assembly member after reviewing in MOT that is not an easy task to achieve finally by deliberations in the Diet. Mr. Denny and Mr. Priyo worked on this issue together, and not only electricity meters, but were able to fulfill the revision of laws and regulations of standards for 88 types of instruments in two years from 2009 to 2010.



Mr. Denny (right) and Mr. Priyo (left), showing off the pages stated law which is created by them. Teamwork to achieve the goal has been enhanced by participating in the same traing with superiors and subordinates.

④ Ripple effect of participants' behavior to society and economy

Knowledge learned in the training at JICA and all subsequent practices of former participants are then spread to the social and economic.

- In Indonesia, there has been a problem until now for people that although they have standards of industrial products, companies do not comply with the standards. In the action plan of JICA training, the companies of people to take part in the Commission of creating standard for rubber and has developed a plan to prepare the standards together. This plan is currently in action. (Mr. Sutarwanto, BSN)

Case⑤

Ms. Parmivatni Sih

Technology Assessment and Application Agency (BPPT) microbial pesticide active leader
Participant in 2007 “Bio-Industry II”

Ms. Sih is a researcher of soil improvement using a microorganism. She participated in the training in 2007. Only the first week for two months training in Japan, in which the content of training was on bio-science, contrary to her initial expectations, and remaining of training was just to have lectures about commercialization of developed biotechnology and company visit. However, the study of the area she thought the difference field has produced a surprising effect.

Ms. Sih had been working on the development of technology to reduce the acidit of peat acidic soil in Borneo iseland to a level that planted crops, such as corn using a microorganism until 2008. Then after 2009, she has started to study to reduce the use of chemical fertilizers using microorganisms.

Research result up to 2008 took four years to be commercialized but the study after 2009 has achieved commercialization with two years the half of these years. In this achievement, things she learned in Japan, acadmic, business, to maintain the consistant commercialization process to work the government together, concept of “stability”and “concentration” and internal and external network building, and beside these, to set short-term, middle-term and long-term goal to check its progress on a regular basis, were helpful.



Ms. Sih (right) and Ms. Nina, pharmaceutical researcher of LIPI who participated in the training along with Ms. Sih. There was a sense of reassurance in response to the generous support to check the level of understanding of the course content in the training.

Case⑥ State Ministry of Cooperatives/Small and Midium Enterprices (SMOC & SMEs)

Ms. Dwi Andriani Sulistyowati

Human resource Development Authority NGO/Cooperatives/Strengthening of Small- and Medium-sized Enterprises (SMEs) Supporting Division

Participant in 2007 “Practical Corporate Management for Productivity Improvement”

Indonesian government emphasizes that everyone is equally rich. Ms. Dwi is a chief of the section of State Ministry of State Cooperatives and SMEs, which is responsible for industrial development of grass-roots, to support the entrepreneurship for the fight against poverty and trade promotion of SMEs. As a leader of the team of 7 staff at the workplace, she has conducted training and seminars in various parts of the country. For village women, for example, in order to promote foods entrepreneurship, she teaches food processing method and accounting techniques, and invite lecturers to provide training course in flower arrangement and technical training in Indonesian traditional crafts, Batekku. For SMEs, in order to promote the export of furniture using high quality wood produced in Indonesia, she has developed activities such as opening of workshop of exporting procedure and of designing fashionable furniture that preferred by overseas for each small manufacturer of furniture in Japara of Central Java

Ms. Dwi has also taught site management techniques of “5S” and “Kaizen” learned in the JICA training course to furniture manufacturers. Ms. Dwi impressed that the words she had heard in the training “To develop Small and Medium-sized enterprises is the same as growing plants” The knowledge she learned in Japan steadily handled down to the grass-roots industries in Indonesia.



Ms. Dwi travels about 20 times throughout the year to conduct trainings. She adopts the training method of JICA with combination of lectures and practices in the field site.

⑤Secondary effect of training

From almost all former participants who were interviewed, saying that the Japanese keeps to time and rules. Impression of good impression of solid organization and remarkable strong institution was heard. There was also an opinion among member who joined together from Indonesia that this led to the mutual understanding and strengthening of cooperation after returning.

- By taking part in the training together with Ministry of Industry and BSN, to share the same awareness of issues and objectives, it helped to create a network beyond the organization. After returning, there is also effect that made it easier to contact. (MOI)

(6) Factors enabling and inhibiting realization of training outcomes

< Factors of effects >

① Factors on the participants

- Highly specialized knowledge of International Standards, legal metrology or non-destructive testing, and technical training is clearly conscious agenda of the participants, level of satisfaction with e training is also higher and the effect of training is likely to appear such as applying the knowledge learned after returning in the field.
- The challenge of the organization is clear and the goals can be shared with the entire organization including the supervisor, if the participants are firmly aware of what they should learn in the training, the knowledge learned in the training will spread to the organization effectively and appear to have sustainability.
- There is an organizational climate in Indonesia that values the harmony of human relations. If there is understanding for systematical participation in training, a level of motivation when participating as well as after returning home, is also maintained at a high level and tend to be easily express the effect of training.

② Factors on organization

- Associated with a project based on the international support framework between Japan and Indonesia, if tasks and goals are shared from the site to the parent organization and the training in Japan has been incorporated effectively in it, very high effective training can be obtained. Detailed environmental factors observed in this case are as follows..
 - ① High motivation to achieve the goals of the organization top
 - ② There is a budget related to the project allowing us to purchase the latest equipment
 - ③ Awareness of issue to achieve the goals with a entire organization working together is clear
 - ④ Consciousness of staff training course by supervisors and sharing of the prior information
 - ⑤ Instructions to spread knowledge learned in training into the organization by supervisors
 - ⑥ Scheme with other assistance such as dispatching JICA experts

③ Factors on training contents

- In cases where, upon setting training course, relevant government ministries/institutions to participate in the combined courses in line with global vision of our country and growth strategy that along with the international support framework between Japan like IJEP and Indonesia, outcome of larger scale of training effect can be achieved. By harmonizing views between the relevant countries beforehand is carried out at a high level, creating training courses that reflect the needs and agenda of the relevant countries is possible.
- Site visit and technical training in companies and government agencies at the time of training made a strong impression and participants can learn a great deal of things.

Also, practical information such as the case study is easy to be understood, the knowledge after returning home is likely to be easily applied. Delicate support such as confirming a degree of understanding by coordinator has become a mental support to the individual participants to resolve the complaint to the lectures and anxiety during participant's stay and provide significant contribution to creating an environment in learning better with confidence.

< Impediments >

① Factors on the participants

- In cases of university professors and management of governmental agencies, there is a tendency that is not regarded as an importance to practice the action plan due to having their own primary work is busy.
 - Action plan of creating a liaison office for the close collaboration among industry, government and academia was prepared. There is an organization in Indonesia calls LIPI, which is not currently much in action. Making it more functionaize was own action plan. However, due to the busy schedule, it has not tackled yet. (ITB).
- Even the organization where you belong corresponds to the training course, if the responsible job duty is varied, difficulties in reduction of learning motivation in training and preparing of action plan will arise.
 - When I took part in training in 2008, I dealt with an action plan as a general affair staff. The action plan should contain a wide range of training content; however the content of training and my actual position did not match. (IPR)
- If transferred to another division after participating training, training effectiveness such as practice of action plan and spreading the knowledge learned in training to the organization will be likely to be expressed.
 - I have transferred to another unit after returning from training. As the action plan was assumed in the previous work, I could not realized. (Directorate of Metrology)

② Factors on organization

- Workplace at the Indonesia, there is a tendency of "Caring for superior's intention, more than in Japan" (IRP currently working as a specialist for JICA, Mr Nagabashi states). From ex- participants there were voices such as "there is a limit in what staff can do", "I was conscious of superior's opinion when thinking of action plan. I could not create an action plan that denies superior's intentions."
 - In JICA training I came up with an action plan that consists of education of IP in schools. But as I spoke with my superior about it, because the theme was big with small prospect, it could not be taken into action.(IPR)
 - If the information was provided beforehand and linked with the awareness of the participants, it is possible to have an awareness of the top people and easy to create an action plan. As I don't know how the Top people think it is difficult to make an action

plan. If I submit an action plan that has a different direction, it would mean to deny superior's opinion hence not accepting my idea. (BSN)

- For my case, it was possible to hear the information from the superior, but not when I was making an action plan. It would be better to know beforehand. (MOI)
- I made an action plan that relates to my daily work. The content includes education of bio research for children. In detail, to include bio-tech education in science clubs at primary, secondary and high schools. The purpose was to increase children's interest in bio research. I reported it from TV meeting at JICA Indonesia Office. However because the superior had changed, my action plan has been ignored. (LIPI)
- Japan and the Indonesia law differ, so even when I learn the system and technical equipment in Japan, if there isn't any in Indonesia, it is not possible to use those knowledge on site
 - I had the opportunity in having a promotional review straight after the training in Japan, I included PPH (I have the invitation in participation in Indonesia) which I learnt in Japan, in my report as a requirement for review. I also included knowledge that I learnt in Japan for daily investigative duties. However, as the law is different, it was not possible to reflect the Japan's way in Indonesia. For example, AIPN, PPH does not exist in Indonesia. I cannot use the gained knowledge in practice. (IPR)
- In Indonesia it seems difficult to overcome the hierarchical structure in organizations and have an innovation by the staff and management workers.
 - About making decisions according to a basis, I conveyed so to my colleagues after my return. Targeting 10-20 people within the workplace, I did a presentation. It is compulsory to make a presentation after going for training abroad at my workplace. After hearing my presentation, my colleagues' work should had changed slightly. However for a spread towards the organization totally, it is difficult. Staff does not move unless told by the superior. It is hard to make changes as there is also superior's opinion to take into account. (MIDC)
 - I thought of an action plan in guidance of efficiency improvements of small furniture manufacturing in the area called Jepara which locates in Central Java. I directed to manufacture high quality products for exportation, by consisting "Kaizen" and "5S". At the same time I taught about the procedure in exportation. The plan was to cut the cost in commissions for Middleman when exporting, in effect to make the process smoother. However matters of import and export was decided by BAPPENAS, so I had no authority and could not taken into practice. (SMOC&SMEs)

③ Factors on training contents

- Within a working place that is high in speciality, it seems that the outline of lectures and lectures in general knowledge have a small significance.
 - The contents of the training were a general remarks, and to be honest information in resolving problems were not received. If possible an observation of the examination of The Patent Office was desired. I participated in JICA training in 2007 and 2012, but the training in 2012 contained an increase in contents of concrete information, comparing to 2007. Looking forward for the next training. (IPR)
 - It was agreed from other country's participants that it is good to have not only gain knowledge but also experience. (IPR)
 - The training I participated was only the lectures and observation. It was not enough as I wanted to learn in much more depth and also wanted to experience practical things. There were discussions but I could not talk to the specialists. Before the participation I wanted to know how technology could be used for new developments, but did not obtain concrete knowledge to resolve that question. (ITB)
- There is a tendency where participants who have a clear vision in what to learn through the training have a strict assesment for contents that is slightly away from the training courses' fundamental themes.
 - The theme of the training course that I participated was the development in civil sector, and the first day was taken place at a small-medium sized enterprise. It was what I was interested in, but the second day was taken place at a convenient store Circle K. The location was irrelevant from the theme of the course, and hence should be reformed. (ITB)
 - There were people from small-medium sized enterprise from Indonesia, it seemed that the information was not for them. The assignation in participants was not conducted well. (ITB)
- If the contents of the training were not relevant for Indonesia's national context, it is unlike to have an impact after their return, even if they gain knowledge and experience from the workshops.
 - The training I participated was the cultivation in industry-government-academia collaboration coordinators. We went to the vehicle maker Honda and did activities in problem solving of vehicle makers in teams. We searched for information and visited specialists to collect information regarding the development in suspension and the cut in usage of steel for 10%. This was done with government officers and researchers from universities from Pakistan, Egypt, Malaysia and Sri Lanka. It was stimulating to work with people from different countries and work type, and would be useful for networking, but, like Toyota and Honda in Indonesia, there are no R&D centre so I felt that the knowledge gained from Japan could not be used in Indonesia. (ITB)

(7) Achievement comparison between training program by other donors and JICA's training program

1) KOICA

- Korea's Country Partnership Strategy (CPS) towards Indonesia are the following: ① Improvement in governance ② flood control management ③ Infrastructure construction. For ①, capacity building of civil servants, for ②, levee repair of rivers and for ③, transport Infrastructure are focused. Plus for ③ the IT Infrastructure facility of public office is supported.
- There are two groups in theme-specific training courses; group A and B. Group A is created by Korea which is submitted to SetNg. SetNg decides on the priority in each training according to each country's needs. For group B the need of the topics of theme-specific training is asked by Indonesia. Group A and B are deliberated and decide on the candidates from Indonesia on the training list.
- From the past records in 2012, there were 136 participants from Indonesia for 46 courses in total. As a breakdown of the courses and the number of participants, there were 8 courses in Single-Country training and 38 courses in Multi-Country (according to task) and Join-Special training.
- What is observed in the selection of the applicants are the reasons in applying, matching of the selecting duties, English skills and also women participants. Also the condition of not having a record in application to KOICA training for three years.

2) Nuffic Neso

- As Holland does not hold ODA Implementing agency like Japan, they are in charge of the Directorate General for International Cooperation of Ministry of Foreign Affairs. But for aid for each country they are in coalition with NGO and each other organizations. For education and training the not-for-profit organization Nuffic Neso is in charge.
- Nuffic Neso Indonesia provides information in 1500 English training courses in Holland. But the support provided by Nuffic Neso differs from JICA and KOICA where the training takes place at the country. It targets both countries' universities where there's a linkage in high educational knowledge and networking.
- For Holland's Development Cooperation Program for Indonesia and the funding for Millennium Development Goal that is set until 2015 by the U.N, a cooperative planning between Holland and Indonesia is taking place. As a part of this plan StuNed is set, which is a scholarship program that targets specialist in middle class. StuNed is a bilateral human resource development cooperation program between Holland and Indonesia. It targets to strengthen 5 aspects of Indonesia's political organization, including flood control management, safety in good, financial sector, human rights and justice sector. StuNed consists of three types of courses: Master Programs, Short Courses and Tailor-made Training.
- Tailor-made training started from 2005. The course topics are set by strategic planning by

Holland's embassy for several years. Until 2011, there were Education, HIV/AIDS Prevention, Health Administration, rural administration, Environment, Flood control management and Public Health. Investment environment and good governance in Human Rights and finance are also a cross-sectional theme. The considered aspects from 2012 to 2015 are safety in food, human rights, justice, financial sector and flood control management.

(8) Conclusion

In On-Site Survey in Indonesia, a remarkable effect occurred in "ASEAN product certification" and "ASEAN Development of international standards" trainings. As shown in case ② and Case③, the staff of MOI and BSN who participated in the lectures were active in using skills from the JICA theme-specific training, for the purpose of achieving a high target, such as participating international meetings for standardization and obtaining IECEE/CB scheme certificate (to be obtained in March 2013). This can give a positive effect such as improvement in presence in international standardization activities within Asian countries including Japan, upgrade in industrial base in Indonesia, strengthening international competition and investment environment for Japanese industry. These can link to not only in benefit in Japan but also in economic revitalization in Asian areas and earning the right to speak in international meetings, which all lead to a great benefit.

Table 3-2-3. Comparing to Favored Examples

	Awareness in purpose of participation	Understanding by Superiors	Action Plan in practice and reflection of conduct in the contents of training
Favored Examples	<ul style="list-style-type: none"> A road map for target meeting was made. An organizational approach has been taken place. The targets that is aimed to meet was understood by superiors and staff. The objectives of the training is clear. 	<ul style="list-style-type: none"> The superior himself has experience in participating the training and understands the significance. The awareness towards the subordinate officers for participation, and the expansion for the organization after their return is measured. 	<ul style="list-style-type: none"> The creation in action plan for the organization's targets and the conduct after the return The spread of gained skills and knowledge from the training towards the organization. The sustainability of the learnt skills and knowledge and the organizational improvement in skills.
Other examples	<ul style="list-style-type: none"> The connection between the targets of belonging organization and the reason in participation is blurred. 	<ul style="list-style-type: none"> The superior does not grasp the training's content No understanding in the reformative idea and the knowledge learnt from the 	<ul style="list-style-type: none"> It is difficult to create an action plan as the Superior's direction is unclear. Even an action plan is made, it cannot be put into practice without confirmation from the Superior.

		training by staff • There is a limit in conducting new challenges only by staff within the organization	• The expected contents before participation and the actual content differed, hence hard to reflect on the duties.
--	--	--	--

①About the Awareness in purpose of participation, favored examples show the initiative in participation in international standardization activities and improvement in skills and knowledge in standard certification which links in joining IECEE/CB scheme. This shows the goal towards MOI, BSN and B4T which is an examination location. Hence, for the achievement in the goals in working at high level of management, strategies in how JICA theme-specific training can be used. For staff level and general management work, the aim in participation was clear, such as how should be learnt through the training. In other aspect, for other examples such as Case⑥, where the relation between the duty targets in their belonging organization and the content in training was shown, but was not clear as the favored examples.

②For the understanding in Superior, favored examples showed good influence from a step-by-step participation in the training, as the 1st year showed participation by workers from high management and after the 2nd year the onsite staff participated as well. The superior joined the training first then the understood the contents, which allowed them to understand the significance of the training. As a result, an awareness in the learning knowledge before the participation by the subordinate workers from the following year was shown, as well as the spread in the gained knowledge to the organization, directed by the superior. In other aspect, for other examples, “Staff does not take the initiative and waits for directions by the superior. It is difficult to make changes as the superior has his own opinions.” (MIDC). From this quotation, the staff in Indonesia considers the superior’s opinion with great care, so it is difficult to take new challenges only by themselves.

③For Action Plan in practice and reflection of conduct in the contents of training, the favored examples showed a high percentage in putting the action plan into practice. After their return there were opportunities to do a presentation in the gained knowledge to their colleagues. Moreover there’s a tendency in high efficiency, impact and sustainability in the spread towards the organization and the practice in the duties from the training. In other aspect, there are voices such as “It is hard to create an action plan when the opinions of the boss are unclear” (BSN), which shows that Indonesia’s priorities in the opinions of the superiors. Because of this, it is reflected in other examples, such as “the superior changed so my action plan was ignored” (LIPI) or voices in which the superior did not accept the action plan so it was not put into practice. Additionally, as shown in this quotation: “I wanted to learn about how technology could be commodified as a new development before participation, but I could not gain enough knowledge to answer that question.” (ITB), the content of the training was not grasped beforehand, resulting in voices that said the training was not something that they had thought to be.

From this, the favored examples and other examples showed a clear difference according to the participants' situations in their organizations, in terms of the reflection in 1. Awareness in purpose of participation, 2. Understanding in Superior and 3. Action Plan in practice and reflection of conduct in the contents of training.

At JICA Indonesia Office, in order to choose participants who are appropriate for the training content, the selection is taking place with great care, and in order to have an ideal candidate to gain the most of the training, there is a close connection with the SetNeg which acts as a reception of receiving support of the parliament of Indonesia. Due to these efforts made, the mismatch in the participant and the training content became less. As a result for this survey, almost every ex-participant had said that the training was useful.

From the analysis of the favored examples, in order to have an even higher success, it has been clear that setting of the high level in Indonesia and the conduct of the organizations were important. It is hoped that efforts in meeting target by Indonesia is made, and the Trainings are to be included in that conduct. However, due to the ideal matching of the training content and the participants, there are limits in encouraging the reception of receiving government aid office support by JICA. Considering the benefit in our country, as shown by the favored example in the survey, it is ideal to share a high level target with Indonesia and to set supporting agenda in projects. As not only participants but dispatch of specialists and other support is at present, it is promising to have a higher effect in impact, sustainability, efficiency and effectiveness.

(9) Recommendations

After the resignation of Suharto in 1998, which was influenced by Asia Financial Crisis in 1997, Indonesia continued to have a chaotic search for democratization and liberalization. Following the Yudhoyono Presidency in 2004, political stability was recovered, which lead to financial development and decentralization. Under these conditions the parliament of Indonesia attempted to change the situation in the reliance in foreign aid in financial investment. Being supported by the firm development in domestic economy, the percentage of the domestically procured funds for the government development projects is increasing. As for the external public debt was also 56% by GDP by 2004, but by 2011 it decreased to 24%.

Under this situation, Indonesia aimed for an escape from the development of foreign-led. They had abolished the CGI (Consultative Group on Indonesia) in 2007, which had been taken place every year in the past, and where international organization and major donors attended. Additionally the national situation where the presidency of Yudhoyono in 10 years and 2 terms had been comparatively stable, headed to a direction towards the construct and maturity of administrative organization and domestic infrastructure and as a supporting country Indonesia's situation had changed drastically over the past 10 years.

As for how the aid for Indonesia should be made, and how Indonesia's needs in the development and change as mentioned above should be grasped, and deliver according to its needs. Even for the Trainings, by following the participants' surrounding environment should result in an effective prospect.

1) The similar themes of training projects and the proposals in format and operation of technical cooperation projects

In Training and Dialogue Programs of JICA, there are over 500 training courses every year with participants from abroad, but more developed country including Indonesia continues to have a high financial development. The level of development and issues of countries aside of developed country, which was seen as developing countries before, had also become varied. In order to raise validity, effectiveness, efficiency of theme-specific training than before, as well as giving an impact and sustainability in which the result will be passed to Japan, it is important to include policy coordination with supporting countries in the setting of the training courses, and look into the needs.

Even within the needs for each country all over the world, not only should the relationship with Japan be considered but also the multi relationship with Japan and each area should be taken into account for the setting of the training courses.

For this time, the examples of good practice that has been confirmed at the On-Site survey of Indonesia were the international standardization and standards and certification of industrial products between Japan and ASEAN areas, which was a training course set under the goal of strengthening cooperation and collaboration. It can be said that the vision in cooperation, strategy of Japan's side of ASEAN areas, and agreement of the needs from the side of Indonesia were the reasons for creating an excellent effect.

For the training courses in the future, point of consistency of the tasks according to area and the policy of Japan should be considered. Additionally training courses associated with high national strategy should be set.

2) Proposals in human resources development and overall capacity development

Not only Indonesia, but also in other developing countries and more developed country, it is difficult to expect the staff to take their initiative for big projects to expand, or to expect an innovative change in the organization from the transmission of the gained knowledge and skills by the participants. An expansion of the organization cannot be achieved without the awareness of the significance and the purpose of participating the training by the higher as well as general administrators. Otherwise the effect in participating the training remains to the participants' own level and would not lead to the expansion of the organization. In order to have a ripple effect towards the Trainings of the organization and to have a high sustainability and consistency in the knowledge, the key point is not only the participants but also the superiors should be aware of how the gained knowledge and skills (from the training) should be used. And in order to have an effective capacity development for the supporting countries, an organizational, rather than individual, participation should be considered.

The confirmed examples of good practice in Indonesia On-Site Survey were the target setting of joining MOI and BSN of IECEE/CB scheme. Towards that goal a road map had been created for MOI and BSN to carry out together. As the higher and general administrative, staff and

employees in each department participate the Trainings, the training supported to achieve their target. In the task of taking leadership by the side of supporting countries as shown, it is ideal to use the Trainings as part of human resources in lines with organizational target themselves.

On top of that other supporting schemes such as the JICA dispatch of experts and Dispatch Senior Volunteers had been combined. If they compositely cooperate for resolution in issues of themselves, the effect of the support should rise. Plus it is promising to feedback the onsite issues to Japan and deliberate the on going support. Even for the selection and dispatch of participants of the Trainings, the cooperation between the Japanese workers who work within the organization and the supporting countries, and the follow after the return is preferable.

3) Proposal in the Trainings and method of evaluation training programs (The theme specific interview survey)

In recent years, the assessment in the budget of ODA within Japan became strict, and at the same time the beneficial effect for Japan had been heavily considered. The Trainings in Japan have training course consisting wide range of themes, and is an internationally unique support project that delivers various needs to developing countries. However on the other hand, many targets such as “Solving the problems of developing countries”, “Increase Japanophile” and “Strengthening Partnership” have been mixed, resulting in a blurred connection in the profit for Japan.

For assessing the training programs, it is favorable to measure the effect and the sort of changes it made in terms of each training’s high targets and the participants’ achievement in the learning targets. On top of that, from a vision of account ability cost in ODA take-budget for domestic country, it is necessary to clarify the purposes of the training and link with important policies and diplomatic strategy of Japan. Moreover the trend survey in achievement in the training’s objectives after the participants’ return should be assessed.

For this On-Site survey in Indonesia, it had been recognized through the training of “IECEE/CB scheme ASEAN Product Certification” and “ASEAN international standards development”, that for Japan’s industry the investment environment in Indonesia have a good effect. However looking at examples aside of those mentioned, the benefit towards Japan was not confirmed. The reason behind this is thought to be the trainings’ blurred connection with the Japan’s significant policy. It is favored that reformation in clarification of the high targets of the training is to take place.

Plus, afterwards the evaluation took place without showing the record of the contents and targets of the training, the assessment and action plan that was made by the participants. As a result an effort was made to conduct a better method in the survey, by doing interviews and questionnaires for the superiors of the participants, however the results were centered in the participants’ subjective assessment. It cannot be denied that from the psychological bias of raters who wished for a continued grant from JICA, an affirmative assessment of the effect in theme-specific training occurred.

For the survey from now on, by showing the resources about the conducted training,

considering the individual assessment of the ex-participants and enhancing the survey in third eye views such as the superiors, colleagues and staffs, the assessment could have an objective prospect.

4) Proposals in the improvement of quality in the Trainings

Not only within the field of investment environment and civil sectors, but also special knowledge and skills in other fields have been more complex and technical every year. Also within a global harmonization between nations the importance in global standards had risen.

For this time, the examples confirmed in the On-Site survey in Indonesia, the international standardization of engineering products, regulations of standards in certification and rules operations had spread to MOI and BSN in Indonesia effectively through the Trainings. From this sort of international regulations and framework, Japan, as a developed country, endures operation in regulations and inspection technology. This is the strength of Japan in ASEAN areas, and as it had been passed via the Trainings, it led to Indonesia's facilities of industrial infrastructure and international competition, as well as investment promotion towards Indonesia by citizens in Japan, and the improvement in presence of Asia in international meetings. Additionally, aside of the examples there are positive voices for practical trainings in skills and special knowledge.

In other aspect, there are social and cultural components such as "Japanese follows rules and are on time" and "Japan's strength is that they are organized, which a lot of returned participants highly regard as. It may link with an increase in motivation in participants' life and work, but those internal changes are unlike to spread to others after their return. Unless it is possible to convey logically as words such as "Kaizen" and "5S", or it is arranged with clarity, Japan's good part is difficult to convey.

Due to the slowdown of production and global competition in Japan, the superiority of Japan's making had not been praised as it used to. If restoration towards Japan from the effect of training is desired, the consideration in "Japan's Strength" should be taken into account, with the same vision as the supported countries, and the construction in the training course should be reflected in that.

Also, for Indonesia On-Site Survey, there were voices which desired for more information regarding the preparation in the tasks before the training started. As the distribution in data of lecture materials and movie clips of the classes were present beforehand, not only the participant himself but also the superior would also deepen an understanding in the training contents (If copyright is available).

On-Site Survey Result

- Philippines (Energy)

Location



Basic information

Name	Republic of the Philippines
Form of Government	Unitary presidential constitutional republic
Area	300,000 km squared
Population	95,860,000 people (In 2011)
Language	Filipino, English, Cebuano etc
Real GDP Grow Rate	3.9%
GDP per Person(Nominal)	2,345 dollars (In 2000)
Rise in Consumer Price Rate	4.6%
Unemployability	7.1%
Bilateral Agreement	Japan-Philippines Economic Partnership Agreement (signed in September 2006)

Source : Japan External Trade Organization (JETRO)

Survey Photos

	
<p>The knowledge relating to Japanese Policy, which was obtained through the Training in Energy Policy, was used towards the contribution in the Renewable Energy System. (2008). (DOE)</p>	<p>I decorated my desk with some photos of my friends in Japan, and they make me feel nostalgic. I think Kyushu and JICA Kyushu are wonderful places. (DOE)</p>
	
<p>I'd like to express my gratitude towards JICA and to Japan. Completion of the training certificate is shown with proud. (DOE)</p>	<p>When a specialist comes from Japan, I sometimes provide a summary of data. (DOE)</p>
	
<p>Even now we are in touch with the participants via SNS, and continue exchanging information regularly. (DOE)</p>	<p>Eleven years ago, I used to commute from JICA Kyushu to Kyushu University, on the same train/vehicle everyday for five months. I remember how the trains were accurate, as well as how people were systematic. (DOE)</p>



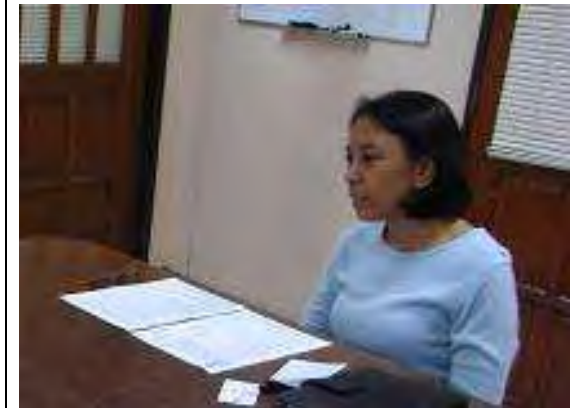
The returned participants share their reports with other colleagues in the department, in order to share their obtained knowledge and skills. There is also a system where colleagues take over those who are doing the internship. (DOE)



The returned participants act as one of the central workers in Spreading activities, Biomass within the region, monitoring and leadership in Wind Power Project (JICA technical cooperation in 2008-2009) (DOE Visayas Office).



Engaged in creating Energy Plan according to the areas in the Philippines. (DOE)



After returning home from JICA training in Japan, my confidence has risen due to gained knowledge, which resulted in managing in doing external tasks. (DOE)



It had been a significant experience in interacting with Japanese people and experiencing the culture and rituals, says this Japanophile. (DOE)



JICA's training program takes place regularly, with the benefit in consisting the conception and practice with balance in the curriculum.(DOE Human Resources Department)



The knowledge gained from the training program was used towards the equipment for energy conservation. As a result 10% of energy conservation was accomplished. (MIRDC)



It was a good experience to see the equipments and facilities that employ latest technology being used at an inspection in Japan. (EDC)



A returned participant who is flourishing at UNIDO. He participated in the Training Program of JICA, became an instructor in Third Country Training Program then moved to UNIDO after gaining recognition in the achievements through the technical cooperation project. Currently working towards the development in the energy sector for the Philippines.



At KOICA Philippine Office, she is the only person in charge of Training Program. I'm jealous of JICA Philippine Office where there is a department for the Training Program. (KOICA)



Participants are sent as a representative of their country. There is an interview for every individual, where relevancy, necessity, technical adaptation, communicational skills and personality is tested. (TESDA)



Representatives of PHILJAPA (who have been networking with the returned participant and addressing the importance of having a good relationship with Japan) and management members

Abbreviation

(Alphabetical order)

Abbreviation	Long Form
AEMAS	ASEAN Energy Manager Accreditation Scheme
CDM	Clean Development Mechanism
CNG	Compressed natural gas
DOE	Department of Energy
DOST	Department of Science & Technology
DOST - PCAARRD	DOST - Philippine Council for Agriculture, Aquatic Natural Resources Research and Development
DOST - MIRDC	DOST - Metals Industry Research & Development Center
DSM	Demand Side Management
EDC	Energy Development Corporation
EE&C	Energy Efficiency & Conservation
ERA:	Energy Reform Agenda
ERC	Energy Regulatory Commission
ESCO	Energy Service Company
FIT	Feed in Tariff
NPC	National Power Corporation
IPP	Independent Power Producer
PHILJafa	Philippines Japan Fellow Association
PNOC	Philippine National Oil Company
EDC	Energy Development Corporation
PROMECC	Promotion of Energy Efficiency and Conservation
PSALM	Power Sector Assets and Liabilities Management Corporation
PV Cell	Photovoltaic Cell
RPS	Renewable Portfolio Standard
TESDA	Technical Education & Skills Development Authority
TPES	Total Primary Energy Supply
TransCo	National Transmission Corporation
WESM	Wholesale Electricity Spot Market

3-3. Energy and Resources in the Philippines

(1) Outline of JICA cooperation projects

1) Japan's aid policy for the Philippines and the position of Energy Sector Support

(Japan's aid policy for the Philippines and the position of Energy Sector Support)

Japan is aware of the situation and problems in the development in the Philippines, and set the "Aid for the realization towards 'Inclusive growth' into the basic policy of "Country Assistance Program for the Republic of the Philippines" (April 2012). Additionally Japan raises three important topics: "Sustainable economic growth through investment promotion", "Overcoming vulnerability and sustainability of production base and daily life" and "Peace and Development in Mindanao". Japan's support in the energy field for the Philippines by the same policy is positioned as one of the fields of infrastructure development, aimed for Improvement of the investment climate that focuses in reaching the above sustained economic growth.

Additionally, for the business development plan that had been set based on the above policy, the theme-specific training in the field of energy is included as one of the approaches in planning a reformed service that include maintenance, operation and management capacity, infrastructure development in rural areas and cities in "Infrastructure programs aimed at developing regional offices" and "Infrastructure programs in the metropolitan area".

2) Cooperative contents and relative projects in JICA

Under the past Philippine assistant strategy, JICA have been conducting loan assistance for the Philippines which consist of receiving electricity from rural electric and power generation projects generated by geothermal heat, coal etc from the 1970s. From 2001, starting from wind power generation projects, grant aid, loan assistance, technical cooperation (including development study type) and development study have been conducted in the renewable energy field such as field of energy conservation, geothermal heat, solar, small scaled hydro power and so on. (See Table 3-3-1).

Before the "United Nations Conference on Sustainable Development (Rio+20)" takes place, JICA has announced cooperation in the department of energy and renewable energy in the Philippines, in the international meeting "Asia Clean Energy Forum" (June 2012).⁷

Table 3-3-1. Aid in the field of energy (1971-2012)

Year	Description of Support	Name of Project	Supporting Scheme
1971	Energy Supply	Electrification Plan Cagayan Valley	Loan Assistance
1976	Energy Supply	Hydroelectric Project Aburugu (E/S)	Loan Assistance
1977	Energy Supply	Cagayan Valley Rural Electrification Project	Loan Assistance
1978	Energy Supply	Power Barges	Loan Assistance

⁷ JICA 'Phil' Office Topic Information in 2012

1980	Energy Supply	Tongonan Geothermal Power Plant Project	Loan Assistance
1981	Energy Supply	Southern Negros Geothermal Power Plant	Loan Assistance
1981	Energy Supply	Mindanao Power Transmission Line	Loan Assistance
1982	Energy Supply	Ultra-high-voltage Transmission Line (I)	Loan Assistance
1982	Energy Supply	Rural Power Development (E/S)	Loan Assistance
1983	Energy Supply	Leyte Geothermal Power (II)	Loan Assistance
1987	Energy Supply	Calaca Coal-Fired Thermal Power Plant Unit 2 expansion	Loan Assistance
1988	Energy Supply	Parinpinon Geothermal Power Plant Project (II)	Loan Assistance
1990	Energy Supply	Meralco Rural Electrification Project	Loan Assistance
1992	Energy Supply	Environment Improvement Project Calaca Coal-Fired Power Station Unit 1	Loan Assistance
1992	Energy Supply	Parinpinon Geothermal Power Plant Project (II)	Loan Assistance
1994	Energy Supply	Rural electrification plan	Loan Assistance
1994	Energy Supply	Tiwi Geothermal Power Plant Rehabilitation Project	Loan Assistance
1994	Energy Supply	Geothermal Power Plant Rehabilitation Project McVan	Loan Assistance
1994	Energy Supply	Additional loan plan second Calaca coal-fired power plant construction	Loan Assistance
1994	Energy Supply	Geothermal power plan planning lab (I)	Loan Assistance
1994	Energy Supply	Substation expansion plan	Loan Assistance
1994	Energy Supply	Environmental measurement equipment maintenance planning plant	Loan Assistance
1995	Energy Supply	Power network development plan	Loan Assistance
1996	Energy Supply	Northern Negros Geothermal development plan	Loan Assistance
2001	Energy Supply	Northern Luzon Wind Power Plan	Loan Assistance
2002-2004	Energy Supply	Capacity Building Development Studies Department of Energy for electricity restructuring	Development Study
2003	Energy Supply	Basic research micro hydro non electrified areas in northern Luzon	Development Study
2003-2004	Energy Supply	Power Development Master Plan Study on Palawan	Development Study
2003-2005	Renewable Energy	Promote rural electrification projects by establishing a micro-hydro technology centre	Technical Cooperation
2004-2009	Energy Supply	Rural electrification project	Technical Cooperation
2007	Energy Supply	Rural Electrification Planning in Northern Luzon	Grant aid
2007-2008	Energy Supply	Improvement project technical capabilities for power development plan	Technical Cooperation

Source : The Ministry of Foreign Affairs Website-ODA report/resources
(<http://www.mofa.go.jp/mofaj/gaiko/oda/shiryo/>)

3) JICA's Training programs and energy resources in the Philippines

The resources and energy field in Training and Dialogue Programs by JICA from 2004-2013 is shown in the table 3-3-2 below. Regarding the training for the Philippines for targeted years, as shown in red, started as “Department of Energy” and “Effective utilization of biomass” in 2007. From 2010 themes such as “Energy policy” and “solar power” are raised for the Trainings.

Table 3-3-2. List of Subjects training programs and energy resources of JICA
(Including courses in Asian areas)

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Mine development and sustainable growth									
Small hydro power generation technology									
	Stable supply of hydroelectric power								
	Facility management and technical standards of thermal power plants and petrochemical								
	Tropical biomass utilization								
		Energy Conservation							
		Effective utilization of biomass							
		Energy-saving technologies and equipment diagnosis in Asia							
		Asia Power Forum							
		Gas and steam turbines (coal), thermal power generation							
		Nuclear power Facility planning infrastructure							
			Regional power development in the Mekong region in Southeast Asia						
			Power system technology						
			Power distribution network development						
			Gas and steam turbines (coal), thermal power generation						
			How the introduction of small-scale hydro and wind power generation in rural areas						
			Fuel savings due to economic load dispatch operations in more than one diesel generator						
			Training on efficient development and utilization of resources that are friendly to the environment						
						Energy release measures			
						Gas and steam turbines (coal), thermal power generation			
						Nuclear power infrastructure development plan			
						Promote the development of hydropower			
						Solar power Planning support①			
						Companies and government initiatives on energy efficiency			
						Improve productivity and energy saving technology and equipment diagnosis			
						For Cleaner Production, Preparation of Energy conservation policy			
						Solar Power Energy Technology, Solar power Planning support②			
						Power distribution network development			

Source : JICAHP's Thematic overview training program⁸ created by survey team

In Theme-specific Guidelines “Energy Supply”, the support in drawing up the total energy policy Integrated Energy Policy targets policies of Energy configuration in general, which include Energy demand forecast and renewable energy, and it is raised as the important supporting field.⁹ “Department of Energy” training is positioned as part of Department Energy Conservation which is part of the training objective of Thematic guidelines “Department of Energy”. The indicated objectives include knowledge in policies of Department of Energy in Japan and technical development, and an opportunity to learn about excellent case etc in factors and building.¹⁰

Furthermore, considering thematic guidelines “Renewable Energy”, trainings regarding

⁸ http://www.jica.go.jp/activities/schemes/tr_japan/more/lineup.html

⁹ JICA Thematic Guidelines ‘Energy Supply’ (2004) P22

¹⁰ JICA Thematic Guidelines ‘Department of Energy’ (2005) P31

generation of power from solar energy and biomass are raised as examples of cooperation by JICA.¹¹ From these, it can be said that the energy field (Energy Sector) of the Trainings in the Philippines are divided according to themes based on each thematic guidelines.

(2) Survey targets

At the survey, information collection was taken place, starting from participants according to tasks, staff of supporting institutions and by donors. (See attached resource “List of interviewees”

- 2007~2011 Theme-specific training Participants 26 people¹²
- additional information
 - managers, colleagues and staff of participants 19 people
 - The Human Resources Development Department of Energy of the Philippines 2people
 - JICA Philippine Office staff, national staff 4 people
 - Philippines Japan Fellow Association staff 5 people
- Donor information
 - UNDP, KOICA, UNIDO, total 4 people

The following shows the brief of the training course which were evaluated.

Table 3-3-3(1). Training and Dialogue Programs ex-post evaluation and existing-condition surveys for ex-participants in the Philippines

Classification challenge	Training course name	Year implementation	No of participants	No of survey*	4 Types	Configuration
Energy Supply	Energy Policy	2007-2011	5	4	Promote problem-solving type	Group
Department of energy	Energy Conservation	2007-2008	5	5	Promote problem-solving type	Group
	Asian Area Energy Conservation technology and Equipment diagnosis	2008-2009	8	7 (3)	Promote human resource development type core	According to region
	Energy Conservation Policymaking	2011	1	1	Promote problem-solving type	Group
Renewable energy	“Biomass utilization system” group training	2009	3	3 (1)	Promote human resource development type core	According to task (with profit)
	Basic training for the introduction of solar power in Asia	2009	2	2 (1)	Promote human resource development type core	According to region
	Total		24	22 (5)		

*Out of the number of people (investigators), the brackets indicate those who were investigated by questionnaires

¹¹ JICA Thematic Guidelines Renewable Energy’ (2006) P47

¹² 5 people were investigated by questionnaire

5 investigators from above out of 22 lived in rural areas, so interview could not take place. Instead the questionnaires were sent and collected. Although they were not for the intended course but it was a training within the intended timeframe, so another 4 ex-participants who were at the institute for interview were investigated.

Table3-3-3(2). Returned participants aside of intended training course

Name of the training course	Type of Task	Conducted year	No. of people	configuration
Korea-Japan Joint Training East Asian Environment and Energy conservation policies and technology	Environmental management	2009~2010	2	Joint host with KOICA
Energy Policy and Planning for Philippine Energy Plan (PEP)	Energy supply	2009	2	According to country
Total			4	

(3) Survey method

The survey was carried out by information collection using Web and existing resources, providing questionnaires for interviewees and conducting individual and group interviews on site. As for website examination, it was not possible to visit websites that involve ex-participants for restriction in time and safety management, so photos and information was collected at the individual interviews as an alternative.

For questionnaires and assessment index, the perspective from DAC 5 evaluation criteria was used as a basis, and especially considered the importance about the impact from the purpose of ex-post evaluation. Furthermore, regarding “adequacy” the consistency of needs from relevant institutes, such as the Philippines degree in priority in policy, the Philippines DOE, and three types of theme-specific guidelines (“Energy Supply” (2004)), “Department of Energy” (2005) and “Renewable Energy” (2006)), which are registered as JICA’s direction in cooperation and training theme/content have been confirmed to be consistent

For the Survey Grid shows the following.

Table 3-3-4. Survey Grid (the Philippines version)

Survey item			Criteria	Required data	Survey method			
Major item	Minor item	Literature survey			Questionnaire and interview surveys	On-site survey		
1. Validity	1-1	From the start of the training through the terminated year (2007-2011) whether the theme-specific training satisfied the needs of the Philippine Government.	Challenges, needs and training contents are accorded with resources and energy of the Philippines against Japan?	<ul style="list-style-type: none"> Challenges and Needs related to Resources and Energy in the Philippines Overview/objects of training of JICA's theme-specific training on Resource/Energy field 	●	●		
			Was theme-specific training accorded with Needs of the participants?	<ul style="list-style-type: none"> Mandate, issues and training needs of Participants assigned. Needs of the final recipient in JICA training on Resources/Energy field 	●	●		
			Were training by issues accorded with the people living in the Philippines?	Needs of the final beneficiary	●	●		
	1-2	Consistency between the targeted development policy of the Philippine government and its executed theme-specific training	Was theme-specific training consistent with the policy of the Philippine government and its energy sector development plan?	<ul style="list-style-type: none"> The policy of the national development plan in Philippines 	●	●		
			Was action plan that participants prepared in the training consistent with the policy of the Philippine government and its energy sector development plan?	<ul style="list-style-type: none"> Consistency of contents, policy, development and plan of action plan 	●	●		
	1-3	Do you have a plan consistent with the JICA Country, JICA Japan's aid policy?	Was key issue of Japan and aid policy against the Philippines with the theme-specific energy field training?	<ul style="list-style-type: none"> Is the training objective consistent with Japan's ODA policy? Positioning assistance policy in the Philippines energy field 	●	●		
			Consistency with JICA supporting strategy for Philippines and objective of the training	Japan's priority policy Direction of priority policy for cooperation with the Philippines	●	●		
	1-4	Adequacy as a means	Is there any relevancy with ODA loan project and their individual experts dispatch scheme	ODA loan projects in natural resources and energy field, grant aid, individual experts, information of technology professional	●	●		
			Was the selection process of the Organizations and personnel to be trained appropriate?	Foreign participants selection Process method, Selection criteria, flow of procedure, related parties and participants	●	●		
			Was there any overlap with other JICA Scheme? Was there any possibility of synergy through collaboration?	Status of coordination with related theme-specific sector trainings, such as professional skills training courses and sector related programs		●		
			Were the contents of training appropriate?	-Training curriculum, teaching materials, study tour destination, and training period	●	●		
			Was there any overlap with other Supporting organization?	<ul style="list-style-type: none"> Priority measures and assistance plan by other aid agencies Implementation status tendency of other aid agency in their own country Content, form and results with utilization status of training by other aid agencies that participants received Other donors' projects related to the theme of JICA's training program 	●	●		
	1-5	Were there any technology advantages of Japan?	Are there any comparative advantages in terms of technology? (If Japanese target technology experience has been applied or not)	<ul style="list-style-type: none"> The superiority/ inferiority of the trainings provided by other aid agencies that participants took part in. How well the technology which ex-participants acquired through the training in Japan, and the status of its application in the Philippines 	●	●		
	2. Effectiveness	2-1	Was the result assumed to be the training goal obtained?	Did the participants achieve the index set up for the participants ability/ improvement relating to each training?	Participant's degree of target achievement at the end of the each training.	●	●	
		2-2	Did participants' ability/skill improve? Which factors accounted for most weight?	Did participants' ability/skill improve? Which factors accounted for the most weight?	<ul style="list-style-type: none"> Curriculum Contents Report Contents Action Plan Human Resource Development Strategy of the organization one belongs to 	●	●	
2-3		Are there any factors that nullify the improvement in participants' ability or skills? Which factor needs to be improved (removed)?	Are there any factors that nullify the improvement in participants' ability or skills regarding the training in Japan? Which factor needs to be improved (removed)?	<ul style="list-style-type: none"> Curriculum contents Report contents Action Plan 	●	●		

3. Efficiency	3-1	Was Training made as planned?	What were those plans that have been made through the introduction of training	• Annual Training Plan	●	●	
			Which level of satisfaction gained from the training of JICA?(Content, Period)	• Satisfaction Survey Result • Participants' Comment	●	●	
	3-2	Was input appropriate?	Length of the training period, the host institution, the lecturer, course material, the timing of the training were appropriate in order to achieve (output) unit goal?	• Participants' Comment • Survey Results	●	●	
			Was the training budget appropriate? Was the cost per participant appropriate?	• Annual Training Plan (Incl. Budget Information) • Reasonable price that students think	●	●	
	3-4	Was the selection of the human resources/organization targeted to training proper?	Was the selection of organizations and personnel to be trained appropriate?	• Capacity • Number of Applicants • Determine the timing and dispatch • Realization rate of demand • Contents of the screening sheet *	●	●	
			Are there any factors that nullify achievement or output? How did the training cope with those effect-nullifying factors? (cost, number of persons, content)	Capacity of training programs in the sector are being implemented in the country filter, dispatch time, lectures	●	●	
	3-5	Was there no activity or efficient more effective activities to give the same output?	Among the training programs related to the power sector, what is the percentage of training in their country?	Training programs in the sector that have been carried out in the Philippines also. How is secular change?	●	●	
			In which point they are focusing about the process of appointing the person involved with training program in Philippines	• Appointment process of the sector training programs that are being implemented in the Philippines • Selection Criteria	●	●	
			What is the mechanism of monitoring after the training project	Method of monitoring participants staff within the organization, in the JICA	●	●	
			Did a higher goal set in the each training achieved?	• The contents of the overall goal that has been written in the annual evaluation report of each issue area • Action Plan Achievement Status		●	
4. Impact	4-1	Was a higher goal achieved?	Was there any backup with policy and system?	Energy policy achievements action plan, system		●	
			Are there any budget or financial incentives?	Relevant organizations such as the Department of Energy budget		●	
	4-2	How much does the training program contribute to achievement of a higher goal?	Has uninterrupted financing of the implementation of activities been secured?	Related agencies such as the Department of Energy budget		●	
			Are the employees or participants belong to the organization secured necessary human	Option from concerned person Organization system, Dept., Number of employees		●	
			Are there any obstructive factor with policy and system?	• Energy policy, system • Opinion from private sectors	●	●	
	4-3	Are there any external factors (incentives) that disturb a higher goal?	Are there any obstructive factor with budget and funding?	Budget of specific period for Energy Ministry		●	
			Are there any obstructive factor with point of organization such as participants organization	Opinion from related persons Organization system, Dept., Number of employees		●	
			Are there any developments of collaboration with other schemes of JICA and synergetic effect by cooperation with projects of other assistance agencies?	• Each business content • Collaboration status with training	●	●	
	4-4	Are there any developments of collaboration with other schemes of JICA and synergetic effect by cooperation with projects of other assistance agencies?	Are there any collaboration with the following scheme; • Yen loan business • free financial aid business • dispatch of expert • Technical Collaboration project • Developing Research	Energy policy, System		●	
			By participating the training, were there any impacts on planning and other related policies and institutions by attending the training on electricity sector? • Were there any impact given to the power sector of the Philippines by participating the training • Haven't those obtained technologies become out of date?	• Leaned technology • Does energy technology in the Philippines require that of present Japanese Technology?		●	
			Is the specific actions taken in order to spread bio and ethanol after returning home (implementation of program, follow-up)	• Report and record on specific action • Participants Comment		●	
			Was any actions taken to improve the system or organization after returning to the country (seminars and workshops, improvement program of plan-act-improve follow-up program for improvement)?	• Report and record on specific action • Follow-up situation (JICA, dispatching agency) • Activities status of FIL-JAPAN INTERNATIONAL FRIENDSHIP ASSOCIATION		●	
			Has there been any secondary effect of training (assigned to main position of participant, economic impact and networking building)?	• Promotion process, decision-making economic impact and networking? • Network expansion Status		●	
			Are there any possibilities of the effect to be spread to the persons other than participants? If so, through what agency/organization and how?	• Awareness around participating training for participants • Specifically example		●	
			Positive and negative effects of the difference in terms of gender, ethnicity and social class	Difference in the activities level of the participant in Manila, Mindanao and Cebu		●	
Other positive and negative effects					●		

5. Sustainability	5-1	Continuation of the action plan and continuous future prospects	Action plan that is expected to continue in the future	Good example of Action Plan (content/implementation system/scale/ number of participants, place, themes)	●	●	●
	5-2	Policy and Institution	Is there plan to set related regulations and legal system?	Development of energy policy and business outlook according to the definitive resource in the Philippines, and the current status of the enforcement	●	●	
			In efforts to support the expansion of technology transferred by participants after completion of the training, continue to be secured?	<ul style="list-style-type: none"> Regarding the confirmation of technology and knowledge acquisition system of internal human resource Information sharing opportunity, tool and System Participants' participation in JICA technical cooperate project and investigation in development 	●	●	
	5-3	Organization/Finance	The organizational skills in activity that raises training effect; is it sustainable? (Positioning people and deciding process etc.)	<ul style="list-style-type: none"> Organizational structure, mandate of each department, number of people the flow in participant selection process example activities in each department structure in duties 	●	●	
			How would the participants' position in organizations be?	Monitoring state, Time limit, role	●	●	
			Would the Philippines budgetary measures including operating expenses be enough in the future as well?	<ul style="list-style-type: none"> Budgets include funding previously assigned trainees receiving financial support Situation and budget planning and execution to which assigned trainees 		●	
	5-4	Technology	Will the technology that was introduced in the training continue to establish in the future?	<ul style="list-style-type: none"> In affiliation trainees cases and acquisition technology training was introduced(location, and number of cases, contents) Management-related equipment materials introduced Results and participation of trainees in JICA development technical cooperation projects 	●	●	
			What are the Current and Future policies of technology extension system?	<ul style="list-style-type: none"> How trainees are assigned to work in the same destination at the time of training A system in accordance with the technical extension of trainees assigned destination, popular destination, technique/ Technical content 		●	
	5-5	Social/Culture/Environment	Would sustainability in caring for environment, women, socially disadvantaged people and the poor in the Philippines be taken into account?	<ul style="list-style-type: none"> Challenges in achieving national electrification rate and filter status (house) Filter electrification price by resource countries Subsidies according to (renewable energy field) power development Usage in CDM that leads to reduction in maintenance cost 	●	●	
		Are there any other factors that inhibit the sustainability	Is the cooperation of the energy sector of interested individuals kept?	<ul style="list-style-type: none"> Situation and challenges in the field of energy cooperation between government Situations and challenges of the energy sector cooperation in neighboring Cooperation in the field of energy from other aiding agencies Situation in domestic and foreign private sector participation in the energy sector 	●	●	
	5-7	Were there any changes between 2007-2011(policy economy and society) since the end of training	Japan's future direction in policy toward the Philippines and the transition	Confirmation of the change in policy and aid policy and energy resources according to the definitive filter	●	●	
			Great changes and future prospects of the Philippines' energy policy and its prospects	Confirmation in change in energy related policy	●	●	
			Possibility of major changes due to the economic situation of the Philippines	Confirmation in financial situation (GDP, Energy Demand)	●		
			Possibility of a big change in the social conditions	Confirmation in financial situation (population, percentage in employment, route, access to water and medical service, GIN etc.)	●		

(4) Policy of fields in electric power and energy and national program in the Philippines

Having the danger in electric power during the 1990s and deficit of National Power Corporation as a background, the parliament of the Philippines is reforming various electric sectors by attracting IPP.

In 2011 the amount of the Philippine's energy electric generation was 39.4MTOE¹³, in which the percentage of self-sufficiency reached 60%, and the renewable energy covered 40% of self-sufficient power.¹⁴ The policy regarding the Philippines' energy supply, department of energy and renewable energy, as well as national program is shown below.

1) Energy supply

The parliament of 'Phil' intended to lower the electric price and resolute the insufficient electric supply in June 2001. They enacted Electric Power Industry Reform Act and promoted privatization of process in generation, transmission and receiving electricity. During this process they have regulated that DOE's role as 'An organizational deliberation of general program for financial usage and effective supply in energy'. Under the regulation DOE had established the Philippines development plan Philippine Development Plan (2011-2016) and set the WESM¹⁵ and ERA. WESM started from 2006.¹⁶ Additionally ERA has three objectives, ①Guarantee in safety of electric power②Achieving the appropriate price in electric power③development in energy system that is maintainable. Through these objectives they aim to increase the access for electric power for civilians, and promoting the public-private partnership.

For the previously revised Philippines energy plan Philippines Energy Plan (2012-2030)¹⁷, there are aims which include①Guarantee in safety of electric power②Widen the access for electric power③Promoting low carbon power generation for the environmental reasons④Prepare for natural disasters at electric power plants⑤Promoting investment by civil sector⑥Energy plan according to region, which aims for the spread in electrical power for 90% of households by 2017.

2) Department of Energy

The proposed regulations of department of energy have not been enacted due to the delay in consideration by the national assembly, disorganized points of schemes and lack in adjustment with the authorities.¹⁸ Considering the time it will take, DOE is aware of the importance of the proposed regulations, and JICA conducted Decision Support Bill by Project-type technical

¹³ Million Tons of Oil Equivalent

¹⁴ Philippine Energy Plan (PEP, 2012-2030). According to ex-participants at energy policy and Planning Department Planning Bureau, the plan is to be updated every 5 years.

¹⁵ Wholesale Electric Spot Market is one of the most popular Electricity trading market operated by Electric Power Exchange, which tenders the power generation or the selling electricity the day before to match the trade in the following day.

¹⁶ It is said that the shortage in maintenance of Large-scale power plants, Stoppage of hydroelectric power plant due to shortage in water during the dry season, shortage in electricity due to limitation of electric generation facilities from soaring fuel are the cause of increase in expense for electricity at WESM. (Ministry of Economy, Trade and Industry in 2010 Toshiba report in March 2011 Credit System FS research projects between the two countries).

¹⁷ PEP, 2012-2030 Currently in final binding at DOE.

¹⁸ Study on Energy Conservation in the Philippines Final Report (March 2012 JICA)

cooperation development studies (January 2011- March 2013) in order to establish the regulation.¹⁹ Additionally, various national program has been conducted, such as 23MBFOE²⁰ of electric conservation by the department of energy by 2014, National Energy Efficiency and Conservation Program (NEECP, 2005-2014) which aims for 5.086Gg of cut in carbon dioxide and Philippine Energy Efficiency Project (PEEP, 2009~).²¹ Through these programs Introduction of new lighting equipment of political building, Compact fluorescent light bulb distribution for consumers and Mercury fluorescent lamp waste treatment plant establishment etc are taking place.

3) Renewable Energy

DOE had constituted renewable energy law (in 2008) and measures have been taken to set exemption in VAT for electric power selling companies, customs for 10 years, corporate tax of gain on sale in carbo credit and corporate tax of electricity generators of renewable energy for 7 years. Furthermore, under the law, Feed-in Tariffs (FIT²² system) was set in 2010, then put into effect in 2012.²³ As for the Renewable energy-related programs, geothermal heat, biomass, water energy, wind energy, solar energy and marine-derived electricity had been raised from 5,369MW (in 2010) to 15,304MW(in 2030). Plus as an aim for a general institutional approach to the issue in preventing in the application of renewable energy technology, National Renewable Energy Program (NREP, 2011-2030) had been set which lead to the promotion in civil sectors' further investment for development in renewable energy.

(5) The effects of JICA Training and Dialogue Programs

① Improvement in participnats' abilities

1) Improvement in technical aspect

In terms of technical aspect, the improvement in skills and concrete knowledge has been shown by the participants, as shown by the following.

- Improved in technical skills and gained knowledge in Energy Audits and analysis. Especially in the manual and policies in department of energy in terms of climate variation, case studies in biomass energy, the concept in air conditioner that can be used

¹⁹ After the return of JICA specialist, it was mentioned in a meeting regards of taking the proposed measurements into effect, that there are insufficient items in terms of technical aspect and fusional measurements in tax. As a result the measurement has not been enacted. (DOE poll)

²⁰ (Million) Barrels of Fuel Oil Equivalent. One unit of energy created from 1 barrel (159 litter) of combusted fossil fuel.

²¹ ADB aid

²² Feed In Tariff : An allegiance for electric utilities to adjust the national Tariff of electricity generated by renewable energy resource (solar, wind, water, biomass and geothermal heat) during a certain period whethe country specifies a Tariff. In Japan it started on the 1st July 2012. The purpose were to spread the renewable energy with lower price, with the connection of measurements in global warming, preservation of energy resource and measurements in global pollution. By taking this into effect it is said that promotional effect in the cost would be the highest. In 'Phil' both FIT policy and RPS policy are to be combined, but the rights and wrongs of the institutional design is to be considered by DOE. (DOE poll)

²³The arranged prices of ERC in July 2012 are 5.90 PHP per 1kWh by water generated electricity, 6.63PHP by biomass, 8.53PHP by wind and 9.68PHP by solar.

in south east Asia, electric energy system, the concept of cogeneration etc. (The energy conservation department)

- The training consisted of technical equipments such as boiler, air conditioner and pumps, which was useful and allowed to do energy diagnostics alone. (The energy conservation department)
- Gained knowledge in the latest technology and usage of biomass energy, which improved the Problem analysis ability and Capacity planning business within the field of biomass. (Management unit of biomass energy)
- Learnt about policies of Japanese solar energy which can be used in ‘Phil’, as well as other numerous technology. (Solar wind energy management unit)
- Obtained skills and knowledge in using measuring technology, project monitoring, conducting resource assessment whilst receiving contract of service in renewable energy project. (Solar wind energy management unit)
- Obtained an overall knowledge in biomass including resources and Power conversion technology. (Visayas office)
- Able to form a proposal of Energy conservation policies, and managed to do Energy diagnostics. (ex-Visayas office)

2) Policy

The participants learn the Japanese cases as follows, and it had been confirmed that they make use of them for their own country’s energy policy and planning formulation.

- Observation of zero-emission housing and energy-conservation building reveals that a very high technology is involved. (Policy Formulation, Research Section)
- After site-visit to energy-conservation activities in Japan, and learning from the lecturer of education institution and enterprise, they managed to capture the entire image in engagement of energy-conservation in Japan. After making their action plan on the tendency of energy-conservation, the comment from their department was favorable. (Policy Formulation, Research Section)
- They further their understanding on various issues, and managed to have wider perspective and comparative analytical capability. (Planning Section)
- After obtaining the knowledge of drafting and system in Japan’s energy policy, planning and renewable energy, they managed to make use of it in formulating the draft of renewable energy in the Philippines. (Legal Counselling Section)

Case ① Ms. Rowena T. Villanueva
Department of Energy, Planning Division, Energy Policy and Planning Bureau
Senior Science Research Specialist
Participant in 2007 “Energy Policy” Course

【Photo】 Ms. Rowena T. Villanueva :
One of the ex-participants who takes a
role of formulating the Philippines
Energy Policy



The Department of Energy, Planning Division, Energy Policy and Planning Bureau formulates the energy plan of the Philippines.

Ms. Villanueva was transferred here in 2003 as Senior Science Research Specialist to formulate the energy plan. She was sent to participate in the Training of “Energy Policy” in 2007, after which she was assigned to be in charge of making “Energy sector annual report” each year, and also “Phillipine Energy Plan”. She was in charge of the item on “Energy conservation” in 2012-2030 Volume.

Ms. Villanueva has the following to say based on her training experience. “I participated in the training fully aware of the objective and subject of training that match my job assignment, I became aware of Japan’s heavy reliance on imported resources, and while the country lacks resources, it depends on nuclear power generation. In Japan, law and system enforcement is strict, and one can experience what Japanese discipline means through training. Meanwhile, in the Philippines, there are companies that do not observe the system and laws, and energy-conservation is a big issue. After participating in the training, I can do comparative analysis, and put the knowledge learnt and skill acquired in the training to good use in making policy papers.” The evaluation of Ms. Villanueva’s superior -- the Director of Planning Bureau -- is that after participating in the theme-specific training, the result had shown that there are more understanding on various issues, widening of perspective, and acquisition of analytical capability.

3) Improvement of communication capability

- The training had also provided the opportunity to interact with participants of other countries besides Japan and to learn the experience and lessons of each country. (Solar and wind energy management section, various sections in DOE, various institutions that sent their participants)
- After participating in the training, one has more confidence in the knowledge possessed, and works that involve external parties can be carried out smoothly. (Replacement Fuel, Energy Technology Section)

4) Improvement of position and job

- The superior of the training participant was himself a staff of DOE when he took part in the same thematic training in 1990 and had now become a Field Manager.²⁴ (of Visaya Office)
- The previous DOE staff who participated in JICA's Third Country Training has made progress after accumulation of teaching experience and had been transferred to UNIDO. (Visaya Office)

② **Ripple effect of participants' behavior through the organization**

- Sharing of knowledge and experience by DOE participants after returning to own country is mandatory, almost all ex-participants are given the opportunity to share information with their colleagues in their workplace, besides submitting report to their superior.
- As the knowledge of participants widens, they are capable of making their own analysis, and improve the leadership in the entire section, which in turn lighten the work of their superior, the bureau chief. It also leads to DOE energy conservation, such as switching off the light bulbs during lunch-time or after office hours, which is useful in organizational awareness and capability improvement.
- PSALM and PCAARRD have become the center of the energy-saving promotion movement of the ex-participants' organization, and through revision of energy-saving guideline as well as explanation to the bureau chief, they managed to proceed with energy-saving for the entire building. PSALM's employees totaling 150 persons received 6,000 pesos each, and in PCAARRD too, the savings in electrical bill generated 400,000 yen annually, and this is distributed as bonus to all employees.

²⁴Personnel department says that the experience of participating in the training is instrumental for one's promotion.

Case ② Mr. Peterjo Comple Alday

Power Sector Assets and Liabilities Management Corporation (PSALM) Fuel Management Division Power Management Specialist A
Participant in 2007 “Energy Efficiency and Conservation” Course

Power Sector Assets and Liabilities Management Corporation (PSALM) was established based on Electric Power Industry Reform Act-EPRIA of 2001 to settle the liabilities of National Power Corporation and to promote privatization.

Mr. Alday was in charge of Independent Power Producers (IPP) when he was sent to the Training in 2007. He was then transferred to Fuel Management Division in 2010 to work with the Fuel Management Division chief and his 4 staffs in receiving control and checking of fuel – coal and petroleum – at ten locations of private power plant. During the training in Japan, he acquired the knowledge and technology in energy efficiency and conservation as a member of “Energy-saving Committee” in the company, and in order to apply in the activities of Energy-saving Committee, he was sent to attend the Energy Efficiency and Conservation Course. In the office at Makati in central Manila then (which later moved to Quezon City in Manila), in-house energy-conservation was demanded through a notice in energy-saving, and for the “Energy-Saving Committee” to perform their task, Mr. Alday who is an ex- participant was expected to apply his knowledge and skill learnt during the training, and the guidelines on energy-saving was revised as a result. The effect of the training on Mr. Alday after he returned showed how his activities has changed the organization. He said: “The awareness of energy-saving in Japan is high, and this is the opportunity for me to improve awareness in energy-saving. After I returned, in order to promote energy-saving activities in the company, I revised the guideline in energy-saving engagement, and let all employees know about it. The awareness to save energy by each and every one in the office led to huge electricity saving for the entire building. As a result, a bonus of 6,000 pesos (approximately 12,000 Yen) per employee was distributed in cash.”

Now, the energy-saving committee is run by young members, and the guideline created by Mr. Alday is a great help.



【Photo Left】

Showing to the survey team full of pride the “Energy-Saving Guidelines” created after returning from training. Mr Alday (left) said:” The awareness to save energy by each and every one in the office led to huge electricity saving for the entire building.” On the right is his superior, the chief of Fuel Control Bureau who said: ”The guidelines made by Mr Alday for energy-saving has been very useful.”

【Photo Right】

The sign board that tells employees at the workplace to off the electricity “Before 7:30am and after 6:00pm”



Case ③ Mr. Wilmar Jose Lastimosa

Ministry of Science & Technology, Philippine Council for Agriculture, Aquatic Natural Resources Research and Development (PCAARRD), Institution Development Division, Senior Science Research Specialist

Participant in 2008 “Asian Region Energy Saving Technology & Equipment Diagnosis” Course

Ministry of Science & Technology, Philippine Council for Agriculture, Aquatic Natural Resources Research and Development Council is located in Los Banos of Laguna State, and about 200 employees work there. The Institution Development Division is mainly involved in research facility, equipment and machinery maintenance works. When Mr. Lastimosa participated in the training in January 2009, he was a science research specialist II, and thereafter he was promoted one rank up to Senior Science Research Specialist. Applying the knowledge and skill he acquired in the Asian Region Energy Saving Technology & Equipment Diagnosis training, he formulated an action plan to implement energy saving.

Mr. Lastimosa talked about the effect to organization and its future: “After returning from Japan, the action plan was presented to the chief and the budget was approved, replacement of lights, shrinking the hours of lighting and other measures had been taken. There were 800 pieces of electric lights at PCAARD, out of which 250 pieces had been replaced with energy-saving type. As a result of energy saving, the electricity bill for 2010~2011 had been reduced by 9.66%. The annual saving of 200,000 pesos (approximately 400,000 Yen) was distributed among employees as bonus. The rest of the lights will also be replaced gradually as it costs money.”



[Photo] Mr. Lastimosa (left), the ex-trainee who promoted the awareness in energy saving to develop the organization, seen here with his superior in Institution Development Division (right)

③ **Ripple effect of participants’ behavior to policy and system**

- Among the ex-participants, there are also employees that do energy index analysis, which reflects the improved awareness and analytical power of the ex-participants mainly in legal, system and policy of energy sector, such as renewable energy laws (2008), Philippine Energy Plan (PEP), Regional Energy Plan (REP), energy related policy documents etc.

④ **Ripple effect of participants’ behavior to society and economy**

The social and economic impact of the thematic training is obvious too as the cooperation policy of the training shows, especially on theme-specific policy in “energy-saving”.

- After returning, the participants can do energy diagnosis on their own, and they are active in consultation with the private sector as well as in supervising work at private power

plants. The examples are projects such as theme-specific policy in “energy-saving”, “training based energy saving diagnosis skill transfer” and others.

- The ex-participants make use of their knowledge in new technology acquired in Japan as lecturers of energy saving, renewable energy in schools to disseminate the knowledge, and also through announcement, international seminars and trainings. This shows the improvement provided by the Trainings as one of the aids to “implement energy saving service by the government”.

⑤Secondary effect of training

- At participant personal level, it had been confirmed that there is “improvement in trust of Japan’s cutting edge technology”. In the Philippines, it is well known through Japanese electrical products that the quality is high, but during their stay in Japan, they can see it for themselves when they make visit to facilities with the latest equipment and machinery at work, and a few even said that they were surprised.
- The “improvement of awareness in energy-saving” is not limited to the participants that had attended the course, but the result of survey shows it had affected the entire DOE organization. Phillipine is a tropical country, and air-conditioning is used at workplace the whole year round, and some set the temperature very low, but during lunch break, the lights and computers can be switched off and it will contribute to energy saving. The ex-participants make sure that it is practiced, and even at home, lights in room unused are switched off.
- It can also be observed on personal level of the participants that “understanding of Japanese society and culture as well as familiarization with Japan has improved”. They have also deepened their understanding of Japanese courtesy and discipline through the regular training curriculum and life at the training center, and it had been confirmed that many of the ex-participants had deepened their understanding of Japanese culture and society through extracurricular activities such as tea ceremony, origami, host-family visits, churches etc. And among the ex-participants, some have continued exchanges with the Japanese host-families and lecturers whom they met while in Japan after they returned, and some of them keep the photos taken with them with great care.

Some DOE participants have the following to say after returning: “In addition to technical training provided by JICA in Japan, participants from various countries have experienced different scenery, Japanese culture and social exchange, and the experience to forget that they come from different country, which is very impressive.” They also said that “Japan has been providing assistance to the Philippines since the 70s, and compared to other countries, it feels close for the Phillipine people.”

⑥Connection with Japan

- Making use of the knowledge gained during the training, Metro Manila had embarked on a solar energy power plant through free aid of 600 million Yen.

- In the example of DOST (MIRDC), the exparticipant makes use of the knowledge gained during the training on “Asian region energy saving technology and equipment diagnosis” to do maintenance of equipment and machinery used in JICA technical cooperation project (1998–2002)²⁵
- Expert and university lecturer of IEEJ (Japan Electrical Engineering Institute) who were the trainers during theme-specific training continue to have exchange in works and on personal basis.

²⁵Mold skill improvement project

Case ④

Metals Industry Research & Development Center (MIRDC)

- 1) Mr. Pablo Quimbo ACUIN Metal Process Research Division
Senior Science Research Specialist
Participant in 2008 “Asian region energy saving technology and equipment diagnosis” course
- 2) Mr. Emerito Velasco BANAL Prototyping Division
Senior Science Research Specialist
Participant in 2009 “Asian region energy saving technology and equipment diagnosis” course

In Metals Industry Research & Development Center (MIRDC), participants had been sent from 1997 to 2002 to Metal Industry Center facility and training conducted by Japanese experts through JICA technical cooperation project on “Improvement of molding technology”. It has been confirmed that over the 10-year period until now, they have managed to do maintenance of machinery, but the issues are the necessity to introduce new technology as the machinery had deteriorated, and the knowledge and skill of the staff need to be upgraded.

MIRDC provides training in metal industry sector with high-energy consumption industry targeted at government employees and also the private sector, with clear objectives at organization level, and send them for the Training. Mr. Acuin and Mr. Banal after returning from training, make use of their knowledge and skill learnt for their job. They transfer their knowledge through eco-seminars, scientific exhibition, and seminars which they conduct when visiting the facility for MIRDC students and the quality of the contents is high. They also apply the new knowledge and skill they have mastered to do maintenance to machinery and equipment provided by Japan.

The Minister of Science & Technology is aiming at R&D of Phillipine products, and in recent years, the national budget obtained by MIRDC has increased, which shows that the Phillipine government has prioritized training in metal machinery industry. One example is the engineering department where Mr. Acuin works in Manila, they are doing development work for monorail. Mr. Acuin himself is in charge, and based on the train provided by Japan, the work plan in technical development in the Phillipine is being formulated.



【Photo】
Left :
Mr. Banal and
his boss

Right :
Mr. Acuin and
his boss

(6) Factors enabling and inhibiting realization of training outcomes

The above mentioned led to the finding of training result, and the obstructing factor is as follows.

1) Factors of effects

① Factors on the participants

- DOE sends its participants based on selection of candidates by going through certain criteria. The general manager selects the persons that meet the standard after filtering the candidates that will go to TESDA. This type of strict selection will ensure that the participant has the foundation and capability to improve.
- The participants selected will collect information from the Website and learn in advance before departure, and participate in the training with a clear objective and description, and awareness of the objective is quite clear.
There is no problem in expressing one's thought in English, and the ability to absorb the contents of training is quite high.

Case ⑤ Energy Ministry, Energy Use Control Bureau, Energy Saving Division

1) Ms. Rosalie Joan D.R. Sotelo

Energy Ministry, Energy Use Control Bureau, Energy Saving Division Senior Science Research Specialist

Participant in 2008 "Energy Saving" Course

2) Mr. Marlon Romulo U. Domingo

Energy Ministry, Energy Use Control Bureau, Energy Saving Division Senior Science Research Specialist

Participant in 2009 "Asian region energy-saving technology and equipment diagnosis" course; 2002 "Energy management" course; and 1997 "Energy Saving" course

Energy Ministry, Energy Use Control Bureau, Energy Saving Division comprises Technical Transfer Section and Energy Control Section are engaged in promotion of energy saving activities in the Philippines. The General Manager himself participated in the Training "Energy Conservation" in the first half of 1990s, and he said : "The training was very intensive and comprehensive, and I spent almost all of my weekends studying. I can still remember the face of the training coordinator even now". He said further that "the reason he selected Ms. Sotelo and Mr. Domingo to participate in the Training is ① They are technicians, ②the job description matches the training description, and ③there is a requirement to upgrade the skill of employee as energy conservation is widely promoted in residential areas, industrial and commercial facilities."

The ex-participant Ms. Sotelo who took part in 2008 "Energy Conservation" course said: "While the Phillipine government has made energy conservation a policy topic to reduce environmental burden, promote high technology in cost vs. result, the objective of the training and the topics suit my own needs", being aware of the objective then. She further added that "there are many things you can learn from Japan, an advance country, in energy conservation through the Training, especially upgrading of knowledge and skill in energy conservation diagnosis and analysis. JICA training is beneficial." Ms. Sotelo made full use of the knowledge and skill obtained during the training after returning that leads to many works as mentioned below.

- Disseminate information on energy conservation in Phillipine government institutions, commercial, residential, transportation etc, including research in energy conservation and environmental protection sector as well as seminars.
- Preparing data and teaching material based on research results
- Building database to share information on energy conservation technology.
- Planning and conducting seminars, trainings, talks, forums, workshops, media campaign to transfer energy conservation technology.
- Others such as engagement in project execution in energy conservation sector through assistance domestic and foreign.
- Active as member of technical working group of CDM (Clean Development Mechanism).

To Ms. Sotelo, the most beneficial training subjects are energy conservation method and policy for weather change, case-study on biomass fuel, air-con concept and electrical power energy system applicable in Southeast Asia, co-generation concept and case study, energy conservation transformer, motor development standards, use of gas equipment, power generation and geothermal, energy conservation in cooling and air-con, etc.

The chief of Energy Conservation Division also said: “Ms. Sotelo has the basic technical capability, and she made use of training results to create action plan applicable at the workplace. After returning, she made full use of the training results in energy conservation monitoring and evaluation, and also audit potential companies as a member of execution team of Don Emilion Award (to be described later),” reflecting his high regards for JICA training results. Ms. Sotelo created action plan that involves National Energy Efficiency and Conservation Program (NEECP), which means planning in engagement to promote the dissemination of Energy Service Companies (ESCOs) that provides services in energy conservation, which up to now had certified 12 enterprises.

Furthermore, she is active in energy conservation diagnosis of enterprise in industrial sector carried out each year, and active in excellent projects from 10 institutions that extend cooperation in sponsoring energy conservation that are selected to be awarded Don Emilio Prize. Besides that, she is also active as member of technical working group of CDM (Clean Development Mechanism) in energy conservation, and active in Information Campaign of energy conservation targeted at 4 groups ①Commercial, ②Industrial, ③Transportation, and ④Households as a job in Energy Conservation Division at NEECP. This campaign aims at “EC Way of Life” on daily life and environment, and if request for seminars from outside is received, it would be held after obtaining approval from the division head, and so far Ms. Sotelo has been holding almost 50 seminars a year as lecturer, and also making the pamphlets for the purpose of spreading the message.

Mr. Domingo who participated in 2010 “Asian region energy saving technology and equipment diagnosis” course is an ex-participant active in the division. Before that, he also took part in 2002 Energy Management, and 1997 Energy Conservation related the Training. He said as follows: “There are a lot of things to learn from the experience in energy conservation in Japan. I strongly recommend our colleagues to take part.” After he participated in the 2010 training, he conducted lectures in energy audit and energy conservation. The training is a component of National Energy Program (NEECP) called GEMP, PEEP. From elementary schools to the universities and also training in elementary schools – for example, in residential or roads of Japan, he applies the knowledge gained in the Training as “the future of electricity”. He was also the lecturer in the 2010 Asean PROMETEEC Training. The chief of Energy Conservation Division said: “Mr. Domingo is now concentrating on Energy Audit” and he valued highly the upgrading of technical level through the Training.

Recalling the Training provided by JICA, the chief of Energy Conservation has the following to say: “The same as the training provided in the 90s experienced by myself, the training now for sub-ordinates too are quite comprehensive. Training provided by other donors is rather short, and the contents are theme-specific. DOE in-house and corporate training are also executed domestically, but they tend to be short in duration, compared to those provided by JICA, which is at least two weeks, or even months including introduction of excellent cases and site visits that allow comprehensive and definite learning of energy conservation. The job of Energy Conservation Division is to deal with saving of energy which mainly involves private enterprises so the knowledge and skill of the staff have to be constantly upgraded. In this sense, it would be desirable if JICA can also cover the legal aspect in energy conservation. In the Philippines, the law on energy conservation does not exist, and 10 experts from JICA had been dispatched to assist in legal formulation. The training provided by JICA is held in high regards, and we look forward to continuation of sending staff to JICA.”



Ms. Sotelo holding the pamphlet she and her colleagues made and the Don Emilio Prize program.



Mr. Domingo conducting diagnosis training workshop (3rd from the left)

Don Emilio Prize : The system to award enterprise for promotion of energy conservation

ESCO : Energy Saving Service Company, who analyzes, improves customer water, lighting fees, and introduce equipment as initial investment up to guidance in operation of the equipment and equipment maintenance, as well as the entire or the major part of investments required to reduce the utilities bill of the customer. As a result of reduction in utilities bill, a certain fixed fee is payable, and after 5~20 years, the investment can be recovered.

EC: Energy Conservation

NEECP: National Energy Efficiency and Conservation Program (2005-2014) formulated in 2004 to promote efficiency in energy use and energy saving. Energy Conservation Division is the key in the promotion. It promotes a) Mitigating the effect of high petroleum product price and electricity bill, b) cost reduction in fuel expenses and electricity bill without comprising productivity of enterprise, and c) contribution to environment protection. Up to 2014, it will promote energy conservation, and the target is electricity savings of 23MMBFOE, and CO₂ reduction of 5.086Gg.

GEMP : Government Energy Management Program for electricity and official car heat consumption of each government institution to be reported to DOE, which diagnosis team will then issue Reduction Amount Certificate as a result of energy conservation activity for the Budget Control Ministry. Each institution will submit the certificate to the ministry and receive rebate for the amount saved.

PEEP: Philippine Industrial Energy Efficiency Project In this project, ideal model in energy conservation system is presented to establish standards in energy management in the Philippines based on ISO5001, which is a UNIDO-assisted project.

PROMEEC: Promotion of Energy Efficiency and Conservation (2000~) A cooperation project with Japan's Economic, Industrial Ministry approved by Asean's 10 countries' energy related ministerial meeting. Major industry energy conservation promotion project (PROMEEC — Major Industries) comprising Building energy conservation project (PROMEEC-Buildings), and Energy management foundation service project (PROMEEC-Energy Management).

② Factors on organization

- The purpose of sending the participant is very often to upgrade their skill in the work they have been doing, so when they make the action plan, there will be less obstruction.
- In each bureau of DOE the participant is attached to, there are two persons who work as a pair to assist each other in their work, and the management has trust in the Training, as usually they themselves had also attended the JICA training before, so they would recommend participation in the training without much trouble, and they demand that the results should be shared with the people in the same workplace as feedback.
- In DOE, transfer of personnel is relatively rare, especially in technical division, which means the work environment allows them to pass on the knowledge and skill learnt over a period of time, especially after the establishment of the divisions in the Renewable Energy Division in 2009, when acquisition of knowledge and skill is quite urgent, and the effect on the organization of theme-specific training becomes a pre-condition.

Case ⑥ Energy Ministry, Renewable Energy Division

1) Ms. Ruby B. de Guzman Renewable Energy Division
Biomass Energy Control Manager
Participant in 2009 Group Training on
“Biomass use system” course

2) Mr. Ricardo Galcia dela Cruz Renewable Energy Division
Solar, Hydro-Energy Control Section
Senior Science Research Specialist
Participant in 2009 “Asian region solar power generation
basic training”



[Photo] Ms. Guzman (right) and her colleague inspecting rice mill plant in Bohol state equipped with biomass power plant

Philippines enforced renewable energy law in 2009, and the Renewable Energy Section -- which was located then in the Energy Use Division of the Energy Ministry -- was established as an independent Renewable Energy Division, comprising 4 sections: Geothermal Energy Management Section, Solar, Hydro-Energy Management Section, Biomass Energy Management Section, and Hydro, Ocean Energy Management Section, and the National Renewable Energy Committee was also established. The division manager required the newly appointed staffs and their subordinates to learn the latest knowledge and skill.

Ex-participant in charge of biomass energy management

Ms. Ruby B. de Guzman who was attached to Replacement Fuel Section since 2003 was transferred to become the Section Manager of Biomass Energy Control Section, and she was sent to Japan to participate in 2009 JICA Training’s “Group Training Biomass Use System” as a participant. The chief of Renewable Energy Division recalled the situation then and said: “As their superior, my job had been lightened, and I thank JICA. The division was established in 2009, and I myself as the division head then had to take time to provide detailed guidance in problem analysis and formulating work plan, but after the return of Ms. De Guzman from training, she discussed with subordinates and provide the guidance -- and the change was obvious. Further, the content of proposal and report submitted to him as the chief of Biomass Energy Division had improved in quality and efficiency, which is quite different from the past, and the functioning level had improved as a division and all works could be delegated.” he said when commenting on the result of the the Training.

Ms. De Guzman participated in the the Training only after 3 months in her new job as the section manager of Biomass Energy Section, and before her transfer, she was in charge of natural gas, LPG and bio-fuel, but she was instructed by her chief to take part in the training to strengthen the organization which was quite urgent.

Therefore, she took part in the training fully aware of what she is supposed to do thereafter, which is to share the latest knowledge and skill learnt with her colleagues, after her return from the Training of JICA.

The biomass resources that can be used in her own country should be used in the most efficient and economical way in scientific perspective. For that matter she took part in the course on « Biomass use system » which has the objective of making the participants formulate their own plan, and besides attending lectures on how to use biomass effectively, they made site-visits to related industry and research institutes, which is included in the program. Ms. De Guzman formulated the system for biomass facility to use sugar-cane millet or rice husks, and also the plan to monitor the projects. When she returned to the Philippines upon completion of training, she at first shared the knowledge and skill learnt with her colleagues and subordinates, she also distributed training materials, and provided guidance in biomass facility evaluation and feasibility study. In her regular job, she together with her subordinates visit private biomass power generation facilities. She said she executed the action plan in accordance with her job upon returning to the Philippines.

Ex-participant in charge of solar energy management

Mr. Ricardo Galcia dela Cruz of Solar, Hydro-Energy Section which was established at the same time as the Renewable Energy Division, took part in the Feb 2010 “Asian region solar energy power generation installation basic training”. The chief of Solar, Hydro-Energy Section has the followings to say about the meaning of the training:”Compared to other countries and other institutions, JICA training provides the opportunity to learn Japan’s special technology which is practical, and the schedule is well arranged. Over the years, the Energy Department of the Philippines has been sending staff to JICA, as long term and continuous training is necessary to catch up with the advance in technology.”

Ex-participant Mr. Dela Cruz who works in the section is in charge of the management of renewable energy center that involves 21 universities in the whole of the Philippines, and at the same time he is also responsible for the national effort to achieve electrification rate of 90% for the entire country by the year 2017, for which he is in charge of promoting the use of solar power generation. In order to achieve that target, it is his duty to upgrade his skill and to learn from Japanese policy and advance technology. During the training, he created the action plan in accordance with the national energy plan of the Philippines and applied what he had learnt after returning to his own country to do solar power generation promotion in order to improve electrification rate. Furthermore, proposal for green energy promotion that makes use of solar power generation in Metro Manila had been made, and aid amounting to 600 million Yen from the Japanese government had been received, and now selection of site is being prepared (as of Jan 2013).

The chief of the division who considers “human resources training” as his management policy placed great importance in sending his subordinates to training as investment, and capacity development thereafter. He said: “The participants on their return will share the knowledge and skill they learnt during JICA training with their colleagues and subordinates. Even now, they rely on JICA to provide assistance in human resources training for skill and knowledge they are still lacking. I am grateful for the cooperation extended to the Philippines by Japan energy related institutions and look forward to future relationship.”



[Photo] Mr. Ricardo Galcia dela Cruz (left 1st person, Nov 2012) making presentation in Asean Renewable Energy Workshop, and the proposal he made for Metro Manila had received 600 million Yen aid from the Japanese government.

- As the head understands the benefit of participating in the Training, they promote actively participation of their subordinates.

Case ⑦ Energy Conservation Visaya Office

- 1) Mr. Felix T. Timbal – Senior Science Research Specialist
Participant in 2009 ‘Biomass use system’
- 2) Mr. Magdaleno M Baklay Jr (current UNIDO project staff)
Participant in 2008 “Energy Conservation” course

Mr. Timbal since the 2009 training till now has been in charge of renewable energy related works including biomass. His direct superior Mr. Amante said that the motive to send Mr. Timbal for training was that “the participant is given several tasks, and to enable the staff to execute their job properly, and the knowledge needed to promote biomass such as chemical and biological is required. Japan is more advance in this field. Mr. Timbal can make use of the knowledge in his work, that’s why he was sent.” On his return, Mr. Timbal uses the knowledge acquired to promote renewable energy including biomass, and conduct classes at Bohol University on a monthly basis which is sponsored by DOE, where students respond enthusiastically. Meanwhile, he said the issue he encountered is: “Location and resources are required in setting up biomass plant using knowledge already acquired during the training, despite the dissemination work continues, and if fund is not available, it cannot be executed.” Evaluating the application of knowledge and skill acquired during the theme-specific training, Mr. Amante said: “After Mr. Timbal returned from training, he became the key person in promoting the activities, he provides monitoring and guidance in regional biomass and wind power generation project (JICA technical cooperation executed in 2008~2009) and was very active.”

Mr. Magdaleno M Baklay Jr of Visaya Office participated in the 2008 “Energy Conservation” course, he resigned from DOE in August 2012, and is now working for UNIDO constructing energy management system for the industrial sector in the Philippines as well as in energy conservation. Mr. Baklay’s superior has high regard for him, for reasons such as participation in JICA technical cooperation project, including theme-specific training. Labios Visaya Office chief said: “Mr. Baklay was formerly an expert in energy conservation, solar energy, wind electric power generation, and the theme-specific training had further increased his value. He is one of only three experts from DOE used by JICA for its third country training program in solar electric power generation, and JICA used him to do training in Africa and Bhutan. His opportunity to be transferred to UNIDO was also due to these track records.”

Labios Visaya Office chief himself was also a participant in the 1994 Coal Mining related the Training, and after his return to the Philippines, he had the opportunity to represent his country to attend an international conference in coal mining held in Tokyo. The training had led him to bigger role, and finally he was made the chief of the office. He said: “JICA training concerns technology transfer, and the opportunity to know about Japan had given me tremendous value”, “Participation in the Training of JICA had become an unforgettable experience in my life. The contents in coal mining were very comprehensive, and participants from various countries took part. One week before the completion of the training, something unfortunate happened to my family, so I had to return earlier than expected, but before returning home I made a report jointly with a group member, and was given the opportunity to make presentation, and received my completion certificate. I did not expect it to happen, but I was very impressed. Now as the office head, I always push my subordinate to take part in JICA training and I make my best effort to continue the valuable training experience.”



[Photo]

I had an opportunity to make presentation, and received my completion certificate. I did not expect it to happen, but I was very impressed. Now as the office head, I always push my subordinate to take part in JICA training and I make my best effort to continue the valuable training experience.”

- The selection process in each organization ensures the maintenance of high quality of participant candidates from the Philippines. In Technical Education & Skills Development Authority (TESDA) that selects overseas training participants for each donor conducts panel interview for all applicants from related department, in accordance with 10 audit items, not only in technical aspect, but also to assess if they are suitable to be representative of the country.

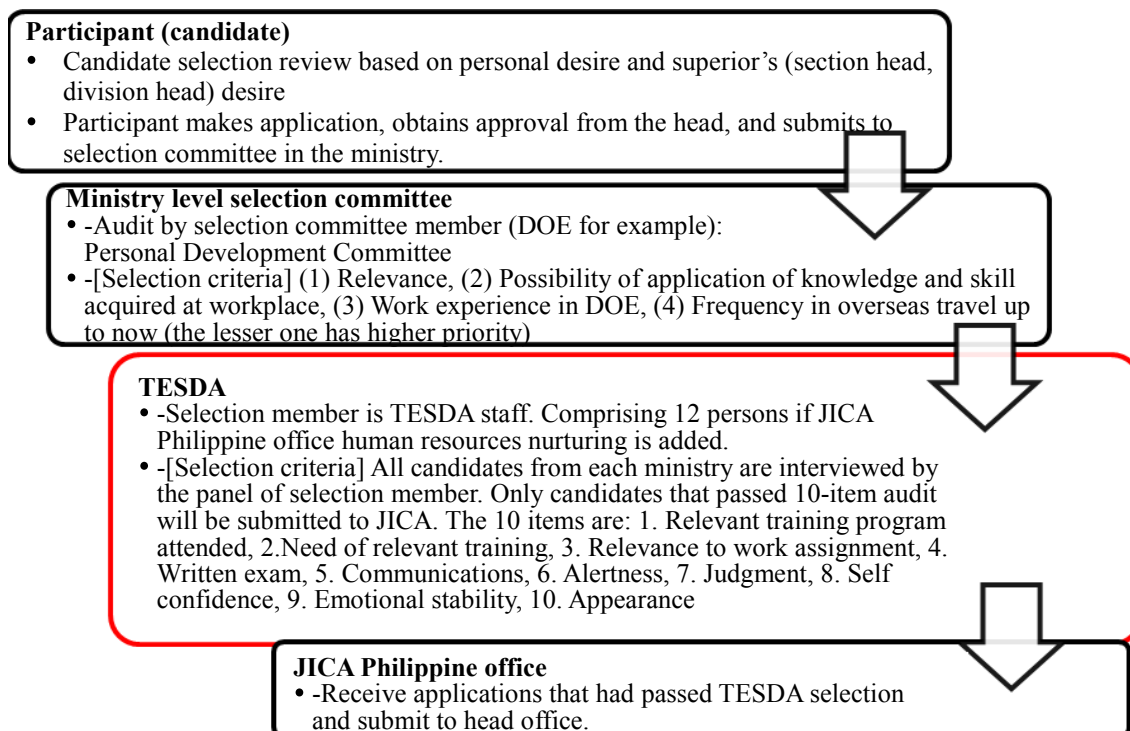


Figure 3-3-1. Selection process in the Philippines for training participant candidates

③ Factors on training contents

- Privatization in electric power, energy sector in the Philippines is progressing, and DOE has many contacts with the private sector. When executing daily technical progress, for DOE who is in the position to supervise the private sector, the requirement to obtain latest

knowledge and technology is very important.

- Energy related advance technology can be visited only in the corporate facility in Japan, Through the training program, the actual quality and function of advance technology can be viewed, and the trust of the participants in Japanese technology will improve definitely as a result.
- Through the live during training period, the commitment of the training center facility to energy saving, heating temperature setting and switching off of lights, the participants can see why Japanese like to use fan to cool themselves, and attending lectures in rooms with temperature set higher will drive home the message in energy conservation. They can experience first hand the awareness of the Japanese in energy saving, and through these experiences, they can improve their own awareness in energy conservation that will move the surrounding and lead to cooperation in engagement in organizational energy conservation.
- Participants with longer training period (more than 2 weeks) will make full use of their time outside the curriculum, and many participants participated in cultural activities at the training center and exchange at community level outside the center. If time is available, this kind of opportunities can be experienced under the cooperation between the center and community. Further, through interview survey, at organizational level pro-Japanese feeling had improved, according to the survey results. The target of survey comprises not only the ex-participant, but also their colleagues and superiors on the experience of the participant that participated in JICA training, or the technical cooperation up to today, and the contact with Japanese through Yen loan business.

2) Impediments

① Factors on the participants

- Participant that participated in biomass use training commented that “The learning of biomass is comprehensive and excellent, but the academic and technical area is huge, so it is very difficult to learn all within 1 month.” Other participant that went through the same training – who is more experience than the one mentioned above – said that “advance technology and knowledge can be gained through training”, which means personal work background and knowledge before training affect the results that can be gained through the training.

② Factors on organization

- Age limit for the training candidate had already been abolished in some centers by JICA, and in the center of JICA in the Philippines, flexibility had been exercised. Meanwhile, DOE maintains that age is confidential, and it was not announced that some training do not impose age limit. As a result, suitable candidate may not be sent, depending on the department, rather than the superior, some wish the subordinate to gain advance knowledge, which is a reversal of policy.

③ Factors on training contents

- Participant that had returned from the training course after a short training period believes that the 2-week period is too short, training lectures and site visits are condensed, extra-curricular activities is limited, and the opportunity to get in touch with Japanese society and culture is almost non-existent. Therefore, besides training contents, change of impression of Japanese society is hardly heard of.

(7) Achievement comparison between training program by other donors and JICA's training program

1) UNDP

Up to now, UNDP has been providing renewable energy policy assistance through Capacity Development of Removal of Barrier to Renewable Energy Development Project (2002-2012), or ball type small fluorescent bulb assistance through Philippine Efficient Lighting Market Transformation Project (2005-2012). Human resources training for government related staff of DOE is conducted as one of the project activities. Up to year 2000, the project program of UNDP had already completed, and training that resembles the one by JICA in theme-specific training on a continuous basis is desired.

2) KOICA

KOICA provides training courses for multi-country participants on a regular basis that resembles the Training of JICA. The period of training is 2-3 weeks, and conducted at KOICA training center, and from the Philippines there are 40 courses (human resources training etc) per annum involving approximately 140 persons. In energy sector, each year Oil & Petroleum Development Course are provided to DOE. It is reported that a few participants of theme-specific training had also attended training seminars (which is irregular) on nuclear power by KOICA.

3) UNIDO

UNIDO provides from Nov 2011 to 2017 over a 5-year period Philippine Industrial Energy Efficiency Project (PIEEP) with DOE as counterparts. In PIEEP, the target is 4 sectors: ①Paper pulp, ②chemical industry, ③Drinks, and ④metal industry, with the objective to build Energy Management System (EMS)²⁶ in industrial sector. Out of the 3 components in PIEEP, as capacity building, EMS local expert training is implemented for related personnel in private enterprises including DOE staff. It is expected that in future the local experts will conduct training to promote EMS at private sector level.

²⁶ EMS (Energy Management System) : Energy control system that includes smart grid to contro electric power and load, comprehensive control from manufacturing to consumption.

4) ADB

As the biggest donor organization in electricity and energy sector of the Philippines, ADB has various projects with DOE. One is Philippine Energy Efficiency Project (PEEP, 2009 ~) which introduces new lighting equipment in government buildings, distributing ball type small fluorescent bulb, and establishment of used mercury fluorescent processing facility²⁷. Human resources nurturing by ADB including training is carried out on an ad-hoc basis which is work-based and depending on the objective. And there is no such training like the Training of JICA.

Compared to these trainings conducted by other donors, the Training of JICA is the only one that has continued since the 70s in the Philippines. The institutions including DOE that have been sending their participants have high regard and they said that “Training and Dialogue Programs of JICA allows learning specific technologies from the Japanese -- they are comprehensive, practical, and thorough in time management. It trains up people on a long term basis and continuously, according to the advance in modern technology.”

(8) Conclusion

During the period of this survey, the the Training in electric energy sector in the Philippines is the realization of cooperation policy in “Energy supply”, “Energy conservation” and “Renewable energy”, which matches the Phillipine government energy policy undertaken by DOE that had made tremendous progress technically, and the requirement of DOST related organizations, and improve the capability of the participants. And it had been confirmed during the survey that various positive impacts on the participants themselves, the organization they are attached to, and on society, and also the past JICA technical cooperation projects. The main contributing factors to these impacts are as mentioned above, but the vision of the heads of the divisions in the organizations that provided the participants with the opportunity to undergo the training, as well as providing the workplace to let them practice what had been learnt is excellent. The deep understanding of the heads of divisions based on their own experience after taking part in the training themselves is often the case, and there is no denial that the history of Training and Dialogue Programs had created the current impact in the Philippines.

Meanwhile, training in policy matters involves older participants, and age limit is strictly observed by DOE, and there are cases where suitable people are not included in the training as a result. Transfer may require new knowledge. Due to age limit, many subordinates rather than their superior are given the opportunity to go through the training to gain the latest knowledge and skill, which is a reversal of trend that makes the managerial position difficult so improvement is required.

The individual training impact from energy conservation, renewable energy technical training is in energy conservation skill in machinery and facility, application example of machinery, and

²⁷ PEEP has budget of \$46,590,000, out of which \$31,100,000 is from ADB, and \$1,500,000 from Japan through CEFPP.

the skill in using renewable energy, which visual impact can be easily confirmed, however, it is hard to identify the result of training on policy, planning formulation in legal or political documents. In formulating policy, various opinion and information not only from the Training are used, and it does not necessarily mean that the contents of training had a direct impact, and the ex-participants are in charge of analysis to formulate the policy so it can be a factor why the impact is not visible.

Compared to training provided by other donors, to be able to make more impact, a certain training period is required. In the the Training, renewable energy technical training is relatively long, which extends from 2~3 monhs, whereas legal and policy training is shorter, only 2~3 weeks, however very often the staffs in legal and policy have more senior position, posing a dilemma to the organization that send them.

The high quality of the lecturer and a good mix of lecture and visit ensure exchange between participants coming from different countries, which will widen their knowledge, and useful for them when they return to their own countries to apply the skill and knowledge gained. These results that come from the Training allow the ex-participants to continue to communicate with each other through SNS or emails after they return to their own countries.

It is found that learning about Japan and the Japanese culture is necessary, the same as learning the knowledge and skill of specific topic. Why the Japanese managed to create advance technology and operate it does not entirely depend on formulating the laws by the government, but also by the enterprises that do energy conservation based on the laws. The hard-working nature and time-keeping of the Japanese are sensitive, and the participants feel that the law-abiding habit is the basics. The participants from the Philippines change their attitude towards their works after knowing the characteristics of the Japanese, and if this brings changes to the workplave and society it would be of great benefit.

(9) Recommendations

Taking the results of site survey into account, the followings are Recommendations for future Traininga and Dialogue Programs.

1) Rcommendation on forming, execution of training with similar topics

- Training guide in DOE is currently based on documents, and sometimes the arrival of training guide at DOE regional offices had passed the application deadline. Information method in DOE should be improved, and difference between central and region should be corrected. At JICA training center too, annual training plan can be announced in advance in Website to eliminate the time difference between center and region in reaching the audience, which will allow more candidates to be prepared.
- According to JICA Philippine Office, there are training where age limit is strictly imposed, but the superiors at site are not aware of such information, they go through on the

application, and some are senior staffs. Especially for policy topic, the age should be raised. Relaxation of age limit is desirable, and consultation between DOE HR Dept and JICA Philippine Office is necessary. Also in non-policy technical topics, rather than age, experience and position of the candidates should be the criteria in making selection.

- In the event the candidates selected and approved by the institutions that send the staff failed, JICA should inform the institution concerned on the reason of failure so as to avoid recurrence in future selection of candidates.

2) Recommendation on human resources nurturing and capacity development as a whole

In renewable energy, Philippine may be more advance than Japan in formulating policy, as the ratio of renewable energy in the entire electricity is higher compared to Japan²⁸. In Japan, the electric company does everything, from electric power generation to distribution, whereas in the Philippines privatization is progressing. In Japan the technology in power generation, transmission and delivery is more advance, but the process from power generation to distribution is quite different, so even if assistance in each area is possible, for the entire system the experience of Japan may not be directly applicable²⁹. The same as in UNIDO's PIEEP, the lecturers from the Netherland and Ireland who has advance EMS are invited. So in the Training, not only the acquisition of knowledge and skill or Japanese policy, if the global energy trend and energy conservation technology, the trend in application of renewable energy can be included in the curriculum, it would further widen the perspective of the participants.

3) Recommendations on method of evaluation (theme-specific interview survey) on the Training and Dialogue Programs and training works

The On-Site survey this time around in the Philippines includes interview of the ex-participants, besides interviews with their superiors and colleagues that had revealed the condition on the results of participation in the Training and the factor behind it. The three-way verification had allowed more detailed understanding of the situation, and the factor that generates the results had also been scrutinized, which means in future On-Site survey on returned trainees, interview with their superiors and colleagues besides the participants themselves should be carried out.

Also, not only the participants that had undergone the training, but the institution or research centers that sent the participants too should be surveyed. Among the returned trainees, some of them are continuing their work in the institution that sent them and become their trainers in the same organization. In terms of continuation of the results after the training in Japan, the role and the effect of the institution or research center that sent the participants is huge. Therefore, in order to know the opinion and objectives of the institution or research center, it is necessary to conduct site survey of the domestic organizations.

²⁸ It is 40% in the Philippines (as of 2011, PEP2012-2030), and 6% in Japan (as of 2007; source: Energy Ministry "Energy mix selection policy basic data on renewable energy", 22 Feb 2012)

²⁹ Interview with JICA Phillipine office

Further, in creating the evaluation grid of the training works, it is desirable to execute post evaluation survey on a regular and continual basis in other countries and other sectors, and to test out and revise the survey grid and its method in order to establish an evaluation method suitable for the training works.

4) Recommendations on improvement of Training and Dialogue Programs

① Realization of continuous training at various levels

The speed of technical development in energy sector is quite fast, and while privatization of electric power is going on in the Philippines, it is very important to update the knowledge and skill of the staff, as in technical and policy aspect, the focus is on the private sector. Continuous execution in energy sector by JICA, based on related government institution such as DOE and international organizations such as UNDP, UNIDO are highly desirable. This survey had also revealed that the type and level of capability required varies according to position. The Training may be superb for the first-timer as basic training, but for the more senior people, it is possible to cater to more specific needs through training.

② Introduction of training period extension & test

Especially in training aiming at acquiring technical knowledge and skill on a wider basis, it would be advisable to examine the possibility of providing more time to investigate the prevailing method in one's own country and go through the contents of learning of the participant, expanding it one by one. In some training, test is carried out, but the feedback from ex-participants shows that test is very useful. In order to enhance the learning desire of participants, especially in training of technical nature, introduction of test if possible in all trainings would be desirable.

③ Improvement of communication

For participants from the Philippines where English is the common language, there are comments to improve "the English level of the lecturer". If the lectures are conducted through interpreter, besides longer time, it can be obstructive in understanding the contents. To make contact after returning is also difficult. It would be most desirable if the level of English of the lecturer can be improved, but equally desirable is distribution of teaching materials in English in advance and other details would be helpful.

④ Better follow up

- Be it the policy or the skill topics of the training, follow up from JICA or PHILJafa after returning from training is expected. The realization and continuation of training results due to the effort made by the participants themselves or the institution where they are attached to will also require support from other aspects. It can be in the form of joint presentation of results by the participants in environment or education sector for the ex-participant in

energy segment, for example, or sharing of results across the board, regardless of sector to have more impact.

- If action plan or proposal as a part of curriculum has to be made towards the end of training, there are cases where the participant expected feedback at certain stage, after submission to JICA, which is a misunderstanding, and to avoid the misunderstanding, it has to be explained to the government institution or the participants through orientation that the action plan or proposal is just an assistance to the institution that send the participant, it is not the obligation of JICA head office, the center or the overseas office.

Section 3 Questionnaire Survey

Section 3 Questionnaire Survey

Chapter 1. Purpose and Implementation Policy of the Survey

1-1. Background and Purpose of the Survey

Questionnaire survey was conducted out of 4 purposes as follow.

- ① Clarify quantitatively how the effect of training is developing after the participants of the training by assignments returned to their country. In the analysis, by particularly focusing on its impact, evaluate the development of its effect. Also, verificate the factors which enhance/ interrupt the development of the effect, and calculate the subeffects such as the change in participants' perception of Japan.
- ② Analyze the secular change from the results of similar questionnaire surveys conducted in FY 2010 and FY2011.
- ③ From the viewpoints of accountability to the public and the appropriateness of using public budget, try to evaluate the cost-effectiveness of the training.
- ④ Conduct the questionnaire survey not only with the participants themselves, but also with their superiors. Through comparison between the answer of the participants and that of their superiors, verificate the validity of participants' answer.

To clarify the purposes ① and ② mentioned above, in addition to the questionnaire survey (A) as a complete enumeration, and the purposes ① and ②, we conducted the questionnaire survey (B) to clarify the purposes ③ and ④.

1-2. Subject Participants of Survey

Questionnaire Survey (A): Of about 5400 participants who joined the training project by assignments conducted in FY2009 (except long-term participants), 542 participants whose e-mail addresses are available from JICA.

Questionnaire Survey (B): Subjects of thema specific interview survey (the participants who took part in the training by assignments conducted from FY 2007 to FY 2011, who are from Vietnam, Indonesia, the Philippines and so on, and their superiors).

1-3. Survey Method and Survey Flowchart

(1) Survey method

Survey was conducted by using questionnaire method. In conducting the survey, two types of methods were used: paper questionnaire and online questionnaire in use of Google Docs's application. The contents of each questionnaire are the same.

For the Questionnaire Survey (A), an e-mail was delivered to 542 subject participants. An Excel file enclosing questionnaire sheet was attached to the e-mail, and at the same time, the URL of online questionnaire was indicated so that the subject participants can answer in an accessible manner. To the participants in China, we only sent the questionnaire in an Excel file.

First, in order to measure the convenience of online questionnaire, we conducted a test run for 9 subject participants from 6 countries: 2 from Kenya, 2 from Sri Lanka, 2 from Fiji, 1 from Bangladesh, 1 from the Philippines, and 1 from Balau. After the test run, we conducted the real distribution toward 533 participants, sequentially. When the answer deadline was over, a reminder e-mail was delivered to the subject participants who had not sent the reply yet. The time for delivery and response of the test run and real distribution was from December 5th, 2012 to January 10th, 2013.

Although the number of the subject persons of the e-mail was 542, 35 of them were using unvalidated e-mail addresses. So the actual number of the participants to whom the e-mail was sent was 507. Among those, we could collect the answers from 128 participants, and the collection rate resulted in 25.2%.

For the Questionnaire Survey (B), an e-mail with the attachment of questionnaire in an Excel file was distributed to the subject participants, and the investigators collected them back during the period of On-Site survey.

(2) Questionnaire

Questionnaire's composition covers the training in the course from input to output, the content of questions are "Participation in training motivations", "Training assignments", "Training content", "Level of knowledge and skills given through the training", "Satisfaction with training", "Understanding of training content", "Change in the participants' behavior and attitude toward the works after the training", "Change in the position in the organization", "Transferring activities of training results", "Proposal of projects", and so on. Moreover, we set the question items regarding the effects of incidental business of the training and follow-up. In order to secure the continuity of the survey, we assembled the question items from the questionnaire of "FY2011 Ex-Post Evaluation and Monitoring Survey of JICA Training and Dialogue Programs" implemented by the Global Link Management, Inc. last fiscal year. Also we changed the question form as required to enable us to analyze more profoundly.

With Questionnaire Survey (A) as the base, in Questionnaire Survey (B), in addition to the training content of Questionnaire Survey (A), we put the items necessary for the calculation of training's cost-effectiveness. Also, we conducted the survey of participants' superiors in Questionnaire Survey (B). The content of questionnaire for the superiors were: "Purpose of dispatching the participant", "Utilization of knowledge and skills" the participants acquired, "Satisfaction with training", "Change in the participants' behavior and attitude toward the works".

As a questionnaire, an English version was used basically, but considering the convenience of subject participants' replying, apart from English, questionnaires were translated into 7 languages such as Spanish, French, Russian, Chinese, Vietamese, and Indonesian were also used.

1-4.Evaluation Method

For many question items, we required the evaluation according to 5 stages (Ex: 1 = “Strongly disagree”, 2 = “Somewhat disagree”, 3 = “Neither agree nor disagree”, 4 = “Somewhat agree”, 5 = “Strongly agree”). For “Understanding of training content”, “Use of training results”, and “Training’s contribution”, we asked them to answer the degree of each content by rate. For “Change in position in workplace”, “Transferring activities of the training results”, and “Proposal of projects utilizing the training results”, we requested the actual number and number of times. Out of these answers, we implemented evaluation of the development of effects of training.

Regarding the factors which enhance / interrupt the effects of training, we evaluated them by the association among the question items calculated by the average rate, correlation analysis and multiple linear regression analysis.

In Questionnaire Survey (B), we calculated the cost-effectiveness from “Transferring activities of training results”. This verifies if the people with knowledge and skills of the same degree as what participants acquired through the training have emerged. Additionally, we also calculated the cost-effectiveness of training for the proposal and implementation of project utilizing training results.

The calculation of cost-effectiveness was conducted in Vietnam, Indonesia and the Philippines, respectively, and comparison was made among those 3 countries.

1-5.Implementation System of Survey

Following the implementation system shown in Figure1-5-1, we implemented the creation, dispatch, collection, aggregation, and analysis of questionnaire. To try to improve the collection rate of the questionnaire, ①Translate the questionnaire into languages of participants, ②Distribute 2 types of questionnaires: online questionnaire and Excel file, ③Prior distribution of questionnaire to the subject participants of thematic verification study, ④Send a reminder e-mail to the participants who have not replied.

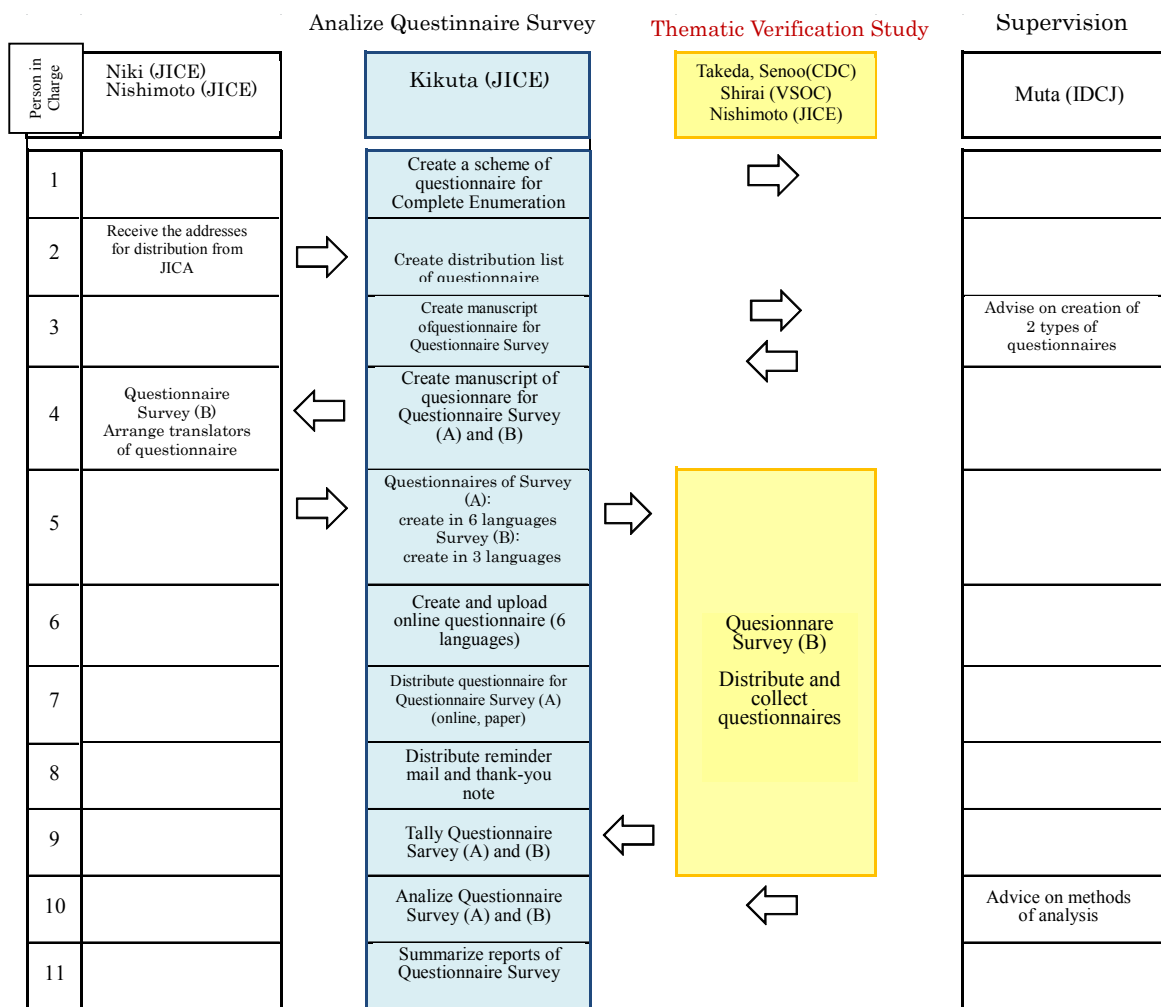


Figure 1-5-1 Survey Implementation System

2-1. Development status of the Effect of Training

(1) Questionnaire Survey (A) : Complete Enumeration

1) Attribute associated with subject of analysis

Subjects of analysis are 129 participants who replied by e-mail and 20 participants of thematic verification study conducted in FY2009, thus amount to 149 participants in total.

About the subject participants' regions, most are from Southeast Asia occupying 31.5% of all participants, followed by Africa with 20.1% (Figure 2-1-1). As for the rate of participants' regions, statistically significant gap can be seen between FY2011 and this fiscal year. This fiscal year, we had more subject participants from Southeast Asia and Europe, and less from Central America • Caribbean, South Asia, and Oceania.

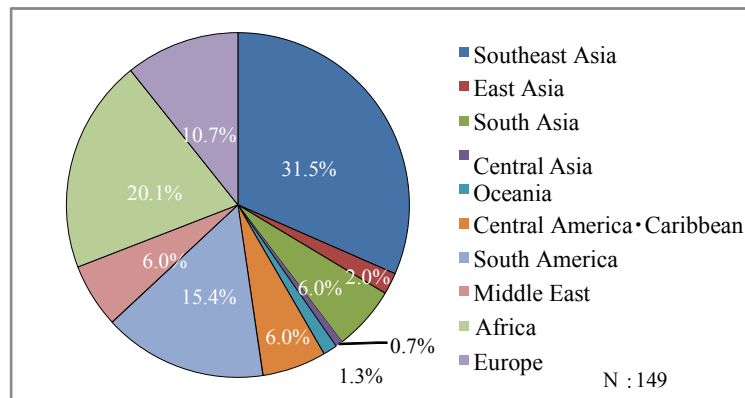


Figure 2-1-1. The subject participants' regions

Among the training period of the subject participants, 20.1% were less than 30 days, 32.2% were 30-59 days, 17.4% were 60-89 days, 16.8% were 90-119 days, 8.7% were 120-179 days, 4.7% were over 180 days, and the training of 30-59 days was participated in by most persons. The participated training types were: Enhancement of assignment solution was 48.3%, Cultivating core employee was 29.5%, Development of human resources was 18.8%, and International dialogue was 3.4%.

The ages of the participants at the time of training range from 24 to 55 years old. The participants in their 30's was the largest, occupying 55% plus of all the participants.

2) Motivations for participation in the training and the training assignments

① Motivations for participation in the training

Considering from that “I was interested in the content of the Training” and “I required new knowledge and skills in performing my job” received high evaluations, with 4.8 and 4.6 respectively, we can think that they are the strong motivations for participating in the training. (Figure 2-1-2). On the other hand, regarding “Training had a specific relationship to a project in

my country by JICA” and “Training had a specific relationship to a project in my country by another donor” are lowly evaluated.

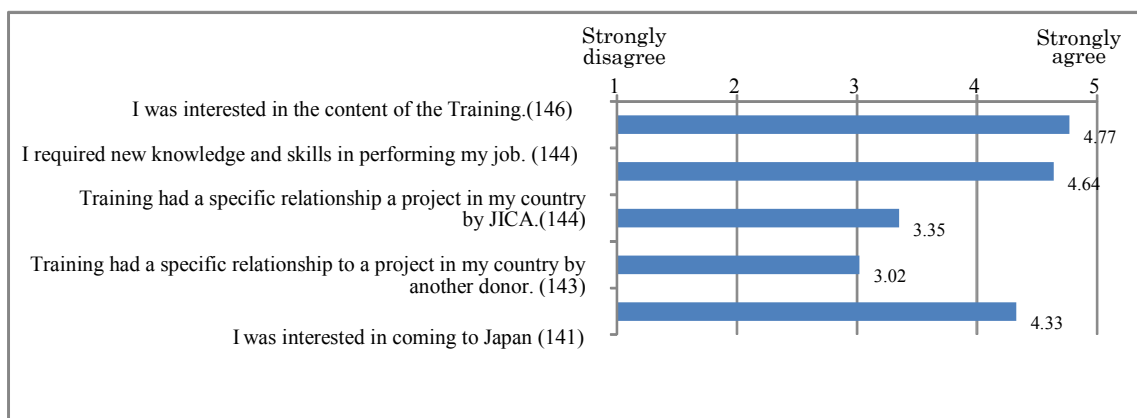


Figure 2-1-2. Motivations for participation in the training

② Training assignments

About the training assignments, evaluation of “I had clear assignments and/or missions from my organization” was 3.6, and that of “I did not, but I was conscious of assignment and/or mission of my own” scored 3.5 (Table 2-1-1). Participants who were given assignments and/or missions by their organizations were 61.2%, participants with assignments and/or missions on their own were 61.0%. Also, between “I had clear assignments and/or missions from my organization” and “I did not, but I was conscious of assignment and/or mission of my own”, negative correlation ($r=-0.359$, $p=0.000$) can be seen. Thus even in the case the participants are not given the assignments and/or missions by their organizations, we can assume they joined the training with the assignments and/or missions on their own.

Table 2-1-1. Training assignments and/or missions

	Evaluation					mean
	1	2	3	4	5	
I had clear assignments and/or missions from my	14	13	30	47	43	3.63
%	9.52	8.84	20.41	31.97	29.25	
I did not, but I was conscious of assignment and/or	26	12	17	35	51	3.52
%	18.44	8.51	12.06	24.82	36.17	

In addition, although there was a gap of training assignments and/or missions between regions in the evaluation of FY2011, such gap was not seen in the survey of this fiscal year.

3) Evaluation of the training

① On implementation and the content of the training

Prior to the participation in the training, evaluations of supports from JICA were over 4 points.

Among them, evaluation of the pre-departure support is the highest (Figure 2-1-3).

Considering the fact that the training content is generally highly evaluated with over 4 points, training contents met participants’s needs and their countries’ needs, and contained practical and new knowledge and skills. Also, the training method used by lectures was effective, the training curriculum was appropriately designed, and it can be said that the difficulty level of the training content was not very high for the participants.

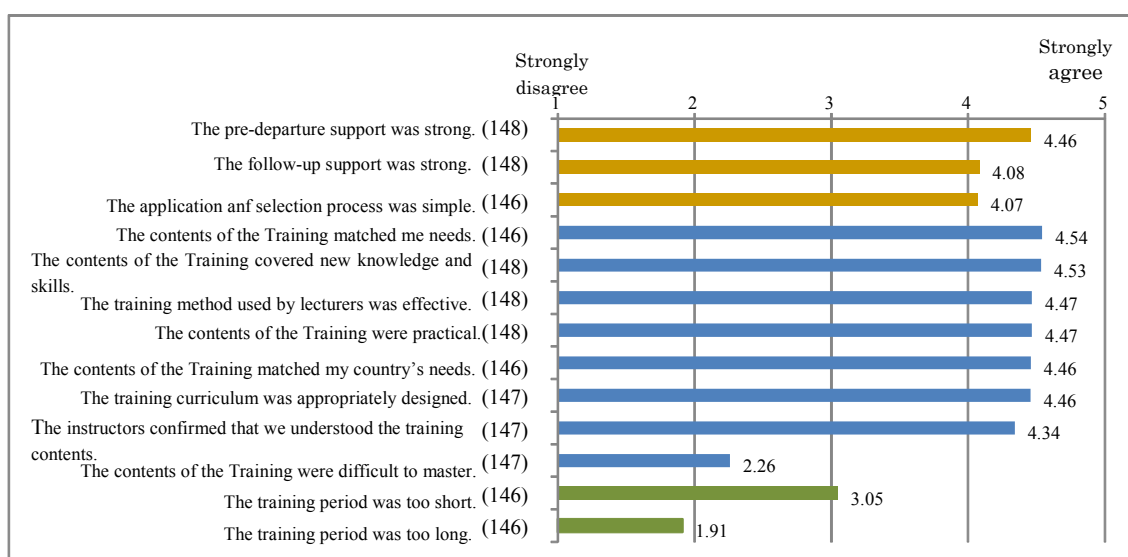


Figure 2-1-3 Evaluation of the training content prior to the implementation of the training

About the training period, as the improvement during the implementation process of the training, it is indicated in the survey of FY 2011 that “Extension of training period” is desired (The training period was too short.). But in this fiscal year’s survey, the evaluation of “The training period was too long was 1.9 and “The training period was too short.” marked 3.0, so the training period cannot be concluded either to be too long or too short. Although the group-based analyses of the training period were conducted, no significant gap was seen between the long training period and the short one. In the survey of this fiscal year, extreme tendency of “The training period was too short” cannot be recognized.

② Training level

Participants are expected to utilize the knowledge and skills acquired through the training after returning to their own countries. We are afraid that the level of acquired knowledge and skills comes down in the course of time, but is still desirable to be kept. For these reasons, we compared the level of knowledge and skills acquired through the training and that of knowledge and skills the participants need in their jobs immediately after and during the survey. The

evaluation immediately after the training was 4.1 points, and that of during the survey was 4.0. The stability of knowledge and skills provided by lecturers was high (If it is same, the evaluation would be 3.00).

The respondents are the participants of FY2009, but because of the difference of elapsed years from when the training finished and when the survey was implemented, we can suppose that the difference arises in validity of knowledge and skills provided through the training. Then we calculated the remaining rate of acquired knowledge and skills, which shows how much the knowledges will be kept with the years. As a result, 99.3% of them remain after one year. Considering the fact that their residual rate 5 years after the conclusion of training is 96.7%, knowledge and skills acquired by participants seem to be valid for 5 years.

③ Satisfaction with the training

We asked the participants' overall satisfaction with the training on a scale of 1 to 10. The evaluation was high with score of 8.8. The most satisfactory item is Facilitation for the participants (evaluation 8.9), and the satisfactory level with Practical training and/or field visits was also high. "General orientation on culture of Japan", "Lectures", and "Workshops" also got relatively high evaluation of 8.4 (Figure 2-1-4).

In the survey of FY2011, among 3 training methods of "Lectures", "Practical training and/or field visits" and "Discussions", the results showed the effective method is "Practical training and/or field visits", and the ineffective one is "Lectures". In this fiscal year, we compared among 3 training methods from the viewpoint of satisfaction level. The result was: "Practical training and/or field visits" is highly satisfactory, and the score of "Lectures" is low. However, statistically significant gap are not recognized between the scores of both items, and we cannot conclude that there are difference among 3 training methods.

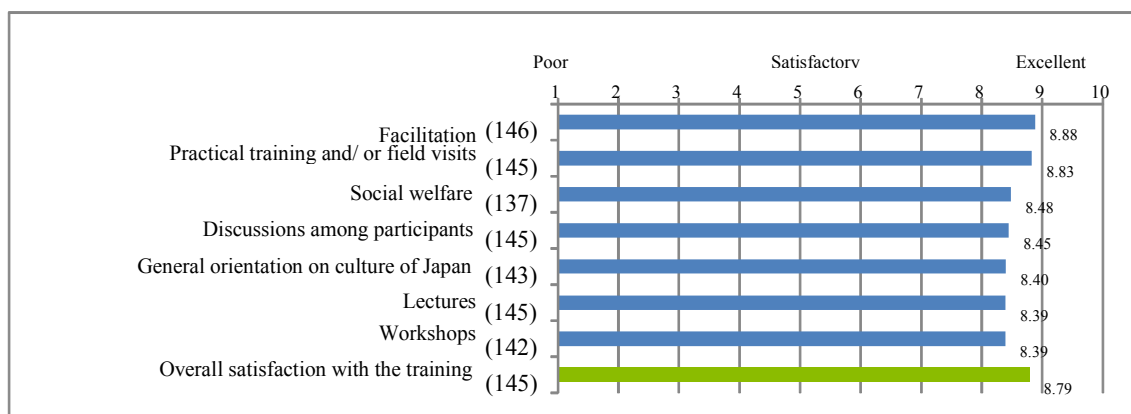


Figure 2-1-4 Overall evaluation of the training

Table 2-1-2 shows how each factor, training type, and participants' ages mentioned above is influencing the overall satisfaction with the training. Regardless of the types of training and

participants' age, "General orientation on culture of Japan", "Lectures", "Practical training and/or field visits", "Facilitation", and "Discussions among participants" have an influence on overall satisfaction with the training

This signifies that the higher the satisfaction level with these factors become, the higher overall satisfaction with the training becomes. The most affective factor is "Discussions among participants". It is considered that to learn a lot from foreign participants through discussions have an influence on satisfaction level.

Table 2-1-2 Factors that effect overall satisfaction with the training

Explanatory variables	Explained variable	Overall satisfaction with the training	
	Standardized partial regression coefficient		Sig. level
General orientation on culture of Japan		0.164	*
Social welfare		0.074	
Lectures		0.142	*
Workshops		0.052	
Practical training and/or field visits		0.176	**
Facilitation		0.177	*
Discussions among participants		0.315	**
(Dialogue)		(0.000)	
Trainers		-0.087	
Leaders		-0.105	
Solution		-0.204	
Age at time of participation		0.035	
	R ²	0.751	**
	Adj R ₂	0.725	
N		117	

** p<0.01 * p<0.05

Table 2-1-3 shows the relationships between overall satisfaction with the training and training content, training type, and participants' ages.

As for "The content of the Training matched my country's needs" and "The instructors and/or trainers confirmed that we understood the training content", the participants' "age" affects their overall satisfaction with the training. It can be said that the more the instructors confirm that the participants understood the training contents, and the more the training contents matched their needs, the higher the satisfaction level with the training becomes.

Table 2-1-3 Relationship between the content of the training and overall satisfaction with the training

Explanatory variables	Overall satisfaction with the training	
	Standardized partial region coefficient	Sig. level
The contents of the Training matched my needs.	-0.078	
The contents of the Training matched my country's needs.	0.285	*
The contents of the Training covered new knowledge and skills.	0.006	
The training method used by lecturers was effective.	-0.155	
The instructors and/or trainers confirmed that we understood the training contents.	0.325	**
The training curriculum was appropriately designed.	0.155	
(Dialogue)	(0.000)	
Trainers	-0.055	
Leaders	-0.119	
Solution	-0.316	
Age at time of participation	-0.162	*
	R ² 0.322	**
	Adj R ² 0.262	
N	124	

** p<0.01 * p<0.05

Also, the younger the participants are, the higher their satisfaction level is. As in the survey of FY2011, “The contents of the Training matched my country's needs”, “The contents of the Training matched my needs”, “The training method was effective” were mentioned as the reasons of high satisfaction level. In this fiscal year’s survey also, we obtained a similar result that such training methods as “The contents of the Training matched my country's needs”, “The instructors and/or trainers confirmed that we understood the training contents” can attribute to the high satisfaction with the training.

④ Recommendation for training to others

To the question that the participants would recommend JICA training to their colleagues and subordinates, their evaluation was over 3 points, with 86.5% of participants rating 5. The average evaluation score is 4.84. If we compare the evaluation by region, there is a significant gap using the significance level of 5% between the evaluation in Southeast Asia and that in South Asia, Oceania, and Europe, and the evaluation in Southeast Asia was lower (Table 2-1-4).

All the respondents who would not recommend the training revealed to be from Southeast Asia in FY2011 survey. However, evaluation in Southeast Asia is lower compared to the other districts, but is still high with 4.7. This evaluation can be read that they can recommend the training to others, different from the survey result of FY2011.

Table 2-1-4 Recommendation for participation in JICA training (by region)

Area	Evaluation	n
Southeast Asia	4.66	47
East Asia	4.67*	3
South Asia	5.00	9
Oceania	5.00*	2
Central America • Caribbean	4.89	9
South America	4.91	23
Middle East	4.89	9
Africa	4.93	30
Europe	5.00	15

* p<0.05

4) Effects of the training

① Change in behavior and attitude of participants

Self-evaluation of change in participants' behavior and attitude through participation in the training was generally high with over 4 points, and that of "I plan my work better", "I have a stronger sense of responsibility for my work", "I am more motivated to undertake activities that contribute to my country's development" are respectively 4.49, 4.49, 4.48, thus relatively high. (Figure 2-1-5). The evaluations of "I have become more conscious of working with my colleagues in a collaborative manner", "I consider my country's situation from an international perspective" and "I work harder to find solutions to problems before giving up" were all high with score of 4.4, 4.4, 4.2, respectively. As for the items accompanied by the evaluation by others: "My opinion is accepted by my colleagues", "I am assigned more important work", "I am assigned to supervise more subordinates", compared with the items evaluated by their own, the evaluation is significantly low with the level of 5%. From these results, by participating in training, along with the ability to plan one's work and a stronger sense of responsibility for one's work, they became more conscious of working with their colleagues. Also, they came to consider their countries' situations from an international perspective, and started to view the activities that contribute to one's country's development, and at the same time, their voice and influence are supposed to have become stronger in their workplaces. In the survey of FY2011, the change of "I am more motivated to undertake activities that contribute to my country's development" was outstanding, but this time, such condition cannot be recognized. Among "My opinion is accepted / endorsed by my colleagues", "I am assigned more important work", "I am assigned to supervise more subordinates", and "I was given assignments and/or missions when I participate in the training", significant positive correlation can be seen ($r=0.395, 0.469, 0.376$) using the significance level of 1%. This is the same result as that of FY2011 survey.

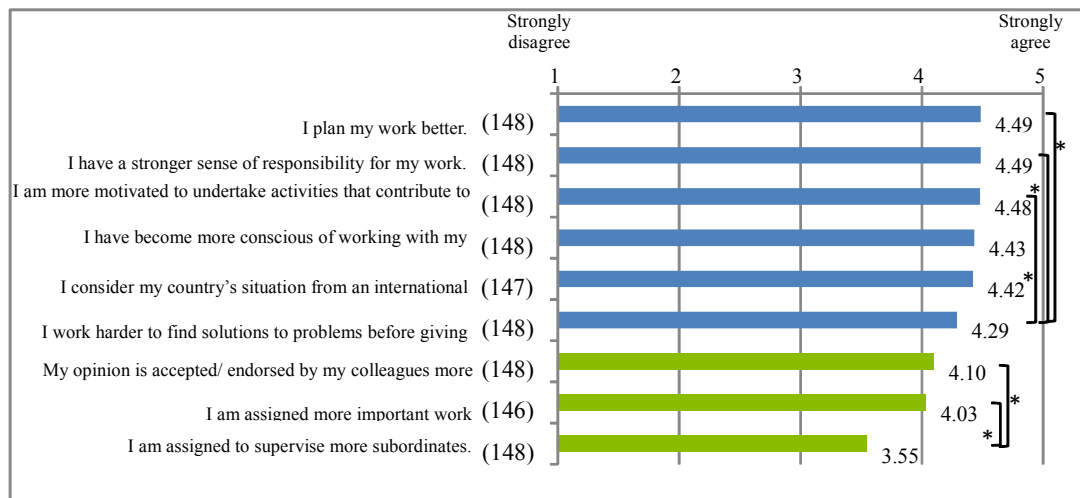


Figure 2-1-5 Change in behavior and attitude

Validity of participants' self-evaluation

Since the reply to the questionnaire was done based on participants' self-evaluation, it is predicted to be biased with self-affirmation. Considering this, we tried to major the effects of training more objectively by relativizing participants' own evaluation and that by their superiors (Questionnaire Survey B).

① Evaluation by supervisors

The subjects of survey are 26 pairs of participants and their superiors. The participants are those of JICA training conducted between 2007 and 2011 who are the subjects of this fiscal year's thematic verification study (Figure 2-1-8).

In the evaluations by participants and their superiors, change in participants' behavior and attitude are highly evaluated, both in the 4s. Statistically significant gap are not seen between these aspects, but generally, superiors tend to evaluate higher. Also, superiors give higher evaluation for "He/She has become more conscious of working with his / her colleagues" and "He / She is assigned to supervise subordinates." About "His / Her opinion is accepted endorsed by his / her colleagues more often", significant gap was recognized between the judge of participants and that of their superiors. It seems that there is recognition gap between superiors and participants about the change of participants' positions at workplaces.

On the other hand, in the test survey regarding the ex-post evaluations of JICA training project by assignments implemented by the Japan Evaluation Society³⁰, comparison of evaluation between the participants and their superiors were also taken place. In this survey also, evaluation by superiors are generally higher than that of participants, and about the behavior and

³⁰ "Ex-Post Evaluation Study of Training by Assignments" 2009

attitude accompanied by evaluation from others, the evaluation gap between superiors and participants are significantly large.

From these facts also, we can say that the participants' self-evaluation is valid, and positive change arose in their behavior and attitude through participating in the training. The similar positive change and the change of participants' position in their workplaces were indicated in the survey results of FY2010 and FY2011.

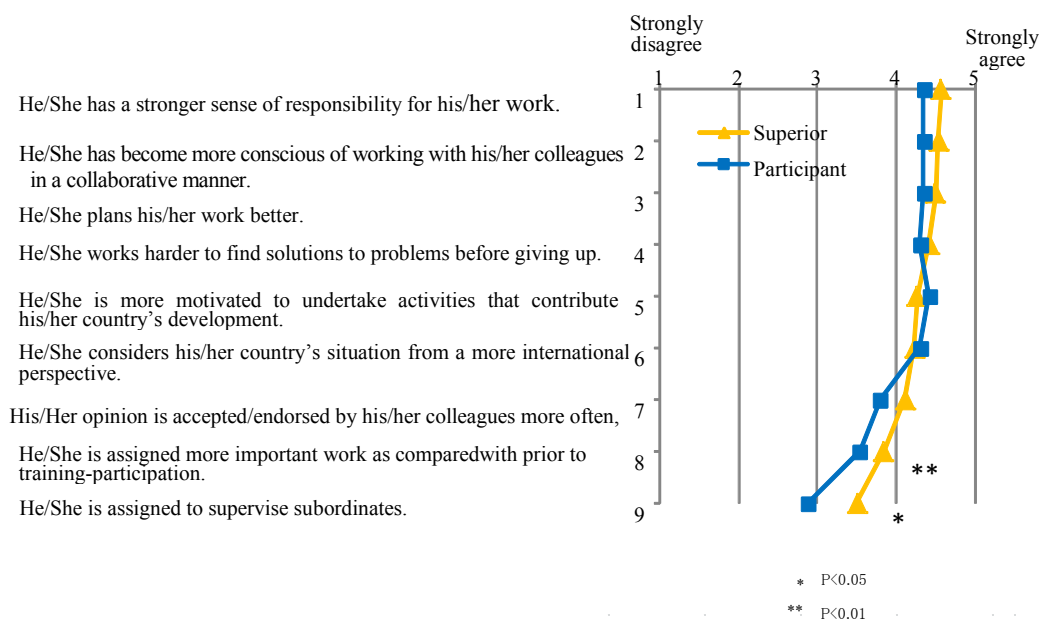


Figure 2-1-6 Change in behavior and attitude: Comparison of evaluation between that of participants and that of their superiors

②Promotion

To the question if there was any change in their position at their workplaces after the training, 57.0% of participants answered that they were promoted. Most of them rose by 1 rank, some rose even from 4 to 6 ranks. (Figure 2-1-7). In average, they promoted about 1 rank after the training.

Among 85 participants who answered that they were promoted, 5.9% said participation in training did not contribute to their promotion. Among those who answered that training contributed to their promotion, the rate of promotion to which their participation in training contributed is from 5% to 100%, in average 49.6% (Figure 2-1-8). Participation in training is one of the indicators of personnel evaluation in their workplaces; so we can see that it contributed to participants' promotion.

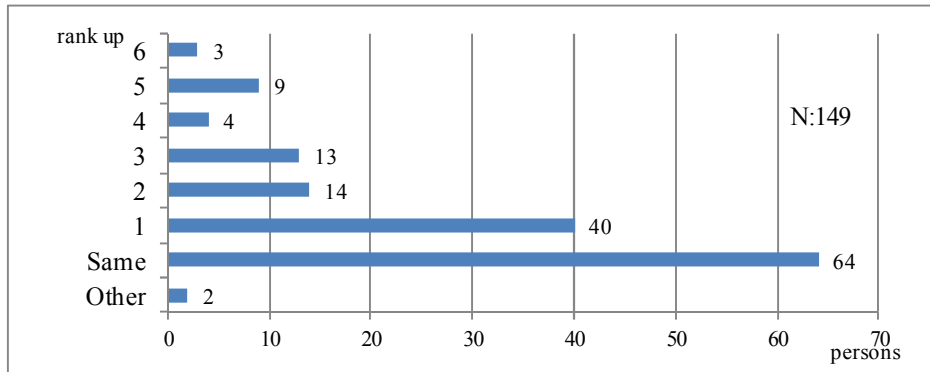


Fig 2-1-7 Promotion after training

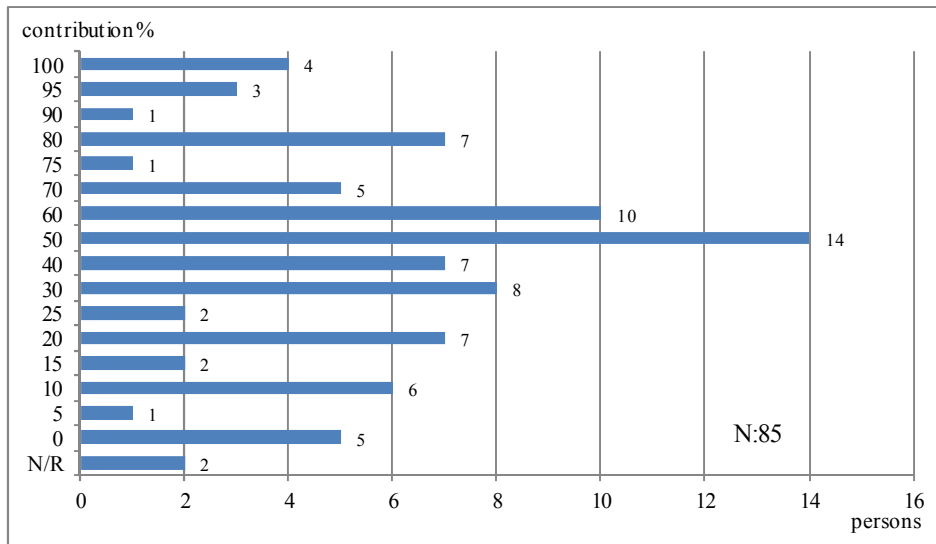


Fig 2-1-8 Contribution of participation in training to promotion

5) Knowledge and skills acquired through the training

① Net utilization

We asked the subject participants the rate of knowledge and skills acquired through the training. According to the result, they acquired 80.8% of the whole training content in average. As for the rate of utilization of the acquired knowledge and skills in their jobs, 50% was the most common answer, and the average was 65.2% (Figure 2-1-9).

If we grant the all knowledge and skills provided through the training to be 100, the participants acquired 80.8% of them. Since the utilization rate of knowledge and skills is 65.2%, what is actually utilized is 54.8% of the provided knowledge and skills (Figure 2-1-10).

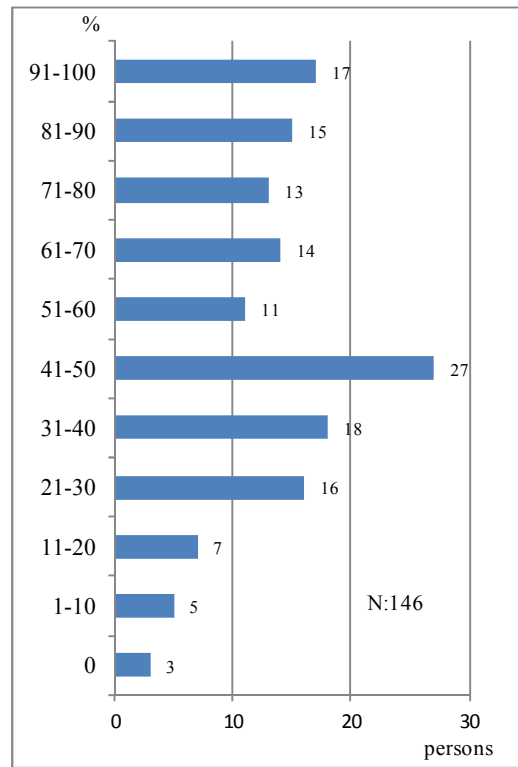
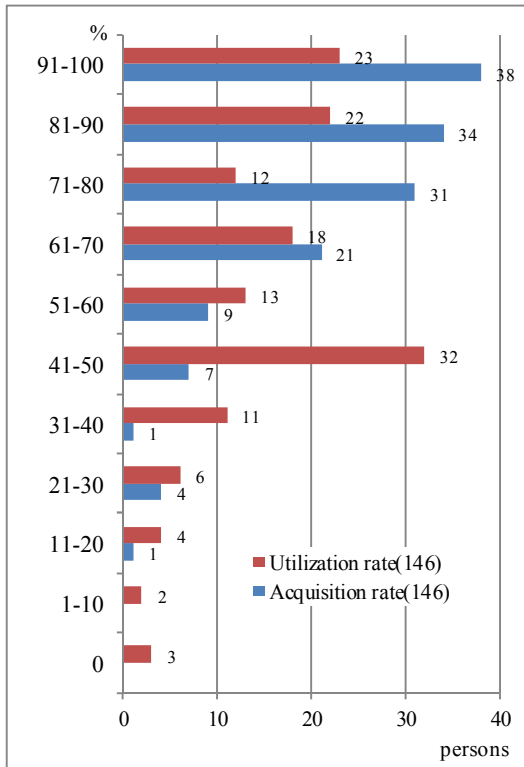
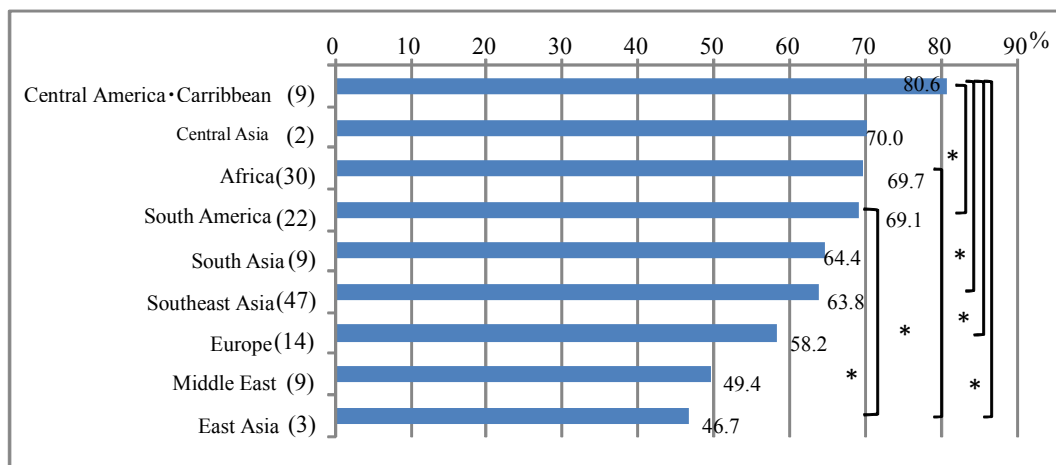


Fig 2-1-9 Acquisition rate and utilization rate Fig 2-1-10 Actual utilization rate

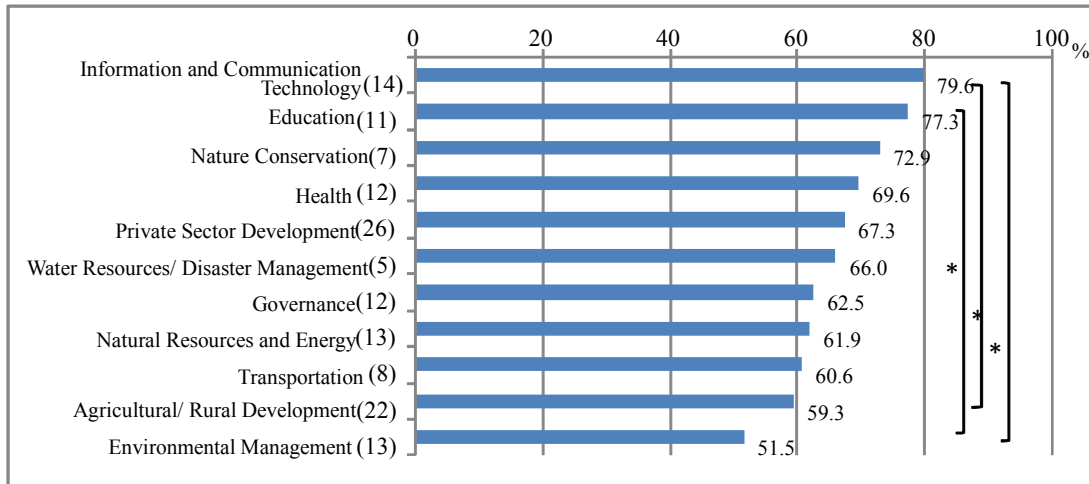
Figure 2-1-11 shows the status of use of knowledge and skills acquired through the training by region. According to the result, the utilization rate in South America is higher than in other region, and relatively low in Middle East and East Asia.



* p<0.05

Figure 2-1-11 Utilization rate: analysis by region

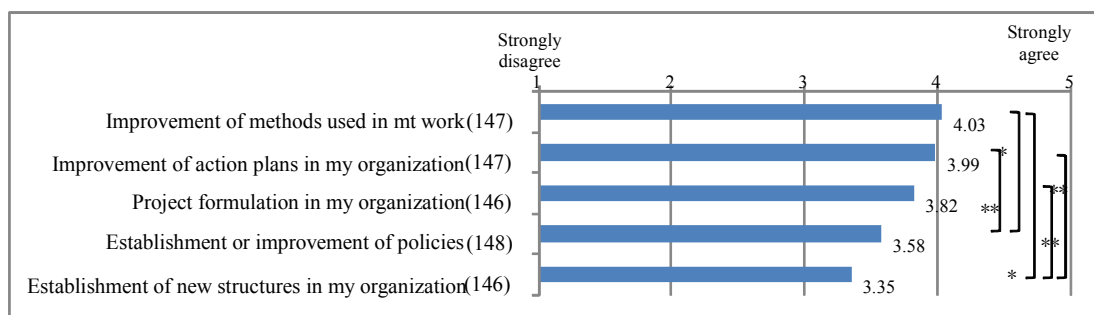
As for the utilization rate of acquired knowledge and skills by category (Figure 2-1-12), that of categories such as “Information and Communication Technology”, “Education”, “Nature Conservation”, and “Health” were relatively high with over 70%, and that of “Environmental Management” was relatively low with only 52% of utilization.



* p<0.05

Figure 2-1-12 Utilization rate: analysis by category

About the areas where the acquired knowledge and skills are in utilization, “Improvement of methods used in my work”, “Improvement of action plans in my organization”, “Project formulation in my organization” were more than “Establishment or improvement of policies” and “Establishment or improvement of new structures in my organization” (Figure e2-1-15), and the utilization rate in their organizations are tend to be high. The similar results were seen in the survey of FY2011.



** p<0.01

Figure 2-1-13 Areas to which the knowledge and skills acquired through the training contributed

For 25 participants whose utilization rate of acquired knowledge and skills are less than 40%, the change in the workplace environment from that of training period is mentioned most frequently as one of the reasons (Figure 2-1-14).

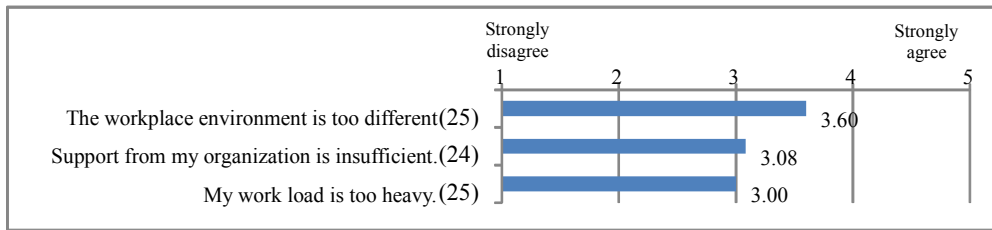


Figure 2-1-14 Reasons that the benefits of training are not used

②Transfer of acquired knowledge and skills

Many participants are doing transferring activities. Some of them did them over 80 times during the 3 years between when the training finishes and the period of survey. (Figure 2-1-15). The participants whose occupations are agricultural extension workers, healthcare coordinator, and regional development, tend to do more transferring activities.

As for transferring activities through Lectures, Seminars, and Workshops, many participants are doing them 3-5 times, 9.8 times in average and median is 5 times. About the transferring activities through OJT, the average is 7.1 times and the median is 3 times. Many participants are doing them once or twice.

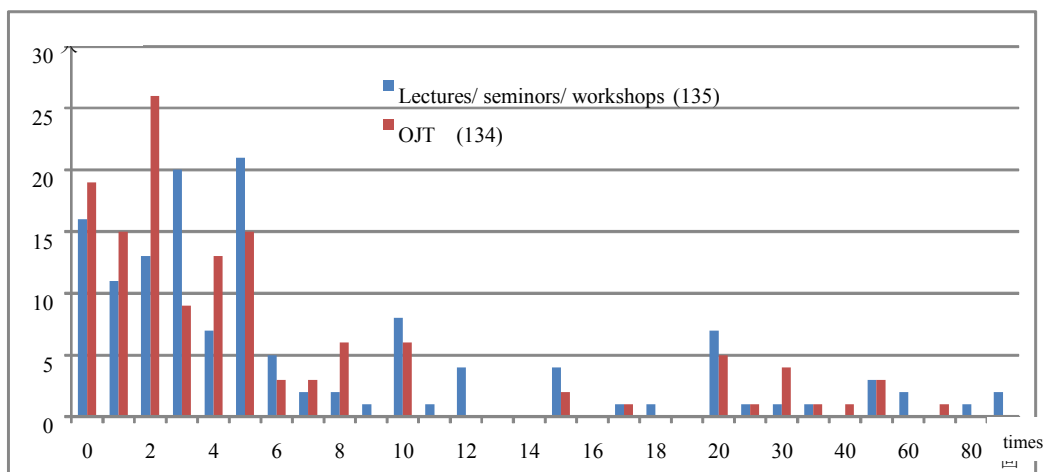


Figure 2-1-15 Transferring activities of the knowledge and skills acquired through the training

On the number of subject participants per transferring activity, many activities through Lectures, Seminars, Workshops target at 10 to 15 persons: 39 in average, the median was 15 (Figure2-16). Many activities through OJT were for 5 to 10 persons: the average was 23, median was 10.

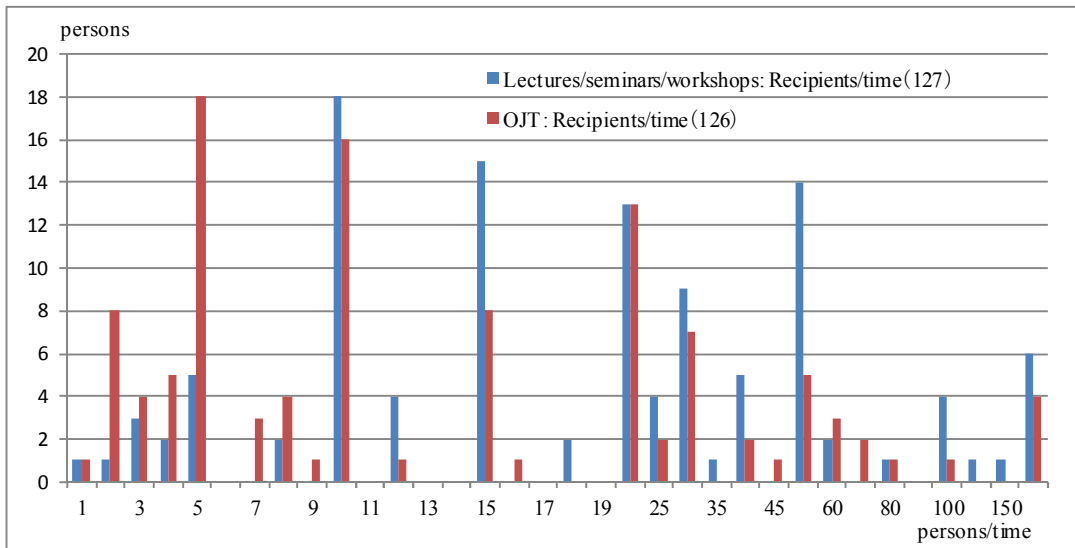


Fig2-1-16 Number of recipients of transferring activities

If we focus on the methods of transferring activities, among the activities through Lectures, Seminars, and Workshops, activities were done more than once in “Education” and “Water Resources / Disaster Management” categories, but in “Agricultural / Rural Development”, “Information and Communication Technology”, and “Transportation” categories, they were less than 0.5 times. Among transferring activities through OJT, the activities were done more than once in “Nature Conservation” category, and in “Information and Communication Technology”, “Transportation” category, they were extremely few.

Figure 2-1-5 shows the times of activity per participant in case that transfer was done using both “Lectures, Seminars, Workshops” and OJT. Methods of transferring activities of acquired knowledge and skills differ among categories, and the results are scattered: in “Nature Conservation”, “Education”, and “Water Resources / Disaster Management”, transferring activities were done more than twice, while less than once in “Agricultural / Rural Development”, “Information and Communication Technology”, and “Transportation”.

Table 2-1-5 Number of transferring activities per person (by category)

	Lectures/seminars/workshops			On-the-job training (OJT)			Total
	Number of respondents	Number of activities	No. of activities/ No. of respondents	Number of respondents	Number of activities	No. of activities/ No. of respondents	No. of activities/ No. of respondents
Nature Conservation	7	6.43	0.92	6	9.67	1.61	2.53
Education	12	23.60	1.97	9	11.89	0.38	2.35
Water Resources/ Governance	4	6.00	1.50	4	2.50	0.63	2.13
Health	12	10.33	0.86	12	10.42	0.87	1.73
Natural Resources and Energy	13	12.15	0.93	13	5.31	0.41	1.34
Private Sector Development	11	7.82	0.71	10	4.40	0.44	1.15
Environmental Management	21	14.19	0.68	21	9.19	0.44	1.11
Agricultural/Rural Development	13	8.69	0.67	13	5.31	0.41	1.08
Information and Communication Technology	20	8.30	0.42	20	9.60	0.48	0.90
Transportation	12	5.25	0.44	12	3.92	0.33	0.76
	8	2.63	0.33	8	2.50	0.31	0.64

6) Action plan

Among the participants, 58% have completed the action plan, and 26% are almost completing it, but not sufficiently yet. (Figure 2-1-17). The participants who have made sufficient or considerably sufficient action plan occupy 84%. On the other hand, the participants who created no or few action plan were a little less than 6%. As the rate of participants who made the action plan was in the similar level in FY2011 survey, we can consider that many participants are making their action plans during the training.

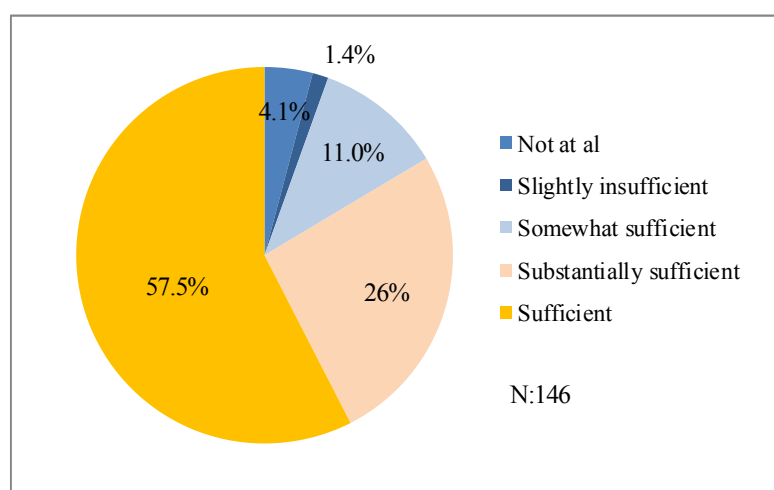


Fig 2-1-17 Creation of action plan

As for utilization of the created action plan in their own countries, “I shared acquired knowledge and skills in my organization” and “I proposed my action plan to my superior” were highly evaluated, with 4.4 and 4.3 each. Also, as the items “I shared it with others outside” and

“I implemented the training of trainers” show, the implementations of action plans have also been conducted. In the survey of FY2011, “I proposed my action plan to my superior” was chosen by less participants than “I shared acquired knowledge and skills in my organization”. But this fiscal year, both methods are utilized to the same level and no gap can be recognized between them (Figure 2-1-18).

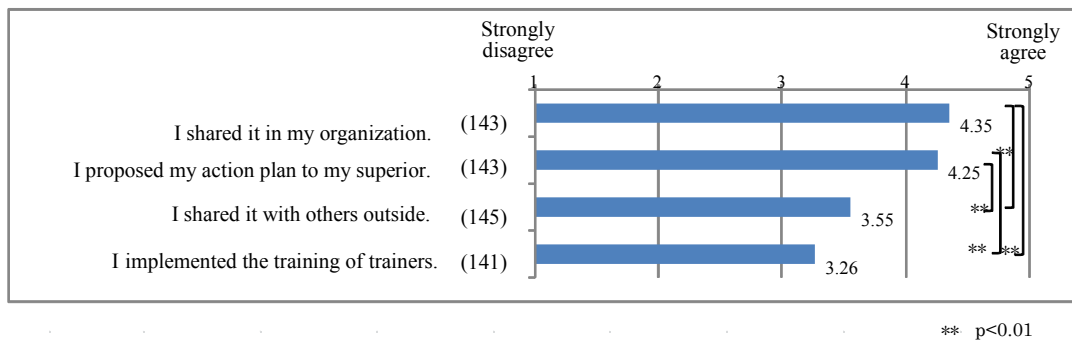


Figure 2-1-18 Implementation of action plan

7) Projects in utilization of acquired knowledge and skills

72.5% of participants (108 out of 149 persons) proposed the projects applying the knowledge and skills acquired through the training (Figure2-1-19). Among the participants who proposed them, most have proposed 1 project (38.9%), but the rate of those who have proposed 1 to 3 projects are also high (76.9%).

In addition, 82 projects, equivalent to 80.4% of all proposed projects, have been implemented.

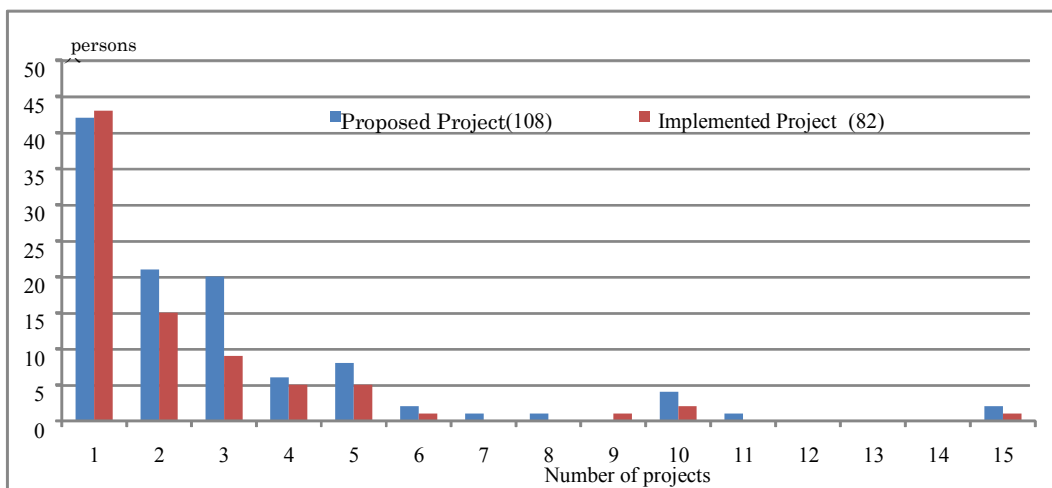


Figure 2-1-19 Number of proposed project and that of implemented project

8) Monetary evaluation of training by Willingness to pay

On the evaluation of JICA training, we asked the participants the degree of monetary evaluation of the training, by presenting the price from less than US\$5,000 to US\$40,000, in increments of US\$5,000, and thus asked their willingness to pay.

As a result, with the minimum of less than US\$5,000, the answer ranged to the maximum US\$40,000 (Figure 2-1-20). The median was US\$15,000. The average cost of training implementation was 2 million yen (US\$21,280), which suggests that the returnee participants estimate the evaluation of the training to be about 70% of actual costs.

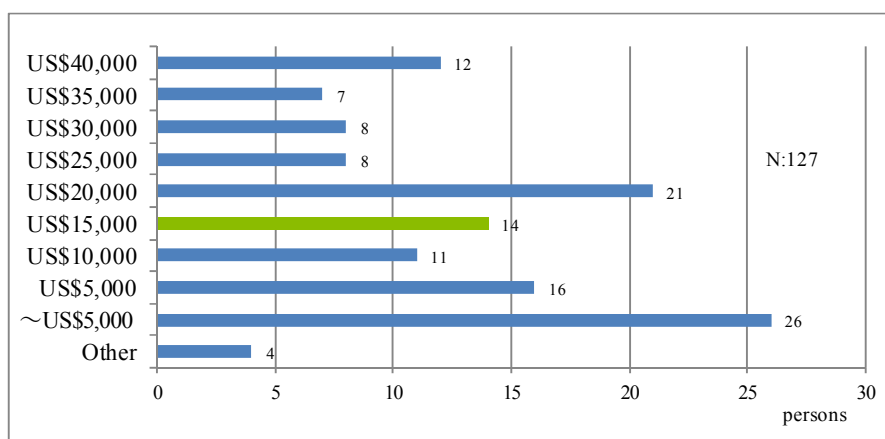


Fig 2-1-20 Monetary evaluation of training by 'Willingness to pay'

9) Comparison between the training given by other donors and international organizations

The rate of participants who had joined the trainings conducted by other donors and international organizations were 93.2%.

We asked the subject participants about the comparison of importance of learning experience and the stability of the impact of training between the training conducted by other donors and that conducted by JICA. For both items, JICA training was evaluated higher with over 4.1. (Figure 2-1-21). It is supposed that compared to the training by other donors, the learning experience provided by JICA training is important, and the impact of training endures much longer.

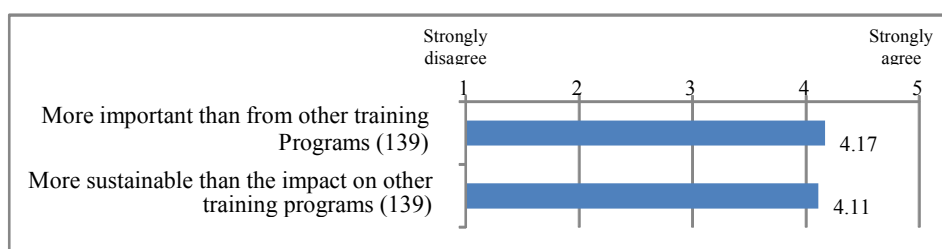


Figure 2-1-21 Comparison between the international development training given by JICA and that by other donors

10) Relationships with Japan and participants

① Understanding of the culture of Japan

When participating in the training, programs to advance the understanding of Japanese culture are planned in many cases. The evaluations of General orientation, Interaction with the implementing organization and training managers, Participation in Cultural events and social welfare activities in that they served to understand the culture of Japan are all over 4.4 of high scores (Figure 2-1-22). On the other hand, the evaluation on self-study using books and CD-ROM is under 4, which illustrates that the actual experience serves to the understanding of the culture of Japan.

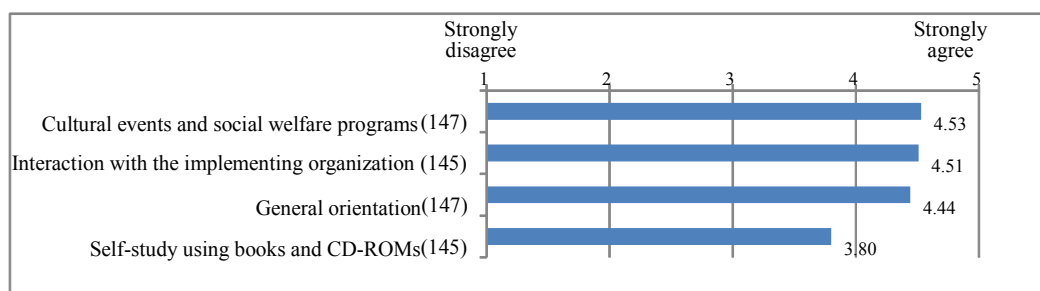


Figure 2-1-22 Understanding of the culture of Japan

② Change in Perception of Japan

Each of “Trust in Japan and the Japanese people”, “One’s interest in working with Japanese people”, and “Understanding of Japanese society and culture” were highly evaluated over 4.5 (Figure 2-1-23). It seems that trust in the Japanese people of participants increased, interest in working with Japanese and understanding of Japanese society and culture have deepened after participating in the training. The similar result that the feelings about Japan improved through the participation in the training was got also in the survey of FY2011.

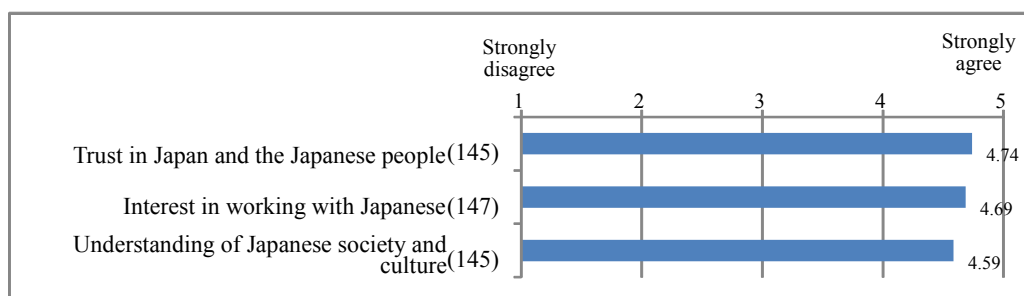


Figure 2-1-23 Perception of Japan

③ Contact with Japanese people after training

About the contacts with Japanese people who the participants got to know during the training, they got generally low evaluation (Figure 2-1-24). We can collect that the connection is difficult to be maintained. In the surveys conducted in FY2010 and FY2011, about 30% of

participants were found out to be exchanging personal updates. In this fiscal year, however, we evaluate the frequency of contact in 5 stages, not the existence or nonexistence of maintainance of contacts. Because of this change, we cannot simply compare the results of past survey with that of this fiscal year, but it is estimated that the frequency of contacts with the Japanese after the participants went home was neither very high in the past.

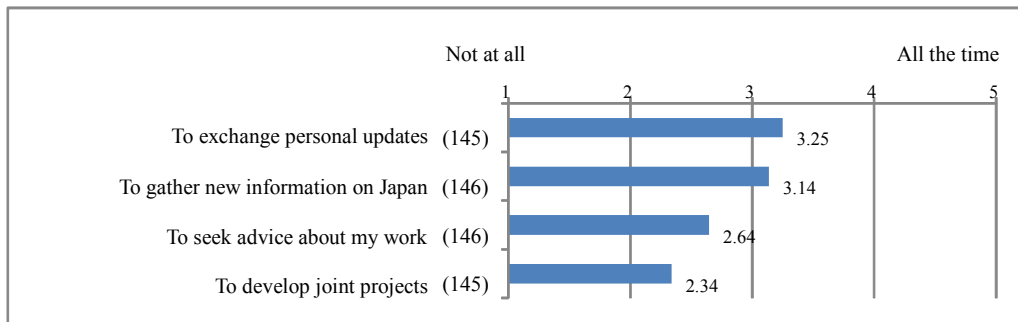


Figure 2-1-24 Contact with Japanese people after training

11) Contact between JICA and participants after training

In both surveys conducted in FY2010 and FY2011, the results showed participation in alumni is the most common contact with JICA. The same result was seen in this fiscal year. Participation in events or training, contact about projects, and contact with JICA experts and volunteers are generally few (Figure2-1-25), and the connection between participants and JICA after they went home can be considered to be weak.

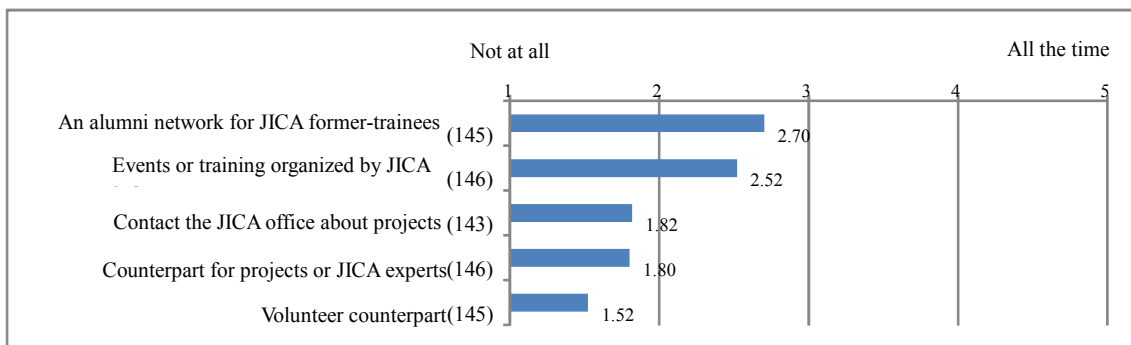
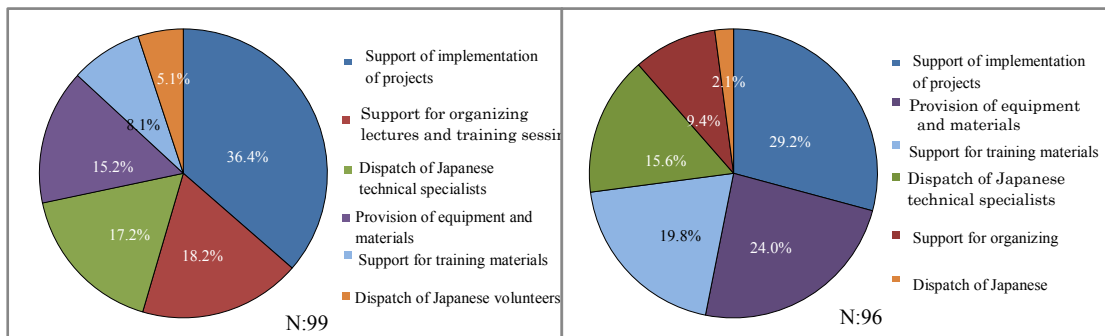


Figure 2-1-25 Contact with JICA after training

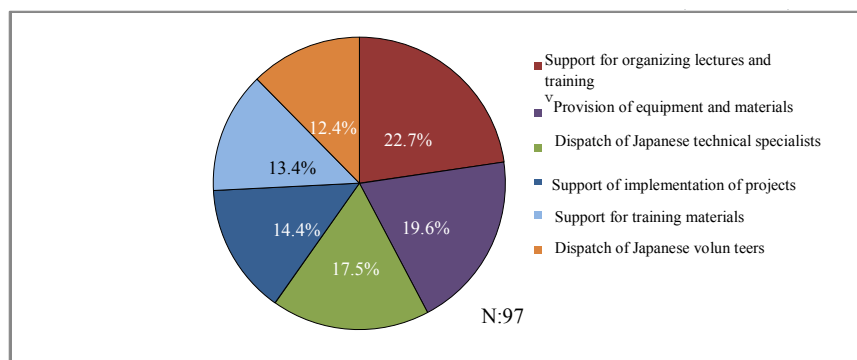
12) Follow-up support

We asked the participants the 3 most desirable things as follow-up support. In surveys of FY 2010 and FY2011, “Support of implementation of projects” and “Support for organizing lectures and training sessions” were higher than other supports; but this fiscal year’s survey showed many requests for “Provision of equipment and materials” as well. (Figure 2-1-26). Also, it became clear that “Dispatch of Japanese technical specialists” is also desired.



1st

2nd



3rd

Figure 2-1-26 Desirable thing as follow-up support

13) Interest in publicizing the experience of JICA training

To the inquire if they have interest in publicizing the experience as good examples on JICA's official web site etc., 42.0% answered, "Greatly interested" (Figure2-1-27). With "Considerably Interested" included, 65.1% of participants are interested in publicizing, but compared to the survey in FY 2011 (Interested = 82%), the interests have lessened.

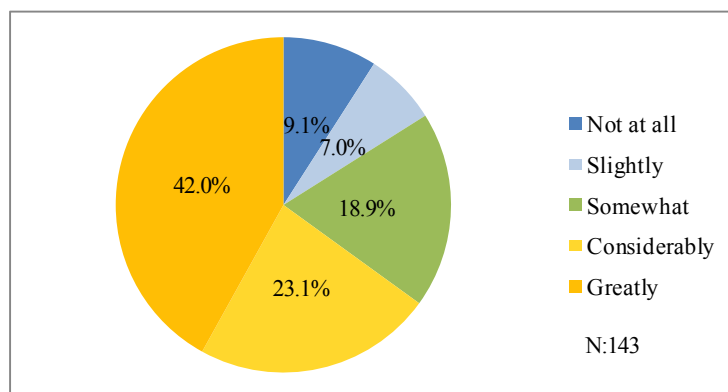


Fig2-1-27 Interest in publicizing the experience as good examples

14) Factors leading to realization of training outcomes

① Relationships between the factors explaining training outcomes and the factors related to them

We first find relationships between the contents of training, evaluation on the training and the training outcomes, and then identify factors strengthening training outcomes using multiple regression analysis.

Fig. 2-1-28 illustrates relationships between the factors explaining training outcomes and the factors related to them.

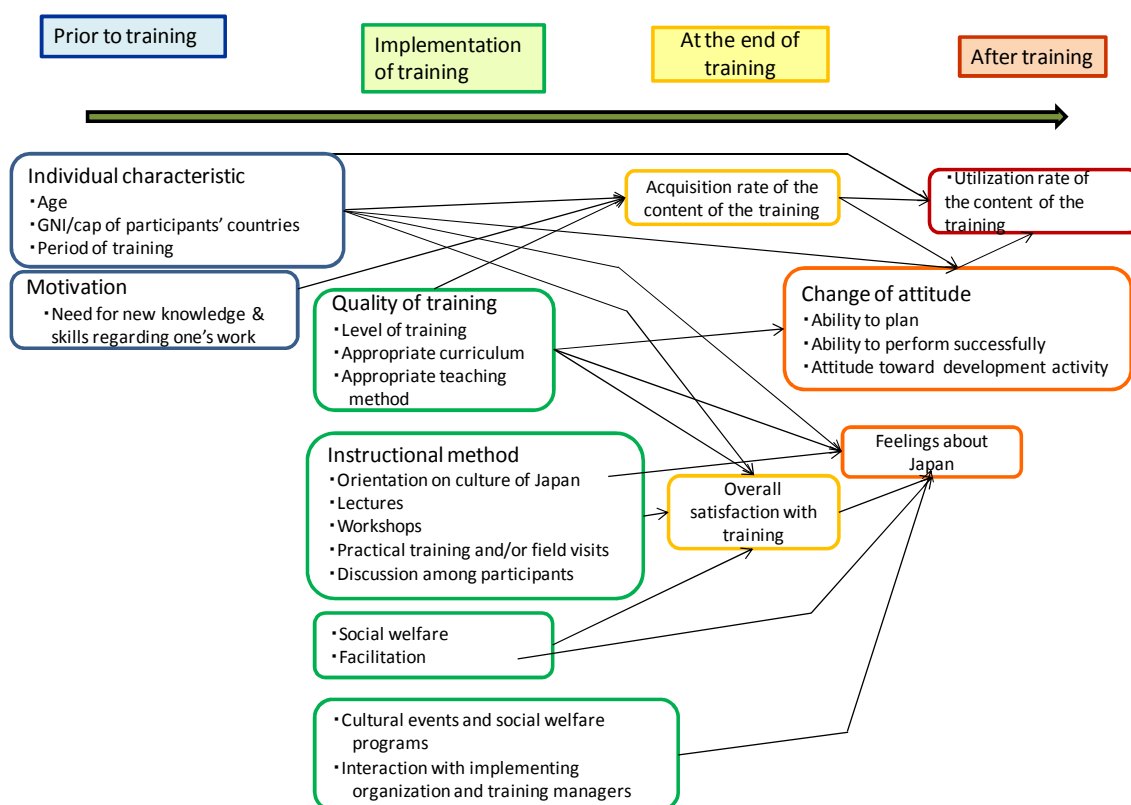


Fig. 2-1-28 Relationships between the factors explaining training outcomes and the factors related to them

Variables used in explaining the results of the training

- Age (at time of participation)
- GNI/capita of participants' countries (natural logarithm)
- Period of training
- Motivations: need for new knowledge and skills regarding one's work
- Level of the training (compared with the knowledge and skills required for one's work immediately after training)
- Appropriate curriculum

- g. Appropriate teaching method (composite variable)
 - The training method used by lecturers was effective.
 - The instructors and/or trainers confirmed that we understood the training contents.
- h. General orientation on culture of Japan
- i. Lectures
- j. Workshop
- k. Practical training and/or field visits
- l. Discussions among participants
- m. Social welfare
- n. Facilitation
- o. Cultural events and social welfare programs
- p. Interaction with the implementing organization and training managers

Variables with respect to the results of the training The variables with asterisks * are used as explanatory variables.

- q. Acquisition rate of the content of training *
- r. Overall satisfaction with the training *
- s. Ability to plan (composite variable) *
 - Now I do my work according to a plan
 - My opinion is accepted / endorsed by my colleagues more often.
- t. Ability to perform successfully one's work (composite variable)*
 - I have a stronger sense of responsibility for my work.
 - I pay closer attention to collaboration with my colleagues in work.
 - I work harder to find solutions to problems instead of simply giving up.
- u. Attitude toward development activity * (composite variable)
 - I am more motivated to undertake activities that contribute to my country's development.
 - I pay closer attention to international perspective in considering my country's situation.
- v. Feelings about Japan (composite variable)
 - My trust in Japan and the Japanese people has increased.
 - My interest in working with Japanese people has increased.
 - I have gained a deeper understanding of Japanese society and culture.
- w. Utilization rate of knowledge and skills (Utilization of the content of training)

② Results of multiple regression analysis

Table 2-1-6 shows how strongly the factors enhancing the training's effectiveness are associated with the effectiveness itself.

Acquisition rate of the content of training

“Acquisition rate of the content of training” is strongly associated with “appropriate

curriculum”. In other words, a curriculum fit for training purpose is considered effective in facilitating to acquire knowledge and skills.

Ability to plan

“Ability to plan” has much to do with “GNI/cap” of participants, “level of the training”, “appropriate curriculum” and “acquisition rate of the content of training”. According to our findings, if high-level knowledge and skills are provided in the training, a curriculum is fit for training purpose and the participants has a better knowledge about the content of training, the “ability to plan” that they will acquire will be enhanced; on the other hand, the ability is further encouraged in participants from countries with lower GNI/cap.

Ability to perform successfully one’s work

“Ability to perform successfully one’s work” is strongly linked to “level of the training”, “appropriate curriculum”, “appropriate teaching method” and “acquisition rate of the content of training”: factors which are believed to encourage “ability to perform successfully one’s work” are features such as high-level training, curriculum fit for training purpose, effective teaching accompanied by check of level of participants’ understanding and adequate understanding of the content of training by the participants.

Attitude toward development activity

“Attitude toward development activity” is closely related to “level of the training”, “appropriate curriculum”, and “acquisition rate of the content of training”: according to our findings, a high-level training as provided by the training organizers, curriculum fit for training purpose and more contents of training learned by the participants lead to an improvement of “attitude toward development activity”.

Overall satisfaction with the training

“Overall satisfaction with the training” has much to do with “general orientation on culture of Japan”, “lectures”, “practical training and/or field visits”, “discussions among participants” and “facilitation”: opportunities of introducing Japanese culture and discussion among participants, satisfaction with lectures and with practical training and/or field visits, as well as good facilitation by the training organizers are the factors which enhance “overall satisfaction with the training at the level of participants”.

Feelings about Japan

“Feelings about Japan” is strongly linked to “age at time of participation”, “level of the training”, “facilitation” and “interaction with the implementing organization and training managers”: according to our findings, a high-level training good facilitation by the training organizers and enhanced interaction of participants with the implementing organization and training manager are factors encouraging participants to have good feelings about Japan;

furthermore, the older the participants are, the better “feelings about Japan” they have.

Utilization rate of knowledge and skills

“Utilization rate of knowledge and skills” is closely linked to “age at time of participation”, “period of training” and “acquisition rate of the content of training”: according to our findings, older participants who have participated the training of longer duration and showed higher acquisition rate of the content of training utilize more knowledge and skills mastered in the training.

Table 2-1-6 Relationship between the factors that influence the training’s effectiveness and the factors of the training effectiveness

Exploratory variables	Acquisition rate of the content of the training		Ability to plan		Ability to perform successfully		Attitude toward development activity		Overall satisfaction with the training		Feelings about Japan		Utilization rate		
	Standardized partial regression coefficient	Sig. level	Standardized partial regression coefficient	Sig. level	Standardized partial regression coefficient	Sig. level	Standardized partial regression coefficient	Sig. level	Standardized partial regression coefficient	Sig. level	Standardized partial regression coefficient	Sig. level	Standardized partial regression coefficient	Sig. level	
Participants' characteristic															
Age at time of participation	0.013		0.065		0.032		0.006		0.066		0.160	*	0.167	*	
Period of training	-0.038		-0.006		-0.034		-0.052		0.063		0.023		0.177	*	
GNI/capita of participants' countries	-0.084		-0.175	*	-0.115		-0.077		0.074		0.020		0.000		
Motivations															
Acquisition of new knowledge regarding one's work	0.083														
Quality of training															
Level of training	0.044		0.255	**	0.209	**	0.263	**	0.048		0.194	**			
Appropriate curriculum	0.276	**	0.194	*	0.204	*	0.276	**	0.014						
Appropriate teaching methods	0.091		0.130		0.169	+	0.044		-0.084						
Training methods															
General orientation on culture of Japan									0.126	+	-0.100				
Lectures									0.136	*					
Workshops									0.095						
Practical training and/or field visits									0.205	**					
Discussions among participants									0.354	**					
Social welfare															
Facilitation									0.084						
Cultural events and social welfare programs									0.149	+	0.379	**			
Interaction with the implementing organization and training managers											0.132				
											0.231	*			
Acquisition rate of the content of the training															
Change in behavior and attitude			0.212	**	0.210	**	0.153	+					0.372	**	
Ability to plan														-0.077	
Ability to perform successfully														0.125	
Attitude toward development activity														0.120	
Overall satisfaction with the training															
											0.035				
	R ²	0.168	**	0.376	**	0.344	**	0.297	**	0.774	**	0.419	**	0.263	**
	Adj R ²	0.121		0.341		0.307		0.257		0.745		0.374		0.222	
	N	131		132		132		131		123		124		133	
														** p<0.01 * p<0.05	

(2) Questionnaire survey (B)

1) Effects in money (benefits) of training

If knowledge and skills mastered by participants are delivered, the effects of training are more widespread. Benefits as effects of training include improvement of systems, improvement of quality, advancement of participants and increase in annual income; some of these benefits can be measured in amount of money and others not. In any case, all of these effects can be converted to monetary value for evaluation of effects. Here, we evaluate the effects in money of training with regard to spreading effect through delivery activities. We try to identify the cost-benefit ratio of the training from a viewpoint of the economic effects of training, where a payment amount considered appropriate for training, which constitutes an evaluation of training

in money, is set as benefit. The targets of analysis were respondents to questionnaire survey conducted in the framework of the theme specific survey: participants in private sector development, 19 from Vietnam and 31 from Indonesia, as well as 16 participants in the field of energy.

① Delivery of knowledge and skills

Questionnaire survey (A) analyzes delivery activities from the end of training courses up to the time of survey, here we will see which delivery effects occur from delivery activities of each year, assuming that persons to whom knowledge and skills are delivered show training effects equal to those of the participants, if they have mastered knowledge and skills similar to those of the participants.

On the questionnaire, we posed the following questions concerning the delivery approaches of knowledge and skills mastered by the participants:

- How many times did delivery activities take place?
- How long is one delivery activity?
- How many delivery targets take part in one delivery activity?
- What is the percentage of knowledge and skills mastered by the participants in one delivery activity unit?
- What is the percentage of knowledge and skills mastered by the delivery targets in all of the knowledge and skills delivered?

Method of calculating number of persons to whom the training effects are delivered is as follows:

Since the period of time from the end of training courses up to the time of survey varies from participant to participant, number of times of delivery activities is calculated as annual average. Time required for acquiring knowledge and skills depends on the contents of the training in which each has taken part, thus we assume that the training last 7 hours per day, which are then multiplied by days of training (excluding the first and the last days of training duration) for assumed time required for acquiring knowledge and skills.

When the knowledge and skills mastered by the participants are then delivered to others, we represent these knowledge and skills as percentage of knowledge and skills mastered by the participants in the knowledge and skills provided by the training organizers (acquisition rate). Still further, we assume how many persons have knowledge and skills similar to the participants of training (net persons of delivery), using the percentage of knowledge and skills mastered during the training in a delivery activity.

< Formula for computation >

$$H = A \times B \times (C \times (D/E)) \times F \times G$$

A : Number of times of delivery activities /year

B : Number of delivery targets

C : Acquisition rate of knowledge and skills

D : Hours for one activity

E : Hours of training

F : Percentage of knowledge and skills mastered by delivery targets during delivery activity

G : Percentage of knowledge and skills mastered by the participants in a delivery activity

H : Net number of persons with knowledge and skills equivalent to the participants
(secondary effect)

Delivery effects from 8 Vietnamese, 11 Indonesians and 7 Filipinos (those who all have participated in delivery activities) are calculated using the above formula for computation. Missing values are substituted with medians, however, respondents who have responded to only one question are ruled out from targets for analysis.

Table 2-1-7 shows how many persons are considered to be those with knowledge and skills equivalent to the participants (net number of persons with delivery) per year. The values are averages, and the values in red denote maximum values for respective items.

Table 2-1-7 Net number of persons to whom the knowledge and skills were transferred

	No. of activities /time	No. of recipients /time	Activity hours/time	% of knowledge and skills included in a program among total knowledge and skills given to recipients by participants per activity	Acquisition rate of recipient	Net number of recipients who received the same results of programs from participants	
Vietnam (n=8)							
Lectures/seminars/workshops	5.81	39.70	1.29	42.86	37.14	0.576	0.708
OJT	7.29	15.38	1.19	38.75	44.63	0.133	
Indonesia (n=11)							
Lectures/seminars/workshops	1.37	28.30	1.50	55.50	62.78	0.103	0.196
OJT	1.05	21.94	2.44	55.00	62.84	0.093	
Philippines(n=7)							
Lectures/seminars/workshops	2.37	38.50	2.50	52.14	59.29	0.142	0.169
OJT	1.11	5.60	2.80	68.00	63.00	0.027	

a. Vietnam

The net number of persons to whom the ex-participants knowledge and skills were transferred through lectures/seminars/workshop is average of 0.708 person per year. This means 0.708 person, whom the same level of knowledge and skills as the participant transferred, has emerged per year. The number varies widely from 0.001 to 4.036 persons and the most number of 4.036 persons is outstanding. 0.543 person is the 2nd most and majority of the net number of person to whom the knowledge and skills were transferred is less than 0.2.

In the case of activities of participant who has the most net number of persons to whom the knowledge and skills were transferred, his/her lecture/seminar/workshop was targeting 200 people of large group beside activity hours and percentage of skills and knowledge in a program among total knowledge and skills given to recipients by participant per activity is high. This participant is a government employee in his/her upper age with high position. It seems that these factors allowed this participant to have transfer activities such as lecture targeting large number of participants.

In the case of activities of participant who has 2nd most net number of person, he/she has many activities through OJT and large target groups. The training subject this participant participated was productivity improvement. It seems that this participant is in his/her upper age with the director position made him/her in the position that easy to transfer acquired knowledge and skills, hence allowed him/her to have high number of activities and large target group.

On the other hand, activities of participants who have few net number of person has small target group and tend to have less numbers of activities.

Furthermore, it is notable that there is a participant who has large target group of 200 on one transfer activity and if we exclude this participant, the average net number of persons becomes 0.152.

b. Indonesia

The net number of persons to whom the knowledge and skills were transferred is 0.196 per year average and the net numbers of persons per participant are between 0.006 and 0.855. 6 out of total 11 participants have less than 0.09 net number of person.

In the case of activities of participant with the most net number of persons, he/she has large target group and percentage of skills and knowledge in a program among total knowledge and skills given to recipient by participant per activity is high. In addition, the training hours which this participant participated are few. This participant is a government employee in his/her upper age.

The participants who have relatively high net number of persons to whom the knowledge and skills were transferred have many activities such as lectures. The training subject that this participant participated was 'ASEAN Patent Examination Work' which content is practical. This contributed to have many transfer opportunities such as lectures.

Meanwhile, activities of participants who have few number of net persons to whom the knowledge and skills were transferred often have few numbers of activities.

c. The Philippines

The net number of persons to whom the knowledge and skills were transferred is 0.169 per year average and the net numbers of persons per participant are between 0.011 and 0.475.

The participants with relatively high net number of persons to whom the knowledge and skills were transferred have many activities such as lectures and has large target group. Also, percentage of skills and knowledge in a program among total knowledge and skills given to

recipients by participant per activity is high.

Meanwhile, activities of participants who have few number of net persons to whom the knowledge and skills were transferred often have few numbers of activities and small target group besides the percentage of skills and knowledge in a program among total knowledge and skills given to recipients by participant per activity is tend to be low.

② Training Evaluation by Cost-Benefit Ratio

This section is to evaluate cost effectiveness of training using cost-benefit ratio. We used following assumptions to obtain cost-benefit ratio. Instituting trainings necessitate costs such as airfare and daily allowance for participants, compensation for lecturers and expenses for implementation. The necessary cost to implement training is the sum of actual training cost and opportunity cost (the benefit that was lost by choosing a choice otherwise might had been obtained if different choice was chosen) for participants.

Implementation Cost of Training :

According to the report from JICA Training Affairs and Citizen Participation Department 2008, average cost to implement training per participant is 2 million yen. Since the period of training varies; we obtain the cost per day first.

We assumed airfare per participant at 300,000 yen since participants are from all over like Asia, Africa, Central America, and South America. Most frequent number of days for training was 33days, so we use 33dyas for training period. Exchange rate in 2009 was \$1=¥94 makes training cost US\$548/day. The number of days for training course is the days after taking 2 days (the first and last day of the training days) from training days and training hours are assumed to be 7 hours per day. Implementation cost for training is obtained by multiplying US\$548 with training days and added airfare to it.

Opportunity Cost :

Opportunity cost is assumed based upon the wage of the participant. Actual work days of participant is to be 250 and training period is to be the sum of average number of training days and 2 days of roundtrip transportation to participate to training. Moreover, hours spent for transfer activities is to be the opportunity cost. We used the wage amount which was obtained through the interview with the participant.

Benefit :

Benefit is the amount that participant assessed as willingness to pay. Since the knowledge and skill level offered at training is able to maintain at least 5 years, this benefit is assumed to be able to acquire for 5 years and the period that generating benefit is to be 10 years.

We obtained cost-benefit ratio of training for Vietnam, the Philippines and Indonesia based upon those assumptions.

a. Vietnam

The staffs in in his/her 30's and 40's income is to be US\$8,400/year including side business. We assumed \$12,000 for management position³¹. The average yearly income using these numbers is US\$9,943. We used following numbers: the opportunity cost is US\$1,177 (average training days (26days) + roundtrip transfer (2days) +knowledge/skill transfer activities (2.33days)), training implementation cost is US\$16,343, benefit is US\$10,000 which is the median of the willingness to pay, net number of person to whom the knowledge and skills were transferred is 0.708, persistence of knowledge and skill level is 0.994 which we assume that benefit will decrease by this ratio. The cumulative benefit ratio reaches above 1 indicates that benefit exceeded cost and means the cost is recovered.

As a result of calculating cost-benefit ratio of training based on the conditions above, cost-benefit ratio become 1.37 at 5th year which benefit exceeds cost.

b. Indonesia

We assumed staff level wage at US\$7,660/year (around 40's) ³². The obtained average annual income is US\$7,660. We used following numbers: the opportunity cost is S\$1,951 (average training days (61days) + roundtrip transfer (2days) +knowledge/skill transfer activities (0.66days)), training implementation cost is US\$35,523, benefit is US\$20,000 which is the median of the willingness to pay, net number of person to whom the knowledge and skills were transferred is 0.196, persistence of knowledge and skill level is 0.957.

As a result of calculating cost-benefit ratio of training based on the conditions above, cost-benefit ratio at 10th year is 0.99 which benefit does not exceed cost.

c. The Philippines

We assumed the wage at US\$9,300/year (47 years old) and US\$8,700/year (37 years old) ³³. The obtained average annual income is US\$9,943. We used following numbers: the opportunity cost is S\$1,957 (average training days (51days) + roundtrip transfer (2days) +knowledge/skill transfer activities (1.29days)), training implementation cost is US\$30,043, benefit is US\$15,000 which is the median of the willingness to pay, net number of person to whom the knowledge and skills were transferred is 0.169, persistence of knowledge and skill level is 0.990.

As a result of calculating cost-benefit ratio of training based on the conditions above, cost-benefit ratio at 10th year is 0.85 which benefit does not exceed cost.

Cost effectiveness of training was high for Vietnam and it was low for Indonesia and the Philippines. One of the reasons is Vietnam includes participants who has large net number of

³¹ Based on the surevey hearing conducted in site

³² Same as the above

³³ Same as the above

person to whom the knowledge and skills were transferred in this survey subject and we believe vitalizing transfer activities will increase cost effectiveness.

It is clearly shown in table 2-1-7 that number of activities, number of recipients, activity hours per time, % of knowledge and skills included in a program among total knowledge and skills given to recipients by participants per activity varies among 3 countries. It is possible to execute transfer activities using max value indicated with red in the table.

Next, we will conduct sensitivity analysis using max values indicated with red in the table

Sensitivity Analysis

a. Vietnam

When we used max values on 4 items and same values for other factors, net number of persons to whom the knowledge and skills were transferred becomes 0.928. When we obtained cost-benefit ratio using 0.928 for net number of person to whom the knowledge and skills were transferred, cost-benefit ratio becomes 1.33 at 4th year and reduce 1 year to recover the cost. Furthermore, when we exclude the participant who has outstanding transfer activities from subject, cost-benefit ratio becomes 1.13 at 6th year resulting benefit exceeds cost.

b. Indonesia

When we use max values, the net number of persons to whom the knowledge and skills were transferred becomes 0.838. As we obtained cost-benefit ratio using 0.838 for net number of person to whom the knowledge and skills were transferred, cost-benefit ratio becomes 1.37 at 5th year and resulting benefit exceeds cost.

c. The Philippines

When we use max values, the net number of persons to whom the knowledge and skills were transferred becomes 0.771. As we obtained cost-benefit ratio using 0.771 for net number of persons to whom the knowledge and skills were transferred, cost-benefit ratio becomes 1.18 at 5th year and resulting benefit exceeds cost.

Above, we examined cost effectiveness of training based on willingness to pay for Vietnam, the Philippines and Indonesia and found out that cost effectiveness was low for the Philippines and Indonesia. However from the result of sensitivity analysis, it is possible to increase cost effectiveness through increasing number of activities/target group and promoting emergence of recipients who has acquired same level of knowledge and skills as participants by including more of training outcome in activity contents such as lectures and seminars.

There are many training results that unable to measure in the amount of money like small “KAIZEN” in the work place. However we believe it is possible to measure the emergence of ripple effect of the training using benefit which replaces result with monetary values

2) Training Evaluation by Supervisor

We requested supervisors of participants to evaluate effectiveness of training at the theme-specific interview survey.

Analysis subjects are total 34 people which includes 20 Indonesian and 14 Philippines.

① Purpose of dispatching participant

The highest answer for the purpose of dispatching participant was “To develop individual capability” (Fig. 2-1-29) with 4.87 points which has significant difference of 1% standard among other items. It seems many participants are dispatched with the purpose of developing individual capability. “To improve policy and planning” was second with 4.16 points. There is a significant difference between items. “To secure allocation of fund” scored lowest and there is a significant difference of 1% standard between lowest and “To reward good work performance”, “To improve facilities and equipment”, and “To improve organizational structure”.

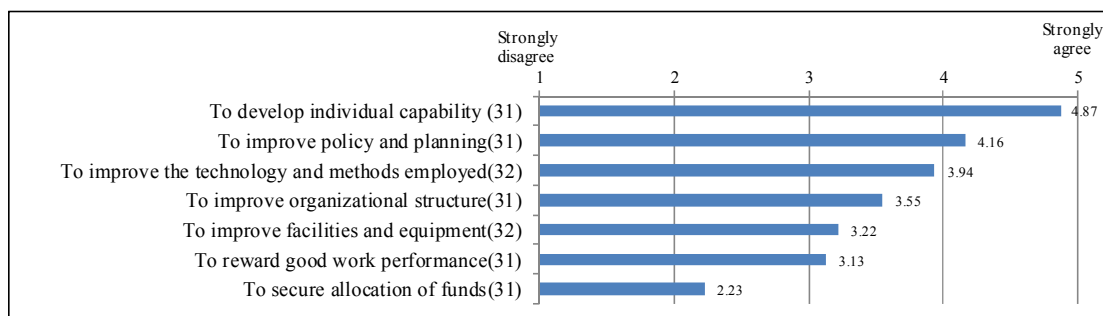


Fig 2-1-29 Purpose of dispatching participant

② Task/Mission

In regard to task/mission from supervisor for participant to participate training, “Provided specifically” was 12.9% and “Provided decently” was 45.2%. On the other hand, “None”, “Not provided specifically” was 29.0% and 3.2% respectively. We understood that less than 60% of participants were assigned task/mission to participate training.

③ Effects of the Outcome of the Training

Regarding to the participants after participated training, “The participant’s capacity and attitude were improved” scored highest with 4.52 followed by “Performance of the participant’s department was improved” with 4.27 points (Fig. 2-1-30). We believe the improved capacity of the participants influenced own department resulting improvement of departmental performance.

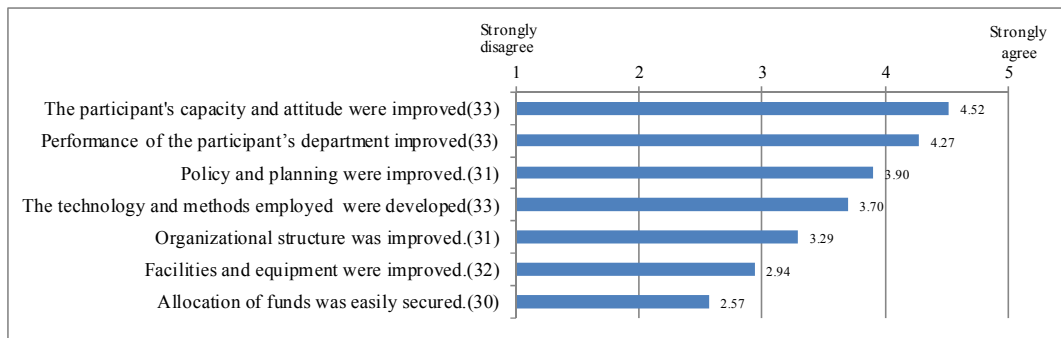


Fig 2-1-30 Effects of the outcome of the training

④ Utilization of Knowledge and Skills Acquired through the training

How the participants utilizing the knowledge and skills acquired after returned to their countries? Both “The knowledge and skills acquired through training are utilized in the department the participant belongs to” and “The knowledge and skills acquired through training are utilized in the entire organization” scored above 4 points (Fig. 2-1-31). “The participant transfers the knowledge and skills acquired through training to the others” scores a little lower. However there is no significant difference between these 3 items. Hence we assume that the knowledge and skills acquired through the training by participants were transferred throughout work place and transfer range is gradually expanded and utilized.

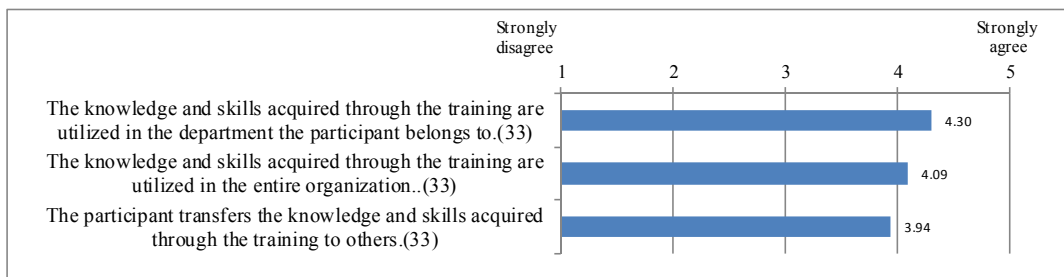


Fig 2-1-31 Utilization of the knowledge and skills acquired through the training

Reason that the benefits of training are not used

There are situations that the knowledge and skills acquired through the training by participants are not utilized. Reason for the benefits are not utilized includes insufficient ability of parties, inappropriate facilities or equipment, insufficient budget for implementation and work place is too different and those are relatively higher than insufficient support or heavy workload (Fig. 2-1-32). However there is no significant difference between these reasons.

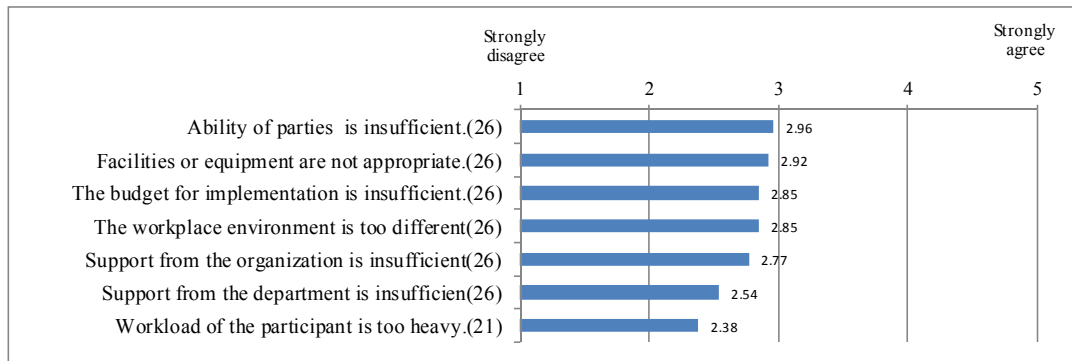


Fig 2-1-32 Reasons that the benefits of training are not used

⑤ Promotion of Participants

13 supervisors answered participants were promoted. 1 rank promotion was the most with 6 participants and 2 rank promotion was 1, 3 rank promotion was 2, 5 rank promotion was 3 and other was 1.

As a reason for promotion, 9 supervisors (31%) answered contribution of training and 11 supervisors (37.9%) answered that training has not been a contributor for the promotion.

When compared 2 people with equivalent career but with/without training experience for the rapidness of the promotion, 4 supervisors answered rapid promotion with training experience and 11 supervisors (37.9%) answered experience of training does not effect.

⑥ Organization's Satisfaction with JICA Training

We requested supervisors to evaluate the emergence of JICA training result with 10 points scale and results marked above 7 points on all items. (Fig. 2-1-33). It did not show statistically significant difference among items but "Performance of the participant improved" marked relatively high with 7.67. Overall satisfaction with training was also high with 7.73.

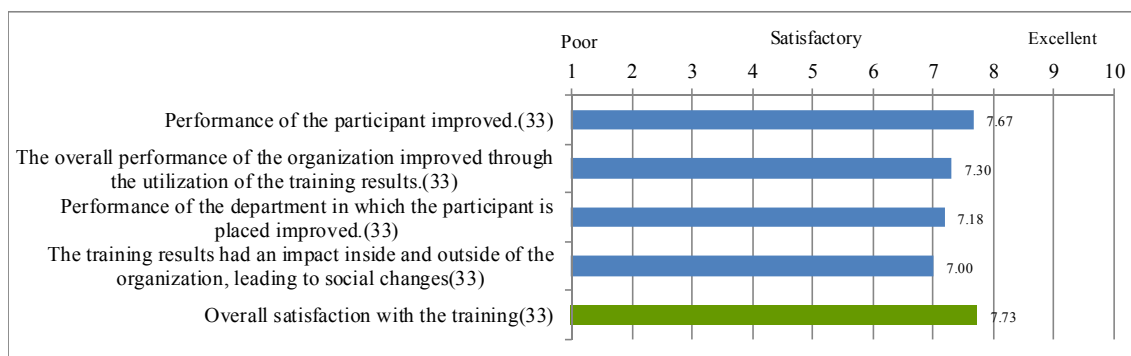


Fig. 2-1-33 Organization's satisfaction with JICA training

When we examined relationship between result of the training and supervisor’s overall satisfaction, it showed high relevance with “The performance of overall organization has improved through the utilization of the training results” (Fig. 2-1-7). We believe the contributor to this high satisfaction regarding to the training are due to the high assessment of performance improvement of participants and affect of vitalization of overall organization by utilizing training results that were transferred by the participants.

Table 2-1-8 Relationship between superior’s overall level of satisfaction and the appearance of the effect of training

Explained variable	Overall satisfaction with the training	
	Standardized partial regression coefficient	Sig. level
Performance of the participant improved.	0.046	
Performance of the department in which the participant is placed improved.	0.127	
The overall performance of the organization improved through the utilization of the training results.	0.603	*
The training results had an impact inside and outside of the organization, leading to social changes.	0.052	
	R ²	0.643
	Adj R ²	0.592
	N	33
** p<.001 * p<0.05		

⑦ Monetary Evaluation of Training

We requested supervisors to evaluate monetary effect of dispatching participants to training using willingness to pay. As shown in Fig. 2-1-34, many answered US\$40,000 but evaluation for JICA training was at the median of US\$10,000.

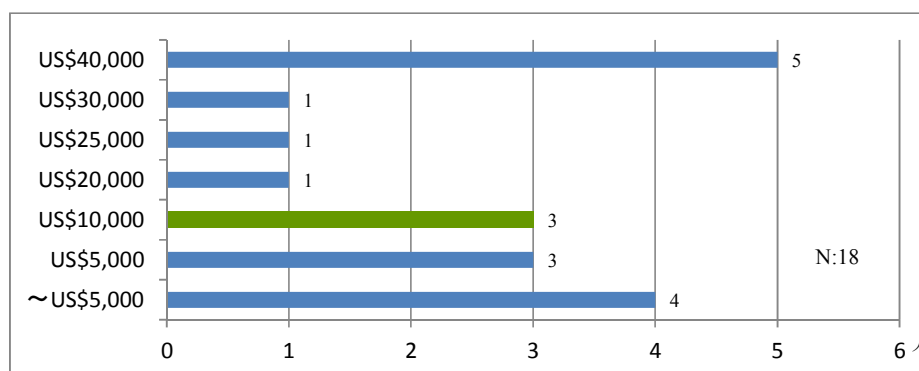


Fig. 2-1-34: Monetary evaluation of training by ‘Willingness to pay’

2-2. Analysis Summary of Answers for Questionnaire

We summarize herein under the results in the order of training contents, the results on participant, utilization of acquired knowledge and skills and secondary effect.

(1) Analysis on training contents and system

1) Training contents

High scores were marked on the following items:

- Training contents meet the needs of participant
- Training contents meet the needs of the country of participant
- Training contents cover new knowledge and technologies
- Training contents are practical
- Training curriculum is appropriate
- The instructors and/or trainers confirmed that we understood the training contents by using effective teaching method.

The level of knowledge and skills acquired by the training is high and I understood that the level of curriculum, teaching method and training might affect the acquisition level of participants.

2) Satisfaction with training

Satisfaction with training is generally high. If the satisfactions on facilitation, practical training and/or field visit, the discussion among participants and orientation of Japanese culture are high, the overall satisfaction with the training becomes higher.

3) Comparison with the training contents of other donors

Learning practice is important and the impact acquired by the training in Japan lasts longer than that acquired by the other donor's training.

4) Follow-up assistance

A lot of participants need the assistance for project implementation, donation of equipment and educational tools, lecture and training implementation plan.

(2) Analysis on the participant's contribution for training effect development

1) Utilization of knowledge and skills

If the knowledge and skills given in the training is 100%, the participants acquire 81 % of it and 65% of participants utilize such knowledge and skills; thus the rate of the knowledge and skills used in practice is 55%.

81% of acquisition rate of knowledge and skill is high. The reason of this high percentage could be explained that 22% of participants answered their acquisition rate is 100%. It is

necessary to pay attention to the fact that a number of participants of some country answer they acquired 100%.

The utilization rate of acquired knowledge and skill is higher in the Central and South America region and is lower in the Middle East region. The tendency of the rate by category is as follows: the rate is higher in “Information and Communication Technology”, and “Education”, “Health” and is lower in “Environment Management”.

The occasion of utilization of acquired knowledge and skills are: “Establishment or improvement of the technology operated in the duties”, Improvement of the action plan of the organization in which participant works” and “Development of the project of the organization in which the participant work” are majority of the occasions. In other word, mainly the participants utilize it in their own organizations.

In some country, the acquired knowledge and skill are not utilized and one of the reasons is the environment different form the time of the training.

2) Transfer of the acquired knowledge and skills

It is important to transfer the knowledge and skills acquired by participant to another person for utilizing widely in addition to the utilization by participant itself.

There are many participants who performed transferring activities from three to five times through lecture, seminar and workshop. For the transferring activity through OJT, many participants performed it from one to two times.

We calculated how many people have the same amount of knowledge and skills of the participant who acquired knowledge and skills by training (persons to whom the knowledge and skills were transferred) developed in Vietnam, Indonesia and the Philippines.

The average of this person of each country is: 0.708 in Vietnam, 0.169 in Indonesia and 0.196 in the Philippines. The figures in Indonesia and the Philippines are quite low.

Unevenness is seen in enforcement of the transfer activity by category. In the category of "Environmental Management ", "Education" and "Water resources/Disaster management", they performed the activity more than twice, but the transmission activity does not reach even once in "Agricultural/Rural Development", “Information and Communication Technology”, and “Transportation”.

3) Action plan

84% of participants prepared action plan during the training. They utilize it in the manners of “Transfer the knowledge and skills in participant’s organization” and “Propose the action plan to the superior”.

4) Utilization of acquired knowledge and skills for a project

73% of participants proposed a project for which the knowledge and skills acquired in training are applied and 80% of the projects were implemented.

5) Monetary evaluation of training by 'Willingness to pay'

We performed a monetary evaluation about the training by the amount of willingness to pay.

The sum that participant estimated is US\$15,000 at median.

It means that they estimate it in value of the 70% of the real expense.

6) Cost-benefit performance of the training

We evaluated cost-benefit performance of the training using the cost-benefit ratio by using 'willingness to pay' as the benefit from the viewpoint of economical effect of the training. The subjects are the participants from Vietnam, Indonesia and the Philippines.

We calculated in which instant the cost-benefit ratio becomes more than 1.0 in many suppositions; benefit will be generated for 10 years, for example.

The cost-benefit ratio did not become more than 1 within 10 years in Indonesia, and the Philippines, and the cost-benefit performance was low.

Therefore we conducted a sensitivity analysis using the maximal value of numeric values related to the transferring activity in the three countries and the cost-benefit ratio became more than 1, the benefit exceeded the cost, in four to 5 years in every country. It was suggested that transfer activity affected the cost-benefit performance of the training.

(3) Analysis of attitude change of participant after return to the country

1) Change of attitude

The evaluation for the self-change of the participant is generally high. The reasons of this tendency are probably; the participant improved the systematic duties performance and the sense of commitment, improve the consciousness of co-working with the colleagues, get to know more about the home country from a global standpoint and to direct the attention to the activities that contribute the development of the country.

As a result of comparison with the answers by the superiors of participant, we found that the evaluation of the superiors is higher than that of participants generally.

This result showed that the evaluation of participants was considered reasonable.

2) Promotion

57% of participants were promoted after the training.

While 94% of the promoted participants explained that the training contributed to their promotion and the contribution of the training is a little less than 50% on the average.

3) The relation to Japan

It seems that "Implementation of cultural events and social welfare programs by the center", "General orientation on culture of Japan" and "Interaction with the implementing organization and training coordinators" help the participants to understand Japanese culture deeper. This indicates that the participant improves feelings about Japan due to the participation in the training, but the interaction with the Japanese is not carried out after the return home very much.

4) The relation between JICA and participant after the training

The ex-participant participates in network of JICA Alumni Association, the event and the training of JICA sometimes, but the connection with JICA after the training is weak.

5) Factors to affect the effect of the training

- “Appropriate curriculum” affects “Acquisition rate of training contents”, “Ability to plan”, “Performance of the work” and “Attitude toward development activity”.
- ”Appropriate teaching method” affects “Ability to perform successfully one’s work”.
- “The level of the Training” affects “Ability to plan”, “Ability to perform successfully one’s work” “ Attitude toward development activity “ and “Feelings about Japan”.
- “The acquisition rate of training contents” affects “Ability to plan”, “Ability to perform successfully one’s work”, “Attitude toward development activity” and “Utilization rate of knowledge and skills”.
- “Facilitation” affects “Feelings about Japan” and “General satisfaction”.
- “Practical training and/or field visit”, “General orientation on culture of Japan”, “Lecture” and “Discussions among participants” affects “Overall satisfaction with the training, and “Interaction with the implementing organization and training coordinators” affects “Feelings about Japan”.

6) Evaluation on the training by the superior of participant

a. Objective of training

The objective of the dispatch for participant is mainly “Improvement of ability and the attitude toward the duties of the participant”, and 60% of the superior gives some kind of assignment/missions to a participant.

b. Result of the training

- The ability of dispatched participants is improved and their attitude toward their duties is improved as well. The objective of training participation is accomplished.
- The knowledge and skills acquired in the training is utilized in participant’s organization , and an impact develops.

c. Satisfaction with JICA’s training

The superior received satisfaction from the improved ability of participant, and the higher the improvement develops, the larger the satisfaction becomes.

d. Monetary evaluation

The sum of the evaluation by the amount of willingness to pay is US\$10,000 at median; this is slightly less than 50% of the real expense.

(4) Comparison with the surveys in last two years

Answer method, analysis methods are different, but there are several items that shown the result almost same as findings of the surveys in last two years, namely “given assignment/mission from the organization”, “Satisfaction to the training contents and training”, “The change of attitude”, “Implementation of action plan”, “Feelings about Japan” and “The relation to JICA”.

Due to the analysis method that are different form that used in last two years, the result of “Factors to affect the effect of the training “ and “Recommendation to others” are not the same, for example.

It is necessary to take notice; for the objective aimed to analyze the difference by region or category, the geographical distribution of the subjects or analysis method is different from that used in the last survey.

3-1. Conclusion

The number of the subject in this survey is 149 and this is only 3% of 5,000 participants. The analysis showed the findings about JICA's Training and Dialogue Programs bellow even its limited cover.

The survey suggests that according to the evaluation by participant on the level and the contents of the training and higher satisfaction on the training method, and the impact of the training in Japan will last longer than that of another donor, JICA offers the training having high-level contents.

As the effect of the training on the participant, the positive change of attitude toward the duties and promotion were observed at the individual level. The participants acquired about 80% of the given training contents and utilize the knowledge and skills in many places, especially in participant's organization. The superior proved the efficiency of the change of attitude and utilization of knowledge and skills. The survey unveiled that the transfer activities are implemented through the proposal or realization of the project by ex-participants for which acquired knowledge and skills are applied, as well.

The development of the training effect was observed in this way, but, on the other hand, the cost-benefit performance was low due to less number of the transfer activity overall survey. The analysis of the cost-benefit performance suggests that increasing number of transfer activity enhances the ripple effect and the number of transfer activity shall be practical. Even if the activities are different depending on the job category of participant, it is necessary for the participant to recognize the importance of the transfer activity to develop the results of the training.

For the secondary effect, the improvement of "Feelings about Japan" was observed and this result indicated that "Feeling about Japan" receives the affection from "Interaction with the implementing organization and training coordinators" and "Facilitation". On the other hand, the relation between ex-participant and JICA after return to the country of participant was weak. The strengthening of the relation between JICA and ex-participants is demanded since the participant can be involved in pro-Japanese fosterage.

This result is the almost same as the past two times of survey about the development of the training effect, but turns out slightly different in the small part by the difference of an answer method and the analysis method.

3-2. Recommendation

(1) Recommendation for human resource development and capacity development in general

Activation of transfer activity of knowledge and skills

The analysis result of the cost-benefit performance suggests that increasing the number of transfer activity increases the ripple effect. Therefore it is necessary to activate transfer activity to raise the ripple effect, and it is necessary to let participant recognize that transfer activity of the acquired knowledge and skills affects the development of the ripple effect of the training. It is important to choose a participant in a position to be easy to perform transfer activity, as well.

Offer of training course to the countries with lower GNI/cap

Improvement of the ability to plan after the training was observed in the higher rate in the country having lower GNI/cap. It is necessary to promote participation by offering the training course suitable for the needs of participant for the human resource development of low GNI/cap countries.

(2) Recommendation for the evaluation method of JICA Training and Dialogue Programs and other JICA trainings (questionnaire survey)

Securement of the number of subject for complete count survey

The number of the subject in this survey is 149 and this figure is only few percent of the whole number of participant. It is necessary to gather the subject of survey as much as possible, since we are not sure that the results of this analysis for theme-specific training effect by using very limited number of the subject is significant. For the securement of the subject, it is worthwhile thinking about to notice the participant of the plan of survey several years later at the training time and call for cooperation, and ask JICA overseas offices, since the officer often grasps the contact address of the ex-participants.

Survey by category

The method of questionnaire survey (complete count survey) and the proof investigation by theme are employed as the evaluation method of the Training. However, it is difficult to cover the detailed area since the questions of the questionnaire survey has only routine content and covers only general area. By using the proof investigation by theme, we can obtain the detailed analysis results through interview approach, but it takes much time.

In the questionnaire survey, we can set the specific question by categorizing the subjects of survey instead of the investigation for all of participants, and this method enables us to evaluate the details of the theme-specific training. Further we assume that the survey by theme enables us to grasp the needs easily and prepare the training having the contents that meets the needs more appropriately.

(3) Improvement of the quality of Training and Dialogue Programs

Improvement of the acquisition rate of training contents

The training contents acquisition rate of the participant training has a big influence not only to the change of their attitude but also to the utilization of knowledge and skills related to the

training effect. It is necessary therefore to compose the curriculum that meets the objective of the training and employ the appropriate teaching method by using the education material easy to understand by the participant taking the consideration of their understanding.

To keep the training with high level

The participant gives high evaluation on the training level. The level of training affects to “the change of the attitude of the participant”, and has positive influence on “Feelings about Japan”. The participant gave the evaluation that the impact acquired by the training in Japan lasts longer than that acquired by the other donor’s training. It is important in future to maintain the high quality training level that grasped the superiority of Japan and the needs of the participant.

Good feelings about Japan

“Facilitation” and “Interaction with the implementing organization and training coordinators” has positive influence on the growth of “Good feelings about Japan” of the participant. It is necessary to promote the human relation of the participant with the others of the concerned parties by offering the support to the participant for deeper understanding of the training and disseminating Japanese culture and festivals and the social rules and customs in the daily life to the participants by the accessible manners.

Enforcement of the relation between ex-participant return to the country and JICA

The survey result indicated that the relation between the ex-participant return to the country and JICA was weak. The ex-participants can foster pro-Japanese and may take the important role in the economic/political relationship with Japan. It is necessary to maintain the efforts to keep preferable relation with the ex-participants implementing the follow-up for the effective use of the training outcome of ex-participant and keeping in touch with them by the various assistances, establishing Alumni Association for example.

Conclusion

Overall evaluation and recommendations

The “2012 Ex-Post Evaluation Survey of JICA Training and Dialogue Programs” is a theme-based actual survey covering three countries – Vietnam, Indonesia and the Philippines, and in the questionnaire survey, it covers the entire world. In accordance with the objectives of the survey that is to quantify and qualify the results of the training provided and to have feedback on training system improvement, after verifying the theme-specific training to be surveyed this year, the matching of the social development plan or the needs for each country of the participants targeted had been confirmed. It had also been revealed that it matches JICA’s aid policy and has synergy with the program of other aid policy. The results of the worldwide questionnaire survey also show favorable training results, which means the Training targeted in the survey had generated good results.

Specialization and practicality are the features of JICA Training and Dialogue Program, it helps in upgrading the knowledge and skill of the participants, and the satisfaction level of the participants is quite high as a result of the high quality of the training. Furthermore, the ripple effect to policy and system as well as social and economy have been obvious. It also provides the opportunity to do cross-border networking among the participants.

The participants have more interest in Japanese society and culture after having stayed in Japan, and also interest in the activities and habits of Japanese people. This not only increases the pro-Japanese feeling among the participants as a side effect of the training, but also increases the satisfaction level of the participants as a whole. The survey results show that in order to deepen the understanding of Japan, the side program of the training too plays an important role to enhance the effect of the training.

This survey tried to analyze the index in knowledge and skill transfer as a cost vs. effect of training. Opinion survey whereby participants pay their own fee had also been conducted, but as the samples were insufficient, the result is unclear. However, the training result is not limited to transfer of knowledge and skill only, but it comes in various forms such as contribution to projects and policy recommendations, and the analysis on the cost vs. effect of such training shall be the topic in future analytical approach, in addition to the result above mentioned.

The survey of other donors shows that it depends on the donor, as each has its own feature, so comparison is difficult. However, the continuity and trust in JICA training is high, and the availability of advanced technology and site visits are highly regarded, which means continuation of the training as the future aid program can be treated as an effective scheme.

The analysis of the factors that affect the training results shows that high quality training leads to upgrading of capacity of the participants; and facilitation also affects the feeling towards Japan and the satisfaction level of the participants. It is expected that the overall quality of the training can be further improved.

From the good examples of this survey, and within the framework of policy consultation between Japan and the recipient country, the target of the recipient country can be set, and based on that the strategy in training can be applied. The training had not only contributed to the

capacity development of the recipient country, it also brings some benefit to Japan to say the least. Japan and the recipient country can strengthen their partnership, and to allow the development of the recipient country to be channeled to Japan, it would be necessary to respond to the changing environment that surrounds the training and its existence. The followings describe the recommendations and “the environment surrounding the training and its issues”.

The environment surrounding the training and its issues

	Change in environment	Training and Dialogue Programs condition and its issues	Countermeasures & recommendations
Setting of training target & relation with policy	<p>(1) Change in global environment</p> <ul style="list-style-type: none"> The increasing importance of multinational (regional) relationship rather than just relationship between Japan and developing country The increasing importance of global standards <p>(2) Development of recipient country</p> <ul style="list-style-type: none"> More self-confidence as a country after economic development (Vietnam, Indonesia & Philippines) and development unbalance in each country Tendency towards “strategic friendly relationship” as partner for mutual growth, instead of just “friendship” <p>(3) Development into semi-developed country and faster speed in knowledge and skill change</p> <ul style="list-style-type: none"> Thailand and Indonesia from recipient to become aid providing country Easily affected by world trend in economic and industrial sector, faster speed in knowledge, skill change <p>(4) Domestic view on ODA</p> <ul style="list-style-type: none"> Increase pressure to reduce ODA budget in Japan Increase awareness to check budget execution 	<p>(1) Matching with Japan’s important policy & difficulty in getting return</p> <ul style="list-style-type: none"> As multinational relationship becomes more important in varied global environment, regional focus issues have emerged Relative drop in Japan’s experience and Japan’s original knowledge/skill <p>(2) Insufficient information update on development condition in recipient country</p> <ul style="list-style-type: none"> Unclear arrangement in sector where grouping is desired in country with effective sector and same level of awareness that matches the experience of various countries Necessity to review new aid as partner <p>(3) Delay in catching up with the trend of other donor and the world’s latest trend</p> <ul style="list-style-type: none"> There are cases where developing country believe Japan’s level is too advanced, and it is easier to learn from the experience of semi-developed donor country From world perspective, the meaning of learning from Japan is unclear, despite the “strength of Japan” and the cutting edge technology in many fields. <p>(4) It is hard to convey the meaning of theme-specific training to a third party</p> <ul style="list-style-type: none"> It is hard to identify the benefit of training result to Japan. Multi-objective mixture such as “developing country problem solution”, “Increase pro-Japan feeling”, “Strengthening partnership” 	<p>(1) Create courses useful in policy consultation</p> <ul style="list-style-type: none"> Set the top objective and create training course not only as “aid policy by country”, but in accordance with diplomatic strategy in each region of Japan and in accordance with agreement and policy consultation with each country through their ministry. The contents should emphasize the recipient country as the main <p>(2) Information collection on local needs</p> <ul style="list-style-type: none"> JICA foreign office, consulate and the ministries should identify the trend and needs of the region in a country <p>(3) Survey the latest trend in each sector and select/focus on the training theme</p> <ul style="list-style-type: none"> Clarification of Japan’s training position in global environment Select and focus on training course that can convey effectively the “strength of Japan” <p>(4) Clarification of the objective of theme-specific training</p> <ul style="list-style-type: none"> Clarify the objective of higher policy, and provide the course effectively and efficiently to achieve the objective, and establish the evaluation method
Training course design & management	<p>(1) Complicated and varied skill and system</p> <ul style="list-style-type: none"> Specialization, diversification development and increase in demand for specialization <p>(2) The emergence of private sector in recipient country</p> <ul style="list-style-type: none"> Strengthened relationship between public and private (electrical power, small & medium sized enterprise) <p>(3) Maturing government organization in recipient country</p> <ul style="list-style-type: none"> Maturing government organization in developing country & nurturing of experienced managers Increase in training needs as an organization instead of individual 	<p>(1) Needs for specialized advance knowledge/skill</p> <ul style="list-style-type: none"> High satisfaction level on the course to learn special knowledge/skill There is relationship between theme-specific training with local projects and also with policy <p>(2) Recruiting participants focusing on government institution</p> <ul style="list-style-type: none"> Not many courses available for private organization, companies <p>(3) Participation recruitment for individual and participant age limit</p> <ul style="list-style-type: none"> Senior personnel that may affect decision-making and policy recommendation are not allowed to take part due to age The target of participation is focused on individual, not the organization 	<p>(1) Enhance the specialization and practicality of each training course</p> <ul style="list-style-type: none"> Make it more detailed and set the theme that defines the focus Strengthen overall facilitation such as training positioning and creation of action plan <p>(2) Enlarge to entrance to accept training participants</p> <ul style="list-style-type: none"> Open the door to have more social effect, and open the door to private organizations, enterprises <p>(3) Receiving participants with a view to accept all in an organization</p> <ul style="list-style-type: none"> Be aware of the ripple effect to organization as a whole, let

Contribution of participant after their return (capacity development)	<p>(1) Difficult to fix knowledge, skill</p> <ul style="list-style-type: none"> • At staff level, it is hard to measure the effect of knowledge, skill to the organization <p>(2) The importance of follow up</p> <ul style="list-style-type: none"> • As knowledge, skill are getting higher and more complicated, it is hard to fix the contents already mastered 	<p>(1) There is room to connect with other aid scheme</p> <ul style="list-style-type: none"> • The continuity and impact of training result in the Training alone is limited • Relationship of the Training with project and other aid scheme is minimal <p>(2) Pre-training is insufficient</p> <ul style="list-style-type: none"> • Pre and post-training's follow up training for participant is desirable. 	<p>the senior managers in same organization, general control position, staff take part, and add lecture timing, add contents</p> <ul style="list-style-type: none"> • Implementation of flexible selection of candidate <p>(1) Connect the Training to other aid scheme</p> <ul style="list-style-type: none"> • Set and run the Training that allows additional effect to other project • JICA expert should assist senior volunteers effectively before and after training <p>(2) Solid pre- training</p> <ul style="list-style-type: none"> • Announce training outline on the website and set up solid follow up scheme to enhance training effect • Make use of participant network for other JICA project

Fiscal Year 2012
Ex-Post Evaluation Survey of JICA Training and Dialogue Programs
Report of Survey

Attachment I

Theme-Specific Interview Survey

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1. Good Practice Collections

Good Practice (Vietnam)

Increase in productivity with *Kaizen*

Course	“Practical business management for productivity improvement” in 2010
Name	Mr. Nguyen Minh Lam
Occupation	PINACO Saigon Storage Battery
Job Title	Director



Background and Activities

The PINACO-Saigon Storage Battery, where Mr. Lam is in charge of the Director, is one of the main factories in 4 PINACO Groups within Vietnam. Batteries are produced in Saigon factory by 220 employees. PINACO is a registered company of VCCI-Ho Chi Minh which is supported by JICA senior volunteers, and had been advised for productivity improvement by both VCCI and JICA before participating the training. Although Mr. Lam had known 5S, Kaizen concept, it was after returning from JICA training that he started adopting Kaizen in Vietnam since he saw the actual ones which was taken place in Japanese SMEs in the training.

A Key to Success

“Percentage of defectives decreased to 0.7 % in 2011 from 2 %, and stock control decreased dramatically to 50.7 hundred million dong (in 2012) from 80.5 hundred million dong (in 2010) after the training.” said Mr. Lam. He was impressed with the attitude of the head in Japanese SME that he demonstrated by his action and the employees followed good examples of the head spontaneously. “After the training, I diffused the outcome of the training toward 5 mid-level executives and making 5 groups in each section, we made our own checklist and guidelines. It took 1 year to complete the

checklist after spending a lot of time for discussing.” said Mr. Lam.

Now tools and material storing site are cleaned and in good condition. Those employees who try to clean up in break time increased and it can be seen their awareness improved. “It was difficult to adopt Japanese way of Kaizen at once because there were so many points to check, so I tried to adopt it gradually in a way we can adjust, and that had the effect.” True to his words, photos are attached to the checklist for visualization and it is displayed in plain view so that employees can check every time.

Prospection, Impression for JICA Training

“Kaizen is now taking root in employees, and I think the important thing is to avoid Kaizen becoming a mere façade.” said Mr. Lam. And he thinks it was big fruits that he could learn how to operate Kaizen including the past difficulties in the training. “We can just learn good cases and examples for advanced concept or techniques in Vietnam, however in Japan, I could learn how they solved when they got problems” Mr. Lam mentioned that he hopes to continue proceeding Vietnamese Kaizen in the future.



The checklist of the factory is recorded everyday and reported every week.

Good Practice (Indonesia)

I ECEE/CB - Export Promotion by Scheme Accession -

Course	Production Certification (IECEE/CB Scheme) in 2011
Name	Ms. Elis Sofianiti
Occupation	Agency for Industrial Policy, Business Climate and Quality Assessment
Job Title	Quality Coordinator



Background and Activities

The product standard to guarantee safety and performance of electric appliance that we use every day is set, and for exporting electric appliances abroad, it is necessary that such products meet the product standard in destination countries for export. An international system called the IECEE/CB scheme certification is made to simplify the standard certification of the import and export of such electric appliance. It can be simplified the procedure of the compliance test in the importing country if Indonesia acquire CB certificate proving that the product passed a compliance test in a member country of IECEE/CB scheme and can do the import and export more smoothly.

Therefore, Ministry of Industry (MOI) set a national goal to become a member to IECEE/CB Scheme relating to the action plan of Indonesia –Japanese EPA that took effect in 2008.

A Key to Success

MOI and National Standardization Agency, Indonesia (BSN) have been inviting 2 JICA experts once or twice in a year from 2009 to 2012, and those experts instructed Indonesia staffs about examination techniques.

And Training and Dialogue Program of JICA “Production Certification (IECEE/CB Scheme)” has been successfully fitted in those efforts of Indonesia government. For the first year of the training, the Executives and Directors of MOT and BSN participated in the training and made a roadmap for acceding IECEE/CB Scheme including how they can make the most of the training for development of human recourses.

After 2nd year, technical staffs participated in the training. Ms. Elis who attended to the training in 2011 learnt how to make the documents which would be used in IECEE/CB Scheme. After the training, she got the order from her boss and spread those knowledge and skills to her colleagues.

The reasons that the above mentioned course utilized effectively is as follows.

<Indonesia Side >

1. The goal was obvious and government showed plans and put those plans in practice for achieving the goal.
2. The division of labor was accurately put in practice from high level executives to staffs.

< Japanese Side >

1. Systematized cooperation was taken place which was based on the framework of country to country economic assistance
2. It was combined with the other JICA cooperation scheme such as the dispatch of experts
3. The training level was high and exactly fit for the needs of participants

Prospection, Impression for JICA Training

“We will undergo the test of IEC in march, 2012. I think I have prepared everything for

acceding to IECEE/CB Scheme for this 2 years.” said Ms. Elis confidently.

If Indonesia would accede IECEE/CB Scheme, foundations of electric industry in Indonesia would be strengthened and it will lead to Indonesia’s further development, and in addition, Japanese manufacturers which bases are located in Indonesia will enjoy benefit because they can export their products easily to the other country, and it would be expected that economic partnership between Indonesia and Japanese will become more strong.

	<Goals>	<Plans>	<Practice>
High Level Executives	Strengthening of economic partnership based on IJEPA, and foundations of Indonesia industry as well as strengthening of global competitiveness	Securing the budget and request necessary support to Japan	Making roadmap to achieve the goals
Directors and Managers	Formulating the organization for acceding to IECEE/CB Scheme	Participating in JICA training, inviting JICA experts, reviewing plans for development of human resources	Accepting JICA experts and clarifying the organizational goal for the staffs before attending the training, strengthening practical techniques for the organization
Staffs	Development of individual abilities for IECEE/CB scheme	Supporting to make a plan for improving necessary skills and knowledge	Getting advice from JICA experts and improving skills and knowledge within JICA training

Good Practice (the Philippines)

Ex-participants play a key role in developing Renewable Energy

Course	“Biomass use system” in 2009
Name	Ms. Ruby B. de Guzman
Occupation	Energy Ministry, Renewable Energy Division
Job Title	Biomass Energy Control Manager
Course	“Asian region solar power generation basic training” in 2009
Name	Mr. Ricardo Galcia. dela Cruz
Occupation	Energy Ministry, Renewable Energy Division
Job Title	Solar, Hydro-Energy Control Section Senior Science Research Specialist



Background and Activities

Philippines enforced renewable energy law in 2009, and the Renewable Energy Section -- which was located then in the Energy Use Division of the Energy Ministry -- was established as an independent Renewable Energy Division, comprising 4 sections: Geothermal Energy Management Section, Solar, Hydro-Energy Management Section, Biomass Energy Management Section, and Hydro, Ocean Energy Management Section, and the National Renewable Energy Committee was also established. The division manager required the newly appointed staffs and their subordinates to learn the latest knowledge and skill.

Ms. Ruby B. de Guzman who was attached to Replacement Fuel Section since 2003 was transferred to become the Section Manager of Biomass Energy Control Section, and she was sent to Japan to participate in 2009 JICA Training’s “Group Training Biomass Use System” as a participant. Ms. De Guzman participated in the Training only after 3 months in her new

job as the section manager of Biomass Energy Section, and before her transfer, she was in charge of natural gas, LPG and bio-fuel, but she was instructed by her chief to take part in the training to strengthen the organization which was quite urgent.

The biomass resources that can be used in her own country should be used in the most efficient and economical way in scientific perspective. For that matter she took part in the course on «Biomass use system» which has the objective of making the participants formulate their own plan, and besides attending lectures on how to use biomass effectively, they made site-visits to related industry and research institutes, which is included in the program. Ms. De Guzman formulated the system for biomass facility to use sugar-cane millet or rice husks, and also the plan to monitor the projects. When she returned to the Philippines upon completion of training, she at first shared the knowledge and skill learnt with her colleagues and subordinates, she also

distributed training materials, and provided guidance in biomass facility evaluation and feasibility study. In her regular job, she together with her subordinates visit private biomass power generation facilities.

Mr. Ricardo Galcia dela Cruz is working at Solar, Hydro-Energy Section which was established at the same time as the Renewable Energy Division. He is in charge of the management of renewable energy center that involves 21 universities in the whole of the Philippines, and at the same time he is also responsible for the national effort to achieve electrification rate of 90% for the entire country by the year 2017, for which he is in charge of promoting the use of solar power generation. In order to achieve that target, it is his duty to upgrade his skill and to learn from Japanese policy and advance technology.

During the training, he created the action plan in accordance with the national energy plan of the Philippines and applied what he had learnt after returning to his own country to do solar power generation promotion in order to improve electrification rate. Furthermore, proposal for green energy promotion that makes use of solar power generation in Metro Manila had been made, and aid amounting to 600 million Yen from the Japanese government had been received, and now selection of site is being prepared (as of Jan 2013).

A Key to Success

The chief of the division said “I owe to JICA since my burden of assignments reduced after they returned from the training. When this division was established in 2009, I spent long time for advising them to analyze the problem of and decide the plan for practice in the field of biomass. However after Ms. De Guzman returned

to the Philippines, she thinks those problems by herself and started advising her subordinates. In addition, her proposals and reports improved and became efficient, so that now I can leave all the assignments to her and it means the whole capability of the division has improved.”

Prospection, Impression for JICA Training

The chief of the division who considers “human resources training” as his management policy placed great importance in sending his subordinates to training as investment, and capacity development thereafter. He said: “The participants on their return will share the knowledge and skill they learnt during JICA training with their colleagues and subordinates. Even now, they rely on JICA to provide assistance in human resources training for skill and knowledge they are still lacking. I am grateful for the cooperation extended to the Philippines by Japan energy related institutions and look forward to future relationship.”



Mr. Dela Cruz said “I give a lecture in the center of renewable energy and also make a presentation on our effort for solar energy generation on behalf of the Philippines within the international conferences. The knowledge and the skills I gained in JICA training helps me a lot.”

2. Questionnaire for On-Site Survey

Questionnaire for Ex-trainee in JICA Training

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the date of interview.

1. Impact of JICA Training Program on “Private Sector Development” in Vietnam

1-1. Benefit and Gain from JICA training program in Japan on “Private Sector Development”

- Please provide information on the benefit and gain from JICA Training Program to your professions.
- Is it effective enough to your current duties?
- Is there any superiority in the JICA training, compared to other training program operated in Vietnam?

1-2. Utilization of the skill

- Is there any scope you are able to utilize your skills and techniques you acquired by JICA Training Program? Was it practical to your professions?
- Are there any significant outcomes on producing new policy making, new government-law, new projects or reconstructing those by utilizing skills or techniques you acquired by JICA Training?
- Does there any trials to implement “action plan”?
- Does there any actions to disseminate your skills and techniques after JICA Training?

1-3. Impact on the outcomes in Vietnam

- Do the skills and techniques you acquired in JICA Training make any good impact on your country?
- In what extent does it effective to produce impacts?
- Is there any positive impact on budget, personnel etc. to implement Action Plan after JICA Training?

1-4. Constraints

Please provide information for the constraints and bottleneck to apply your skills and techniques you acquired by JICA Training to your professions, if any.

1-5. Impressions to Japan

- Is there any change of your impressions to Japan after JICA training?
- Is there any change of your level of satisfaction to JICA Training Program in Japan? (Contents, Lecturers, Duration, Selection Policy of JICA Training program, etc.)

2. Expectation for JICA’s training scheme

- Does your organization have clear vision for the utilization of personnel who had trained on JICA training scheme in Japan?
 - In what extent do you find the merit/demerit on JICA Training compared to the training operated by other donors?
-

- Is there any advice to improve JICA's training scheme in Japan on your relevant sector development?

3. Basic Data

Please inform the availability and place of the basic data listed below other than the ones produced by your organization in Vietnam, if any.

- Progress of Action Plan
- Assignment of personnel in your department
- Current training program operated by your organization/department
- Tendency of budget and partner-ship organization for the training
- Monitoring system on training

Thank you very much for your esteemed cooperation in advance.

Questionnaire for KOICA-Vietnam

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the date of interview.

1. Current Training Program on “Private Sector Development” in Vietnam

1-1. Capacity Building Program on “Private Sector Development” in Vietnam

Please provide information on the latest situation of the activities and projects by KOICA relevant to Private Sector Development in Vietnam.

Please state the share of the “training in own-country” among the whole training course on relevant to.

Does the share of “training in own-country” be increasing?

1-2. Selected Policy on Training course in Vietnam

Does your organization have any idea and discussions on the selection of training course on private sector development in the aspects of determining subjects, criteria, procedures of the candidates and expected output?

1-3. Trend of implementing training course on “Private Sector” and status of evaluation scheme

Does the importance of training on private sector development be growing in your organization? Are there any specific schemes for follow-up on training course? (budget, duration, monitoring system by experts etc.)

2. Constraints

Please provide information for the constraints and bottleneck on the capacity building or general training course in Vietnam, if any.

3. Utilization of personnel and the expectation for JICA’s training scheme

Does your organization have clear vision for the utilization of personnel who had trained on other donors?

In what extent do you expect to JICA’s training scheme in Japan on Private Sector Development?

4. Basic Data

Please inform the availability and place of the basic data listed below other than the ones produced by your organization in Vietnam, if any.

- Number of training course on “Private sector development”
- Tendency of budget and partner-ship organization for the training
- Monitoring system on training

Thank you very much for your esteemed cooperation in advance.

Questionnaire for GIZ-Vietnam

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the date of interview.

1. Current Training Program on “Private Sector Development” in Vietnam

1-1. Capacity Building Program on “Private Sector Development” in Vietnam

Please provide information on the latest situation of the activities and projects by GIZ relevant to Private Sector Development in Vietnam.

Please state the share of the “training in own-country” among the whole training course on relevant to.

Does the share of “training in own-country” be increasing?

1-2. Selected Policy on Training course in Vietnam

Does your organization have any idea and discussions on the selection of training course on private sector development in the aspects of determining subjects, criteria, procedures of the candidates and expected output?

1-3. Trend of implementing training course on “Private Sector” and status of evaluation scheme

Does the importance of training on private sector development be growing in your organization? Are there any specific schemes for follow-up on training course? (budget, duration, monitoring system by experts etc.)

2. Constraints

Please provide information for the constraints and bottleneck on the capacity building or general training course in Vietnam, if any.

3. Utilization of personnel and the expectation for JICA’s training scheme

Does your organization have clear vision for the utilization of personnel who had trained on other donors?

In what extent do you expect to JICA’s training scheme in Japan on Private Sector Development?

4. Basic Data

Please inform the availability and place of the basic data listed below other than the ones produced by your organization in Vietnam, if any.

- Number of training course on “Private sector development”
- Tendency of budget and partner-ship organization for the training
- Monitoring system on training

Thank you very much for your esteemed cooperation in advance.

Questionnaire for Ex-trainee in JICA Training

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

0. Basic Information

- Current position in organization/ position at participating the training
- Experience of training course in abroad
- Please describe your objectives to participate to JICA training (before training)

1. Impact of JICA Training Program on “Private Sector Development” in Indonesia

1-1. Benefit and Gain from JICA training program in Japan on “Private Sector Development”

- Please provide information on the benefit and gain from JICA Training Program to your professions.
- Is it effective enough to your current duties? Did it attain your objectives?
- Is there any superiority in the JICA training, compared to other training program operated in Indonesia?

1-2. Utilization of the skill

- Is there any scope you are able to utilize your skills and techniques you acquired by JICA Training Program? Was it practical to your professions?
- Are there any significant outcomes on producing new policy making, new government-law, new projects or reconstructing those by utilizing skills or techniques you acquired by JICA Training?
- Does there any trials to implement “action plan”?
- Does there any actions to disseminate your skills and techniques after JICA Training?

1-3. Impact on the outcomes in Indonesia

- Do the skills and techniques you acquired in JICA Training make any good impact on your country/ organization?
- In what extent does it effective to produce impacts?
- Is there any positive impact on budget, personnel etc. to implement Action Plan after JICA Training?

1-4. Constraints

- Please provide information for the constraints and bottleneck to apply your skills and techniques you acquired by JICA Training to your professions, if any.

1-5. Impressions to Japan

- Is there any change of your impressions to Japan after JICA training?
- Is there any change of your level of satisfaction to JICA Training Program in Japan? (Contents, Lecturers, Duration, Selection Policy of JICA Training program, etc.)

2. Expectation for JICA’s training scheme

-
- Does your organization have clear vision for the utilization of personnel who had trained on JICA training scheme in Japan?
 - In what extent do you find the merit/demerit on JICA Training compared to the training operated by other donors?
 - Is there any advice to improve JICA's training scheme in Japan on your relevant sector development?

3. Basic Data

Please inform the availability and place of the basic data listed below other than the ones produced by your organization in Indonesia, if any.

- Progress of Action Plan
- Assignment of personnel in your department
- Current training program operated by your organization/department
- Tendency of budget and partner-ship organization for the training
- Monitoring system on training

Ex-participants of the JICA Energy Sector thematic training
FY2007-FY2011

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

【Basic Information】

1. Organization, position and duties (Current and the time of training in Japan)
2. Experience of training course in abroad

【Relevance】

Philippines Energy Sector

- 2.1 How did the JICA training contents match your needs in terms of the mandate/roles of your organization, and your duty at the time of your training?

Action Plan

- 2.2 How did the contents of the Action Plan that you prepared during JICA training match the contents of the Energy Sector policies & goals of your country?

JICA training

- 2.3 To what extent was JICA training course that you participated, adequate for you in terms of its curriculum, textbooks, lecturers, site visits, and the course period?

Training by other Development Partners (DPs)

- 2.4 If you participated in the training programs sponsored by other DPs, what types of trainings did you participate?
- 2.5 To what extent have you utilized trained skills & knowledge? How?
- 2.6 What did you like more/less about other DPs' training?
[In terms of technical elements]
[In terms of other elements that you experienced during your stay in Japan]
- 2.7 To what extent have you involved in programs/projects funded by other DPs? How?

【Effectiveness】

- 3.1 Did you find that you reached your objectives to participate in the training when you completed the course?
- 3.2 If Yes, what was/were contributing factors to your achievement?
- 3.3 If No, what was/were constrains?

【Efficiency】

- 4.1 What did you like more/less about the JICA training program?
[In terms of technical elements]
[In terms of timing and length of the program]
[In terms of other elements that you experienced during your stay in Japan]
- 4.2 Do you find that selection process of participants to the JICA training program was fair and reasonable?
- 4.3 To what extent was JICA training course that you participated, adequate for you compared to other programs/projects funded by other DPs in terms of its curriculum, textbooks, lecturers, site visits,

and the course period?

【Impact】

The respective Overall goal of the training was as follows:

- 1) The Action Plan prepared by the participants will be reflected to the medium/long term policy of participant's country. (Training: Energy Policy)
- 2) The draft policy recommendations prepared by the participants will be reflected to promotion of Energy Efficiency & Conservation (EE&C) in participant's country (Training: Energy Efficiency & Conservation)
- 3) EE&C and/or Machine Diagnosis techniques were improved in participant's organization (Training: Energy Conservation Technology and Machine Condition Techniques for Asian Countries)
- 4) Research plan for efficient and economic utilization of available biomass will be made in participant's country. (Training: Biomass Utilization System)

Action Plan

- 5.1 To what extent did you implement your 'Action Plan'? (Please describe contents, operation framework, financial sources, target number & sites, timeframe, outcomes, constraints, management of equipment & machinery etc.)
- 5.2 What activities are still continued if there is any?

Policy/regulations in the Energy Sector

- 5.3 How is the current situation of the policy making and preparations/implementation of regulations relating to the development of the Energy Sector?
- 5.4 To which current policy/regulations in the Energy Sector is the Action Plan/Policy Recommendations prepared by the participant reflected and how?

Budget support

- 5.5 In order to achieve the overall goal to what extent did you receive budget support from your organization?

Technical transfer

- 5.6 How is your organization managing human resources capacity development system/approaches for staff members?
- 5.7 How technical transfer is conducted within/by your organization? (Structure, Extension techniques & methods, Budget source, Facilities/machinery/equipment utilized)
- 5.8 What types of tools and opportunities are available for you to access in terms of sharing information of trained techniques & transferring technology among internal staff members and among external relevant personnel?
- 5.9 What have you tried to get organizational supports to utilize your trained techniques & knowledge to actual work as well as to implement action plan?

Environment/Society

- 5.10 Do you find any change in environment and/or people's life by utilizing your techniques and knowledge obtained through the training in Japan?

【Sustainability】

- 6.1 What kind of techniques/knowledge of that you gained in JICA Training has been taken root in your organization?
- 6.2 In what way do you think you will be able to keep/improve your techniques and knowledge gained in JICA Training in future? What is needed for that?

6.3 In what way do you think you will be able to disseminate your techniques and knowledge gained JICA Training in Japan to wider range of organizations/regions in the Philippine? What is needed for that?

Thank you very much for your cooperation.

**Supervisors of ex-participants of the JICA Energy Sector thematic training
FY2007-FY2011**

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

【Basic Information】

1. Organization, position and responsibilities (Present and the time of training in Japan of ex-participant)
2. Please describe your objectives to send your staff to JICA training (before training)

【Relevancy】

Philippines Energy Sector

- 3-1. What have been the major issues of the energy sector in Philippines?
- 3-2. What have been the needs of the energy sector in Philippines?

JICA training

- 3-3. To what extent did the techniques & knowledge that ex-participants gained through JICA training match the needs of your organization? How?
- 3-4 How candidate for JICA trainees was/is selected in your organization?
Who are involved in the selection process?

【Effectiveness】

- 4-1 Do you think that ex-participants achieved their objectives of JICA training?
- 4.2 What do you think was contribution/constraint factors for their achievement?

【Efficiency】

- 5-1. Do you think that JICA training is cost effective?
Reasons:
- 5-2. What do you think advantages/disadvantages of JICA training compared to other training program operated by the Philippine Government / other Development Partners?

【Impacts】

- 6-1. Has the Action Plan prepared by the ex-participants been implemented in your organization?
- 6-2. If Yes, what is contributing factors for it?
- 6-3. If No, what is hindering factors for it?
- 6-4. What activities/cases do you rise as the good practices conducted by ex-participants of JICA training? (Please describe the cases with information of activities, multiplication, site, procurements of equipment & machinery)
- 6-5. Please describe other impacts of ex-participants in terms of:
 - 1) Policy/regulations in power sector
 - 2) Capacity and/or institutional development of your organization

【Sustainability】

- 7-1. What kind of techniques/knowledge of that the ex-participants gained has been taken root in your
-

organization?

7-2. In future, in what way do you think the ex-participants will be able to keep/improve their techniques and knowledge gained through training in Japan? What is needed for that?

7-3. In what way do you think the ex-participants will be able to disseminate their techniques and knowledge gained through training in Japan to wider range of organizations/regions in the Philippines? What is needed for that?

Thank you very much for your cooperation.

Colleagues of ex-participants of the Energy Sector thematic training
FY2007-FY2011

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

【Basic Information】

1. Organization, position and duties (Present and the time of training in Japan of ex-participant)

【Relevancy】

2.1 To what extent did the techniques & knowledge that ex-participants gained in JICA training match the needs of your organization? How?

【Impacts】

3.1 What activities/cases do you raise as the good practices conducted by ex-participants of JICA training? (Please describe the cases with information of activities, multiplication, site, procurements of equipment & machinery)

【Sustainability】

4-1. What kind of techniques/knowledge of that the ex-participants gained in JICA Training has been introduced to your section/organization?

4-2. In what way do you think the ex-participants will be able to disseminate their techniques and knowledge gained in JICA Training to wider range of sections/organizations/regions in the Philippines? What is needed for that?

Thank you very much for your cooperation.

Question List for JICA Philippines Office

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

<General Information>

Please update the following organization structure of JICA Philippines Office for management of training in Japan.

- 1) Economic Growth and Governance Section
- 2) Poverty Reduction Section
- 3) Mindanao Support Section
- 4) Training Program Section: To manage training course in Japan for three Sections



2. Total No of participants, training course in energy sector, and participants from JICA Philippine Office

FY	2007	2008	2009	2010	2011
Total No. of Participants ¹	3,314	2,978	2,745	1,318	
No. of Training course in Energy sector					
No. of participants in training in Energy sector					

3. Relations between JICA's directions (JICA Thematic Guidelines on Energy Supply in 2004, on Energy Conservation in 2005, and on Renewable Energy in 2006) and training in Japan in energy sector
4. Relations of training in Japan among the Electricity and Energy Improvement Program stated in the Rolling Plan of Aug.2010
5. Good practices of collaboration between training and other JICA projects (TA/GA/JOCV/etc.) and future direction, if any
6. Good practices of collaboration between ex-participants and private sector in Japan/Philippines, if any
7. Present situation and achievement of the review of training in Japan since 2010-
 - 1) Reasons and results of classification of training into 4 categories and clarified it in the GI
 - 2) Reasons and results of unification of format for preparation/implementation/monitoring/reporting
8. Implementation process of training in Japan in JICA Philippines Office
 - 1) Training needs assessment and setup of training theme/objectives
 - 2) Consultation from JICA Philippines Office for curriculum development
 - 3) Dissemination of training information to candidates/organizations and process of participants selection (Major criteria for selection)
 - 4) Logistics for preparation to dispatch participants
 - 5) Follow-ups for ex-participants/organizations from JICA Philippines Office (Ex. Utilization of the funding scheme for Action Plan made by ex-participants)
 - 6) Impacts of training in Japan to ex-participants/organizations/related organizations
9. Present issues and recommendations for future implementation of training in Japan
10. Reminders for the study in the Philippines (if any)

Thank you very much for your cooperation.

¹ Database of Ministry of Foreign Affairs of the Japanese Government in 2011 for 2007 -2010

Department of Energy (DOE)

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

【General Information】

1. Organization Structure

Please provide the latest organization chart of DOE

2. Laws, Policies and Programs

Please provide us with the current status of Laws and programs as follows:

Laws	<ul style="list-style-type: none"> ✚ Electric Power Industry Reform Act (EPICA, 2001) 	<ul style="list-style-type: none"> ✚ Renewable Energy Act (RET, 2008) ✚ Energy Efficiency and Conservation Law
Policies & Programs	<p>1. Philippine Energy Plan (PEP) (2009-2030) : - Aims to reach 60% of energy self-sufficiency rate till 2010. Priorities: <input type="checkbox"/> Domestic fuels development <input type="checkbox"/> Renewable energy development <input type="checkbox"/> Wider use of alternative fuels (Bio/ethanol, natural gas, LPG) <input type="checkbox"/> Promotion of energy efficiency and conservation</p> <p>2. 2012-2030 PEP -Highlights a largely de-carbonized economy by developing and utilizing RE such as Hydro, geo thermal, solar, wind, biomass and ocean energy -Targets 10% energy saving, increase in no. of CNG & bio-fuel blends including biodiesel/ethanol.</p> <p>3. National Energy Efficiency and Conservation Program (2005-2014) -Co2 reduction by promoting EE&C with 9 components</p>	<p>1)National Renewable Energy Program 2011-2030 (2011)</p> <p>2)Government Energy Management Program (GEMP)</p> <p>3)The Fueling Sustainable Transport Program</p> <p>4) AEMAS Training</p> <p>5) Philippine Energy Efficiency Project by ADB (Private Sector Operation Dept.)</p> <p>6)E&C Project by UNEP/SIDA</p> <p>7) Promotion of Energy Efficiency and Conservation (PROMECC) by ASEAN</p> <p>★Development Study on Energy Efficiency and Conservation for the Philippines (2011-2012) by JICA</p>

3. JICA's Training in Japan

How do you evaluate the following training in Japan by JICA for DOE staff as a whole?

3-1. Energy Policy (2008)

3-2. Energy Efficiency and Conservation (208, 2010)

3-3. Policy Planning for Energy Efficiency & Conservation (2011)

3-4. Area Focused Training Course in Energy Conservation Technology and Machine Condition Diagnosis Techniques for Asian Countries (2008, 2009)

3-5. Introduction to Solar Power Generation System for Asian Countries (2011)

3-6. Technology for Effective Use of Biomass (2010)

4. What do you expect ex-participants to utilize their new knowledge and skills gained through training? And how do you support them?

5. What do you recommend for betterment of training in Japan?

【Information and documents requested】

- The 2012-2030 Philippine Energy Plan (PEP)
- Result of the 2011 Household Energy Consumption Survey (2011) by National Statistics Office (NSO)

Questions to Human Resource Management Division in DOE

【training for DOE staff】

1. Needs and training opportunities of JICA Group Training
2. Selection process of candidates for JICA Group training in DOE
 - Time frame between receiving GI from TESDA and determination of candidates
 - Roles and member composition of the Personnel Development Committee
 - Selection criteria
3. Kinds and frequency of DOE in-house training (position / status) and its relation to JICA Group training
4. Promotion system and its relation to training
5. Relation and comparison of JICA training with other training such as AEMAS training and Promotion of Energy Efficiency and Conservation(PROMEEC) training

【Salaries of DOE staff】

1. Wage structure of Philippines government officials
2. Major positions and salaries of DOE staff

Thank you very much for your cooperation.

Philippines Japan Fellow Association

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

【Basic Information】

- 1-1. Organization structure, number of personnel at each division/section
- 1-2. Major activities of the Association especially in the Power Sector
- 1-3. Membership of the Association and number of its member who participated in the training in Japan from 2007 to 2011

【Relevancy】

- 2-1. Do you think that JICA training in Japan is meeting the needs of participants?
[In terms of technical elements]

[In terms of other elements that you experienced during your stay in Japan]
- 2-2. What types of trainings opportunities (by other donors) have the Philippines Japan Fellow Association Members participated?
- 2-3. What is the advantage and disadvantage of those training opportunities by other Development Partners compared to JICA training?

【Impacts】

- 3-1. In the Energy Sector, what activities/cases do you rise as the best practice conducted by ex-participants of JICA training?
- 3-2. What is other impacts than mentioned above in terms of:
 - 1) laws/regulations/policies of the Government of Philippines
 - 2) programs/project in the Power Sector at national/regional/community level
 - 3) Institutional development in/outside of ex-participants' organizations
 - 4) Impact to Environment/Society

【Sustainability】

- 4-1. In future, in what way do you think the ex-participants will be able to keep/improve their techniques and knowledge gained in JICA Training? What is needed for that?
- 4-2. In what way do you think the ex-participants will be able to disseminate their techniques and knowledge gained in JICA Training to wider range of organizations/regions in the Philippines? What is needed for that?

Information required

It will be appreciated if you could provide us with the following information for further survey.

- Member list (with name, organization, title and contact address) of participants of training in Japan from year 2007 to 2011.

Thank you very much for your cooperation.

Donor organizations

This questionnaire is prepared to collect necessary information and data for the study of Ex-post Evaluation and Monitoring Survey of JICA Training and Dialog Program. Please provide the answers to the following questions and relevant data and documents available on the data for interview.

【General Information】

- 1-1. What types of programs/projects have your organizations implemented for the Philippines Energy Sector? What is the current strategy?
- 1-2. What were the focus areas of your organization in the Energy Sector cooperation in Philippines in the past? What about now & future?
- 1-3. What types of training opportunities (topics, methods, period, targets etc.) have your organization offered for Philippines by dispatching them to donor countries?
- 1-4. To what extent ex-participants of those training programs utilize trained skills & knowledge? How?
- 1-5. How do you see the situation of the aid coordination in the Energy Sector?

【Issues of the Energy Sector in Philippines】

- 2-1. How do you observe the current situation of the policies/regulations and national programs/projects relating to the development of the Energy Sector in Philippines?
- 2-2. What are the cooperation issues and constraints in the Energy Sector in Philippines?
- 2-3. How is the situation of the private sector in the Energy Sector?

【Training effects in future】

- 2-5. In future, in what way do you think the trainees will be able to keep/improve their techniques and knowledge gained through training in abroad? What is needed for that?
- 2-6. In what way do you think the trainees will be able to disseminate their techniques and knowledge gained through training in abroad to wider range of organizations/regions in the Philippines? What is needed for that?

Thank you very much for your cooperation

3. Others (Survey Schedule, Interviewee List)

3-1-1. Survey Schedule (Vietnam)

Month	Day		Time	Activities	Transport	Stay
12	2	Sun		Flight to Hanoi (Kansai 10:30→Hanoi 14:20 (VN331))	Car	Hanoi
	3	Mon	AM	Courtesy call on JICA Vietnam Office Discussion of the schedule, personnel assigned etc.		
			PM	Courtesy call on VJCC-Hanoi, Collect detailed information of Ex-trainee	Car	Hanoi
	4	Tue	AM	JICA Vietnam Office: preparation of interview		
			PM	Group Interview-1: MPI (investment)	Car	Hanoi
	5	Wed	AM	Group Interview-2: MPI (statistics)		
			PM	Group Interview-3: MPI (other courses)	Car	Hanoi
	6	Thu	AM	Group Interview-4: MOST		
			PM	Site Visit-1	Car	Hanoi
	7	Fri	AM	Group Interview-5: MOIT		
			PM	Group Interview-6: VCCI-Hanoi	Car	Hanoi
	8	Sat	all	Data Accumuration		Hanoi
	9	Sun	all	Data Accumuration Move to Ho Chi Minh (Hanoi 10:00→Ho Chi Minh 12:00 (VN1133))	Air	Ho Chi Minh
	10	Mon	AM	Group Interview-7: VCCI-Ho Chi Minh		
			PM	Site Visit-2	Car	Ho Chi Minh
	11	Tue	AM	Data Collection on Site Data Accumuration		
			PM	Move to Hanoi (Ho Chi Minh 17:00→Hanoi 19:00)	Air	Hanoi
	12	Wed	AM	Data collection on donors Optional day for Group Interview		
			PM	Courtesy call on GIZ-DEG, interview	Car	Hanoi
	13	THu	AM	Courtesy call on KOICA, interview		
			PM	Courtesy call on ADB, interview	Car	Hanoi
	14	Fri	AM	Result analysis Documentation		
			PM	JICA Vietnam Office Reporting the results of survey	Car	Hanoi
	15	Sat	all	Documentation		Hanoi
	16	Sun		Flight to Japan	Car	

3-1-2. Interviewee List (Vietnam)

Date	Name	Organization	Title
3	Mr. Le Manh Hung	TAC- Hanoi	Director
4	Mr Le Hoai Nam	Vietnam Investment Network Corporation	Director of Project Development
	Mr Nguyen Khac Huy	MPI	Head of post registration/Division-agency for Business Registration
	Mr Vu Xuan Thuyen	MPI	Deputy General Director
5	Ms Duong Thi Thanh Hang	GSO	Deputy Chief of Industrial Statistics
	Mr Le Thuy Trung	GSO	Deputy Director General, Department for Industrial Economy
	Ms. Nguyen Thi Thu Huong	GSO	Expert/ Contruction Statistics and Investment Department
6	Mr Nguyen Danh Van	MOST	Expert, It'l Cooperation Div., State Agency for Technology Innovation
	Mr Le Huy Long	OMT/Online Management Training JSC	Elearning Development manager, OMT
	Mr Trieu Viet Phuong	VMI/MOST	Technical manager of Time and Frequency laboratory, Vietnam Metrology Insitute, Directorate for Standards and Quality, Ministry of Science and Technology
	Ms Phung Kim Anh Mr. Takao FUJII Ms. Seiko TANIGAMI	VJCC	Director Chief Adviser Coordinator
7	Mr. Nguyen Bang	VMI/MOST	Head of Time&Frequency Labaratory
	Mr Le Thanh Tuan	TAC- Hanoi	Engineer Officer in Administration Department
	Ms Bui Thanh Hang	Viet An Joint-Stock Company	Vice Director
	Mr Le Thanh Hung	Ha Noi Mould Tech Co., Ltd.	Director
	Mr Chu Vu Viet	TAC- Hanoi	Chief of Administration
10	Mr Chu Van Dung	VCCI-Ho Chi Minh	Staff in Training Department
	Mr Nguyen Minh Lam	PINACO/Dry Cell & Storage Battery Joint Stock Company	Director
	Mr Nguyen Duc Minh	Vitronics and Mechanics Phu Tho Hoa Company	Deputy Director
	Mr Nguyen Hong Sam	Mida Precision Mold Co., Ltd	Mold Director
	Ms Tran Ngoc Dao	VCCI-Ho Chi Minh	Vice Director/International Relations Dept.
11	Mr Vu Quoc Thuan	Thien My Industrial Company Ltd	Deputy Director
	Mr Tran Che Linh	Dong Tho Pte Ltd	Deputy Director
	Mr. Nguyen Manh Khoi	Vitronics and Mechanics Phu Tho Hoa Company	Director/President
12	Mr. Duong Nhu Du	Hoa Binh Provincial Management	Vice Director
	Ms. Phan Thi Thu Hang	Board of Indstrial Parks	Head of Investment Promotion Division
	Mr. Vinh Nguyen Tue	An Thinh Hoa Binh	Managing Director
	Ms. Ngoc Vu	Land Joint Stock Company	Manager/ Investment Promotion Dept.
	Mr. Fabian Scindler	GIZ	Technical Advisor
13	Mr. Do Manh Khoi	MPI / Dept. of Personnel and Organization	Deputy Director General
	Ms. Nguyen Thi Han Van		Officer
	Mr. Phan Duy Dong	MPI	Expert in Training
	Mr. Yi Jong Su	KOICA	Deputy Resident Representative
	Ms. Doan Thuy Nga	VCCI-Hanoi/Enterprise Development Foundation	Manager

3-2-1. Survey Schedule (Indonesia)

Month	Day		Time	Activities	Transport	Stay	Organization
1	13	Sun	All	Flight to Jakarta (Narita 09:55 → Jakarta 15:40 (NH937))	Air	Jakarta	
	14	Mon	AM	Courtesy call on JICA Indonesia Office Discussion of the Schedule, personal assignd etc.	Car	Jakarta	JICA
			PM	Courtesy call on HIDA Indonesia Office, Interview			HIDA
	15	Tue	AM	Group Interview - DGIPR	Car	Jakarta	DGIPR
			PM	Group Interview - DGIPR Interview - DGIPR JICA Expart			DGIPR
	16	Wed	AM	Group Interview - MOI, BSN	Car	Jakarta	MOI, BSN
			PM	Group Interview - MOI, BSN			MOI, BSN
	17	Thu	AM	Traveling	Car	Jakarta	
			PM	Group Interview - BPPT, LIPI			BPPT, LIPI
	18	Fri	AM	Group Interview - SMOC & SMEs Courtesy call on BAPPENAS, Interview	Car	Jakarta	SMOC & SMEs
			PM	Courtesy call on SetNeg, Interview			SetNeg
	19	Sat	All	Data Summarization		Jakarta	
	20	Sun	AM	Data Summarization	Car	Bandung	
			PM	Move to Bandung			
	21	Mon	AM	Site Visit - B4T Group Interview - ITB	Car	Bandung	B4T ITB
			PM	Group Interview - MOT (Directorate of Metrology)			Directorate of Metrology
	22	Tue	AM	Site Visit - MIDC	Car	Jakarta	MIDC
			PM	Move to Jakarta			
	23	Wed	AM	Courtesy call on KOICA indonesia Office, Interview			KOICA
			PM	Interview - MOT JICA Expart			MOT
	24	Thu	AM	Result Analysis	Car	Jakarta	
			PM	Documentation			
	25	Fri	AM	JICA Indonesia Office Reporting the result of survey	Car	Jakarta	JICA
			PM	Documentation			
	26	Sat	AM	Documentation	Car		
			PM	Fright to Japan (Jakarta 21:30 → Narita 06:50 (NH938))	Air		
	27	San	AM	Arrive at Narita			

3-2-2. Interviewee List (Indonesia)

Date	Name	Organization	Title
14	Damar Swarno Dwipo	Dwipo, Lubis & Partners	Layer
	Dea Intau Wada	HIDA	Manager
	Furuhashi Miho	HIDA	General Manager
15	Dwi Rahayu Eka Setyowati	Ministry of Law and Human Rights (DGIPR)	Staff
	Anis Kesumahayati	Ministry of Law and Human Rights (DGIPR)	Staff
	Husein Syahroni	Ministry of Law and Human Rights (DGIPR)	Staff
	Rusdi Saleh	Ministry of Law and Human Rights (DGIPR)	Staff
	Aniah	Ministry of Law and Human Rights (DGIPR)	Staff
	Saswita Eka	Ministry of Law and Human Rights (DGIPR)	Patent Examiner
	Saeffulloh Aziz	Ministry of Law and Human Rights (DGIPR)	Patent Examiner
	Syarizal	Ministry of Law and Human Rights (DGIPR)	Patent Examiner
	Dampu Awang Mayorini	Ministry of Law and Human Rights (DGIPR)	Patent Examiner
	Nagahashi Yoshihiro	Ministry of Law and Human Rights (DGIPR)	JICA Expert - Chief Advisor
Kuroda Ryuji	Ministry of Law and Human Rights (DGIPR)	JICA Expert - Project coordinator	
16	Kurniati Anisa	MOT (Directorate of Metrology)	Staff
	Sitorus Hotma Rina Janita	BSN	Technical Officer Standard
	Susi Sugesty	MOI	Head of Research and Standardization Division
	Sutarwanto	BSN	Head of Sub Division for Infrastructure of Standard Application
	Saputro Purwanto Hadi	BSN	Technical Officer
	Budi Susanto	MOI (B4T)	Manager
	Mughofur	MOI	Deputy Director for Industry
	Teguh Prakosa	BSN	Head of Sub Division for Infrastructure of Standard Application
Kosasih Abdurohim	MOI	Head of Testing Section	
17	Parmiyatni Sih	BPPT	Researcher
	Artanti Nina	LIPI	Research Scientist
18	Dwi Andriani Sulistyowati	SMOC & SMEs	Head
	Hari Nasiri Mochtar	BAPPENAS	Head Division of Education and Training
	Wahyu Ris Indarko	BAPPENAS	Head of Sub Division, Management Education Planning & Training I
	Wiwit Kuswidianti	BAPPENAS	Staff
	Agus Anwar	SetNeg	Staff
21	Wieke Pratiwi	MOI (B4T)	Director
	Budi Susanto	MOI (B4T)	Manager
	Elis Sofianti	MOI (B4T)	Quality Coordinator of Laboratories
	Titi Rachmawati	MOI (B4T)	Staff
	Rhoito Frista	MOI (B4T)	Staff
	Partono Sigit Purwanto	SMOC & SMEs	Business Advisor
	Abdurrahim	ITB	Lecturer, Ass Professor
	Rumaksono	MOT (Directorate of Metrology)	Associate director
	Seswara Denny Tresna	MOT (Directorate of Metrology)	Staff on Sub-Dit. of Metrological Technique
	Priyo Syamsul Nugraha	MOT (Directorate of Metrology)	Technical Staff
Kurniati Anisa	MOT (Directorate of Metrology)	Head of Section	
Agun Pramudya	MOT (Directorate of Metrology)	Staff	
22	Mahaputra	MIDC	Testing Laboratory Staff
23	Mi park	KOICA	Deputy Resident Representative
	Utari Widura	KOICA	Coordinator
	Ando Hisao	MOT	JICA Expert

3-3-1. Survey Schedule (the Philippines)

Month	Date	Time	Activities	Transporting	Stay
1	6	Sun	【Tokyo 09:30→Manila 13:05 (PR431)】 • Internal meeting with the local consultant (15:00-)	Air	Manila
	7	Mon	AM • JICA Philippine Office courtesy call, interviews & discussion with relevant personnel Compiling interview results	Car	Manila
	8	Tue	AM • DOE courtesy call, Confirming interview scheduled following days① PM • DOE Interviews, Collecting questionnaire/Site visit②	Car	Manila
	9	Wed	AM 【Manila 07:55→Cebu 09:15 (PR847)】 • DOE Interviews, Collecting questionnaire/Site visit③ PM • DOE Visaya Field Office courtesy call • Interviews, Collecting questionnaire 【Cebu 18:00→Manila 19:15 (PR862)】 • DOE Manila Interviews, Collecting questionnaire④	Air (Manila-Cebu), Car (1. Manila, 2. Cebu)	Cebu, Manila
	10	Thu	AM • DOE Manila Interviews, Collecting questionnaire⑤ PM • DOE Interviews, Collecting questionnaire/Site visit⑥	Car	Manila
	11	Fri	AM • EDC Interviews, Collecting questionnaire PM • DOE Interviews, Collecting questionnaire⑦	Car	Manila
	12	Sat	Compiling interview results		Manila
	13	Sun	Compiling interview results		Manila
	14	Mon	AM • PHILJafa Interviews PM • UNDP Interviews	Car	Manila
	15	Tue	AM • DOST-MIRDC Interviews, Collecting questionnaire/Site visit PM • PSALM Interviews, Collecting questionnaire	Car	Manila
	16	Wed	AM • TESDA Interviews PM • DOST-PCAARRD Interviews, Collecting questionnaire	Car	Manila
	17	Thu	AM • KOICA Interview PM • UNIDO Interview • DOE Interviews, Collecting questionnaire ⑧	Car	Manila
	18	Fri	AM • Result analysis PM • JICA Philippine Office reporting & discussing results of the survey	Car	Manila
	19	Sat	• Result analysis • Writing report		Manila
	20	Sun	【Manila 14:55 → Tokyo 20:10 (PR432)】	Air	

DOE: Department of Energy

EDC: Energy Development Corporation (Privatized since 2007, previously under Philippine National Oil Company)

PSALM: Power Sector Assets and Liabilities Management Corporation

DOST: Department of Science and Technology

TESDA: Technical Education & Skills Development Authority

PHILJafa: Philippines Japan Fellow Association

KOICA: Korea International Cooperation Agency

UNIDO: United Nations Industrial Development Organization

3-3-2. Interviewee List (the Philippines)

Date	Name	Organization	Title	
7	Mr. Hiroyuki MATSUDA	JICA Philippine Office	Representative, Economic Growth Section	
	Mr. Juan Paulo M. Fajardo	JICA Philippine Office	Program Officer, Economic Growth Section	
	Ms. Salina B. Macahilig	JICA Philippine Office	Senior Program Officer/Chief, Training Program Section and Procurement Section	
	Ms. Mary Ann G. Bakisan	JICA Philippine Office	Program Officer, Training Program Section and Procurement Section	
8	Ms. Angelina V. Manga	DOE	Director III, Administrative service	
	Ms. Rozalina T. Rapi	DOE	Supervising Administrative Officer, Human Resource Management Division, Administrative service	
	Ms. Rosalie Joan Del Rosario SOTELO	DOE	Senior Science Research Specialist, Energy Efficiency and Conservation Division, Energy Utilization Management Bureau	
	Mr. Marlon Romulo Umipig DOMINGO	DOE	Senior Science Research Specialist, Energy Efficiency and Conservation Division, Energy Utilization Management Bureau	
	Mr. Michael O.SINOCRUZ	DOE	Division Chief, Planning Division, Energy Policy and planning Bureau	
	Ms. Rowena Tuiza VILLANUEVA	DOE	Senior Science Research Specialist, Planning Division, Energy Policy and planning Bureau	
	Ms. Jane M. PERALTA	DOE	Senior Science Research Specialist, Planning Division, Energy Policy and planning Bureau	
	Mr. Francis Richard Rabulan	DOE	Planning Division, Energy Policy and planning Bureau	
	Ms. Desiree Joy Solis	DOE	Planning Division, Energy Policy and planning Bureau	
	Mr. Artemio Habitan	DOE	Officer in Charge, Chief, Energy Efficiency and Conservation Division, Energy Utilization Management Bureau	
	Eng. Antonio E. Labios	DOE	Director, Visayas Field Office	
	Mr. Edurardo Amante	DOE	Division Chief, Visayas Field Office	
	Mr. Felix Tadena TIMBAL	DOE	Senior Science & Research Specialist Energy Resource Dev & Utilization Division, Visayas Field Office	
	Mr. Isidro Villeta ALMENTEROS	DOE	Division Chief, Legal Counselling Division, Legal Services	
9	Atty. Maria Rhea Mallillin	DOE	Legal Services, Counselling Division	
	Ms. Jeannie DY	DOE	Senior Science Reference Science Specialist, Alternative Fuel & Energy Technology Division, Energy Utilization Management Bureau	
	Atty. Arthuz T. Tenazas	DOE	Director, Legal Counselling Division, Legal Services	
	Mr. Lourdes Maria A. CAPRICHIO	DOE	Division Chief (Supervisors Science Research Specialist), Alternative Fuel & Energy Technology Division, Energy Utilization Management Bureau	
	Dir. Mario C. Marasigan	DOE	Director, Biomass Energy Management Division, Renewable Energy Management Bureau	
	Mr. Amel Garcia	DOE	Supervising Science Specialist, Alternative Fuel & Energy Technology Division, Energy Utilization Management Bureau	
	Mr. Loreto Moncada	DOE	Alternative Fuel & Energy Technology Division, Energy Utilization Management Bureau	
	Ms. Magdaleno Jr. Manano BACLAY	UNIDO	Industrial Liaison Officer, Philippine Industrial Energy Efficiency Project	
	10	Mr. Ruby Bugagao DE GUZMAN	DOE	Officer in Charge, Division Chief, Biomass Energy Management Division, Renewable Energy Management Bureau
		Mr. Andresito F. Ulgado	DOE	Supervising Science Research Specialist, Biomass Energy Management Division, Renewable Energy Management Bureau
Mr. Ricardo Galicia DELA CRUZ		DOE	Senior Science Research Specialist, Solar and Wind energy Management Division, Renewable Energy Management Bureau	
Mr. Ronaldo T. Angeles		DOE	Senior Science Research Specialist, Solar and Wind Energy Management Division	
Mr. Fortunato S Sibayan		DOE	Division chief, Solar and Wind energy Management Division, Renewable Energy Management Bureau	
Ms. Ma. Pamela Grace Calixto MUHI		DOE	Senior Science Research Specialist, Policy Formulation and Research Division	
Ms. Ma. Victoria Cabito		DOE	Supervising client specialist, OIC, Policy formulation and research Division	
11	Mr. Pio Diomedes Biscocho MANALO	EDC	Manager, Steam Field Operation Sector	
	Mr. Michael Borlaza COLIGADO	DOE	Science Research Specialist 2, Policy Formulation and Research Division	
	Mr. Amel Julia ANTONIO	DOE	Senior Science Research Specialist, Policy Formulation and Research Division	
14	Atty. Ernesto P. Martinez	PHILJafa	Chairman of the Board, Former Deputy Executive Secretary, Office of the President. Malacanang	
	Prof. Enrico R. Hilario	PHILJafa	Dean, College of Industrial Technology, Technological University of the Philippines, Manila	
	Ms. Lourdes V. Homecillo	PHILJafa	OIC-President, Regional Director, National Statistics Office, NCR	
	Dr. Gisela V. Rolluqui	PHILJafa	Chair, Education and Training Committee, Professor, Information Technology, College of Industrial Technology, Technological University of the Philippines	
	Leticia C. Uyaco	PHILJafa	Professor I, Head, Print Media Technology Department, Integrated Research & Training Center, Technological University of the Philippines	
	Ms. Imee F. Manal	UNDP	Programme Manager, Energy and Environment	
15	Ms. Charmion Grace Reyes	UNDP	Programme Associate, Energy and Environment	
	Dr. Agustin M. Fudolig	DOST	Officer in Charge, Office of the Executive Director, Metals Industry Research & Development Center (MIRDC)	
	Eng. Fred P. Liza	DOST	Officer in Charge, Prototyping Division, Metals Industry Research & Development Center (MIRDC)	
	Mr. Ronel O. Tamayo	DOST	Officer in Charge, Materials & Process Research Division, MIRDC	
	Mr. Pablo Quimbo ACUIN	DOST	Senior Science Research Specialist, Materials & Process Research Division, MIRDC	
	Mr. Emerito Velasco BANAL	DOST	Senior Science Research Specialist, Prototyping Division, MIRDC	
	Mr. Rolando J Medina	PSALEM	Manager, Fuel Management Division	
	Mr. Peterjo Comple ALDAY	PSALEM	Power Management Specialist A, Fuel Management Division	
	Ms. Maria Paz T. Urcia	TESDA	Director in charge, Foreign Scholarship Training Program Unit	
	Ms. Jean I. Alvero	TESDA	JICA Desk Officer, Foreign Scholarship Training Program Unit	
16	Ms. Elaine F. Lasting	DOST	Director, Institution Development Division, Philippine Council for Agriculture, Aquatic Natural Resources Research and Development (PCAARRD)	
	Mr. Wilmar Jose LASTIMOSA	DOST	Senior Science Research Specialist, Institution Development Division, Philippine Council for Agriculture, Aquatic Natural Resources Research and Development (PCAARRD)	
17	Ms. Maria Christine	KOICA	Program officer	
	Mr. Rihcard Sigh	UNIDO	Project manager, Philippine Industrial Energy Efficiency Project	
	Ms. Rosanna Yabut TEJUCO	DOE	Senior Science Research Specialist, Policy Formulation and Research Division	

Ex-participants for FY2007-FY2011

NPC: National Power Corporation

Fiscal Year 2012
Ex-Post Evaluation Survey of JICA Training and Dialogue Programs
Report of Survey

Attachment II

Questionnaire Survey

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1. Questionnaire Format

1-1. The Letter on Questionnaire (Written in each forwarded mail)

December 27, 2012

Dear Ex-Participants in JICA training,

JICA is conducting the survey, as described in the attached letter. We ask you to cooperate in the questionnaire survey.

We send you the excel file questionnaire and also the questionnaire is on the website below. The excel type and the website type are the same in content.

Spanish;

<https://docs.google.com/spreadsheets/viewform?formkey=dHVWdGpmUW9ISmZlaFB2dnc1d2FpUmc6MA>

English

<https://docs.google.com/spreadsheets/viewform?formkey=dGN4dlhNRVZhY2R0NExVendoVVA0cUE6MQ>

Please send the answer by the excel questionnaire or the website one by **January 10, 2013**.

If you have any questions, please do not hesitate to contact our Survey Administrator by email (jicasurvey@jice.org).

We appreciate your time and cooperation.

Sincerely yours,

JICA Training Program 2012 Survey team

jicasurvey@jice.org



Share knowledge and experience. For our world. For the future.

JAPAN INTERNATIONAL COOPERATION CENTER

Nittochi Nishishinjuku Bldg., 20-21 Floor, 6-10-1, Nishi-shinjuku, Shinjuku-ku, Tokyo, 160-0023 Japan
TEL +81-3-5322-2500 FAX +81-3-5322-2520 URL: <http://sv2.jice.org/>

Request for Your Cooperation

December 17, 2012

To Alumnus/Alumna of JICA training programs,

Japan International Cooperation Agency (JICA) has been providing the Training Program in Japan since 1954, when Japan commenced its official development assistance program. The Training Program is offered every year.

This survey is intended to gather information in order to conduct an assessment of the impact of the training, including at the personal level.

JICA will analyze, on a statistical basis, individual responses and obtained information with a view to attaining the above mentioned purposes. The statistical data will be aggregated and processed in such a manner that individual response will not be identifiable nor be disclosed. JICA hopes that the results of the survey will contribute to the improvement of existing training programs and development of new programs in the future.

This survey is being conducted by a survey team from the Japan International Cooperation Center (JICE) at the request of JICA. If you have any questions, please do not hesitate to contact our Survey Administrator by email (jicasurvey@jice.org).

We greatly appreciate your time and cooperation.

JICA Training Program 2012 Survey team
Japan International Cooperation Center
jicasurvey@jice.org

アンケート調査 (A)

JICA Questionnaire Survey 2012:Evaluation of JICA Training Program (Participants)

When the scale is shown as part of question, please select the number from the scale shown that best describes your opinion with respect to each of the statements and write it in the appropriate box. Please follow the instructions carefully for each question and answer as many questions as possible.

1 Preparation for JICA training

1.1 To what degree were the following factors in your decision to participate in JICA training (Training)?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) I was interested in the contents of the Training.
- 2) I required new knowledge and skills in performing my job.
- 3) I participated in the Training because the Training had a specific relationship a project implemented in my country by JICA.
- 4) I participated in the Training because the Training had a specific relationship to a project implemented in my country by another donor or international organization.
- 5) I was interested in coming to Japan.

1.2 Prior to your participation in the Training, did you have concrete assignments and/or missions from your organization that were implemented after returning to your country?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) I had clear assignments and/or missions from my organization.
- 2) I did not have any assignment and/or mission from my organization, but I was conscious of assignment and/or mission of my own.

2 Evaluation of Training

2.1 How would you evaluate the process for the implementation of Training?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) The application and selection process was simple.
- 2) The pre-departure support was strong.
- 3) The follow-up support was strong.
- 4) The contents of the Training matched my needs.
- 5) The contents of the Training matched my country's needs.
- 6) The contents of the Training covered new knowledge and skills.
- 7) The contents of the Training were practical.
- 8) The contents of the Training were difficult to master.
- 9) The training method used by lecturers was effective.
- 10) The instructors and/or trainers confirmed that we understood the training contents.
- 11) The training curriculum was appropriately designed.
- 12) The training period was too long.
- 13) The training period was too short.

2.2 Level of the Training

Was the level of knowledge and skills that you acquired from the Training high or low as compared with the following points in time?

1	----	2	----	3	----	4	----	5
Low er		Somew hat low er		About the same		Somew hat higher		Higher

- 1) Compared with the knowledge and skills required for my work immediately after Training.
- 2) Compared with the knowledge and skills required for my work at present.

1-3. Questionnaire A

2.3 Overall evaluation

To what degree were you satisfied with the Training?

Please write the number "999" in the appropriate box, if an item is not relevant to the Training in which you participated.

0	---	1	---	2	---	3	---	4	---	5	---	6	---	7	---	8	---	9	---	10 point
		Poor				Weak				Satisfactory				Good						Excellent

- 1) General orientation on culture of Japan
- 2) Social welfare
- 3) Lectures
- 4) Workshops
- 5) Practical training and/or field visits
- 6) Facilitation
- 7) Discussions among participants
- 8) Training as a whole

2.4 Would you recommend participation in the JICA Training Programs to your colleagues or subordinates?

1	---	2	---	3	---	4	---	5
Not at all		Slightly recommend		Somewhat recommend		Considerably recommend		Greatly recommend

--

3 Impact of the Training

3.1 Change of attitude after participating in Training

How has your attitude changed as a result of participation in the Training and how have people's assessments of you within the organization changed?

1	---	2	---	3	---	4	---	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

- 1) I plan my work better.
- 2) I have a stronger sense of responsibility for my work.
- 3) I have become more conscious of working with my colleagues in a collaborative manner.
- 4) I work harder to find solutions to problems before giving up.
- 5) I am more motivated to undertake activities that contribute to my country's development.
- 6) I consider my country's situation from a more international perspective.
- 7) I am assigned more important work.
- 8) I am assigned to supervise more subordinates.
- 9) My opinion is accepted/endorsed by my colleagues more often.

3.2 Change in your position/work in the workplace

1) How many rank(s), did your position in your workplace become higher compared with the time of Training-participation? Please select the answer the best describes your rise and write the number in the box. If you are at the same rank, write "0".

0. Same	1. 1	2. 2	3. 3	4. 4	5. 5
6. 6	7. Other (Please specify:)				

--

2) To what degree (as a percentage) do you believe that your participation in the Training contributed to the change in your position in the workplace? Please answer in terms of a percentage, where 0% means "not at all" and 100% means "completely". Please write the number (%) in the box. (%)

--

3) Did your work change after participating in the Training?

1	---	2	---	3	---	4	---	5
Not at all		Slightly		Somewhat		Considerably		Totally

--

a. If there was any change, does the new work involve the application of knowledge and skills acquired through the Training?

1	---	2	---	3	---	4	---	5
Not at all		Slightly		Somewhat		Considerably		Totally

--

3.3 Knowledge and skills acquired through the Training

For question 1) and 2), please answer in terms of a percentage, where 0% means "not at all" and 100% means "completely". Please write the number (%) in the box.

- 1) How much of the Training contents did you acquire as a whole? (%)
- 2) How much of the knowledge and skills acquired through the Training are you currently utilizing in your work? (%)

1-3. Questionnaire A

3) In which areas do you think the knowledge and skills acquired through the Training contributed to your organization or country ?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- a. establishment or improvement of policies and systems by national or local government
- b. establishment of new structures or a new system in my organization
- c. establishment or improvement of methods and techniques used in my work
- d. project formulation in my organization
- e. development or improvement of action plans in my organization
- If the knowledge and skills acquired through the Training are not utilized in your work, what is the reason?*
- f. Support from my organization is insufficient.
- g. The workplace environment is too different from that on which the training was premised.
- h. My work load is too heavy.

3.4 Transfer of the knowledge and skills acquired through the Training.

We believe that the participants engage in various activities, such as lectures, seminars and etc., in order to transfer the knowledge and skills acquired through the Training. Please answer the following questions about your activities and write the appropriate numbers in the box. A rough estimate is sufficient.

- 1) a. How many times so far have you organized lectures, seminars, or workshops in total since you finished your training? Please write the total number.
- b. In each time of the above activities, to how many persons did you transfer the knowledge and skills? Please write the number of persons per lecture/seminar/workshop.
- 2) a. How many times so far have you transferred the knowledge and skills through on-the-job training (OJT) since you finished your training? Please write the total number.
- b. In each time of the above activities, to how many persons did you transfer the knowledge and skills? Please write the number of persons per OJT.

3.5 Action plan and new project

1) Did you make an action plan during the training?

1	----	2	----	3	----	4	----	5
Not at all.		Slightly insufficient		Somew hat sufficient		Substantially sufficient		Sufficient

2) How did you implement your action plan after returning to your country?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- a. I implemented the training of trainers.
- b. I shared the contents of the training in my organization.
- c. I shared the contents of the training with others outside of my organization.
- d. I proposed my action plan to my superior.

3.6 Have you proposed projects (including an action plan) to your organization based on the knowledge and skills acquired through the Training? If not, please write the number in the box.

- 1) How many projects have you proposed? Please write the number in the box.
- 2) How many projects that you proposed have been implemented? Please write the number in the box.

4 Total Benefit of the Training

We believe that you have acquired knowledge, skills, and personal benefits, such as more recognition in the workplace and increased salary, from the Training. We also think that you have contributed to your country knowledge by applying the and skills and/or transferring them to colleagues and others.

Considering these benefits of the Training in total, how do you evaluate the benefits of the Training in monetary terms?

Please select the answer that best describes the amount (US\$) you would be willing to pay for participation in another JICA training including airfare/accommodation. Please select the number.

- 1. less than \$5,000 2. \$5,000 3. \$10,000 4. \$15,000 5. \$20,000 6. \$25,000
- 7. \$30,000 8. \$35,000 9. \$40,000 10. Other (Please specify)

5 Comparison of training programs

How do you compare your experience of participation in JICA training with other training programs sponsored by other donor/international organizations that you have participated in ?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 5.1 My learning experience from JICA training was more important than from other training programs.
- 5.2 The impact of JICA training-participation has been more sustainable than the impact of other training programs.

6 Friendship

6.1 How did the following help you understand the culture of Japan?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) General orientation helped me understand culture of Japan.
- 2) Interaction with the implementing organization and training managers helped me understand culture of Japan.
- 3) Cultural events and social welfare programs provided by the Center helped me understand culture of Japan.
- 4) Self-study using books and CD-ROMs helped me understand culture of Japan.

6.2 Have you changed your perception of Japan since the training?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) My trust in Japan and the Japanese people has increased.
- 2) My interest in working with Japanese people has increased.
- 3) I have gained a deeper understanding of Japanese society and culture.

7 Contact with Japanese people

7.1 Do you maintain contact with Japanese people whom you met during the training?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		All the time

- 1) I maintain contact mainly to exchange personal updates.
- 2) I maintain contact mainly to exchange or gather new information on Japan.
- 3) I maintain contact mainly to seek advice about my work.
- 4) I maintain contact mainly to develop joint projects.

7.2 Since the training, do you have any connection with JICA?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		All the time

- 1) I work as a counterpart for projects or JICA experts.
- 2) I work as a volunteer counterpart.
- 3) I consult or contact the JICA office about projects.
- 4) I participate in an alumni network for JICA former-trainees.
- 5) I participate in events or training organized by JICA.

8 Follow-up Support

What do you expect from JICA after returning to your country as follow-up support for your activities in order to ensure sustainability of learning?

Please choose the three items you think are the most important from your perspective among the options provided, rank them in order of importance and write the number (click on the corresponding number). Please be careful not to rank the same option twice.

- 1) Support for organizing lectures and training sessions
 - 2) Support for training materials
 - 3) Dispatch of Japanese technical specialists
 - 4) Dispatch of Japanese volunteers
 - 5) Support of implementation of projects
 - 6) Provision of equipment and materials
- 1st
2nd
3rd

1-3. Questionnaire A

9 We would like to publicize the inspiring experiences of former-participants as good examples of our programs, including through JICA's official website.

Are you interested in publicizing your experience?

1	----	2	----	3	----	4	----	5
Not at all		Slightly		Somewhat		Considerably		Greatly

10 Your Personal Information

1)	E-mail address for future communication			
2)	Country			
3)	Name	Last name(Surname)	Middle name	First (Given) name
4)	Age at time of participation			
5)	Gender (Male=0 Female=1)			
6)	Title of training program			
7)	The start and finish dates (month & year) of the training program you participated in.	start	~	finish
8)	Name of Company/Organization			
9)	Job title	at time of participation		
		at present		
10)	Highest level of education completed Please select the appropriate number and write it in the box.		
		1. Doctoral program or equivalent		
		2. Master's program or equivalent		
		3. Undergraduate program of university/college or equivalent		
		4. Other (Please specify: _____)		

Thank you very much for your cooperation.

JICA Questionnaire Survey 2012: Evaluation of JICA Training Program (Participants)

You will be instructed to respond to most of the questions in the form of a 5-point scale. When the scale is shown as part of question, please select the number (from 1-5) from the scale shown that best describes your opinion with respect to **each** of the statements and write it in the appropriate box.

Please follow the instructions carefully for each question and answer as many questions as possible.

1 Preparation for JICA training

1.1 To what degree were the following factors in your decision to participate in JICA training (Training)?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) I was interested in the contents of the Training.
- 2) I required new knowledge and skills in performing my job.
- 3) I participated in the Training because the Training had a specific relationship a project implemented in my country by JICA.
- 4) I participated in the Training because the Training had a specific relationship to a project implemented in my country by another donor or international organization.
- 5) I was interested in coming to Japan.

1.2 Prior to your participation in the Training, did you have concrete assignments and/or missions from your organization that were implemented after returning to your country?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) I had clear assignments and/or missions from my organization.
- 2) I did not have any assignment and/or mission from my organization, but I was conscious of assignment and/or mission of my own.

2 Evaluation of Training

2.1 How would you evaluate the process for the implementation of Training?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) The application and selection process was simple.
- 2) The pre-departure support was strong.
- 3) The follow-up support was strong.
- 4) The contents of the Training matched my needs.
- 5) The contents of the Training matched my country's needs.
- 6) The contents of the Training covered new knowledge and skills.
- 7) The contents of the Training were practical.
- 8) The contents of the Training were difficult to master.
- 9) The training method used by lecturers was effective.
- 10) The instructors and/or trainers confirmed that we understood the training contents.
- 11) The training curriculum was appropriately designed.
- 12) The training period was too long.
- 13) The training period was too short.

2.2 Level of the Training

Was the level of knowledge/skills that you acquired from the Training high or low as compared with the following points in time?

1	----	2	----	3	----	4	----	5
Low er		Somew hat low er		About the same		Somew hat higher		Higher

- 1) Compared with the knowledge and skills required for my work immediately after Training.
- 2) Compared with the knowledge and skills required for my work at present.

1-4. Questionnaire B (Participants)

2.3 Overall evaluation

To what degree were you satisfied with the Training?
Please write the number "999" in the appropriate box, if an item is not relevant to the Training in which you participated.

0	--- 1	--- 2	--- 3	--- 4	--- 5	--- 6	--- 7	--- 8	--- 9	--- 10 point
	Poor		Weak		Satisfactory		Good		Excellent	

- 1) General orientation on culture of Japan
- 2) Social welfare
- 3) Lectures
- 4) Workshops
- 5) Practical training and/or field visits
- 6) Facilitation
- 7) Discussions among participants
- 8) Training as a whole

2.4 Would you recommend participation in the JICA Training Programs to your colleagues or subordinates?

1	----	2	----	3	----	4	----	5
Not at all		Slightly recommend		Somew hat recommend		Considerably recommend		Greatly recommend

. . .

3 Impact of the Training

3.1 Change of attitude after participating in Training

1) How has your attitude changed as a result of participation in the Training and how have people's assessments of you within the organization changed?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- a. I plan my work better.
- b. I have a stronger sense of responsibility for my work.
- c. I have become more conscious of working with my colleagues in a collaborative manner.
- d. I work harder to find solutions to problems before giving up.
- e. I am more motivated to undertake activities that contribute to my country's development.
- f. I consider my country's situation from a more international perspective.
- g. I am assigned more important work.
- h. I am assigned to supervise more subordinates.
- i. My opinion is accepted/endorsed by my colleagues more often.

3.2 Change in your position/work in the workplace

1) How many rank(s), did your position in your workplace become higher compared with the time of Training-participation? Please select the answer that best describes your rise and write the number in the box. If you are at the same rank, write "0".

0.	Same	1.	1	2.	2	3.	3	4.	4	5.	5
6.	6	7.	Other (Please specify:)								

. . .

2) To what degree (as a percentage) do you believe that your participation in the Training contributed to the change in your position in the workplace? Please write the number(%) in the box. (%)

3) Did your work change after participating in the Training?

1	----	2	----	3	----	4	----	5
Not at all		Slightly		Somew hat		Considerably		Totally

. . .

a. If there was any change, does the new work involve the application of knowledge and skills acquired through the Training?

3.3 Increase in annual income

1) If your annual income at the time of training-participation is set at 1, how much is your annual income at present? Please select the answer that best describes your income and write the number in the box.

1.	1.0	2.	1.5	3.	2.0	4.	2.5	5.	3.0	6.	3.5
7.	Other (Please specify:)										

.

2) To what degree (as a percentage) do you believe that your participation in the training contributed to any rise in income? Please write the number(%) in the box. (%)

1-4. Questionnaire B (Participants)

3.4 Knowledge and skills acquired through the Training

For question 1) and 2), please answer in terms of a *percentage*, where 0% means "not at all" and 100% means "completely".

- 1) How much of the Training contents did you acquire as a whole? (%)
- 2) How much of the knowledge and skills acquired through the Training are you currently utilizing in your work? (%)
- 3) In which areas do you think the knowledge and skills you acquired through the Training contributed to your organization or country ?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- a. establishment or improvement of policies and systems by national or local government
- b. establishment or improvement of system in my organization
- c. establishment or improvement of methods and techniques used in my work
- d. project formulation in my organization
- e. development or improvement of action plans in my organization
- If the knowledge and skills acquired through the Training are not utilized in your work, what is the reason?*
- f. Support from my organization is insufficient.
- g. The workplace environment is too different from that on which the training was premised.
- h. My work load is too heavy.

3.5 Transfer of the knowledge and skills acquired through the Training.

We believe that the participants engage in various activities in order to transfer the knowledge and skills acquired through the Training.

Please read the following questions about your activities and write the appropriate numbers in each of the columns in the table below. *A rough estimate is sufficient.*

- 1) a. How many times so far have you organized lectures, seminars, or workshops in total since you finished your training? Please write the total number.
- a'. How many hours on average did you give lectures /seminars/workshops listed above?
- b. How many times so far have you transferred the knowledge and skills through on-the-job training (OJT) since you finished your training? Please write the total number.
- b'. How many hours on average did you give an on-the job training?
- 2) In each instance of the above activities, to how many persons (recipients) did you transfer the knowledge and skills acquired through the Training?
- 3) What percentage of the contents of your activities included the knowledge and skills acquired through the Training?
- 4) What percentage of the knowledge and skills you used in your activities did the recipients acquire?

Activity	(1) Times	Hour/ time	(2) Number of recipients / time	(3) % included in content of your activities	(4) % knowledge and skills recipients acquired
a. Lectures / seminars / workshops	times		people	%	
b. On-the-job training	times		people	%	

3.6 Action plan

- 1) Did you make an action plan during the training?

1	----	2	----	3	----	4	----	5
Not at all.		Slightly insufficient		Somew hat sufficient		Substantially sufficient		Sufficient

- 2) How did you implement your action plan after returning to your country?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- a. I implemented the training of trainers.
- b. I shared the contents of the training in my organization.
- c. I shared the contents of the training with others outside of my organization.
- d. I proposed my action plan to my superior.

1-4. Questionnaire B (Participants)

3.7 Have you proposed projects (including an action plan) to your organization based on the knowledge and skills acquired through the Training? If not, please skip the following questions.

- 1) How many projects have you proposed? Please write the number in the box.
- 2) How many projects that you proposed have been approved? Please write the number in the box.
- 3) Please write the answers regarding the approved projects for each question in the table .
 - a. The contents of the projects
 - b. The period of project implementation: Start and finish dates of implemented projects
 - c. The scale of projects: If possible, please write the amount of the budget/expense involved in the implementation of the projects.
 - d. The number that best describes the result of the project.

1		2		3		4		5		6	
Not at all successful		Not really successful		Somew hat successful		Considerably successful		Highly successful		Not yet clear	

1	2	3	b. Period		c. Amount of expense (US\$)	d. Result
			start	finish		
1						
2						
3						

4 Total Benefit of the Training

We believe that you have acquired knowledge, skills, and personal benefits, such as more recognition in the workplace and increased salary, from the Training. We also think that you have contributed to your country by applying the knowledge and skills and/or transferring them to colleagues and others. Considering these benefits of the Training in total,

how do you evaluate the benefits of the Training in monetary terms?

Please select the answer that best describes the amount (US\$) you would be willing to pay for participation in another JICA training including airfare/accommodation. Please write the number in the box.

- | | | | | | |
|----------------------|-------------|-------------|---------------------------|-------------|-------------|
| 1. less than \$5,000 | 2. \$5,000 | 3. \$10,000 | 4. \$15,000 | 5. \$20,000 | 6. \$25,000 |
| 7. \$30,000 | 8. \$35,000 | 9. \$40,000 | 10. Other (Please specify |) | |

5 Comparison of training programs

How do you compare your experience of participation in JICA training with other training programs sponsored by other donor/international organizations that you have participated in ?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

- 1) My learning experience from JICA training was more important than from other training programs.
- 2) The impact of JICA training participation has been more sustainable than the impact of other training programs.

6 Friendship

6.1 How did the following help you understand the culture of Japan?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

- 1) General orientation helped me understand culture of Japan.
- 2) Interaction with the implementing organization and training managers helped me understand culture of Japan.
- 3) Cultural events and social welfare programs provided by the Center helped me understand culture of Japan.
- 4) Self-study using books and CD-ROMs helped me understand culture of Japan.

6.2 Have you changed your perception of Japan since the training?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

- 1) My trust in Japan and the Japanese people has increased.
- 2) My interest in working with Japanese people has increased.
- 3) I have gained a deeper understanding of Japanese society and culture.
- 4) I have a developed negative image of Japan or the Japanese people.

1-4. Questionnaire B (Participants)

7 Contact with Japanese people

7.1 Do you maintain contact with Japanese people whom you met during the training?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		All the time

- 1) I maintain contact mainly to exchange personal updates.
- 2) I maintain contact mainly to exchange or gather new information on Japan.
- 3) I maintain contact mainly to seek advice about my work.
- 4) I maintain contact mainly to develop joint projects.

7.2 Since the training, do you have any connection with JICA?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		All the time

- 1) I work as a counterpart for projects or JICA experts.
- 2) I work as a volunteer counterpart.
- 3) I consult or contact the JICA office about projects.
- 4) I participate in an alumni network for JICA former-trainees.
- 5) I participate in events or training organized by JICA.

8 Follow-up Support

What do you expect from JICA after returning to your country as follow-up support for your activities in order to ensure sustainability of learning?

Please choose the three items you think are the most important from your perspective among the options provided, rank them in order of importance and write the number in the appropriate box (click on the corresponding number). Please be careful not to rank the same option twice.

- 1) Support for organizing lectures and training sessions
 - 2) Support for training materials
 - 3) Dispatch of Japanese technical specialists
 - 4) Dispatch of Japanese volunteers
 - 5) Support of implementation of projects
 - 6) Provision of equipment and materials
- 1st
 2nd
 3rd

9 We would like to publicize the inspiring experiences of former-participants as good examples of our programs, including through JICA's official website.

Are you interested in publicizing your experience?

1	----	2	----	3	----	4	----	5	. . .	<input type="text"/>
Not at all		Slightly		Somewhat		Considerably		Greatly		

10. Your Personal Information

1)	E-mail address for future communication			
2)	Country			
3)	Name	Last name(Surname)	Middle name	First (Given) name
4)	Age	at time of participation		
5)	Gender (Male=0 Female=1)			
6)	Title of training program			
7)	The start and finish dates of the training program you participated in		year	month
8)	Name of Company/Organization			
9)	Job title		at time of participation	
	Job title		at present	
10)	Highest level of education completed			
			
	Please select the appropriate number and write it in the box.			
	1. Doctoral program or equivalent			
	2. Master's program or equivalent			
	3. Undergraduate program of university/college or equivalent			
	4. Other (Please specify: _____)			

Thank you very much for your cooperation.

JICA Questionnaire Survey 2012: Evaluation of JICA Training Program (Superior)

Title of the program:	
The start and finish dates of the training program you participated in	year month ----- year month ~
Name of dispatching organization:	
Name of participant:	
Person completing the questionnaire:	
Current job title of person completing questionnaire:	

You will be instructed to respond to most of the questions in the form of a 5-point scale.
 When the scale is shown as part of the question, please select the number (from 1-5) from the scale shown that best describes your opinion for each of the statements and write it in the appropriate box.

Please follow the instructions carefully for each question and answer as many questions as possible.

1 Participant as object of this survey

1 Is the participant still in your department?

1) He/She is still in my department at present. No=0 Yes=1

2 Purpose of dispatching participant

2 What was the purpose of dispatching the participant?

1 Strongly disagree	2 Somew hat disagree	3 Neither agree nor disagree	4 Somew hat agree	5 Strongly agree
------------------------	-------------------------	---------------------------------	----------------------	---------------------

- 1) To improve policy and planning.
- 2) To secure allocation of funds.
- 3) To improve organizational structure.
- 4) To improve facilities and equipment
- 5) To improve the technology and methods employed in operations.
- 6) To develop individual capability and a change in attitude.
- 7) To reward good work performance
- 8) Please add your own comments.

2 Did you allocate any assignments and/or missions to the participant before his/her participating in JICA training?

1 Not at all	2 Not specifically	3 Somew hat	4 Considerably	5 Assigned specifically
-----------------	-----------------------	----------------	-------------------	----------------------------

3 Impact of JICA training

1 How were the purposes in "2.1" above effected by the utilization of the training outcome?

1 Strongly disagree	2 Somew hat disagree	3 Neither agree nor disagree	4 Somew hat agree	5 Strongly agree
------------------------	-------------------------	---------------------------------	----------------------	---------------------

- 1) Policy and planning were improved.
- 2) Allocation of funds was easily secured.
- 3) Organizational structure was improved.
- 4) Facilities and equipment were improved.
- 5) The technology and methods employed in operation were developed.
- 6) The participant's capacity and attitude were improved.
- 7) Performance of the participant's department improved.

1-5. Questionnaire B (Superior)

3 Change of the participant's attitude after participating in the training

1) How has the participants' attitude changed as a result of participation in the training?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

- a. He/She plans his/her work better.
- b. He/She has a stronger sense of responsibility for his/her work.
- c. He/She has become more conscious of working with his/her colleagues in a collaborative manner.
- d. He/She works harder to find solutions to problems before giving up.
- e. He/She is more motivated to undertake activities that contribute to his/her country's development.
- f. He/She considers his/her country's situation from a more international perspective.
- g. He/She is assigned more important work as compared with prior to training-participation.
- h. He/She is assigned to supervise subordinates.
- i. His/Her opinion is accepted/endorsed by his/her colleagues more often.

3.3 Transfer of the knowledge and skills acquired through the Training

Did the participant transfer the knowledge and skills acquired through the training to others and are they utilized?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

- 1) The participant transfers the knowledge and skills acquired through the training to others.
- 2) The knowledge and skills acquired through the training are utilized in the department the participant belongs to.
- 3) The knowledge and skills acquired through the training are utilized in the entire organization.

If the knowledge and skills acquired through the training are not utilized, what is the reason?

- 4) Support from the organization is insufficient.
- 5) Support from the department is insufficient.
- 6) The budget for implementation is insufficient.
- 7) Facilities or equipment are not appropriate.
- 8) The workplace environment is too different from that on which the training was premised.
- 9) Ability of parties to utilize the knowledge and skills is insufficient.
- 10) Workload of the participant is too heavy.

4 Position of participant.

1) How many rank(s), if any, was the participant promoted from the rank where he/she held prior to the training?

Please write the number of ranks for promotion in the box. If the participant is at the same rank, write "0".

- 0. Same 1. 1 2. 2 3. 3 4. 4 5. 5
- 6. 6 7. Other (Please specify:) . . .

For the following questions 2) and 3), please select the number from the scale below that best describes your opinion and write it in the box.

1	----	2	----	3	----	4	----	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

- 2) Participation in the training was one of the reasons for promotion.
- 3) The participant was promoted faster than other employees without the training in the equivalent position with similar career histories.

5 Your organization's satisfaction with the participant

To what degree was your organization satisfied by our training?

Please evaluate the Training on a scale of 0 to 10 and write the number in the box



- 1) Performance of the participant improved.
- 2) Performance of the department in which the participant is placed improved.
- 3) The overall performance of the organization improved through the utilization of the training results.
- 4) The training results had an impact inside and outside of the organization, leading to social changes.
- 5) Training as a whole

6 Total Benefit of the Training

We believe that you have acquired knowledge, skills, and personal benefits, such as more recognition in the workplace and increased salary, from the Training. We also think that you have contributed to your country by applying the knowledge and skills and/or transferring them to colleagues and others. Considering these benefits of the Training in total,

how do you evaluate the benefits of the JICA training in monetary terms?

Please select the answer that best describes the amount (US\$) your organization would be willing to pay for your subordinates to participate in the JICA training including airfare/accommodation .

Please write the number in the box.

- 1. less than \$5,000 2. \$5,000 3. \$10,000 4. \$15,000 5. \$20,000 6. \$25,000
- 7. \$30,000 8. \$35,000 9. \$40,000 10. Other (Please specify)

7 Wage

If you can, please write the average amount(US\$) of worker's wage of your company/oraganization.

US\$/year
 age

8 Please add any remarks such as changes brought by participating in our training.

Thank you very much for your time and cooperation.

JICA Questionnaire Survey 2012: Evaluation of training in Japan

When the scale is shown as part of question, please select the number from the scale shown that best describes your opinion with respect to each of the statements. Please follow the instructions carefully for each question and answer as many questions as possible.

***必須**

1.1 To what degree were the following factors in your decision to participate in JICA training (Training)?

1 ---- 2 ---- 3 ---- 4 ---- 5
 Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

1.1.1 I was interested in the contents of the Training.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

1.1.2 I required new knowledge and skills in performing my job.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

1.1.3 I participated in the Training because the Training had a specific relationship a project implemented in my country by JICA.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

1.1.4 I participated in the Training because the Training had a specific relationship to a project implemented in my country by another donor or international organization.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

1.1.5 I was interested in coming to Japan.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

1.2 Prior to your participation in the Training, did you have concrete assignments and/or missions from your organization that were implemented after returning to your country?

1.2.1 I had clear assignments and/or missions from my organization.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

1.2.2 I did not have any assignment and/or mission from my organization, but I was conscious of assignment and/or mission of my own.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

2.1 How would you evaluate the process for the implementation of Training?

2.1.1 The application and selection process was simple.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.2 The pre-departure support was strong.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.3 The follow-up support was strong.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.4 The contents of the Training matched my needs.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.5 The contents of the Training matched my country's needs.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.6 The contents of the Training covered new knowledge and skills.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.7 The contents of the Training were practical.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.8 The contents of the Training were difficult to master.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.9 The training method used by lecturers was effective.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.10 The instructors and/or trainers confirmed that we understood the training contents.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.11 The training curriculum was appropriately designed.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.12 The training period was too long.

1-6. Questionnaire (Website)

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.1.13 The training period was too short.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2.2 Was the level of knowledge and skills that you acquired from the Training high or low as compared with the following points in time?

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

2.2.1 Compared with the knowledge and skills required for my work immediately after Training.

	1	2	3	4	5	
Lower	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Higher

2.2.2 Compared with the knowledge and skills required for my work at present.

	1	2	3	4	5	
Lower	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Higher

2.3 To what degree were you satisfied with the Training?

0 --- 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 --- 8 --- 9 --- 10 point

Poor Weak Satisfactory Good Excellent

If an item is not relevant to the Training in which you participated, please skip it.

2.3.1 General orientation on culture of Japan

	0	1	2	3	4	5	6	7	8	9	10	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.3.2 Social welfare

	0	1	2	3	4	5	6	7	8	9	10	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.3.3 Lectures

	0	1	2	3	4	5	6	7	8	9	10	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.3.4 Workshops

	0	1	2	3	4	5	6	7	8	9	10	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.3.5 Practical training and/or field visits

	0	1	2	3	4	5	6	7	8	9	10	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2.3.6 Facilitation

1-6. Questionnaire (Website)

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.3.7 Discussions among participants

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.3.8 TRAINING as a WHOLE

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.4 Recommendation of the JICA Training Programs to others

1 ---- 2 ---- 3 ---- 4 ---- 5
 Not at all lightly Somewhat Considerably Greatly
 recommend recommend recommend recommend

2.4 Would you recommend participation in the JICA Training Programs to your colleagues or subordinates?

1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Greatly recommend

3.1 How has your attitude changed as a result of participation in the Training and how have people's assessments of you within the organization changed?

3.1.1 I plan my work better.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.1.2 I have a stronger sense of responsibility for my work.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.1.3 I have become more conscious of working with my colleagues in a collaborative manner.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.1.4 I work harder to find solutions to problems before giving up.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.1.5 I am more motivated to undertake activities that contribute to my country's development.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.1.6 I consider my country's situation from a more international perspective.

1	2	3	4	5
---	---	---	---	---

1-6. Questionnaire (Website)

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.1.7 I am assigned more important work.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.1.8 I am assigned to supervise more subordinates.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.1.9 My opinion is accepted/endorsed by my colleagues more often.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.2 Change in your position/work in the workplace

3.2.1 How many rank(s), did your position in your workplace become higher compared with the time of Training-participation? Please select the answer the best describes your rise. If you are at the same rank, select

"0".

3.2.2 To what degree (as a percentage) do you believe that your participation in the Training contributed to the change in your position in the workplace? Please answer in terms of a percentage, where 0% means "not at all"

and 100% means "completely". Please write the number (%) in the box.

3.2.3 Did your work change after participating in the Training?

1 2 3 4 5

Did not change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally changed
----------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------

3.2.3a. If there was any change, does the new work involve the application of knowledge and skills acquired

1 2 3 4 5

Does not involve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally involve
------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------

3.3 Knowledge and skills acquired through the Training

For question 3.3.1 and 3.3.2, please answer in terms of a percentage, where 0% means "not at all" and 100% means "completely".

3.3.1 How much of the Training contents did you acquire as a whole? Please write the number (%) in the box.

3.3.2 How much of the knowledge and skills acquired through the Training are you currently utilizing in your

work? Please write the number (%) in the box.

3.3.3 In which areas do you think the knowledge and skills acquired through the Training contributed to your organization or country ?

3.3.3a. establishment or improvement of policies and systems by national or local government

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.3.3b. establishment of new structures or a new system in my organization

1 2 3 4 5

1-6. Questionnaire (Website)

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.3.3c. establishment or improvement of methods and techniques used in my work

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.3.3d. project formulation in my organization

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.3.3e. development or improvement of action plans in my organization

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.3.3f. Support from my organization is insufficient.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.3.3g. The workplace environment is too different from that on which the training was premised..

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.3.3h My work load is too heavy.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

3.4 Transfer of the knowledge and skills acquired through the Training.

We believe that the participants engage in various activities, such as lectures, seminars and etc., in order to transfer the knowledge and skills acquired through the Training. Please answer the following questions about your activities and write the appropriate numbers in the box. A rough estimate is sufficient.

3.4.1a. How many times so far have you organized lectures, seminars, or workshops in total since you finished

your training? Please write the total number.

3.4.1b. In each time of the above activities, to how many persons did you transfer the knowledge and skills?

Please write the number of persons per lecture/seminar/workshop.

3.4.2 a. How many times so far have you transferred the knowledge and skills through on-the-job training (OJT) since you finished your training? Please write the total number. Please write the total number.

3.4.2 b. In each time of the above activities, to how many persons did you transfer the knowledge and skills?

Please write the number of persons per OJT.

3.5 Action plan and new project

3.5.1 Did you make an action plan during the training?

1 2 3 4 5

I did not make an action plan at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I made a sufficient action plan.
---------------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------------------------

3.5.2 How did you implement your action plan after returning to your country?

1-6. Questionnaire (Website)

3.5.2a. I implemented the training of trainers.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.5.2b. I shared the contents of the training in my organization.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.5.2c. I shared the contents of the training with others outside of my organization.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.5.2d. I proposed my action plan to my superior.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.6 Have you proposed projects (including an action plan) to your organization based on the knowledge and skills acquired through the Training? If not, please write the number "0" in the box.

3.6.1 How many projects have you proposed? Please write the number in the box.

3.6.2 How many projects that you proposed have been implemented? Please write the number in the box.

4 Total Benefit of the Training

We believe that you have acquired knowledge, skills, and personal benefits, such as more recognition in the workplace and increased salary, from the Training. We also think that you have contributed to your country knowledge by applying the and skills and/or transferring them to colleagues and others.

4 Considering these benefits of the Training in total, how do you evaluate the benefits of the Training in monetary terms? Please select the answer that best describes the amount (US\$) you would be willing to pay for participation in another JICA training including airfare/accommodation. Please select the number.

- 1. less than \$5,000
- 2. \$5,000
- 3. \$10,000
- 4. \$15,000
- 5. \$20,000
- 6. \$25,000
- 7. \$30,000
- 8. \$35,000
- 9. \$40,000

5 How do you compare your experience of participation in JICA training with other training programs sponsored by other donor/international organizations that you have participated in ?

5.1 My learning experience from JICA training was more important than from other training programs.

	1	2	3	4	5	
--	---	---	---	---	---	--

1-6. Questionnaire (Website)

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

5.2 The impact of JICA training-participation has been more sustainable than the impact of other training programs.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

6.1 How did the following help you understand the culture of Japan?

6.1.1 General orientation helped me understand culture of Japan.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

6.1.2 Interaction with the implementing organization and training managers helped me understand culture of Japan.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

6.1.3 Cultural events and social welfare programs provided by the Center helped me understand culture of Japan.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

6.1.4 Self-study using books and CD-ROMs helped me understand culture of Japan.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

6.2 Have you changed your perception of Japan since the training?

6.2.1 My trust in Japan and the Japanese people has increased.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

6.2.2 My interest in working with Japanese people has increased.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

6.2.3 I have gained a deeper understanding of Japanese society and culture.

1 2 3 4 5

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------

7.1 Do you maintain contact with Japanese people whom you met during the training?

1 --- 2 --- 3 --- 4 --- 5
Not at all Occasionally Sometimes Frequently All the time

7.1.1 I maintain contact mainly to exchange personal updates.

1 2 3 4 5

1-6. Questionnaire (Website)

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.1.2 I maintain contact mainly to exchange or gather new information on Japan.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.1.3 I maintain contact mainly to seek advice about my work.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.1.4 I maintain contact mainly to develop joint projects.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.2 Since the training, do you have any connection with JICA?

7.2.1 I work as a counterpart for projects or JICA experts.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.2.2 I work as a volunteer counterpart.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.2.3 I consult or contact the JICA office about projects.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.2.4 I participate in an alumni network for JICA former-trainees.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

7.2.5 I participate in events or training organized by JICA.

1 2 3 4 5

Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time
------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

8 Follow-up Support

8 What do you expect from JICA after returning to your country as follow-up support for your activities in order to ensure sustainability of learning? Please choose the three items you think are the most important from your perspective among the options provided, rank them in order of importance and click on the corresponding number. Please be careful not to rank the same option twice.

	1st	2nd	3rd
1. Support for organizing lectures and training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Support for training materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1-6. Questionnaire (Website)

	1st	2nd	3rd
3. Dispatch of Japanese technical specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Dispatch of Japanese volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Support of implementation of projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Provision of equipment and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 We would like to publicize the inspiring experiences of former-participants as good examples of our programs, including through JICA's official website.

9 Are you interested in publicizing your experience?

	1	2	3	4	5	
I am not interested at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am greatly interested.

10 Your Personal Information

10.1 E-mail address for future communication

10.2*Country

10.3 Name: Last name, Middle name, Given name*

10.4 Age: 1) at time of participation 2) at present*

10.5 Gender: Male=0 Female=1

10.6 Title of training program

10.7 The start and finish dates (month & year) of the training program you participated in. 1) start (month, year)

f2)inish (month, year)

10.8 Name of company/organization*

10.9 Job title: 1)at time of participation, 2) at present

10.10 Highest level of education completed*

- 1. Doctoral program or equivalent
- 2. Master's program or equivalent
- 3. Undergraduate program of university/college or equivalent

Thank you very much for your time and cooperation!

Please click the [送信] button, when you send the response. *=essential item

0	<input type="text"/>	送信
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2. Summary Analysis Data

2-1. Questionnaire A

JICA Questionnaire Survey 2012: Evaluation of JICA Training Program (Participants)

When the scale is shown as part of question, please select the number from the scale shown that best describes your opinion with respect to each of the statements and write it in the appropriate box. Please follow the instructions carefully for each question and answer as many questions as possible.

1 Preparation for JICA training

1.1 To what degree were the following factors in your decision to participate in JICA training (Training)?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

1) I was interested in the contents of the Training.

2) I required new knowledge and skills in performing my job.

3) I participated in the Training because the Training had a specific relationship a project implemented in my country by JICA.

4) I participated in the Training because the Training had a specific relationship to a project implemented in my country by another donor or international organization.

5) I was interested in coming to Japan.

評価点	1	2	3	4	5	N
回答数	2	0	1	24	121	148
	2	0	6	33	105	146
	24	12	40	29	41	146
	32	19	37	28	29	145
	6	7	15	24	95	147

1.2 Prior to your participation in the Training, did you have concrete assignments and/or missions from your organization that were implemented after returning to your country?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

1) I had clear assignments and/or missions from my organization.

2) I did not have any assignment and/or mission from my organization, but I was conscious of assignment and/or mission of my own.

14	13	30	47	43	147
26	12	17	35	51	141

2 Evaluation of Training

2.1 How would you evaluate the process for the implementation of Training?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

1) The application and selection process was simple.

2) The pre-departure support was strong.

3) The follow-up support was strong.

4) The contents of the Training matched my needs.

5) The contents of the Training matched my country's needs.

6) The contents of the Training covered new knowledge and skills.

7) The contents of the Training were practical.

8) The contents of the Training were difficult to master.

9) The training method used by lecturers was effective.

10) The instructors and/or trainers confirmed that we understood the training contents.

11) The training curriculum was appropriately designed.

12) The training period was too long.

13) The training period was too short.

9	4	23	42	68	146
2	2	18	30	96	148
8	6	24	38	72	148
1	1	6	48	90	146
1	1	12	48	84	146
3	1	8	38	98	148
2	1	10	48	87	148
57	34	24	25	7	147
1	1	10	52	84	148
1	3	14	56	73	147
1	0	11	54	81	147
72	40	16	11	7	146
38	14	28	35	31	146

2.2 Level of the Training

Was the level of knowledge and skills that you acquired from the Training high or low as compared with the following points in time?

1	----	2	----	3	----	4	----	5
Lower		Somew hat low er		About the same		Somew hat higher		Higher

1) Compared with the knowledge and skills required for my work immediately after Training.

2) Compared with the knowledge and skills required for my work at present.

0	1	28	76	42	147
0	5	32	71	40	148

2.3 Overall evaluation

To what degree were you satisfied with the Training?

a Please write the number "999" in the appropriate box, if an item is not relevant to the Training in which you participated.

2-1. Questionnaire A

0	---	1	---	2	---	3	---	4	---	5	---	6	---	7	---	8	---	9	---	10 point
		Poor		Weak				Satisfactory				Good				Excellent				

1) General orientation on culture of Japan

評価点	0	1	2	3	4	5	6	7	8	9	10	N
	0	0	1	2	0	9	4	20	28	30	49	143

2) Social welfare

	0	0	0	0	2	10	6	16	21	32	50	137
--	---	---	---	---	---	----	---	----	----	----	----	-----

3) Lectures

	0	1	0	0	2	4	5	19	34	46	34	145
--	---	---	---	---	---	---	---	----	----	----	----	-----

4) Workshops

	0	0	0	1	2	7	5	16	30	47	34	142
--	---	---	---	---	---	---	---	----	----	----	----	-----

5) Practical training and/or field visits

	0	1	0	0	3	3	7	10	13	44	64	145
--	---	---	---	---	---	---	---	----	----	----	----	-----

6) Facilitation

	0	0	0	0	1	5	5	10	19	44	62	146
--	---	---	---	---	---	---	---	----	----	----	----	-----

7) Discussions among participants

	0	0	0	0	4	0	7	25	33	32	44	145
--	---	---	---	---	---	---	---	----	----	----	----	-----

8) Training as a whole

	0	0	0	0	1	3	5	11	24	54	47	145
--	---	---	---	---	---	---	---	----	----	----	----	-----

2.4 Would you recommend participation in the JICA Training Programs to your colleagues or subordinates?

1	---	2	---	3	---	4	---	5				
Not at all	Slightly recommend		Somewhat recommend		Considerably recommend		Greatly recommend					
	0	3	3	17	128	148						

3 Impact of the Training

3.1 Change of attitude after participating in Training

How has your attitude changed as a result of participation in the Training and how have people's assessments of you within the organization changed?

1	---	2	---	3	---	4	---	5				
Strongly disagree	Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree					

1) I plan my work better.	1	3	11	50	86	148					
2) I have a stronger sense of responsibility for my work.	2	1	13	39	93	148					
3) I have become more conscious of working with my colleagues in a collaborative manner.	2	3	11	45	87	148					
4) I work harder to find solutions to problems before giving up.	3	4	15	51	75	148					
5) I am more motivated to undertake activities that contribute to my country's development.	1	0	14	45	88	148					
6) I consider my country's situation from a more international perspective.	1	2	18	39	87	147					
7) I am assigned more important work.	6	6	24	51	59	146					
8) I am assigned to supervise more subordinates.	18	7	41	40	42	148					
9) My opinion is accepted/endorsed by my colleagues more often.	2	6	21	65	54	148					

3.2 Change in your position/work in the workplace

1) How many rank(s), did your position in your workplace become higher compared with the time of Training-participation? Please select the answer the best describes your rise and write the number in the box. If you are at the same rank, write "0".

0. Same 1. 1 2. 2 3. 3 4. 4 5. 5
6. 6 7. Other (Please specify:)

0	1	2	3	4	5	6	7	N
64	40	14	13	4	9	3	2	149

2) To what degree (as a percentage) do you believe that your participation in the Training contributed to the change in your position in the workplace? Please answer in terms of a percentage, where 0% means "not at all" and 100% means "completely". Please write the number (%) in the box.

平均	SD	N
39.1	30.5	131

3) Did your work change after participating in the Training?

1	---	2	---	3	---	4	---	5				
Not at all	Slightly		Somewhat		Considerably		Totally					
	30	9	43	43	22	147						

a. If there was any change, does the new work involve the application of knowledge and skills acquired through the Training?

9	7	27	52	38	133
---	---	----	----	----	-----

1	---	2	---	3	---	4	---	5				
Not at all	Slightly		Somewhat		Considerably		Totally					

2-1. Questionnaire A

3.3 Knowledge and skills acquired through the Training

For question 1) and 2), please answer in terms of a *percentage*, where 0% means "not at all" and 100% means "completely". Please write the number (%) in the box.

- 1) How much of the Training contents did you acquire as a whole?
- 2) How much of the knowledge and skills acquired through the Training are you currently utilizing in your work?
- 3) In which areas do you think the knowledge and skills acquired through the Training contributed to your organization or country ?

平均	SD	N
80.8	17.6	146
65.2	25.2	146

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

- a. establishment or improvement of policies and systems by national or local government

13	6	38	59	28	144
17	16	39	47	27	146

- b. establishment of new structures or a new system in my organization

- c. establishment or improvement of methods and techniques used in my work

4	8	19	64	52	147
5	9	34	57	41	146
3	6	26	67	45	147

- d. project formulation in my organization

- e. development or improvement of action plans in my organization

If the knowledge and skills acquired through the Training are not utilized in your work, what is the reason?

- f. Support from my organization is insufficient.

16	26	37	32	20	131
----	----	----	----	----	-----

- g. The workplace environment is too different from that on which the training was premised.

7	21	37	35	32	132
19	21	43	27	21	131

- h. My work load is too heavy.

3.4 Transfer of the knowledge and skills acquired through the Training.

We believe that the participants engage in various activities, such as lectures, seminars and etc., in order to transfer the knowledge and skills acquired through the Training. Please answer the following questions about your activities and write the appropriate numbers in the box. A rough estimate is sufficient.

- 1) a. How many times so far have you organized lectures, seminars, or workshops in total since you finished your training? Please write the total number.

平均	SD	N
9.8	17.0	135

- b. In each time of the above activities, to how many persons did you transfer the knowledge and skills?

Please write the number of persons per lecture/seminar/workshop.

38.5	70.7	127
------	------	-----

- 2) a. How many times so far have you transferred the knowledge and skills through on-the-job training (OJT) since you finished your training? Please write the total number.

7.1	11.4	134
-----	------	-----

- b. In each time of the above activities, to how many persons did you transfer the knowledge and skills?

Please write the number of persons per OJT.

22.7	44.3	126
------	------	-----

3.5 Action plan and new project

- 1) Did you make an action plan during the training?

1	2	3	4	5
Not at all.	Slightly insufficient	Somew hat sufficient	Substantially sufficient	Sufficient

6	2	16	38	84	146
---	---	----	----	----	-----

- 2) How did you implement your action plan after returning to your country?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

- a. I implemented the training of trainers.

20	17	38	38	28	141
----	----	----	----	----	-----

- b. I shared the contents of the training in my organization.

2	4	14	45	78	143
---	---	----	----	----	-----

- c. I shared the contents of the training with others outside of my organization.

19	17	24	35	50	145
----	----	----	----	----	-----

- d. I proposed my action plan to my superior.

5	6	14	41	77	143
---	---	----	----	----	-----

3.6 Have you proposed projects (including an action plan) to your organization based on the knowledge and skills acquired through the Training? If not, please write the number in the box.

- 1) How many projects have you proposed? Please write the number in the box.

平均	SD	N
2.18	2.73	145

- 2) How many projects that you proposed have been implemented? Please write the number in the box.

1.61	2.27	121
------	------	-----

2-1. Questionnaire A

4 Total Benefit of the Training

We believe that you have acquired knowledge, skills, and personal benefits, such as more recognition in the workplace and increased salary, from the Training. We also think that you have contributed to your country knowledge by applying the and skills and/or transferring them to colleagues and others.

Considering these benefits of the Training in total, how do you evaluate the benefits of the Training in monetary terms?

Please select the answer that best describes the amount (US\$) you would be willing to pay for participation in another JICA training including airfare/accommodation. Please select the number.

1. less than \$5,000 2. \$5,000 3. \$10,000 4. \$15,000 5. \$20,000 6. \$25,000
7. \$30,000 8. \$35,000 9. \$40,000 10. Other (Please specify)

平均	SD	N
4.41	2.77	127

5 Comparison of training programs

How do you compare your experience of participation in JICA training with other training programs sponsored by other donor/international organizations that you have participated in ?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

5.1 My learning experience from JICA training was more important than from other training programs.

3	4	24	44	64	139
---	---	----	----	----	-----

5.2 The impact of JICA training-participation has been more sustainable than the impact of other training programs.

5	4	23	46	61	139
---	---	----	----	----	-----

6 Friendship

6.1 How did the following help you understand the culture of Japan?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

1) General orientation helped me understand culture of Japan.

1	2	14	44	86	147
---	---	----	----	----	-----

2) Interaction with the implementing organization and training managers helped me understand culture of Japan.

0	1	14	40	90	145
---	---	----	----	----	-----

3) Cultural events and social welfare programs provided by the Center helped me understand culture of Japan.

0	2	12	39	94	147
---	---	----	----	----	-----

4) Self-study using books and CD-ROMs helped me understand culture of Japan.

5	13	30	55	42	145
---	----	----	----	----	-----

6.2 Have you changed your perception of Japan since the training?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

1) My trust in Japan and the Japanese people has increased.

1	2	4	20	118	145
---	---	---	----	-----	-----

2) My interest in working with Japanese people has increased.

2	2	6	20	117	147
---	---	---	----	-----	-----

3) I have gained a deeper understanding of Japanese society and culture.

2	1	5	39	98	145
---	---	---	----	----	-----

7 Contact with Japanese people

7.1 Do you maintain contact with Japanese people whom you met during the training?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

1) I maintain contact mainly to exchange personal updates.

14	27	40	37	27	145
----	----	----	----	----	-----

2) I maintain contact mainly to exchange or gather new information on Japan.

16	30	42	34	24	146
----	----	----	----	----	-----

3) I maintain contact mainly to seek advice about my work.

36	31	43	21	15	146
----	----	----	----	----	-----

4) I maintain contact mainly to develop joint projects.

57	26	29	22	11	145
----	----	----	----	----	-----

7.2 Since the training, do you have any connection with JICA?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

1) I work as a counterpart for projects or JICA experts.

92	16	22	7	9	146
----	----	----	---	---	-----

2) I work as a volunteer counterpart.

109	13	10	9	4	145
-----	----	----	---	---	-----

3) I consult or contact the JICA office about projects.

82	27	19	8	7	143
----	----	----	---	---	-----

4) I participate in an alumni network for JICA former-trainees.

54	16	24	21	30	145
----	----	----	----	----	-----

5) I participate in events or training organized by JICA.

64	15	19	23	25	146
----	----	----	----	----	-----

2-1. Questionnaire A

8 Follow-up Support

What do you expect from JICA after returning to your country as follow-up support for your activities in order to ensure sustainability of learning?

Please choose the three items you think are the most important from your perspective among the options provided, rank them in order of importance and write the number (click on the corresponding number). Please be careful not to rank the same option twice.

- 1) Support for organizing lectures and training sessions
- 2) Support for training materials
- 3) Dispatch of Japanese technical specialists
- 4) Dispatch of Japanese volunteers
- 5) Support of implementation of projects
- 6) Provision of equipment and materials

	1st	2nd	3rd
	18	9	22
	8	19	13
	17	15	17
	5	2	12
	36	28	14
	15	23	19
N	99	96	97

9 We would like to publicize the inspiring experiences of former-participants as good examples of our programs, including through JICA's official website.

Are you interested in publicizing your experience?

1	2	3	4	5			
Not at all	Slightly	Somewhat	Considerably	Greatly			
					13	10	27
							33
							60
							143

10 Your Personal Information

1) E-mail address for future communication			
2) Country			
3) Name	Last name(Surname)	Middle name	First (Given) name
4) Age at time of participation			
5) Gender (Male=0 Female=1)			
6) Title of training program			
7) The start and finish dates (month & year) of the training program you participated in.	start	~	finish
8) Name of Company/Organization			
9) Job title	at time of participation		
	at present		
10) Highest level of education completed		
Please select the appropriate number and write it in the box.	1. Doctoral program or equivalent		
	2. Master's program or equivalent		
	3. Undergraduate program of university/college or equivalent		
	4. Other (Please specify: _____)		

Thank you very much for your cooperation.

2-2. Questionnaire B (Participants)

JICA Questionnaire Survey 2012: Evaluation of JICA Training Program (Participants)

You will be instructed to respond to most of the questions in the form of a 5-point scale. When the scale is shown as part of question, please select the number (from 1-5) from the scale shown that best describes your opinion with respect to each of the statements and write it in the appropriate box.

Please follow the instructions carefully for each question and answer as many questions as possible.

1 Preparation for JICA training

1.1 To what degree were the following factors in your decision to participate in JICA training (Training)?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) I was interested in the contents of the Training.
- 2) I required new knowledge and skills in performing my job.
- 3) I participated in the Training because the Training had a specific relationship a project implemented in my country by JICA.
- 4) I participated in the Training because the Training had a specific relationship to a project implemented in my country by another donor or international organization.
- 5) I was interested in coming to Japan.

1.2 Prior to your participation in the Training, did you have concrete assignments and/or missions from your organization that were implemented after returning to your country?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) I had clear assignments and/or missions from my organization.
- 2) I did not have any assignment and/or mission from my organization, but I was conscious of assignment and/or mission of my own.

2 Evaluation of Training

2.1 How would you evaluate the process for the implementation of Training?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) The application and selection process was simple.
- 2) The pre-departure support was strong.
- 3) The follow-up support was strong.
- 4) The contents of the Training matched my needs.
- 5) The contents of the Training matched my country's needs.
- 6) The contents of the Training covered new knowledge and skills.
- 7) The contents of the Training were practical.
- 8) The contents of the Training were difficult to master.
- 9) The training method used by lecturers was effective.
- 10) The instructors and/or trainers confirmed that we understood the training contents.
- 11) The training curriculum was appropriately designed.
- 12) The training period was too long.
- 13) The training period was too short.

2.2 Level of the Training

Was the level of knowledge/skills that you acquired from the Training high or low as compared with the following points in time?

1	----	2	----	3	----	4	----	5
Low er		Somew hat low er		About the same		Somew hat higher		Higher

- 1) Compared with the knowledge and skills required for my work immediately after Training.
- 2) Compared with the knowledge and skills required for my work at present.

2.3 Overall evaluation

To what degree were you satisfied with the Training?

Please write the number "999" in the appropriate box, if an item is not relevant to the Training in which you participated.

0	---	1	---	2	---	3	---	4	---	5	---	6	---	7	---	8	---	9	---	10 point
		Poor				Weak				Satisfactory				Good				Excellent		

2-2. Questionnaire B (Participants)

- 1) General orientation on culture of Japan
- 2) Social welfare
- 3) Lectures
- 4) Workshops
- 5) Practical training and/or field visits
- 6) Facilitation
- 7) Discussions among participants
- 8) Training as a whole

2.4 Would you recommend participation in the JICA Training Programs to your colleagues or subordinates?

1	----	2	----	3	----	4	----	5	
Not at all		Slightly recommend		Somewhat recommend		Considerably recommend		Greatly recommend	

3 Impact of the Training

3.1 Change of attitude after participating in Training

1) How has your attitude changed as a result of participation in the Training and how have people's assessments of you within the organization changed?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

		1	2	3	4	5	N
a. I plan my work better.	評価点	0	0	4	38	24	66
b. I have a stronger sense of responsibility for my work.	回答数	0	0	5	29	32	66
c. I have become more conscious of working with my colleagues in a collaborative manner.		0	0	6	28	32	66
d. I work harder to find solutions to problems before giving up		0	0	12	24	29	65
e. I am more motivated to undertake activities that contribute to my country's development.		0	0	14	25	27	66
f. I consider my country's situation from a more international perspective.		0	0	14	22	29	65
g. I am assigned more important work.		1	5	14	33	12	65
h. I am assigned to supervise more subordinates.		11	4	24	15	11	65
i. My opinion is accepted/endorsed by my colleagues more often.		0	3	14	30	18	65

3.2 Change in your position/work in the workplace

1) How many rank(s), did your position in your workplace become higher compared with the time of Training-participation? Please select the answer that best describes your rise and write the number in the box. If you are at the same rank, write "0".

0. Same 1. 1 2. 2 3. 3 4. 4 5. 5
 6. 6 7. Other (Please specify:)

2) To what degree (as a percentage) do you believe that your participation in the Training contributed to the change in your position in the workplace? Please write the number(%) in the box. (%)

3) Did your work change after participating in the Training?

1	----	2	----	3	----	4	----	5
Not at all		Slightly		Somewhat		Considerably		Totally

a. If there was any change, does the new work involve the application of knowledge and skills acquired through the Training?

3.3 Increase in annual income

1) If your annual income at the time of training-participation is set at 1, how much is your annual income at present? Please select the answer that best describes your income and write the number in the box.

1. 1.0 2. 1.5 3. 2.0 4. 2.5 5. 3.0 6. 3.5
 7. Other (Please specify:)

2) To what degree (as a percentage) do you believe that your participation in the training contributed to any rise in income? Please write the number(%) in the box. (%)

3.4 Knowledge and skills acquired through the Training

For question 1) and 2), please answer in terms of a *percentage*, where 0% means "not at all" and 100% means "completely".

2-2. Questionnaire B (Participants)

1) How much of the Training contents did you acquire as a whole? (%)

	平均	SD	N
ベトナム	68.42	17.72	19
フィリピン	81.31	15.06	16
シンガポール	80.65	23.41	31
計	77.29	20.60	66

2) How much of the knowledge and skills acquired through the Training are you currently utilizing in your work? (%)

3) In which areas do you think the knowledge and skills you acquired through the Training contributed to your organization or country ?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

- a. establishment or improvement of policies and systems by national or local government
 - b. establishment or improvement of system in my organization
 - c. establishment or improvement of methods and techniques used in my work
 - d. project formulation in my organization
 - e. development or improvement of action plans in my organization
- If the knowledge and skills acquired through the Training are not utilized in your work, what is the reason?*
- f. Support from my organization is insufficient.
 - g. The workplace environment is too different from that on which the training was premised.
 - h. My work load is too heavy.

3.5 Transfer of the knowledge and skills acquired through the Training.

We believe that the participants engage in various activities in order to transfer the knowledge and skills acquired through the Training.

Please read the following questions about your activities and write the appropriate numbers in each of the columns in the table below. *A rough estimate is sufficient.*

- 1) a. How many times so far have you organized lectures, seminars, or workshops in total since you finished your training? Please write the total number.
 - a'. How many hours on average did you give lectures /seminars/workshops listed above?
 - b. How many times so far have you transferred the knowledge and skills through on-the-job training (OJT) since you finished your training? Please write the total number.
 - b'. How many hours on average did you give an on-the job training?
- 2) In each instance of the above activities, to how many persons (recipients) did you transfer the knowledge and skills acquired through the Training?
- 3) What percentage of the contents of your activities included the knowledge and skills acquired through the Training?
- 4) What percentage of the knowledge and skills you used in your activities did the recipients acquire?

Activity	(1) Times	Hour/ time	(2) Number of recipients / time	(3) % included in content of your activities	(4) % knowledge and skills recipients acquired
a. Lectures / seminars / workshops	times		people	%	
b. On-the-job training	times		people	%	

	講演等の回数			時間/1回			人数/1回		
	平均	SD	N	平均	SD	N	平均	SD	N
ベトナム	17.36	17.53	11	1.29	0.49	7	34.25	67.14	8
フィリピン	7.25	4.56	8	2.67	2.73	6	39.50	34.95	6
シンガポール	5.82	11.90	17	2.58	2.69	6	30.67	14.46	12
計	9.67	13.56	36	2.13	2.15	19	33.81	40.14	26

	講演中しめる割合			講演対象者の習得率		
	平均	SD	N	平均	SD	N
ベトナム	45.00	31.62	8	41.25	31.71	8
フィリピン	52.14	35.10	7	59.29	19.24	7
シンガポール	57.08	31.94	12	62.73	28.84	11
計	52.22	31.81	27	55.19	28.20	26

2-2. Questionnaire B (Participants)

OJTの回数	時間/1回			人数/1回					
	平均	SD	N	平均	SD	N	平均	SD	N
ベトナム	18.33	19.32	12	1.25	0.83	8	13.00	14.33	10
フィリピン	3.80	4.15	5	6.40	9.91	5	5.75	1.50	4
シンガポール	4.50	6.19	16	4.38	3.25	8	25.00	19.24	11
計	9.42	13.97	33	3.67	5.29	21	17.12	16.99	25

OJT中占める割合	対象者の習得率					
	平均	SD	N	平均	SD	N
ベトナム	40.00	31.96	8	44.38	32.23	8
フィリピン	68.00	35.64	5	63.00	22.25	5
シンガポール	56.25	26.72	12	61.50	25.50	10
計	53.40	30.74	25	55.87	27.58	23

3.6 Action plan

1) Did you make an action plan during the training?

1	----	2	----	3	----	4	----	5
Not at all.		Slightly insufficient		Somewhat sufficient		Substantially sufficient		Sufficient

2) How did you implement your action plan after returning to your country?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

a. I implemented the training of trainers.

b. I shared the contents of the training in my organization.

c. I shared the contents of the training with others outside of my organization.

d. I proposed my action plan to my superior.

3.7 Have you proposed projects (including an **action plan**) to your organization based on the knowledge and skills acquired through the Training? If not, please skip the following questions.

1) How many projects have you proposed? Please write the number in the box.

2) How many projects that you proposed have been approved? Please write the number in the box.

3) Please write the answers regarding the approved projects for each question in the table .

- a. The contents of the projects
- b. The period of project implementation: Start and finish dates of implemented projects
- c. The scale of projects: If possible, please write the amount of the budget/expense involved in the implementation of the projects.
- d. The number that best describes the result of the project.

1	----	2	----	3	----	4	----	5	6
Not at all successful		Not really successful		Somewhat successful		Considerably successful		Highly successful		Not yet clear

	a. Project contents	b. Period		c. Amount of expense (US\$)	d. Result
		start	finish		
1					
2					
3					

4 Total Benefit of the Training

We believe that you have acquired knowledge, skills, and personal benefits, such as more recognition in the workplace and increased salary, from the Training. We also think that you have contributed to your country by applying the knowledge and skills and/or transferring them to colleagues and others. Considering these benefits of the Training in total, **how do you evaluate the benefits of the Training in monetary terms?**

Please select the answer that best describes the amount (US\$) you would be willing to pay for participation in another JICA training including airfare/accommodation. Please write the number in the box.

1. less than \$5,000 2. \$5,000 3. \$10,000 4. \$15,000 5. \$20,000 6. \$25,000
 7. \$30,000 8. \$35,000 9. \$40,000 10. Other (Please specify _____)

	平均	SD	N
ベトナム	2.33	1.11	15
フィリピン	3.64	3.14	11
シンガポール	4.47	2.17	19
計	3.56	2.33	45

2-2. Questionnaire B (Participants)

5 Comparison of training programs

How do you compare your experience of participation in JICA training with other training programs sponsored by other donor/international organizations that you have participated in ?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) My learning experience from JICA training was more important than from other training programs. []
- 2) The impact of JICA training participation has been more sustainable than the impact of other training programs. []

6 Friendship

6.1 How did the following help you understand the culture of Japan?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) General orientation helped me understand culture of Japan. []
- 2) Interaction with the implementing organization and training managers helped me understand culture of Japan. []
- 3) Cultural events and social welfare programs provided by the Center helped me understand culture of Japan. []
- 4) Self-study using books and CD-ROMs helped me understand culture of Japan. []

6.2 Have you changed your perception of Japan since the training?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somew hat disagree		Neither agree nor disagree		Somew hat agree		Strongly agree

- 1) My trust in Japan and the Japanese people has increased. []
- 2) My interest in working with Japanese people has increased. []
- 3) I have gained a deeper understanding of Japanese society and culture. []
- 4) I have a developed negative image of Japan or the Japanese people. []

7 Contact with Japanese people

7.1 Do you maintain contact with Japanese people whom you met during the training?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		All the time

- 1) I maintain contact mainly to exchange personal updates. []
- 2) I maintain contact mainly to exchange or gather new information on Japan. []
- 3) I maintain contact mainly to seek advice about my work. []
- 4) I maintain contact mainly to develop joint projects. []

7.2 Since the training, do you have any connection with JICA?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		All the time

- 1) I work as a counterpart for projects or JICA experts. []
- 2) I work as a volunteer counterpart. []
- 3) I consult or contact the JICA office about projects. []
- 4) I participate in an alumni network for JICA former-trainees. []
- 5) I participate in events or training organized by JICA. []

8 Follow-up Support

What do you expect from JICA after returning to your country as follow-up support for your activities in order to ensure sustainability of learning?

Please choose the three items you think are the most important from your perspective among the options provided, rank them in order of importance and write the number in the appropriate box (click on the corresponding number).

Please be careful not to rank the same option twice.

- 1) Support for organizing lectures and training sessions 1st []
- 2) Support for training materials 2nd []
- 3) Dispatch of Japanese technical specialists 3rd []
- 4) Dispatch of Japanese volunteers
- 5) Support of implementation of projects
- 6) Provision of equipment and materials

2-2. Questionnaire B (Participants)

9 We would like to publicize the inspiring experiences of former-participants as good examples of our programs, including through JICA's official website.

Are you interested in publicizing your experience?

1	----	2	----	3	----	4	----	5	
Not at all		Slightly		Somewhat		Considerably		Greatly	. . .

10. Your Personal Information

1)	E-mail address for future communication			
2)	Country			
3)	Name	Last name(Surname)	Middle name	First (Given) name
4)	Age	at time of participation		
5)	Gender (Male=0 Female=1)			
6)	Title of training program			
7)	The start and finish dates of the training program you participated in		year	month
8)	Name of Company/Organization			
9)	Job title	at time of participation		
		at present		
10)	Highest level of education completed			
			
	Please select the appropriate number and write it in the box.			
	1. Doctoral program or equivalent			
	2. Master's program or equivalent			
	3. Undergraduate program of university/college or equivalent			
	4. Other (Please specify: _____)			

Thank you very much for your cooperation.

2-3. Questionnaire B (Superior)

JICA Questionnaire Survey 2012:Evaluation of JICA Training Program (Superior)

Title of the program:	
The start and finish dates of the training program you participated in	year month ~ year month
Name of dispatching organization:	
Name of participant:	
Person completing the questionnaire:	
Current job title of person completing questionnaire:	

You will be instructed to respond to most of the questions in the form of a 5-point scale.

When the scale is shown as part of the question, please select the number (from 1-5) from the scale shown that best describes your opinion for each of the statements and write it in the appropriate box.

Please follow the instructions carefully for each question and answer as many questions as possible.

1 Participant as object of this survey

1.1 Is the participant still in your department?

No	Yes
4	28

1) He/She is still in my department at present.

2 Purpose of dispatching participant

2.1 What was the purpose of dispatching the participant?

	1 Strongly disagree	2 Somewhat disagree	3 Neither agree nor disagree	4 Somewhat agree	5 Strongly agree	
	1	2	3	4	5	N
1) To improve policy and planning.	1	1	4	11	14	31
2) To secure allocation of funds.	10	8	9	4	0	31
3) To improve organizational structure.	4	1	5	16	5	31
4) To improve facilities and equipment	6	4	6	9	7	32
5) To improve the technology and methods employed in operations.	4	0	5	8	15	32
6) To develop individual capability and a change in attitude.	0	0	0	4	27	31
7) To reward good work performance	7	3	6	9	6	31
8) Please add your own comments.						

2.2 Did you allocate any assignments and/or missions to the participant before his/her participating in JICA training?

1 Not at all	2 Not specifically	3 Somewhat	4 Considerably	5 Assigned specifically	
9	1	3	14	4	31

3 Impact of JICA training

3.1 How were the purposes in "2.1" above effected by the utilization of the training outcome?

	1 Strongly disagree	2 Somewhat disagree	3 Neither agree nor disagree	4 Somewhat agree	5 Strongly agree	
1) Policy and planning were improved.	0	1	9	13	8	31
2) Allocation of funds was easily secured.	8	6	8	7	1	30
3) Organizational structure was improved.	4	1	10	14	2	31
4) Facilities and equipment were improved.	5	4	12	10	1	32
5) The technology and methods employed in operation were developed.	0	1	11	18	3	33
6) The participant's capacity and attitude were improved.	0	0	4	8	21	33

2-3. Questionnaire B (Superior)

7) Performance of the participant's department improved.

0	0	6	12	15	33
---	---	---	----	----	----

3.2 Change of the participant's attitude after participating in the training

1) How has the participants' attitude changed as a result of participation in the training?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

a. He/She plans his/her work better.

0	0	3	16	14	33
---	---	---	----	----	----

b. He/She has a stronger sense of responsibility for his/her work.

0	0	1	13	18	32
---	---	---	----	----	----

c. He/She has become more conscious of working with his/her colleagues in a collaborative manner.

0	0	3	14	16	33
---	---	---	----	----	----

d. He/She works harder to find solutions to problems before giving up.

0	0	4	12	17	33
---	---	---	----	----	----

e. He/She is more motivated to undertake activities that contribute to his/her country's development.

1	0	4	16	12	33
---	---	---	----	----	----

f. He/She considers his/her country's situation from a more international perspective.

1	0	4	16	12	33
---	---	---	----	----	----

g. He/She is assigned more important work as compared with prior to training-participation.

2	1	5	13	11	32
---	---	---	----	----	----

h. He/She is assigned to supervise subordinates.

1	4	11	7	10	33
---	---	----	---	----	----

i. His/Her opinion is accepted/endorsed by his/her colleagues more often.

0	0	8	12	12	32
---	---	---	----	----	----

3.3 Transfer of the knowledge and skills acquired through the Training

Did the participant transfer the knowledge and skills acquired through the training to others and are they utilized?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

1) The participant transfers the knowledge and skills acquired through the training to others.

0	2	6	17	8	33
---	---	---	----	---	----

2) The knowledge and skills acquired through the training are utilized in the department the participant belongs to.

0	1	3	14	15	33
---	---	---	----	----	----

3) The knowledge and skills acquired through the training are utilized in the entire organization.

0	2	4	16	11	33
---	---	---	----	----	----

If the knowledge and skills acquired through the training are not utilized, what is the reason?

4) Support from the organization is insufficient.

3	7	10	5	1	26
---	---	----	---	---	----

5) Support from the department is insufficient.

4	8	11	2	1	26
---	---	----	---	---	----

6) The budget for implementation is insufficient.

3	7	8	7	1	26
---	---	---	---	---	----

7) Facilities or equipment are not appropriate.

4	5	8	7	2	26
---	---	---	---	---	----

8) The workplace environment is too different from that on which the training was premised.

4	6	7	8	1	26
---	---	---	---	---	----

9) Ability of parties to utilize the knowledge and skills is insufficient.

4	5	6	10	1	26
---	---	---	----	---	----

10) Workload of the participant is too heavy.

5	5	9	2	0	21
---	---	---	---	---	----

2-3. Questionnaire B (Superior)

4 Position of participant.

1) How many rank(s), if any, was the participant promoted from the rank where he/she held prior to the training?

Please write the number of ranks for promotion in the box. If the participant is at the same rank, write "0".

0. Same 1. 1 2. 2 3. 3 4. 4 5. 5
 6. 6 7. Other (Please specify: _____)

評価点	0	1	2	3	4	5	6	7	N
	20	6	1	2	0	3	0	1	33

For the following questions 2) and 3), please select the number from the scale below that best describes your opinion and write it in the box.

1 Strongly disagree	2 Somewhat disagree	3 Neither agree nor disagree	4 Somewhat agree	5 Strongly agree
---------------------------	---------------------------	------------------------------------	------------------------	------------------------

2) Participation in the training was one of the reasons for promotion.

6	5	9	5	4	29
---	---	---	---	---	----

3) The participant was promoted faster than other employees without the training in the equivalent position with similar career histories.

5	6	14	3	1	29
---	---	----	---	---	----

5 Your organization's satisfaction with the participant

To what degree was your organization satisfied by our training?

Please evaluate the Training on a scale of 0 to 10 and write the number in the box

0	1	2	3	4	5	6	7	8	9	10	point	
Poor		Weak		Satisfactory		Good		Excellent				
評価点	0	1	2	3	4	5	6	7	8	9	10	N

1) Performance of the participant improved.

0	0	0	0	2	0	0	12	10	9	0	33
---	---	---	---	---	---	---	----	----	---	---	----

2) Performance of the department in which the participant is placed improved.

0	0	0	0	2	1	4	13	8	5	0	33
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3) The overall performance of the organization improved through the utilization of the training results.

0	0	0	0	2	2	1	14	8	5	1	33
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4) The training results had an impact inside and outside of the organization, leading to social changes.

0	0	0	2	0	7	3	2	13	6	0	33
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5) Training as a whole

0	0	0	0	2	2	1	6	11	9	2	33
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6 Total Benefit of the Training

We believe that you have acquired knowledge, skills, and personal benefits, such as more recognition in the workplace and increased salary, from the Training. We also think that you have contributed to your country by applying the knowledge and skills and/or transferring them to colleagues and others. Considering these benefits of the Training in total, **how do you evaluate the benefits of the JICA training in monetary terms?**

Please select the answer that best describes the amount (US\$) your organization would be willing to pay for your subordinate to participate in the JICA training including airfare/accommodation.

Please write the number in the box.

1. less than \$5,000 2. \$5,000 3. \$10,000 4. \$15,000 5. \$20,000 6. \$25,000
 7. \$30,000 8. \$35,000 9. \$40,000 10. Other (Please specify)

平均	SD	N
4.56	3.29	18

7 Please add any remarks such as changes brought by participating in our training.

Thank you very much for your time and cooperation.