Fiscal Year 2013
Ex-Post Evaluation Survey
of
JICA Training and Dialogue Programs &
Training Program for Young Leaders

Report of Survey

March 2014

Japan International Cooperation Agency (JICA)
Japan International Cooperation Center (JICE)
International Development Center of Japan (IDCJ)

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14-004

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Foreword

I. Background and Objectives of the Survey

This report summarizes the results of *Fiscal Year 2013 Ex-Post Evaluation Survey of JICA Training and Dialogue Programs & Training Program for Young Leaders,* conducted under the commission of Japan International Cooperation Agency (JICA).

Background

JICA's training program is a form of technical cooperation; the program provides training sites in Japan to encourage developing countries to solve diverse issues. As the first Japanese Official Development Assistance (ODA) program started in 1954, the program has developed with support from all levels of Japanese society and has accepted more than 300,000[1] training participants.

JICA's training program consists of three components: Country Focused Training and Dialogue which is offered based on specific requests from each developing country; Thematic Training and Dialogue Programs ("the Thematic Programs"), in which Japan proposes a training plan and contents to a developing country and offers training when a request is submitted; and Training Program for Young Leaders ("the Young Leader Programs"), which place a focus on developing the next generation's young leaders. The target programs for this report are the Thematic Programs and the Young Leader Programs.

The Thematic Programs are planned, designed and proposed by Japan in correspondence to issues that developing countries need to solve. The Thematic Programs is implemented as one of the oldest forms of technical cooperation to contribute to training the middle-level human resources in developing countries. Recently, project environments have changed drastically and projects have been fundamentally reviewed, which resulted in adopting measures for improvement. Within the Thematic Programs, there are two types of training: Group Training Program that encompasses issues in a wide range of fields, and regions are not specified; and Region Focused Training and Dialogue that specifies regions. In FY2012, 337 projects were implemented and 3,196 people participated in the group training, while 181 projects were carried out and 1,686 people participated in the region-focused training.[2] Training projects with such a scale and practical contents are not widely implemented internationally, making them one of the characteristics of Japan's technical cooperation.

Additionally, JICA Youth Invitation Program ("the Youth Invitation Program"), which is a predecessor of the Young Leader Programs, was introduced in 1984 so that young people in developing countries who were responsible for creating the future of their countries could deepen their knowledge through the trainings in fields such as education and healthcare as well as reinforcing mutual understanding through interactions with Japanese young people in the same field. By FY2006, 31,428 participants came to Japan. Starting in FY2007, the project content was revised and had a refreshing start as the training programs for young leaders focusing on learning the technical knowledge and skills necessary to solve development issues of the case countries. In FY2012, 66 projects were implemented and 1,027 people participated in the Young Leader Programs.

[1] 2012 Calmative achievement

[2] http://www.jica.go.jp/activities/schemes/tr_japan/summary/jisseki.html

Objectives

The ex-post evaluation of the Thematic Programs has been conducted since FY2010, after a trial survey in FY2009, for the purpose of understanding the training outcomes in a quantitative and qualitative manner as well as giving feedback to the programs for training system improvement. This year marks the fourth year of the evaluation and two types of surveys were conducted: 1) overseas field surveys that targeted specific countries and themes; 2) a questionnaire survey that targeted ex-participants who have been back in their countries for three years after completing their training programs. This year's survey was planned to study the Thematic Programs including ①Enhancing Legal System (Law and Administration of Justice), ②Enhancing Administrative Functions (Statistics), and ③ Global Seismological Observation in the Philippines, Papua New Guinea and Thailand.

Also, since it has been 30 years since the Young Leader Programs (Including the Youth Invitation Program) started, this survey aims to confirm the expected development of medium/long-term effects of the programs.

Based on the history of the Thematic Programs and the Young Leader Programs and the change of surrounding environments, the survey was conducted for the following objectives:

① To obtain lessons with regards to system improvement and new project formations of the training programs.
② To summarize the past training achievements and utilize the results for PR materials.

II. Survey Policy

In the overseas field surveys, the current status of each country was examined first in light of each country's social economic plans and JICA's aid policies for case fields. Then, in addition to the past survey contents, the survey followed in principle five items of the DAC evaluation (relevance, effectiveness, efficiency, impacts and sustainability) for verification.

In the questionnaire survey, a quantitative analysis was conducted for the Thematic Programs and the Young Leader Programs offered to countries across the world in FY2010. The survey emphasized the consistency of the field survey grids and the questionnaire so that qualitative and quantitative evaluations can be compared.

Since the themes are the same for the countries where we conducted the field survey, it is possible to see the similarities and differences according to these countries. We attempted to see difference in expectations from returning participants due to the transition from the Youth Invitation Program to the Young Leaders Programs, and significant differences between the two different training forms of the Thematic Programs and the Young Leader Programs.

The Minister of Foreign Affairs' "FY2013 Priority Policy for International Cooperation"[3] puts emphasis on aids through ODA that are unique to Japan to be expanded. The examples include: human resource development, advancement of legal system, specification and standard development through technology transfer, project implementation that leads to the enhancement of resource and energy development in developing countries, and technological cooperation for fostering human resources based on the principles of human security. According to the

[3] http://www.mofa.go.jp/policy/oda/oda_policy/pdfs/priority_policy_13.pdf

"National Security Strategy" that was endorsed by the Cabinet on December 17, 2013,[4] "Japan will invite a broad range of personnel from developing countries, including eminent students and administrative officials who are expected to become future leaders. Japan will make use of such opportunities to learn from their knowledge and experience, as well as providing them with opportunities to be familiarized with Japanese systems, technologies and expertise. Japan will further promote human resource development in order to enhance mutual understanding with Japan, and ensure that these personnel can contribute to sustainable economic and social development in their home countries. Japan will engage in efforts to maintain and develop such human networks to expand and reinforce the foundations of cooperation." This survey was conducted in order to assess the development of the program effects in consideration to the national policy.

III. Implementation System of the Survey

The survey consisted of the following team members.

Person in charge	Task	Organization
Masako Kishimoto	Manager	Japan International Cooperation Center (JICE)
Hiroshi Yoshimura	Training effects analysis 1 (Overseas field survey in Thailand)	International Development Center of Japan (IDCJ)
Yumiko Takeda	Training effects analysis 2 (Overseas field survey in the Philippines)	CDC International Corporation (CDC)
Keiichi Takaki	Training effects analysis 3 (Overseas field survey in Papua New Guinea)	International Development Center of Japan (IDCJ)
Reiko Kikuta	Questionnaire survey	Japan International Cooperation Center (JICE)

[4] http://www.cas.go.jp/jp/siryou/131217anzenhoshou/nss-e.pdf

Chapter 1 Executive Summary

1.1 Summary of Survey Results

1.1.1 Survey Objectives

This survey aims to conduct an ex-post evaluation related to the Thematic Programs and the Young Leader Programs (including the Youth Invitation Program) by conducting "overseas field surveys" and "questionnaire surveys" in order to contribute to the following items:

① To obtain lessons with regards to system improvement and new project formations of the training programs.
② To summarize the training achievements so far and utilize the results for PR materials.

1.1.2 Survey Targets

Targets of this Survey are as follows:

(1) Case countries of the overseas field surveys and training themes (or training courses)

The case countries of the overseas field surveys and training themes (or training courses) are listed below. The field survey in Thailand was cancelled due to security issues.[5]

Overseas field survey case countries: The Philippines, Papua New Guinea (hereafter, PNG), Thailand (cancelled)

Overseas field survey courses (Courses offered from FY1990 to FY2012):

① **Enhancing Legal System (Law and Administration of Justice)**
Philippines: 36 courses (95 participants)
PNG: 18 training courses (19 participants)
② **Enhancing Administrative Function (Statistics)**
Philippines: 24 training courses (34 participants)
PNG: 7 training courses (10 participants)
③ **Global Seismological Observation (including CTBT[6])**
Philippines: 5 participants
PNG: 3 participants
④ **The Young Leader Programs (including the Youth Invitation Program)**
Philippines: 2,910 participants
PNG: 617 participants

(2) Case countries of the questionnaire survey

The number of subjects in the questionnaire survey is listed below. The subjects are those participated in the Thematic Programs and the Young Leader Programs in FY2010 and ex-participants of the Youth Invitation Program between FY2000 and FY2006, whose email

[5] In Thailand, anti-government demonstrations occurred at the end of last year (2013) and government tension became serious, which resulted in imposing an emergency declaration in Bangkok this year (2014), on January 21. As a result of reporting and consulting with JICA regarding conducting of surveys in Thailand, where confusion and tension continues, that safety was not sufficiently ensured and the implementation of surveys was difficult since the institutions responsible for them became dysfunctional. It was determined that the surveys in Thailand would be suspended on February 6.
[6] CTBT（Comprehensive Nuclear-Test-Ban Treaty）

addresses were available.

① Ex-participants of the Thematic Programs: 691 participants
② Ex-participants of the Young Leader Programs (including Youth Invitation Program) : 1,786 participants

1.1.3 Survey Method

In the overseas field surveys, questionnaires were sent in advance to ex-participants, their superiors in the parent organizations and other donors. Interviews were held on site while the questionnaire survey was conducted via email. (questionnaire included Excel version and Web version.)

Since the theme for field surveys is the same, we used a unified survey grid based on the DAC five evaluation items. In the questionnaire surveys, we not only promoted a common ground for the content, but also arranged different questions according to the main purposes of the Thematic Programs and the Young Leader Programs (including the Youth Invitation Program). Also, questions were arranged in reference with questionnaires of FY2011 and FY2012 so that the inter-annual comparison could be conducted.

Furthermore, we put more emphasis on consistency of the field survey grid and questionnaires in order to compare both the qualitative and quantitative evaluations.

1.2 Survey Results

The following tables show the number of interviewees for the field surveys and the number of effective responses of the questionnaire survey.

Table 1-1 Number of Interviewees for the Field Surveys

Training Course / Surveyed country	Target Year (FY)	Enhancing Legal System (Law and Administration of Justice)	Enhancing Administrative Functions (Statistics)	Global Seismological Observation (including CTBT)	The Young Leader Programs (including the Youth Invitation Program)	Others (including other donors)
		No. of interviews	No. of interviews	No. of interviews	No. of interviews	No. of interviews
Philippines	1990-2012	12	13	3	4	6
PNG	1990-2012	10	2	3	3	2
Thailand	1990-2012	Surveys are canceled due to the worsening of local public order				

Table 1-2 The Number of Effective Responses of the Questionnaire Survey

Survey subject / Training course	Subject year	No. of preserved email addresses	No. of effective email address*	No. of effective collections	Effective collection rate (No. of effective collections/ No. of effective email addresses)
The Thematic Programs	2010	691	537	191 (Excel 135, Web 56)	35.60%
The Young Leader Programs	2010	552	392	76 (Excel; 48. Web 28)	19.40%
The Youth Invitation Program	2000-2006	1,234	503	50 (Excel only)	11.10%

Note：*The number of email addresses that were not found on the system at the time of the survey is excluded.

1.2.1 Main Positive Impacts of the Training Programs

Through the field surveys (Philippines, PNG), we were able to implement interviews with a number of ex-participants and some of the superiors of the parent organizations and confirm the positive impacts of the Thematic Programs and the Young Leader Programs (including the Youth Invitation Program). Main positive impacts are shown in Table 1-3.

Table 1-3 Main Positive Impacts of the Training Programs

Capacity development at individual level	Impacts on organizational changes	Impacts on policies and institutions	Other impacts
• Improvement of professional knowledge and skills • Awareness of importance of international cooperation • Contribution to career formation	• Contribution to the improvement of an organization's abilities • Contribution to the establishment of a new division • Establishment and utilization of an in-house human resource bank • Appropriate contribution to the installation and operation of necessary equipments	• Preliminary surveys and drafting a bill for the preparation of a legal system • Formulation of a new system	• Improvement of awareness toward issues • Enhancement of motivation toward an assignment • Awareness of the importance of time management • Improvement of the understanding of Japanese society and culture / improvement of pro-Japan feelings • Motivation for studying in Japan

In the overseas field surveys, the following positive impacts were specifically confirmed for each theme:

Enhancing Legal System (Law and Administration of Justice)

- The Volunteer Probation Officers Guidelines was revised based on the training content. (Philippines)
- Ex-participants of JICA training programs were identified at the National Police and a "human resource bank" was founded to create effective utilization.（Philippines）
- An administrator who received training in "Terrorism and International Finance" drafted a portion of a bill in charge. (PNG)
- An ex-participant who received training in international investigation collaboration is involved in an investigation regarding corrupt case of a congressional representative.（PNG）

Enhancing Administrative Function (Statistics)

- Individual abilities such as learning new statistical/ analytic technology and utilization of data base were improved. (Philippines)

- Ex-participants are able to utilize the know-how they learned during their long-term training and started receiving requests for providing training programs for the UN; they also plan and operate trainings for Myanmar, Cambodia, Laos, etc. (Philippines)
- An ex-participant conducted a census for all the national private companies for the first time in the country.（PNG）

Global Seismological Observation (including CTBT)

- Ex-participants were able to understand deeply about the necessity of international cooperation and collaboration system building. (Philippines)
- Improvement in the accuracy of seismic observation/ tsunami forecast has been attempted in PNG, which suffers from earthquakes and Tsunami.（PNG）
- As a signatory country of CTBT, we have a duty of monitoring nuclear experiments; our seismic observer participated in the training, acquired necessary skills.（PNG）

The Young Leader Programs (including the Youth Invitation Program)

- The program has a 30-year history since it began. The program has produced many senior officials such as congressional representatives, ministers, governors, mayors, central bank executives, and UN organization representatives. (Philippines)
- Response such as home stay while staying in Japan was extremely good. [I] started to think highly of Japanese people. (Philippines, PNG）
- It was impressive that the operation of the training, especially the whole program, was conducted on time. An ex-participant became more aware of the importance of time management. (PNG)

1.2.2 Factors Facilitating or Constraining Positive Impacts

Based on the overseas field surveys and the questionnaire survey, the initial motivations of ex-participants to join the training, acquisition status of training contents and the utilization status of training experiences after returning to home countries were studied to analyze influencing factors in regard to the development of training outcomes. Factors facilitating or constraining positive impacts are shown in Table 1-4.

Table 1-4 Factors Facilitating or Constraining Positive Impacts
(From the Overseas Field Surveys and the Questionnaire Survey)

	Individual Factors	Organizational Factors	Factors of Training Contents
Facilitating factors	• Level of positions in parent organizations • Level of objectives and awareness of issues (motivations) • Level of English communication skills	• Appropriateness of screening processes for selecting training participants • Clear training policies by parent organizations • Cumulative training effects in parent organizations achieved by continuous participation • Support from	• Curriculum that matches needs • High level of training • Training contents that focus on processes • Proficiency and instructional methods of training implementing organizations • Interaction with other training participants • Observation of the

	Individual Factors	Organizational Factors	Factors of Training Contents
		organizations (superiors)	latest's facilities and maintenance methods during field visits • Quality of contents, including cultural components
Constraining factors	• Lack of clear goals and objectives • Lack of English/Japanese communication skills	• Lack of budgets and funding for creating projects • Difficulty in implementing training experiences in an actual organizational environment • Lack of a follow-up system after returning to home countries	• Age limits for participating in a training program • Limited training periods • Restrictions on presentation contents due to limited time • Level of instructors and teaching materials

Facilitating factors for positive impacts

As facilitating factors, the following examples were confirmed in the overseas field surveys:

- The content of the Thematic Programs is consistent with the needs of the country and provides opportunities to steadily obtain practical experience and knowledge. (Philippines, PNG)
- Extremely clear policies for selecting training participants exist. Regarding the utilization of human resources of training participants after they return to their countries, the policies of the parent organizations are clear. (Philippines)
- Over time, training acceptance is conducted by the same institution[7] for the 3 courses. This continuity produces stable training course management, arrangement of appropriate and skillful instructors, and high quality training content and curriculum. (Philippines, PNG)
- Due to the JICA's Technical Cooperation Project, sincere and proper instruction increases the impact through the training. (Philippines)
- Regarding the content of the trainings, it was useful to share the experiences of the participants of other developing countries and have discussions as well as lectures. A lot of ex-training participants refer to the actual examples of other countries in their achievements after they return to their own countries. (PNG)

[7] Enhancing Legal System (Law and Administration of Justice) course by the United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders (UNAFEI); Administrative Function (Statistics) course by Statistical Institute for Asia and the Pacific (SIAP); Global Seismological Observation course by Building Research Institute.

- Cultural contents such as orientation on Japanese culture, field visits, home stay, etc. were useful. (Philippines, PNG, the questionnaire survey).

Constraining factors for positive impacts

Constraining factors of positive impacts were confirmed as follows:

- There is an age limit as a condition of participating in the trainings. Group training courses are organized for the young staff and high officials to participate. However, training courses targeting the middle-level personnel is limited in number. There is a concern that the middle-level management personnel may be left behind in parent organizations from the latest technology information. (Philippines).
- Dissemination of outcomes of the Young Leader Programs is not necessarily obligated. (Philippines)
- It was noted that “a work environment is different from a training environment” is the primary factor constraining the utilization of acquired knowledge and skills. (the questionnaire survey).

1.3 General Evaluation

From the overseas field surveys in the Philippines and PNG, we obtained high evaluation concerning the JICA Thematic Programs and the Young Leader Programs (including the Youth Invitation Program) from ex-participants and their parent organizations. The results confirmed the capacity development of individual participants and impacts onto parent organizations as well as policies/systems.

In addition, in the Philippines, which has a long history of project development for the Young Leader Programs (including the Youth Invitation Program), ex-participants have turned out a number of senior officials such as congressional representative, ministers, governors, mayors, central bank executives, and UN organization representatives. In PNG, it is confirmed that senior officials with JICA’s training experience were working at very important positions.

Based on the questionnaire surveys, we were able to confirm that the training was generally highly evaluated. From the ex-participants of the Thematic Programs and the Young Leader Programs (including the Youth Invitation Program), a high evaluation of 8.7 was obtained (1-10 scale evaluation). This high evaluation is consistent with the results of the field surveys.

Most of the ex-participants of the Thematic Programs and the Young Leader Programs (including the Youth Invitation Program) responded that, through the trainings, they were able to understand Japanese society/culture, started to have a friendly feeling toward Japanese people and became interested in revisiting Japan. Their comments included: “Please let me know if there is another training opportunity”; “do you have scholarship for studying in Japan?”; and “I lost contact with JICA, but I would like to be involved in JICA projects again.” These comments demonstrated the intention that the ex-participants are willing to maintain a relationship with Japan and contribute to both countries.

1.4 Lessons Learned/Insights

(1) Lessons learned for formulating and implementing training programs and technical cooperation projects in similar areas

- The training needs concerning the enhancing administrative function (statistics) is always changing along with the development of statistics software. In the future, based on technological progress, it can be advisable to compose trainings that enable training participants to establish technical and practical skills.
- In the area of enhancing legal systems (law and administration of justice), it will presumably take a while to realize more effective training achievements. The best outcome would be to provide medium/long term support through technical cooperation projects, etc. and follow-ups.
- In countries where there is no long history of training participation, no example was observed where the training projects were linked to other aid schemes. However, there is a possibility that ex-participants will become a useful resource in new project formulations in the future.

(2) Lessons learned for human resource development and capacity development in general

- It is important that the needs for training participants, organizations and countries correspond to training contents and that there is an environment in which the training outcomes can be utilized after training participants return to their countries.
- It is confirmed that setting up selection policies for parent organizations and the human resources utilization policies after they return will lead to selecting training participants who have a strong sense of purpose and can enhance positive impacts after the training.

(3) Lessons for the evaluation of The Thematic Programs, Young Leader Programs (including the Youth Invitation Program) and other training programs

- Concerning the Thematic Programs, the evaluation of action plans depends on the superiors/ parent organizations of training participants. Objective evaluation methods are not established.
- Concerning the Young Leader Programs, it is necessary that training participants first understand and are aware of the goals and objectives of the training. The content of the current Young Leader Programs includes some parts which seemed unsatisfactory to those who participated with the expectation that they would learn the latest Japanese technology. It is beneficial to ensure that the methods of the training evaluation be set up to correlate with goal setting.
- Concerning the evaluation of the trainings provided more than ten years ago, it has become difficult to clarify the specific details of the history of creating positive impacts as time progresses. Therefore, it is desirable that the evaluation of the training with regard to the development of ex-participants' achievements and status be monitored immediately after the training as well as periodically. It is also important to define where the evaluation baseline would be set.

(4) Lessons for improving JICA training programs (course design, teaching method, measuring effectiveness, etc.)

- No cases where sufficient training management is conducted such as orientations in the participants' parent countries, arrangement of training coordinators, and provision of cultural experience at a training center and opportunities of home stay were observed in any other program other than those from JICA. Cultural experience has been a facilitating factor that enhances outcomes of the training programs.
- Lectures in English do not create any language barriers and training contents are promptly acquired.

- It was confirmed that the implementation of the same training-implementing institutions over many years contributes to the accumulation of achievements in training course management such as the arrangement of lecturers, visits, and training support, as well acknowledge acquisition as an organization. Also, distributing training materials before training participants come to Japan provides a pre-learning opportunity and helps them deepen their learning of training contents. The daily instruction/practice to summarize "new awareness" leads to a review of training contents and serves to enhance absorption of the training content.
- It was confirmed that sharing experiences with other participants was as useful as lectures given by the instructors. It is desirable to make discussions and interactions among training participants active.

1.5 Recommendations

JICA's training programs in Japan (the Thematic Programs, the Young Leader Programs etc.), which have no equivalent in other countries, have maintained their quality and quantity for many years to bring successful results. Many of ex-participants play an active role as pro-Japan at their government cores. It is useful to reposition the training programs as an important tool to strengthen the connection between parent countries and Japan.

Many of ex-participants strongly desire to reinforce their relationship with Japan and contribute to the development of their countries. Also, in response to changes of international circumstances, Japan has set policies to position the country as a mutually equal partner of developing countries and to pursue stable prosperity and development for Japan, partner countries and surrounding regions. It is confirmed that training programs not only contribute to nurturing beneficial roles and creating a network between two countries, but also due to the creation of positive impacts, serve to improve capacity development of the countries involved.

Based on this year's survey results, the relationship between training participants and Japanese people who came in contact with them during the training is not necessarily maintained. Therefore, it is considered to be beneficial that the current status of ex-participants is understood through Alumni associations that include participants from Japan to enhance interaction. Furthermore, by identifying human resources who can become strategic key persons (influential people), providing next programs (training, studying abroad, projects, seminars, etc.), and sending lecturers and operation staff of training implementing institutions from Japan, training programs should be considered as an effective means to build strong connections and human relationships between the two countries.

Chapter 2 Field Surveys

Section 1 Field Surveys

2.1.1 Outline of the Field Surveys

2.1.1.1 Purpose of the Field Survey

We implemented the field surveys in the Philippines and Papua New Guinea with the purpose of identifying the impact of the training programs in the thematic areas of “Enhancing Legal System (Law and Administration of Justice)”, “Enhancing Administrative Function (Statistics)”, “Global Seismological Observation”, and the Young Leader Programs (including the Youth Invitation Program), identifying factors facilitating or constraining impacts, identifying lessons and making recommendations.

2.1.1.2 Subjects of the Field Surveys

For the field surveys, we interviewed ex-participants of the Thematic Programs and Young Leader Programs (including the Youth Invitation Program), their superiors and officials in donor agencies operating throughout training participants’ country.

2.1.1.3 Method of the Field Surveys

Interview questions for ex-participants were based on DAC evaluation criteria of relevance, effectiveness, efficiency, impact, and sustainability as elaborated in the below table.

Criteria	Evaluation Questions	
	Category	Description
Relevance	Consistency and priority of policies	● Consistency of goals of training programs with government policies of a recipient country ● Consistency with Japanese aid policies ● Consistency with JICA schemes
	Needs for training	● Consistency of training with needs of a target group
	Relevance of means	● Relevance of training to needs of the recipient country ● Appropriateness of selection process of training participants ● Comparison with training programs by other donors
	Change in the environment	● Change in the environment after a training program
Effectiveness	Achievement of training goals	● The degree of goal achievement ● Use of training output at training participant’s organization ● Comparison with training programs by other donors
	Causes	● Sufficiency of training contents for achieving training goals ● Any cause attributable to training participant’s organization
	Factors	● Facilitating and constraining factors in achieving goals
Efficiency	Learning of training contents	● Learning level of training contents
	Efficiency of inputs	● Level of efficiency of inputs
	Input-output relationship	● Level of sufficiency of input for output
	Factors	● Facilitating/constraining factors for producing output
Impact	Achievement of Impact	● Whether training impact has been achieved Impact

Criteria	Evaluation Questions	
	Category	Description
		● Use of training output in training participants 'countries ● Comparison with training by other donors
	Factors	● Factors attributable to individuals ● Factors attributable to organizations ● Factors attributable to environments
	Causes	● Distance between training goal and impact
	Other impact	● Other unintended impact/negative impact
Sustainability	Sustainability of goal and impact	● Continuous use of training output ● Continuous implementation of action plan
	Factors	● Facilitating/construing factors for sustainable use of training output

2.1.2 Summary of the Survey Results

2.1.2.1 The Philippines

(1) Impacts of the Thematic Programs, Young Leader Programs (including Youth Invitation Program)

We observed that the Thematic Programs had impacts on capacity development of individuals, organizations and communities through cascade methods.

Parole and probation officials of the Parole and Probation Administration (hereafter, "PPA") participated in the training programs in the thematic area of "Enhancing Legal System (Law and Administration of Justice)". Based on what they learned in the training program, they revised "Policy Guidelines for Volunteer Probation Aide Programmed". In Japan, the PPA officials were exposed to the latest prison systems and had interactions with VPO groups. This enabled them to figure out how to improve the parole and probation system in the Philippines for the future, and they implemented their action plan to increase the number of Volunteer Probation Aides and ensure their quality, and to develop new rehabilitation support programs.

The Philippine National Police (hereafter, "PNP") has established a "human resources bank" that has pooled their staff who participated in the training programs implemented by bilateral and muleteer donors including JICA so that they can be trainers for local governments and other organizations.

The impact of the thematic training in the area of "Enhancing Administrative Function (Statistics)" included capacity development of both individuals and organizations in the aspects of acquiring new skills for statistical analysis and database utilization. Some training participants of the Philippines National Statistical Coordination Board (hereafter, "NSCB") are good examples of TOT (Training of Trainers) in the post-training phase: the ex-participants became trainers for regional and local governments, and other agencies. The National Statistics Office (hereafter, "NSO") has sent 10% of its staff for JICA training courses and has accumulated outcomes of the training programs and now operates training programs for Myanmar, Cambodia, Laos, and other countries through the fund of International Organizations.

The ex-participants of the training program in the area of "Global Seismological Observation" have learned specialized techniques in distinguishing between natural earthquakes and nuclear testing, using censors, and analyzing data. They also learned about engagement by other countrise, and realized the importance of international cooperation.

Ex-participants of the Young Leader Programs (including the Youth Invitation Program) had interactions with Japanese people and experienced Japanese culture, and this changed their ideas about Japanese culture and society. For ex-participants in the early years in particular, the program provided them rare opportunities to visit Japan, and they relayed Japanese culture by sharing their impression and experiences in Japan with their family members and colleagues. Some ex-participants are now VIP such as members of parliament, ministers, regional directors, mayors, central bank executives and representatives of the United Nations organization. It possibly shows that the Young Leader Programs connected them to a broader international community, broadened their perspective, and contributed to their career paths.

(2) Facilitating and Constraining Factors of Impacts of the Thematic Programs, Young Leader Programs and Youth Invitation Program

Facilitating Factors

The facilitating factor for the impact is that the Philippines has a long history of sending training participants to the Thematic Programs, and has established systems to select training participants, disseminate training outcomes, and utilize ex-participants. They select training participants by strict assessment, and training participants are obliged to disseminate what they learned. This motivates them to have a clear sense of purpose, and increases the impact of the training programs. The fact that organizations actually use ex-participants effectively motivates training participants to learn well and disseminate the outcomes.

Another facilitating factor is that training themes and contents are consistent with needs of the country and organizations. The training contents of “Enhancing Legal System (Law and Administration of Justice)” and “Enhancing Administrative Function (Statistics)” are consistent with the needs of relevant organizations to actualize “Comprehensive Growth” described in the Philippine Development Plan 2011-2016”.

With regards to management of the training programs, the same implementing agencies (The United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders, the Statistical Institute for Asia and the Pacific, International Institute of Seismology and Earthquake Engineering, Building Research Institute) has continued to implement the training programs. This makes it possible for them to successfully implement the training program through various measures including providing high quality lectures by skilled lecturers, and providing training materials in advance for preview. Ex-participants appreciate supportive training program that includes newsletters, seasonal letters, and close networks among ex-participants, and this support system also maintains and enhances training outcomes. We also observed examples that skills acquired through the training programs are used by technical cooperation projects at JICA and other donors, and this generates a synergistic effect.

Ex-participants of the Young Leader Programs experienced Japanese culture and home stay, and these participatory contents contributed to generating impacts.

Constraining Factors

The training programs have age limitations and some mentioned that middle-level management should be included in the training programs. There are many training programs for senior management and junior staff, but few for middle-level management. There is a concern that they may be left out of the advanced skills and information in organizations.

We also noted that some cultural exchange groups of implementing agencies were not consistent with the training themes, and the training participants could not have the latest information they expected. They are not required to disseminate their training output, and this tends to limit their training output to individual levels.

(3) Comparison with Other Donors

Other donors only have limited opportunities for training programs, and they are usually targeted for officials of the central government. On the other hand, JICA provides training opportunities for diverse people, indicating measure of the superiority of JICA training programs.

(4) Other Impacts (Connections to Japan and Japanese People)

Many ex-participants mentioned that by participating in the training programs, they developed a "strong sense of affinity toward Japan and deeper understanding of Japanese society and culture". AtNSO, NSCB, and PHILVOCS, which have continuously sent training participants to training, ex-participants share information about Japanese society with new training participants. Even with shared information prior to arriving in Japan, they still learn abundantly through direct contact and experience, and some mentioned they were surprised that "every town was beautiful and clean in Japan" and "Japanese people are full of courtesy, orderliness, and friendliness."

(5) Lessons Learned/Insights

① Lessons learned for formulating and implementing training programs and technical cooperation projects in similar areas

- It is desirable to continuously update training contents for learning technical and administrative skills since statistical software and data analysis tools are rapidly advanced.
- Ex-participants of the area of Enhancing Legal System (Law and Administration of Justice) have to deal with "people" in their courses of duties, and it often requires more time for the training output to have impacts. Thus, it is desirable to have support in the medium to long term support by technical cooperation projects and other means.

② Lessons learned for human resource development and capacity development in general

- We observed that clear selection policy for the nominees makes it possible to select training participants with a high sense of purpose, and it leads to greater impact after the training program. We also observed that continuous dispatch of the training participants by the same organization has contributed to accumulating technique and knowledge, and makes possible the assignment of an appropriate person to an appropriate position at a higher level, which then leads to the capacity development of whole organizations.
- We observed that requiring ex-participants to disseminate training output leads to actually sharing them in their own organizations and disseminating them to other organizations and regions by TOT and other means.
- Organizations with many ex-participants and a deeper understanding of JICA programs seriously consider action plans and have less constraints in allocating a budget for implementing them.
- The Philippines has an Alumni Association of JICA ex-participants including VIP who pool human resources familiar to Japanese society and JICA projects. It may be a good idea for the Alumni Association to make recommendations that ex-participants who experience significant impact after the training program to participate in higher level training courses or long term training courses. This mechanism may effectively disseminate training outcomes, and have people who can share about Japanese society and culture.

③ Lessons learned for the evaluation of The Thematic Programs, Young Leader Programs (including the Youth Invitation Program) and other training programs

- For the Thematic Programs, there is no method of evaluating action plan and it depends on the ex-participant's superior's assessment of whether action plan was implemented or not. This study interviewed those who had training 20 years ago. After the training program, they generated impact, but it vanished with passage of the time, and was replaced with new technique.
- With regard to the Young Leader Programs, it is essential to make the training participants be aware of the goal and purpose. Some ex-participants of the recent youth training program were not satisfied since they did not learn latest Japanese technology that they expected.

④ Lessons learned for improving JICA Training Program (course design, teaching method, measuring effectiveness, etc.)

- Orientations in the training participant's country raise their sense of purpose of the training program and motivate them for obtaining concrete results. Many ex-participants actively engage with the intention of disseminating what they learn, and their action plans tend to be concrete and have great potential. Lectures in English facilitate learning since it does not present a language barrier.
- Some ex-participants mentioned that the management of JICA training programs was superior to that by other donors. They don't see other donors providing the same level of support staff and management to present opportunities for cultural experience at the training center and during home stays. The balance between lectures and cultural experiences was also good.
- The Young Leader Programs has a process different from the Thematic Programs and these training participants are not required to disseminate training results. Training participants often only make simple reports to their superiors.
- Training by the same implementing organizations for many years leads to good course management that makes it possible for them to assign skilled lecturers and select appropriate sites for visits, among other things. Organizations understand how to maintain an appropriate sense of distance from training participants and provide support, contributing to an increase in the level of satisfaction of training participants.

2.1.2.2 Papua New Guinea

(1) Impacts of the Thematic Programs, Young Leader Programs (including Youth Invitation Program)

Police officers, prosecutors and lawyers participated in training programs in the area of "Enhancing Legal System (Law and Administration of Justice)", and we observed the positive impact of those trainings in the performance of training participants' duties. For example, crimes in PNG were increasingly internationalized, and laws and investigation had to be updated to deal with crimes of an international nature. One ex-participant who participated in a training program on terrorism and international finance contributed to conducting preliminary research and drafting laws for confiscating assets acquired by illicit means such as embezzlement, and extraditing criminals to and from other countries. Another ex-participant learned international investigative methods by lectures and discussions with other participants who were incumbent police officers and prosecutors in their countries. This particular participant is now investigating corruption cases of politicians who acquired assets abroad through illicit means. Another ex-participant learned about supporting victims of crimes; PNG previously had no measures to support crime victims. After the training program, this participant became a member of a working group to formulate support mechanisms for crime victims, leading to the Health Commissioner's circular stipulating that hospital bills be waived for crime victims.

Government officials in charge of statistics participated in training programs in the area of "Enhancing Administrative Function (Statistics)", and they have used the skills they learned in the training and have made positive impacts in the courses of their duties. For example, PNG did not have adequate basic information of private firms. One ex-participant was an official of Investment Promotion Authority. After the training program, he designed and implemented the census of private firms; the first of its kind in the country. Another ex-participant was an official at the Department of Health and learned skills necessary for monitoring the achievement level of MDGs in the health area such as the infant mortality rate and maternal health. After the training program, he has been training officials of Provincial Government responsible for collecting data for monitoring MDGs achievement. This participant is also responsible for managing data sent monthly from provinces.

Seismologists at the Department of Mineral Policy and Geohazards Management participated in training programs in the thematic area of "Global Seismological Observation". PNG experiences earthquakes and tsunami, and thus needed to improve the accuracy of monitoring earthquakes and predicting tsunami. PNG is also a signatory of CTBT and has an obligation to monitor nuclear testing. In order to meet these needs, the ex-participants learned skills and have used them to install equipment and appropriately monitor earthquakes, predict tsunami and monitor nuclear testing.

Ex-participants of "the Youth Invitation Program" changed their perception about Japanese people. One ex-participant's farther was a porter for Japanese soldiers during the Second World War, and he was treated badly; this gave him a negative impression of Japanese people. During his visit in Japan, he experienced home stay and other contact with Japanese people, and this direct contact much improved his perception of Japanese people. Other ex-participants mentioned that they were impressed with the general operation of the Youth Invitation Program, especially its time management. One ex-participant was so impressed that he has modified his time management at his work.

The total number of ex-participants of JICA Thematic Training and Dialogue Programs was 32. Because some of ex-participants resigned from the organizations and others live too far away to be reached, 15 were ultimately interviewed. Although the interviews with 15 ex-participants demonstrated positive impacts of the training programs, it is difficult to conclude that the programs had positive impact in general.

(2) Facilitating and Constraining Factors of Impacts of the Thematic Programs, Young Leader Program and Youth Invitation Program

Facilitating Factors

One facilitating factor is the content of training appropriate for the needs of each country, organization and individual. Another facilitating factor is the organizational environment to generate positive impact. For example, after returning to PNG, one ex-participant proposed to his superior a census of private firms, and at first, it was not approved. As he designed the census in a concrete manner, and explained it, his proposal was appreciated and approved for implementation.

The design of the training program was also a facilitating factor. Many ex-participants mentioned that discussions with other participants from various developing countries were equally as useful as lectures, and training participants have applied other countries' shared experiences to their own situations. One ex-participant attended a training program in Australia. But it was not so useful since other participants were mostly Australians and did not learn much from discussion with them.

Constraining Factors

We did not observe any specific constraining factors.

(3) Comparison with Other Donors

We did not find training programs by other donors comparable to those by JICA in PNG.

(4) Other Impacts (Connections to Japan and Japanese People)

The training program motivated some participants to learn more and they attended schools after they returned. Two ex-participants entered and completed college programs. One is attending a post-graduate program and completing it soon.

As part of the training program, there were site visits, and this changed participants' awareness of professionalism and strengthened their motivation to work harder in their duties. One participant who participated in global seismological observation visited Hiroshima Peace Memorial Museum. He saw photographs of victims of the atomic bomb, and became more aware of the importance of monitoring nuclear testing. Another participant visited Kobe and observed the remains of Hanshin Awaji Earthquake Disaster, talked with victims of the earthquake, and became more aware of social significance in monitoring earthquakes.

(5) Lessons Learned/Insights

① Lessons learned for formulating and implementing training programs and technical cooperation projects in similar areas

- In PNG, there was no connection between the training program and other cooperation schemes. However, ex-participants can be useful resources for formulating new projects. They visited various sites in Japan and acquired some knowledge of Japanese institutions. Since they are incumbent officials, they may be able to identify potential application of systems in some Japanese institutions to their own countries. For example, one ex-participant mentioned that PNG has community police and Japanese Koban can be relevant and technical cooperation may assist them to improve community police.

② Lessons learned for human resource development and capacity development

- The survey confirmed that in order to formulate and implement effective human resource development programs, the training should be consistent with the needs of the individual, organization, and countries, and there should be an organizational environment for ex-participants to generate impacts.

③ Lessons learned for evaluating Thematic Training and Dialogue Programs and Young Leader Programs (Including the Youth Invitation Program) and other training program

- This survey identified some impacts of the training programs. However, between 10 and 20 years have passed since some programs, making it difficult to find details of situations where the training programs led to impact. Thus, there should be regular monitoring, for example, once a year, immediately following the training program.

④ Lessons learned for improving the contents of Thematic Training and Dialogue Programs and Young Leader Programs (Including the Youth Invitation Program)

- According to ex-participants, sharing experiences with other participants were equally as useful as lectures. Participants were incumbent professionals in their own countries, and shared experiences that have actually provided good examples that other participants have applied to their own situations in their country.

Section 2 Field Survey (the Philippines)

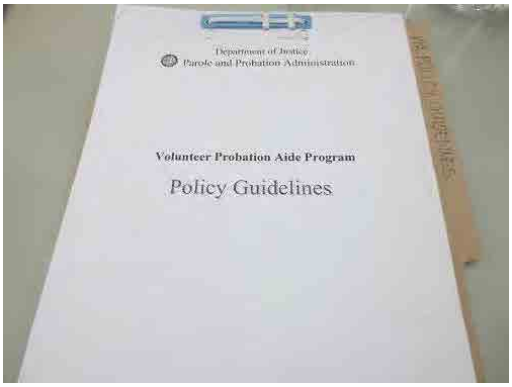
Location

Basic Information

Name of the Country	Republic of the Philippines
Constitution	Constitutional republic
Area	299,404km^2
Population	103,775,002 (as of year 2013)
Language	Filipino, Tagalog, English
Real GDP Growth rate	6.8% (2012)
Nominal GDP per capita	2,614 USD (2012)
Consumer price index	3.2 % (average in 2012)
Unemployment rate	7.0 % (2012)
Bilateral agreement	Reparation agreement, Economic partnership agreement, Bilateral tax agreement etc.
Japanese Aid (E/N Base)	1. Loan assistance : 22,903.79hundred-million JPN (lump sum by 2012) 2. Grant assistance : 2,619.83hundred-million JPN (lump sum by 2012) 3. Technical Cooperation : 2,037.71hundred-million JPN (lump sum by 2011)

Source: JETRO, Ministry of Foreign Affairs

Photographs

<table>
<tr><td> </td><td> </td></tr>
<tr><td>There are VIPs and heads of organizations who participated in the Young Leader Programs (JAAP).</td><td>By continuously sending participants to JICA training programs, we have accumulated technical skills and the institutional capability to manage training programs (NSO).</td></tr>
<tr><td> </td><td> </td></tr>
<tr><td>We disseminate training output to other regions and organizations through TOT. It may be worthwhile to study the evaluation method of training programs by AusAID (NSCB).</td><td>Training contents and lecturers were of high quality. I also became more autonomous and active (NSO).</td></tr>
<tr><td> </td><td> 
</td></tr>
<tr><td>Using what I observed at the site visit, I applied it to the Philippines and make good use of it in various activities (PPA).</td><td>Building on what we learned from Japanese methods, “VPA guidelines” was revised (PPA).</td></tr>
</table>

Participation in JICA Training Programs receives praise for providing momentum for certain activities, which is reported in a commemorative publication (PPA).	From examples in Japan, I learned methods of managing rehabilitation facilities (PPA).
I had interaction with Japanese VPOs, and we shared techno and emotional knowledge (PPA).	We involved government offices and citizens and opened a room for probation officers in the city hall (PPA).
Building on examples in Japan, we implement various rehabilitation programs in the Philippines (PPA).	The synergy between technical cooperation and training programs led to constructing international networks (PNP).

I organized records of training programs. I received the best performance award (PNP).	JICA technical cooperation and training programs enhances our specialties (PHILVOCS).
From the training program, I learned how to use the earthquake monitoring system, and introduced it to my organization (PHILVOCS).	I keep the certificates from the Young Leader Programs and letters from host families (Ministry of Agriculture).
The Young Leader Programs expanded my perspective and stimulated my curiosity (DAR).	International organizations prefer sharing information with ex-training participants (UNFPA)

Abbreviations

(Alphabetical order)

AusAID	The Australian Agency for International Development (until 2013)
BRI	Building Research Institute
CIDA	Foreign Affairs, Trade and Development Canada
DAR	Department of Agrarian Reform
JAAP	JICA Alumni Association of the Philippines
JOCV	Japan Overseas Cooperation Volunteers
NEDA	The National Economic and Development Authority
NSCB	Philippine National Statistical Coordination Board
NSO	National Statistics Office
OCHA	Office for the Coordination of Humanitarian Affairs
PHILVOCS	Philippine Institute of Volcanology and Seismology
PNP	Philippine National Police
PPA	The Parole and Probation Administration
SIAP	The Statistical Institute for Asia and the Pacific
SRTC	Statistical Research and Training Center
TESDA	The Technical Education and Skills Development Authority
TIC	JICA Tokyo International Centre
TOT	Training of Trainers
TPYL	Training Programs for Young Leaders
UNAFEI	The United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
VPA	Volunteer Probation Aide (in the Philippines)
VPO	Volunteer Probation Officers (in Japan)
WB	World Bank

2.2.1 JICA Programs in the Philippines

2.2.1.1 Aid Policies for the Philippines

The Philippines reached 2,614 dollars per capita GNI in 2012 (Source index JETRO). The Millennium Development Goals (MDGs) are expected to be attained except in the area of maternal and child health, and primary education. The country has potential to reach high economic growth and move into an upper-middle income country in the near future, mainly because it has a sufficient young population, and high English proficiency.

In the relationship with Japan, the Japan-Philippines Economic Partnership Agreement came into force in December 2008. In 2011, the Philippines developed a “strategic partnership” with Japan. 1,171 Japanese companies as of October 2011 were settled in the Philippines, and the country has become the primacy partner for Japan in economic and socio-economic dimensions.

Under these circumstances, Japanese assistance for the Philippines has ranked as a top donor for many years. “The Philippines Country Assistance Program” (April 2012) is the policy directive of the Japanese government, and it emphasizes that in support for the realization of “inclusive growth” as a basic policy of assistance, and in order to further strengthen “strategic partnership”, adherence to the “Philippines Development Plan Years 2011-2016” is the goal.

There are three priority issues for cooperation; 1) Investment promotion, 2) Stability in life and infrastructure through sustainable economic growth, and 3) Peace and stability in Mindanao. Among the these priorities, assistance in accordance with “sustainable economic growth” requires “Good Governance” such as community security, political stability and social order to promote investment potential.

Efforts are also made to lend support for cross-cutting issues, and to reduce the negative effects associated with climate change, with a focus on disaster risk reduction.

2.2.1.2 JICA Cooperation Projects in the Thematic Areas

Against the above background, JICA has implemented cooperation programs to assist the Philippines achieving its development plan along with strategic partnership and Japan’s country assistance policy. JICA cooperation projects in the relevant areas are as follows:

＜Enhancing Legal System (Law and Administration of Justice)＞

- The Project on Capability Enhancement for Drug Law Enforcement (Technical Cooperation: 2005-2007)
- Project on Enhancing the Capacity for Collection and Application of Fingerprints (Technical Cooperation: 2010-2013)
- The Project to Build up the Operation of Automated Fingerprint Identification System (AFIS) (Technical Cooperation: 2006-2010)
- Community-Based Treatment of Offenders through the Holistic Approach to Volunteer Resource Development (Technical Cooperation: 2008-2010)
- Project for PNP's Capability Enhancement for Firearms Control in the Philippines (Technical Cooperation: 2008-2011)
- Forensic Science (Dispatch of Individual Expert: 2006-2009)

- Initial Investigation (Dispatch of Individual Expert: 2010-2012)
- Coast Guard Administration (Dispatch of Individual Expert: 2006-2009)
- Capacity Enhancement for Drug Law Enhancement (Dispatch of Individual Expert: 2009-2010)
- Forensic Science (Dispatch of Individual Expert: 2011-2014)
- Program Manager / Advisor to Chief, PNP (Dispatch of Individual Expert: 2008-2014)
- Initial Investigation (Dispatch of Individual Expert: 2012-2014)
- Forensic Science (Dispatch of Individual Expert: 2009-2011)
- Counterpart Training Program on Initial Investigation (Country-focused training program: 2010-2010)
- Counterpart Training Program on Initial Investigation (Country-focused training program: 2009-2009)
- Counterpart Training Program on Criminal Identification (Country-focused training program: 2010-2011)
- The Scientific Method of Processing Fingerprints and Crime Scene Investigation (Country-focused training program: 2006-2011)
- Initial Investigation (Country-focused training program: 2011-2012)
- Trainers' Training on the Scientific Method of Processing Fingerprints (Country-focused training program: 2011-2014)
- Counterpart Training on Police Administration (Country-focused training program: 2012-2013)
- Counterpart Training Program on the initial investigation (Country-focused training program: 2012-2014)
- Counterpart Training on Forensic Science (Country-focused training program: 2013-2015)
- Counterpart Training on Police Administration (Country-focused training program: 2008-2012)

＜Enhancing Administrative Function (Statistics)＞

- Industrial Statistics (Survey)(Analysis/Publication)(Technical cooperation：2003-2005)

＜Global Seismological Observation＞

- Improvement of Earthquake and Volcano Monitoring System (Technical cooperation: 2004-2006)
- The Project for Improvement of Equipment for Disaster Risk Management (Grant financial assistance: 2012-2012)
- Enhancement of Earthquake and Volcano Monitoring and Effective Utilization of Disaster Mitigation Information Project (Technical cooperation: 2010-2015)

2.2.2 Policies and Needs for the Training in the Philippines

2.2.2.1 Policies of the Government of the Philippines

In the Philippines, the National Economic Development Authority (NEDA) has the responsibility to develop the med-term plan in accordance with the term period of the assigned President. The current mid-term plan is called “Philippines Development Plan: 2011- 2016” (MTPDP) and it is positioned as the top-level plan of the country. In this development plan, the super-goal is “inclusive growth” which aims to achieve the creation of employment among the poor, and thereby reduce poverty. The issue of improvement of investment potential, infrastructure development, capacity building of governance, and improvement of industrial competitiveness, human resource development, strengthening measures of energy-related and environment have been also highlighted to achieve “inclusive growth”.

As a fundamental and cross-sectoral issue, anti-corruption and good governance attainment is required.

<Priority issues and strategies in MTPDP：2011-2016>

For the promotion of anti-corruption and “good governance” in all sectors, the following strategies were emphasized:

- Improvement of competitiveness in each sector in order to create employment
- Improvement or reform of access to financial system or funds to meet the needs of populations
- Large-scale investments to infrastructure
- Promotion of transparent governance
- Development of human resources through protection and social services

2.2.2.2 Training Needs of the Thematic Areas

As described above, anti-corruption and good governance are positioned as cross-cutting issues to achieve the super-goal in the Philippines Development Plan. The needs for training in these fields are relevantly high and appropriate to provide the opportunities.

2.2.2.3 Changes in the Environment after Training Programs

We did not observe changes in the environment that may have significant influence on the training programs’ abilities to impact the Philippines.

2.2.3 Subject and Method of the Field Survey

We attempted to contact ex-participants of training programs implemented from 2000 to 2012 in the thematic areas of “Enhancing Legal System (Law and Administration of Justice)”, and those implemented from 2000 to 2012 in the thematic area of “Enhancing Administrative Function (Statistics)”, and those implemented from 1997 to 2005 in the thematic area of “Global Seismological Observation”, and conducted interviews with those ex-participants who were available.

It should be noted that, at the time of interviews, donor agencies were heavily occupied with assistance for damage from the typhoon Haiyan (Yolanda), which occurred in November 2013, and only UNFPA was available for interview.

Organizations and the number of interviewees are listed below.

<Number of Interviewees by Organizations for each Training Thematic Area>

	Organizations									Total
	Enhancing Legal System（Law and Administration of Justice）			Enhancing Administrative Function（Statistics）			Global Seismological Observation	Young Leader Programs *	JAAP**	
	OMB	PNP	PPA	NSO	NSCB	SRTC	PHIVO	-	-	
Enhancing Legal System (Law and Administration of Justice)	1	2	8	-	-		-	-	-	11
Enhancing Administrative Function (Statistics)	-	-	-	7	5	1	-	-	-	13
Global Seismological Observation	-	-	-	-	-		4	-	-	4
Young Leader Programs*	-	-	-	-	-		-	4	-	4
Other	-	-	-	-	-	-	-	-	6	6
Total	1	2	8	7	5	1	4	4	6	38

Note: *Young Leader Programs includes Youth Invitation Program.
**JAAP: Japan Alumni Association of Philippines

＜Training programs/the Number of Ex-participants and Interviewees＞

Enhancing Legal System (Law and Administration of Justice)	The number of Ex-participants	The number of interviewees
Crime Prevention (the Treatment of Offenders) I & II	7	2
Crime Prevention (Treatment of Offenders)	2	0
Crime Prevention (The Administration of Criminal Justice)	7	1
Crime Prevention(Senior Seminar) I & II	9	1
Corruption Control in Criminal Justice I & II	8	1
Crime Prevention and Criminal Justice (Senior Seminar)	1	0
Treatment of Youth Offenders C/P	1	0
VPA Institution Building	36	3
Revitalization of the PPA Volunteer Probation Aid Program	14	3
Establishing and Managing Halfway houses	10	1
Total	95	12

*Ex-participants in the training program “Enhancing Legal System” includes those who participated in more than one training program.

Enhancing Administrative Function（Statistics）	The number of Ex-participants	The number of interviewees
Analysis and Interpretation of Statistics	2	0
Modules on Fundamental Official Statistics	12	1
Statistical Computing for Trainers	2	0
Application of Information and Communications Technology to Statistical Processes	3	3
Application of Information & Communications Technology to Production & Dissemination of Official Statistics	3	1
Analysis, Interpretation and Dissemination of Official Statistics (Economic Statistics)	4	0
Analysis, Interpretation and Use of Official Statistics (Economic Statistics)	4	0
Production and Development of Official Statistics in Support for National Development	7	4
Total	37	9

Global Seismological Observation	The number of Ex-participants	The number of interviewees
Global Seismological Observation	3	1
Global Seismological Observation Ⅰ	1	1
Global Seismological Observation Ⅱ	1	1
Total	5	3

2.2.4 Impacts

In the Philippines, JICA training had an impact on and contributed to strengthening the capacity of individual participants and their organizations. The summary of impact, factors affecting, and side benefits is described as follows.

2.2.4.1 Capacity Development at Individual Level

① Enhancing Legal System (Law and Administration of Justice)

- At the site visit to the correctional facilities in Fuchu and Sendai, ex-participants were exposed to the latest prison facilities and the daily management of offenders; they then determined the future system of correctional facilities in the Philippines (PPA).
- At the prisons and correctional facilities, ex-participants observed the regulation of daily life, vocational training and a livelihood support program. And they were then able to determine how they these programs and routines can be applied to prisons and correctional

facilities in the Philippines, and finally, draft an action plan (PPA).

- Through exchanges with Japanese VPOs, ex-participants learned the importance of ensuring the quality of VPAs; they generated some ideas for improving their home VPA systems (PPA).
- Ex-participants learned concrete techniques regarding how to manage rehabilitation facilities and rehabilitation programs (PPA).
- Ex-participants gained concrete knowledge regarding how to treat offenders effectively in the rehabilitation program and in the suspension of indictment (PNP).
- Ex-participants shared similar experiences and emotions with Japanese VPOs and constructed new networks with them (PPA).
- Ex-participants learned from the experiences and lessons of participants in various other countries (Ombudsman, PNP).
- Ex-participants built international networks with others having duties quite similar to their own in other countries (PNP).
- After the training program, one ex-participant was promoted from Grade 19 to 22, and was selected as one of ten persons to receive the best performance award in 2010 (PNP).

② Enhancing Administrative Function (Statistics)

- Ex-participants learned practical skills and numerous technical methods for collecting and analyzing data, programming, designing questionnaires, treating large volume data, constructing/operating a database, using the latest statistical software such as CS-Pro and STATA, and designing and maintaining statistical website (NSO, NSCB).
- In their daily duties, ex-participants manage data sent from other regions. In the training program, ex-participants learned a series of processes for organizing data from local regions to the national level, analyzing these data, and using the results as indicators. This led the ex-participants to realizing the overall aspects and potential of the statistics (NSO).
- One ex-participant is in charge of analyzing statistical data and preparing economic and social indicators based on collected data. The training program taught him basic skills that include how to collect data for analyses, how to design questionnaires, how to program, and how to treat data with bias adequately (NSCB).
- Ex-participants had skills of different levels, different approaches and different ways of thinking when working on assignments. For group work, these differences were stimulating, and led the participants to new ideas (NSCB).
- Ex-participants enhanced their communication skills as they spent time together with participants from other countries (NSO, NSCB, STRC).
- One ex-participant improved his leadership skills. In the group work, he was a leader, organized the opinions of others, and implemented them as a plan. Training participants had skills on different levels and they taught each other. This led them to further learning, and to developing autonomy and confidence (NSO, NSCB).
- Ex-participants are constructing networks using SNS (Facebook, Yahoo Group, JICA-Net) with other training participants and coordinators, and every year, they now commemorate the month when they participated in the training program (NSO).
- In addition to the final report, ex-participants prepared documents such as Trip Report, and this practice improved their capabilities to prepare documents and presentations using PPT (NSO).

- Ex-participants learned skills for making effective presentations. They also learned skills to effectively coordinate with other organizations during the course of their duties (NSO).

③ Global Seismological Observation

- Ex-participants learned specialized knowledge for how to distinguish nuclear testing from a natural earthquake, how to use censors, and how to analyze data. They also learned engagements in other countries.
- They learned how to operate the latest equipment.
- They enhanced their understanding of issues, broadened their perspective, and developed analytical skills.
- They understood the importance of international cooperation.
- They constructed networks with other participants from other countries through SNS and other means.

④ Young Leader Programs (including the Youth Invitation Program)

With regards to the Young Leader Programs, ex-participants gained different impressions and different skills, depending on the period. For ex-participants in the early periods, visiting Japan itself provided status, and they participated in the program with expectations from their countries and organizations, and they left with a strong impression of Japanese culture.

Main findings of the Young Leader Programs with regards to opinions and impact are below.

- Senior Alumni members are ex-participants who participated in programs in early years. During those years, they did not have many opportunities to experience different cultures, and after they returned, they shared their positive experiences in Japan with others.
- They shared their impression and experiences in Japan with colleagues and family members, and this motivated many colleagues to participate in training programs in Japan and family members to study abroad.
- All the members of the alumni have the impression that Japanese are kind, courteous, shy, and cooperative. This is consistent regardless of when they participated in the programs. They also share the impression that Japan is a clean and “hi-tech” country.
- They maintain their network with other participants.
- The Young Leader Programs has a history of 30 years in the Philippines, and ex-participants have become officers of the Central Bank, members of Parliament, governors, mayors, and members of district parliament.
- Many NSO and NSCB senior management who send training participants for the thematic trainings are themselves ex-participants of the Young Leader Programs.
- Cultural experiences such as tea ceremony, kimono-wearing, and home stay increased training participants’ affinity for Japan.
- Cultural exchange groups at the implementing agency were not necessarily consistent with the training theme, and ex-participants did not gain the expected latest information about Japan. Although some of them expected to learn Japanese systems through exchange with officials from the national planning office, they only visited municipal governments and they did not learn what they expected.

- Exchanging information with others from other organizations in the Philippines was more useful than interaction with a group organized by the implementing institutions.
- When ex-participants experienced an exchange in the area of agriculture, the interpreter's skill level was not adequate.
- It was more like an exchange program rather than training program.

2.2.4.2 Impacts on Organizational Change

The Philippines had a clear policy requiring training participants to disseminate and share training output after their return, and almost all training participants did so in the form of workshops, presentations, TOT, etc.

Impact for each thematic area is as follows:

① Enhancing Legal System（Law and Administration of Justice）

- In the exchange with Japanese VPOs, ex-participants realized the importance of ensuring the quality of VPA such as having volunteers in various age group so that, considering their diversity, target persons can more easily share information. After the training program, they implemented a campaign for not only increasing the number of VPAs but also improving their quality (PPA).
- Based on the knowledge learned in the training program, "VPA Guidelines" was revised.

② Enhancing Administrative Function（Statistics）

- After the training program, ex-participants conducted a training program for NSO staff. They also implemented 3-day OJT for students in the statistics department of at Baguio City College which was established with the support of Japan (NSO).
- Ex-participants provide OJT for new staff, using knowledge acquired in the JICA training program (NSO).
- After returning to the Philippines, one ex-participant made reports in his section, and shared information regarding Microsoft Access, and made use of the application in the course of his duties (NSO).
- Using what they learned in the JICA training program, one ex-participant organized a training program to examine current situations, trends, and the future direction of achievement for MDGs having TOT style in other regions and organizations. These trainings were important for each state government in planning for establishing MDGs (NSCB).

③ Global Seismological Observation

- Ex-participants shared the latest information regarding censor equipment for seismological observation in the organization and considered the application for on-going technical cooperation projects funded by JICA, Japan Science and Technology Agency, and Japanese Ministry of Education, Culture, Sports, Science and Technology.
- Ex-participants made presentations to share knowledge on how to differentiate between a natural earthquake and nuclear testing.

2.2.4.3 Impacts on Policies and Institutions

We observed cases of training output being applied to technical cooperation projects which led

to revising institutions, and to ex-participants implementing training programs as discussed below.

① Enhancing Legal System (Law and Administration of Justice)

- Based on insights acquired through site visits and exchange with Japanese VPOs, "VPA Guidelines" was revised. Using a Japanese example of a reporting method, the report procedure that VPAs submit to correction officer was revised. In this new procedure, correction officers meet VPAs to fill in the report form, so that they can advise VPAs how to do it correctly.

② Enhancing Administrative Function (Statistics)

- NSO continues to send their staff to JICA training programs and accumulate knowledge to implement training programs such as course design, and support systems for training participants, and they now implement training programs on statistics using a UN fund for Myanmar, Cambodia, Laos and others.

2.2.4.4 Other Impacts (Connections to Japan and Japanese People)

Many ex-participants mentioned that they became more familiar with Japanese society and culture. Organizations that have continuously sent their staff for trainings, such as NSO, NSCB, and PHILVOCS, share information about Japan before training participants leave for their visits, thus they arrive in Japan with prior knowledge. Additionally many mentioned that through direct contact and experiences, they had impressions described below.

- Many ex-participants mentioned that Japanese cities are beautiful, calm and clean. Japanese are respectful, disciplined, and kind. They had many occasions to experience Japanese culture such as kimono at TIC, Japanese food, and weekend excursions, and they enjoyed these opportunities.
- It took one and a half hours to community from the accommodations to the training center and this was a learning experience in the Japanese rush hour commute.
- One ex-participant's impression about Japanese culture changed. Before the training program, he had an image through media of a country that lost in the Second World War. After the training program, the more salient impression was that Japan was clean and calm, and Japanese are courteous and peaceful.
- Home stay provided rare opportunities to experience everyday lives of Japanese people and this helped them to understand Japanese people more fully.

We observed that the longer the training period, the better ex-participants felt about Japan. By contrast, ex-participants who visited other regions had difficulty communicating and due to language differences, did not have positive interactions.

2.2.5 Facilitating and Constraining Factors for Impacts

Facilitating and constraining factors for the impact are described below.

2.2.5.1 Facilitating Factors

① Individual Factors

- Ex-participants shared information with those who previously participated in the training program, and this prepared them better for the training program and their stay in Japan.
- Orientations prior to participating in the training program raised participants' sense of purpose and encouraged them to have concrete outcomes.
- After the training, many ex-participants now make efforts to disseminate training output, and make concrete and practical action plans.
- Participants already have the necessary attitude for interactions with others from different countries and areas since they frequently have interactions with officials of various bilateral and multilateral donors during the course of their duties.
- They do not have problems communicating in English and this facilitated their learning.

② Organizational factors

One facilitating factor in the Philippines is the management system for training programs that have clear procedures for selection and assessment of training participant candidates. They ensure that training participants have a clear understanding of the purposes of training programs. Furthermore, they are required to disseminate training contents, and organizations consider action plans in details.

Senior Alumni members of JICA training programs mentioned that training programs provide eye-opening opportunities for junior staff and strengthen their motivation to participate in other training programs, and have a significant impact on their career paths.

The summary of the factors facilitating to impacts is summarized below:

- Each organization has policies and criteria to select training participants in training programs and overseas studies.
- After training participant candidates receive recommendations from their superiors and organizations, they are assessed by the selection committee composed of officials from TESDA (NEDA for the long term training), the Ministry of Foreign Affairs of the Philippines, and the JICA Philippine office, and only those with a high sense of purpose are selected.
- TESDA and the JICA Philippine office organize orientations prior to participants' departure for Japan.
- Based on the selection policy, they are required to disseminate training output.
- Organizations seriously consider action plans, and have the mechanism to implement a practical one.

NSO and NSCB have continued to send their staff for JICA training program. NSO with 3,000 staff employees have sent 10% of its staff to the training program. These organizations with many ex-participants can give detailed briefing and information regarding staying in Japan to new training participants, which prepares them for the training program and strengthens their motivation.

Below are other facilitating factors for each thematic area.

Enhancing Legal System (Law and Administration of Justice)

- PPA had appropriate selection of the training participants from various levels that included administrator in HQ, directors and officers in various regions, and volunteers. This selection enabled PPA to disseminate training results effectively at various levels in organizations in various regions.
- For the training program in which PPA officials participated, site visits and interaction with groups were well organized to facilitate sharing concrete issues and solutions. Interaction with appropriate groups was important for effective learning.
- The budget of PPA is not sufficient to support having new programs such as training VPAs and developing rehabilitation programs, whereas JICA training programs provide opportunities for training participants to plan activities even with a limited budget.

Enhancing Administrative Function (Statistics)

- After the training program, ex-participants share knowledge in the form of seminars, workshops, and presentations. This is required by the selection policy of NSO and NSCB, and gives colleagues a virtual experience to improve their skills. By sharing, ex-participants can confirm what they learned. NSO require their staff with overseas training experience of less than one year, or the opportunity to study abroad, to stay in the organization at least for two years. NSO requires those who studied in a graduate program (two year) to stay at least four years. Training participants agreeing to these conditions participate in the training programs. After they return, they are given many opportunities to use the skills they acquired.

③ Factors related to training contents

- Training materials were distributed to the training participants prior to the training program so that they can study, and this makes their learning more effective.
- Ex-participants were given opportunities to summarize what they learned, and thereby causing them to review the training contents and enhance their understanding.
- Implementing agencies have skilled lecturers, know how to maintain an appropriate sense of distance from training participants, and can support them. These factors led to a higher level of satisfaction among training participants.
- Orientation and cultural experiences enhance training participants' understanding of Japan and make them feel closer to Japan.

Senior alumni association members noted the superiority of JICA training programs over those from other bilateral and multilateral donors in terms of program management. They never saw other donors doing similar management such as the assignment of support staff, cultural exchange at training centers, and cultural exchanges. They also mentioned that lectures and cultural experiences were well balanced.

2.2.5.2 Constraining Factors

① Individual Factors

- Large organizations can only provide a few opportunities for staff, and this makes it difficult for them to update the skills they acquired in the training program.

- Some ex-participants of the Young Leader Programs did not have a clear sense of purpose.

② Organizational Factors

- The training programs have age limitations and some mentioned that middle-level management should be included in the training programs. There are many training programs for senior management and junior staff, but just a few for middle-level management. There is a concern that they may be left out of learning advanced skills and information in organizations.
- Ex-participants of the Young Leader Programs are not always required to disseminate training output, which limits the impact at the individual level. This happens as a result of ex-participants misunderstanding the Young Leader Programs to be an exchange program.

③ Factors of Training Contents

- Some ex-participants mentioned that the training period was short. Others mentioned a two-week training period was adequate for senior officials since it is difficult for them to be absent for longer periods. Additionally, the training program is filled with lectures and site visits, leaving less time to experience Japanese culture and society.
- Some country reports were mainly summaries of countries and organizations and less about duties, procedures, and problems of individual training participants.
- Since some interpreters in the Young Leader Programs were not adequate, interaction with Japanese groups was not sufficient.
- Ex-participants of the Young Leader Programs are not necessarily satisfied with implementing agencies and group exchange.
- The Young Leader Programs has a selection process different from the Thematic Programs. In the Philippines, officials at the JICA Philippines office invite applications through organizations relevant to the training areas, media, alumni, and other means. Although application processes require great effort, training participants are not required to disseminate their learning, and they only give simple reports to their superiors.
- Some ex-participants mentioned their preference to experiencing home stay in families containing a person of an age similar to their own, since members of these families tend to be older.
- Some ex-participants experienced the Great East Japan Earthquake and could not complete the training program.
- Some ex-participants had to commute a long distance from their accommodations to the training center, and lost some opportunities to experience Japanese culture.

2.2.6 Comparison of Training Programs by Other Donors

It should be noted that, at the time of interviews, donor agencies were heavily occupied with assistance efforts to deal with damage caused by Typhoon Haiyan (Yolanda), which occurred in November 2013, and only UNFPA was available for the interview. Information of other donors was collected through telephone and e-mail. Below is a summary of training programs by other donors.

- UNFPA (United Nations Population Fund)

UNFPA focuses on achieving MDGs with three main pillars for the Philippines: reproductive health, population management (family planning), and gender. For these focus areas, we

implement training programs for the key personnel in central government, municipal government, and communities. In the area of population management, we implemented a capacity development program through SRTC. We organize a training program in Bangkok at UNFPA Asia Pacific for only 2-3 officials incentral government per year. All UN agencies take human resource development seriously, and they increasingly emphasize evaluation of the impact. Similar to other UN agencies, UNFPA has its own evaluation sheet for selecting and assessing training participants and evaluating the impact of trainings, and is trying to implement strict assessment. With a limited budget, we attempt to train influential persons for disseminating training experience. However, we are not contributing to the training officials in municipal governments. It may be preferable for UNFPA to collaborate with JICA in training officials of municipal governments. By establishing a "Human Resource Bank", UN agencies would also like to cooperate with ex-participants who acquired skills and knowledge through JICA training programs.

- OCHA (Office for Coordination of Humanitarian Affairs)

The missions of OCHA are to provide humanitarian assistance at the time of disaster and to facilitate disaster prevention. Due to the nature of OCHA's mission, it only implements training programs in the Philippines. It now offers training programs in two ways: cooperation between the military and private firms at the time of disaster, and the cluster approach. The design of the training program is different, depending on the nature of the disaster or emergency, and is based on requests by the government of the Philippines. The Government of the Philippines selects training participants and OCHA does not provide any selection criteria. However, OCHA attempts to include the members of the parliament, ministers, and heads and officials of municipal governments since coping with disaster requires people in such positions. At the community level, OCHA often implements training programs in cooperation with NGOs such as World Vision. With regards to cooperation between the military and the private firms, we cooperate with the U.S. For implementing training programs for disaster prevention, OCHA receives financial assistance from Australia, and there is no cooperation with JICA. OCHA strives for good use of human resources.

- CIDA (Foreign Affairs, Trade and Development Canada)

CIDA implemented Justice Reform Initiatives Support (JURIS) from 2005 to 2010 for capacity development of the Supreme Court, especially for adequate sentencing and avoiding delays in sentencing. As part of this program, training programs were implemented in the Philippines. Training participants were judges, mediators, lawyers, and officials of the Ministry of Justice. The training program attempted to provide concrete technical skills for enhancing judiciary capabilities, providing tools for settling legal arguments, installing 6 model pilot courts, providing financial assistance for research, and establishing working group for judiciary reform. Currently, CIDA is focusing on improving the investment environment, and does not have plan to contribute to human resource development in the judiciary area.

- AusAID (The Australian Agency for International Development; until 2013)

AusAID sends their training participants to Australia after a committee composed of the Ministry of Foreign Affairs and NEDA or TESDA assess training participant candidates. The difference between this program and JICA training programs concerns their monitoring system. Training participants are required to formulate a practical action plan during their training period, and AusAID dispatches a monitoring mission composed of three experts, including a training instructor for the first ex-post evaluation after six months of the training. In this first evaluation, they assess practicability and constraining factors of the action, and discuss

solutions through group discussion. After one year of the training program, they dispatch the second evaluation mission, and assess the progress of action plans, and concrete outcomes. AusAID requires the training participants' organizations to make a firm commitment to utilizee the ex-participants and demonstrate how they would make effective use of training participants in advance, and AusAID assesses whether it actually happens.

Comparison with JICA training programs

There are not many donors that provide out-of-country training programs. In international agencies, like UNFPA, the training for capacity development at the community level is implemented in collaboration with NGOs. The training opportunities for overseas are for the officials of the central government. Local government officials should also be trained, and the Thematic Programs can train them in high level practical skills and can contribute to capacity development of the Philippines on the whole.

In designing an evaluation of the Thematic Programs, the example of evaluation and monitoring mechanism of AusAID can be useful. Sending lecturers to the recipient country, and two-time assessment of the progress requires some financial resources, but will ensure quality of human resource assessment.

Section 3 Field Survey (Panama New Guinea)

Location

Basic Information

Name of the Country	Independent State of Papua New Guinea
Government	Constitutional Monarchy
Area	About 299,404 km^2
Population	103,775,002（2012）
Language	English, Pidgin, English, Motu, etc.
Economic Growth Rate	6.8%（2012）
GNI per Capita	USD 2,614（2012）
Rate of Increase of Consumer Price Index	3.2%（annual average in 2012）
Bilateral treaties	compensation treaty, economic cooperation treaty, tax treaty
Japanese Aid	(1) Yen Loan：2,290 billion yen (Accumulated amount up to 2012, and 61.8 billion yen in FY2012) (2) Grant Loan：261 billion yen (Accumulated amount up to 2012, and 3.9 billion yen in FY2012) (3) Technical Cooperation：203 billion yen (Accumulated amount up to 2011, and 5.8 billion yen in FY2011)

Source: Ministry of Foreign Affairs

Photographs

Developing personal relationships with people from other countries broadened the international perspective (RPNGC).	Learning about international crime was useful for making necessary laws. (RPNGC)
Learning international investigation was useful for investigating corruption cases (RPNGC).	Learning about legal system in other countries is very useful in carrying out duties (RPNGC).
Learning about how to deal with corruption cases from lecturers and other participants was useful (OPS).	Having learned about supporting crime victims, I contributed to making new rules for them (RPNGC).

I learned much from police officers from other countries. (RPNGC)	Sharing experiences with prosecutors from various countries was useful. (OPP)
I learned about the roles of local communities in the rehabilitation of the juvenile offenders. (DJAG)	I learned statistical techniques. After the training in Japan, I designed and implemented the first enterprise census in PNG. (NFA)
Having learned statistical techniques, I am involved with training officials responsible for monitoring MDGs. (NDoH)	I learned the importance of time management, and practice it after returning from Japan. (PMGS)

Having stayed in Japan and having had direct contacts with Japanese people, my impression about Japanese people is much improved. (DoT)	I felt that Japanese people respect each other, and we can learn much from such an attitude. (PC)

Abbreviations

(Alphabetical order)

CTBT	Comprehensive Nuclear-Test-Ban Treaty
DJAG	Department of Justice and Attorney-General
DMPGM	Department of Mineral Policy and Geohazards Management
DoT	Department of Treasury
IPA	Investment Promotion Agency
MDGs	Millennium Development Goals
NDoH	National Department of Health
NFA	National Fisheries Authority
PC	Post Courier
PMGS	Port Moresby Grammar School
PNG	Papua New Guinea
RPNGC	Royal Papua New Guinea Constabulary
OPP	Office of the Public Prosecutor
OPS	Office of the Public Solicitor
SOPAC	South Pacific Applied Geoscience Commission

2.3.1 JICA Programs in Papua New Guinea

2.3.1.1 Aid Policies for Papua New Guinea

PNG has the largest land area (1.2 times that of Japan) and the largest population (approximately 688 million) in the Pacific, and is endowed with rich natural resources, such as gold, copper and oil. On the other hand, it does not have sufficient infrastructure for transportation and energy necessary for people's living and economic needs, and rural areas have problems such as low literacy rates, and high infant mortality rates. As natural resources are developed and more people live in urban areas, the natural environment and living conditions are deteriorating. Forest resources are also decreasing and deteriorating. To assist PNG in dealing with these issues, JICA's assistance focuses on the areas of 1) strengthening the foundation for economic growth, 2) enhancing social services, and 3) environment and climate change.

2.3.1.2 JICA Cooperation Projects in the Thematic Areas

JICA has not implemented projects in the thematic areas of "Enhancing Legal System (Law and Administration of Justice)", "Enhancing Administrative Function (Statistics)" and "Global Seismological Observation".

2.3.2 Policies and needs for the training in Papua New Guinea

2.3.2.1 Policies of the Government of Papua New Guinea

The Government of PNG formulated "PNG vision 2050" in a long term national development plan with seven Strategic Focus Areas: human capital development, wealth creation, institutional development, security, environmental sustainability, cultural and community development and strategic planning. This vision was to designed to achieve seven key outcomes: Changing and rehabilitating people's mind-sets, developing strong political leadership, improvement in governance, improvement in service delivery, improvement in law and order, development of strong moral obligation, and rapid growth within a reasonable time frame.

In order to realize the ideal of PNG vision 2050, the Government of PNG formulated Development Strategic Plan 2010-2030, focusing on achieving integral human development, equality and participation, national sovereignty and self-reliance, natural resources and environment, and Papua New Guinea traditions.

To actualize the Development Strategic Plan 2010-2030, the government formulated Medium Term Development Plan 2011-2015. This includes a sectoral development strategy, objective, goal, and budget, and emphasizes human resource development and training, national statistics systems, governance and public sector management, law, order and justice and natural disaster management as important sectors.

2.3.2.2 Training Needs of the Thematic Areas

The thematic areas of "Enhancing Legal System", "Enhancing Administrative Function", and "Global Seismological Observation" are consistent with the aforementioned PNG's development plans, and we can conclude that their training needs in these areas are high.

2.3.2.3 Changes in the Environment after Training Programs

We did not observe changes in the environment that may have significant influence on the training programs' impact in Papua New Guinea.

2.3.3 Subject and Method of the Field Survey

This survey studied ex-participants of JICA training programs in the thematic areas of "Enhancing Legal System (Law and Administration of Justice)" from 2000 to 2012, in "Enhancing Administrative Functions (Statistics)" from 2001 to 2009 and "Global Seismological Observation" from 1996 to 2011, and in the Youth Invitation Program. Among these ex-participants, we interviewed those available. The details of the interviews are in tables below.

＜Thematic Areas／the number of interviewees by organizations＞

	RPNGC	OPP	OPS	DJAG	NDoH	NFA	DMPGM
Enhancing Legal System（Law and Administration of Justice）	7	1	1	1	-	-	-
Enhancing Administrative Function（Statistics）	-	-	-	-	1	1	-
Global Seismological Observation	-	-	-	-	-	-	3

	DoT	PC	PMGS
The Youth Invitation Program	1	1	1

＜Thematic Areas/the Number of Interviewees＞

Theme: Enhancing Legal System（Law and Administration of Justice）	The Number of Ex-participants	The Number of Interviewees
Crime Prevention (Senior Seminar)	9	6
Crime Prevention (Senior Seminar II)	1	1
Crime Prevention（the Administration of Criminal Justice）	2	0
Crime Prevention and Criminal Justice (Senior Seminar）	1	0
Crime Prevention（Treatment of Offenders）	3	1

The Criminal Justice Response to Corruption	2	1
Corruption Control in Criminal Justice II	1	1
Total	19	10

Theme: Enhancing Administrative Function （Statistics）	The Number of Ex-participants	The Number of Interviewees
Modules on Official Statistics	7	2
Analysis, Interpretation and Dissemination of Official Statistics	1	0
Application of Information & Communications Technology to Production & Dissemination of Official Statistics	2	0
Total	10	2

Theme: Global Seismological Observation	The Number of Ex-participants	The Number of Interviewees
Global Seismological Observation	2	2
Global Seismological Observation II	1	1
Total	3	3

*Interviewees included three ex-participants of the Young Leader Programs and two others.

2.3.4 Impacts

The survey observed positive impacts of the training by ex-participants of PNG. Building on knowledge and skills they learned, they have improved their functions in their official duties, contributed to solving organizational problems, drafting new laws and designing and implementing new rules. Below are results of interviews for each training area.

2.3.4.1 Capacity Development at Individual Level

① Enhancing Legal System（Law and Administration of Justice）

- In recent years PNG has an increased need for cooperation during investigations with foreign authorities. For example, in many corruption cases, politicians and high-ranking officials keep funds acquired by illicit means in their Australian bank accounts, and they must cooperate with Australian authorities for the investigation. One ex-participant learned investigative methods and how to cooperate with foreign authorities. After returning to PNG, he has been contributing to solving corruption cases involving politicians and high-ranking officials (RPNGC).

- Through reports by other training participants, one ex-participant raised his awareness of crimes of an international nature and the importance of international cooperation (RPNGC).
- Since PNG did not have a support mechanism for crime victims, an ex-participant learned valuable information about crime victims support by studying reports from other participants (RPNGC).
- One training program concerned the role of local communities in the rehabilitation of juvenile[8] offenders, and an ex-participant learned about those from reports by incumbent officials of African and Asian countries regarding support systems in local communities. After the training program, he is working hard to support the rehabilitation of those who completed their terms of cooperation with local communities, religious organizations, and NGOs (DJAG).
- Since an ex-participant is an incumbent prosecutor, he found shared experiences with incumbent prosecutors and judges of other countries useful for carrying out his duties (OPP).
- When an ex-participant joined in the training program, he was a prosecutor in PNG, and he learned the legal processes regarding corruption cases in other countries. The training program had 17 participants who were incumbent prosecutors, judges, and police officers involved in corruption cases in their countries. He found sharing experiences with them very useful as they became good references in carrying out his duties (OPS).

② Enhancing Administrative Function（Statistics）

- The objective of the training programs was to learn skills necessary for collecting data to monitor achievements of MDGs in health areas such as infant mortality and maternal health. After the training program, an ex-participant is involved in training officials of provincial governments who are responsible for collecting data for monitoring the progress of MDGs and in managing data sent monthly from provincial governments (NDoH).
- An ex-participant learned economics but not statistics in college. Training in Japan was practical as it provided household survey experience, and the course coverage was comprehensive from basic to practical applications. After the training program, this particular participant can design and implement various statistical surveys for his duties (NFA).

③ Global Seismological Observation

- The training program was the first long term training since one ex-participant joined DMPGM. At that time, he was working for Rabaul Volcanic Observatory, and his duties included analyzing the data of volcanic activities. Since, during the training, he learned how to interpret the data from a seismometer (estimating depth and location of the seismic center, magnitude, and calculating hazard of earthquake and tsunami in different regions of the country), he became able to perform his duties appropriately. Now he is assigned to the observatory in Port Moresby, and is still using skills he learned in the training program (DMPGM).

[8] In PNG, a juvenile is from 7 to 18 years old.

- Monitoring nuclear testing requires skills to differentiate it from an earthquake. The training program taught training participants how to differentiate between them by estimating the depth and location of the seismic center and waveforms, and they still use these skills in their duties (DMPGM).
- Ex-participants learned how to install necessary equipment to observe earthquakes and monitor nuclear testing. After the training, participants installed equipment, made necessary adjustments, and are currently operating such equipment appropriately (DMPGM).
- When one ex-participant received training, the equipment was analog and now it is digital. Since he learned the fundamentals in the training program, he was able to learn new equipment by himself (DMPGM).

2.3.4.2 Impacts on Organizational Change

① Enhancing Legal System (Law and Administration of Justice)

- The training concerned international cooperation in investigating international crime. In PNG, international crime had increased since 2004 when one ex-participant received the training. He developed personal relationships with incumbent investigating officers from various countries. This was an eye opening experience and helped his organization to develop relationships with authorities in various countries (RPNGC).
- In the training program, an ex-participant learned the importance of an effective relationship between police and prosecution offices. In PNG, police, prosecution offices and correction organizations did not cooperate with one another and each functioned separately. After returning to PNG, this particular participant made efforts to improve effective relationships among these organizations, and presently, he succeeded; now these organizations hold regular monthly meetings (RPNGC).
- After the training program, an ex-participant participated in investigation teams for 30 corruption cases, some for which he was a team leader. He is making good use of skills he learned in the training program and contributing to investigations (RPNGC).
- A training program was about terrorism and international financing. After returning to PNG, an ex-participant contributed to setting up a financial intelligence unit in the police force to watch and investigate suspicious financial transactions (RPNGC).
- When an ex-participant received the training program, the Parliament of PNG was in the process of ratifying the UN resolution to fight against drug trafficking and money laundering, and his prosecution office was organizing a new section to deal with these crimes. The training was useful for him to start this section and later lead its operation (OPP).

② Enhancing Administrative Function（Statistics）

- When an ex-participant received the training program, PNG used a registry that only had basic information for private firms. This registry was not accurate since it included firms that were no longer in operation. After returning to PNG, the ex-participant applied skills he learned in the training program and designed a census survey of firms, collected basic data such as the number of employees, contents and size of business, and completed the survey in 2004. With this census, domestic and foreign investors can find out what firms with what businesses are operating in PNG. Presently, he resigned from IPA to join NFA and conducted a similar survey of firms in the fishing industry (NFA).

③ Global Seismological Observation

- At the time of the training program, equipment was being installed for CTBT and DMPGM was trying to make it operational. One ex-participant shared the knowledge he acquired in Japan to contribute to efficiently installing and starting the operation of the equipment (DMPGM).
- From 2012 to 2013, SOPAC (South Pacific Applied Geoscience Commission)[9] assisted DMPGM to network ten observatories in PNG and with skills acquired in Japan, ex-participants contributed to efficiently installing equipment (DMPGM).
- An ex-participant learned various skills such as hazard analysis and determination of magnitude, and shared them with about five colleagues (DMPGM).

2.3.4.3 Impact on Policies and Institutions

① Enhancing Legal System（Law and Administration of Justice）

- PNG did not have any means to support victims of crime although they may be asked to cooperate in making statements and testifying in court. After the training program, an ex-participant joined a working group to consider a means to support victims. This working group included prosecutors, doctors, and officials of the Department of Health, and this resulted in the Health Commissioner's circular that stipulates that victims should not pay for hospital bills (RPNGC).
- When an ex-participant assumed the position of head of the police force in Oro Province, the department had a problem that many trials were not progressing because police were not functioning adequately. For example, they did not make and file statements adequately, and did not collect and maintain crime evidence in a sufficient manner. He used what he learned during the training program, came up with manuals and guidelines, conducted training programs for police officers, and guided them in the daily course of duties. These improved the performance capabilities of police officers in Oro Province and they can now do the necessary work (RPNGC).
- PNG is beginning to offer inter-bank transactions using mobile phones, and there is a concern that this can be used for illicit financial transaction. This is because PNG does not have adequate regulations concerning the SIM cards in mobile phones. SIM cards can be purchased without presenting ID cards, and mobile phone companies do not know who is using which phone numbers. An ex-participant learned how other countries regulate mobile phones and is now considering how to regulate them in PNG (RPNGC).
- An ex-participant who learned about terrorism and international finance contributed to enacting necessary laws for fighting crimes that are increasingly internationalized in PNG. Formerly, PNG did not have adequate laws against internationalizing crimes. For example, a politician may be indicted for embezzling public funds and possessing assets abroad. He may be sentenced to a prison term, and after completing the term, still continue to possess the overseas assets. The ex-participant was a member of a working group to conduct preliminary research and to draft laws dealing with such situations since 2003. This working group consisted of 25 officials in the Department of Justice, police, Law Reform Commission, Ombudsman Commission and others. But they did not have adequate

[9] SOPAC(South Pacific Applied Geoscience Commission) is an inter-governmental organization established in 1972 with a mission to improve people's lives by applying geosciences and managing non-biological resources and promoting sustainable development. It assists in the development of natural resources and management of natural disasters.

knowledge. Using what he learned in the training, he drafted his part of the law and helped other members of the working group. In 2008, the Parliament enacted the Proceeds of Crime Act that enabled confiscation of assets that are unlawfully acquired. Under this law, one politician was recently indicted and found guilty. In addition, this particular ex-participant was involved in drafting two other laws: the Mutual Assistance in Legal Matters Act to promote international cooperation in investigations, and the Extradition Act for extraditing criminals between countries. Parliament enacted both laws in 2008 (RPNGC).

- The Parliament is now considering a new organization, ICAC (Independent Commission Against Corruption), to fight against corruption. In the training program, one ex-participant learned about corruption cases, and contributed to a discussion to draft this new organization (RPNGC).

② Global Seismological Observation

- By learning from the training program, an ex-participant gained skills to predict Tsunami. When they experience a major earthquake, they can estimate the likelihood and size of an upcoming Tsunami. When they predict tsunami, they report to the National Disaster Center so that they can provide an early warning for the concerned communities (DMPGM).
- PNG is currently experiencing economic development and has been building roads, bridges, ports, and buildings. The government departments, such as the Department of Works and the Department of Environment, are carrying out a project to upgrade laws that require new structures to have stronger resistance against earthquakes. One ex-participant is involved in this project, and finds knowledge and skills he acquired in the training program relevant and useful (DMPGM).

2.3.4.4 Other Impacts (Connections to Japan and Japanese People)

- One ex-participant visited the Hiroshima Peace Memorial Museum and this raised his awareness of the horrors of atomic bombs, he appreciated CTBT more, and the experience strengthened his motivation to work for CTBT (DMPGM).
- One ex-participant observed Japanese staff running training programs and other Japanese people who are serious about their work. This made him more aware of work ethic in serving society. Another ex-participant visited the sites of Hanshin Awaji Earthquake Disaster, and observed the aftermath of the earthquake, had discussions with affected people, and became aware of the horror of earthquakes and the social importance of observing earthquakes (DMPGM).
- For many ex-participants, the experience with Japan was their first opportunity to relate to people from various countries, and this experience broadened their international perspective; this in itself was a positive outcome.
- Many ex-participants noted good organization of the training programs. Since their arrival in Japan, all the arrangements were perfect and all the programs took place as scheduled. This impressed many of the participants and they learned the importance of time management. After returning to PNG, they improved their time management skills in their own work (DoT, PMGS).
- Before coming to Japan, one ex-participant did not have a positive impression of Japan. His father was a porter for Japanese soldier during the Second World War, and was badly treated. His father indoctrinated him about Japanese people. Although he heard various things about Japanese people, his father's influence was strong. He visited Japan, and had

direct contact with people, such as in home stay, and this experience significantly improved his impression of Japanese people (DoT).

- Two seismologists were promoted to senior seismologists after returning from the training (DMPGM).
- Two ex-participants had Grade 10 (high school certificate), and the training programs motivated them to study more. They entered and completed college programs. Another ex-participant entered post-graduate study and will complete it soon (RPNGC、NDoH、DMPGM).

2.3.5 Facilitating and Constraining Factors for Impacts

Below are facilitating and constraining factors for impacts.

2.3.5.1 Facilitating Factors

① Individual Factors

- One ex-participant gave a good evaluation of the training. His superior received this evaluation and his confidence in this ex-participant was elevated. The superior then assigned the ex-participant to many cases. He uses the skills he learned in the training and has been contributing to solving cases (RPNGC).

② Organizational Factors

- After returning to Japan, superiors were supportive of applying knowledge and skills participants acquired in the training. This led to generating positive impacts (RPNGC).
- In 2012, the observatory was networked with the support of SOPAC and EU in 2012. This made it possible to use techniques he learned in the training (DMPGM).

③ Factors of Training Contents

- Many training participants found sharing experiences with other training participants can help understand the real situation of different countries. These interactions are as useful as lectures. (RPNGC).
- Many training participants found sharing experiences with other training participants useful. They were judges, detectives, prosecutors, and lawyers in their own countries, and they learned much from their experiences. When they participated in training programs in other countries, fellow participants were mostly residents of that country, and participants could not learn much from interacting with each other (RPNGC).
- A training program in Australia had only lectures. Japanese training included site visits and included interaction with staff there. One participant found this very useful (RPNGC).
- Japanese training is effective since it is process-oriented. The training was about improving effective relationships between police and prosecutors, and the ex-participant found this useful for solving problems PNG was facing. Conversely, a training he attended in Australia was output-oriented, and did not offer a process for solving problems, so the ex-participant did not find the training there useful (RPNGC).
- PNG and Japan have similar features. For example, Japanese people respect people and elders, and their own culture. These customs are similar to those in PNG, which made it easier for ex-participants to relate to Japanese lecturers (RPNGC).

2.3.5.2 Constraining Factors

We did not find any specific constraining factors.

2.3.6 Comparison of training programs by other donors

We did not find training programs by other donors comparable to JICA training programs.

Chapter 3 Questionnaire Survey

3.1 Survey Purpose

This questionnaire survey was conducted with the goal of quantitatively understanding the achievement of JICA Thematic Training and Dialogue Programs and JICA Training Programs for Young Leaders (including JICA Youth Invitation Program) as well as providing feedback in order to improve the training system.

3.2 Survey Subjects and Methods

3.2.1 Survey Subjects

The subjects of the Thematic Programs survey included training participants who participated in the training during FY2010 (excluding long-term training participants) and whose email addresses were managed by JICA. The subjects of the Young Leader Programs survey included training participants with the same conditions. In addition, the training participants who participated in the training under the Youth Invitation Program (former Young Leader Programs) and whose addresses are available, were added as well.

Survey Subjects:
①Training participants of the Thematic Programs: 691 (with email addresses) out of 4,328
②Training participants of the Young Leader Programs
(including Youth Invitation Program): 1,786
- Young Leader Programs: 552 (with email addresses) out of 1,460
- Youth Invitation Program: 1,234

3.2.2 Survey Method

The survey was conducted using two types of methods: Paper questionnaire and online questionnaire using Google Docs. A questionnaire in Excel format was attached to email to the subjects; the URL of the online questionnaire and the explanation that the contents of the Excel questionnaire and the online questionnaire were the same were included in the email transmittal message. [10]

3.2.3 Response Recovery Status of the Questionnaire Survey

Numbers of maintained email addresses, valid email addresses, valid responses are shown as below.

[10] The questionnaires for the Thematic Programs survey and the Young Leader Programs survey were distributed from December 11, 2013 in sequence. The deadline was set for 10 days after the distribution. A reminder email was sent 2 days before the deadline to subjects who had not returned the questionnaire. The second reminder email was sent after the deadline. A letter of appreciation was sent via email to the respondents to notify that their responses had been received. The time period between distribution and recovery was from December 11, 2013 to January 25, 2014.

Summary Table 1 Response Recovery Status

Survey subjects / Training course	Year of participation	Number of email addresses	Number of valid email addresses**	Number of valid responses	Valid recovery rate (Number of valid responses/number of valid email addresses)
Thematic Training and Dialogue Programs	2010	691	537	191 (Excel 135, Web 56)	35.60%
Training Programs for Young Leaders	2010	552	392	76 (Excel 48, Web 28)	19.40%
Youth Invitation Program	2000-2006	1,234	503	56 (Excel only)	11.10%

Note: Excluding the number of email addresses that did not exist in the system at the time of the survey.

3.3 Questionnaire Design

3.3.1 Evaluation Focus

In designing a questionnaire, the training was first defined in the course from input to output based on DAC's Five Evaluation Criteria (Relevance, Effectiveness, Efficiency, Impacts, and Sustainability). Then questions were set with a focus on the development of the effects of the training. The questions were categorized as follows:[11]

① Relevance: "Training contents", "level of knowledge and skills given through the training", "comparison to training provided by other donors/international organizations", etc.

② Effectiveness: "Satisfaction with the training", "acquisition of training contents", "level of achievement of the training objectives", etc.

③ Efficiency: Questions necessary for the evaluation of cost-effectiveness; "monetary evaluation of the training based on the willingness-to-pay method", "transfer activities of knowledge and skills acquired through the training", etc.

④ Impacts: "Change in training participants' behavior and attitude toward work after the training", "transfer activities of knowledge and skills acquired through the training", "utilization of knowledge and skills acquired through the training", etc.

⑤ Sustainability: "Projects based on knowledge and skills acquired through the training", etc.

3.3.2 Evaluation Method

For most of the question items, answers were to be given based on a five-level evaluation scale:

1=Strongly disagree
2=Somewhat disagree
3=Neither agree nor disagree
4=Somewhat agree
5=Strongly agree

For the "acquisition of the training contents", "utilization of knowledge and skills acquired

[11] In order to secure the continuity of the survey and analyze the year-to-year change in the effects of the training, the question items from "FY2011 Ex-Post Evaluation Study of Thematic Programs" implemented by the Global Link Management, Inc. and "FY2012 Ex-Post Evaluation and Current Status Study of Thematic Programs" by the Japan International Cooperation Center were included in the questionnaire. The question items were changed as required to enable more profound analysis.

through the training", "level of achievement of the training objectives", and "contribution of the training", answers were given as a ratio.

For "change in an organizational position" and "increase of annual income", numerical values were presented. For "transfer activities of the training results" and "projects based on knowledge and skills acquired through the training", answers were given as actual number of times.

The evaluation of the development of training effect was conducted based on the questionnaire answers. Also, factors that facilitate or constrain the effects of the training were evaluated by the association among the question items calculated by the average rate, correlation analysis[12] and multiple linear regression analysis.[13]

3.3.3 Strategy to Secure the Number of Samples

The following methods were applied in order to improve the recovery of the distributed questionnaires:

① For the layout of the question items for the Thematic Programs survey, items that were presumably easy to answer using the five-level evaluation scale were presented at the beginning (such as motivations to participate in the training and evaluation for the training). Items that may be difficult to answer (such as the opportunity to utilize training results, and comparison to other donors' training), and items that require actual numbers to be given (such as transfer activities of the training results and projects based on acquired knowledge and skills) were presented toward the end.

② For the layout of question items on the Young Leader Programs and Youth Invitation Program surveys, items such as motivations to participate in the training and the involvement with Japan/Japanese were presented at the beginning to make it easy for the ex-participants o answer. Items such as evaluation of the training and transfer/utilization activities of the training results were placed at the end.

③ In principle, the English version of the questionnaire was used, but considering the convenience of the survey subjects for responding, the questionnaires were also available in five other languages including Spanish, French, Russian, Chinese and Thai.

④ Considering the survey subjects' convenience when responding, two types of reply methods were used: a paper questionnaire in Excel format and an online questionnaire. The online questionnaire was provided in English only, but the URL was presented to all of the subjects in the Thematic Programs and Young Leader Programs surveys.

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[12] A correlation analysis is a method to describe the relation between two variables by numerical values. The correlation coefficient is signified by r; the bigger the value is, the stronger the correlation becomes.

[13] A regression analysis applies a formula between a dependent variable (response variable) and an independent variable (explanatory variable) on a consecutive scale to quantitatively analyze how the dependent variable can be explained by the explanatory variable.
Multiple linear regression analysis is a type of multi-variable analyses. It is a regression analysis with multiple independent variables. By choosing multiple appropriate variables, a prediction formula that is easier to calculate and causes fewer errors can be created.
p signifies probability. $p<.01$ means that the probability of a phenomenon to occur is not a coincidence, rather, it is 1% or lower, indicating that the phenomena is significant (meaningful).

3.4 Survey Results: JICA Thematic and Dialogue Programs

3.4.1 Attributes of the Thematic Programs Participants

Among the attributes of 191 analysis subjects, the largest parent region was Southeast Asia accounting for 26.2%, followed by Africa 22.0% and South Asia 13.6% (Figure 3-1). Southeast Asia also accounted for the largest respondent ratio among the parent regions of the survey subjects in the past two years.

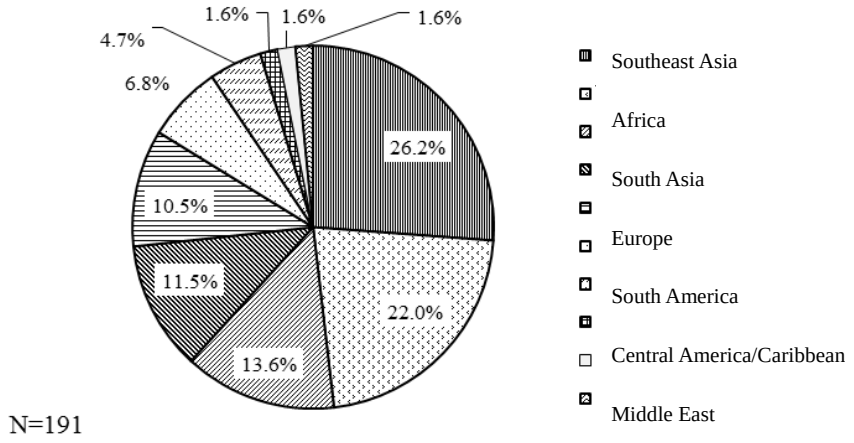


Figure 3-1 Parent Region of the Analysis Subjects

As for the training themes of the respondents, agricultural development/rural development was the largest category accounting for 17.3%, followed by water resource/disaster prevention 11.0%, environmental management and private sector development 9.9%, and education 9.4%. (Table 3-1).

Table 3-1 Comparison of Training Themes by Fiscal Year

Training Category	FY2013 Number of responses	FY2013 FY2011 comparison FY2013 (%)	FY2012 (%)	Result
Agricultural/rural development	33	17.3	15.0	
Water resources/ disaster management	21	11.0	3.4	**
Environmental management	19	9.9	9.5	
Private sector development	19	9.9	17.7	**
Education	18	9.4	7.5	
Nature conservation	13	6.8	4.8	*
Information and communication technology	12	6.3	9.5	**
Health	12	6.3	8.8	**
Governance	10	5.2	8.2	**
Natural resources and energy	9	4.7	9.5	**
Urban/regional development	8	4.2	0.7	**
Aid approach	4	2.1	0	**
Fisheries	4	2.1	0	**
Transportation	3	1.6	5.4	**
Social security	3	1.6	0	**
Gender and development	1	0.5	0	
Economic policy	1	0.5	0	
South-south cooperation	1	0.5	0	
N	191		147	

** p<.01 * p<.05

As for respondents' training periods, 42.4% of them chose 30-59 days; 23.5% chose 35-39 days, and 21.8% chose up to 29 days (Table 3-2). The age of the respondents at the time of their participation in the training ranged from 24 to 55 years old. 30 to 40 years old accounted for 53. 4% of the whole respondents, and the average age was 35.6 (Table 3-3).

Table 3-2 Comparison of Number of Days of the Training by Fiscal Year

Number of training days	FY2013	FY2012 FY2013 comparison		
	Number of responses	FY2013 (%)	FY2012 (%)	Result
- 29	39	20.4	20.1	
30 - 59	81	42.4	32.2	**
60 - 89	39	20.4	17.9	
90 - 119	15	7.9	16.8	**
120 - 179	8	4.2	8.7	**
180 -	9	4.7	4.7	
N	191		149	

** p<.01

Table 3-3 Age of the Respondents (at the time of participation)

Age	Number of responses	%
-29	40	20.9
30 - 34	59	30.9
35 - 39	43	22.5
40 - 44	23	12.0
45 - 49	18	9.4
50 -	8	4.2
N	191	100

3.4.2 Evaluation of the Training

(1) Training contents

According to the five-level evaluation scale described in the "3.3.2 Evaluation Method", the training contents generally received high evaluations with a rating of 4 or higher. The training contents encompassed new knowledge and skills, were practical, and matched the needs of the respondents' countries and/or parent organizations. In addition, the curriculum was appropriate for the training purposes. The results also indicate that the training contents were not extremely difficult for the respondents to acquire (Figure 3-2).

(2) Training and instruction methods

All the instruction methods received an evaluation of 4 or higher. The methods that ensured better understanding of training participants by devising teaching materials and confirming their level of understanding were highly evaluated (Figure 3-2). Also, practical training/field visits as well as discussion with training participants and lectures received high evaluations.

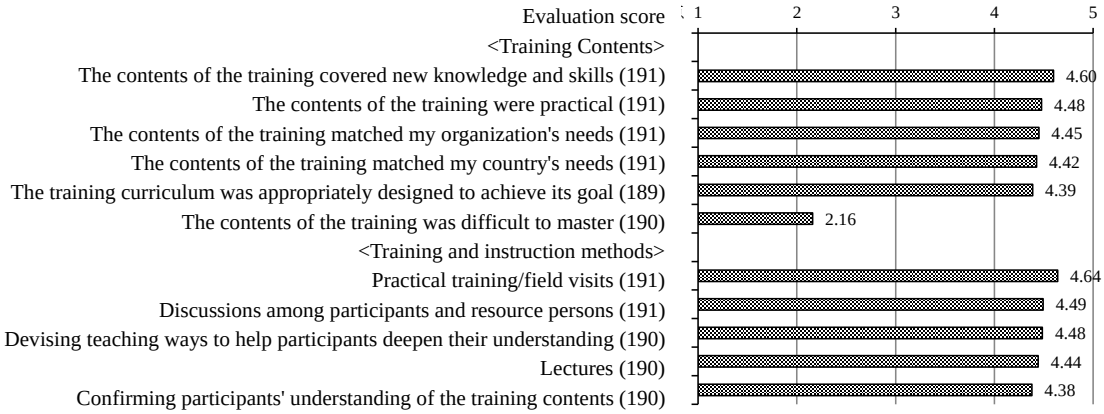


Figure 3-2 Training Contents and Instruction Methods

Among the three training methods (“practical training/field visits”, “discussion” and “lectures”), “practical training/field visits” received a high evaluation with a significant difference from the evaluation for “lectures”($p<.05$).

(3) Training level

As Table 3-4 indicates, the evaluation of the training level was different among thematic issues.

Table 3-4 Comparison of Training Level by Assignment Category

Training category	Number of responses	After the training	When the survey was conducted	Difference	Result	Retention rate
Urban/Regional Development	8	4.63	4.63	0.00		98.9
Nature Conservation	13	4.23	4.15	0.08		97.3
Private Sector Development	19	4.16	4.00	0.16		96.4
Transportation	3	4.33	4.00	0.33		93.3
Information and Communication Technology	12	4.00	3.75	0.25	+	94.5
Fisheries	3	4.00	3.67	0.33		93.6
Water Resources/Disaster Management	21	4.05	3.71	0.33	+	92.6
Health	12	4.17	3.75	0.42		88.5
Agricultural/Rural Development	32	4.03	3.75	0.28	+	88.1
Environmental Management	18	4.06	3.39	0.67	+	83.3
Social Security	3	3.67	3.00	0.67		83.7
Education	18	3.89	3.56	0.33		91.7
Natural Resources and Energy	9	3.89	3.67	0.22		95.5
Aid Approach	4	3.75	3.50	0.25		95.9
Governance	10	3.60	3.70	-0.10		100.0
N	188	4.05	3.77	0.28	**	

** p<.01 + p<.001

Once training participants have returned to their home countries, they are expected to utilize the knowledge and skills they acquired. Although there is a concern that the level of the acquired knowledge and skills will decline as time passes, the goal is that the level will be sustained.

Therefore, the level of knowledge and skills acquired through the training and the level of knowledge and skills required at a training participant's workplace were compared twice, immediately after the training and at the time this survey was conducted. The evaluation score immediately after the training was 4.1 overall, indicating a high level of knowledge and skills transferred by the training implementing organization. The evaluation score of the training level when this survey was conducted was 3.8, which was relatively high but decreased significantly ($p<.01$).

Since the respondents were FY2010 training participants, the time period from the completion of the training to the time of the survey varied. Since it was possible that a difference in the effectiveness of knowledge and skill acquired through the training occurs as time passes, the retention rate, which indicates how much of the acquired knowledge and skills are retained, was calculated. The retention rate was 92.1% after 1 year and 84.8% after 2 years, thus the effectiveness of knowledge and skills decreased as time passed. However, when looking at the assignment categories, some fields have highly-rated effectiveness immediately after the training in addition to indicating a high retention rate, such as "urban development/regional development", "nature conservation", "private sector development"; on the other hand, some fields were highly rated immediately after the training but the retention rate was low, such as "health", "agricultural development/rural development", "environmental management". Thus, it can be concluded that the decline of the effectiveness of knowledge and skills along the course of time varied in different fields.

On the other hand, the evaluation of the training level rated when this survey was conducted was 4.0, which reflected a significant difference from this year's evaluation ($p<.05$). Since the retention rate of knowledge and skills after 2 years was 98.6%, one can assume that the effectiveness of the training level of this year declines faster.

(4) Level of satisfaction with the training

The overall evaluation score that comprehensively rated the level of satisfaction with the training was 8.7 (the scale used: 1-10, 10 as "Extremely satisfied"), thus when evaluated comprehensively, the level of satisfaction with the training was high (Figure 3-3). The evaluation for each item was also high with a rating of 8 or higher. The level of satisfaction with the performance of training coordinators and staff members as well as practical training/field visits was relatively high.

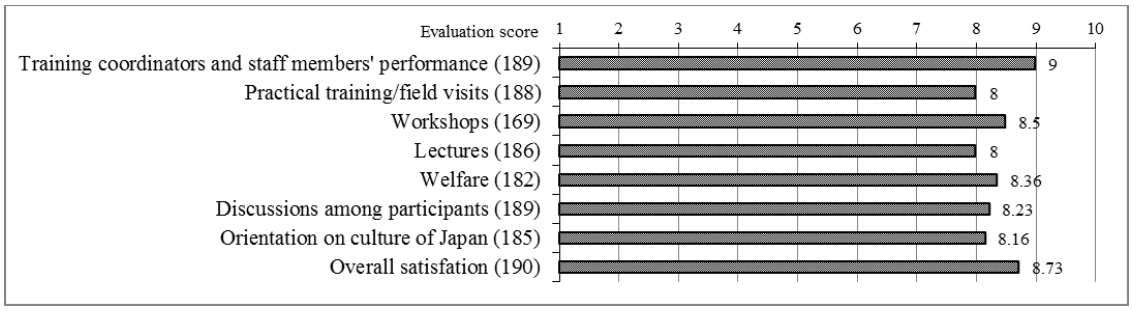


Figure 3-3 Level of Satisfaction with the Training

The relationship between the overall level of satisfaction and the level of satisfaction with each training item is indicated in Table 3-5. The level of satisfaction with "lectures", "practical

training/field visits", "discussion among participants", "welfare", and "performance of training coordinators and staff members" influenced the evaluation of the overall level of satisfaction. Particularly, the level of satisfaction with "lectures" has the most influence. The overall level of satisfaction increases as the level of satisfaction of training participants with lectures becomes higher. Also, the overall [level] of satisfaction increases as age increases, the training period is longer and the economic status of a training participant's country is higher.

Table 3-5 Factors that Influence the Overall Level of Satisfaction -1-

Explained variables	Overall evaluation	
Explanatory variables	Standardized partial regression coefficient	Result
Participants' factors		
Age	0.110	*
Period of training	0.082	+
GDP/capita of participants' countries (logarithm)	0.094	*
Training		
Orientation on culture of Japan	-0.035	
Welfare	0.182	**
Performance by training coordinators and staff member	0.151	*
Workshops	-0.071	
Practical training/field visits	0.204	**
Lectures	0.374	**
Discussions among participants	0.194	**
Coefficient of determination	0.753	**
Coefficient of determination adjusted for the degree of freedom	0.737	
N	161	

** p<.01 * p<.05 + p<.1

The relationship between the level of overall satisfaction and the training quality is shown in Table 3-6. The level of satisfaction with the "appropriate curriculum that matched training purposes", "appropriate instruction methods" and "training level" influenced the overall level of satisfaction. The level of satisfaction with the "appropriate curriculum that matched training purposes" had the most influence; the overall level of satisfaction increased as the training curriculum better matched training purposes.

Based on these results, when conducting the training it is necessary to develop a curriculum to match training purposes and provide lectures on high-level contents while simultaneously confirming the training participants' level of understanding; in order to increase the overall satisfaction of the training, the teaching materials must be devised appropriately according to training participants' needs.

Table 3-6 Factors that Influence the Overall Level of Satisfaction -2-

Explained variables	Overall evaluation	
Explanatory variables	Standardized partial regression coefficient	Result
Participants' factors		
Age	0.070	
Period of training	-0.020	
GDP/capita of participants' countries (logarithm)	0.134	*
Quality of training		
Training contents matched the needs of my country or organization	0.036	
Training contents covered new knowledge and skills	0.125	
Appropriate curriculum that matched training objectives	0.207	*
Appropriate teaching methods	0.198	**
Level of training (immediately after the training)	0.198	**
Coefficient of determination	0.299	**
Coefficient of determination adjusted for the degree of freedom	0.266	
N	182	

**p<.01 * p<.05

3.4.3 Impacts

(1) Capacity development of individual participants

① Knowledge and skills acquired through the training and the achievement of training objectives

The primary objective of training participants when participating in the training is to acquire knowledge and skills provided by the training implementing organization. Most training participants answered that they acquired 80% to 90% of the overall training contents. An average of 80.8% of knowledge and skills provided by the training implementing organization were acquired. Most training participants also answered that they achieved 80% to 90% of the contents from the training. The achievement rate was 78.8% on average.

② Change in training participants' behavior and attitude

The self-evaluation of change in respondents' behavior and attitude through the participation in the training received high evaluations with a rating of 4 or more (Figure 3-4). The evaluation of "activities that contribute to the parent country's development", "consideration to a parent country's situation from an international perspective", "better work planning" and "sense of responsibility for work" were relatively high. "Activities that contribute to the parent country's development" was relatively higher than other changes in behavior and attitude, indicating a significant difference between "finding solutions before giving up" and "awareness to work with colleagues in a collaborative manner" ($p<.05$). The evaluations for items that require input from others, such as training participants' "opinions are accepted by colleagues", "assigned to important work" and "assigned to supervise subordinates", resulted in lower evaluations with significant differences ($p<.01$) than the self-evaluation items.

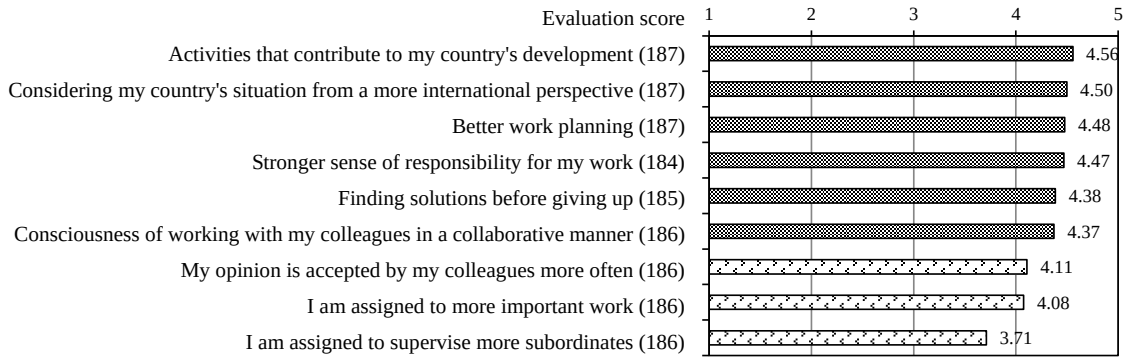


Figure 3-4 Change in Training Participants' Behavior and Attitude

The results show that, by participating in the training, training participants became more aware of activities that contribute to their countries' development and of the situations from an international perspective; they acquired an ability and sense of responsibility to plan their work better and find solutions for work before giving up; and they acquired behavior and an attitude to work with their colleagues in a collaborative manner. This leads to the conclusion that training participants were assigned to important work and their opinions were more accepted by their colleagues due to such change in behavior and attitude.

(2) Utilization of the training results

① Action plans

Training participants develop action plans and are expected to implement the plans upon returning to their countries. This year's survey revealed that 94.1% of the respondents prepared action plans during their training as opposed to 5.9% who did not. Training results are utilized when training participants implement action plans upon returning to their countries. 7.4% of the respondents did not implement their action plans, while 17.0% completed their plans and 34.1% nearly completed them. The most frequent response to the rate of utilization of knowledge and skills acquired through the training was 70% and the average was 65.1%.

② Opportunities for utilizing training results

Figure 3-5 summarizes how action plans were implemented and in what situations training results were utilized.

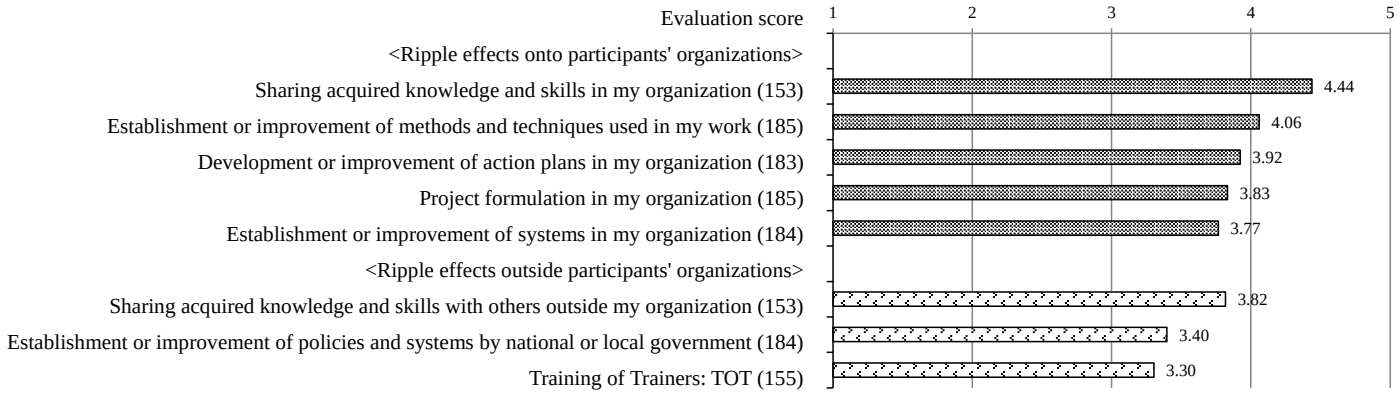


Figure 3-5Utilization of Training Results

Training participants shared knowledge and skills acquired through the training with colleagues in their parent organizations more than with people outside the organizations (p<.01, Table 3-7). As for opportunities for utilizing the acquired knowledge and skills, the evaluations were relatively higher for the “establishment or improvement of methods and techniques used in my work”, “development or improvement of action plans in my organization”, “project formulation in my organization” and “establishment or improvement of systems in my organization” than the evaluations for the “establishment or improvement of policies and systems by national or local governments” and “training of trainers”. There was a significant difference between the “establishment or improvement of policies and systems by national or local government”, which received the lowest evaluation, and other opportunities (Table 3-8).

Table 3-7 Implementation of Action Plans

Opportunities of utilizing the training results	Number of responses	Average	Result
Training of trainers (TOT)	155	3.30	
Sharing acquired knowledge and skills in my organizations	153	4.44	**
Sharing acquired knowledge and skills outside my organizations	153	3.82	**

** p<.01

Table 3-8 Utilization of Training Results

Opportunities of utilizing the training results	Number of responses	Average	Result
Establishment or improvement of methods and techniques used in my work	185	4.06	
Development or improvement of action plans in my organization	183	3.92	** *
Project formulation in my organization	185	3.83	**
Building and improvement of systems in my organization	184	3.77	**
Establishment or improvement of policies and systems by national or local governments	184	3.40	*

** p<.01 * p<.005

The results indicate that the knowledge and skills acquired through the training was disseminated and the results were utilized often within parent organizations. Although the utilization of knowledge and skills for the system of their organizations or policy systems was relatively lower than in other opportunities, the evaluation score was significantly higher than 3

($p<.05$). Therefore, the evaluations indicate that training results were utilized in the parent organizations' systems or policy systems.

This year's survey found that there was a significant difference between the "establishment or improvement of systems in my organization" and "establishment or improvement of policies and systems by national or local governments". Therefore, the evaluations indicate that training results were utilized more for the "establishment or improvement of systems in training participants' organizations".

③ Projects that utilize the acquired knowledge and skills

58.1% of the respondents (111 out of 191 people) proposed to their organizations projects that utilize the knowledge and skills acquired through the training. The response choices range from 1 project to 15 projects, but the most frequent response was 1 project (35.1%); 82% of the respondents proposed between 1 and 3 projects. Additionally, 78.9% or 86 projects out of all the proposed projects were implemented.

Transfer activities of training results

Ex-participants conduct various activities in order to transfer knowledge and skills they acquired through the training. The annual average number of times of transfer activities after the training, including lectures, conferences, workshops and OJT are summarized in Table 3-9. 83.8% of the respondents (160 out of 191 people) conducted transfer activities, and lectures, conferences and workshops were used as transfer methods more than OJT. More ex-participants who conducted transfer activities were found in Southeast Asian and African regions. More transfer activities were per person conducted in African, Southeast Asian and Middle Eastern regions.

Table 3-9 Transfer Activities of Training Results (average)

Region	Lectures/meetings/workshops		OJT		Total	
	Frequency/ year	Number of responses	Frequency/ year	Number of responses	Frequency/ year	Number of responses
Southeast Asia	1.9	39	2.5	40	4.1	43
Africa	7.5	39	4.9	38	12.2	39
South Asia	8.4	19	1.8	19	10.3	19
South America	4.0	16	1.8	16	5.8	16
Europe	1.9	15	2.3	16	4.0	16
Central America/Caribbean	3.2	11	4.4	11	7.7	11
Middle East	16.1	7	6.7	7	22.8	7
East Asia	0.8	3	0.3	3	1.1	3
Central Asia	1.8	3	6.8	3	8.6	3
Oceania	2.1	2	2.2	2	2.8	3
Total	5.06	154	3.26	155	8.03	160

(3) Promotion after the training

When asked if training participants' positions changed after the training, 43.4% of the respondents (86 out of 175 people) answered that their positions were promoted by 1 to 6 ranks. Most respondents' positions were promoted by 1 rank, but the average increase was 2.2 ranks.

86.0% of those whose positions increased (74 out of 80 people) answered that the participation in the training contributed to the promotion. The contribution rate of the training participation ranged between 5% and 100%; the most frequent answer was 50%. The average rate of contribution of the training participation to the promotion was 49.4%.

3.4.4 Factors Facilitating or Constraining Positive Impacts

(1) Motivations of participation and assignments/missions given by parent organizations

As for the motivations of participation in the training, "I was interested in the contents of the training" and "I required new knowledge and skill in performing my job" received high evaluations with a score of 4.5 or higher.

Many training participants participated in the training with assignments/missions given by their parent organizations. Regarding the question, "Did you have concrete assignments and/or missions from your organization?" 56.4% of the respondents answered that they did . Since there was a significant correlation between the two factors, "new knowledge and skills were required" and "assignments/missions were given" ($r=.329$, $p<.05$), it can be said that acquiring new knowledge and skills for achieving assignments/missions provided motivations for participating in the training.

As for the relationship between the respondents' regions and their assignments/missions, the respondents from the Southeast Asian region gave significantly higher evaluations to assignments/missions than those from the South American and European regions (Table 3-10); more respondents from the Southeast Asian region were given assignments/missions by their organizations upon participating in the training than other regions.

Regarding the relationship between assignments/missions and the training theme categories, the evaluation for the assignments/missions in "urban/regional development" was significantly higher than the evaluations given in "health", "natural resources and energy", "nature conservation", "agricultural/rural development", and "environmental management". The evaluations in "education", "transportation" and "private sector development" were significantly higher than the evaluation in "nature conservation" (Table 3-11). Therefore, whether the respondents were given assignments/missions by their organizations varied depending on their training theme categories.

Table 3-10 Assignments/missions by Region

Region	Number of responses	Average	Result	
Southeast Asia	50	4.08		
East Asia	3	3.67		
South Asia	25	3.92		
Central Asia	3	2.00	*	
Oceania	3	3.33		*
Central America/Caribbean	12	3.00		
South America	20	3.00		
Middle East	9	4.00		
Africa	41	3.71		
Europe	22	3.00		
Total	188			

* $p<.0005$

Table 3-11 Assignments/missions by Theme Category

	Number of responses	Average	Result
Education	18	3.94	
Health	11	3.27	*
Water resources/disaster management	20	3.65	
Governance	10	3.60	*
Social security	3	3.33	
Transportation	3	4.00	
Information and communication technology	12	3.75	
Natural resources and energy	9	3.11	
Private sector development	19	3.84	*
Agricultural/rural development	33	3.61	*
Nature conservation	12	2.92	*
Fisheries	4	3.50	*
Urban/regional development	8	4.63	*
Environmental management	18	3.33	
Aid approach	4	3.75	
Total	184		

* p<.0005

However, the number of participants in each training theme was different from region to region; whether the number of training participants with assignments/missions is different by region or by theme category cannot be clearly separated.

(2) Factors that influence capacity development of individual participants

Factors influencing the change in ex-participants' behavior and attitude after the training include "age", "training period", "GDP/capita of a parent country in FY2010", and "assignments/missions given by a parent organization". Also, the quality of the training contents include "contents matched the needs of a parent country or organization" [14], "contents covered new knowledge and skills", "curriculum matched training objectives", "appropriate instruction methods" [15], and "training level (immediately after the training)". Table 3-12 indicates the relationship between the change in ex-participants' behavior and attitude and factors relating to ex-participants as well as factors relating to the training quality.

[14] Synthetic variable of two items, "matching a country's needs" and "matching an organization's needs".
[15] Synthetic variable of two items, "devising teaching materials to deepen understanding" and "confirming the level of understanding of training contents".

Table 3-12 Factors that Influence Change in Ex-participants' Behavior and Attitude

Explanatory variables	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result
Participants' factors												
Age	0.095		0.104		-0.071		0.012		-0.044		-0.025	
Period of training	-0.019		0.011		-0.033		-0.053		-0.091		-0.092	
GDP/capita of participants' countries (logarithm)	-0.081		-0.020		-0.187	**	-0.225	**	-0.198	**	-0.222	**
Assignments/missions given by participants' organizations	0.077		0.138	+	0.141	*	0.146	*	0.098		0.104	
Quality of training												
Training contents matched the needs of my country	0.155	+	0.176	*	0.110		0.090		0.245	**	0.133	
Training contents covered new knowledge and skills	0.147	+	0.111		0.089		0.087		0.015		0.047	
Appropriate curriculum	0.091		0.087		0.243	**	0.122		0.129		0.142	
Appropriate teaching methods	0.115		0.017		0.095		0.072		0.046		0.085	
Level of training (immediately after the training)	0.164	*	0.023		0.222	**	0.201	**	0.142	+	0.170	*
Coefficient of determination	0.270	**	0.166	**	0.379	**	0.267	**	0.254	**	0.253	**
Coefficient of determination adjusted for the degree of freedom	0.230		0.121		0.345		0.227		0.214		0.213	
N	177		177		176		174		175		176	

** p<.01 * p<.05 + p<.1

① Change in ex-participants' behavior and attitude

Facilitating factors of positive impacts of the training include "GDP/capita of a parent country" and "assignments/missions given by a parent organization", which are factors related to individuals. By participating in the training, training participants from countries with a low economic status improved their behavior and attitude more, including a work planning ability, the sense of responsibility for work, efforts to find solutions and collaboration with colleagues. Also, training participants with clearer assignments/missions improved their work planning ability, the sense of responsibility for work and considerations to a country's situation from an international perspective.

Factors relating to training quality that enhance training results include "training level", "training contents matched the needs of a parent country or organization", "the curriculum was appropriate", and "the contents of the training covered new knowledge and skills". When the training level was higher than the level of knowledge and skills required by training participants' work at the time of their participation in the training, their behavior and attitude improved more in the area of a work planning ability, the sense of responsibility for work, efforts to find solutions, contribution to their countries' development, and collaboration with colleagues. Also, when the training contents matched the needs of parent countries and organizations, their behavior and attitude improved more in the area of efforts to find solutions, considerations to their countries' situation from an international perspective and contribution to their countries' development. Further, when the curriculum matched the training objectives better, the work planning ability was enhanced; when the training contents covered new knowledge and skills better, the behavior and attitude for contributing to a parent country improved.

② Evaluations of ex-participants by third persons

Facilitating factors of ex-participants evaluated by third persons include "work performance" [16], "working attitude toward development projects" [17], "assignments/missions given by a parent

[16] Synthesis variable of three items, "improvement of sense of responsibility toward work", "execution of work under the collaboration with colleagues" and "search for solutions".

[17] Synthesis variable of three items, "activities to contribute to the development of one's country" and "consideration to one's country from an international perspective.

organization", and "age" (Table 3-13).

Table 3-13 Factors that Influence the Evaluations of Ex-participants by Third Persons

Explained variables / Explanatory variables	My opinion		Important task		Placement of subordinate	
	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result
Participants' characteristic						
Age	-0.080		0.131	*	0.081	
Period of training	-0.085		0.043		-0.062	
GDP/capita of participants' countries (logarithm)	-0.027		0.038		-0.081	
Assignments/missions given by participants' organizations	0.054		0.208	**	0.278	**
Changes in behavior and attitude of participants						
Work planning ability	0.135		0.109		0.126	
Attitude toward development activity	0.160	+	0.183	*	0.109	
Work performance	0.271	*	0.298	**	0.233	*
Coefficient of determination	0.270	**	0.398	**	0.369	**
Coefficient of determination adjusted for the degree of freedom	0.240		0.373		0.343	
N	178		177		177	

** p<.01 * p<.05 + p<.1

As work performance of an ex-participant improves, his/her opinions are more accepted at his/her workplace, s/he is assigned to important work or to supervise subordinates, leading to changes in the evaluation of the ex-participant after participation in the training. Also, as the working attitude toward development projects improves, an ex-participant's opinions are more accepted and s/he is assigned to important work. Ex-participants who were given assignments/missions by their organizations when participating in the training are more likely to be offered important work and more subordinates after the training. Further, the age of ex-participants is related to their evaluations [by third persons] after the training. The older an n ex-participant is, the more likely they are to be assigned to important work after the training.

(3) Factors influencing the utilization of training results

Knowledge and skills acquired by training participants are utilized in various situations. Table 3-14 indicates the relationship between utilization circumstances and factors influencing those circumstances.

Table 3-14 Factors that Influence the Utilization of Acquired Knowledge and Skills

Explained variables	Establishment or improvement of policies and systems by national or local government		Building and improvement of systems in my organization		Establishment or improvement of methods and techniques used in my work		Project formulation in my organization		Development or improvement of action plans in my organization		Utilization rate	
Explanatory variables	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result
Participants' factors												
Age	0.161	+	0.187	*	0.101		0.125		0.055		0.117	
Period of training	-0.068		-0.031		0.033		-0.016		-0.124		-0.036	
GDP/capita of participants' countries (logarithm)	-0.110		-0.095		-0.078		0.060		-0.017		-0.059	
Assignments/missions given by participants' organizations	0.226	*	0.163	+	0.083		0.235	**	0.240	**	0.164	+
Changes in behavior and attitude of participants												
Work performance	-0.186		-0.161		0.162		-0.086		-0.146		0.044	
Attitude toward development activity	0.147		0.094		-0.085		0.257	*	0.349	**	0.029	
Planning ability	0.196	+	0.397	**	0.196	+	0.144		0.198	+	0.003	
Acquisition rate	-0.052		0.047		0.224	**	0.019		0.030		0.149	+
Reasons for being unable to utilize acquired knowledge and skills												
Support from my organization is insufficient	-0.023		-0.010		-0.169	+	-0.084		0.022		0.051	
The workplace environment is too different from the training environment	0.059		-0.076		-0.006		0.079		0.067		-0.265	**
My work load is too heavy	-0.047		-0.066		0.075		-0.123		-0.185	*	-0.027	
Coefficient of determination	0.176	**	0.270	**	0.232	**	0.242	**	0.298	**	0.182	**
Coefficient of determination adjusted for the degree of freedom	0.104		0.206		0.165		0.175		0.237		0.107	
N	138		137		138		138		138		132	

** p<.01 * p<.05 + p<.1

Facilitating factors of positive impacts relating to individual participants include “assignments/missions given by a parent organization”, “work attitude toward development projects”, “planning ability”, “age”, and “acquisition rate”.

The clearer the assignments/missions from a parent organization are, the more utilized the knowledge and skills acquired by an ex-participant in national or local governments for the establishment or improvement of policies and systems will be, as well as in his/her organization for the establishment or improvement of a system, the formulation of a project, and the development or improvement of action plans. When a training participant’s work attitude toward development projects improves through the training, a project in his/her organization is strengthened, the acquired knowledge and skills are utilized in national or local governments for the establishment or improvement of policies and systems, as well as in his/her organization for the establishment or improvement of a system, the development or improvement of action plans, and establishment or improvement of methods and techniques at work. In addition, when the acquisition rate of the training contents increases, the training results are more likely to be utilized for the establishment or improvement of methods and techniques at work. Further, the older a training participant is, the more likely the acquired knowledge and skills to be utilized for establishment or improvement of policies and systems by national or local governments as well as for that of a system in his/her organization.

Organizations’ factors that constrain the utilization of acquired knowledge and skills include “support from a parent organization was insufficient”, “the workplace environments were different from the training environments” and “an ex-participant’s workloads were too heavy.” The heavier the workloads are, the less utilized the acquired knowledge and skills are for the establishment of a parent organization’s action plan. As the support from a parent organization becomes less, the acquired knowledge and skills are less utilized for the establishment or improvement of methods and techniques used at work. The utilization rate of acquired knowledge and skills decreases as the workplace environments differ from the training environments. Among factors influencing the utilization rate, the environmental differences have the most influence on the utilization rate of acquired knowledge and skills. The environmental differences have stronger influence as constraining factors than facilitating factors such as “assignments/missions given by a parent organization” and “the acquisition rate”.

3.4.5 Connections to Japan and Japanese People

The training implementing organization provides orientations and other events in order to expand training participants' understanding of Japan and Japanese people. "Cultural events and community service programs organized by the JICA Center", "general orientation on culture of Japan", and "interaction with the training implementing organization and training coordinators" received high evaluations (Figure 3-6).

When analyzing how the training participants' perception toward Japan and Japanese people changed by participating in the training, the evaluations of "interest in working with Japanese people", "trust in Japan and its people" and "understanding of Japanese society and culture" were high with ratings of 4.6 or higher. It can be said that the understanding of Japan and Japanese people deepened through the training.

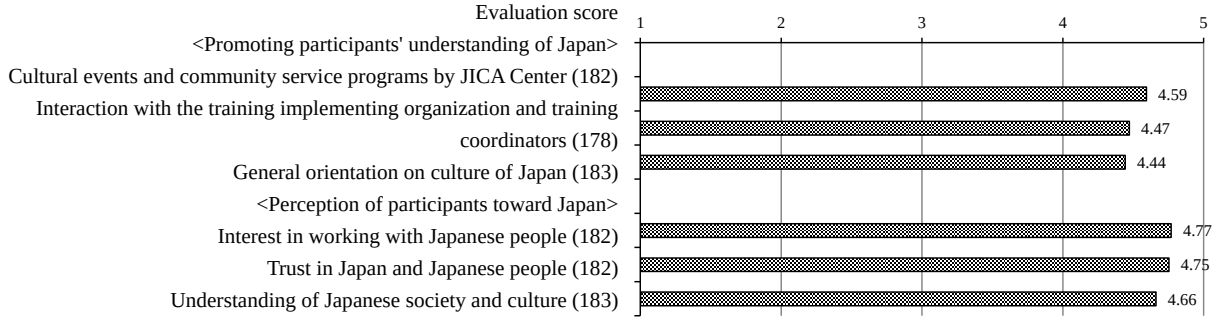


Figure 3-6 Perception toward Japan and Japanese People

Table 3-15 shows how "Cultural events and community service programs organized by the JICA Center", "general orientation on culture of Japan", and "interaction with the training implementing organization and coordinators" influenced changes entraining participants' perceptions toward Japan and Japanese people.

Table 3-15 Factors that Influence Perception toward Japan and Japanese People

Explained variables	Trust in Japan and Japanese people		Interest in working with Japanese people		Understanding of Japanese society and culture	
Explanatory variables	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result
Participants' factors						
Age	0.042		0.099		0.003	
Period of training	0.043		0.101		0.049	
GDP/capita of participants' countries (logarithm)	-0.119	+	-0.033		-0.001	
Promoting understanding of Japan						
General orientation about Japanese culture	0.263	**	0.053		-0.027	
Interaction with the implementing organization and training supervisors	0.173		0.215	*	0.279	**
Cultural events and community service programs by JICA Center	0.070		0.289	**	0.454	**
Coefficient of determination	0.213	**	0.264	**	0.425	**
Coefficient of determination adjusted for the degree of freedom	0.185		0.238		0.404	
N	174		175		175	

** p<.01 * p<.05 + p<.1

The orientation on Japanese culture enhanced trust in Japan and its people. Training participants from countries with a lower economic status improved their trust in Japan and Japanese people

more than in any other group. The more "interaction with the training implementing organization and coordinators" training participants experienced, the more interested they became in working with Japanese people, and their understanding of Japanese society and culture was further deepened. In addition, the study indicates that training participants' interest in working with Japanese people increased and the understanding of Japanese society and culture was strengthened through cultural events and community service programs organized by the JICA Center.

Therefore, this study concludes that providing "general orientation on culture of Japan" and "cultural events and community service programs" as well as promoting "interaction with the training implementing organization and training coordinators" were the facilitating factors that fostered positive feelings in training participants.

Interaction with Japanese people who met with training participants during the training was generally evaluated poorly (Figure 3-7). The interaction involved the occasional exchange of personal updates or collecting and exchanging new information about Japan. Thus, it seems that it is difficult to maintain interaction with Japanese people.

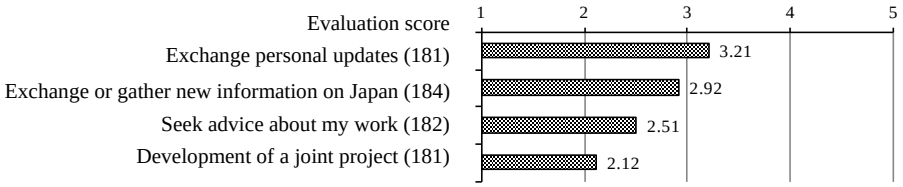


Figure 3-7 Interaction with Japanese People after the Training

3.4.6 Relationship with JICA

(1) Comparison of JICA training programs with training provided by other donors/international organizations

Some JICA training participants have participated in training provided by other donors or international organizations. 39.3% of the respondents (76 people) participated in such training. Main training implementing organizations were ADB (14 people), KOICA (11 people) and UNDP (14 people). The comparison between JICA's training and other organizations' training is shown in Figure 3-8. All the items received high evaluations. Training participants noted that JICA training programs provided more important learning experiences with useful knowledge and skills not available in other training programs, and the impact of the training was lasting.

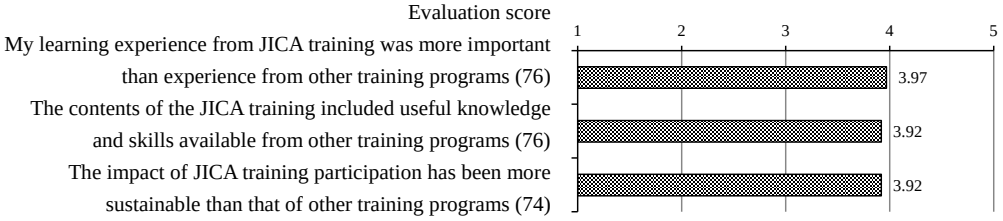


Figure 3-8 Comparison with Other Organizations' Training

(2) Recommendations of JICA training to others

90.5% of the respondents gave 5 points to this item. The average score of the item was high

with a rating of 4.9, indicating that ex-participants strongly recommend JICA training programs. The evaluations by region were 4.82 for Southeast Asia and 4.95 for Africa, which indicates a significant difference between the two regions (Table 3-16).

Table 3-16 Recommendation of JICA Training Programs to Others

Region	Evaluation	
Southeast Asia(49)	4.82	
East Asia(3)	4.67	
South Asia(26)	4.85	
Central Asia/ Caucasus(3)	5.00	
Oceania(3)	5.00	*
Central America/Caribbean(13)	4.92	
South America(20)	4.95	
Middle East(9)	5.00	
Africa(42)	4.95	
Europe(22)	4.95	

* p<.05

(3) Involvement of training participants with JICA after the training

Regarding involvement with JICA after the training, ex-participants participated in events and training programs organized by JICA as well as alumni associations relatively more than with other activities. However, the frequency of participation was occasional.

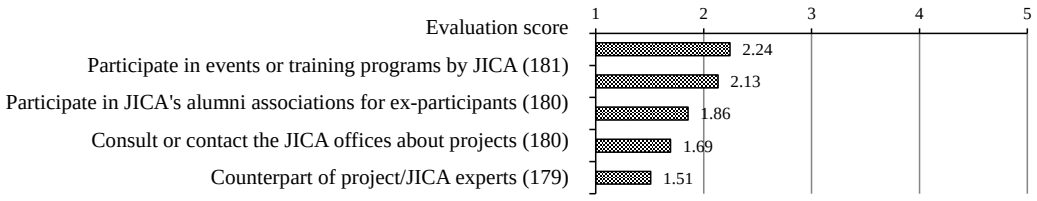


Figure 3-9 Involvement of Ex-participants with JICA after the Training

(4) Follow-up support

The respondents were asked to choose their top three items for desired follow-up support. The largest number of the respondents chose “support for implementing projects”; “support for organizing lectures and training sessions” and “provision of equipment and materials” were also popular.

Table 3-17 Desired Forms of Follow-up Support

	1st	2nd	3rd	Total
Support of implementation of projects	67	41	25	133
Support for organizing lectures and training sessions	41	30	36	107
Provision of equipment and materials	25	41	33	99
Dispatch of Japanese technical specialists	23	23	34	80
Support for training materials	13	27	27	67
Dispatch of Japanese volunteers	4	8	10	22
N	173	170	165	

3.5 Survey Results: JICA Training Programs for Young Leaders (including Youth Invitation Program)

As described under "Questionnaire Design", the questionnaire of JICA Training Program for Young Leaders (including Youth Invitation Program) is slightly different from the questionnaire of JICA Thematic Training Programs and Dialogues, with focus on the "connection to Japan and the Japanese people". Therefore, the items of survey results below do not match those of survey results for the Thematic Programs.

3.5.1 Attributes of Training participants

The parent regions of 76 analysis subjects for the Young Leader Programs survey consisted of Southeast Asia, accounting for 52.6%, which was the biggest percentage of all the regions; Africa, 18.4%; and South Asia, 15.8%. The age of the subjects at the time of participation in the training ranged from 21 years old to 42 years old. 21-24 years old accounted for 6.6% of that total, 25-29 years old comprised 27.6%, 30-34 years old comprised 48.7%, and 36 years old or older accounted for 17.1% of the whole. The average age was 31 years old.

Among 56 analysis subjects in the Youth Invitation Program Survey, whose data was used as reference for some part of the analysis results, the parent region of 4 of the subjects was unknown; among the remaining 52 subjects, those from Southeast Asia accounted for 63.5%, which was the biggest percentage of all the regions; South Asia, 13.5%; Africa, 9.6%; and East Asia, 5.8% of the whole. The age of the subjects at the time of participation in the training ranged from 21 years old to 37 years old; 21-24 years old accounted for 9.3%; 25-29 years old, 31.5%; 30-34 years old, 46.3%; and 36 years old or older, 13.0% of the total subjects. The average age was 30 years old. The participation years included a period between FY2000 and FY2007. Figure 3-10 summarizes the parent regions of analysis subjects in the Young Leader Programs and Youth Invitation Program.

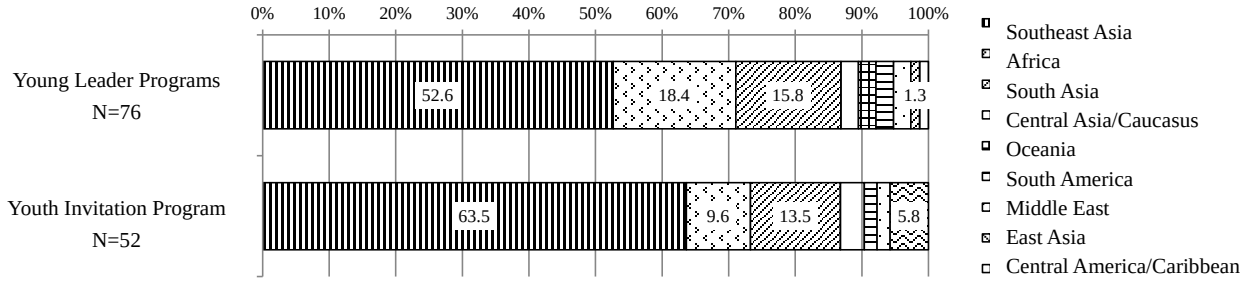


Figure 3-10 Parent Regions of the Analysis Subjects

3.5.2 Evaluation of the Training

(1) Training contents

The evaluation of the training generally received a high rating of 4 or more. Particularly, "the contents of the training matched my country's needs" and "the contents of the training covered new knowledge and skills" received relatively high evaluations (Figure 3-11). Therefore, it can be concluded that the training contents matched the needs of parent countries or organizations, covered new knowledge and skills, and provided practical and appropriately designed

curriculum to achieve training objectives. The content of the training was not difficult to acquire.

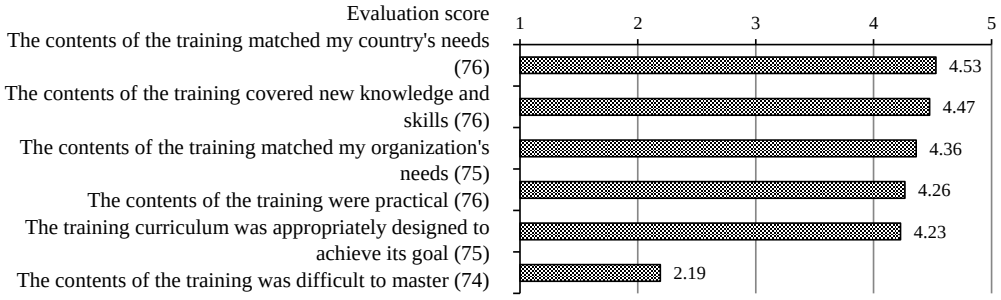


Figure 3-11 Evaluation of Training Contents

(2) Training level

Once training participants have returned to their home countries, they are expected to utilize the knowledge and skills they acquired through the training. It is preferable that the level of knowledge and skills provided by the training be higher than the level of knowledge and skills required for training participants at work in their countries, and also the level is sustained over time. Therefore, the level of knowledge and skills acquired through the training and the level of knowledge and skills required at a training participant's workplace were compared twice, immediately after the training and when this survey was conducted. The evaluation score immediately after the training was 4.07, indicating that the level of training provided by the training implementing organization was high. However, the evaluation score of the training level when this survey was conducted was 3.93.

Since the time period from the completion of the training to the time of the survey varied among participants, it is possible that a difference occurs in effectiveness of knowledge and skills provided through training. When the retention rate, which indicates how much of the acquired knowledge and skills are retained, was calculated, the retention rate was 96.7% after 1 year and 90.3% after 3 years, thus the effectiveness of knowledge and skills can be effective for at least 3 years.

(3) Overall level of satisfaction with the training

The level of satisfaction with the training generally received a rating of 8 or higher. Also, the overall level of satisfaction with the training received a rating of 8.7, indicating a high level of satisfaction. The level of satisfaction with training coordinators and staff members as well as field visits was relatively high. The level of satisfaction with interaction between training participants and Japanese youth was low. The trend in which the level of satisfaction with "performance of training coordinators and staff members" and "field visits" received high ratings was similar to the overall evaluation of satisfaction in the Thematic Programs survey.

Figure 3-12 indicates the evaluations given by the participants of the Young Leader Programs and Youth Invitation Program. The evaluation of each item in both groups had a similar trend, in which the level of satisfaction with training coordinators and staff members was relatively high while the level of satisfaction with the interaction between training participants and Japanese youth was low. In general, the level of satisfaction with each factor in the Young Leader Programs was higher than the level of satisfaction with factors in the Youth Invitation Program.

Significant differences between the two programs were observed for “performance of training coordinators and staff members”, “interaction among participants”, “home stay”, “orientation on culture of Japan”, and “lectures”. A significant difference was also found in the overall evaluation; the overall satisfaction with the Young Leader Programs was higher than the Youth Invitation Program.

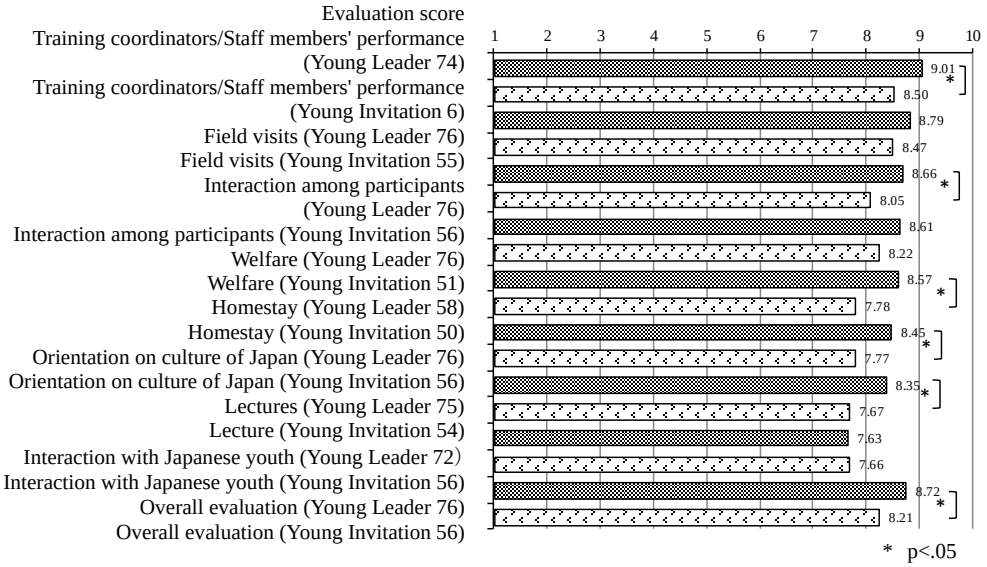


Figure 3-12 Level of Satisfaction with the Training

Table 3-18 summarizes how the difference among the levels of satisfaction with each factor influences the overall level of satisfaction. For the Young Leader Programs, the levels of satisfaction with “performance of training coordinators and staff member”, “field visits” and “age” influenced the overall level of satisfaction. Especially, the performance of training coordinators and staff members had the most influence, and the higher the level of satisfaction with training coordinators and staff members was, as well as with field visits, the higher the overall level of satisfaction tended to be. Additionally, the younger a training participant was, the higher the overall satisfaction became.

Table 3-18 Factor that Influence the Overall Level of Satisfaction -1-

	Overall evaluation			
Explained variables	Young Leader Programs		Youth Invitation	
Explanatory variables	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result
Participants' factors				
Age	-0.174 **		0.150	
GDP/capita of participants' countries (logarithm)	0.071		-0.057	
Training				
General orientation on culture of Japan	-0.009		0.135	
Welfare	0.091		-0.150	
Performance by training coordinators and staff mem	0.331 *		0.389 +	
Interaction with Japanese youth	0.161		0.214	
Interaction with other participants	0.044		-0.155	
Lectures	0.157		0.059	
Field visits	0.317 **		0.145	
Homestay	-0.027		0.299 *	
Coefficient determination	0.855 **		0.559 **	
Coefficient determination adjusted for the degree of freedom	0.820		0.429	
N	53		45	

** p<.01 * p<.05 + p<.1

For the Youth Invitation Program, “home stay” and “performance of training coordinators and staff members” influenced the evaluation of the overall level of satisfaction. The higher the level of satisfaction with “home stay” and that of “performance of training coordinators and staff members” were, the more the overall level of satisfaction became.

“Performance of training coordinators and staff members” was the factor that enhanced the overall level of satisfaction in both the Young Leader Programs and The Youth Invitation Program. While “field visits” was the facilitating factor for the Young Leader Programs, “home stay” was the factor that contributed to the overall level of satisfaction in the Youth Invitation Program. It can be presumed that the difference derived from the different primary objectives of the two programs.

Table 3-19 indicates the relationship between the overall level of satisfaction and the quality of the training in the Young Leader Programs. The contents “that matched the needs of a training participant’s country or organization” and training participants’ “age” influenced the overall level of satisfaction. The more the training contents matched the needs of a training participant’s country or organization, the higher the overall level of satisfaction became. Also, the younger a training participant was, the higher the overall level of satisfaction became.

Table 3-19 Factors that Influence the Overall Level of Satisfation-2-

Explained variables	Overall evaluation	
Explanatory variables	Standardized partial regression coefficient	Result
Participants' factors		
Age	-0.207	*
GDP/capita of a parent country (logarithm)	0.090	
Quality of training		
Training contents matched the needs of my country or organization	0.326	*
Training contents covered new knowledge and skills	0.147	
Training contents were practical	0.160	
Appropriate curriculum that matched training objectives	0.035	
Level of training (immediately after the training)	0.114	
Confident of determination	0.438	
Confident of determination adjusted for the degree of freedom	0.376	
N	71	

*
p<.05%

3.5.3 Impacts

(1) Utilization of training results

① Transfer of knowledge and skills acquired through the training

After the training, ex-participants are expected to utilize and transfer to others the knowledge and skills they acquired through the training. Most respondents answered that the rate of utilization was 60% to 80%. The average utilization rate was 65.1%.

Transferring knowledge and skills within parent organizations received a high evaluation with a rating of 4.7, while the rating was 4.2 outside their organizations (Reference Table 3). Thus, this study suggests that the ex-participants have transferred acquired knowledge and skills to others. Since there was a significant difference between transfer activities in parent organizations and outside the organizations ($p<.01$), transfer occurred more within parent organizations.

② Projects that utilize acquired knowledge and skills

66.2% of the respondents (45 out of 68 people) have proposed to their organizations 100 projects that utilize knowledge and skills acquired through the training. Among the proposed projects, 59 projects were implemented.

③ Opportunities for the utilization of training results

Since the evaluations of the opportunities for acquired knowledge/skill utilization were rated 3.5 or higher, it appears that training results have been utilized in various situations (Figure 3-15). The evaluations of the "establishment or improvement of methods and techniques at work" and "development or improvement of action plans in parent organizations" were relatively higher than "project formulation in a parent organization" and "establishment or improvement of systems in apparent organization", and the rating difference regarding "establishment or improvement of policies and systems by national or local governments" was significant. Therefore, utilization occurred in more familiar parent organizations than in the establishment and improvement of policies and systems by national and local governments. The trend in difference among the result utilization opportunities was similar in the evaluation of the Thematic Programs.

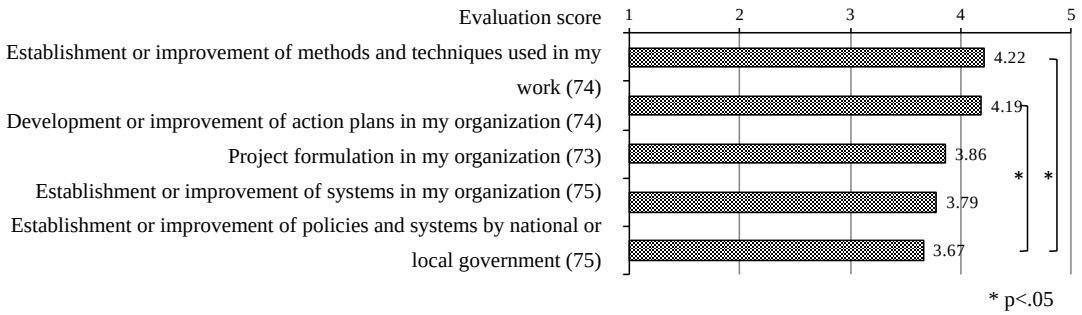


Figure 3-13 Opportunities for the Utilization of Training Results

(2) Relationship with Japan and its people

① Change in perception toward Japan and Japanese people

One of the objectives for conducting training in Japan is to foster positive feelings toward Japan. Figure 3-14 indicates a change in perception toward Japan after the Young Leader Programs and

Youth Invitation Program. For both groups, the evaluations were high with a rating of 4.4 or higher. Therefore, by participating in the training, training participants increased trust in Japan and Japanese people, grew more interested in working with Japanese people and deepened their understanding of Japanese traditional culture as well as social and daily life.

In the Youth Invitation Program, one of the objectives was to facilitate interaction and friendship between training participants and Japanese youth. Although it was presumed that the Youth Invitation Program would foster more positive feelings toward Japan, no significant difference was found between the two groups; the similar degree of positive feelings toward Japan was fostered in the Young Leader Programs.

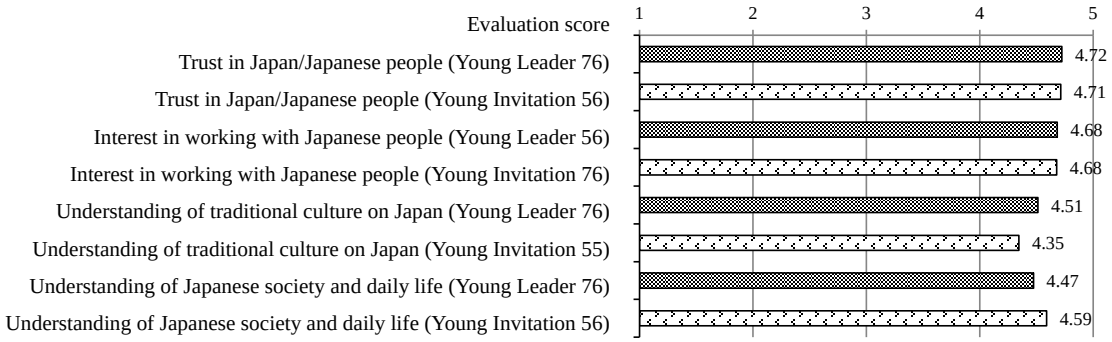


Figure 3-14 Change in Perception toward Japan and Japanese People

② Interaction with Japanese people whom training participants met during the training

The results of a question asking what types of interaction the respondents had after the training with Japanese people they met during the training are shown in Figure 3-15. Only occasional contacts were taken for both the Young Leader Programs and Youth Invitation Program. More interaction between the respondents and training coordinators/staff members was observed in the Young Leader Programs than the Youth Invitation Program ($p<.05$). Regarding the types of interaction, exchanging “personal updates” was most mentioned as the reason for interaction in both groups. “Seeking advice about work” was significantly more in the Young Leader Programs than the Youth Invitation Program ($p<.05$).

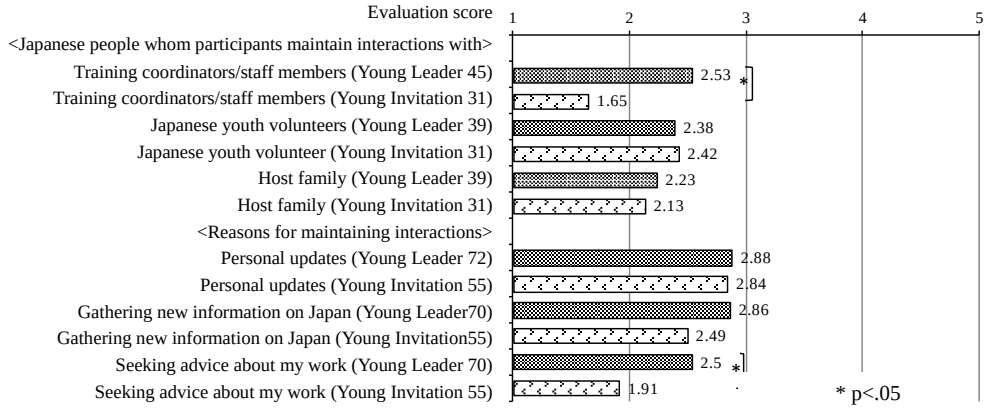


Figure 3-15 Interaction with Japanese People Met during the Training

5 out of 46 respondents of the Young Leader Programs visited Japan after the training; 2 of them came to Japan as students. Also, 7 out of 30 respondents of the Youth Invitation Program visited Japan and 6 of them came as students. Therefore, by participating in the training, perception toward Japan changed and the effect of the training developed into a form of study in Japan.

3.5.4 Facilitating Factors for Impacts

(1) Factors that influence capacity development of individual participants

① Motivations to participate in the training

Regarding motivations to participate in the training, “I was interested in the contents of the training” and “I was interested in coming to Japan” received high evaluations with a score of 4.5 or higher, making them strong motivations to participate in the training (Figure 3-16). A significant difference was found between these two motivations and “my boss advised me to participate in the program” and “my colleagues and/or friends advised me to participate in the program” ($p<.01$).

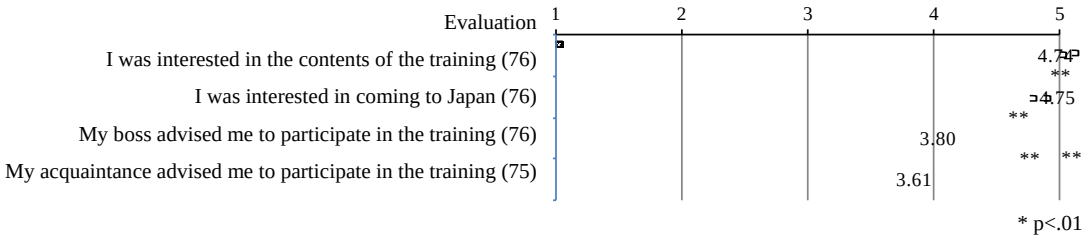


Figure 3-16 Motivations to Participate in the Training

② Acquisition rate of training contents

For training participants, the priority is to acquire training contents provided through the training. Table 3-20 shows the relationship between the acquisition rate of training contents and factors that influence the acquisition rate.

Table 3-20 Factors that Influence the Acquisition Rate of Training Contents

Explained variables	Acquisition rate	
Explanatory variables	Standardized partial regression coefficient	Result
Participants' factors		
Age	-0.226	*
GDP/capita of participants' countries (logarithm)	-0.177	
Interested in training contents	0.201	+
Quality of the training		
Level of training (immediately after the training)	0.365	*
Appropriate curriculum that matched training objectives	0.029	
Training contents matched the needs of my country or organization	0.118	
Coefficient of determination	0.345	**
Coefficient of determination adjusted for the degree of freedom	0.278	
N	66	

** p<.01 * p<.05 + p<.1

Facilitating factors that improve the acquisition rate of training contents include “training level”, “age” and “I was interested in the content of the training (motivation to participate)”. It appears that the acquisition rate of training contents was better when training participants were younger, when s/he had a strong interest in training contents as his/her motivation to participate, and when the level of provided training was high.

(3) Factors that influence the utilization of training results

Training participants transfer and utilize acquired knowledge and skills to others under various conditions. The transfer activities were often performed in parent organizations. Table 3-22 shows factors that influence transfer activities in organizations.

Factors that influence transfer activities include “training level”, “I was interested in the contents of the training” and “economic situations of parent countries”. The study concludes that transfer activities for utilizing training results became active when a training participant had a strong interest in training contents, the level of the acquired training contents was high, and the training participant came from a country with a low economic status.

Table 3-21 Factors that Influence Transfer Activities within Organizations

Explained variables	Transfer activity in organizations	
Explanatory variables	Standardized partial regression coefficient	Result
Participants' factors		
Age	-0.024	
GDP/capita of participants' countries (logarithm)	-0.187	+
Interested in training contents	0.306	**
Quality of the training		
Level of training (immediately after the training)	0.368	**
Coefficient of determination	0.250	**
Coefficient of determination adjusted for the degree of freedom	0.205	
N	72	
	** p<.01 + p<.1	

In some cases, ex-participants have not utilized the acquired knowledge and skills. Since the average utilization rate of acquired knowledge and skills was 66%, an analysis was performed to identify reasons for not utilizing acquired knowledge and skills among 26 respondents whose utilization rate was 60% or lower.

The evaluations of “support from my organization is insufficient” and “my work loads are too heavy” were rated 3 or lower. However, the evaluation of “the workplace environments are different from the training environments” was relatively high, which was significantly higher than 3 (p<.10). Therefore, “an ex-participant’s environments are different from the training environments” became the constraining factor, which reduced the utilization rate (Figure 3-17).

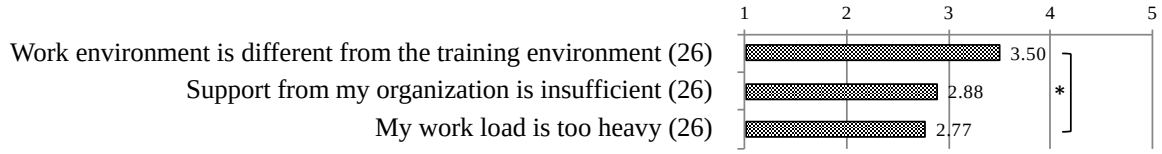


Figure 3-17 Constraining Factors of Low Utilization Rate

3.5.5 Other Impacts (Connections to Japan and Japanese People)

Table 3-22 shows factors that influence change in perception of training participants toward Japan and Japanese people. Facilitating factors for fostering positive feelings toward Japan include “performance of training coordinators and staff members”, “field visits” and “general orientation on culture of Japan”.

Positive feelings toward Japan seem to develop in training participants in the following way: In order to improve training participants’ trust toward Japan and Japanese people, interaction with training coordinators/staff members should be encouraged; in order to increase training participants’ interest in working with Japanese people, field visits and interaction with training coordinators/staff members should be facilitated; in order to enhance training participants’ understanding of Japanese traditional culture, general orientation on culture of Japan should be organized and interaction with training coordinators and staff members should be encouraged.

Table 3-22 Factors that Influence Perception toward Japan and its People

Explained variables / Explanatory variables	Trust in Japan and Japanese people		Interest in working with Japanese people		Understanding of Japanese society and daily life		Understanding of Japanese traditional culture	
	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result	Standardized partial regression coefficient	Result
Participants' factors								
Age	0.024		-0.114		-0.096		-0.018	
GDP/capita of participants' countries (logarithm)	-0.123		0.042		0.102		0.178	+
Promotion of understanding of Japan								
General orientation on culture of Japanese	0.027		0.086		0.269	*	0.227	+
Performance by training coordinators and staff members	0.280	*	0.206	+	0.196	+	0.274	*
Field visits	0.194		0.305	*	0.347	**	0.142	
Coefficient of determination	0.168	*	0.236	**	0.408	**	0.298	**
Coefficient of determination adjusted for the degree of freedom	0.105		0.179		0.363		0.245	
N	72		72		72		72	

** p<.01 * p<.05 + p<.1

3.5.6 Relationship with JICA

(1) Alumni associations for training participants

Regarding the Young Leader Programs, the respondents who answered that there is a JICA alumni association in an ex-participant's area were 51.3% (39 out of 76 people); for the Youth Invitation Program, 39.3% (22 out of 55 people). Since training participants from the same country had different answers regarding whether there is any alumni association, one can presume that the existence of an alumni association was not known or there are multiple alumni groups in the same country.

The relationship between ex-participants and alumni associations indicates that ex-participants only occasionally participated in alumni associations or obtained information about Japan/JICA through alumni associations (Figure 3-18).

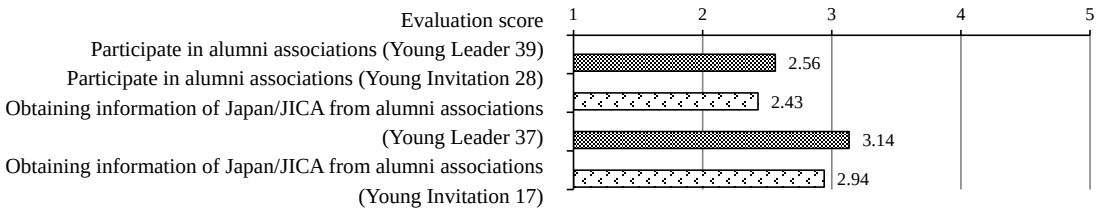


Figure 3-18 Relationship between Ex-participants and Alumni Associations

(2) Recommendations of JICA training programs to others

The question regarding whether/how confidently a training participant would recommend his/her program experience to others received a rating of 4.75 for the Young Leader Programs and 4.95 for the Youth Invitation Program, indicating that they strongly recommend JICA training programs. There was no regional difference among both groups.

(3) Involvement with JICA/Japan after the training

As for the involvement of ex-participants with JICA and/or Japan after returning to their countries, the ratio of those who chose "participate in events and training programs by JICA"

and “seek advice about projects for JICA offices” was relatively higher, but such involvement happened only occasionally and the degree of involvement was weak (Figure 3-19). Their involvement with Japanese people was even weaker. In general, the ex-participants of the Young Leader Programs had more involvement with JICA than those of the Youth Invitation Program, and the difference between the two groups for “participate in events and training programs by JICA” and “seek advice about projects for JICA offices” was significant ($p<.05$). On the other hand, although no significant difference was observed, the participants of the Youth Invitation Program had slightly more involvement with Japan in the form of “working with Japanese people” than those of the Young Leader Programs.

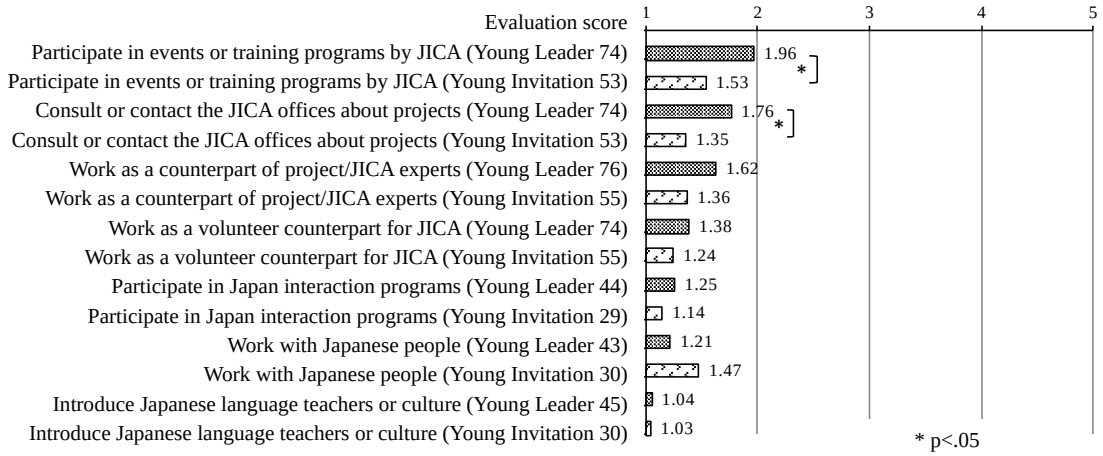


Figure 3-19 Involvement with JICA/Japan after the Training

(4) Follow-up support

The respondents were asked to choose the top three items for desired follow-up support. In the Young Leader Programs, “support for organizing lectures and training sessions” and “support for implementing projects” were most in demand; as the top choice, “support for organizing lectures and training sessions” was slightly more than the other two items (Table 3-23). Also, among the ex-participants of the Youth Invitation Program, who chose “provision of equipment and materials” had a high demand as follow-up support, “support for organizing lectures and training sessions” and “support for implementing projects” were also in demand. The trend in which “support for organizing lectures and training sessions” was slightly more than the other two items was also the same as the other program (Table 3-24).

In the Thematic Programs, “support for implementing projects” was more in demand than the other support items; however, in the Young Leader Programs and Youth Invitation Program, the trend was different in that the degree of demand for “support for organizing lectures and training sessions” and “support of implementation of projects” was about the same.

Table 3-23 Desired Forms of Follow-up Support: Young Leader Programs

	1st	2nd	3rd	Total
Support for organizing lectures and training sessions	27	14	6	47
Support of implementation of projects	24	18	14	56
Dispatch of Japanese technical specialists	9	12	9	30
Provision of equipment and teaching materials	7	17	16	40
Support for training materials	5	8	20	33
Dispatch of Japanese volunteers	3	6	9	18
N	75	75	74	

Table 3-24 Desired Forms of Follow-up Support: Youth Invitation Program

	1st	2nd	3rd	Total
Support for organizing lectures and training sessions	10	7	4	21
Support of implementation of projects	10	6	3	19
Support for training materials	5	2	7	14
Provision of equipment and teaching materials	2	4	6	12
Dispatch of Japanese technical specialists	2	6	5	13
Dispatch of Japanese volunteers	2	6	6	14
N	31	31	31	

3.6 Monetary Effects of Training (Benefits) (Thematic Programs)

Benefits as effects of training include the results of training programs such as construction and improvement of systems, changes in ways of thinking and attitudes, and increase in annual income. Some of these benefits can be measured in monetary amounts and others not. In any case, all of these effects can be converted to monetary values for the evaluation of effects. If the participants transfer the knowledge and skills acquired through the training to others (recipients), the effects of training are widespread. Here, we evaluated the monetary effects of the Thematic Programs with regard to potential multiplier effects through transfer activities.

Assuming the benefits of training are the increase in the amount of money based on their annual income that the ex-participants evaluate as the monetary effects of training; we try to identify the cost-benefit ratio of the training from the viewpoint of the economic effects of training.

3.6.1 Method of Evaluation

(1) Transfer of knowledge and skills acquired through training

On the questionnaire, the following questions were asked regarding the activities by which ex-participants transferred the knowledge and skills acquired through training.

① Number of times they engaged in activities to transfer the knowledge and skills
② Activity hours per activity episode
③ Number of recipients per activity episode
④ Ratio of knowledge and skills acquired through the training to knowledge and skills transferred to recipients by ex-participants per transfer activity episode
⑤ Acquisition rate of knowledge and skills that recipients acquired from participants

If the recipients acquire the same level of knowledge and skills as ex-participants, it can be

expected that they will receive the same benefits. Therefore, we investigated the secondary and potential multiplier effects that may occur from the transfer activities. We calculated the number of recipients who received the same level of knowledge and skills as participants by using the following method.

Number of episodes of transfer activities is calculated as an annual average. The time required for ex-participants to acquire the knowledge and skills depends on the contents of the training in which each has taken part, therefore, the number of training hours is assumed to be seven hours per day, which is multiplied by the number of days of training (excluding the first and the last days of training). The amount of knowledge and skills included in activities for recipients is given as a percentage of the knowledge and skills provided by the training organizer (acquisition rate), which is assigned the value of 1. Additionally, we estimated the secondary effect as the net number of recipients who received the same level of knowledge and skills as participants, using the percentage of .knowledge and skills acquired through the training by participants in a transfer activity.

<Formula for computation>

$$H = A \times B \times C \times (D / E) \times F \times G$$

H : Net number of persons with knowledge and skills equivalent to ex-participants (Secondary effect)
A : Number of episodes of transfer activities/year
B : Number of recipients/activity episode
C : Acquisition rate of knowledge and skills that an ex-participant learned from his/her training
D : Activity hours/activity episode
E : Hours of training
F : Acquisition rate of knowledge and skills that recipients learned from ex-participants
G : Percentage of knowledge and skills acquired through the training by ex-participants in a transfer activity

Multiplier effects from 63 participants who answered all question items regarding the transfer activities and the monetary effects of training were calculated using the above formula of computation. The ex-participants transfer their results of the training by various means. The net number of persons to whom the same level of knowledge and skills as participants was transferred is from 0.001 to 5.70 persons per year. However, the net number of persons to whom the knowledge and skills were transferred by most of the ex-participants (83% of the respondents) is 0.5 or less and the median of the net number of persons is 0.049.

(2) Evaluation of multiplier effects of training by cost-benefit ratio

<Assumption for computation>

We evaluate the cost effectiveness of multiplier effects of training using a cost-benefit ratio. We use the following assumptions to obtain the cost-benefit ratio. Conducting trainings necessitate many costs such as airfare and a daily allowance for participants, compensation for lecturers, expenses for implementation, etc. The necessary cost to implement training is the sum of the actual costs incurred and the opportunity cost (the benefit that was lost by making a choice, which otherwise might had been obtained if a different choice had been made) of participating.

① Implementation Cost of Training

According to the report of JICA Training Affairs and Citizen Participation Department 2008, the average cost to implement training per participant is 2 million yen. However, since the training periods for participants differs by training course, we calculated the cost per day

We assumed the airfare per participant at 300,000 yen, since participants are from different areas of the world such as Asia, Africa, Central America, and South America. The most frequently occurring number of days for the training of the 191 participants, who are the subject of this analysis, is 42 days, and so we use 42 days for the training period. Using the exchange rate in effect in 2010 of $1=\88, the training cost is US$460 per day. We assumed that the number of days for the training course excludes the first and the last days of training and that the training hours are 7 hours per day. Implementation cost of training is the sum of multiplying US$460 by training days plus the cost of the airfare.

② Opportunity cost

Opportunity cost is assumed based on the annual income of the participant. We assumed that the average annual number of working days of participants is 250 days and the training period is the sum of training days and 2days of roundtrip transportation to participate in the training. Moreover the time required for transfer activities adds to the opportunity cost.

③ Benefits

Benefit is assumed to be the amount of money that participants evaluated as the monetary effects of training. We assumed that the level of knowledge and skills provided at training is maintained for at least five years, that benefit is generated for five years, and that the period of generating benefits is 10 years. Moreover benefit decreases every year correspondingly with the residual rate of acquired knowledge and skills.

Under the stated assumptions, we calculated the cost-benefit ratio of multiplier effects with respect to the 63 participants who gave rise to persons who acquired the same level of knowledge and skills as participants.

3.6.2 Results

The amount of the cost calculated is from US$9,384.9 to US$176,500.7, and the median cost is US$24,246.7. The amount of the benefit is from US$200 to US$70,000, and the median benefit is US$9,000.

As the result of calculating the cost-benefit ratio of each participant, the number of participants whose benefit exceeds the cost is as follows: 4 participants in the 2nd year, 8 participants in the 3rd year, 12 participants in the 4th year, 16 participants in the 5th year, 17 participants in the 6th year; and after the 7th year the same number of participants whose benefit exceeds the cost. Table 3-25 shows the monetary effects of each participant in three respective groups: the highest-ranking cost-benefit ratio in the 6th year group (10 participants), the middle-ranking cost-benefit ratio in the 6th year group (10 participants) and the lowest-ranking cost-benefit ratio in the 6th year group (10 participants).

The range of amount of monetary value as benefit of training was wide. Among three participants (No7, No 11, and No.15) whose cost is almost the same, the benefit of participant No.7 is very small compared to participant No.11 or participant No.15. However, with respect to the cost-benefit ratio in the 6th year, the value of the cost-benefit ratio of participant No.7 is 6.6, and the value of the cost-benefit ratio of participants No.11 and No.15 is less than 0.6. We believe that the conducting of numerous transfer activities by participant No.11 is the reason for the emergence of 3.4 persons who acquired the same level of knowledge and skills as

participants.

In the highest-ranking cost-benefit ratio group, it was found that as the result of transfer activities the net number of persons who emerged is large. Five in ten participants produced over 2.0 persons per year; in the 6th year, the cost-benefit ratio is above 1 and resulting benefit exceeds the cost. On the other hand, in the middle-ranking and lowest-ranking cost-benefit ratio groups there emerges a fewer net number of persons who acquired the same level of knowledge and skills as participants, and the resulting benefit does not exceed the cost after the 6th year.

We can infer that most of the participants in the highest-ranking cost-benefit ratio group are able to more easily conduct the transfer activities due to their relatively higher ages and positions of greater responsibility, such as the head of a department.

Table 3-25 Monetary Effects of the Thematic Programs (Benefits)

Category	Age	Monetary value		Net number of persons	Cost	Benefit	Cost-benefit ratio at the 6th year
		Annual income	Estimate value/annual income				
【Highest-ranking group】							
1 Education	45	11435	1.0	5.698	18285.1	11435.0	1104.717
2 Private Sector Development	32	40000	1.0	3.295	29518.6	40000.0	215.726
3 Agricultural/Rural Development	30	3500	20.0	0.001	41385.4	70000.0	153.869
4 Information and Communication Technology	45	35000	0.5	0.978	9384.9	17500.0	14.346
5 Nature Conservation	28	10000	4.0	2.929	23786.6	40000.0	13.800
6 Private Sector Development	37	4800	1.5	2.146	31812.2	7200.0	6.866
7 Environmental Management	47	291	3.0	3.357	22784.3	873.0	6.599
8 Private Sector Development	35	25000	1.0	0.023	10530.5	25000.0	2.430
9 Private Sector Development	45	24000	1.5	0.080	18369.4	36000.0	2.127
10 Environmental Management	39	9000	1.0	0.625	10008.6	9000.0	1.945
Mean	38.3	16302.6	3.45	1.913	21586.6	25700.8	152.242
Median	38.0	10717.5	1.25	1.562	20576.9	21250.0	10.333
【Middle-ranking group】							
11 Information and Communication Technology	35	12000	1.0	0.017	20885.6	12000.0	0.580
12 Nature Conservation	33	15000	1.0	0.012	27055.5	15000.0	0.561
13 Agricultural/Rural Development	32	5647	1.5	0.978	28624.9	8470.5	0.556
14 Fisheries	29	10000	2.5	0.048	58589.0	25000.0	0.437
15 Agricultural/Rural Development	46	6000	1.5	0.024	22868.8	9000.0	0.403
16 Health	41	8400	1.5	0.011	33655.0	12600.0	0.376
17 Agricultural/Rural Development	32	10000	2.0	0.031	60582.9	20000.0	0.341
18 Nature Conservation	29	3600	1.0	0.480	21972.1	3600.0	0.311
19 Nature Conservation	33	3600	1.0	0.025	12007.0	3600.0	0.307
20 Agricultural/Rural Development	24	3000	1.5	0.010	15729.9	4500.0	0.289
Mean	33.4	7724.7	1.5	0.163	30197.07	11377.05	0.416
Median	32.5	7200.0	1.5	0.024	24962.1	10500.0	0.390
【Lowest-ranking group】							
21 Education	38	600	1.5	0.045	25152.3	900.0	0.037
22 Water Resources/Disaster Management	30	600	1.0	0.003	25151.6	600.0	0.024
23 Environmental Management	30	800	1.0	0.049	44184.4	800.0	0.019
24 Health	33	8400	0.5	0.030	12922.7	4200.0	0.016
25 Water Resources/Disaster Management	30	1000	2.0	0.005	167217.7	2000.0	0.012
26 Health	36	6000	0.5	0.031	21416.1	3000.0	0.009
27 Nature Conservation	49	170	1.5	0.001	40266.1	255.0	0.006
28 Environmental Management	25	1500	0.5	0.009	40251.7	750.0	0.005
29 Nature Conservation	32	200	1.0	0.008	41197.9	200.0	0.005
30 Information and Communication Technology	29	500	0.5	0.003	78261.4	250.0	0.003
Mean	33.2	1977.0	1.0	0.018	49602.2	1295.5	0.014
Median	31.0	700.0	1.0	0.008	40258.9	775.0	0.011

Above, we examined the cost effectiveness of training using a cost-benefit ratio on the multiplier effects of transfer activities. As a result, we clarified that the effects of training emerged as follows: the benefit of 6.3% persons of 63 participants exceeded the cost in the 2nd year, 12.7% persons in the 3rd year, 19.0% persons in the 4th year, 25.4% persons in the 5th year

and 27.0% persons in the 6th year.

There are many training results, such as small *kaizen* in the work place, that we are unable to measure in monetary amounts. However, we believe that it is possible to measure the effects of training using the benefit expressed in a monetary amount that converts the effects of training into monetary values.

3.7 Inter-Annual Comparison of Survey Results

Questionnaire survey which conducted after 3 years from the training in Japan started from FY2010. Below shows the inter-annual comparison of this year's results to those of FY 2011 and FY 2012.

(1) Motivation to participate in the training

- The motivation such as "interested in the training contents" and "knowledge and new skills were required at work" was highly evaluated by respondents in both FY 2011 and FY2012.
- In terms of assignments/missions given by parent organizations, the training participants from the South Eastern Asia were generally found to have clear assignments/missions based on this year's survey. In FY 2012 survey, the difference among regions was not significant.

(2) Contents and Course Design of Training

- The overall evaluation on the training programs was high. The similar trends were found both in FY 2011 and FY 2012.
- Among the 3 training methods, "practical training/field visits", "discussion among training participants", and "lectures", the evaluation on "lectures" received as high as 4.4 points (1-5 scales) this year. In FY 2011 survey, "lectures" was viewed as ineffective. In FY 2012, there was no significant evaluation difference among the 3 methods.
- In terms of the knowledge and skills level provided by the training, the self-evaluation immediately after the training was high this year, consistent with the results of FY 2011 and FY 2012 survey. Based on the self-evaluation at the time of the survey, the retention rate of the acquired knowledge and skills after 2 years was lower than the FY 2012 survey, which indicates that the effectiveness of the knowledge and skills decreased faster.

(3) Level of Satisfaction with the Training

- The overall evaluation was high as 8.7 points (1-10 scales) this year. Although in FY 2011 and FY 2012, the 1-5 scale evaluation method was used, the overall evaluation was high in both years.

(4) Change in Training participant's Behavior and Attitude

- In each year, the evaluations of "activities that contribute to the parent country's development", "consideration of a parent country's situation from an international perspective", "better work planning" and "sense of responsibility for work" were relatively high.

(5) Utilization of Training Results

- The percentage of training participants having prepared action plans was consistent to the results of the previous 2 years. In terms of the utilization rate of the acquired knowledge and skills, the average was 65.1% this year, which is consistent with the result of FY 2012

(65.2%).

- Compared to FY 2012, the evaluation of "establishment and improvement of systems in parent organization" was rather higher. It is assumed that more training results have been utilized.

(6) Connection with Japan and Japanese People:

- Participating in training programs was confirmed as a way to improve the connection with Japan. The same result was found in both FY 2011 and FY 2012.
- Yet, after the training participants returned to their home country, the communication with the Japanese people whom they met during the training was not active. This was found in previous years' survey as well.

(7) Comparison of JICA training programs with training provided by other donors/international organizations

- In FY 2011, FY 2012 and FY 2013, the evaluation of JICA training programs was higher than other donors/international organizations.
- In this year's survey, 90.5% of respondents evaluated JICA training programs as 5 points (1-5 scale), and strongly recommended JICA training to others. In FY 2011, there were several respondents that would not recommend JICA training at all, and all these negative answers were from the South Eastern Asia region. In FY 2012, the difference among regions was not significant.

In conclusion, in terms of "motivation", "training contents", "satisfaction level", "change in behavior and attitude after training", "implementation of action plans", "connection with Japan and Japanese people" and "comparison of JICA training to other donors/international organizations", the results of this year's survey are generally consistent with the results of the previous 2 years.

According to this year's survey, more training results are expected to be utilized. Since the training participants from South Eastern Asia were proved to be given clear assignments/mission, more impacts from the training are expected to develop in this region.

3.8 Evaluation Results（Thematic Programs, Yound Leader Program, and Youth Invitation Program）

3.8.1 Overall Evaluation

(1) Thematic Programs

① Training contents:

According to the 5-scale evaluation method described above, the training contents generally received high evaluations with a rating of 4 or higher. The training contents encompassed new knowledge and skills, were practical, and matched the needs of the respondents' countries and/or parent organizations. In addition, the curriculum was appropriate for the training purposes and the training contents were not extremely difficult for the respondents to acquire.

② Instruction method in the training program:

All the instruction methods received an evaluation of 4 or higher. The methods that ensured better understanding of training participants by devising teaching materials and confirming their

level of understanding were highly evaluated. Also, the evaluation of practical training/field visits as well as discussion/seminars with training participants received a high score.

③ Training level:

The level of knowledge and skills acquired through the training and the level of knowledge and skills required at a training participant's workplace were compared twice, immediately after the training and when this survey was conducted. The evaluation score immediately after the training was 4.1, indicating a high level of knowledge and skills due to the training. The evaluation score of the training level when this survey was conducted was 3.8, which was relatively high but decreased significantly ($p<.01$). When calculating the retention rate, which indicates how much of the acquired knowledge and skills are retained, the results were 92.1% after 1 year and 84.8% after 2 years, thus the effectiveness of knowledge and skills decreased as time passed.

④ Level of satisfaction with the training program:

The overall score that comprehensively evaluated the level of satisfaction with the training was 8.7 (the scale used: 1-10, 10 as "Extremely satisfied"), thus it can be said that the level of satisfaction with the training when evaluated comprehensively was high.

(2) JICA Training Programs for Young Leaders/Youth Invitation Program

① Training contents:

The evaluation for the training generally received high evaluations with a rating of 4 or higher. Especially, "training contents matched the needs of my country" and "training contents encompassed new knowledge" won relatively high evaluation. The training contents matched the needs of participants' countries and/or parent organizations, encompassed new knowledge and skills, and were practical. In addition, the curriculum was appropriate for the training purposes and the training contents were not extremely difficult for the training participants to acquire.

② Training level:

The level of knowledge and skills provided by the training implementing organization and that of knowledge and skills used by training participants at work were compared twice, immediately after the training and when this survey was conducted. The evaluation score immediately after the training was 4.07, and the evaluation score of the training level when this survey was conducted was 3.93. When calculating the retention rate, which indicates how much of the acquired knowledge and skills are retained, the results were 96.7% after 1 year from the completion of the training and 90.3% after 3 years, thus it is suggested that the knowledge and skills acquired in the training programs are effective at least for 3 years.

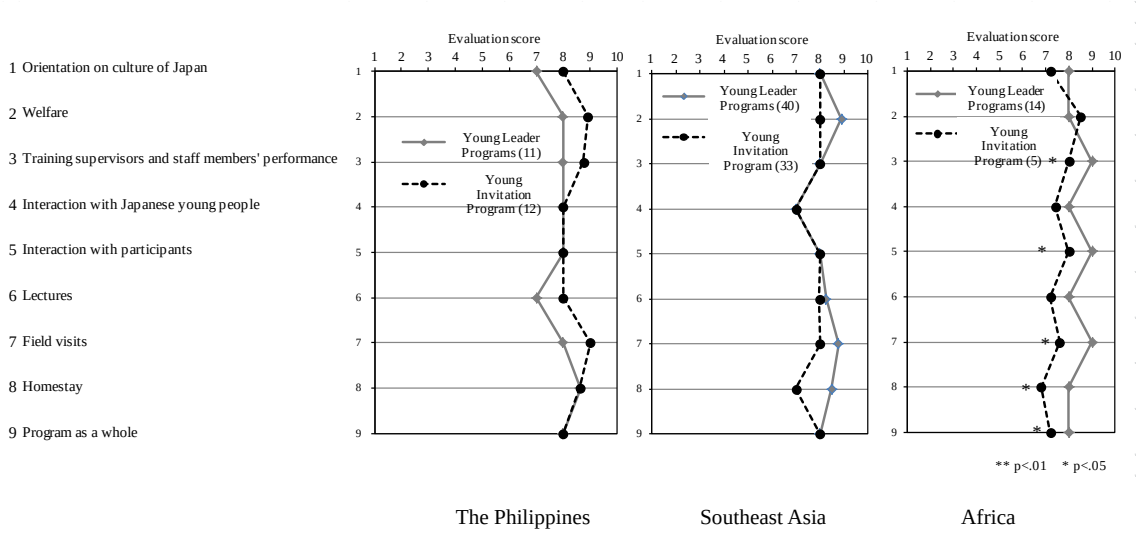
③ Level of satisfaction with the training:

The overall evaluation of satisfaction with the training was high (8.7), indicating a high level of satisfaction. Especially, the level of satisfaction with training coordinators and staff members as well as field visits was relatively high, while that of satisfaction with interacting with Japanese youth was low.

④ Comparison between Young Leader Programs and Youth Invitation Program among regions:

The Young Leader Programs and Youth Invitation Program have received training participants

from across the world for more than 30 years. Depending on the developmental stage of parent countries or the timing when countries started to develop, regional gaps in the evaluation of the Young Leader Programs and Youth Invitation Program were observed. For example, although both of the Young Leader Programs and the Youth Invitation Program received high evaluations in the Philippines, where the field survey was conducted, and in the entirety of Southeast Asia and of Africa, the results contained some differences. The questionnaire revealed that, for the Philippines, the evaluation of the Youth Invitation Program was high, while the Young Leader Programs scored higher than the Youth Invitation Program throughout Southeast Asia and Africa.



Summary Figure 1Regional Comparison of Evaluation of the Young Leader Programs/Youth Invitation Program

Note:
Number of valid responses of the Philippines (Young Leader Programs N=11; Youth Invitation Program N=12)
Number of valid responses of Southeast Asia (Young Leader Programs N=40; Youth Invitation Program N=33)
Number of valid responses of Africa (Young Leader Programs N=14; Youth Invitation Program N=5)

3.8.2 Impacts

(1) Impacts of the Thematic Programs

① Capacity development of individual participants

Many of the respondents answered that they acquired 80% to 90% of the entire training contents. On average, 80.8% of the knowledge and skills provided by the training implementing organization were acquired by the respondents. Also, many respondents answered that they achieved 80% to 90% of the target training contents, and the average achievement rate was 78.7%.

The self-evaluation of change in the respondents' behavior and attitude through participation in the training was high with a score of 4 and over. The evaluation of "activities that contribute to my country's development", "consideration to my country's situation from an international perspective", "work according to a plan" and "sense of responsibility for my work" were relatively high. Especially, "activities that contribute to my country's development" was evaluated higher relative to other changes in behavior and attitude.

② Impacts on Organizational Changes

Upon returning, training participants are expected to implement action plans they prepared. This year's survey showed that 94.1% of the respondents prepared action plans during the training; in other words, many of the respondents have carried out their action plans in one form or another utilizing knowledge and skills acquired in the training.

Regarding knowledge and skill sharing, the respondents shared the knowledge and skills acquired in the training more with people within their parent organizations than those outside the organizations ($p<.01$). About the areas where the acquired knowledge and skills are in utilization, "building and improvement of methods and technique sat work", "preparation and improvement of action plans in my organization", "project formulation in my organization", and "building and improvement of systems in my organization" were higher relative to those of "establishment or improvement of policies for my country or local governments" and "training of trainers".

The training participants transfer their training results in various ways. 83.8% of the respondents (160 out of 191 respondents) have conducted transfer activities. As for transferring methods, lectures, conferences and workshops were utilized more than on-the-job training (OJT). Many training participants conduct communication activities in Southeast-Asian and African regions.

(2) Young Leader Programs and Youth Invitation Program

① Impacts on Organizational Changes

After the training, the training participants are expected to utilize their knowledge and skills, as well as transfer them it to others. The utilization rate of knowledge and skills is usually 60% to 80%, and the average is 65.1%.

The evaluation score of transferring knowledge and skills is high with 4.7 within parent organizations and 4.2 outside parent organizations, indicating that the training participants are transferring their knowledge and skills to others. 66.2% of the respondents (45 out of 68 people) have proposed in total 100 projects that utilized knowledge and skills acquired through the training to their parent organizations. Further, 59 projects among the proposed projects have been implemented.

As for the opportunities of utilizing the training results, it can be said that the results are more utilized within parent organizations that are more familiar than planning and improving policies and systems for countries or local governments. The tendency toward this difference in utilizing training results is similar to the evaluation of the Thematic Programs.

② Connections to Japan and Japanese People

The evaluation of change in perceiving Japan after both of the Young Leader Programs and Youth Invitation Program was high with a score of over 4.4. This shows that by participating in the training, training participants have deepened their trust with Japan and its people, have taken interest in working with Japanese and have greater understanding of Japanese traditional culture and social/daily life.

One goal of the Youth Invitation Program is to facilitate interaction and between training participants and Japanese youth. Although it was expected that positive feelings toward Japan would be nurtured in the program, there was no significant difference between the Youth Invitation Program and the Young Leader Programs. It can be said that the same level of

positive feelings toward Japan have been fostered in the Young Leader Programs.

On the other hand, regarding what kind of interactions the training participants have with the Japanese youth whom they met during the training, most relationships involve the occasional exchange of communication in both programs. More training participants from the Young Leader Programs maintain interactions with the training coordinators and staff members ($p<.05$). Many respondents from both programs chose “exchanging news between individuals” from the types of interactions. Significantly more respondents from the Young Leader Programs chose “work-related consultation” than those from the Youth Invitation Program ($p<.05$).

3.8.3 Facilitating and Constraining Factors for Impacts

(1) Facilitating Factors

① Motivation to participate in the training

The interest in contents of the training and in visiting Japan not only created a strong motivation to participate in the training, but likewise became a factor that enhanced the acquisition of training contents and transfer activities after the training within parental organizations

② Assignments/missions given by parent organizations and training results

There was a clear relationship between assignments/missions for training participation given by parent organizations and the development of training results. Training participants with assignments/missions improved their work planning ability, sense of responsibility for work and an ability to understand their country’s situation from an international perspective. The survey also indicated that such training participants utilized the results not only in their parent organizations, but in their countries and local governments as well.

③ Training level

The survey indicated that the higher the training level was, the higher the motivation to learn and the acquisition rate became.

④ Quality of lectures

The level of overall satisfaction with the training was influenced by training participants’ level of satisfaction with lectures, practical training/field visits, discussion among participants, welfare and performance of training coordinators and staff members. The level of satisfaction with lectures had particularly strong influence on the overall satisfaction. The survey found that instruction methods such as devising lecture materials and confirming the level of training participants’ understanding, as well as the level of training contents, increased participants’ overall level of satisfaction with the training.

⑤ Cultural contents of the training programs

The survey indicated that orientation on Japanese culture, cultural events by JICA Center and interactions with training coordinators and staff members were effective in enforcing the connection between training participants and Japan/Japanese people.

⑥ Economic status of parent countries

There was a strong relationship between the economic status of a parent country and the positive impacts of his/her training. The survey found that training participants from countries of low economic status more likely to transfer their training outcomes in the parent organizations.

(2) Constraining Factors

① Work Environment

The survey identified that the difference between the work and training environments decreased the utilization of training results; such difference was the most influential factor of the utilization rate.

② Relationship with JICA/Japan

It was noted that after training participants completed training, they had little involvement with alumni associations and JICA other than their occasional participation in JICA events and training programs or association meetings

3.9 Lessons Learned/Insights

(1) Lessons learned for human resource development and capacity development in general

- The survey found that there was little involvement of training participants with JICA/Japan after they returned to their countries. However, it was found that the training had effects not only on providing knowledge and skills to training participants but on fostering pro-Japan professionals. Ex-participants with positive feelings toward Japan have a potential to play important roles in the economic and political relationships with Japan. By providing follow-up activities so that ex-participants are able to utilize their training results, establishing alumni associations and hosting social gatherings, it is important to enhance the link between ex-participants and JICA and maintain continuous relationships.
- The survey found that training participants from parent countries with lower economic status valued the training opportunities more and part pated in the programs with higher motivations. It is suggested that providing a training course to match the needs of countries with low economic status can facilitate training participation and enable human resource development.

(2) Lessons for the evaluation of The Thematic Programs, Young Leader Programs (including the Youth Invitation Program) and other training programs

- The questionnaire survey was conducted using the subjects' email addresses. There were quite a few addresses provided by JICA that were no longer in use or valid at the time of the survey. Especially, many of the email addresses of the Young Leader Programs participants were mobile phone addresses or email accounts provided by their parent organizations.
- In distributing the questionnaire, a paper version in Excel format and an online version were provided. Using two types of methods facilitated the securing of responses from the subjects. Also, sending reminders twice to the subjects was effective in securing responses.

(3) Lessons for improving JICA training programs (course design, teaching method, measuring effectiveness, etc.)

- Because the knowledge and skills provided by the training implementing organization should match the high-level contents required by training participants' work, it is necessary to understand training participants' needs and Japan's competency in training as well as to offer lecture contents that can sustain a high level of quality.

Appendix 1 Good Practice Collections

Good Practice- 1

Enhancing the Organizational Capacity to Operate International Training Courses

Training Program	10th Advanced Seminar (1978)
Implementing Institution	The Statistical Institute for Asia and the Pacific (SIAP)
Name	Ms. Carmelita N Ericta
Organization	National Statistics Office (NSO)
Position	Administrator

Outline of training outcomes

National Statistics Office (NSO) is an agency that collects, analyzes and manages statistical data in all areas of social, economic, health, and education in the Philippines. NSO has a long history of sending its staff to JICA training programs since the 1970s and 10% of its 3,000 staff employees are JICA ex-participants. In the training programs, they learned various statistical techniques for data collection, aggregate processing, programming, questionnaire design, and treatment of large volume data, among others. After the training programs, they are required to disseminate those skills to their colleagues in other sections and regional offices of NSO through TOT (Training of Trainers).

Building on what ex-participants learned from JICA training programs over time, NSO now designs and implements training programs on statistics for Myanmar, Cambodia, Laos and other countries by the request of the United Nations Agencies. Ms. Ericta, Administrator of NSO said, “We are able to implement international training courses, only because of what we learned from JICA training programs. Through continuous participation in JICA training programs for many years, our staff acquired statistical skills and management skills for implementing training programs. We distribute training materials before the training program begins so that training participants can understand better. We ensure group discussion covers new perspectives and approaches. We assign support staff for training participants. Training participants have opportunities to practice their skills. We learned all these from JICA training management, and this has had significant impact on NSO.”

Factors and processes leading to the good practice

NSO has a clear policy to select training participant candidates and only those with a high sense of purpose are selected as they tend to have greater outcomes. They are required to disseminate what they learned. After their return, they become trainers and lecturers for their own sections in various occasions. All these led to nurturing “the human resources who can be lecturers” in NSO and has enabled NSO to organize international training programs.

Future expectation for JICA training programs/Relationship between impacts and training output

Ms. Ericta said, “JICA training program has a good balance between lectures and cultural experiences.” She also said, “Statistics always requires their staff to learn new skills as technology and software advances. We will use technique and skills that we learned from JICA training programs and continue to send our staff to JICA to learn new technique and skills.”

Good Practice - 2

Expanding the Rehabilitation Program Activities

Training Program	Establishing and Managing Halfway Houses (2010)	Revitalization of the PPA Volunteer Probation Aide Program (2007) PA Institution Building (2009)
Implementing Institution	The United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders (UNAFEI)	
Name	Ms. Janette Santos Padua	Mr. Angelito Aviguetero Ilano
Organization	PPA Mandaluyong City	PPA Calamba Laguna
Position	Chief Probation and Parole Officer	Assistant Regional Director

Outline of training outcomes

The Parole and Probation Administration (PPA) in the Philippines is the agency under the Department of Justice, which designs and implements rehabilitation programs for offenders, manages rehabilitation facilities, and requests communities to assist rehabilitation programs. JICA technical cooperation project assisted PPA activities from 2006 to 2010, and PPA members participated in JICA training programs. In the training programs, they had opportunities to visit Fuchu and Sendai prisons; they were exposed to the latest prison management systems, management of daily lives of offenders, management of rehabilitation facilities and vocational training, and they discussed how they can apply them to the relevant facilities in the Philippines. One training outcome was the revision of "the VPO (Volunteer Probation Officers) guidelines." Mr. Ilano said, "In the past, VPO guidelines were revised, and we had a form for Probation officers to monitor activities of VPOs. Because of our interactions with Japanese VPO group, we realized importance of Probation Officers to share information with VPOs. Immediately after returning to the Philippines, we began the processes to revise the VPO guidelines that include a reporting form from VPOs. We also introduced face-to-face reporting with Probation Officer, which asks VPOs to fill in the form with the presence of Probation Officer, and this has improved quality of VPOs."

Based on what they learned in Japan, PPA designs and implements its own rehabilitation programs. Ms. Pauda, the Chief Probation and Parole Officer in PPA Mandaluyong city said, "we visited prisons in Japan, and we were impressed with high quality of facility management, regulated management of daily lives, rehabilitation program and vocational training." Although it is not possible to apply Japanese systems to PPA, they design and implement various programs such as rehabilitation programs involving the private sector, fund raising activities for VPO activities (such as a cooking contest and a marathon event). They came up with the ideas of these activities during the training programs. Ms. Pauda also said, "the training program in Japan has helped us to plan our activities in concrete terms."

Factors and process leading to the good practice

One factor for PPA to succeed in using training output, revising the guidelines and implementing various rehabilitation programs is that training participants are selected appropriately from all the levels of the positions that include management personnel of the PPA Head Quarters, regional directors, Probation Officers, officers in charge of training at the PPA Head Quarters, and VPOs. Ex-participants of various levels of various sections together contributed to diverse activities and system improvement.

Another factor is consistency of site visits and interaction groups with correspondingtraining themes and purposes. Ms. Pauda said, “I was much impressed with a Japanese VPO group. We learned that they are engaged in their activities through trial and error. We have similar experiences, and felt empathetic. Through this interaction, we felt motivated for our duties together with them.”

Future expectations for JICA training programs/Relationship between impacts and training output

PPA continues its attempt to use training outputs. They continue interactions with Japanese VPOs, and they receive missions from Japan every year, and discuss their progress and issues. Currently, PPA has a plan to establish rehabilitation facilities in each region. Ms. Pauda said, “We were inspired by experiences in Japan. We learned important tools to change our society and ensure security of our community. We will also keep networks that we nurtured in the training program.”

Good Practice -3

Solving Problems of Over-crowded Prisons

Training Program	Crime Prevention (Senior Seminar) (2002)
Implementing Institution	The United Nations Asia and Far East Institute (UNAFEI)
Name	Mr. John Maru
Organization	Royal Papua New Guinea Constabulary
Position	Deputy Commander (Southern Provinces)

Outline of training outcomes

With the influence of the British legal system, police officers in PNG were arresting all the offenders including minor ones, leading to overcrowded cells and long backlog waiting time for the legal processes. Without sufficient resources for legal processes, many had to wait for years before an actual litigation. These have resulted in overcrowded cells and prisons. Many prisons were not managed adequately, and experienced mass jailbreaks 5-6 times a year, which resulted in more crimes.

Mr. John Maru, Deputy Commander of the Royal Papua New Guinea Constabulary participated in the training program with the objective of promoting an effective relationship between police and prosecution organizations, and learned how to solve problems of overcrowded cells and prisons from reports by other training participants in other countries. After they returned to PNG, Mr. Maru made the following proposals to the Police Commissioner for solving problems of overcrowded cells and prisons: 1) Do not to arrest offenders for minor matters such as traffic law violations and shop lifting; 2) relax criteria for bail; 3) promote mediation; and 4) add community service as a penalty. This proposal required discussions with an agreement by not only the police but also courts, prosecution offices, and prisons to be implemented. However, these organizations did not have cooperative relationships at the beginning. Gradually, these organizations began to communicate with each other, and eventually they reached an agreement to implement the proposal. This was issued as the Commissioner's Circular of these organizations. As a result, prisons are no longer overcrowded, and the frequency of mass jailbreak fell to none or once per year. The agreement also led to effective cooperation among these organizations with regular monthly meetings.

Factors and processes leading to the good practice

A factor for training programs to have impact is that training contents are consistent with the needs of parent countries. In PNG, the police and prosecution offices worked separately without effective cooperation. Using what was learned in the training, the relationships between these organizations were improved, leading to solutions for overcrowded cells. Another important factor was support by the Police Commissioner in asking other organizations for cooperation.

Future expectation for JICA training programs/Relationship between impact and training output

With reports by other training participants who were incumbent officers in their own countries, Mr. Maru realized importance of cooperation between the police, prosecution offices, and correction offices in PNG. His proposal was convincing since it was based on actual practices in other countries.

Good Practice - 4

Capacity Development in Observing Earthquakes and Monitoring Nuclear Testing

Training Program	Global Seismological Observation（1996, 2002, and 2011）		
Implementing Institution	International Institute of Seismology and Earthquake Engineering, Building Research Institute		
Name	Mr. Mathew Moihoi	Mr. Felix Taranu	Mr. Eric Buri
Organization	Department of Mineral Policy and Geohazards Management		
Position	Principal Seismologist	Senior Seismologist	Senior seismologist

Outline of training outcomes

Three seismologists of DMPGM participated in training to learn methods for estimating locations and depth of a seismic center, identifying types of earthquakes and distinguishing between natural earthquakes and nuclear testing, whichthey are using in the course of duties. With these methods, they can predict tsunami; and when they do predict one, they provide information to the National Disaster Center so that they can issue a warning to concerned communities to stay away from coastal lines.

They also gained knowledge in how to install and make necessary adjustments for equipment such as a seismometer and a network of observatories. In 2012 and 2013, with the financial support from SOPAC and EU, they established a network of ten observatories. With skills they learned in Japan, they contributed to efficiently installing equipment for networking observatories.

Factors and processes leading to the good practice

One important factor for training programs to have impact was that training contents were consistent with the training participants' needs of acquiring technical skills for their duties. PNG frequently experiences earthquakes and tsunami and, thus, needed to improve monitoring and predicting methods for earthquakes and tsunami. PNG is a signatory of CTBT, and is obliged to monitor nuclear testing. For these needs, they were installing new systems, and seismologists were required to learn advanced technical skills.

Future expectation for JICA training programs/Relationship between impact and training output

The seismologists mentioned that JICA training programs were effective and they are much motivated to work hard, using skills they learned in the training program. During the training program, they visited various sites in Japan, and this raised their awareness and strengthened motivations for their duties. One participant visited the Hiroshima Peace Memorial Museum and learned about the horror of atomic bomb. This raised his awareness of importance of monitoring nuclear testing. Other participant visited the remains of the Hanshin Awaji Earthquake Disaster, talked with affected people, and became aware of social significance of observing earthquakes. The seismologists emphasized that their experiences in Japan were very important for them.

Good Practice - 5

Positive Change in Perception of Japanese People through Youth Invitation Program

Training Program	Japan-ASEAN Youth Invitation Program (year 2003)	
Implementing Institution	World Youth Visit Exchange Association	
Name	Mr. Meinardo Teves	
Organization	EON The Stakeholders Relations Firm	
Position	Associate Account Director	

In the questionnaire survey, Mr. Teves gave us a story about the change in his perception of Japanese people.

Outline of training outcomes

In Leyte Island, people still talk about destruction by the Japanese Military during the Second World War. Mr. Teves' own family was also affected and he was raised with very negative perception about Japan. He went to high school in a city, which broadened his perspective. He came to know about Japanese assistance in agriculture, technology, city planning and other areas. After he joined the Ministry of Foreign Affairs, he had opportunities to meet Japanese diplomats. These experiences gradually changed his negative attitude toward Japan. Later, his colleagues persuaded him to participate in the Youth Invitation Program, which completely changed his perception about Japan.

Right after his arrival in Japan, he noticed that Japanese people did not demonstrate arrogance as he expected. Those who supported the training program, and others he met on streets were different from what he imagined. Even with language differences, he sensed hospitality, and realized kindness and courteousness of Japanese people. Miki and Sachi were Japanese volunteers who supported training participants, and he built good relationships with them. After returning to the Philippines, he invited the two volunteers to Leyte Island, and they still maintain good relationships.

Home stay gave him a good opportunity to experience typical Japanese families. He stayed in the suburb of Yamanashi prefecture, where he noticed that Japan was not different from the Philippines: Topography, familities, hospitality, and kindness are very similar. Mr. Teves also observed through the training program that Japanese people are more efficient and skillful in taking advantage of their own land and resources. He then concluded that, through the training program, he learned that the foundation of the Japanese culture is people's skills to make use of what they have in creative, innovative and efficient manners.

Future perspective

Mr. Teves believes that the Youth Invitation Program provided opportunities to understand Japanese people better, to develop friendship and help the youth of ASEAN countries think about their future roles in their communities. He was impressed by an unselfish welfare system of Japanese communities, and he practices it when he has opportunities. He also hopes that

other Filipinos who will participate in other programs in Japan can observe not only modern and materialistic aspects of Japan but also the core of Japanese people that drive their activities in Asia in political, economic, social, and cultural areas.

Appendix 2 V.I.P List

Appendix 2－V.I.P List

Republic of the Philippines

Current Position	Organization/Institution
Administrator	National Statistics Office
Director	Philippines Institute of Volcanology and Seismology
Administrator	The Parole and Probation Administration

Independent State of Papua New Guinea

Current Position	Organization/Institution
Acting Police Commissioner	Royal Papua New Guinea Constabulary
Deputy Commander, Southern Division	Royal Papua New Guinea Constabulary
First Assistant Secretary, Corporate Services	Department of Finance

Note: More ex-participants of JICA Thematic Training and Dialogue Programs and Training Programs for Young Leaders (including Youth Invitation Program) are confirmed to be assigned tohigh positions. Yet, since the consent from them has not been received, their positions and parent organizations are not included in the list.

Appendix 3 Field Survey Schedules and Interview List

Appendix 3-1 Field Survey Schedules and Interview List (the Philippines)

<List of the survey subjects: Ex-participants of the Thematic Programs/alumni organizers/international institutions>

No	Date	Name	Organization	Current Title	Year Participated
1	13-Jan-14	Ms. Evangelina (Eva) C. Lawas	JAAP	JAAP President	1986/Young Leaders
		Ms. Regina (Regi)S. Reyes	JAAP	NSCB Administrator	1984/Young Leaders
		Ms. Rutherlyn T. Gutierrez	JAAP		1984/Young Leaders
		Dr. Lourdes Homecillo	JAAP	NSO National Capital Region Director II	Young Leaders
		Ms. Pauline Pascual	JAAP	Private Sector	2009/Young Leaders
		Mr. Gabriel Lingan	JAAP	Private Sector	2011/JDS
2	14-Jan-14	Ms. Carmelita N. Ericta	NSO	Administrator	1978/Advanced Statistics
3	14-Jan-14	Ms. Hilda Ballesfin	NSO	Human Resource Dept.	1983/Young Leaders
4	14-Jan-14	Ms. Charity Orense Bautista	NSO Batangas	Section Chief	2002/Statistics
5	14-Jan-14	Ms. Corazon L. De Luna	NSO	Computer Programmer II Information Resources Dept.	2011/Statistics
6	14-Jan-14	Ms. Camille Carla U. Beltran	NSO Baguio City	Statistician III Statistical Unit Chief	2011/Statistics
7	14-Jan-14	Ms. Nerissa Escoses Palangyos	NSO	Statistician 2/Household Statistics Dept.	2006/Statistics
8	14-Jan-14	Ms. Maria Solita Cabedo Vergara	NSO	Income Employment Statistics Division	2002/Statistics
9	15-Jan-14	Ms. Bernadette Buning Balamban	NSCB	Statistical Coordination Officer/National Economic Development Authority	2003/Statistics
10	15-Jan-14	Ms. Mildred Angeles Batitis Addawe	NSCB	Statistical Coordination Officer/Social Statistics Office	2004/Statistics
11	15-Jan-14	Ms. Anna Jean Guinto Casanas	NSCB	Statistical Coordination Officer II/Social Sectors Division	2009/Statistics
12	15-Jan-14	Mr. Randy Polistico	NSCB	Economic Statistics Office	2011/JDS
13	15-Jan-14	Ms. Emalyn Pineda	NSCB	Human Resource Dept.	-
14	15-Jan-14	Ms. Eleanor Ramos	SRTC	Research Division	2011/Statistics
15	16-Jan-14	Dr. Lorna Yumul OIC	PPA	Regional Director-NCR	Courtesy call
16	16-Jan-14	Mr. Angelio Ecube (Doods) Malacad	PPA Cavite City, Region IV	Probation and Parole Officer Program	2002/Governance
17	16-Jan-14	Ms. Janette Santos Padua	PPA Mandaluyong City	Chief Probation and Parole Officer	2010/Governance
18	16-Jan-14	Ms. Editha Katigbak Bueno	PPA San Fernando Pampanga, Region III	Regional Director	2006/Governance
19	16-Jan-14	Mr. Angelito Aviguetero Ilano	PPA Calamba Laguna	Assistant Regional Director	2007/Governance
20	16-Jan-14	Ms. Judea Pabillar Asuncion	PPA Bataan	Chief Probation and Parole Officer	2006,2009/Governance
21	16-Jan-14	Mr. Paul Perocho	PPA	Training Division	2004,2009/Revitalization of PPA,Institution Building

No	Date	Name	Organization	Current Title	Year Participated
22	17-Jan-14	Mr. Cornelio Lopez Somido	Office of Ombudsman	Deputy Special Prosecutor/Office of the Special Prosecutor	2008/Criminal Justice
23	20-Jan-14	Ph.D. Renato U. Solidum Jr.	PHILVOCS	Director	Courtesy call
24	20-Jan-14	Mr. Mangao Enrico Araque	PHILVOCS	Sceince Researcher Specialist/Seismological Observation and Earthquake Prediction Division	2002/Global Seismological Observation II
25	20-Jan-14	Ms. Myleen E. Carlos	PHILVOCS	Sceince Researcher Specialist/Seismological Observation and Earthquake Prediction Division	2005/Global Seismological Observation III
26	20-Jan-14	Mr. Lasala Richard Pauta	PHILVOCS	Sceince Researcher Specialist/Seismological Observation and Earthquake Prediction Division	2009/Global Seismological Observation
27	20-Jan-14	Mr. Gilbert C. Sosa	PNP	Anti-Cybercrime Group/Police Senior Superintendent Director	2008/Criminal Prevention
28	20-Jan-14	Ms. Grace Yerro Naparato	PNP	Chief in the International Agencies Section	2008/Criminal Prevention
29	21-Jan-14	Mr. Manuel G. Co	PPA	Administrator Ex Officio Memmer, Board of Pardons and Parole	2010/Criminal Prevention (Senior)

< **List of the survey subjects: Ex-participants of the Training Programs for Young Leaders and the Youth Invitation Program**)

No	Date	Name	Organization	Current Title	Year Participated
30	22-Jan-14	Mr. Carmelo Yambao	Department of Agriculture	Agriculturist II	2001/Agriculture
31	22-Jan-14	Ms. Fraulien Villa	Department of Agrarian Reform (DAR)	Sr. Agrarian Reform Program Officer	2006/Agriculture
32	23-Jan-14	Ms. Irish G. Caldona	Department of Trade and Industry	Planning Officer IV/Assistant Division Chief	2010/Administrative management
33	23-Jan-14	Mr. Reno Jospeh N. Cantre	NEDA	Sr. Economic Development Specialist	2011/Economic Administration

Appendix 3-2 Field survey schedule and visited sites (Papua New Guinea)

<List of the survey subjects: Ex-participants of the Thematic Programs / alumni organizers / international institutions>

No	Date	Name	Organization	Current Title	Year Participated
1	27-Jan-14	Mr. Felix B. Taranu	DMPGM	Senior Seismologist	2002/Global Seismological
2	27-Jan-14	Mr. John Maru	RPNGC	Deputy Commander, Southern Division	2002/Crimel Prevention
3	28-Jan-14	Mr. Timoth Gitua	National Fraud & Anti Corruption Directorate, RPNGC	Detective Chief Inspector, Deputy Director	2012/Crime Prevention
4	28-Jan-14	Mr. Mark M. Mewerimbe	Procecutions, RPNGC	Officer in Charge	2004/Crime
5	28-Jan-14	Mr. Eric Buri	DMPGM	Senior Seismologist	2011/Global Seismological
6	29-Jan-14	Mr. Mathew Moihoi	DMPGM	Principal Seismologist	1996/Global Seismological
7	29-Jan-14	Mr. Simon Kauba	RPNGC	Acting Police Commissioner/Chief of Operations	2004/Crime Prevention
8	30-Jan-14	Mr. Jim W. Tamate	Advisory Division, Office of Public Solicitor	Principal Ligal Officer - Advisory Division	2003/Crime Prevention
9	30-Jan-14	Mr. Frank M. Tunduwa	Juvernile Justice services, Community Based Corrections Office, Department of Justice and	Acting Director	2011/Crime Prevention
10	31-Jan-14	Mr. Geoff Goimba Puri	National Fisheries Authority	Officer	2002/Statistics
11	31-Jan-14	Mr. Ila Rauka	Department of Health	Monitoring and Evaluation Officer	2005/Statistics
12	3-Feb-14	Mr. Steven Kome	Port Moresby Grammar	Teacher	2003/Young
13	3-Feb-14	Mr. Joe Sapa	Corporate Services, Department of Finance	First Assistant Secretary	1996/Young Leaders
14	3-Feb-14	Mr. Alexander Rheeny	Post Courier	Editor	2003/Young Leaders
15	4-Feb-14	Mr. Jacob S. Camillus	Serious Crimes & Corruption, Office of Public Prosecutor	Officer in Charge	2012/Crime Prevention
16	6-Feb-14	Mr. Donald Yamasombi	Criminal Investiation	Director	2010/Crime
17	5-Feb-14	Mr. Api Ette Hoges	RPNGC	Senior Legal Officer	2006/Crime
18	6-Feb-14	Mr. Victor Isouve	Internal Affairs, RPNGC	Director	2005/Crime

Appendix 4 Questionnaire Format and Data Analysis

Appendix 4-1 Questionnaire for Ex-participants of the Thematic Programs

JICA Questionnaire Survey 2013: Evaluation of JICA Training and Dialogue Programs

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) 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.

Your Personal Information (Please write in English.)

1) E-mail address:		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:	- year :	month:
8) Name of company/organization (at time of participation):			
Job title (at time of participation):			
9) Name of company/organization (at present):			
Job title (at present):			

1 Preparation for JICA training

1.1 To what degree were the following factors in your decision to participate in JICA training (the Training) ?

1 Strongly Disagree	2 Somewhat Disagree	3 Neither Agree nor Disagree	4 Somewhat Agree	5 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 was interested in coming to Japan. . . . . [ ]
4) My boss advised me to participate in the training. . . . . [ ]
5) My acquaintance advised me to participate in the training. . . . . [ ]
6) I participated in the training because it had a specific relationship to a project implemented in my country by JICA. [1. yes 2. no] . . [ ]
7) I participated in the training because it had a specific relationship to a project implemented in my country by other donors/international organizations. [1. yes 2. no] . . [ ]

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 Strongly Disagree	2 Somewhat Disagree	3 Neither Agree nor Disagree	4 Somewhat Agree	5 Strongly Agree

1) I had clear assignments and/or missions from my organization. . . . . [ ]
2) I did not have any assignment nor mission from my organization, but I was conscious of assignment and/or mission of my own. . . . . [ ]

2 Evaluation of the Training in which you participated

2.1 How would you evaluate the process for the implementation of the Training?

1 Strongly Disagree	2 Somewhat Disagree	3 Neither Agree nor Disagree	4 Somewhat Agree	5 Strongly Agree

1) The application and selection process was simple and clear. . . . . [ ]
2) The pre-departure support was sufficient. . . . . [ ]
3) The follow-up support was sufficient. . . . . [ ]
4) Training period was

1 Short	2 Somewhat Short	3 Appropriate	4 Somewhat Long	5 Long

. . . . . [ ]

2.2 How would you evaluate the contents of the Training?

1 Strongly Disagree	2 Somewhat Disagree	3 Neither Agree nor Disagree	4 Somewhat Agree	5 Strongly Agree

1) The contents of the Training matched my country's needs. . . . . [ ]
2) The contents of the Training matched my organization's needs. . . . . [ ]

3) The contents of the Training covered new knowledge and skills. . . . . [ ]
4) The contents of the Training were practical. . . . . [ ]
5) The contents of the Training were difficult to master. . . . . [ ]
6) The Training curriculum was appropriately designed to achieve its goal. . . . . [ ]
7) 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
Lower	Somewhat Lower	About the Same	Somewhat Higher	Higher

a. Compared with the knowledge and skills required for my work immediately after training. . . . . [ ]
b. Compared with the knowledge and skills required for my work at present. . . . . [ ]
8) How much of the Training contents (as a percentage) did you acquire overall ? . . . . . (%) [ ]
9) How much of the Training's goal (as a percentage) did you achieve? . . . . . (%) [ ]

2.3 How would you evaluate the teaching method of the Training?

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

1) The lecturers devised teaching ways to help the participants deepen their understanding of the contents. . . [ ]
2) The lecturers confirmed that we understood the training contents. . . . . [ ]
3) The lectures were effective to help the participants deepen their understanding of the contents. . . . . [ ]
4) The discussions among the participants and the lecturers were effective to help the participants deepen their understanding of the contents. . . . . [ ]
5) The actual practice/field visits were effective to help the participants deepen their understanding of the contents. . . . . [ ]

2.4 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) Coordinators and staff's performance . . . . . [ ]
4) Workshops . . . . . [ ]
5) Practical training and/or field visits . . . . . [ ]
6) Lectures . . . . . [ ]
7) Discussions among participants . . . . . [ ]
8) Training as a whole . . . . . [ ]

2.5 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 the 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

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 to more important work. . . . . [ ]
h. I am assigned to supervise more subordinates. . . . . [ ]
i. My opinion is accepted/endorsed by my colleagues more often. . . . . [ ]

3.2 Applicability of the knowledge and skills acquired through the Training

1) How much of the knowledge/skills acquired through the Training are you currently utilizing in your work? . . . . (%) [ ]

2) In which of the following 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 . . . . . [ ]

3) If the knowledge and skills acquired through the training are not well utilized in your work, what is the reason?
a. support from my organization is insufficient. . . . . [ ]
b. the workplace environment is too different from that on which the training was premised. . . . . [ ]
c. my work load is too heavy. . . . . [ ]

3.3 Implementation of action plans

1) Did you make an action plan during the training? 1. yes 2. no . . [ ]
If you answered "1. yes", please answer questions 2) and 3). Otherwise please go to question 3.4.

2) Did you implement your action plan after returning to your country?

1	2	3	4	5
Not at all.	Slightly Insufficient	Somew hat Sufficient	Substantially Sufficient	Sufficient

. . . . . [ ]

3) 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 conducted 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. . . . . [ ]

3.4 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 the box.
A rough estimate is sufficient.

1) Lectures, meetings and workshops
a. How many times so far have you organized lectures/meetings/ workshops in total since you finished your training? Please write the total number. . . . . Total [ ]
b. How many hours on average did you give lectures/meetings/workshops above? . . . . . Hour/time [ ]
c. In each instance of the above activities, to how many persons (recipients) did you transfer the knowledge and skills acquired through the Training? . . . . . Number of recipients/time [ ]
d. What percentage of the contents of your activities included the knowledge and skills acquired through the Training? . . . . . % included in contents of your activities [ ]
e. What percentage of the knowledge and skills you used in your activities did the recipients acquire? . . . . . % of know ledge and skills recipients acquired [ ]

2) On-the-Job Training (OJT)
a. How many times so far have you organized OJT in total since you finished your training? Please write the total number. . . . . Total [ ]
b. How many hours on average did you give OJT above? . . . . . Hour/time [ ]
c. In OJT activities, to how many persons (recipients) did you transfer the knowledge and skills acquired through the Training? . . . . . Number of recipients/time [ ]
d. What percentage of the contents of your activities included the knowledge and skills acquired through the Training? . . . . . % included in content of your activities [ ]
e. What percentage of the knowledge and skills you used in your activities did the recipients acquire? . . . . . % of know ledge and skills recipients acquired [ ]

3.5 Have you proposed projects to your organization based on the knowledge and skills acquired through the Training? If not, please write "0" in the box and go to question 3.6.

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) To those approved projects, please write the number that corresponds to the best description of your opinion of the result of the projects.

1	2	3	4	5	6
Not at all Successful	Not Really Successful	Somew hat Successful	Considerably Successful	Highly Successful	Not yet Clear

Project	1st	2nd	3rd	4th	5th	6th
Result						

4) Could you please tell us about the contents of the approved projects ?

3.6 How much of assignments and/or missions from your organization did you achieve?
(please refer to question 1.2. If no assignment nor mission from your organization, please go to question 4) (%) [ ]

4 Comparison of JICA training programs to other donors/international organizations'

4.1 Have you participated in training programs sponsored by any other donors/international organizations?
If you haven't, please go to question 5.
Please write the number(s) that correspond to the name(s) of the organizations whose programs you participated in.
(Multiple answers allowed)

1. ADB 2. AOTS 3. APO 4. JETRO 5. KOICA 6. UNIDO 7. UNDP
8. Other（Please specify: ） ・・・・・・・・・・ [ ]

4.2 How do you compare your experience of participation in JICA training with other training programs sponsored by other donors/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 contents of the JICA training included useful knowledge and skills that they were not possible to acquire from the training of the other donors/international organizations. ・・・・・・・・・・・・・・ [ ]
3) The impact of JICA training participation has been more sustainable than the impact of other training programs. [ ]

5 Friendship

5.1 Before you participated in JICA training in Japan, had you ever been to any foreign country? 1. yes 2. no [ ]

5.2 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 JICA centers helped me understand culture of Japan. ・・・・・・・・・・・・・・ [ ]

5.3 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. ・・・・・・・・・・・・・・ [ ]

6 Contact with Japanese people

6.1 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 to exchange personal updates. ・・・・・・・・・・・・・・ [ ]
2) I maintain contact to exchange or gather new information on Japan. ・・・・・・・・・・・・・・ [ ]
3) I maintain contact to seek advice about my work. ・・・・・・・・・・・・・・ [ ]
4) I maintain contact to develop joint projects. ・・・・・・・・・・・・・・ [ ]

6.2 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 JICA projects or for experts. ・・・・・・・・・・・・・・・ [ ]
2) I work as a JICA volunteer counterpart. ・・・・・・・・・・・・・・・ [ ]
3) I consult or contact the JICA office about projects. ・・・・・・・・・・・・・・・ [ ]
4) I participate in a reunion of JICA training participants. ・・・・・・・・・・・・・・・ [ ]
5) I participate in events or training programs organized by JICA. ・・・・・・・・・・・・・・・ [ ]

7 Change in your position and annual income

7.1 Change in your position/work in the workplace

1) How many rank(s), has 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, please 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) After you participated in the Training, did you change departments inside your workplace or changed employers ?

1. did change	2. didn't change

・・ [ ]

4) If you changed your department or your employer, is it possible for you to apply the knowledge and skills you acquired in the Training to your new work?

1	2	3	4	5
Not at all	Slightly	Somew hat	Considerably	Totally

・・・・・・・・・・ [ ]

7.2 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 (Same) 2. 1.5 times 3. 2 times 4. 2.5 times 5. 3 times 6. 3.5 times
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) In your country, what is the average annual income (based on your rough estimate) of a person of the same age and in a similar position as you? Please give the answer in US dollars. ・・・・・・ US $ [ ]

8 Monetary value of the Training

The cost of implementing the training program includes the incurring of airfare and lodging for the participants, lecturers' fees, administrative costs, etc.

1) We believe that you have acquired new knowledge, skills, and personal benefits, such as more recognition in the workplace, increased salary and experience in Japan from the Training.
Taking the overall results of your training into consideration, how would you measure the monetary value of your training compared to the monetary value of your annual income?
For the purposes of this question, please set the value of your annual income at "1".
Please choose the answer that corresponds to your estimate of the monetary value of the Training compared to the monetary value of your annual income, and write the number in the box.
1. 0.5 times 2. 1 (Same) 3. 1.5 times 4. 2 times 5. 2.5 times 6. 3 times
7. 3.5 times 8. 4 times 9. 4.5 times 10. 5 times 11. Other (Please specify) [ ]

2) We also think that you have contributed to your country by applying the knowledge and skills and/or transferring them to colleagues and others.
Taking the benefit your training has had for your organization or country into account overall, how would you measure the monetary value of your training compared to the monetary value of your annual income?
For the purposes of this question, please set the value of your annual income at "1".
Please choose the answer that corresponds to your estimate of the monetary value of the Training compared to the monetary value of your annual income, and write the number in the box.
1. 0.5 times 2. 1 (Same) 3. 1.5 times 4. 2 times 5. 2.5 times 6. 3 times
7. 3.5 times 8. 4 times 9. 4.5 times 10. 5 times 11. Other (Please specify) [ ]

9 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 the result of the Training?

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	1st	
5)	Support of implementation of projects	2nd	
6)	Provision of equipment and materials	3rd	

10 Please write freely about your comments on the training and/or the trip to Japan. (Please write in English.)

Something special that remained in your memory;

Something that left you with good impressions;

Something that left you with unpleasant impressions;

Thank you very much for your cooperation!

Appendix 4-2 Questionnaire for Ex-participants of the Young Leader Programs (including the Youth Invitation Program)

JICA Questionnaire Survey 2013: Evaluation of JICA "Training Programs for Young Leaders"
(as " The Youth Invitation Program" before year 2006)

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.

Your Personal Information (Please write in English.)

1) E-mail address:			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 program:			
7) The start and finish dates of the program you participated in	year: month:	- year :	month:
8) Name of Company/Organization (at time of participation):			
Job title (at time of participation):			
9) Name of Company/Organization (at present):			
Job title (at present):			

1 Preparation for JICA Program

1.1 To what degree were the following factors in your decision to participate in JICA program (the Program)?

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 Program. . . . . .
2) I was interested in coming to Japan. . . . . .
3) My boss advised me to participate in the Program. . . . . .
4) My colleagues and/or friends advised me to participate in the Program. . . . . .

1.2 To what degree were you satisfied with the Program?

Please write the number "999" in the appropriate box, if an item is not relevant to the Program 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) Accommodation / Welfare . . . . . .
3) Coordinators and staffs' performance . . . . . .
4) Interaction with Japanese young people . . . . . .
5) Interaction with participants . . . . . .
6) Lectures . . . . . .
7) Field visits . . . . . .
8) Home-stay . . . . . .
9) Program as a whole . . . . . .

1.3 Would you recommend participation in the JICA Program to your colleagues or friends?

1	2	3	4	5
Not at all	Slightly recommend	Somew hat	Considerably	Greatly recommend

. .

2 Friendship

2.1 Before you participated in JICA program in Japan, had you ever been to any foreign country?

1. yes 2. no . .

2.2 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 program managers helped me understand culture of Japan. . .
3) Field visits helped me understand culture of Japan. . . . . .

2.3 Have you changed your perception of Japan since the Program?

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 daily life. . . . . [ ]
4) I have gained a deeper understanding of Japanese traditions and culture. . . . . [ ]

2.4 Contact with Japanese people whom you met during the Program

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

with whom do you maintain contact

1) I maintain contact with my Japanese home-stay family. . . . . [ ]
2) I maintain contact with my Japanese youth volunteers (for in-house seminars and/or Japanese language programs) [ ]
3) I maintain contact with my program managers and/or staff. . . . . [ ]

for what reason do you maintain contact

1) I maintain contact to exchange personal updates. . . . . [ ]
2) I maintain contact to exchange or gather new information on Japan. . . . . [ ]
3) I maintain contact to seek advice about my work. . . . . [ ]

2.5 Share of your experience of participating in the Program

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

1) After participating in the Program, do you tell others about your program experience in Japan? . . . . [ ]
2) After participating in the program, do you tell others about your impression of Japan?. . . . . [ ]

2.6 Have you returned back to Japan after you participated in the Program? 1. yes 2. no . . [ ]

If yes, for how many times? Otherwise, please go to question 2.7. . . . . [ ]

If yes, for what reasons? (multiple choices)

1. tourism 2. business trip 3. reunion with my host-family 4. reunion with my Japanese friends
5. higher education 6. training program 7. others (please specify) [ ]

2.7 Have you had your host-family and/or Japanese friends coming to your country? 1. yes 2. no . . [ ]

2.8 Could you please tell us more about your relationship with your home-stay family and your Japanese friends? Pease write in either English or Japanese.)

[ ]

3 Contact with participants

1) Is there any alumni association for former JICA program participants in your area? 1. yes 2. no . . [ ]
If you answered "1. yes", please answer question 2).
2) How do you have any contact with the alumni association of former JICA program participants?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

a. I participate in alumni association's social groups. . . . . [ ]
b. I receive information about JICA and Japan through alumni network. . . . . [ ]

4 Connection with JICA/Japan

4.1 Since the Program, do you have any connection with JICA/Japan?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

1) I work as a counterpart for JICA projects or for experts. . . . . [ ]
2) I work as a JICA volunteer counterpart. . . . . [ ]
3) I consult or contact the JICA office about projects. . . . . [ ]
4) I participate in events or training programs organized by JICA. . . . . [ ]
5) I work as a Japanese language/culture teacher in my country. . . . . [ ]
6) I conduct business with Japanese people. . . . . [ ]
7) I participate in exchange programs with Japan. . . . . [ ]
8) If you have established any exchange programs or organization which conduct activities with Japan, please specify:
( )

If you participated **in or after 2007**, your program was designed with certain specific Training contents. Please continue to answer the following questions. Otherwise, please go to question 6 and write freely about your impressions about the Program and Japan.

4.2 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 the result of the Training?

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 — 1st
5) Support of implementation of projects — 2nd
6) Provision of equipment and materials — 3rd

5 Evaluation of the Training Contents

5.1 How would you evaluate the contents of the Training?

1 Strongly disagree	2 Somew hat disagree	3 Neither agree nor disagree	4 Somew hat agree	5 Strongly agree

1) The contents of the Training matched my country's needs.
2) The contents of the Training matched my organization's needs.
3) The contents of the Training covered new knowledge and skills.
4) The contents of the Training were practical.
5) The contents of the Training were difficult to master.
6) The Training curriculum was appropriately designed to achieve its goal.
7) Was the level of knowledge/skills that you acquired from the Training high or low as compared with the following points in time?

1 Low er	2 Somew hat low er	3 About the same	4 Somew hat higher	5 Higher

a. compared with the knowledge and skills required for my work immediately after the Trainin
b. compared with the knowledge and skills required for my work at present.

8) How much of the training contents (as a percentage) did you acquire overall ? Please write the number(%) in the box. (%)
9) How much of the training's goal (as a percentage) did you achieve? Please write the number(%) in the box. (%)

5.2 How did you share the contents of the Training with others?

1 Strongly disagree	2 Somew hat disagree	3 Neither agree nor disagree	4 Somew hat agree	5 Strongly agree

1) I shared the contents of the Training in my organization.
2) I shared the contents of the Training with others outside of my organization.

5.3 Applicability of the knowledge and skills acquired through the Training

1) How much of the knowledge and skills acquired through the Training are you currently utilizing in your work? Please answer in terms of a percentage in the box. (%)
2) In which areas do you think the knowledge and skills you acquired through the Training contributed to your organization or country ?

1 Strongly disagree	2 Somew hat disagree	3 Neither agree nor disagree	4 Somew hat agree	5 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

3) If the knowledge and skills acquired through the Training are not utilized in your work, what is the reason?
a. Support from my organization is insufficient.
b. The workplace environment is too different from that on which the training was premised.
c. My work load is too heavy.

5.4 Have you proposed projects to your organization based on the knowledge and skills acquired through the training? If not, please write "0" in the box and go to question 6.

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 number that corresponds to the best description of your opinion of the result of the projects.

1	2	3	4	5	6
Not at all successful	Not really successful	Somew hat successful	Considerably successful	Highly successful	Not yet clear

Project	1st	2nd	3rd	4th	5th	6th
Result						

4) Could you please tell us about the contents of the approved projects ?

6 Please freely write your comments about the Program and/or the trip to Japan. (Please write in English.)

Something special that remained in your memory;

Something that left you with good impressions;

Something that left you with unpleasant impressions;

Thank you very much for your cooperation !

Appendix 4-3 Data Analysis (JICA Training and Dialogue Program)

JICA Questionnaire Survey 2013: Evaluation of JICA "Training and Dialogue Programs"

(Subjects of analysis: 191)

1 Preparation for JICA training

1.1 To what degree were the following factors in your decision to participate in JICA training (the Training) ?

1	2	3	4	5
Strongly Disagree	Somew hat Disagree	Neither Agree nor Disagree	Somew hat Agree	Strongly Agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I was interested in the contents of the Training.	0	0	2	35	150	187	4.79	0.43
2) I required new knowledge and skills in performing my job.	1	2	8	40	140	191	4.65	0.66
3) I was interested in coming to Japan.	4	7	13	44	119	187	4.43	0.93
4) My boss advised me to participate in the Training.	19	8	24	61	77	189	3.89	1.27
5) My acquaintance advised me to participate in the Training.	40	14	32	35	60	181	3.34	1.54

6) I participated in the training because it had a specific relationship to a project implemented in my country by JICA.	Yes	91	No	96
7) I participated in the training because it had a specific relationship to a project implemented in my country by other donors/international organizations.	Yes	72	No	114

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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I had clear assignments and/or missions from my organization.	17	18	47	45	61	188	3.61	1.28
2) I did not have any assignment nor mission from my organization, but I was conscious of assignment and/or mission of my own.	38	12	24	44	61	179	3.44	1.53

2 Evaluation of the Training in which you participated

2.1 How would you evaluate the process for the implementation of the Training?

1	2	3	4	5
Strongly Disagree	Somew hat Disagree	Neither Agree nor Disagree	Somew hat Agree	Strongly Agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) The application and selection process was simple and clear.	1	3	9	59	119	191	4.53	0.71
2) The pre-departure support was sufficient.	1	2	12	39	137	191	4.62	0.70
3) The follow-up support was sufficient.	1	8	28	40	113	190	4.35	0.92

4) Training period was

1	2	3	4	5
Short	Somew hat Short	Appropriate	Somew hat Long	Long

Evaluation					N	Mean	SD
1	2	3	4	5			
15	58	107	8	3	191	2.61	0.76

2.2 How would you evaluate the contents of the Training?

1	2	3	4	5
Strongly Disagree	Somew hat Disagree	Neither Agree nor Disagree	Somew hat Agree	Strongly Agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) The contents of the Training matched my country's needs.	0	2	11	82	96	191	4.42	0.65
2) The contents of the Training matched my organization's needs.	1	1	11	76	102	191	4.45	0.68
3) The contents of the Training covered new knowledge and skills.	0	0	7	63	121	191	4.60	0.56
4) The contents of the Training were practical.	0	3	13	65	110	191	4.48	0.70
5) The contents of the Training were difficult to master.	60	70	35	20	5	190	2.16	1.07
6) The Training curriculum was appropriately designed to achieve its goal.	1	4	16	68	100	189	4.39	0.78

7) 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
Lower	Somewhat Lower	About the Same	Somewhat Higher	Higher

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. Compared with the knowledge and skills required for my work immediately after training.	0	3	34	102	50	189	4.05	0.71
b. Compared with the knowledge and skills required for my work at present.	3	16	46	79	44	188	3.77	0.96

		Mean	SD	N
8) How much of the Training contents (as a percentage) did you acquire overall ?	(%)	80.8	13.27	178
9) How much of the Training's goal (as a percentage) did you achieve?	(%)	78.7	18.10	179

2.3 How would you evaluate the teaching method of the Training?

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) The lecturers devised teaching ways to help the participants deepen their understanding of the contents.	0	3	7	75	105	190	4.48	0.65
2) The lecturers confirmed that we understood the training contents.	0	4	13	80	93	190	4.38	0.71
3) The lectures were effective to help the participants deepen their understanding the contents.	0	2	11	78	99	190	4.44	0.65
4) The discussions among the participants and the resource person were effective to help the participants deepen their understanding of the contents.	0	2	15	61	113	191	4.49	0.69
5) The actual practice/field visits were effective to help the participants deepen their understanding of the contents.	0	2	8	47	134	191	4.64	0.62

2.4 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		

	Evaluation											N	Mean	SD
	0	1	2	3	4	5	6	7	8	9	10			
1) General orientation on culture of Japan	0	0	1	3	1	19	3	28	39	37	54	185	8.16	1.79
2) Social welfare	0	1	0	2	1	12	3	23	45	38	57	182	8.36	1.66
3) Coordinators and staff's performance	0	0	0	0	1	4	1	12	19	60	92	189	9.13	1.16
4) Workshops	0	0	0	0	2	5	2	23	48	43	46	169	8.5	1.32
5) Practical training and/or field visits	0	0	0	2	1	7	3	15	31	53	76	188	8.79	1.45
6) Lectures	0	0	1	1	3	5	5	27	43	58	43	186	8.37	1.48
7) Discussions among participants	0	0	0	3	2	10	11	31	32	51	49	189	8.23	1.65
8) Training as a whole	0	0	0	0	1	9	2	12	34	79	53	190	8.73	1.28

2.5 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

Evaluation					N	Mean	SD
1	2	3	4	5			
0	0	1	17	172	190	4.90	0.32

3 Impact of the Training

3.1 Change of attitude after participating in the 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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. I plan my work better.	0	2	13	66	106	187	4.48	0.68
b. I have a stronger sense of responsibility for my work.	2	3	15	51	113	184	4.47	0.80
c. I have become more conscious of working with my colleagues in a collaborative manner.	1	4	19	63	99	186	4.37	0.80
d. I work harder to find solutions to problems before giving up.	0	6	17	62	100	185	4.38	0.79
e. I am more motivated to undertake activities that contribute to my country's development.	1	1	13	50	122	187	4.56	0.70
f. I consider my country's situation from a more international perspective.	1	1	15	57	113	187	4.50	0.71
g. I am assigned to more important work.	7	9	32	53	85	186	4.08	1.08
h. I am assigned to supervise more subordinates.	20	10	35	60	61	186	3.71	1.27
i. My opinion is accepted/endorsed by my colleagues more often.	1	4	32	86	63	186	4.11	0.80

3.2 Applicability of the knowledge and skills acquired through the Training

1) How much of the knowledge/skills acquired through the Training are you currently utilizing in your work? (%)

Mean	SD	N
65.1	21.8	179

2) In which of the following 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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. establishment or improvement of policies and systems by national or local government	19	17	54	60	34	184	3.40	1.19
b. establishment or improvement of system in my organization	6	13	50	64	54	184	3.77	1.04
c. establishment or improvement of methods and techniques used in my work	4	7	28	81	65	185	4.06	0.92
d. project formulation in my organization	4	11	47	73	50	185	3.83	0.97
e. development or improvement of action plans in my organization	5	8	43	67	60	183	3.92	0.99

3) If the knowledge and skills acquired through the training are not well utilized in your work, what is the reason?

a. support from my organization is insufficient.	23	21	42	45	30	161	3.24	1.30
b. the workplace environment is too different from that on which the training was premised.	18	27	37	46	32	160	3.29	1.28
c. my work load is too heavy.	25	36	48	44	32	161	2.84	1.14

3.3 Implementation of action plans

1) Did you make an action plan during the training?

Yes	177	No	11

If you answered "1. yes", please answer questions 2) and 3). Otherwise please go to question 3.4.

2) Did you implement your action plan after returning to your country?

1	2	3	4	5
Not at all.	Slightly Insufficient	Somew hat Sufficient	Substantially Sufficient	Sufficient

Evaluation					N	Mean	SD
1	2	3	4	5			
13	20	53	60	30	176	3.42	1.12

3) 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

∗ Subjects of analysis: participants who answered 'yes' in question 3.3-1 and evaluated from 2 to 5 in question 3.3-2

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. I conducted the "training of trainers."	35	16	19	37	48	155	3.30	1.55
b. I shared the contents of the training in my organization.	2	4	8	50	94	158	4.46	0.81
c. I shared the contents of the training with others outside of my organization.	13	13	21	52	59	158	3.83	1.25
d. I proposed my action plan to my superior.	4	6	9	35	100	154	4.44	0.96

3.4 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 the box.

A rough estimate is sufficient.

		Mean	SD	N
1) Lectures, meetings and workshops				
a. How many times so far have you organized lectures/meetings/ workshops in total since you finished your training? Please write the total number.		14.0	50.40	171
b. How many hours on average did you give lectures/meetings/workshops above?		6.1	27.32	128
c. In each instance of the above activities, to how many persons (recipients) did you transfer the knowledge and skills acquired through the Training?		33.1	50.44	130
d. What percentage of the contents of your activities included the knowledge and skills acquired through the Training?	(%)	60.7	22.64	135
e. What percentage of the knowledge and skills you used in your activities did the recipients acquire?	(%)	61.3	19.88	127
2) On-the-Job Training (OJT)				
a. How many times so far have you organized OJT in total since you finished your training? Please write the total number.		9.5	34.45	162
b. How many hours on average did you give OJT above?		4.1	3.77	98
c. In OJT activities, to how many persons (recipients) did you transfer the knowledge and skills acquired through the Training?	(%)	20.2	30.06	102
d. What percentage of the contents of your activities included the knowledge and skills acquired through the Training?	(%)	57.8	24.97	100
e. What percentage of the knowledge and skills you used in your activities did the recipients acquire?	(%)	58.5	24.45	55

3.5 Have you proposed projects to your organization based on the knowledge and skills acquired through the Training? If not, please write "0" in the box and go to question 3.6.

	Mean	SD	N
1) How many projects have you proposed? Please write the number in the box.	2.62	2.19	111
2) How many projects that you proposed have been approved? Please write the number in the box.	2.08	1.63	86
3) To those approved projects, please write the number that corresponds to the best description of your opinion of the result of the projects.	3.92	8.07	79

1	2	3	4	5	6
Not at all Successful	Not Really Successful	Somew hat Successful	Considerably Successful	Highly Successful	Not yet Clear

3.6 How much of assignments and/or missions from your organization did you achieve?

		Mean	SD	N
Please write the number(%) in the box.	(%)	67.4	28.25	133

4 Comparison of training programs to other donors/international organizations'

4.1 Have you participated in training programs sponsored by any of the donors/international organizations listed below?

Please write the number(s) that correspond to the name(s) of the organizations whose programs you participated in. (Multiple answers allowed)

JICA	115	Other	76

4.2 How do you compare your experience of participation in JICA training with other training programs sponsored by other donors/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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) My learning experience from JICA training was more important than from other training programs.	0	7	19	19	31	76	3.97	1.02
2) The contents of the JICA training included useful knowledge and skills that they were not possible to acquire from the training of the other donors/international organizations.	1	5	16	31	23	76	3.92	0.95
3) The impact of JICA training participation has been more sustainable than the impact of other training programs.	2	5	17	23	27	74	3.92	1.06

5 Friendship

5.1 Before you participated in JICA training in Japan, had you ever been to any foreign country?

Yes	116	No	61

5.2 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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) General orientation helped me understand culture of Japan.	1	4	12	62	104	183	4.44	0.76
2) Interaction with the implementing organization and training managers helped me understand culture of Japan.	0	4	11	60	103	178	4.47	0.71
3) Cultural events and social welfare programs provided by the JICA centers helped me understand culture of Japan.	0	3	11	43	125	182	4.59	0.68

5.3 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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) My trust in Japan and the Japanese people has increased.	2	0	6	25	149	182	4.75	0.62
2) My interest in working with Japanese people has increased.	0	0	7	28	147	182	4.77	0.51
3) I have gained a deeper understanding of Japanese society and culture.	0	2	6	44	131	183	4.66	0.60

6 Contact with Japanese people

6.1 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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I maintain contact mainly to exchange personal updates.	17	30	60	46	28	181	3.21	1.17
2) I maintain contact mainly to exchange or gather new information on Japan.	31	40	46	46	21	184	2.92	1.27
3) I maintain contact mainly to seek advice about my work.	56	34	52	24	16	182	2.51	1.29
4) I maintain contact mainly to develop joint projects.	85	35	30	17	14	181	2.12	1.31

6.2 Since the Training, do you have any connection with JICA?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I work as a counterpart for JICA projects or for experts.	125	14	18	14	8	179	1.69	1.20
2) I work as a volunteer counterpart.	138	11	16	8	6	179	1.51	1.05
3) I consult or contact the JICA office about projects.	109	26	18	16	11	180	1.86	1.27
4) I participate in a reunion of JICA training participants.	90	23	36	15	16	180	2.13	1.35
5) I participate in events or training programs organized by JICA.	85	23	35	20	18	181	2.24	1.40

7 Change in your position and annual income

7.1 Change in your position/work in the workplace

1) How many rank(s), has 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, please write "0".

0	1	2	3	4	5	6	N	Mean	SD
89	38	21	11	5	8	3	175	1.09	1.52

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.

	Mean	SD	N
(%)	45.7	27.28	80

3) After you participated in the Training, did you change departments inside e your workplace or changed employers ?

Did change	65	Didn't change	118

4) If you changed your department or your employer, is it possible for you to apply the knowledge and skills you acquired in the Training to your new work?

1	2	3	4	5
Not at all	Slightly	Somew hat	Considerably	Totally

Evaluation					N	Mean	SD
1	2	3	4	5			
1	7	7	25	20	60	3.93	1.04

7.2 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 (Same) 2. 1.5 times 3. 2 times 4. 2.5 times 5. 3 times
6. 3.5 times 7. Other (Please specify:)

Mean	SD	N
1.46	0.61	172

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.

	Mean	SD	N
(%)	38.0	29.24	92

3) In your country, what is the average annual income (based on your rough estimate) of a person of the same age and in a similar position as you? Please give the answer in US dollars.

	Mean	Median	N
(US$)	6798	3800	155

8 Monetary value of the Training

The cost of implementing the training program includes the incurring of airfare and lodging for the participants, lecturers' fees, administrative costs, etc.

1) We believe that you have acquired new knowledge, skills, and personal benefits, such as more recognition in the workplace, increased salary and experience in Japan from the Training.
Taking the overall results of your training into consideration, how would you measure the monetary value of your training compared to the monetary value of your annual income?
For the purposes of this question, please set the value of your annual income at "1".
Please choose the answer that corresponds to your estimate of the monetary value of the Training compared to the monetary value of your annual income, and write the number in the box.

1. 0.5 times 2. 1 (Same) 3. 1.5 times 4. 2 times
5. 2.5 times 6. 3 times 7. 3.5 times 8. 4 times
9. 4.5 times 10. 5 times 11. Other (Please specify

Mean	SD	N
2.08	2.25	144

2) We also think that you have contributed to your country by applying the knowledge and skills and/or transferring them to colleagues and others.
Taking the benefit your training has had for your organization or country into account overall, how would you measure the monetary value of your training compared to the monetary value of your annual income?
For the purposes of this question, please set the value of your annual income at "1".
Please choose the answer that corresponds to your estimate of the monetary value of the Training compared to the monetary value of your annual income, and write the number in the box.

1. 0.5 times 2. 1 (Same) 3. 1.5 times 4. 2 times
5. 2.5 times 6. 3 times 7. 3.5 times 8. 4 times
9. 4.5 times 10. 5 times 11. Other (Please specify

Mean	SD	N
2.08	1.91	140

9 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 the result of the Training?

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.

Please be careful not to rank the same option twice.

		1st	2nd	3rd	Total
1)	Support for organizing lectures and training sessions	41	30	36	107
2)	Support for training materials	13	27	27	67
3)	Dispatch of Japanese technical specialists	23	23	34	80
4)	Dispatch of Japanese volunteers	4	8	10	22
5)	Support of implementation of projects	67	41	25	133
6)	Provision of equipment and materials	25	41	33	99
	N	173	170	165	

Appendix 4-4 Data Analysis (JICA Training Programs for Young Leaders)

JICA Questionnaire Survey 2013: Evaluation of JICA Training Programme for Young Leaders

Subjects of analysis : 76
Subjects of analysis (* items) : 50

1 Preparation for JICA Program

1.1 To what degree were the following factors in your decision to participate in JICA program (the Program)?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I was interested in the contents of the Program.	2	0	1	10	63	76	4.74	0.74
2) I was interested in coming to Japan.	1	1	1	10	63	76	4.75	0.68
3) My boss advised me to participate in the Program.	10	5	9	18	34	76	3.80	1.41
4) My colleagues and/or friends advised me to participate in the Program.	12	3	13	21	26	75	3.61	1.41

1.2 To what degree were you satisfied with the Program?

0	1	2	3	4	5	6	7	8	9	10 point
	Poor		Weak		Satisfactory		Good		Excellent	

	Evaluation											N	Mean	SD
	0	1	2	3	4	5	6	7	8	9	10			
1) General orientation on culture of Japan	0	0	0	1	1	4	0	15	12	16	27	76	8.45	1.64
2) Accommodation / Welfare	0	0	0	0	2	6	0	8	9	22	29	76	8.61	1.65
3) Coordinators and staffs' performance	0	0	0	0	1	3	1	3	6	27	33	74	9.01	1.35
4) Interaction with Japanese young people	0	1	0	3	2	9	5	10	13	8	21	76	7.62	2.22
5) Interaction with participants	0	0	0	0	0	5	1	9	11	24	26	76	8.66	1.43
6) Lectures	0	0	0	1	1	4	4	5	21	18	21	75	8.35	1.61
7) Field visits	0	0	0	0	1	3	2	9	8	20	33	76	8.79	1.48
8) Home-stay	0	1	0	1	0	3	2	5	8	13	25	58	8.57	1.91
9) Program as a whole	0	0	0	0	1	5	0	6	10	28	26	76	8.72	1.46

1.3 Would you recommend participation in the JICA Program to your colleagues or friends?

1	2	3	4	5
Not at all	Slightly recommend	Somew hat recommend	Considerably recommend	Greatly recommend

	Evaluation					N	Mean	SD
	1	2	3	4	5			
	1	0	4	7	63	75	4.75	0.68

2 Friendship

2.1 Before you participated in JICA program in Japan, had you ever been to any foreign country?

Yes	41	No	35

2.2 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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) General orientation helped me understand culture of Japan.	0	1	5	32	37	75	4.40	0.68
2) Interaction with the implementing organization and program managers helped me understand culture of Japan.	0	1	3	36	35	75	4.40	0.64
3) Field visits helped me understand culture of Japan.	0	1	2	24	48	75	4.59	0.62

2.3 Have you changed your perception of Japan since the Program?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) My trust in Japan and the Japanese people has increased.	0	0	1	19	56	76	4.72	0.48
2) My interest in working with Japanese people has increased.	0	0	2	20	54	76	4.68	0.52
3) I have gained a deeper understanding of Japanese society and daily life.	0	0	6	28	42	76	4.47	0.64
4) I have gained a deeper understanding of Japanese traditions and culture.	0	1	4	27	43	76	4.51	0.68

2.4 Contact with Japanese people whom you met during the Program

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
with whom do you maintain contact								
1) I maintain contact with my Japanese home-stay family. *	13	11	9	5	1	39	2.23	1.14
2) I maintain contact with my Japanese youth volunteers * (for in-house seminars and/or Japanese language programs)	14	6	12	4	3	39	2.38	1.29
3) I maintain contact with my program managers and/or staff. *	10	14	10	9	2	45	2.53	1.18
for what reason do you maintain contact								
1) I maintain contact to exchange personal updates.	9	17	24	18	4	72	2.88	1.10
2) I maintain contact to exchange or gather new information on Japan.	11	18	19	14	8	70	2.86	1.24
3) I maintain contact to seek advice about my work.	22	9	26	6	7	70	2.53	1.29

2.5 Share of your experience of participating in the Program

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) After participating in the Program, do you tell others about your program experience in Japan?	0	0	4	26	45	75	4.55	0.60
2) After participating in the program, do you tell others about your impression of Japan?.	0	1	5	25	45	76	4.50	0.68

2.6 Have you returned back to Japan after you participated in the Program? *

Yes	5	No	41

If yes, for how many times? Otherwise, please go to question 2.7.
If yes, for what reasons? (multiple choices)

Tourism	Business trip	Reunion with my host-family	Reunion with my Japanese friends	Higher education	Training program	Others
0	0	0	0	2	2	1

2.7 Have you had your host-family and/or Japanese friends coming to your country? *

Yes	8	No	33

3 Contact with participants

1) Is there any alumni association for former JICA program participants in your area?

Yes	39	No	37

If you answered "1. yes", please answer question 2).

2) How do you have any contact with the alumni association of former JICA program participants?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. I participate in alumni association's social groups.	13	3	14	6	3	39	2.56	1.31
b. I receive information about JICA and Japan through alumni network.	6	5	11	8	7	37	3.14	1.34

4 Connection with JICA/Japan

4.1 Since the Program, do you have any connection with JICA/Japan?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I work as a counterpart for JICA projects or for experts.	55	6	8	3	4	76	1.62	1.15
2) I work as a JICA volunteer counterpart.	61	5	4	1	3	74	1.38	0.96
3) I consult or contact the JICA office about projects.	45	14	5	8	2	74	1.76	1.15
4) I participate in events or training programs organized by JICA.	37	17	11	4	5	74	1.96	1.22
5) I work as a Japanese language/culture teacher in my country. *	44	0	1	0	0	45	1.04	0.30
6) I conduct business with Japanese people. *	39	1	2	0	1	43	1.21	0.74
7) I participate in exchange programs with Japan. *	37	3	4	0	0	44	1.25	0.62

If you participated **in or after 2007**, your program was designed with certain specific Training contents.
Please continue to answer the following questions. Otherwise, please go to question 6 and write freely about your impression of the Program and Japan.

4.2 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 the result of the Training?

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.
Please be careful not to rank the same option twice.

		1st	2nd	3rd	Total
1)	Support for organizing lectures and training sessions	27	14	6	47
2)	Support for training materials	7	17	16	40
3)	Dispatch of Japanese technical specialists	9	12	9	30
4)	Dispatch of Japanese volunteers	3	6	9	18
5)	Support of implementation of projects	24	18	14	56
6)	Provision of equipment and materials	5	8	20	33
	N	76	75	74	

5 Evaluation of the Training Contents

5.1 How would you evaluate the contents of the Training?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) The contents of the Training matched my country's needs.	0	0	4	28	44	76	4.53	0.60
2) The contents of the Training matched my organization's needs.	0	1	11	23	40	75	4.36	0.78
3) The contents of the Training covered new knowledge and skills.	1	1	4	25	45	76	4.47	0.77
4) The contents of the Training were practical.	0	0	14	28	34	76	4.26	0.76
5) The contents of the Training were difficult to master.	22	29	12	9	2	74	2.19	1.08
6) The Training curriculum was appropriately designed to achieve its goal.	1	2	9	30	33	75	4.23	0.86

7) 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
Lower	Somewhat lower	About the same	Somewhat higher	Higher

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. compared with the knowledge and skills required for my work immediately after the Training.	0	3	11	40	22	76	4.07	0.77
b. compared with the knowledge and skills required for my work at present.	0	6	12	38	19	75	3.93	0.86

		Mean	SD	N
8) How much of the training contents (as a percentage) did you acquire overall ? Please write the number(%) in the box.	(%)	79.3	17.82	71
9) How much of the training's goal (as a percentage) did you achieve? Please write the number(%) in the box.	(%)	77.3	18.27	71

5.2 How did you share the contents of the Training with others?

1	2	3	4	5
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I shared the contents of the Training in my organization.	0	0	4	32	39	75	4.47	0.60
2) I shared the contents of the Training with others outside of my organization.	1	4	8	32	31	76	4.16	0.91

5.3 Applicability of the knowledge and skills acquired through the Training

		Mean	SD	N
1) How much of the knowledge and skills acquired through the Training are you currently utilizing in your work? Please answer in terms of a percentage in the box.	(%)	65.1	20.29	72

2) 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	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. establishment or improvement of policies and systems by national or local government	5	7	16	27	20	75	3.67	1.17
b. establishment or improvement of system in my organization	2	6	17	31	19	75	3.79	1.00
c. establishment or improvement of methods and techniques used in my work	1	2	8	32	31	74	4.22	0.85
d. project formulation in my organization	2	3	17	32	19	73	3.86	0.95
e. development or improvement of action plans in my organization	0	2	9	36	27	74	4.19	0.75

3) If the knowledge and skills acquired through the Training are not utilized in your work, what is the reason?

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. Support from my organization is insufficient.	13	9	17	13	8	60	2.90	1.34
b. The workplace environment is too different from that on which the training was premised.	11	11	13	11	14	60	3.10	1.43
c. My work load is too heavy.	13	14	15	13	5	60	2.72	1.26

5.4 Have you proposed projects to your organization based on the knowledge and skills acquired through the training? If not, please write "0" in the box and go to question 6.

		Mean	N
1) How many projects have you proposed? Please write the number in the box.	projects/person	2.22	45
2) How many projects that you proposed have been approved? Please write the number in the box.	projects/person	1.90	31
3) Please write the number that corresponds to the best description of your opinion of the result of the projects.	evaluation point /project	4.05	61

Appendix 4-5 Data Analysis (JICA Youth Invitation Program)

JICA Questionnaire Survey 2013: Evaluation of JICA "The Youth Invitation Program"

Subjects of analysis : 56
Subjects of analysis (* items) : 32

1 Preparation for JICA Program

1.1 To what degree were the following factors in your decision to participate in JICA program (the Program)?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I was interested in the contents of the Program.	0	2	2	8	44	56	4.68	0.72
2) I was interested in coming to Japan.	0	0	1	5	50	56	4.88	0.38
3) My boss advised me to participate in the Program.	9	4	7	14	21	55	3.62	1.47
4) My colleagues and/or friends advised me to participate in the Program.	7	3	8	14	23	55	3.78	1.38

1.2 To what degree were you satisfied with the Program?

0	1	2	3	4	5	6	7	8	9	10 point
	Poor		Weak		Satisfactory		Good		Excellent	

	Evaluation											N	Mean	SD
	0	1	2	3	4	5	6	7	8	9	10			
1) General orientation on culture of Japan	0	0	0	0	2	5	0	15	11	14	9	56	7.89	1.60
2) Accommodation / Welfare	0	0	0	0	1	5	2	5	9	14	15	51	8.31	1.69
3) Coordinators and staffs' performance	0	0	0	0	1	3	0	9	5	26	12	56	8.50	1.43
4) Interaction with Japanese young people	0	0	0	0	4	9	4	4	8	19	8	56	7.64	1.95
5) Interaction with participants	0	0	0	0	2	5	1	11	8	19	10	56	8.05	1.66
6) Lectures	0	0	0	0	2	7	2	9	14	13	6	53	7.68	1.66
7) Field visits	0	0	0	0	1	2	1	8	6	25	12	55	8.53	1.39
8) Home-stay	0	0	0	0	1	10	2	7	3	15	12	50	7.88	1.93
9) Program as a whole	0	0	0	0	0	6	1	8	11	20	10	56	8.21	1.50

1.3 Would you recommend participation in the JICA Program to your colleagues or friends?

1	2	3	4	5
Not at all	Slightly recommend	Somew hat recommend	Considerably recommend	Greatly recommend

	Evaluation					N	Mean	SD
	1	2	3	4	5			
	0	0	3	2	50	56	4.95	0.84

2 Friendship

2.1 Before you participated in JICA program in Japan, had you ever been to any foreign country?

Yes	22	No	33

2.2 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

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) General orientation helped me understand culture of Japan.	0	2	3	18	32	55	4.45	0.77
2) Interaction with the implementing organization and program managers helped me understand culture of Japan.	0	3	3	27	22	55	4.24	0.79
3) Field visits helped me understand culture of Japan.	0	2	0	16	37	55	4.60	0.68

2.3 Have you changed your perception of Japan since the Program?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) My trust in Japan and the Japanese people has increased.	0	0	3	10	43	56	4.71	0.56
2) My interest in working with Japanese people has increased.	0	0	4	10	42	56	4.68	0.61
3) I have gained a deeper understanding of Japanese society and daily life.	0	0	2	19	35	56	4.59	0.57
4) I have gained a deeper understanding of Japanese traditions and culture.	0	0	7	22	26	55	4.35	0.70

2.4 Contact with Japanese people whom you met during the Program

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
with whom do you maintain contact								
1) I maintain contact with my Japanese home-stay family. *	9	13	6	2	1	31	2.13	1.02
2) I maintain contact with my Japanese youth volunteers * (for in-house seminars and/or Japanese language programs)	11	9	2	5	4	31	2.42	1.46
3) I maintain contact with my program managers and/or staff. *	19	7	3	1	1	31	1.65	1.02
for what reason do you maintain contact								
1) I maintain contact to exchange personal updates.	9	15	13	11	7	55	2.85	1.28
2) I maintain contact to exchange or gather new information on Japan.	13	20	8	11	3	55	2.47	1.22
3) I maintain contact to seek advice about my work.	28	17	3	4	3	55	1.85	1.16

2.5 Share of your experience of participating in the Program

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) After participating in the Program, do you tell others about your program experience in Japan?	0	1	10	19	26	56	4.25	0.82
2) After participating in the program, do you tell others about your impression of Japan?.	0	0	8	17	31	56	4.41	0.73

2.6 Have you returned back to Japan after you participated in the Program? *

Yes	7	No	23

If yes, for how many times? Otherwise, please go to question 2.7.
If yes, for what reasons? (multiple choices)

Tourism	Business trip	Reunion with my host-family	Reunion with my Japanese friends	Higher education	Training program	Others
2	1	1	0	6	0	1

2.7 Have you had your host-family and/or Japanese friends coming to your country? *

Yes	14	No	18

3 Contact with participants

1) Is there any alumni association for former JICA program participants in your area?

Yes	29	No	27

If you answered "1. yes", please answer question 2).

2) How do you have any contact with the alumni association of former JICA program participants?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. I participate in alumni association's social groups.	11	5	5	4	3	28	2.39	1.42
b. I receive information about JICA and Japan through alumni network.	4	3	5	0	5	17	2.94	1.56

4 Connection with JICA/Japan

4.1 Since the Program, do you have any connection with JICA/Japan?

1	2	3	4	5
Not at all	Occasionally	Sometimes	Frequently	All the time

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I work as a counterpart for JICA projects or for experts.	47	3	3	1	1	55	1.29	0.81
2) I work as a JICA volunteer counterpart.	48	5	2	0	0	55	1.16	0.46
3) I consult or contact the JICA office about projects.	45	3	3	2	1	54	1.35	0.89
4) I participate in events or training programs organized by JICA.	39	6	3	4	1	53	1.53	1.03
5) I work as a Japanese language/culture teacher in my country. *	29	1	0	0	0	30	1.03	0.18
6) I conduct business with Japanese people. *	23	3	2	1	1	30	1.47	1.01
7) I participate in exchange programs with Japan. *	26	2	1	0	0	29	1.14	0.44

If you participated **in or after 2007**, your program was designed with certain specific Training contents.
Please continue to answer the following questions. Otherwise, please go to question 6 and write freely about your impression of the Program and Japan.

4.2 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 the result of the Training?

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.
Please be careful not to rank the same option twice.

		1st	2nd	3rd	Total
1)	Support for organizing lectures and training sessions	10	7	4	21
2)	Support for training materials	2	4	6	12
3)	Dispatch of Japanese technical specialists	2	6	5	13
4)	Dispatch of Japanese volunteers	2	6	6	14
5)	Support of implementation of projects	0	6	3	9
6)	Provision of equipment and materials	5	2	7	14
	N	31	31	31	

5 Evaluation of the Training Contents

5.1 How would you evaluate the contents of the Training?

1	2	3	4	5
Strongly disagree	Somew hat disagree	Neither agree nor disagree	Somew hat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) The contents of the Training matched my country's needs.	1	0	2	4	9	16	4.25	1.13
2) The contents of the Training matched my organization's needs.	0	0	3	4	5	16	4.31	0.79
3) The contents of the Training covered new knowledge and skills.	0	0	1	3	12	16	4.69	0.60
4) The contents of the Training were practical.	0	1	2	7	6	16	4.12	0.89
5) The contents of the Training were difficult to master.	3	5	3	2	2	15	2.67	1.35
6) The Training curriculum was appropriately designed to achieve its goal.	0	1	2	3	9	15	4.33	0.98

7) 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
Lower	Somewhat lower	About the same	Somewhat higher	Higher

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. compared with the knowledge and skills required for my work immediately after the Training.	0	0	1	12	3	16	4.12	0.50
b. compared with the knowledge and skills required for my work at present.	1	1	2	7	5	16	3.88	1.15

		Mean	SD	N
8) How much of the training contents (as a percentage) did you acquire overall ? Please write the number(%) in the box.	(%)	75.7	16.27	14
9) How much of the training's goal (as a percentage) did you achieve? Please write the number(%) in the box.	(%)	72.7	16.15	13

5.2 How did you share the contents of the Training with others?

1	2	3	4	5
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
1) I shared the contents of the Training in my organization.	0	1	1	6	6	14	4.21	0.89
2) I shared the contents of the Training with others outside of my organization.	0	1	1	7	5	14	4.14	0.86

5.3 Applicability of the knowledge and skills acquired through the Training

		Mean	SD	N
1) How much of the knowledge and skills acquired through the Training are you currently utilizing in your work? Please answer in terms of a percentage in the box.	(%)		20.11	15

2) 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	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. establishment or improvement of policies and systems by national or local government	2	0	4	7	4	17	3.65	1.22
b. establishment or improvement of system in my organization	0	0	4	9	4	17	4.00	0.71
c. establishment or improvement of methods and techniques used in my work	0	0	3	8	5	16	4.12	0.72
d. project formulation in my organization	1	2	5	8	0	16	3.25	0.93
e. development or improvement of action plans in my organization	1	0	7	7	2	17	3.53	0.94

3) If the knowledge and skills acquired through the Training are not utilized in your work, what is the reason?

	Evaluation					N	Mean	SD
	1	2	3	4	5			
a. Support from my organization is insufficient.	2	2	3	2	1	10	2.80	1.32
b. The workplace environment is too different from that on which the training was premised.	1	0	2	6	3	12	3.83	1.12
c. My work load is too heavy.	1	3	3	3	0	10	2.8	1.03

5.4 Have you proposed projects to your organization based on the knowledge and skills acquired through the training? If not, please write "0" in the box and go to question 6.

		Mean	N
1) How many projects have you proposed? Please write the number in the box.	projects/person	2	3
2) How many projects that you proposed have been approved? Please write the number in the box.	projects/person	2	2
3) Please write the number that corresponds to the best description of your opinion of the result of the projects.	evaluation point/project	3.25	4

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