

Fiscal Year 2014
Ex-Post Evaluation Survey of
JICA Training and Dialogue Programs &
Training Program for Young Leaders
Report of Survey

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Japan International Cooperation Agency (JICA)

Japan International Cooperation Center (JICE)
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Foreword

I. Background and Objectives of the Survey

This report summarizes the results of Fiscal Year 2014 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 programs consist of three components: Country Focused Training and Dialogue, which is offered based on specific requests from an individual developing country; Thematic Training and Dialogue Programs ("the Thematic Programs"), in which Japan poses 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 places 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 Ex-post evaluation of the Thematic Programs has been conducted annually since a trial survey in FY 2009; this year marks the 5th year. According to the results of the FY 2013 Overseas Field Survey (Thematic Verification Survey)¹, a clear policy on selecting and dispatching training participants from parent organizations has proven to be a driving factor toward positive impacts of the training. In addition, it was confirmed that the training impacts have not been limited to participants' individual capacity development, but also spread through parent and affiliated organizations, their communities and the country's process of policy development. Additionally, based on the results of the Complete Count Questionnaire Survey, the importance of maintaining continuous relationships with former training participants was addressed as a lesson.

Two Thematic Programs, "Disaster Management" and "Environmental Management", along with "Young Leader Programs" are selected as this year's target training programs. In the area of Disaster Management, Japan has been the host country to the UN World Conference on Disaster Risk Reduction (WCDRR) since its inception in 1994. During the 2nd conference (2005, in Kobe), as a major achievement, Hyogo Framework for Action 2005-2015 (HFA) was adopted, which outlined principle policies for international disaster reduction in the following decade. In addition, aiming to internationally support disaster recovery, a new structure—International Recovery Platform (IRP)—was conceived at the WCDRR and the platform was established in Kobe city, Hyogo Prefecture. In order to develop the frame for international disaster

¹ The target training themes of FY2013 overseas field survey are: Thematic Training Programs, (1) Enhancing Legal System (Law and Administration of Justice), (2) Enhancing Administrative Function (Statistics), (3) Global Seismological Observation (including CTBT – Comprehensive Nuclear-Test-Ban Treaty), and the Training Program for Young Leaders.

management after 2015, the 3rd WCDRR is planned to be held in Sendai, the city that was hit by the Great East Japan Earthquake. Hosting WCDRR is considered to be a significant opportunity for Japan to contribute in the international society.

In the field of Environmental Management, the Ministry of Foreign Affairs (2005, “Global Environmental Issues / International Environmental Cooperation and Japan’s Foreign Policy - Situations and Issues”), believes that global environmental issues are not issues that one country can cope with; international cooperation is needed. It is considered to be one of the most important areas in which Japan can contribute to the international society. Moreover, according to the New Growth Strategy, which was adopted by the Cabinet in June of 2010, the Environment and Energy through Green Innovation was listed 1st out of 7 strategic areas. Through sharing lessons about environmental issues and expertise on overcoming them with the international society, Japan hopes to achieve its own economic growth and assist the growth of developing countries.

On the other hand, the Young Leader Programs, which is the successor of JICA Youth Invitation Program, had a refreshing start in 2007. It aims to train young leaders for developing countries, focusing on sharing professional knowledge and technical skills that are required to solve development issues of their countries². In addition to providing technical training opportunities, the Young Leader Programs provide the opportunity for young leaders to learn history, experience, and social background such as the culture of Japan’s technology development³. One aim is that after returning, the young participants will become a bridge between Japan and their own countries.

Objectives

Based on the Monitoring and Evaluation System for Thematic Programs and Young Leader Programs, evaluation was conducted through a Thematic Verification Survey and a Complete Count Questionnaire Survey. The Objectives are as follows:

- (1) To obtain lessons with regard 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 Policies and Remarks

Through the Thematic Verification Survey, the current status of Socialist Republic of Vietnam (“Vietnam”) and the Republic of Turkey (“Turkey”) were examined first in light of each country’s social economic plans and JICA’s aid policies for each target training area. Interview targets were mainly former participants and their supervisors of training courses of Disaster

² http://www.jica.go.jp/activities/schemes/tr_youngleader/summary.html

³ http://www.jica.go.jp/activities/schemes/tr_youngleader/summary.html

Management / Environmental Management offered between FY1996 and FY2013, and of Young Leader Programs conducted between FY2007 to FY2013. In order to compare to other donor organizations and learn about their experience on target training areas, interviews were conducted as well. In addition, the alumni associations of former training participants were examined to understand the current status of network development after the former participants returned home.

For conducting the Complete Count Questionnaire Survey, questionnaires were sent to all former training participants of the Thematic Programs of Disaster Management / Environment Management and the Young Leader Programs in FY 2011 and FY 2012. Quantitative analyses were then conducted.

Prior to the Thematic Verification Survey and the Complete Count Questionnaire Survey in the areas of disaster management and environmental management, interviews with training implementing partner organizations (“training organizations”) of Japan were conducted. This year is the first time for training organization interviews since post evaluation survey of JICA Training and Dialogue Programs & Training Program for Young Leaders was carried out in FY 2009. During the interviews, efforts were made to assess smooth training program implementation, and the interview results are beneficial to effectively analyze facilitating and constraining factors for positive training impacts.

In principle, evaluation was conducted based on the Evaluation Framework (see Table 1), which is in accordance with Development Assistance Committee (DAC)’s 5 evaluation criteria (relevance, effectiveness, efficiency, impact and sustainability). Since this is a post evaluation, special attention was paid to effectiveness, impact and sustainability, so lessons on JICA training programs and dialogues can be learned.

In conclusion, this evaluation survey was conducted to learn overall lessons on JICA training programs and dialogues, through qualitative evaluation (Thematic Verification Survey), quantitative evaluation (Complete Count Questionnaire Survey), and interviews with Japanese training organizations as a supplement.

Table 1. Evaluation Framework

Criteria	Evaluation Questions		Resources
	Category	Description	
Relevance	Consistency with and priority of policies	Consistency of training contents with government policies of partner country	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
		Consistency with Japanese aid policies	<ul style="list-style-type: none"> • JICA's project development plans for Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey
	Partner country's needs of training	Consistency of training contents with needs of target groups in partner country	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
	Relevance of means	Consistency of training contents with needs of participants	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with training organizations in Japan; literature research of evaluation reports • Complete Count Questionnaire Survey
	Verification of relative advantages	Japanese training programs' characteristics, strength and weakness compared to other donors	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with training organizations in Japan • Interviews with JICA office of Vietnam and Turkey • Complete Count Questionnaire Survey
Effectiveness	Achievement of training goals	Achievement level of goals set up at the beginning	<ul style="list-style-type: none"> • Interviews with training organizations in Japan; literature research of evaluation reports • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
		Obtained level of training contents by participants	<ul style="list-style-type: none"> • Interviews with training organizations in Japan; literature research of evaluation reports • Interviews with former training participants and parent organizations in Vietnam and

Criteria	Evaluation Questions		Resources
	Category	Description	
			Turkey <ul style="list-style-type: none"> • Complete Count Questionnaire Survey
	Driving factors	Facilitating factors / Constraining factors toward achieving goals	<ul style="list-style-type: none"> • Interviews with training organizations in Japan; literature research of evaluation reports • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
	Satisfactory level	Satisfactory level on training contents	<ul style="list-style-type: none"> • Interviews with training organizations in Japan; literature research of evaluation reports • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
	Driving factors	Driving factors toward satisfaction and dissatisfaction	<ul style="list-style-type: none"> • Interviews with training organizations in Japan; literature research of evaluation reports • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
Efficiency	Efficiency of inputs	Proper securing of human resources, machinery and funds; efficient and effective use of the resources	<ul style="list-style-type: none"> • Interviews with training organizations in Japan; literature research of evaluation reports • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Complete Count Questionnaire Survey
	Input -Output relationship	Sufficient level of inputs (quality and quantity) for delivering outputs	<ul style="list-style-type: none"> • Interviews with training organizations in Japan; literature research of evaluation reports • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey

Criteria	Evaluation Questions		Resources
	Category	Description	
	Driving factors toward impact realization	Facilitating factors / constraining factors toward smooth training implementation	<ul style="list-style-type: none"> • Interviews with training organizations in Japan • Interviews with former training participants and parent organizations in Vietnam and Turkey
Impact	Achievement of objective	Achievement level of objective	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
		Utilization of obtained knowledge / skills in former participants' country (how and at what level) (contribution to improvement of organizational activities, project formation, establishment of policies and systems, etc.)	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Complete Count Questionnaire Survey
		Sharing obtained knowledge / skills with colleagues and parent organization (how and at what level)	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey
	Driving factors toward training goal achievement	Facilitating and constraining factors (from utilization of obtained knowledge and skills)	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Complete Count Questionnaire Survey
	Other impacts	Other positive and/or negative impacts	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Complete Count Questionnaire Survey
Sustainability	Sustainability of training goals	Initiative of utilizing training outputs	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Complete Count Questionnaire Survey

Criteria	Evaluation Questions		Resources
	Category	Description	
		Development of action plan / Implementation of action plan	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Complete Count Questionnaire Survey
		Network development (among former training participants; between former participants and instructors)	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Interviews with training organizations in Japan • Complete Count Questionnaire Survey
		Maintaining database of former participants' contact information after returning from Japan	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Interviews with training organizations in Japan • Complete Count Questionnaire Survey
	Driving factors	Facilitating and constraining factors of training impacts' sustainability	<ul style="list-style-type: none"> • Interviews with former training participants and parent organizations in Vietnam and Turkey • Interviews with JICA office of Vietnam and Turkey • Interviews with training organizations in Japan • Complete Count Questionnaire Survey

III. Implementation System of the Survey

The survey was conducted by the JV of Japan International Cooperation Center (JICE), the main consultant, and International Development Center of Japan (IDCJ).

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Section 1 Executive Summary

Chapter 1. Thematic Verification Survey

1-1. Summary of Survey

(1) Survey Objectives

The objectives of the Thematic Verification Survey are to clarify what training effects were achieved through the implementation of the Thematic Training and Dialogue Programs (“the Thematic Programs”) and Training Program for Young Leaders (“the Young Leader Programs”), to validate the corresponding factors therein and to compile the survey results as good examples and lessons for improving the future Thematic Programs system and the Young Leader Programs system. The survey was conducted in terms of the following:

- Capacity development of training participants at an individual level
- Contributions to organizations, policies and systems due to the change in former participants' performance behavior
- Enhancement of understanding Japan (changes obtained by associating with Japan and Japanese people, etc.)

(2) Survey Targets

The Thematic Verification Survey (Overseas Field Survey) was designed to study the thematic programs of specific countries. The Thematic Program courses are those offered between FY1996 and FY2013, and the Young Leader Program courses are those offered between FY2007 and FY2013 after the program was revised and became one of the Acceptance of Technical Training Participants programs.

FY2014 case countries and themes are as follows:

- 1) Disaster Management in Vietnam and Turkey
 - Vietnam : 68 training courses (146 participants)
 - Turkey : 82 training courses (116 participants)
- 1) Environmental Management in Vietnam and Turkey
 - Vietnam : 116 training courses (179 participants)
 - Turkey : 65 training courses (71 participants)
- 3) Young Leader Programs in Vietnam and Turkey
 - Vietnam : 616 participants
 - Turkey : 117 participants

In the interviews with training organizations of Japan, the case themes are the same as in the Thematic Verification Survey, which are Disaster Management and Environmental Management.

(3) Survey Methods

In the overseas field surveys, group or individual interviews were conducted with former

participants and their supervisors through questionnaires. (Appropriate interview formats were selected with consideration to the number of interviewees and their preferences at their parent organizations.) In the overseas field surveys, interviews were also conducted with other donor organizations and their comparable programs in order to be able to compare JICA training programs and learn from those programs. In addition, interviews were held at alumni associations to understand whether training participants formed networks after they returned home.

In the interviews with training organizations, a question list was sent to the target organizations by email in advance. The interviews were then conducted with training course leaders or program managers based on the question list.

1-2. Survey Results

(1) Survey Targets

➤ ① Overseas Field Survey: Vietnam

[Former Participants and Supervisors]

Thematic Areas	Number of Former Participants	Number of Supervisors
Disaster Management	14	2
Environmental Management	13	4
Young Leader Programs	11	0
Total	38	6

[Other Donor Organizations]

Australia Awards

DFATD

GIZ

KOICA

[Alumni Associations]

These government agencies manage the alumni associations in Vietnam. Interviews with the associations were conducted.

CYDECO

MPI

➤ ② Overseas Field Survey: Turkey

[Former Participants and Supervisors]

Thematic Areas	Number of Former Participants	Number of Supervisors
Disaster management	10	0
Environmental Management	11	3
Young Leader Programs	7	4
Total	28	7

[Other Donor Organizations]

World Bank

EU

[Alumni Associations]

JICA- Alumni Association in Turkey

➤ ③ Interviews with Training Organizations of Japan

On target training courses of Disaster Management and Environmental Management, interviews were conducted with the following 5 training organizations, which have intensive experience on accepting overseas training participants.

[Disaster Management]

Asian Disaster Reduction Center

Kobe International Center for Cooperation and Communication

Kobe City Fire Bureau

[Environmental Management]

Japan Environmental Sanitation Center

Kitakyushu International Techno-Cooperative Association

(2) Main Outcomes of the Training Programs

The overall results of the interviews in Vietnam and Turkey indicated that, regardless of training fields, the impacts of the training programs were highly positive, in general, and the training participants have been utilizing knowledge and skills acquired in the training programs and the training experiences led to personal confidence. Also, almost all the former participants have offered and shared the contents of the training programs in their parent organizations by submitting training reports, presenting reports at seminars and workshops, etc., confirming that former participants' knowledge obtained in Japan has been utilized for the development of Vietnam and Turkey. The main positive impacts of the training programs are summarized in Table 1.

Table 1. Positive Impacts of the Training Programs

Capacity development of training participants at an individual level	Contributions to organizations, policies and systems due to the change in former participants' performance behavior	Enhancement of understanding Japan, Japanese viewpoints, etc.
<ul style="list-style-type: none"> • Improvement of professional knowledge and skills • Improvement of work motivation • Improvement of awareness of issues • Career improvement • Improvement of presentation skills 	<ul style="list-style-type: none"> • Sharing training contents with the parent organization through training reports (written reports, seminars, etc.) • Establishing legal and other systems • Planning and implementing projects 	<ul style="list-style-type: none"> • Facilitating the understanding of Japan • Practicing work ethic of Japanese people (team building, schedule management, etc.) • Building domestic and international networks

Specific examples for each training field are as follows:

➤ Disaster Management

- In Japan, every municipality shares the training programs on raising awareness of disaster reduction or has resident-led programs such as BOKOMI.⁴ These mechanisms are now being considered for adoption in Turkey. (Turkey, AFAD)
- Flood-related water management was learned in the training program. After returning to Vietnam, management systems were designed, utilizing knowledge obtained in the program. (Vietnam, MARD)
- Instructors from the University of Fire Fighting and Prevention attended the training programs for three consecutive years. Former participants, now promoted to the department's deputy director and main lecturers, have recently established the Department of Rescue. (Vietnam, University of Fire Fighting and Prevention)
- Based on the earthquake simulation truck, Yurerun, in the training program, a fire simulation truck was designed after returning to Turkey and successfully instituted with a program. This fire truck has been used for firefighting training by the fire department and residents in Istanbul. Approximately 15,000 people have participated in training that utilizes the unit. (Turkey, IMM)

➤ Environmental Management

- Since emission measurement has been institutionalized following the recent law amendment, the pollution measurement system learned in the training program will be more useful in the future. (Vietnam, MONRE)

⁴ A Japanese acronym for Bosai-fukushi Komiyuniti. In the event of the Great Hanshin-Awaji Earthquake, the disaster scale was so large that the governmental support such as fire and police departments was not sufficient. City of Kobe then established a system (BOKOMI) where residents build relationships among neighbors during ordinary times through small-scale disaster management training per block (by municipality, etc.), so that residents can voluntarily engage in firefighting and rescue efforts in times of emergency. The system has been adopted nationwide.

- An action plan was prepared to establish air quality management policies while enhancing coordination with other agencies. The plan was recognized by superiors at work and accepted as a law amendment proposal. (Vietnam, MONRE)
- Knowledge of recycling was expanded through the training program and an action plan was prepared for an automobile waste treatment system. In the home country, a thesis on automobile waste treatment and recycling was submitted, which was approved by the Ministry of Natural Resources and Environment. Based on the thesis, the government provisions for automobile waste treatment were proposed and their approval was obtained. The introduction of a licensing system for automobile waste treatment and recycling was decided in 2010. After 4 years of implementing the provisions, 41 automobile waste treatment plants have acquired licenses. (Turkey, MEU)
- In 2002, Turkey had only 8-10 waste treatment plants in the country. Much of the waste was abandoned and never treated. In order to improve this situation, an action plan was designed, proposing classification of waste for reducing abandoned waste. After returning home, a waste storage and management law, recycling management rules, etc. were proposed with Ankara as a pilot city. A guidebook was prepared, proposing these regulations, which led to the approval of all the laws, rules and guidelines. With the Ankara case as a pilot project, the improvement of waste management was extended nationwide and approximately 60 waste treatment plants were built around Turkey. (Turkey, MEU)

➤ Young Leader Programs

- In Japan, not only learning about agricultural policies, but visiting farmers was a great experience. That experience is now reflected in a current perspective based on preparing a system that considers farmers. Currently, policy making with regard to agricultural products and opinions learned in the program are being adopted in the agricultural development plan of Vietnam. (Vietnam, MARD)
- The experience of staying with a Japanese family for two nights was very useful to understanding Japanese culture. What was seen was recorded and filed in a mobile phone so that memories will be documented. (Turkey, ME)
- What was remembered most was Japanese culture and the kindness of the people. If there will be any training opportunity in Japan, subordinates are desired to participate. Also, a proposal is being made to the government for a cultural exchange project between Vietnam and Japan. (Vietnam, NCYV)

(3) Facilitating and Constraining Factors for Outcomes

The main factors facilitating or constraining positive impacts of the training programs are as indicated in Table 2:

Table 2. Factors Facilitating or Constraining Positive Impacts

	Factors Associated with Training Participants	Factors Associated with Organizational Environment	Factors Associated with Training Contents
Facilitating Factors	<ul style="list-style-type: none"> • Establishing a highly feasible action plan • Encouraging motivation by exchanging information between former participants in and outside their home countries and training instructors • Clarity of objectives for participation as well as goals upon returning to home countries • High level of motivation and awareness of issues • Relatively high position that allows a training participant to proactively engage in budget appropriation as well as policy making 	<ul style="list-style-type: none"> • Mechanism of a parent organization for sharing training contents by having a former participant give training reports, etc. • Appropriate process for screening training participants based on training contents, assignments, positions, etc. • Accumulation of training effects within the parent organization through continuous participation • Understanding and support from the parent organization (supervisors) 	<ul style="list-style-type: none"> • Positive relationships with training instructors /coordinators • Appropriate curriculum that gives consideration to learning effects on training participants • Knowledge acquired in Japan being applicable to the situation of the home country • Opportunities coordinated for getting to know Japan, such as orientations and home-stay
Constraining Factors	<ul style="list-style-type: none"> • Preparing an action plan with low feasibility (such as a training participant not having the authority to implement the plan) 	<ul style="list-style-type: none"> • Department transfer after returning to the home country • Lack of budget • Lack of follow-up after returning to the home country 	<ul style="list-style-type: none"> • Lack of time for questions and answers or discussion • Training contents not matching the needs of training participants

Specific examples are as follows

➤ Facilitating Factors

- Setting up opportunities, such as submitting a report or hosting a seminar, after the training programs is well-established; a system to share training contents within the organization exists.
- Right after returning to the home country, the training was reported to superiors and colleagues and an action plan was explained with passion to win their cooperation. An action plan was also prepared that can be started with a limited budget.
- Continuing information exchange with former participants, training instructors and training coordinators in Vietnam and other countries through mailing lists brought passion for work.
- If a training participant has a position with some authority to make decisions before participating in the training programs, the participant can target actual issues in the action plan, which can be implemented after returning to the home country.

- Not simply receiving lectures and explanations but having discussions and Q&A sessions among training participants or between training participants and instructors can deepen the understanding of training contents and help achieve a high level of satisfaction for training participants.
- Training organizations with abundant experience are knowledgeable in maintaining a sense of appropriate distance between training participants and instructors or methods for supporting training participants, and the level of satisfaction for training participants is high.
- Hosting orientations, home-stay and hands-on Japanese cultural activities significantly contribute to the deepening of training participants' understanding of Japan as well as nurturing an affinity toward Japan.

➤ Constraining Factors

- An action plan was not implemented due to a lack of budget appropriation. If there is any financial support from JICA, even just a small amount, realizing an action plan may become easier.
- The implementation of an action plan was difficult due to political factors and transfers at the top of the organization.
- Since the training schedule was too tight, the learning effect declined. It is requested that JICA set a more flexible schedule with consideration to participants who travel long distances.
- There is no specific follow-up for a progress report, which is expected to be submitted after a training participant returns to the home country. The amount of emphasis JICA places on the implementation of an action plan has not been communicated well to former participants or their supervisors.
- Since it may have been the only chance to come to Japan, it could have been better if there were more opportunities to experience Japanese culture. Going out to experience Japanese culture during free time was desirable, but limited Japanese language skills made this difficult.

(4) The Efforts of Helping Develop Participants' Capacity and Enlarging the Training Outcomes after Their Return

Regarding factors facilitating positive impacts, especially those associated with training contents, it was found that efforts made by the Japanese training organizations were revealed to be positive.⁵ The survey indicated that Japanese training organizations that have abundant training experiences were well organized, including establishing curriculum to improve participants' learning effectiveness, instructing on preparing feasible action plans, and understanding participants' expectations on training and supporting them during the training. In

⁵ During an interview, Korean International Cooperation Agency (KOICA) Vietnam Office expressed the opinion that Japanese training organizations are excellent in administrative logistics and training curriculum that give consideration to each country's situation, and that KOICA would like to use Japanese training organizations as a reference for Korean training organizations.

addition, it was confirmed during the interviews that these training organizations have been working closely with JICA to ensure effective implementation. Casual communication with participants beyond lectures, not limited to training contents, was also confirmed.

On the other hand, the training organizations addressed several issues. First, the cost of setting up field visits is considerably high. Although visits to corporations and facilities are highly evaluated by training participants, it requires preparation that usually starts a couple of months in advance, and becomes a burden financially. Next, there is concern for support of participants whose interests vary slightly from the training contents and/or those whose English is not proficient enough. Lack of enough information on the activities of participants after they return to their country is another issue. In response, among the interviewed training organizations, some have taken initiatives toward solving the problems. For example, in order to understand the current situation of former participants, and to further improve curriculum establishment, some organizations have started to maintain connection with former participants through email, Facebook, and distribution of newsletters.

Chapter 2. Complete Count Questionnaire Survey

2-1. Summary of Survey

(1) Survey Objectives

This complete count questionnaire survey was conducted with the goal of quantitatively understanding the outcomes of JICA Thematic Training and Dialogue Programs and JICA Training Program for Young Leaders, as well as giving feedback for improving the training system. The survey also attempted to quantitatively clarify how training effects emerge through training participants' activities after returning to home countries and what factors facilitate or constrain positive impacts.

(2) Survey Targets

The survey targeted 1,666 participants of FY2011 and FY2012 Thematic Programs in environmental management and disaster management fields and the Young Leader Programs, whose valid email addresses were known to JICA.

- Target years: FY2011 and FY2012
- Target fields: Disaster Management (Thematic Programs), Environmental Management (Thematic Programs), Young Leader Programs
- Target regions: All

(3) Survey Methods

The survey was conducted using two types of methods: Paper questionnaires and online questionnaires using Google Docs. A questionnaire prepared in an Excel format was sent to the survey targets as an attachment, along with a URL for the online questionnaire. The questionnaire and the invitation to the online questionnaire were sent to the targets beginning on October 20, 2014 and the responses were received until November 20, 2014.

2-2. Survey Results

The recovery result of the questionnaires is summarized in Table 3. The number of recovered responses and the recovery rates include a total of 676 responses (40.5%): for the Thematic Programs, 118 (40.6%) for the disaster management field and 270 (44.5%) for the environmental management field; for the Young Leader Programs, 288 (37.4%).

Table 3. Number of Survey Targets and the Questionnaire Recovery Results

Training programs		Number of Training Participants	Number of Email Addresses Managed by JICA	Number of Valid Email Addresses	Number of Responses (Recovery Rate: %)
Thematic Programs	Environmental Management	981	710	606	270 (44.5)
	Disaster Management	583	354	290	118 (40.6)
Young Leader Programs		2,144	938	770	288 (37.4)
Total		3,708	2,002	1,666	676 (40.5)

Regarding the positive impacts of the training programs, the number of training participants who answered that they contributed to preparing, implementing and improving policies, systems, projects, etc. utilizing knowledge and skills acquired in the training programs are summarized in Table 4. The participants reporting positive impacts accounted for approximately 50% to more than 80% of the overall respondents.

Table 4. Positive Impacts of the Training Programs' Contribution to the Establishment or Implementation of Policies, Systems and Projects

Areas of contributions	Thematic Programs		Young Leader Programs Number of People (%)
	Environmental Management Number of People (%)	Disaster Management Number of People (%)	
1) Establishment or improvement of policies and systems by national or local governments	141 (52)	76 (64)	145 (49)
2) Establishment or improvement of a system in one's organization	178 (66)	98 (83)	205 (71)
3) Establishment or improvement of methods and techniques used at work	225 (83)	101 (83)	245 (85)
4) Project formulation and implementation in one's organization	198 (74)	103 (87)	198 (68)
5) Development, improvement and implementation of action plans in one's organization	204 (76)	98 (83)	226 (78)

When attempting to specify facilitating/constraining factors of the above contributions using multiple regression analyses, applicability of acquired knowledge and skills as well as support from supervisors and colleagues within a training participant's organization were especially important in both the environmental management and disaster management fields of the Thematic Programs. In addition to the aforementioned two items, necessary equipment and facilities, as well as budget, were also important in the Young Leader Programs.

Regarding the former participants' behavioral and attitude changes after returning to the home countries, the results show that awareness of topics in the respective training fields, motivation for contributing to the development of the participants' countries, and understanding their own countries' situation from an international perspective has improved for both the Thematic and the Young Leader Programs.

Regarding the former participants' increased awareness of Japan, the results show that trust in Japan and Japanese people has improved and the understanding of the Japanese society and culture has been deepened by their participation in the training programs in both the Thematic and Young Leader Programs.

The ratings for the training curriculum by the training participants were generally high. The overall scores were 8.9 points (the environmental management field of the Thematic Programs), 9.1 points (the disaster management field of the Thematic Programs) and 8.9 points (Young Leader Programs) out of 10 points. Regarding each evaluation item, the ratings for the performance of training coordinators/staff members as well as practical training/field visits were especially high.

Chapter 3. Overall Evaluation and Lessons Learned

3-1. Overall Evaluation

Based on the results of the Thematic Verification Survey and the Complete Count Questionnaire Survey, overall evaluation was conducted as follows.

In terms of relevance, both surveys indicate the high relevance of the training programs since the case examples of Vietnam and Turkey confirmed that the disaster and environmental management courses of the Thematic Programs corresponded to the needs and policies of Vietnam and Turkey, as well as Japan. The relevance of the Young Leader Programs was confirmed high as the former participants' supervisors agreed on the Programs' importance.

In terms of effectiveness, the disaster and environmental management courses of the Thematic Programs, as well as the Young Leader Programs, were highly effective as the Programs facilitated learning and awareness of the former participants, leading to their individual capacity development.

In terms of impacts of the training programs, especially from a perspective of implementing action plans, it was confirmed that the former participants have shared the knowledge and skills acquired in Japan with their parent organizations and have attempted to improve policies and systems regarding disaster and environmental management based on their action plans. However, plans that have been implemented accounted for approximately 50% in Vietnam and 20% in Turkey according to the interviews, while that number was shown to be 60% according to the Complete Count Questionnaire Survey. On the other hand, from a perspective of facilitating the understanding of Japan, the impacts of the training programs were maintained at a high level after the training participants returned to their home countries. Therefore, it can be concluded that the impacts of the training programs were generally high from these 2 key perspectives.

In terms of efficiency, Japanese training organizations have devised the establishment of productive training curriculum and the selection of company/field visits, as well as the instructions for action plans that correspond to actual situations of the training participants' home countries. The level of satisfaction of the former participants toward the training contents and instructors was considerably high, confirming that the efficiency of the training programs was generally high.

In terms of sustainability, many of the former participants are still in contact with each other via Facebook, emails, etc. Regardless of years after returning to their home countries, it was confirmed that many of the former participants were maintaining a small-scale, individual and loose network. However, it was determined that the sustainability of the training effects was

relatively low. This is due to the fact that no regular monitoring of implementation status has been in place, including follow-up for the submission of progress reports; information of the former participants is not managed in an integrated manner; and some action plans have not been fully implemented due to budget or policy changes, and measures against such situations were being discussed but had not yet been realized.

3-2. Lessons Learned

(1) Lessons Learned on Human Resource Development and Capacity Development in General

① Follow-up after training

In the Thematic Programs, it was confirmed that some forms of follow-up after the training programs, such as dispatching Japanese experts or carrying out a project with JICA as a technical project counterpart, facilitated lasting positive impacts (also in the Complete Count Questionnaire Survey, 75.5% of the respondents answered that dispatching experts was beneficial). In such cases, the positive impacts not only helped improve former participants' knowledge, skills and motivation but led to raising awareness within the parent organization or supporting in the implementation of specific operations. Especially when the training period is short, how capacity development of a former participant can be maintained and expanded after returning to the home country becomes a key issue.

② Compatibility of training participants and training courses

The Thematic Verification Surveys indicated that the compatibility of training participants and training courses (in consideration of a spillover effect of post-training outcomes) was strongly linked to positive outcomes of the training programs. The Complete Count Questionnaire Survey also revealed that, in order for former participants to contribute to the establishment and implementation of policies and projects, the most important factor was that they could apply knowledge and skills acquired in the training programs to their immediate challenges, rather than whether they had sufficient budget, equipment or facilities.

By specifically presenting the training course contents and requirements for prospective training participants in advance, a parent organization can select a training participant from a more relevant section or position, leading to positive impacts of the training programs. In the interviews in Vietnam and Turkey, many government agencies notified relevant sections based on training contents, and supervisors selected staff members to participate. This indicates that clarification of expected positive impacts on parent organizations or systems implemented by former participants can be given through course information and training contents. In this way, capacity development that influences not only former participants but their parent organizations can be realized. In the case of GIZ training programs, with which an interview was conducted in Vietnam, a recommendation letter from a parent organization is required for application in order to secure spillover effects of the training programs to the organization. Training programs by

other donor organizations that devise tools for managing compatibility issues between training participants and training courses can also provide lessons for JICA programs.

(2) Lessons Learned on Formulation and Implementation of Projects in the Thematic Programs and the Young Leader Programs

① Guidance on preparing action plans

Implementation of action plans is positioned as one of the crucial outcomes of the Thematic Programs. Especially in recent years, the importance has been increasing and a significant amount of time has been allocated to the preparation of action plans. When studying the implementation status of action plans during the overseas field surveys, the former participants who answered that their action plans were implemented included contents corresponding to their practical operations that could be immediately put into action upon their return. Meanwhile, those who answered that their action plans were not implemented had proposed plans outside their authorization, such as those involving national policy changes. Although a process of reviewing national policies and their issues is important, an action plan should be in effect for only a short to medium term based on the roles of a section or a department to which a training participant is affiliated. Therefore, in preparing action plans, a course leader needs to guide training participants with an understanding of realistic implementation processes.

② High demand for and handling of company visits

Company and field visits won popularity among the former participants and there was a high demand for future opportunities. However, according to the interviews with a Japanese training organization that plans company and field visits, arranging such visits takes considerable time and they need to start preparing visits approximately six months in advance. However, since such preparation is a task completed before concluding any agreement with JICA, the agency has to cover expenses. Although it is presumed that needs for company visits will remain high, it is necessary to discuss measures for improvement through communication with Japanese training organizations so that an excessive burden is not imposed on them.

③ Discussion on objectives and methods to utilize alumni associations

FY2013 surveys drew lesson into the necessity of facilitating cooperation with former participants by providing follow-up, establishing an alumni association or holding events for former participants to utilize training outcomes and maintain continuing relationships between JICA and former participants. Such necessity was re-confirmed in FY2014 surveys. In addition, by conducting interviews with former participants, alumni members, national staff of JICA and other donor organizations, this year's surveys discussed an ideal form of an alumni association or a possibility of establishing a database of the former participants using an alumni association. Key opinions are listed below:

- Since the status of an alumni association varies among countries (e.g. a government agency operates the alumni association in Vietnam while the association in Turkey is established as an NGO) and the number of training participants per year also varies

country by country, it is necessary to understand and thoroughly discuss a system and placement of an alumni association for each country when considering its usability.

- Although it is clear that utilizing an alumni system for maintaining continuing relationships with the former participants is meaningful, the alumni system's objectives and motivations for activities need to be clarified. A task to continuously follow the activities of the former participants and compile a database can be massive for some countries, and costs will certainly be incurred for such a task. It is important to organize the types of activities JICA should develop based on the information from the database and share the plan with JICA's overseas offices and alumni associations of former participants in advance.
- Instead of simply forming an alumni association, more consideration should be given to the association motivating training participants by supporting their activities after they return to their countries, facilitating relationships and cooperation among JICA headquarters, alumni associations in other countries and Japanese training organizations. Examples may include: regularly collecting results of training program implementations by the former participants and holding a competition between JICA overseas offices; JICA's support in providing a part of a fund necessary for carrying out the former participants' action plans; and organizing follow-up workshops in specialized fields.

④ Emphasis on promoting an understanding of Japanese culture and society

The Thematic Verification Survey and Complete Count Questionnaire Survey showed that most of the training participants returned to their home countries with a positive image of Japan and remained friendly toward Japan. After 5 years or more following their return home, former participants remembered much more vividly and in more detail the days they spent in Japan, Japanese cultures and customs, and shared experiences with Japanese people; these things they remembered more than the contents of their training. Many of the former participants are still in contact with their home-stay families, training instructors and training coordinators after returning to their home countries. In the interviews with alumni associations in Vietnam and Turkey, some former participants mentioned that the significance of continuing the activities of the associations is to maintain a connection with Japan. Orientations, cultural activities and performance of training coordinators are important factors leading to the satisfaction of training participants.

On the other hand, some former participants expressed that they wished to have more opportunities to experience Japanese culture while staying in Japan and that the training schedule was too tight. When considering the fact that almost all participants of the Thematic Programs and Young Leader Programs were visiting Japan for the first time and that there is a slim chance they may visit again in the future, revising the training contents is meaningful in terms of Japan's national interests, as participants can keep their skills and experiences fresh.

(3) Lessons Learned Regarding Evaluation of the Thematic Programs, the Young Leader Programs and the Acceptance of Technical Training Participants Programs in General

① Management of information about/from former participants

Management of information of training participants after they returned to their home countries varied among JICA overseas offices and personnel in charge of training programs. In Turkey, since one of the alumni executives is a national member of the JICA Turkey Office, information of the alumni association has been well utilized for understanding the status of former participants, although this may not be the case for every country. When conducting this evaluation survey, JICA attempted to identify the contact information of former participants. Regarding those who participated in training programs two or more years ago, it was necessary to contact alumni members individually or other former participants affiliated with the same organization, requiring extra time for identification.

In order to improve the accuracy of the questionnaire results, it is important to secure responses from as many training participants as possible. However, the number of former participants whose email addresses were confirmed was 2,002, compared to the number of target participants being 3,708. For the improvement of evaluation efficiency and accuracy, it is critical to review information maintenance and management systems, starting with the establishment of an information management database for former participants.

② Perspectives for evaluating training effects

When evaluating training effects, one of the categories to be evaluated is the implementation status of action plans. However, even when action plans were not carried out, seemingly minor training effects were especially noted among younger participants because these led to the training participants' confidence. Such effects include the adoption of a proposal that utilizes knowledge acquired in Japan and practicing working behaviors of Japanese people, such as schedule management, which was appreciated by supervisors in Vietnam. DFATD, GIZ and Australia Awards have been also incorporating such opportunities to improve confidence and motivation of training participants into their evaluation criteria. Since many former participants made statements on these items in the survey, it is presumed that they should be considered as important perspectives in regard to JICA training program outcomes.

Section 2 Thematic Verification Survey

Chapter 1. Overseas Field Survey (Vietnam)

Location



Basic Information

Name of the country	Socialist Republic of Vietnam
Constitution	Socialist Republic
Area	329,241 km ²
Population	91,700,000 (as of 2013)
Language	Vietnamese
GDP	Approx. 170 billion USD
Nominal per capita GDP	1,896 USD
Economic growth rate	5.40%
Consumer price index	6.60%
Unemployment rate	2.2% (urban area: 3.58%, rural area: 1.58%)
Bilateral agreement	Aviation agreement (1994), Japan Overseas Cooperation Volunteers (1994), Tax Agreement (1995), Technical Cooperation Agreement (1998), Investment Agreement (2004), Science Technology Cooperation Agreement (2006), Japan-Vietnam Investment Agreement (became effective in December 2004), Japan-Vietnam Economic Partnership Agreement (became effective in October 2009), Japan-Vietnam Atomic Energy Agreement (became effective in January 2012)
Recent Japanese aid (E/N base, technical cooperation is JICA base)	(1) Yen Loan: 86.568 billion JPN (2010), 270.038 billion JPN (2011), 202.926 billion JPN (2012) (2) Technical Cooperation: 7.152 billion JPN (2010), 10.486 billion JPN (2011), 8.515 billion JPN (2012) (3) Grant Assistance: 3.546 billion JPN (2010), 5.520 billion JPN (2011), 1.710 billion JPN (2012)

Source: Ministry of Foreign Affairs

Photographs

	
<p>Two national staff members created training orientation documents based on their training experience. (JICA Vietnam Office)</p>	<p>This participant gained experience and was motivated by exposure to small businesses in Okinawa during training. (CEIM)</p>
	
<p>She networks with former participants from 10 years ago and looks forward to more communication opportunities. (MPI)</p>	<p>He learned Japanese agricultural law and applied these principles to his work with farmers' perspectives in mind. (MPI)</p>
	
<p>With cooperation from supervisors, they work to improve Ha Long Bay's environment, using Japan's cases. (DONRE)</p>	<p>She was touched by Japanese people's kindness/discipline and shared her experience by organizing workshops. (MONRE)</p>

	
<p>Faculty members participated in three consecutive years of training, and founded a department of rescue. (UFFP)</p>	<p>A technical expert from a fire center was impressed with Japanese people's heightened sense of disaster prevention. (MPS)</p>
	
<p>A high school teacher conveys what she learned about Japanese lifestyle, culture, and government with her students. (NCYV)</p>	<p>He began research, using Minamata Disease as a case study, and still corresponds with his training instructors. (MONRE)</p>
	
<p>He hopes that more youth in Quang Ninh province will participate in training programs and absorb more from Japan. (NCYV)</p>	<p>A residential garbage collection project is implemented in Hanoi. They desire to send more staff for JICA training. (URENCO)</p>

	
<p>He was thankful for study in Japan since Vietnam has long been receiving Japan's assistance for enterprise business law. (MPI)</p>	<p>They created a teaching video, broadcasted on TV, regarding the importance of self-protection during a disaster. (CCFSC)</p>
	
<p>She (left) was impressed by Japanese awareness of environmental protection and is implementing seminars to improve the ecology of Ha Long Bay. (DONRE)</p>	<p>To promote Japanese BOKOMI in Vietnam, he will teach a BOKOMI class in his disaster prevention project. (DCM)</p>
	
<p>She thoroughly enjoyed her home-stay, and is promoting Vietnam's industrial parks using Japan's models. (MPI)</p>	<p>He is applying his one-year of extensive training knowledge and expertise to his disaster countermeasure job. (DCM)</p>

Abbreviations

(Alphabetical order)

CCFSC	Ministry of Agriculture and Rural Development, Central Committee for Flood and Storm Control
CIEM	Ministry of Planning and Investment, Central Institute for Economic Management
CYDECO	Youth International Development and Cooperation Center
DCM	Ministry of Agriculture and Rural Development, Disaster Management Center
DFAT	Australian Department of Foreign Affairs and Trade
DFATD	Department of Foreign Affairs, Trade and Development Canada
DONRE	Department of Natural Resources and Environment
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
JICA	Japan International Cooperation Agency
JENESYS	Japan-East Asia Network of Exchange for Students and Youths
KOICA	Korea International Cooperation Agency
MARD	Ministry of Agriculture and Rural Development
MOLISA	Ministry of Labor, Invalids and Social Affairs
MONRE	Ministry of Natural Resources and Environment
MPI	Ministry of Planning and Investment
MPS	Ministry of Public Security
NHIZ	Nomura- Haiphong Industrial Zone Development Corporation
NCYV	National Committee on Youth of Vietnam
SEDP	Socio-Economic Development Plan
SEDS	Socio-Economic Development Strategy
URENCO	Hanoi Urban Environment Co.,LTD.
VACYF	The Vietnam Alumni Club of Youth Friendship Program

1-1. JICA Programs in Vietnam

(1) Japan's Assistant Policies for Vietnam

With the third largest population in Southeast Asia, Vietnam maintained a high pace of economic growth, becoming a lower middle income country with GNI per capita reaching over \$ 1,000 in 2010. The importance of Vietnam is increasing as it plays a role in the East-West Corridor and Southern Corridor, which play an important role in the economic development of the Mekong region.

Vietnam's relationship with Japan has been enhanced rapidly since 2003 when the Vietnam-Japan Joint Initiative was launched as a joint public-private partnership to improve the investment environment. The Japan-Vietnam Economic Partnership Agreement (EPA) came into effect in 2009 as Vietnam's first bilateral EPA.

While Vietnam's economy has grown rapidly, the country has not been able to keep up with increasing demands for transportation, energy and other economic infrastructures, and its business environment calls for improvement. While the country is becoming more urbanized, income levels in rural areas are still low and poverty exists especially among ethnic minority groups in provincial areas. During the rapid economic growth, various negative aspects have manifested, including environmental pollution and destruction, regional disparities, and underdevelopment of health, medical and social security systems. For Vietnam to achieve sustainable economic growth into the future, efforts must be increased to overcome these challenges. Japan's active support would lead to further strengthening of the relationship between the two countries and contribute to greater connectivity and economic development in the ASEAN- Mekong region.⁶

Japan has been the top bilateral donor for Vietnam since 1995. Spurred on by the signing of the "Japan-Vietnam Joint Statement" by both heads of state in October 2011, the strategic partnership between Japan and Vietnam is becoming stronger. Based on Vietnam's 10-year Socio-Economic Development Strategy (2011-2020), Japan provides comprehensive assistance to Vietnam in building a fair society by strengthening its international competitiveness to become a modernized industrial country by 2020. These things are becoming realized by improving the society and living conditions, correcting disparities, preserving the environment and strengthening governance.⁷

(2) Policies of Cooperation and Related Projects in the Thematic Areas

In the context of the above background, the following sections explain the policy of the Japanese Ministry of Foreign Affairs and JICA cooperation in the disaster management and

⁶ Country Assistance Policy for the Socialist Republic of Viet Nam (Ministry of Foreign Affairs, 2012)

⁷ JICA's activities in each country - Vietnam (<http://www.jica.go.jp/vietnam/english/index.html>)

environmental management fields.

<Disaster Management>

Southeast Asia is characterized with a high incidence of disasters and relatively severe damage due to high population density and economic agglomeration in the region. The most frequently encountered disasters are storms, including floods and typhoons, followed by earthquakes and landslides.⁸ Central and southern regions of Vietnam are regularly hit by tropical cyclones. An average of 6.2 typhoons strikes the area per year, with nearly 750 deaths and economic losses of 1.5% GDP in an average year. As these disasters are becoming more devastating due to climate changes, it is critical for the country to properly manage these natural disaster risks.

The Project Development Plan for Vietnam formulated in FY2012 specifies Japan's assistance in the Vietnam government's disaster measures. These supportive initiatives include the development of infrastructures for disaster management and improvement of disaster management with the use of information and communication technologies, such as satellites and sensor networks with cloud computing, as well as supporting enhancement of community-level disaster response capabilities.⁹

<Environmental Management>

In Vietnam, a rapid pace of economic growth and urbanization has brought about serious problems of air pollution, water pollution and increased waste. Major tourist cities have insufficient environmental infrastructures and face serious environmental problems. The Project Development Plan for Vietnam developed in FY 2012 identifies environmental deterioration caused by rapid economic growth and urbanization, and environmental problems in tourist areas, as urgent issues. It sets forth policies to continue support from utilizing Japan's experience, technology and knowhow to combat urban environmental issues, including deteriorated public hygiene due to insufficient public water supply and sewage systems, as well as water pollution, waste, and air pollution.

In order to respond to increasing water demands, natural disasters, and water pollution, the Plan states that Japan is formulating and helping Vietnam implement a water management plan through integrated water resource management, encompassing water utilization, flood control, and water environment conservation. Also, Japan is supporting the development and implementation of a policy/measure that balances tourism promotion with natural environment preservation in tourist destinations that are based on natural scenery and/or cultural heritage.¹⁰

In the disaster management and environmental management fields, the following are JICA's past

⁸ JICA Thematic Guidelines – Disaster Mitigation (JICA, 2009)

⁹ Ministry of Foreign Affairs Project Development Plan for the Socialist Republic of Viet Nam (MFA, 2013)

¹⁰ Ministry of Foreign Affairs Project Development Plan for the Socialist Republic of Viet Nam (MFA, 2013)

and ongoing projects since 2015.

<Disaster Management>¹¹

- Project for Disaster and Climate Change Countermeasures Using Earth Observation Satellite in Vietnam (I) (Loan assistance: 2011-2022)
- Development and Implementation of Disaster Education Programs in Hue City (Grassroots Technical Cooperation/Regional Type: 2011-2014)
- Integrated Approach to the Vulnerable People to Cope with Natural Disasters in Central Vietnam (Grassroots Technical Cooperation/Partner Type: 2010-2013)
- Capacity Building for School Centered Community Based Disaster Risk Management in Central Vietnam (Grassroots Technical Cooperation/Partner Type: 2011-2011)
- Integrated Approach to the Vulnerable People to Cope with Natural Disasters in Central Vietnam (Grassroots Technical Cooperation/Partner Type: 2006-2009)
- Development of Landslide Risk Assessment Technology along Transport Arteries in Vietnam (Technical Cooperation/Science and Technology: 2011-2016)
- Project for Building Disaster Resilient Societies in Vietnam (Phase 2) (Technical Assistance Loan: 2013-2016)
- Project for Building Disaster Resilient Societies in Central Region (Technical Assistance Loan: 2009-2012)

<Environmental Management>¹²

- Project for Capacity Development on Integrated Management of Municipal Solid Waste (Technical Cooperation: 2014-2018)
- Establishment of Waste Material Circulation System Based on Marine Transportation in Ha Long Bay (Grassroots Technical Cooperation/Regional Type: 2014-2016)
- The project of Enhancing Development of Sanitary Landfill in Hanoi (Grassroots Technical Cooperation/Regional Type: 2013-2015)
- Project on Communication, Education and Public Awareness on the Project of Hai Phong City Solid Waste Management (Grassroots Technical Cooperation/ Partner Type: 2013-2016)
- HoiAn's Naha Model Solid Waste Management Project (Grassroots Technical Cooperation/Regional Type: 2012-2015)
- Support for Improving Capability of Waste Landfill Management Technology in Haiphong City (Grassroots Technical Cooperation/Regional Type: 2010-2013)
- Project on Support for Building a Recycle-oriented System Involving Local Residents in Ha long Bay Area (Grassroots Technical Cooperation/ Partner Type: 2009-2012)
- Plan and Operation of Program to promote Awareness for 3R of Solid Waste (Naha City Model) (Grassroots Technical Cooperation/Regional Type: 2008-2011)

¹¹ JICA Knowledge Site

¹² JICA Knowledge Site

- Implementation Support for 3R Initiative of Hanoi City for Cyclical Society (Technical Cooperation: 2006-2009)
- Grassroots Technical Cooperation Project (Regional Type) "Training Program for Friendship City Hue City Vietnam" (Grassroots Technical Cooperation/Regional Type: 2006-2009)
- Haiphong City Environmental Improvement Project (II) (Loan assistance: 2005-2013)
- Environmental Policy Advisor (Dispatch of Individual Expert: 2014-2016)
- Advisor for Urban Environment (Sewerage) Policy (Technical Assistance/Expert: 2013-2015)
- Environmental Policy Advisor (Technical Assistance/Expert: 2011-2014)
- Aid Project for Personnel Training to Promote Sewerage Works in Haiphong, Vietnam (Grassroots Technical Cooperation/Regional Type: 2012-2014)
- The Project for Environmental Protection in Ha long Bay (Technical Assistance: 2010-2013)
- Environmental Policy Advisor C/P Training (Country Focused Training: 2009-2010)
- Environmental Policy Advisor (Dispatch of Individual Expert: 2008-2010)
- Environmental Improvement Activities through Cleaner Production (Grassroots Technical Cooperation/Regional Type: 2009-2011)
- Capacity Building for Management of Sewage Works in Hanoi (Grassroots Technical Cooperation/Regional Type: 2014-2016)
- Project for Capacity Improvement for Urban Drainage Management in Ho Chi Minh City Vietnam (Grassroots Technical Cooperation/Regional Type: 2013-2016)
- Hanoi City Yen Xa Sewerage System Project (I) (Loan Assistance: 2013-2020)
- Southern Binh Duong Province Water Environment Improvement Project (Phase II) (Loan Assistance: 2012-2018)
- The Project For Capacity Development of Sewerage Management in Ho Chi Minh City Phase 2 (Technical Assistance Loan: 2011-2014)
- Comprehensive Water Environment Project in Hanoi (Phase 2) (Grassroots Technical Cooperation/Regional Type: 2010-2012)
- Project for Strengthening Capacity of Water Environmental Management in Vietnam (Technical Assistance Loan: 2010-2013)
- The Project For Capacity Development of Sewerage Management in Ho Chi Minh City (Technical Assistance Loan: 2009-2010)
- The Study for Water Environment Management on River Basins in Vietnam (Development Study: 2008-2010)
- Enhancing Capacity in Water Environment Protection (Phase 2) (Technical Cooperation: 2008-2012)
- Comprehensive Water Environment Project in Hanoi (Grassroots Technical Cooperation/Regional Type: 2007-2010)
- Phase 2 Hanoi City Water Environment Improvement Project (II) (Loan Assistance 2006 - 2011)

- Enhancing Capacity in Water Environment Protection (Technical Cooperation: 2003-2006)
- Project For Capacity Development of Sewerage Management in Ho Chi Minh City (III) (Loan Assistance: 2001-2013)
- Multi-beneficial Measure for the Mitigation of Climate Change in Vietnam and Indochina Countries by Development of Biomass Energy (Technical Cooperation/Science and Technology: 2011-2016)
- Establishment of Carbon-cycle-system with Natural Rubber (Technical Cooperation / Science and Technology: 2014-2016)
- Project for Institutional Development of Air Quality Management (Technical Assistance for Development Study: 2013-2015)
- Project for Capacity Building for National Greenhouse Gas Inventory (Technical Cooperation: 2010-2014)
- Project for Supporting PA Implementation of SP-RCC Program (Technical Assistance Loan: 2014-2015)
- Project to Support the Planning and Implementation of NAMAs in a MRV Manner (Technical Assistance Loan: 2014-2017)
- Support Program to Respond to Climate Change (IV) (Loan Assistance: 2014-2014)
- Support Program to Respond to Climate Change (III) (Loan Assistance: 2012-2013)
- Support Program to Respond to Climate Change (II) (Loan Assistance: 2009-2011)
- Support Program to Respond to Climate Change (I) (Loan Assistance: 2008-2009)

1-2. Needs of the Vietnamese Government

(1) The Country's Policy and Development Needs in the Thematic Areas

Vietnam has, over the years, drafted and implemented development policies in the forms of 10-year strategies and 5-year plans, which are basic documents that project the direction of its socioeconomic development.

The Socio-Economic Development Strategy (SEDS) 2011-2020 is a fundamental strategy for development on the national level. The Eleventh Congress of the Communist Party of Vietnam in January 2011 adopted SEDS 2011-2020 as their primary strategy. It focuses on turning Vietnam into an industrialized country by 2020 and defines three "breakthrough areas" for this overall objective: (i) improving socialism-oriented market institutions, (ii) promoting human resources/skills development, and (iii) infrastructure development (particularly transportation and urban infrastructures).

The five-year Socio-Economic Development Plan (SEDP 2011-2015) elaborated objectives for the first five years of the SEDS. The 13th National Assembly in November 2011 approved SEDP 2011-2015 as the next plan. Its overall objective is to develop economy in a rapid and sustainable manner, coupled with growth model shifting and economic restructuring to build a foundation for industrialized Vietnam by 2020. Economic restructuring focuses on three priority

areas: restructuring of public investments, financial systems, and state-owned corporations.

The SEDP incorporated “environment” as an index of growth, in addition to “economy” and “society,” for the first time in its 2006-2010 version (SEDP 2006-2010) to outline the importance of environmentally sustainable development. SEDP 2011-2015 also prioritizes proactive climate change mitigation and building resilience to natural disasters.

(2) Training Needs in the Thematic Areas

While Vietnam’s current 10-year strategy and 5-year plan set forth industrialization as an overall objective, environmental deterioration has become a serious problem due to rapid economic growth and urbanization. The country is now addressing the urgent issue of environmental management by formulating rules and introducing systems. It is addressing disaster management and mitigation with the same urgency, as disasters are becoming more devastating due to climate changes. As Japan has experienced many disasters and pollution, it continues to support Vietnam with its practical knowledge. Due to its top level expertise in disaster management world-wide, Japan is playing a leading role in the design and implementation of an international framework for disaster management.¹³ The contents of the training program match the policies of the Vietnam government, as well as the aid policy of the Japanese government.

The interviews with former participants and their parent organizations reveal that the program content is highly rated. Many voiced that the training in Japan is excellent because it effectively combines lectures and field visits and because it is practical.

1-3. Survey Targets and Methods

The list of organizations surveyed and number of interviewees are as follows: (See Appendix 3 for the list of interviewees.)

¹³ JICA Thematic Guidelines on Disaster Management

< Number of Interviews by Training Courses, by Parent Organizations>

		Parent organizations							Total	
		MARD	MONRE	DONRE	MPS	Univ. FFP*1	URENCO	HaiPhong Sewage*2		NHIZ
Disaster Prevention	Participants	5	1	-	1	7	-	-	-	14
	Supervisors	-	-	-	-	2	-	-	-	2
Environmental Management	Participants	1	3	2	-	-	4	2	1	13
	Supervisors	-	-	-	-	-	1	2	1	4

*1 Ministry of Public Security, University of Fire Fighting and Prevention

*2 Hai Phong Sewage and Drainage Co., Ltd

		Parent organizations					Total
		MPI	MARD	National Committee on Youth of Vietnam	Quang Ninh Provincial Youth Union	JICA*5	
Young Leader Programs	Participants	3	1	2	2	3	11
	Supervisors	-	-	-	-	-	-

*5 JICA Vietnam Office National Staff

<Number of Interviewed Former Participants by Training Courses>

Disaster Management

	Number of Interviewees
Community Based Disaster Risk Management (ODA Loan)	1
Community-based Disaster Prevention -Introduction of Kobe's Efforts for Middle East and Asian Country	1
Disaster Mitigation, Preparedness and Restoration for Infrastructure	1
Training on Firefighting Command Techniques	7
Top Managers' Seminar Fire Control Administration	1
Capacity Development for Flood Risk Management with IFAS (B)	1
Water Related Disaster Management (Preparedness, Mitigation and Reconstruction) in Asia Region	1
Training for Expert on Flood-related Disaster Mitigation	1
Total	14

*The number of interviewees includes former participants who participated in multiple training courses.

Environmental Management

	Number of Interviewees
Capacity Building towards Air Quality Management	1
Social Capacity Development for Environmental Management and Policy Evaluation	1
Risk Management and Residue Analysis of Chemicals for Environmental Safety	1
Waste Management Technique (C)	3
Waste Management and 3Rs (Reduce,Reuse,Recycle) Policy	1
Environmental City Planning through Community Participation	1
Water Environment Administration	1
Industrial Wastewater Treatment Techniques (B)	3
Environmental Management Technology in Chemical Industries	1
Total	13

Young Leader Programs

	Number of Interviewees
Administrative Management Course	1
Rural Development Course	3
Community Small and Medium Enterprises Development and Promotion Course	2
Vocational Training Educational Course	1
Youth Development Course	1
Administrative Management Course	1
Local Governance Course	1
Economic Development(Local Development) Course	1
Total	11

<Other Donor Organizations and Alumni Associations Interviewed>

Other Donor Organizations

- Australia Awards
- DFATD
- GIZ
- KOICA

Alumni Associations

These government agencies are operating alumni associations in Vietnam. Interviews with the associations were conducted.

- CYDECO
- MPI

1-4. Outcomes of the Training Programs

(1) Capacity Development at Individual Level

In Vietnam, JICA training has impacted and contributed to the strengthening of individual participants, who utilize the knowledge and expertise acquired in the JICA program in their work upon returning, and who have developed confidence due to the training. Common feedback includes: 1) participation in JICA training expanded their expertise, which led to the successful outcomes of submitted proposals; 2) The training taught them schedule management, job responsibility, and collaborative work ethics; by putting them into practice, their performance was highly rated by their supervisors. There were many comments from supervisors of participants who appreciated these improvements in job performance of their subordinates upon their return. Interviews in NCYV highly rated JICA training and there is an understanding that participation in JICA training leads to promotion.

① Disaster Management

- A participant studied tsunami forecasting as part of training in Kobe and visited relevant facilities. As Tsunami forecasting is a new field in Vietnam, the participant was assigned work related to tsunami forecasting upon returning. (MARD)
- Working in the administrative department of the Climate Change Bureau, the participant did not have any expertise in systems related to climate change, but the training gave the participant basic understanding about the systems that should be implemented in Vietnam in the future. Information learned in the training is being shared with other colleagues. (MONRE)
- A participant received training in Japan for three consecutive years and progressively gained knowledge on disaster relief activities. Training that combined lecture and practical experience enhanced his skills and knowledge, and the participant believes that his team has become the foremost team in Vietnam. (University of Fire Fighting and Prevention)
- A participant attended firefighting training for two consecutive years, gaining expertise and skills. Currently the participant works as a technical consultant for the Firefighting and Disaster Management Center, Ministry of Public Security. (MPS)
- A participant attended a flood control training program with an emphasis on statistical systems. The participant now engages in work understanding the importance of statistical systems in flood prevention. (CCFSC)
- A participant increased his awareness of disaster management by attending a JICA program and now engages in work thinking of creative ways to raise awareness of disaster management. (MARD)
- A participant learned that Japan develops long-term disaster recovery plans (whereas Vietnam mainly develops short-term plans). Additionally, he recognized that Japan performs river basin management across administrative borders, and he realized that these are the topics to be discussed for implementation in Vietnam. (DMC)
- A participant studied water management structure and was placed in charge of designing a water management system upon returning. The knowledge acquired in the training is being applied. (CCFSC)

② Environmental Management

- A participant who works for a division that formulates environmental laws studied a process of developing systems and effective ways to implement policies. The participation was 10 years ago, but the skills continue to be utilized at his work. (MONRE)
- Concerning 3R of waste disposal, a participant learned that waste separation rules are followed in everyday life in Japan; he/she began to think of the importance of raising residents' awareness in Vietnam. (MONRE,URENCO)
- When a recent law revision institutionalized exhaust gas measurements, a participant understands how knowledge of pollution measurement systems gained in the training will be put into practice. (MONRE)
- A participant was assigned to a project involving Japanese companies because it was

recognized that he experienced Japanese work culture in the training in addition to acquiring expertise. (DONRE)

- Walking through Japanese towns and associating with neighbors gave a participant the realization that waste separation is rooted in people's daily life in Japan; of utmost importance is increasing environmental consciousness at every resident's level. As the first step, the participant began communicating the importance of the environment to his family members. (MARD)

③ Young Leader Programs

- A participant of the small- and medium-sized company development course found it very beneficial to learn the course content through specific Japanese cases. The participant works for an industrial park promotion project modeled after Japanese industrial parks and was happy that his/her proposal was adopted upon returning. The participant is proud of attending the training in Okinawa to this day. (MPI)
- A participant was greatly impressed with the Japanese culture and kindness of the Japanese people. He hopes to send his subordinates to the training in Japan, if such opportunity becomes available. He has proposed the idea of an exchange project between Vietnam and Japan to the government. (NCYV)

(2) Contribution to Organization, Policy and/or Systems due to Performance Change of Former Participants

Interviews in Vietnam indicated that virtually all participants submitted training reports, had presentations at seminars or study sessions, or otherwise set up opportunities to share the knowledge and skills they learned in the training within their organizations soon after their return. It was thus confirmed that the knowledge participants acquired in Japan is being used for the development of Vietnam.

① Disaster Management

- Having seen retiree volunteers actively serving in disaster management activities and elementary school children routinely carrying hats and water in preparation for disaster in Japan, a participant proposed at work to promote resident-level disaster management / mitigation activities in Vietnam. (MARD)
- After learning about BOKOMI in Kobe, where residents take initiative in disaster management activities, a participant believes that this concept may be applied to Vietnam and is planning to give a lecture on BOKOMI at a disaster management project he is leading. As part of the training, the participant also took part in an emergency drill at a children's recreation center and was impressed with the close working relationship between residents and the government. The participant would like to continue working to spread BOKOMI in Vietnam. (DMC)
- A participant learned how the Japanese government gives guidance to private companies and residents, observing this in practice. Learning that the most important thing to do when

a disaster hits is to protect one's own body first, the participant created informative material to raise residents' awareness and distributed it to provincial governments and over the internet. The materials for this project, such as posters, were based on the materials received from the lecturer at the JICA program. As multiple staff of the same department attended the program over the years, these participants play major roles in this project. (DMC)

- Participants from the Fire University established the Disaster Management Department and became the dean and leading professors of the new department. The same group of former participants and others compiled disaster management textbooks, which are used in lectures on and off campus. With requests from disaster control departments of provincial governments, the group is conducting off-campus disaster management training. The number of requests increases every year, reflecting increased awareness of the need for such training. The disaster management training is scheduled in 5 provinces in 2014 and 8 provinces in 2015. (University of Fire Fighting and Prevention)

② Environmental Management

- Four individuals participated in the 3R and waste disposal training programs from a 3R Project site, one of JICA's technical cooperation projects. They witnessed and learned about advanced waste disposal technology and residents' awareness of waste separation in Japan. After the conclusion of the technical cooperation project, the group has continued a waste separation and collection project and envisions the future of waste disposal in Vietnam despite funding and other challenges. (URENCO)
- A participant reported on his experience of the program, starting a series of annual seminars on analytical skill improvement at a research institute where the participant works. Aided by a growing demand for environmental research in Vietnam, the number of participants has increased yearly, reaching 150 in 2014. (MONRE)
- The training not only expanded the knowledge of the participant but also taught him how to put ideas into practice, and he has been implementing these ideas upon returning. This has led to the adoption of his proposal in a project to design an environmental evaluation system. (MONRE)
- A participant developed an action plan to formulate a policy on air management in a growing collaboration with other organizations. It was recognized by his supervisors and adopted as a proposal to revise laws. (MONRE)
- A participant introduced a case study, as part of an environmental seminar, of a pollution incident in Japan and how it was overcome. The participant believes that policies related to mercury control are relevant to Vietnam and plans to continue studying them. He has continued to exchange information with the training program instructor. (MONRE)

③ Young Leader Programs

- A participant studied a form of industrial development achieved by the collaboration of farmers and private companies, and upon return has taught social studies classes,

incorporating Japanese examples. (NCYV)

- A participant benefited from visiting farmers in addition to studying agricultural policies. The experience has been reflected in the participant's approach to formulating systems for farmers. At present, the participant is involved in formulating policies on agricultural produce and his/her views were adopted in agricultural development planning. (MARD)
- Utilizing the knowledge gained from the local administration course in Japan, a participant proposed the New Agricultural Village project, which sets forth itemized targets for infrastructure development, improvement of farmers' life and environmental protection. The participant has now started working toward the implementation of the project. (NCYV)

(3) Enhancement of Understanding Japan (changes obtained by associating with Japan and Japanese people, etc.)

Every previous participant who was interviewed enthusiastically relayed that they have a good impression of Japan and would visit Japan again if they had the opportunity. As the Vietnam government agencies have sent many trainees to Japan, participants had some knowledge of Japan through their colleagues and supervisors who had visited Japan for training, or through TV programs, but the participants' understanding was expanded by visiting Japan personally. It was routinely expressed that they had passionate instructors and the people they encountered in Japan were kind-hearted. The below statements were made by former participants.

- I was impressed with how precisely the training proceeded according to the schedule, how punctual the Japanese people were and how well they collaborated with one another. Upon return, I put into practice schedule management, team building, punctuality, and taking responsibility for my work. My supervisor has recognized my improvement in these aspects. (multiple responses)
- I learned from the passionate way the training instructors taught and the way they prepared and used Power Point and other materials. I have been modeling them upon return when I give seminars and talks. (multiple responses)
- I still remember the kindness of the training instructors and training administrators, which is my fondest memory of the training. (multiple responses)
- I was recognized for JICA training participation and for work performance after returning home and I was promoted. (Multiple responses in NCYV)
- I modeled the Japanese culture and lifestyle that I knew about from TV, etc. and was able to understand more about Japan. (multiple responses)
- What impressed me the most was the home-stay where I was able to experience Japanese life. I have stayed in touch with my host family even after I returned home. (multiple responses)

1-5. Facilitating and Constraining Factors for Outcomes

Listed below are outcomes that reflect facilitating and constraining factors for impacts of the training programs:

(1) Facilitating Factors**① Individual factors**

- Before coming to Japan, a participant had specific work-related objectives that he wanted to achieve by using knowledge learned in Japan; he endeavored to develop an action plan that could be readily implemented.
- The participant reported on his participation in the training program to the supervisors and colleagues immediately upon return and passionately explained the action plan in order to gain their support for it. The participant developed an action plan that can be launched with a small budget.
- Keeping in touch with other former participants, program instructors, and program administrators inspired passion for the work.
- Participants with higher positions could more easily implement action plans as they could actively engage in expenditure allocation and policy formulation.
- A participant had an opportunity to work with an expert from a technical cooperation project before coming to the training program and had a clear purpose for the training and clear objectives to achieve after returning home. (University of Fire Fighting and Prevention, MPI, DONRE, URENCO)

② Organizational factors

- Anyone who has participated in a training program, including a JICA program, is expected to submit a report or have a seminar or a similar presentation after completion of the program. Consequently, there is an established system of extending the lessons learned from training programs within the organization.
- Training tends to have more impact when a department involved in implementing systems or formulating rules selects an appropriate individual for a JICA training program because the participant will have opportunities to make reasonable plans and proposals upon return.
- When multiple workers from the same department are sent to different courses of JICA training in different years, the workplace is more understanding of program participation and the training tends to have more far-reaching impacts. If those same participants collaborate for a joint project, they can cooperate based on the knowledge and skills acquired in Japan.
- When supervisors systematically send their subordinates to training programs in light of program content and job description, the training tends to have more far-reaching impacts because participants are expected to share and spread what they learned from the program.
- After the training program, a technical cooperation project to spread emergency drills to rural areas was conducted by an expert from JICA and previous program participants. The technical cooperation project created a framework by which disaster management/mitigation knowledge and technology learned in Japan was easily applied to Vietnam. The efforts to promote emergency drills are still continuing after the completion of the technical cooperation project. (University of Fire Fighting and Prevention)
- Several individuals participated in a JICA training program from a project that promotes

multiple corporations' collaboration within industrial parks. This is a new initiative in Vietnam and the project is being moved forward based on a shared viewpoint of Japanese industrial parks. (MPI)

③ Factors of training contents

- The training program incorporated Q&A sessions which helped solve participants' questions right then and there. Program administrators often asked if the participants had any questions. (multiple responses)
- The program instructor exhibited excellent teaching skills and provided a perfect mixture of lectures and field visits. It was practical. (multiple responses)
- The curriculum of the training program was well-thought-out and excellent. (multiple responses)
- As Japan has many disasters, it has plenty of countermeasure cases, which are practical. Because the training program incorporated practical hands-on activities and field visits, it was easy to identify, in the course of the training, what can immediately be applied to Vietnam. (MARD)
- After a long involvement in the development of legislation related to small- and medium-sized companies in Vietnam for which relevant Japanese policies have been referenced, a participant learned from the small- and medium-sized company development course. Therefore, this information was directly reflected in legislation in this field upon returning home. (CIEM)

(2) Constraining Factors

① Individual factors

- Participants do not have authority to implement an action plan (across multiple sections); Participants are not in a position to make a proposal. (multiple responses)
- Because of work in a specialized field, it was already known what was taught in the program and the amount of new knowledge gained was limited. However, a great experience was still had by participating in the program. (multiple responses)

② Organizational factors

- Even if a superior's support for the action plan is gained, it is difficult to secure budget from the organization (multiple responses). If JICA could provide grants to excellent action plans, winning JICA's grant would give the message of JICA's endorsement and support and this may significantly impact the success in obtaining a budget and promoting action at the workplace. (MONRE)

③ Factors of training contents

- Field visit destinations were highly rated by participants from other countries, but they did not fit our systems or circumstances in Vietnam. A suggestion is for grouping participants from countries with similar situations for a training program.

- The schedule was overly tight and the weekends were spent traveling, which was disappointing. Even if we had had time, it would still have been difficult for us to go out because we couldn't speak Japanese. It would have been even better if we had had a chance to learn about the Japanese culture because that may have been our only chance to do so. (multiple responses)

1-6. Training Programs by Other Donors and Comparison with the JICA Programs

For the present survey, visits were made to the following four donor agencies for interviews regarding their training programs. All four agencies provided some form of training and thus were included in the survey. Canadian DFATD conducted a training program in Vietnam inviting some experts from Canada as part of the capacity development for a technical cooperation project. The remaining three agencies provide training to participants sent from Vietnam. Interviews for this survey focused on the characteristics of their training programs, assessment methodology, and alumni associations.

[KOICA]

Because KOICA does not offer training programs in the field of environmental management in Vietnam, the interview addressed KOICA's training programs for Vietnam in general.

KOICA offers three types of training programs: a Multi-Country Program, a Country Specific Training Program, and a Scholarship Program (Degree-type). The administration training course designed for administrators is the mainstay of KOICA's current program for Vietnam, and KOICA offers few thematic training programs. KOICA conducted 37 courses for Vietnam in FY2014, which included approximately 390 participants, and most of these courses were administration-based. The participants were predominantly high-ranking officials from the central and local governments; only a few young participants were accepted. The training programs incorporate non-lecture elements, such as visits to World Heritage sites and dinner meetings with Korean corporations in order to reinforce the positive political and economic relationship between Korea and Vietnam. Participants are selected by MIP in consultation with KOICA.

KOICA headquarters is responsible for the assessment of their training programs. KOICA launched an assessment system in which an annual email-based survey is conducted among former participants from each year; participants' evaluations influence the rating of respective KOICA offices abroad. Due to the rising need to inform people in Korea of the impact of the training, KOICA also launched a "My Experience" essay contest this year, recruiting essays from former participants all over the world and awarding the winner a trip to Korea. Action plans are also developed in KOICA's training programs, but due to the limited capacity of its offices abroad, the status of action plan implementation is not tracked at present.

KOICA highly encourages alumni associations and annually holds an exchange party covered under the budget of the overseas offices. There are alumni associations voluntarily established by former participants and connected with the KOICA Vietnam office. They hire part-timers to handle the complicated task of updating lists of former participants. They have their own Websites and Facebook pages.

In comparison to JICA training programs, they commented that training organizations in Korea need to develop in the area of formulating training curriculums that take into account the circumstances of the partner country, and the logistics of training administration; they hope to learn these from JICA's training implementing organizations in Japan.

[GIZ]

As the person in charge of disaster/environmental management was not available for the interview, an interview was conducted with a leader of the economics training program.

GIZ has two types of training programs: long-term (6 months to one year; non-degree type) and short-term (3 months or shorter). The training course is designed through discussion between GIZ and MPI. Interested individuals apply directly to GIZ, who selects participants. The application requires a recommendation letter from a superior (to secure a place of work during training and to effectively maximize the impact of the training), 2 years or more of work experience, an essay, and English competency verification. The difference between long-term and short-term training programs is that short-term programs have content that can be customized to the preferences of partner countries. Vietnam has had a high demand for short-term programs, in particular, in recent years.

For program assessment, GIZ uses a contract consultant to administer email surveys among all former participants, as well as interviews with selected samples of them. In the course of the training program, participants are required to complete feedback sheets, which are directly used to improve the program.

GIZ stresses the importance of alumni associations and manages an alumni website, secured by dedicated passwords, available to all participants, and holds an annual alumni event in Vietnam. The Website provides former participants a directory and hiring information by field, but it is not very actively used in recent years. GIZ Vietnam office has a staff person dedicated for alumni affairs, who serves as the contact for former participants. Some courses offer follow-up workshops in the capital or elsewhere, and an alumni association sometimes takes charge of the follow-ups and/or program assessments.

[DFATD¹⁴]

DFATD does not offer training programs such as JICA's. In FY2013, however, DFATD invited experts from Canada to provide a three-phase training program as part of the capacity development for a technical cooperation project, and an interview was conducted concerning this training program. Canada had been Vietnam's top donor in the field of environmental management until FY 2013.

The training program DFATD conducted in Vietnam had a needs-based approach. DFATD formulated the curriculum in consultation with its counterpart MOMRE to provide this short-term program. The program was positioned as an initiative to help develop a long-term partner. In addition to sharing expertise and technology, the program also had coaching and mentoring elements, and welcomed any participants who wished to attend consecutive sessions. For program assessment, DFATD uses a contract consultant to administer email surveys among all former participants as well as interviews with selected samples of them, in addition to the technical cooperation project assessment. For the purpose of selecting samples for interviews, DFATD identifies key individuals in the course of training and specifically requests their feedback.

The training projects have a free website voluntarily developed by a past participant. Training materials can be viewed on this site and when participants give seminars or talks, they can use these materials. The website is still administered by volunteers today, though the project has concluded.

[Australia Awards¹⁵]

Australia Awards primarily offers long-term training programs (degree-type), but beginning this FY, short 2-week programs were first offered.

Australia Awards' long-term program is a study abroad program where scholars earn a master's degree. As a study abroad program, it has the 2nd largest share in Vietnam after Russia. Alumni and follow-up activities are considered and emphasized as an important part of long-term training programs, and sufficient budgeting is allocated for that purpose. Alumni events and follow-up training programs take place in the capital and elsewhere, and a website is being administered.

The short-term program was launched this year in response to a strong demand from Vietnam. It is scheduled to continue into the next FY and onward with an increased budget. The short-term

¹⁴ As part of government reorganization in 2013, Canada merged the Canadian International Development Agency (CIDA, established in 1968 as an aid organization to combat poverty in developing countries) and the Department of Foreign Affairs and International Trade, creating the "Department of Foreign Affairs, Trade and Development" (DFATD).

¹⁵ Australia Awards is managed by DFAT, which merged with the Australian Aid program (AusAID); in Vietnam it is delivered by a contract consultant.

training course offered this year was a 2-week course to train instructors for vocational training schools. A total of 50 participants were sent to Australia for one of the 3 courses. The program features customized curriculum developed in conjunction with MOLISA, which also selects participants.

For program assessment of long-term programs, they select samples (n=785 for the previous survey) every three years from a pool of former participants and conduct an email survey among them. Assessment of the training impact includes not only expertise and technology, but also soft skills. No program assessment or alumni activities are conducted for short-term programs, but will likely be introduced in the near future.

1-7. Present Situation of Networking among Former Participants (Alumni Activities)

Among alumni associations for former participants of JICA training programs in Vietnam, Youth Leader Programs alumni associations are managed by CYDECO, and Thematic Training Program alumni associations are managed by MPI. The following is the result of interviews concerning alumni organizations and individual networking among participants.

[CYDECO]

CYDECO is an NCYV organization in Vietnam and it has sent many participants to the JICA Young Leader Programs. CYDECO has an alumni association called Vietnam Alumni Club of Youth Friendship Program (VACYF). Members of VACYF were former participants of JICA training programs or JENESYS.

Former participants of JICA Young Leader Programs are expected to contact VACYF upon return. VACYF staff continues to update participants' information including contacts and promotions. VACYF also organizes annual exchange events, holds non-regular committee meetings in the capital and elsewhere, and publishes an annual journal for the group. As they are connected with the JICA training program alumni associations in other countries, the members are taking part in international alumni events as well.

VACYF staff are also former participants. JICA Young Leader Programs are valuable because they offer not only lectures but also opportunities to interact with Japanese people, including home-stays. Some commented that they learned from JICA's training program administration as well. For Communist Party of Vietnam, JICA training is beneficial as a place of youth leadership development. They selectively send young people with great growth potential, and participation in JICA training is recognized positively in personnel files.

[MPI Japanese Division]

For nearly a decade MPI Japanese Division has served as an alumni association office for JICA's country-specific and thematic training programs. Alumni association administration was

funded by JICA, but due to budget reductions in 2012, the alumni activity has been suspended at present.

Past alumni activities include: organizing annual exchange events, events and workshops for sharing the experience of participants, creation of brochures that introduce Japanese ODA including training programs, administration of alumni websites, and participation in annual events of JICA alumni associations in South East Asia. All of these activities were popular among participants.

All alumni-related activities listed above have been suspended since 2012, but even before the budget cut, there was not sufficient management structure. For example, there was no dedicated staff for alumni affairs in spite of a tremendous workload, for example, to update participants' information. As participants have a wide range of specializations and their affiliations span the whole nation, it was challenging to come up with event contents that suited everyone or venues that worked for equally well for all interested participants.

Alumni associations for other donor's programs are functioning and participants continue to inquire about alumni events. They commented that continuation of alumni activity is desirable to maintain solidarity among participants.

[Opinions from Former Participants]

Virtually all participants interviewed expressed the desire to remain connected with other participants and with JICA after coming home. Many participants are connecting, after returning home, to exchange work-related information or to give personal updates by email and Facebook. Many commented that they exchange materials pertaining to their specialization and photos, which can be shared without the need of words, via email and Facebook.

Those who participated in the program more than a decade ago still keep in touch with other participants and try to meet when traveling on business. Regardless of the number of years since program participation, participants maintain some form of network among themselves.

Concerning participants' awareness of alumni associations, those for the Thematic Programs were not so well known among recent participants. However, people who participated in Thematic Programs more than five years ago tend to know about the alumni associations and have participated in them. This survey found that few participated in alumni activities for Young Leader Programs, even though some knew about them.

The below are comments heard from participants concerning alumni associations and networking.

- I would like a place to enhance our specialized knowledge beyond social events, for example, a place where new participants can share the latest information.

- It is great for participants of JICA programs to have occasions to get together and to enhance their expertise after returning home, and participation in such events would be viewed positively by their supervisors at work.
- Having an annual event where excellent examples of action plan implementation are presented would help us learn from other examples.
- It would be useful for alumni websites to have not only the information provided by JICA but also an open space where participants can exchange information among themselves.
- We would like to know if any of the training organizations in Japan are sending their experts to Vietnam so that we can reunite, interact and exchange information with them. Please make this information available.

Chapter 2. Overseas Field Survey (Turkey)

Location









Basic Information

Name of the country	Republic of Turkey
Constitution	Republic
Area	Approx. 780,576 km ²
Population	Approx. 76,667,864 (2013)
Language	Turkish
Real GDP growth rate	4.0% (2013)
Nominal per capita GDP	10,782 USD (2013)
Consumer price index	7.4% (2013)
Unemployment rate	9.7% (2013)
Bilateral agreement	Commerce and Navigation Treaty (signed in 1930), Visa Waiver Agreement (signed in 1957), Aviation Agreement (signed in 1989), Promotion and Protection of Investment Agreement (signed in 1992, became effective on March 12, 1993), Tax Treaty (signed in 1993, became effective on December 28, 1994), Atomic Energy Agreement (signed in 2013, became effective on June 29, 2014)
Japanese aid (E/N base, technical cooperation is JICA base)	(1) Loan assistance: 609.2 billion JPN (Accumulated total up to 2012. None in 2012) (2) Grant assistance: 3.275 billion JPN (Accumulated total up to 2012. 25 million JPN in 2012) (3) Technical cooperation: 43.1 billion JPN (Accumulated total up to 2012. 0.454 billion JPN in 2012)

Source: Ministry of Foreign Affairs (Economic data was issued by Turkish National Statistics Agency in FY2013)

Photographs

	
<p>JICA Turkey staff and board member (alumni association) with 13 years of experience in supporting training programs. (JICA Turkey Office)</p>	<p>Civil/geological engineers who attended "Preservation, Disaster Management, and Cultural Tourism of Historical Cities". (IMM)</p>
	
<p>A publisher of books. A board member (alumni association). He shared knowledge and skills through seminars. (IMM)</p>	<p>She teaches at Istanbul Technical University, and keeps in touch with training instructors since her 2001 training program. (ITU)</p>
	
<p>After returning to Turkey, she introduced a license system for automobile disposal, using her training skills. (MEU)</p>	<p>We interviewed supervisors of these participants (the Training Program for Young Leaders) about their current work. (MFAL)</p>

	
<p>Former participants (left and right), with their supervisor, direct JICA's "Local Government Sewage System Upgrading Project" (İller Bank)</p>	<p>At Istanbul City Hall, many former participants are working toward Istanbul's disaster management capabilities, applying knowledge learned in Japan. (IMM)</p>
	
<p>Observing recycling at elementary schools in Japan, he realized the importance of early environmental education. (MEU)</p>	<p>She experienced wonderful aspects of Japanese people and culture, including considerate work practices. (MEU)</p>
	
<p>Through a "Waste 3R and Recycling" course, they became impressed by Japanese people's concern for the environment/recycling. (IMM)</p>	<p>He learned, in Japan, the steps to successful project implementation, and applied his learning to everyday tasks. (MFW)</p>

	
<p>He is implementing a disaster management volunteer leadership course for housewives in the Sakarya Province. (IMM)</p>	<p>He (left) addresses various environmental problems, based on his learning about the EU and Japan. (MEU)</p>
	
<p>She attended “Environmental Administration” course in 1998. After 15+ years, her time in Japan is vividly remembered. (MEU)</p>	<p>He (left) currently reviews the environmental standards for hazardous and solid waste for Turkey’s accession to the EU. (TUBITAC)</p>
	
<p>They are implementing JICA's “Risk Evaluation Based Capacity Development toward Effective Disaster Risk Management (2013-2017)”. (AFAD)</p>	<p>She attended the "Economic Administration (Industrial Development and Promotion)" course, and is more interested in Japan’s current events. (ME)</p>

Abbreviations

(Alphabetical order)

AFAD	Republic of Turkey Prime Ministry Disaster & Emergency Management Presidency
EU	European Union
IMM	Istanbul Metropolitan Municipality
ITU	Istanbul Technical University
JAAT	JICA Alumni Association of Turkey
JICA	Japan International Cooperation Agency
KOSGEB	SME Development Organization
ME	Ministry of Economy
MEU	Ministry of Environment and Urbanization
MFAL	Ministry of Food and Agriculture and Livestock
MFW	Ministry of Forestry and Water Affairs
TUBITAC	The Scientific and Technological Research Council of Turkey
WB	World Bank

2-1. JICA Programs in Turkey

(1) Japan's Assistant Policies for Turkey

Economic cooperation with Turkey started when Japan accepted training participants in 1959, providing technical assistance related to disaster management, the environment, human resource development, and correcting disparities.

Turkey serves as a hub positioned between Europe, the Middle East, and Asia and has geopolitical significance. The country holds the key to the region's peace, stability and prosperity, is friendly toward Japan and highly interested in Japanese culture. According to the 2012 opinion poll conducted by the Turkish Ministry of Foreign Affairs, 83.2% of Turkish people responded that Turkey "has amicable relations" or "tends to have amicable relations" with Japan.

In addition to their bilateral cooperation, Japan and Turkey strive to enhance their partnerships in the surrounding regions, as well as world-wide. Specifically, the two countries are working toward promoting the Japan-Turkey partnership in economic and commercial fields via Japan's assistance to facilitate economic development in Turkey. Further, Turkey and Japan are jointly trying to promote assistance for third-world countries and enhance the two countries' global partnership in the area of development assistance.

(2) Policies of Cooperation and Related Projects in the Thematic Areas

In Japan's Project Development Plan for Turkey established in April 2014, "Disaster Management" is incorporated in "Disaster Management and Planning Program" under "Section 1-2: Disaster Management and Planning", which is a subsection of the plan's focused area, "Assistance for Sustainable Economic Development". In this program, given that Turkey is geologically a plate convergence region and prone to frequent earthquakes, Japan pledges to assist Turkey in improving disaster management capabilities by consolidating previous collaborative outcomes in the disaster management field. Considering the economic and commercial partnership to promote mutual interests for both countries, Japan aims to utilize its superior knowledge and technologies. This mutual arrangement is particularly ideal, especially compared to those of other donor countries. Furthermore, in the fields of earthquake engineering and disaster management, Japan, in partnership with Turkey, plans to implement triangle cooperation for the neighboring countries.

"Environment Management" is incorporated in "Urban Environment Improvement Program" and "Environmental Burden Reduction Program" under "Development Issue 1-1: Business and Investment Environment Improvement", which is a subsection of the focused area, "Assistance for Sustainable Economic Development". "Urban Environment Improvement Program" focuses on reducing traffic congestion in urban areas and improving the environment in big cities.

"Environmental Burden Reduction Program" works toward the challenge of balancing demand and supply of energy by improving energy efficiencies, promoting energy conservation and renewable energies.

In the disaster management and environmental management fields, the following are JICA's past and ongoing projects since FY2015.

<Disaster Management>

- Capacity Improvement Project on Seismic Observation (Loan Assistance: 2002-2008)
- Follow-up Cooperation for the Project for Earthquake Disaster Prevention Research Center (Technical Cooperation: 2005-2006)
- Follow-up Cooperation for the Mitigation Strategy for Mega-Urban Earthquake Disaster (Technical Cooperation: 2005-2005)
- Earthquake Damage Suppression Project (Technical Cooperation: 2005-2008)
- Capacity Improvement Project on Seismic Observation (Loan Assistance Technical Cooperation: 2010-2013)
- Project of Earthquake and Tsunami Disaster Mitigation in the Marmara Region and Disaster Education in Turkey (Technical Cooperation/Science and Technology: 2013-2018)
- Capacity Development at Bursa Disaster Training Center Project (Dispatch of Individual Expert: 2014-2016)
- School-based Disaster Education Project (Technical Cooperation: 2011-2014)
- Capacity Development toward Effective Disaster Risk Management (Technical Cooperation 2013-2017)

<Environmental Management>

- Energy Manager Course (Technical Cooperation: 2004-2007)
- The Project for Energy Efficiency Improvement of Power Plant in Turkey (Technical Cooperation: 2007-2008)
- Energy Conservation Project (Technical Cooperation: 2000-2005)
- Training of Energy Efficiency and Management (Country Focused Training and Dialogue: 2011-2013)
- Training Program on Energy Efficiency and Management in Industry (Country Focused Training and Dialogue: 2013-2016)

2-2. Needs of the Turkish Government

(1) The Country's Policy and Development Needs in the Thematic Areas

Public investments in Turkey have been based on 5-year plans. Turkey introduced its first full-scale economic development plan in 1963. The development plans implemented during the last decade include the 9th development plan (2007-2013) and the current 10th development

plan (2014-2018), as well as the long-term strategy (2001-2023), which is a longer development plan. The main points of these development plans are poverty reduction through economic development, and elimination of regional (east-west) disparities. The basic policies toward EU accession underlie these development plans.

Regarding the position of disaster management and environmental management in Turkish development plans, the 9th Development Plan does not specify disaster management. As for environmental management, it discusses "Protecting the Environment and Improving the Urban Infrastructure" under "Increasing Competitiveness," one of its five main objectives. It states that environmental measures are gaining importance in Turkey, where rapid industrialization is taking place.

The current 10th Development Plan specifies policies related to "disaster management" and "environment management" in "Livable Places, Sustainable Environment," which is one of the four objectives of the Plan. Policies for disaster management were specified in the 10th plan for the first time. The plan highlights the importance of constructing disaster-resistant living places by supporting economic development based on cultural values. Under "environmental management," the plan aims to increase the ratio of municipal population provided with wastewater services to 80 percent, and the ratio of municipal population with sanitary landfills to 85 percent, as well as to extend environmentally friendly practices and ensure sustainability in the use of natural resources.

(2) Training Needs in the Thematic Areas

As stated above, the environment has been addressed as a national priority for the last decade. In recent years in particular, Turkey is focusing on aligning its environmental regulations with the EU regulations to meet the EU accession prerequisite, in an effort to gain early accession. From this perspective, the country has very strong needs for environmental management training programs. This was confirmed in the interviews with former participants.

Turkey, being geographically situated in the convergence of the Eurasian plate, the Arabian plate, and the African plate, is a disaster prone country. However, the country has not sufficiently ensured earthquake-resistant construction of lifeline facilities, including base isolation, nor has it built adequate disaster management systems. Moreover, the residents' awareness for disaster prevention/mitigation is not very high. As Turkey has many historical structures, it is also important to protect these treasures from natural disasters. Turkey has a strong need for disaster management training programs offered by Japan, which has ample experience in this field and has protected its historic structures from natural disasters.

2-3. Survey Targets and Methods

The list of organizations surveyed and number of interviewees are as follows: (See Appendix 3 for the list of interviewees.)

In the surveys of bilateral and international aid agencies, interviews were conducted with officials at the EU and World Bank, which are the largest aid agencies in Turkey. No interview was conducted with the French Agency for Development, which lends the most aid to Turkey¹⁶, since they responded that no training was offered to Turkey.

< Number of Interviews by Training Courses, by Parent Organizations >

	Parent Organizations							
	Disaster Management		Environmental Management					
	AFAD	IMM	ITU	IMM	Iller Bank	MEU	MFW	TUBITAC
Disaster Management	3	8	-	-	-	-	-	-
Environmental Management	-	-	1	2	2	4	1	1
Young Leader Programs	-	-	-	-	-	-	-	-
Total	3	8	1	2	2	4	1	1

	Parent Organizations			Total
	Young Leader Programs			
	KOSGEB	MAFL	ME	
Disaster Management	-	-	-	11
Environmental Management	-	-	-	11
Young Leader Programs	1	2	4	7
Total	1	2	4	29

¹⁶ According to OECD/DAC data (FY2011)

<Surveyed training courses/Number of interviewees>

Disaster Management

	Number of Interviewees
Comprehensive Strategy for Recovery from Natural Disasters for Middle East and Asian countries -Less	1
Disaster Mitigation, Preparedness and Restoration for Infrastructure	1
Strategy for Disaster Risk Reduction against Mega-Earthquake Disaster	1
Pre-Recovery Planning from Natural Disasters	1
Mitigation Strategy for Mega-Urban Earthquake Disaster	1
Seismology, Earthquake Engineering and Disaster Management Policy	1
DRR (Disaster Risk Reduction) Strategy for Urban Earthquake(A)	1
Case Studies on Reconstruction Process from the Great East Japan Earthquake	1
Raising Awareness of Disaster Reduction	1
Conservation and Risk Management of Historic Towns for Cultural Tourism	2
Total	11

*The number of interviewees includes past participants who attended multiple training courses.

Environmental Management

	Number of Interviewees
Environmental Administration	1
Industrial Pollution Control Research	1
Seminar on Comprehensive Solid Waste Management	1
Industrial Pollution Control Management for Middle Eastern Countries	1
Risk Management and Residue Analysis of Chemicals for Environmental Safety	2
Waste Management and 3R(Reduce,Reuse and Recycle)Policies(B)	3
Operation and Maintenance of Sewerage System and Waste Water Treatment Technique (B)	2
Total	11

Young Leader Programs

	Number of Interviewees
Training Programme for Young Leaders for Turkey/Community Small and Medium Enterprises Development Course	1
Training Programme for Young Leaders for Turkey/Rural Development Course	2
Training Programme for Young Leaders for Turkey/Economic Administration (Industrial Development and Promotion) Course	4
Total	7

2-4. Outcomes of the Training Programs**(1) Capacity Development at the Individual Level**

The interviews with former participants from Turkey confirmed a generally high effectiveness of the Thematic and Young Leader Programs, as they led to individual learning and realization. Many shared the view that 1) the participation in the JICA training programs is highly recognized in the organization and it led to career promotion; 2) visits to companies and on-the-job training, which included experience with Japan's latest technology, were very stimulating and continued to motivate them after returning home; and 3) formulation of action plans taught them a basic method of developing a written plan, logical plan configuration, and presentation skills. Although not directly connected to what was taught in the training programs, several former participants of the Thematic Programs mentioned that they acquired communication skills through interacting with their peers from other countries and they found themselves becoming more action orientated.

Several used action plans in promotion exams for government employees to obtain an "expert" position in Turkey. This exam is comprised of a written test of a specialized subject, an English competency test, and a thesis examination. These former participants chose thesis themes based on the action plans they would be developing in the Thematic Programs, polished up and submitted their action plans after returning home, and obtained expert positions. Some even chose their master or doctoral thesis themes based on their action plans and acquired higher academic degrees after returning.

① Disaster Management

- Learning that all municipalities in Japan have disaster-preparedness and awareness programs and some have residents' initiatives such as BOKOMI,¹⁷ a former participant

¹⁷ A Japanese acronym for Bosai-fukushi Komiyuniti. In the event of the Great Hanshin-Awaji Earthquake, the disaster scale was so large that the governmental support such as fire and police departments was not sufficient. City of Kobe then established a system (BOKOMI) where residents build relationships among neighbors during ordinary times through small-scale disaster management training per block (by municipality, etc.), so that residents can

decided to look into ways to introduce similar systems in Turkey (AFAD).

- Through a visit to Kobe City, a former participant learned that disaster management measures, including raising residents' awareness and ensuring earthquake-proof construction, need to be incorporated in urban planning, and designed / implemented in a comprehensive manner (AFAD).
- Learning that parks built along the coast of Kobe City helped mitigate tsunami damage during the Great Hanshin Awaji Earthquake, a former participant realized the importance of constructing disaster management parks in Turkey (AFAD) (IMM).
- A former participant strongly senses that Turkey has not learned many lessons in spite of several catastrophic disasters while Japan learned valuable lessons from the experience during/after the Great Hanshin Awaji Earthquake and the government and residents are now making a united effort to manage disasters. (AFAD).
- A former participant visited and tried the “Yurerun” earthquake experience vehicle and believed that this vehicle would help raise public awareness of disaster prevention. This led to the introduction of a fire experience vehicle in Turkey (IMM).
- A former participant visited the Disaster Reduction and Human Renovation Institution and found the facility very effective in raising public awareness of disaster prevention (AFAD).

② Environmental Management

- A former participant learned a series of recycling processes for dismantled vehicle parts during a visit to an automobile dismantler, and was convinced of the feasibility of automotive waste recycling in Turkey (IMM) (MEU).
- At a visit to a sewage treatment plant, a former participant was impressed that the plant did not smell at all because it had a deodorizer. In Turkey, residents strongly object to the construction of a sewage treatment plant due to odor problems, sometimes stalling the plan. The former participant believes that if Turkey introduces the equipment used in Japan, this problem will be eliminated. Participation in the training program helped this former participant find a way to solve this problem (MFW).
- A former participant observed a lesson on recycling at an elementary school. In this lesson, the school children formed groups on the playground, holding a bag in hand, and separated trash placed on the ground. The former participant was impressed that everyone separated trash without error and learned that waste separation/recycling consciousness and practice can be developed from early age (MEU).
- As Turkey lags behind in the area of sludge treatment and industrial waste treatment, a former participant saw the system in action for the first time through the training program in Japan. Upon return he chose it as the theme of his doctoral thesis and continued the research, earning a doctorate in 2012. He continued researching under the same theme at work and completed up to the level of R&D. (TUBITAC, etc.)

voluntarily engage in firefighting and rescue efforts in times of emergency. The system has been adopted nationwide.

③ Young Leader Programs

- A former participant found that visits to companies, such as Toyota, Nippon Express, and the Nagoya Technology Park, were particularly informative (ME).
- A former participant was impressed with the work ethics and performance of the JICA staff through his daily interaction with the JICA Chubu staff during the training (ME).
- A former participant found an overnight home-stay with a Japanese family very helpful in learning about Japanese culture. What he saw and felt in Japan was recorded in his cell phone so that the memory would not fade (the memo records such comments as "The Japanese people rebound quickly from the earthquakes", "The Japanese like to wear masks all the time", "They are persevering people", and "The trains have cars dedicated for women") (ME).
- A former participant has been more interested in Japan and has been following news regarding the Japanese economy since returning home (ME).
- A former participant studied Japanese economy in general and wishes that he had been able to study the regulation and frameworks related to economic development at the central and local governments, as well as more specifics (ME).
- Through learning about agricultural machinery, arable land development, the structures and the roles of agricultural co-ops, and other markets and agricultural organizations, a former participant deepened his understanding of the roles and the specific jobs of females engaged in agriculture in Japan. The system of agricultural co-ops does not exist in Turkey. It was very informative to know that the co-ops provide an array of services, including banking and insurance, in addition to produce sales (MFAL).
- Through the training program, a former participant was reminded of the importance of going to the site of the action to recognize the needs. He realized the importance of visiting farmers and personally listening to women-in-agriculture. (MFAL).
- The process from produce collection to shipping was informative. It was surprising that even a small-scale farmer has a variety of agricultural devices, including those to wash, cut, and measure produce and bundle it by size (MFAL).

(2) Contribution to Organization, Policy and/or Systems due to Performance Change of Former Participants

It was confirmed that in Turkey, all former participants interviewed had shared with their organizations the knowledge and skills they learned from the training through workshops, lunch time talks, seminars, reports and other similar means, and that what they learned in Japan has benefitted the development of Turkey. Concerning the delivery of action plans upon return, it was found that a limited number of action plans had been fully implemented according to the plans. However, most of the former participants had proposed projects aligned to their action plans to their supervisors, had delivered part of the action plans in the course of their routine work, and/or were waiting for an appropriate time to propose their plans in light of the budgetary and policy climate.

① Disaster Management

- A former participant is utilizing knowledge and skills acquired in Japan as he serves as a counterpart of a technical cooperation project currently undertaken by JICA, called Capacity Development toward Effective Disaster Risk Management (2013 - 2017)¹⁸ (AFAD).
- A former participant teaches disaster management technology learned in Japan as a part-time lecturer at a Turkish university. He attended JICA's disaster management workshops held in Turkey and elsewhere (Columbia, Indonesia, etc.) as a guest speaker, disseminating the disaster management knowledge and technology he learned in Japan, in light of the Turkish situation. In addition, he published two books: "Urban Risks and the Japan Model (2012)" and "Cultural Heritage Protection in Turkey and Japan (2014)" (IMM).
- A former participant designed a fire simulation truck on his own based on the "Yurerun" earthquake simulation truck that he learned about in the training program; he was successful introducing it in Turkey. This fire simulation truck is being used in fire drills by the Istanbul Fire Station and residents. Fifteen thousand people have attended the training that uses this facility (IMM).
- A former participant helps equip housewives to become volunteer disaster mitigation leaders in Sakarya Province, which suffered catastrophic damage by the Marmara Earthquake in 1999. To date, 40 leaders have been trained (IMM).
- A former participant is considering the construction of parks in the city of Istanbul modeling it after disaster management parks in Kobe (IMM).
- A former participant designed and built a section within the Istanbul Fire Department for disaster management books and guidelines modeling it after the Disaster Management Library of the Kobe Fire Department.

② Environmental Management

- When a former participant attended the training in 2002, Turkey had only 8-10 waste disposal sites nationwide, and much trash was abandoned without proper disposal. In order to improve the situation, he devised an action plan that proposed waste separation to mitigate this problem of unmanaged trash. Upon return, he chose Ankara as a pilot city and proposed the legislation of the waste storage management act and recycle management rules among others. He also created a guide book to promote this effort; the act, the rules, and the guide book were all subsequently approved. This served as a pilot for the project that is being expanded nationwide, leading to the construction of about 60 waste disposal sites throughout Turkey (MEU).
- A former participant deepened his knowledge of recycling through the training program and developed an action plan under the theme of an automotive waste processing system.

¹⁸ Former participants helped AFAD create disaster management guidelines to ensure proper disaster risk management based on risk assessment, and are helping the implementation of risk assessment using these guidelines in Bursa Province as a pilot project.

Upon return, he submitted a thesis on automotive waste processing and recycling and it was endorsed by the ministry. Based on his thesis, he drafted regulations on automotive waste processing and proposed them to the government, which approved them and decided to introduce licensing for automotive waste processing and recycling. It has been four years since the regulations were introduced, and 41 automotive waste processing centers have been licensed to date (MEU).

- A former participant addressed measures against waste-water discharge from olive oil factories, which is a problem in Turkey. He sought to introduce the plan upon return; though technically feasible, the plan was difficult to deliver due to cost. He approached the issue from a different angle, and proposed another project that involves high-temperature processing of olive pits, which are byproducts of olive oil production, to produce renewable energy. At present, efforts are being made toward practical implementation (MFW).
- A former participant is assigned to revising Turkey's environmental standards as part of the ongoing EU Strategy Project. He is revising standards related to hazardous waste and solid waste, making use of his study in Japan, as well as subsequent research (TUBITAC).
- A former participant is assigned to JICA's ongoing loan assistance project called the "Municipal Sewage System Upgrading Project" (loan, FY2011), and utilizes the knowledge and skills acquired in the training program when explaining the need of sewage systems and availability of loans to municipalities. He has been able to explain the importance of constructing sewage systems using industry terminology to convince municipal governments (Iller Bank).

③ Young Leader Programs

- A former participant is demonstrating leadership at her work for the advancement of women-in-agriculture and the improvement of their lives (MFAL).
- A former participant serves as a coordinator for JICA and other bilateral aid organizations and international organizations utilizing his command of English (ME).

(3) Enhancement of Understanding Japan (changes obtained by associating with Japan and Japanese people, etc.)

Before going to Japan, training participants had certain impressions of Japan, including it being "a country far away from Turkey", "a country with a totally different culture", "a country of manga", and "a country with economic power and excellent technology", among others. It was confirmed that all former participants who accepted the interview deepened their understanding of Japan through their participation in the training programs. Former participants who returned home more than five years ago, in particular, remembered more about their time in Japan than the contents of their training. Virtually all former participants who were interviewed expressed that they would like to visit Japan again if they have an opportunity to do so in the future. The below are specific statements made by former participants.

- It is important to plan and proceed in an orderly manner. I also learned in Japan the

importance of checking the status during and after implementation. I am trying to put these things into practice at work.

- Through my stay in Japan, I discovered common denominators between Japan and Turkey, such as taking off shoes indoor and caring for family. This experience made me feel even closer to Japan.
- I got an impression that Japanese people are kind, polite, very hospitable, harmonious, humble and punctual.
- The streets, subways, and everything I saw were clean and beautiful.
- I was impressed by the Japanese people's respect for foreign culture (e.g. I arrived in Japan on Turkish Republic Day and the support staff welcomed me at the front entrance holding a banner that read "Congratulations Turkey!").
- I felt closer to Japan by experiencing Japanese culture, such as the tea ceremony, kimono and home-stay.
- Home-stay is a precious opportunity to interact with Japanese people in person and learn about Japanese culture. It has helped me tremendously in deepening my understanding of the Japanese people (multiple responses).

2-5. Facilitating and Constraining Factors for Outcomes

Below are facilitating and constraining factors for the impacts of the training programs

(1) Facilitating Factors

① Individual factors

- A former participant specified activities in his action plan that are ready-to-be-implemented after returning home and are highly feasible, even though the primary objective of the plan has a grand concept. Upon return, he has been trying to take some action on smaller things first.
- A former participant continues to receive support via email from the training instructor, which fuels his motivation.
- A former participant maximized the potential of his personal network and successfully obtained financial aid from a donor overseas.
- A former participant has a strong desire to deliver on his action plan (an example of disaster management: The family of Mr. Fatih, who works for IMM, has been firefighters for generations; he has planned and implemented many programs, without sparing efforts, to save lives).
- They have desire to visit Japan again, and have a positive impression of Japan (multiple responses).

② Organizational factors

- Government employees are obligated to report to their supervisors on their participation in training programs upon completion. They always share information through the submission

of reports or by presentations at study sessions.

- When an action plan incorporates a high-priority topic from the participants' department (before their participation in the training), participants have an easier time gaining support from their supervisors and organizations. (Example of Environmental Management: Turkey is in the middle of revising various standards in preparation for the EU accession. Environmental items are particularly urgent as each has a deadline to meet, and they are also highly feasible.)
- If participants are in a position with some decision-making authority prior to attending the training, they can choose to design an action plan which addresses a real challenge in their field and can implement their plans upon return.
- In Turkey, it is easier to implement action plans in the central government than in local governments (local governments require various levels of approvals, including one from the central government, and have a greater challenge coming up with necessary funds).
- Having past participants among supervisors and in the top management of an organization makes it easier to obtain support upon return and increases the possibility of fulfilling an action plan.

③ Factors of training contents

- Having more discussion among training participants or between participants and the instructor, in addition to lectures and explanations, promotes deeper understanding of specific subjects. These discussion sessions lead to higher satisfaction among participants (some training implementing organizations in Japan deliberately have a shorter lecture time and a longer break time so that participants can ask questions of their instructors or have discussion among themselves during the break).
- If participants had a favorable relationship with their support staff or instructors during their stay in Japan, they tend to have a positive image of Japan upon the completion of the program and maintain a pro-Japan sentiment.
- Training implementing organizations in Japan that have extensive experience achieve a high level of participant satisfaction as they are familiar with how much distance to maintain between the participants and the instructors, and how to properly support the participants.
- Feasibility upon return is higher when the knowledge and skills acquired in Japan are not too far from the reality of a home country.
- Having an orientation, a home-stay, and opportunities to experience Japanese culture greatly contribute to deeper understanding of Japan and building of a pro-Japan sentiment by training participants.

In addition to the above responses pertaining to facilitating factors, it was suggested that providing a small project budget to allow multiple former participants to engage in a specific joint project should become a facilitating factor. For example, it was suggested that instead of sending 10 training participants, nine can be sent and a budget for one participant may be

reserved for a project. Some also offered that, instead of trying to accomplish something within JICA alone, it may be possible to obtain financial support from other donor organizations through broadly informing the contents of training programs or action plans.

Another respondent suggested packaging training programs into series and creating a mechanism where former participants (e.g. of an introductory program) are required to achieve a certain level of accomplishment in their parent organizations before being allowed to participate in the next level of training (e.g. an intermediate program).

(2) Constraining Factors

① Individual factors

- If an action plan addresses a significant issue related to an organizational policy, it is difficult to make use of it upon return. Some former participants were unaware that they could choose plans/activities in line with their work practice for their action plans (multiple responses).
- A former participant was familiar with much of the lecture content taught in the program and the amount of new knowledge gained was limited. However, the reality of Turkey is that knowledge does not translate into introduction of new methods, etc. (AFAD).

② Organizational factors

- A former participant was involved in water resource management and noise problems before going to the training program, but was later reassigned to the urban planning section, where the knowledge acquired from the training is not directly applicable (MEU).
- As water management is under the jurisdiction of multiple ministries in Turkey, a former participant was unable to deliver on his/her action plan (MEU).
- Action plans were never realized due to budgetary constraints. Funding from JICA, no matter how small, would help former participants to take the first steps toward realizing their action plans (multiple responses).
- A former participant found that the theme of "risk management of chemical substance," which he dealt with in his action plan, was being studied not only by the Ministry of Environment and Urban Planning, but also by TUBITAC and other government agencies, and that it is difficult to coordinate among these agencies; coordination is necessary to deliver on the action plan. If these related organizations had participated in the training program together, they could have jointly delivered on the action plan (MEU).
- The action plan could not be implemented due to political factors and top management personnel changes, among other reasons. (MFW).
- A former participant, affiliated with a research institute, has accomplished up to the level of R&D of his action plan, but has not been able to introduce it to a facility to be used. Such decisions are made by private companies and government organizations and are out of range of his influence (TUBITAC).
- A regime change took place after a former participant returned home (April of 2010),

which was accompanied by major administrative personnel changes and revisions to the national 5-year plan. Under these circumstances, although the former participant repeatedly proposed the action plan to his supervisors, it has not been adopted. He still hopes to deliver on the action plan if possible. As action plan implementation depends more on supervisors than on budget, it may be necessary to create a system where willingness of a parent organization is fully verified at the time of recruiting program participants (multiple responses).

③ Factors of training contents

- A training participant, who was an engineer, was unable to acquire useful advice on disaster management technology, the theme of his action plan, because the course leader was a medical specialist, whose expertise was emergency medical treatment (AFAD).
- During the presentation of country reports, presentation took up most of the time, leaving little time for discussion. Deeper discussion on a specific theme would have been desirable (multiple responses).
- An excessively tight schedule lowered learning efficiency. Because participants have jet lag depending on where they come from, a more relaxed schedule is desirable (multiple responses).
- No particular follow-ups take place for the progress reports, which are to be submitted upon return. How much importance JICA places on the implementation of action plans is not well communicated to former participants or their supervisors (multiple responses).

2-6. Training Programs by Other Donors and Comparison with the JICA Programs

Being a semi-developed country, Turkey receives little bilateral assistance. Inquiries were made to France, Turkey's top bilateral assistance provider, and their response indicated they do not offer any programs similar to the Thematic Programs or the Young Leader Programs offered in Japan¹⁹. Interviews were conducted with EU and the World Bank, the top two donor organizations among other international donor organizations.²⁰ As neither organization had dedicated personnel for training programs, the interview at EU was done with a leader in the department of education and the interview at the World Bank was done with a leader in charge of disaster management.

Based on the interviews with former participants, JICA's Thematic Programs and Young Leader Programs are longer than other donor organizations' programs, and as they are comprised of lectures as well as on-site training and field visits, they are more conducive to comprehensive learning of specific themes. Many also commented that the Thematic Programs are useful in understanding the situation of countries other than Japan because of the participation with peers

¹⁹ According to OECD/DAC data, France provided \$244.60 million in assistance in FY2011. Japan provided \$25.66 million.

²⁰ According to OECD/DAC data, EU provided \$2,789.41 million in assistance in FY2011.

from other countries. Below is the summary of the interviews with the World Bank and EU.

[World Bank]

(Concerning the World Bank training programs in the disaster management field)

Group training by the World Bank has been offered through the World Bank Institute (WBI)²¹, and it is normally held in the country of Turkey. In principle, the World Bank develops general training modules, which are then recreated according to the needs of specific countries and these country-specific modules are used for domestic training. The disaster management field is comprised of five modules and the modules were revised for Turkey in collaboration with the Middle Eastern Technical University among others.

(Concerning the management of training participant information)

The World Bank does not maintain a data base to manage its training participant information. It has an impression that JICA's Turkey office manages information on its former participants well, especially through the alumni associations. The World Bank hopes to cooperate further with JICA because Japan is a leader in the field of disaster management. Just as JICA supports the AFD staff, the World Bank provides support to the AFD staff. Since the support beneficiary is the same, it believes that cooperation between donor organizations may improve effectiveness of support. For example, sharing JICA's former participants' information with the World Bank would enable the provision of more effective support to Turkey.

[EU]

(Concerning training program implementation and evaluation)

EU sees training as part of program activities. Consequently, it does not assess training programs separately; instead, the program assessment covers the assessment of training (as in the case of JICA's Country Focused Training and Dialogue).

2-7. Present Situation of Networking among Former Participants (Alumni Activities)

[Overview of Alumni Associations]

Turkey has been sending training participants to Japan since 1959, with a cumulative total of about 5,000 individuals participating in the training. A JICA alumni association in Turkey (JICA Alumni Association) was founded by volunteers of former participants in 1988 and the membership numbered about 400 as of October 2014. The budget for the alumni activities are covered by membership dues and JICA's support. The association has eight trustees, including JICA's national staff. Since JICA Alumni Association is officially registered with the Turkish government as an NGO, it is required to submit an annual/activity report and a statement of income and expenditure.

²¹ The status of the WBI will drastically change due to upcoming reorganization, and this may also affect the nature of training programs offered by the World Bank.

[Activities]

Main alumni activities include issuing an annual report, holding seminars and study sessions, and hosting picnics and other socials. Planning and execution of these events are managed by officers and member volunteers. Relatively large events are often co-hosted by JICA's Turkey office and relevant Turkish government agencies and/or universities. The Alumni Association regularly takes initiative in coordinating with JICA and the Turkish government. In 2012-2013, among others, the following activities were jointly hosted by the alumni associations of former participants, JICA, Turkish government agencies, and/or universities: seminar on strengthening disaster research capability; workshop to commemorate 60 years of collaboration between Japan and Turkey in earthquake engineering; panel on the comparison of agricultural organization between Japan and Turkey; panel on fisheries stock management in Turkey and Japan; panel on Turkey's energy demand and renewable energy; and annual evaluation of alumni associations of former participants and successful stories.

[Obtaining former participants' contact information and updates after returning home]

The alumni association trustee who is the JICA national staff commented as follows:

- Updates of former participants upon return are not sufficiently followed up with. For example, even though the training programs require each participant to develop an action plan in Japan and submit a progress report upon return, submission status is not tracked, and there is hardly any communication between JICA and former participants. Some former participants actively communicate their accomplishments after returning home, but many don't.
- JICA's Turkey office holds a 40 minute orientation session before sending out training participants, and in this session they introduce alumni associations and encourage the participants to register as members upon return. The contact information of former participants who are registered alumni members can be subsequently tracked, but the contact information of others is not known.
- When submitting applications for training programs to JICA headquarters, some information is entered into a computer database, but more detailed information is on the PDF version of application forms. By increasing the amount of information registered via computer, more information will become available as electronic data. Required information should include the name, affiliation at the time of visit to Japan, email address (for office use and personal use, but personal email is particularly important), and cell phone number. At JICA's local office, there is no prescribed uniform method of managing training participants' data. The application forms are saved voluntarily and personal information is managed by FileMaker. It will likely be necessary to define a uniform method of managing former participants' data.

[Factors contributing to a successful alumni association in Turkey]

Based on the interviews with alumni association officers and members, the following are identified as factors contributing to a successful alumni association in Turkey.

- Because the alumni association is officially registered as an NGO, its planning, activities, reviews, and financial management are thoroughly performed every year.
- Turkey has good communication networks, by which alumni association members can regularly exchange emails and Facebook messages.
- The inclusion of JICA's local office staff members among the alumni association officers helps strengthen and maintain a link between the JICA office and the alumni association.
- Trustees are harmonious and have a strong will to enhance the organization.

Chapter 3. Survey on Training Organizations

3-1. Survey Objectives and Methods

Interviews with training organizations were conducted to understand their role in realizing training impacts realization, and to further improve the system of thematic training programs. The interviews were focused on the efforts that training organizations have made to improve participants' training outcomes, the establishment of training curriculum, and the training program management.

In terms of survey method, a question list was sent to the target training organizations by email in advance, and then interviews were conducted based on the contents of the question list.

3-2. Survey Targets

On target training courses of Disaster Management and Environmental Management, interviews were conducted with the following 5 training organizations, which have intensive experience in accepting training participants.

[Disaster Management]

Asian Disaster Reduction Center

Kobe International Center for Cooperation and Communication

Kobe City Fire Bureau

[Environmental Management]

Japan Environmental Sanitation Center

Kitakyushu International Techno-Cooperative Association

3-3. Survey Results

(1) The Characteristics of the Training Organizations

In implementing training courses of Disaster Management and Environmental Management, the training organizations have profound knowledge of Japanese practice/experience, and understand the regional characteristics of where the organizations are located. During the interviews, it was confirmed that the training organizations have utilized their strength to develop training contents and run training programs.

➤ Disaster Management

- Since Kobe is a city that has experienced earthquakes, there are various professionals who are specialized in disaster management, such as municipal officers, university professors and officers of international organizations. In addition, Kobe city has many disaster

management related facilities, and is geographically compact. Thus, the city is an ideal base to effectively and efficiently arrange training programs, including not only lectures but field visits as well.

- Kobe city's community based disaster reduction activities started in 1995, after the Great Hanshin-Awaji Earthquake (also known as Kobe Earthquake), and are known as "BOKOMI". Each BOKOMI block covers approximately 10,000 people, which is the same size scale encompassing a Japanese elementary school district. From each block, approximately 1,000 people would attend disaster reduction drills²². Since the annual budget for each BOKOMI block is as low as 140,000 yen, an acceptable cost for developing countries, BOKOMI has become a foremost training program.
 - Asian Disaster Reduction Center and Kobe municipality have a strong network with organizations of disaster management specialized professionals, and domestic/overseas cities (Japanese northeastern cities, Pulau Sumatera, and cities of Chile) that have strived to conduct disaster reduction activities. Thus, they're able to utilize their network and to provide appropriate lectures and field visits according to the needs of training participants.
- Environmental Management
- Japan's environmental management began by taking measures against deteriorating situations including pollution. Being able to present the stages of suffering caused by ongoing pollution is a strength that JICA training programs can offer in Japan. Unlike other donor countries, Japan has experienced and recorded this process step-by-step, and believes that it can become a critically important reference to developing countries.
 - Kita-Kyushu experienced serious pollution problems in the 1960s and 1970s, and has since accumulated Know-How to overcome these problems. Thus, for the training programs based in Kita-Kyushu, not only lectures, but also field visits to disaster management related facilities can be offered.
 - Japan Environmental Sanitation Center, also served as the administration office for the Society of Solid Waste Management Experts in Asia and Pacific Islands (SWAPI), has developed a strong network with experts of solid waste management in developing countries. The information and experience of these experts are beneficial to training program development.

(2) The Efforts of Helping Develop Participants' Capacity and Enlarging the Training Outcomes after Their Return

① Training Curriculum Development

- Special attention is paid to the importance of learning from each other among training participants. Thus, enough time is allocated to group discussion.
- In order to maintain participants' concentration, rest time is arranged after 1-hour lectures.

²² Disaster reduction organizations are usually small-scaled in Japan, located in residence cooperation associations, and with limited equipment. There are similar organizations overseas, such as CERT(Community Emergency Response Team) of California, USA. Yet, the roles and functions differ.

The balance between lectures and group participation is also emphasized.

- The elements of skills, practice and theories are effectively combined into training curriculum, so the training participants are able to utilize what they learned to build disaster reduction system in their own country.
- Since the training organizations have continuously running training programs, they are able to constantly improve curriculum by reflecting opinions from training participants and lecturers.
- Considering bringing new experience and expertise not only to training participants, but also to local citizens, the training organizations (also as part of municipal organizations) have developed curriculum to form the connection between training participants and citizens, and aim to benefit both sides.

② Guidance on action plan creation

- The training organizations have made efforts on curriculum development to help create low-budget, implementable action plans.
- In order to make action plans feasible, and also to raise training participants' motivation, a training organization attempted to hold a TV conference connecting participants and their parent organizations, enabling discussion from both sides regarding possible implementation of action plans. Although coordination was time consuming, it was highly evaluated by training participants.
- By using the inter-city travel time, breaks and rest time in evenings, one-on-one instruction has been provided to help training participants finalize their action plans.
- Some training courses have dedicated time for sharing Good Practice of former training participants with the participants in session. However, there aren't many Good Practice accounts available, especially when former participants weren't dispatched systematically by parent organizations. In these cases, it became difficult for former participants to convey training outcomes without understanding and support from their workplace.

③ Understanding of training participants' concerns and providing support

- According to the training organizations, it's difficult to understand what concerns training participants have prior to their participation. To collect responses, they've developed a form for participants to fill in before coming to Japan, including what concerns them and what they expect to learn in Japan. During training, the instructors will use the form to help participants create action plans. For example, in JICA Kyushu's cooperation, this method has been implemented, and since the introduction, training participants' concerns have been better understood.
- During training, instructors periodically use Feedback Sheets to collect opinions from participants. In addition to general questionnaires regarding lectures, free writing and questions are encouraged. Training coordinators are able to translate them and share with instructors in a timely manner. As a result, participants' questions and opinions are heard and problems are solved during the training.

- Lunch, dinner and breaks are set up according to participants' customs. Longer rest time would alleviate participants' discomfort, and training coordinators/instructors can use the time to better understand participants' concerns.
- ④ Efforts on networking among former training participants
- Some training organizations have sent greeting cards to former participants by email every year, and updated their database of participants' contact information based on the email account accessibility. Some former participants have become inaccessible, and some replied with updates of their latest situations.
 - Some training organizations have sent newsletters to former participants twice a year. Approximately 50 of 400 former participants' newsletters return undelivered each time. Since the contents are written in English and editing is outsourced to professionals, it's time consuming and rather expensive. Yet, the training organizations are willing to continue sending newsletters to keep in touch with former participants.
 - Some training organizations have joined several Facebook networks established by former and current training participants. Among these networks, some have been utilized to actively exchange information among participants, including the implementation status of Action Plans. Through SNS (Social Networking Service), training organizations would like to make further efforts to understand the current situations of former participants.
 - For each training course, a mailing list (email) that includes JICA officers, instructors and staff of training organizations and training participants has been created. Active information exchange by utilizing the mailing list within 2 years after training was confirmed during interviews.
- ⑤ Cooperation with JICA
- According to training organizations, JICA officers are enthusiastic about training programs, and they have established a good relationship with JICA. JICA officers are very cooperative on creation of materials and translation. Their cooperation has become necessary in terms of program management.
 - Training organizations have maintained a close relationship with JICA through meetings, report discussions, and sending requests to JICA officers. They maintain that it's important to work with JICA. Yet, according to training organizations, their feedback on training programs hasn't been effectively incorporated into policy development.
- ⑥ Communication with training participants / Introduction of Japan
- Some training organizations hold a welcome party for participants of each training course. Since it's held at the beginning at the training, it helps ease the tension and build the mutual trust between participants and training organizations. The party is praised by training participants.
 - During the rest and transition time, training organizations set up opportunities to introduce Japanese culture and sightseeing. They believe that transforming participants into fans of

Japan is as important as teaching them professional knowledge.

(3) Concerns of Japanese Training Organizations

- ① Preparation for company and facility visits
 - Training participants cherish field visits to companies and facilities, but setting up appointments has become problematic. For some private companies, preparation starts from as early as 5 months before the training. The expenses occurred during these 5 months are not redeemed by JICA.
 - Training organizations communicate with field trip destinations on a daily basis to enable a smooth implementation. Unfortunately, some destinations are not friendly since the field visits are not business-based. Among the destinations that are suitable for training field visits, some have accepted JICA training participants continuously. If JICA could issue a letter of request, that would greatly help.
 - In terms of field visits to waste disposal facilities, since the standard on treating waste has become stricter each year, the technology has become more and more advanced as a result. There aren't many facilities remaining in Japan that can offer an example of low-cost technologies. Japan's situation has become different from the request of limited budget in developing countries. Thus, training organizations need to be careful when selecting facilities as field trip destinations.
- ② Compatibility of training contents and participants
 - For participants whose English is not proficient enough, there is limited understanding of the training contents. Communication with these participants is difficult, especially at group training courses.
 - If the parent organizations of training participants have a clear role in selecting participants, training outcomes are usually significant. Otherwise, training outcomes are not easily known. Significantly, the implementation of action plans requires understanding and support from parent organizations as well.
 - If training participants' interests do not fit with the training contents, it's difficult to adjust during the training, and diminishes participants' motivation.
 - Since environmental management largely depends on a country's economic power, grouping participants of countries with similar economic levels is an effective way to plan training programs. On the other hand, since participants come from various countries, being able to learn other countries' experiences, in addition to Japan's, is a strength of JICA group training.
- ③ Information collection on former participants' activities after returning from Japan
 - Training participants are requested to submit their Progress Report after they return to their country. However, this rate of submission is rather low, making understanding the current status of action plan implementation difficult. For thematic training programs, former participants' feedback on whether the thematic issues have been solved is highly

demanded.

- Although it's important for training curriculum to match the participants' requirements, it's difficult for training organizations to understand all developing countries' development requirements. If there is more feedback on what kind of knowledge/skills are utilized after participants return to their country, and what driving factors help bring to light positive training impacts, training organizations would be able to adjust the training curriculum to best meet the requirements of their participants.

④ Training program management and others

- Administration fees are not sufficient to cover all the expenses. Programs are under deficit operation. The main reason is because the preparation actually starts from 5 months before the training, but the expenses can only be compensated during 1 month before and after the training.
- Compared to other programs, administration work of JICA training programs is complicated, and very time consuming.
- It was remarked that during the training sessions of other donor organizations, snacks are provided as a service. At JICA training, there is no such a funding available. Since relaxation time helps improve the quality of learning, especially during lectures, training organizations hope they will have the flexibility to use allocated funds in this way.
- In terms of accommodations, some participants, especially those with higher ranks, complained about the hotel arrangement during their stay in Japan. This situation may affect participants' impression about Japan. Training organizations hope that JICA will reconsider accommodations, since this is an issue that participants will compare with other donor organizations.

(4) Importance of Implementing JICA Training Programs and Future Prospects (from training organizations' point of view)

- The goals of JICA training programs match with the mission of training organizations. According to interviews, there is concern regarding tight administration and budget, but they would like to continue actively accepting training participants.
- JICA training programs were considered as a deficit business within training organizations. Since personnel expenses of administrative staff are able to be compensated in addition to the expenses of training instructors, and running programs has become profitable recently, training organizations have started to treat JICA training programs as an important business.
- An implementing partner worked as a consultant with JICA's commission, and was able to work with former participants who returned to Indonesia. This implementing partner received strong support from JICA. It's a great pleasure to reunite and work with former participants. As in this case, implementing JICA training programs sometimes helps additional work projects with JICA as well.

Section 3 Complete Count Questionnaire Survey

Abbreviations

(Alphabetical order)

ADB	Asian Development Bank
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
OJT	On-the-Job Training
UNDP	United Nations Development Programme

Chapter 1. Survey Objectives and Implementation Policy

1-1. Background and Objectives of Survey

This complete count questionnaire survey was conducted with the goal of quantitatively understanding the outcomes of JICA Thematic Training and Dialogue Programs and JICA Training Programs for Young Leaders, as well as giving feedback for improving the training system.

The Complete Count Questionnaire Survey targeted training participants who attended the Thematic Programs and Young Leader Programs in the fields of environmental management and disaster management. It attempts to quantitatively clarify how training effects emerge through training participants' activities after returning to home countries and what factors facilitate or constrain positive impacts.

1-2. Survey Targets

The survey targeted 1,666 participants of FY2011 and 2012 Thematic Programs in the environmental management and disaster management fields, and the Young Leader Programs, whose valid email addresses were known to JICA.

The recovery status of the questionnaires is summarized in Table 1. The number of recovered responses and the recovery rates include a total of 676 responses (40.5%): for the Thematic Programs, 118 (40.6%) for the disaster management field and 270 (44.5%) for the environmental management field; for the Young Leader Programs, 288 (37.4%).

The total number in the summary of the Complete Count Questionnaire Survey chapter (Section 1, Chapter 2) does not match that of the responses for questionnaire questions. That is because not all questions were answered.

Table 1. Number of Survey Targets and the Questionnaire Recovery Status

Training programs		Number of Training Participants	Number of Email Addresses Managed by JICA	Number of Valid Email Addressees	Number of Responses (Recovery Rate: %)
Thematic Programs	Environmental Management	981	710	606	270 (44.5)
	Disaster Management	583	354	290	118 (40.6)
Young Leader Programs		2,144	938	770	288 (37.4)
Total		3,708	2,002	1,666	676 (40.5)

Table 2 shows the regions of the respondents' home countries. The highest number of participants came from Southeast Asia in all of the training programs: Environmental Management (Thematic Program), Disaster Management (Thematic Program), and the Young Leader Programs, accounting for 69 (25.6%), 42 (35.6%), and 168 (58.3%) respectively. In the fields of Disaster Management (Thematic Program) and Environmental Management (Thematic Program), the next highest number of participants came from South America, accounting for 24 (20.3%), 61 (22.6%). In the Young Leader Programs, the next highest was Africa, 47 (16.3%).

Table 2. Regional Distribution of Respondents by Training Program

	Environmental Management	Disaster Management	Young Leader Programs
Southeast Asia	69 (25.6%)	42 (35.6%)	168 (58.3%)
East Asia	7 (2.6%)	7 (5.9%)	10 (3.5%)
Central Asia/Caucasia	0 (0.0%)	3 (2.5%)	5 (1.7%)
South Asia	8 (3.0%)	9 (7.6%)	19 (6.6%)
Oceania	18 (6.7%)	7 (5.9%)	7 (2.4%)
Central America/the Caribbean	27 (10.0%)	13 (11.0%)	14 (4.9%)
South America	61 (22.6%)	24 (20.3%)	4 (1.4%)
Africa	35 (13.0%)	7 (5.9%)	47 (16.3%)
Middle East	20 (7.4%)	2 (1.7%)	14 (4.9%)
Europe	25 (9.3%)	4 (3.4%)	0 (0%)

Table 3 shows gender of the respondents. There are more male participants in all programs, 73.7% in the Disaster Management field (Thematic Program), 64.4% in the Environmental Management field (Thematic Program), and 54.2% in the Young Leader Programs. The average age of the respondents are 39.75 in the disaster management field, 38.03 in the environmental management field, and 33.49 in the Young Leader Programs.

Table 3. Gender of Respondents

	Environmental Management	Disaster Management	Young Leader Programs
Male	174 (64.4%)	87 (73.7%)	156 (54.2%)
Female	96 (35.6%)	31 (26.3%)	132 (45.8%)

1-3. Survey Methods/Survey Flow

(1) Survey Method

The survey was conducted using two types of methods: questionnaires sent by e-mail and online questionnaires using Google Docs. A questionnaire prepared in an Excel format was sent to the survey targets as an attachment, along with a URL for the online questionnaire. The

questionnaire and the invitation to the online questionnaire were sent to the targets in sequence from October 20, 2014 and the responses were received until November 20, 2014.

(2) Questionnaire

When designing the questionnaire, questions were sequenced in a way for the respondents to answer easily. The participants' were asked to give evaluation of these program topics: "motivation to participate in the training", "evaluation of contents of the training", "evaluation of methods and efficiency of the training", "evaluation of other aspects of the training", "training outcomes", " comparison of JICA training programs to those of other donor organizations/international organizations", "contact with former JICA trainees", "understanding Japan", "connection with JICA/Japan", "follow-up support". In the Young Leader Programs' questionnaire, another question, "sharing of knowledge, skills and training experiences" was added.

(3) Evaluation Method

The positive impacts of the training programs were evaluated based on the questionnaire answers. Also, factors facilitating or constraining positive impacts of training programs were evaluated by the association among the questions calculated by the average rate, multiple linear regression analysis, etc.

1-4. Survey Methods and Remarks

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 in the first half (such as "motivations to participate in the training" and "evaluation for the training"). Items that may be difficult to answer (such as "opportunities to utilize training results", "comparison with the training programs of other donors", and "activities to share knowledge and skills acquired through the training") were presented in the second half.
- ② In order to verify whether the questionnaire was easy to answer, we tested the questionnaire with four trainers who were attending JICE's training programs, and modified the questionnaire as needed.
- ③ Considering the survey targets' language preference, the questionnaire form was prepared in eight languages: English, Spanish, French, Russian, Chinese, Thai, Vietnamese, and Indonesian.
- ④ Considering the survey targets' convenience in responding, two types of reply methods were used: a 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 survey targets in the Thematic Programs and Young Leader Programs surveys.

Chapter 2. Results of Complete Count Questionnaire Survey

2-1. Positive Impacts of the Training Programs

The "Positive Impacts of the Training Programs" section covers former participants' contributions to the improvement of policies, systems and structure of their organizations, their capacity development, the implementation status of action plans, transfer activities of the training results, the change in their perception of Japan, alumni associations formed by them, and their connections with JICA.

(1) The Thematic Programs

① Contributions to policies, systems and structure of one's organizations

The questionnaire asked the former training participants whether they contributed to the following items by using their knowledge and skills acquired through the training. Answers were given using a five-point scale: 5 = Strongly contributed, 4 = Somewhat contributed, 3 = Neutral, 2 = Did not contribute much, 1 = Did not contribute at all. Figure 1 and 2 are graphs showing the distribution of their contributions by field (Environmental Management and Disaster Management) and question items, listed as follows:

1. Establishment/improvement of policies and systems by national or local government
2. Establishment and improvement of system in one's organizations
3. Establishment/improvement of methods and techniques used in one's work
4. Project formulation/implementation in one's organization
5. Development/improvement/implementation of action plans in one's organization

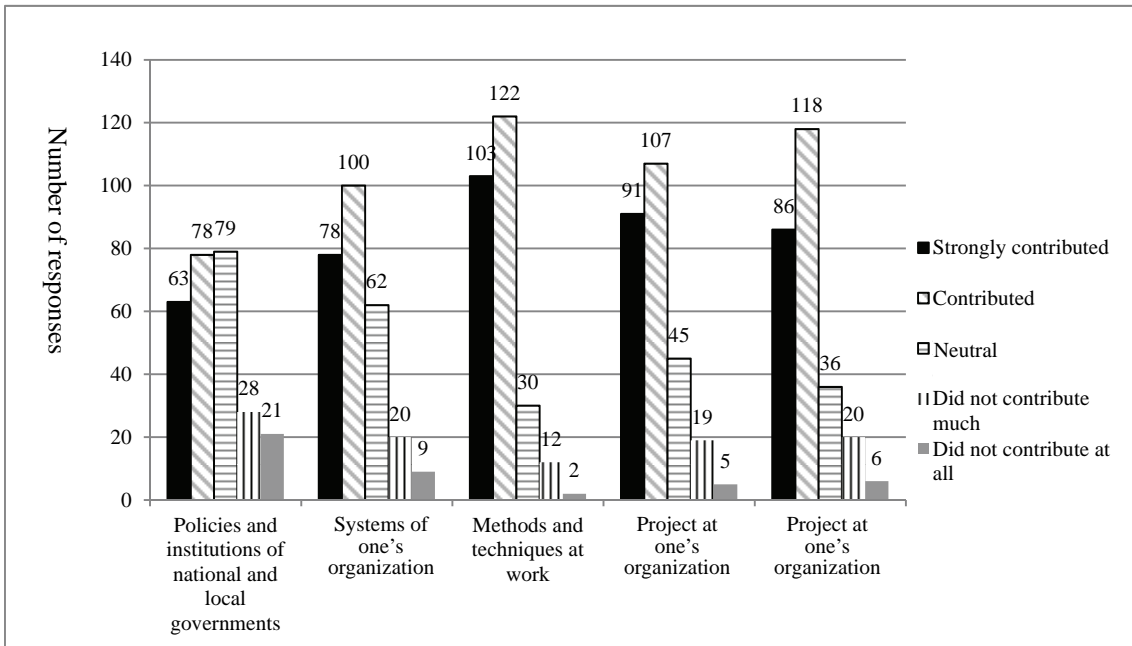


Figure 1. Positive Impacts: Former Participants' Contributions (Environmental Management)

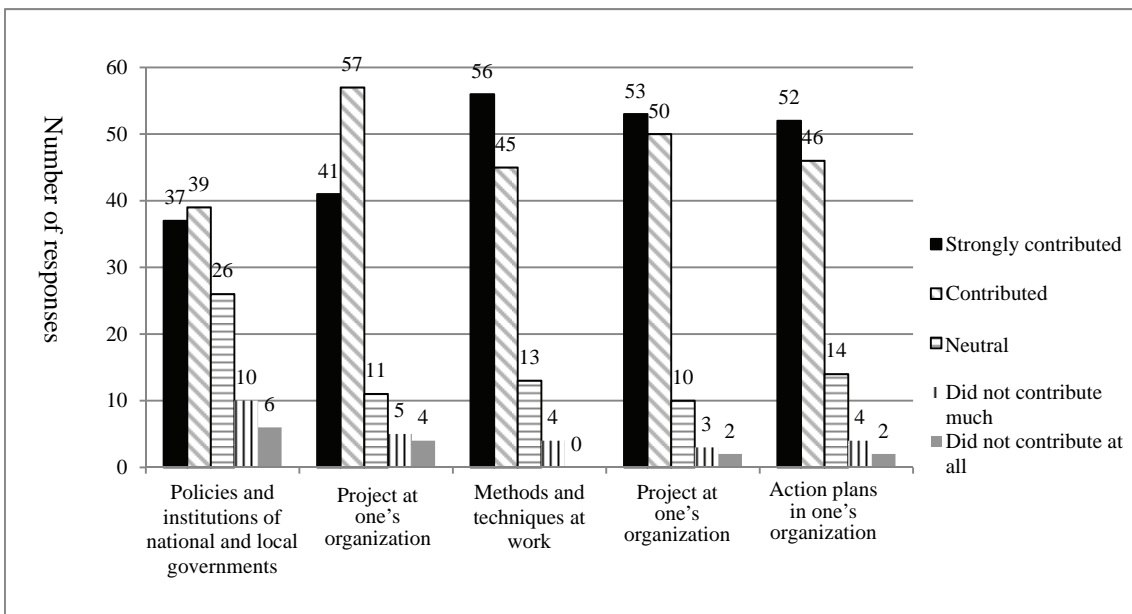


Figure 2. Positive Impacts: Former Participants' Contributions (Disaster Management)

As shown in Figure 1 and 2, the majority of former participants responded that they contributed in both "Disaster Management" and "Environmental Management". Table 4 shows the number of respondents who answered either "Strongly contributed" or "Contributed" and the corresponding ratio. In the disaster management field, 76 (64%) responded for "Establishment or improvement of policies and systems by national or local governments", 98 (83%) for "Establishment and improvement of system in one's organizations", 101 (83%) for

"Establishment/improvement of methods and techniques used in one's work", 103 (87%) for "Project formulation/implementation in one's organization", and 98 (83%) for "Development/improvement/implementation of action plans in one's organization". In the environmental management field, 141 (52%) responded for "Establishment or improvement of policies and systems by national or local governments", 178 (66%) for "Establishment and improvement of system in parent organizations", 225 (83%) for "Establishment or improvement of methods and techniques used at work", 198 (74%) for "Project formulation/implementation in one's organization", 204 (76%) for "Development/improvement/implementation of action plans in one's organization".

In both fields of disaster management and environmental management, more positive impacts of the training were found in more ordinary contribution categories, such as "improvement of techniques and methods at training participants' work", rather than in the more grand categories, such as "policies and systems of national and local governments".

Table 4. Summary of Contributions by Training Participants

Items of contributions, either "Strongly contributed" or "Contributed"	Environmental Management Number of People (% of total respondents)	Disaster Management Number of People (% of total respondents)
1) Establishment or improvement of policies and systems by national or local governments	141 (52.4)	76 (64.4)
2) Establishment or improvement of a system in one's organization	178 (66.1)	98 (83.0)
3) Establishment or improvement of methods and techniques used at work	225 (83.6)	101 (85.5)
4) Project formulation and implementation in one's organization	198 (73.6)	103 (87.2)
5) Development, improvement and implementation of action plans in one's organization	204 (75.8)	98 (83.0)

② Capacity development of former participants (acquisition of training contents and achievement of training objectives)

Table 5 shows the degree of contents learning and goal achievement in percentages. The average values of the degree of contents learning were 84.4% for the disaster management field and 84.3% for the environmental management field. The average values of the degree of goal achievement were 82.9% for the disaster management field and 79.9% for the environmental management field.

Table 5. Acquisition Rate of Offered Knowledge / Skills & Achievement of Training Goals

Thematic Areas	Acquisition Rate of Offered Knowledge /Skills	Achievement of Training Goals
Environmental Management	84.3%	79.9%
Disaster Management	84.4%	82.9%

③ Action plans

The respondents who implemented an action plan were 81 (73.6%) for the disaster management field, and 158 (62%) for the environmental management field.

④ Sharing of training outcomes

Table 6 shows the number of lectures and workshops held to share knowledge and skills that former training participants acquired, and the average number of attendees in each event. In the disaster management field, the average number of lectures/workshops is 16.43, and the average number of attendees is 123. In the environmental management field, the average number of lectures/workshops is 11.04, and the average number of attendees is 71.29.

Table 6. Number of Lectures and Workshops Held

Items	Number of Lectures/Workshops	Average Number of Attendees per Lecture/Workshop
Environmental Management	11.04	71.29
Disaster Management	16.43	123.73

Table 7 shows the number of on-the-job training (OJT) events that were implemented to share skills and knowledge, and the number of attendees at each event. In the disaster management field, the average number of OJT is 7.75 and the average number of attendees is 58.15. In the environmental management field, the average number of OJT is 5.46, and the average number of attendees is 67.06.

Table 7. Number of OJT Events and Average Attendees per Event

Items	Number of OJT Events	Average Number of Attendees per Event
Environmental Management	5.46	67.06
Disaster Management	7.75	58.15

⑤ Change in perception of Japan

Table 8 shows whether participants' perception of Japan and Japanese people changed because of their participation in the trainings. Five-point scale answers are: 5 = Significantly changed, 4 = Somewhat changed, 3 = Neutral, 2 = Did not change much, 1 = Did not change at all. Table 8 shows the average of the responses, indicating the training participants gave a high score of 4.5 and above in all of the question items: "trust in Japan and the Japanese people has increased", "interest in working with Japanese people has increased", and "gained deeper understanding of

Japanese society and culture". Table 9 shows the evaluation of training activities that contributed to the change in their perception of Japanese culture and society on a five-point scale (5 = Much contribution, 4 = Some contribution, 3 Neutral, 2 = Not much contribution, 1=No contribution at all). The average is 4 and above for all activities, indicating that these activities all strongly contributed to the change in participants' perception of Japan.

Table 8. Change in Perception of Japan

Items	Average Score (maximum 5)
1) My trust in Japan and the Japanese people has increased.	4.71
2) My interest in working with Japanese people has increased.	4.75
3) I have gained a deeper understanding of Japanese society and culture.	4.59

Table 9. Activities Contributed to Change in Perception of Japan

Items	Average Score (maximum 5)
1) General orientation	4.42
2) Socializing with home country's training implementation agencies and training coordinators	4.44
3) Participation in cultural and social exchange programs	4.37

⑥ Alumni associations

A total of 275 (70.6%) responded in the fields of both disaster management and environmental management that alumni associations have been formed. Figure 3 is a graph showing how often former participants continue to request information about JICA and Japan and how often former participants were engaged in some kind of joint activities. In order to obtain information about JICA and Japan, 85 (21.9%) responded "All the time" or "Frequently". 60 (15.5%) responded "All the time" or "Frequently" for some kind of joint activities with other former participants.

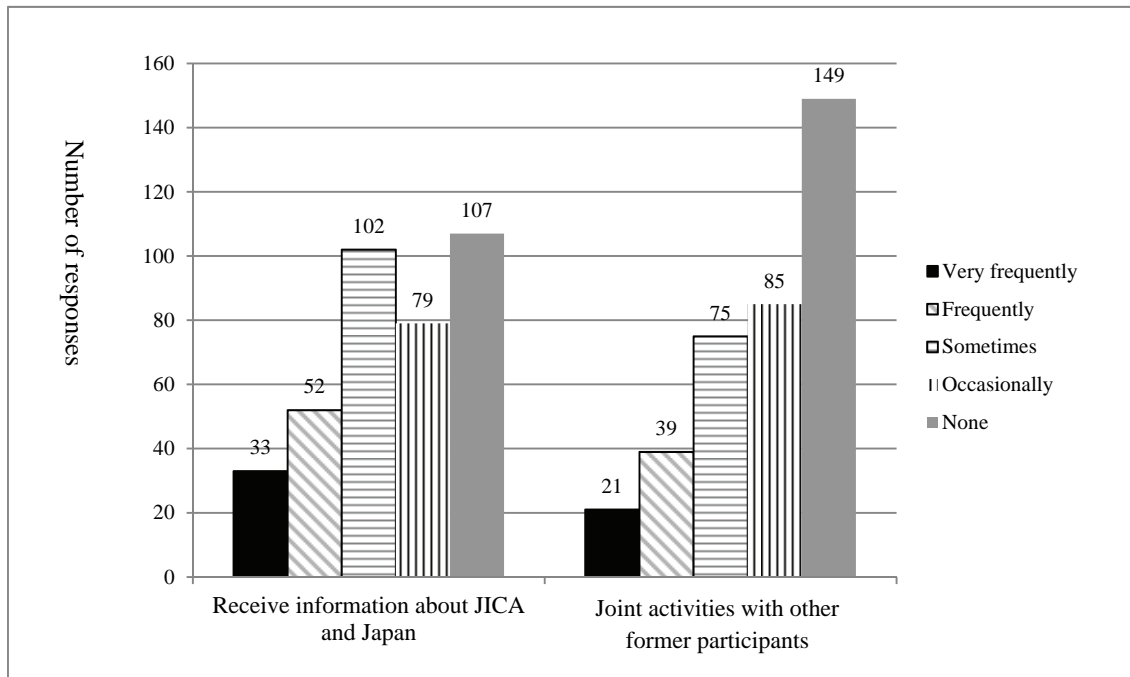


Figure 3. Frequency of Socialization among Former Participants

(2) The Young Leader Programs

① Contributions to policies, systems and structure of one's organizations

The questionnaire asked former training participants who attended the Young Leader Programs whether they contributed to the following items by using their knowledge and skills acquired through the training. Answers were given using a five-point scale: 5 = Strongly contributed, 4 = Somewhat contributed, 3 = Neutral, 2 = Did not contribute much, 1 = Did not contribute at all. Figure 4 is a graph showing the distribution of their contributions by question item.

1. Establishment/improvement of policies and systems by national or local government
2. Establishment and improvement of system in one's organizations
3. Establishment/improvement of methods and techniques used in one's work
4. Project formulation/implementation in one's organization
5. Development/improvement/implementation of action plans in one's organization

If "Strongly contributed" and "Contributed" are combined, 145 (49.6%) responded for "Establishment or improvement of policies and systems by national or local governments", 205 (71.1%) for "Establishment and improvement of system in one's organizations", 245 (85.0%) for "Establishment or improvement of methods and techniques used at work", 198 (68.7%) for "Project formulation / implementation in one's organization", 226 (78.4%) for "Development / improvement / implementation of action plans in one's organization".

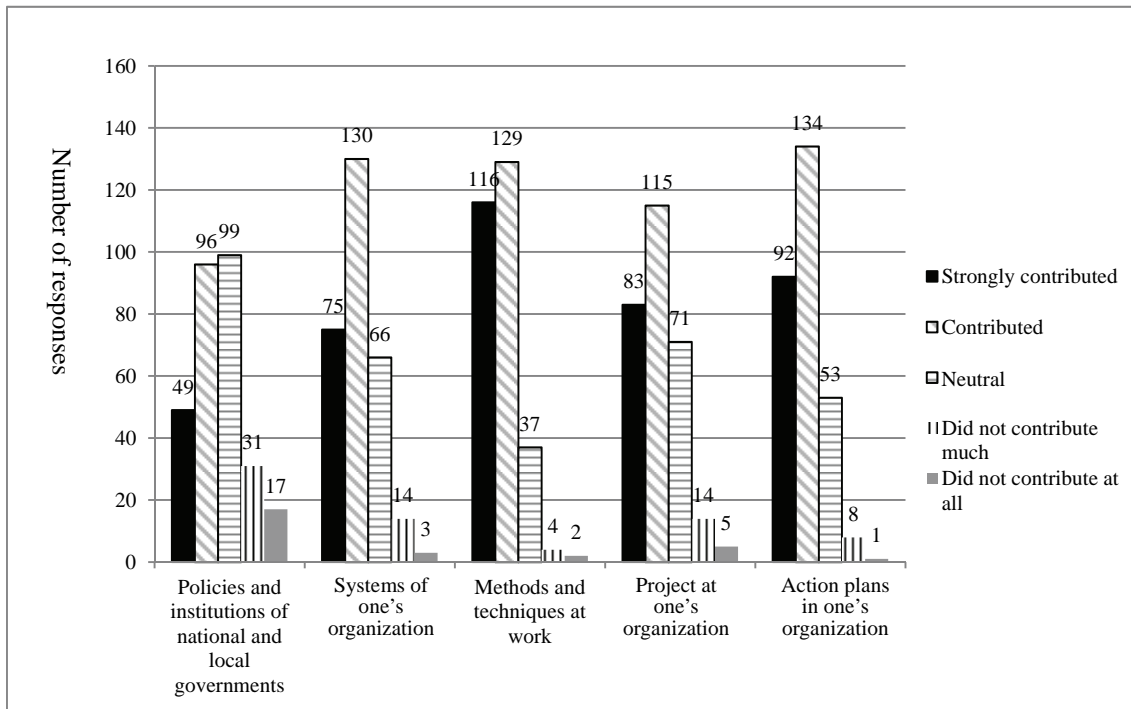


Figure 4. Positive Impacts: Former Young Leader Program Participants' Contributions

② Acquisition of offered knowledge and skills and achievement of training goals

The degree of contents learning and goal achievement in percentage are 84.2% and 81.6% respectively.

③ Change in perception of Japan

Table 10 shows whether training participants' perception of Japan and Japanese people changed because they participated in the training. Five-point scale answers are: 5 = Significantly changed, 4 = Somewhat changed, 3 = Neutral, 2 = Did not change much, 1 = Did not change at all. Table 10 shows the average of the responses. The training participants gave a high score of 4.5 and above in all of the question items: "My trust in Japan and the Japanese people has increased", "My interest in working with Japanese people has increased", and "I gained deeper understanding of Japanese society and culture".

Table 11 shows the evaluation of training activities that contributed to the change in their perception of Japanese culture and society on a five-point scale. Five-point scale answers are: 5 = Much contribution, 4 = Some contribution, 3 = Neutral, 2 = Not much contribution, 1 = No contribution at all. The average is 4 and above for all activities, indicating these activities significantly contributed to the change in their perception of Japan.

Table 10. Change in Perception of Japan

Items	Average Score (maximum 5)
1) My trust in Japan and the Japanese people has increased.	4.64
2) My interest in working with Japanese people has increased.	4.69
3) I have gained a deeper understanding of Japanese society and everyday life.	4.56
4) I have gained a deeper understanding of Japanese tradition and culture.	4.46

Table 11. Activities Contributed to Change in Perception of Japan

Items	Average Score (maximum 5)
1) General orientation	4.43
2) Socializing with home country's training organizations and training coordinators	4.47
3) Field visit	4.72

④ Sharing of knowledge, skills and training experiences

Table 12 shows the average of the responses regarding the "sharing of knowledge and skills acquired through the training" on a five-point scale. In all question items, the averages are 4 and above; however, the "sharing of knowledge and skills" is slightly higher "within organization" than "outside of organization".

Table 12. Sharing of Training Contents

Items	Average Score (maximum 5)
1) I shared knowledge and skills at one's organization.	4.5
2) I shared knowledge and skills outside of one's organization.	4.1
3) I talk about my Japanese training with other people.	4.3
4) I talk about my impression of Japan with other people.	4.5

⑤ Interaction with Japanese people whom training participants met during the training.

Regarding "interaction with Japanese met during the training", as shown in Table 13, the averages are relatively low. Table 14 shows the respondents' purposes to interact, mostly "to discuss what is going on in each other's' lives" (72.6%), followed by "to obtain or exchange latest Japanese news" (64.2%).

Table 13. Frequency of interaction with Japanese people met during the training

Items	Average Score (maximum 5)
1) Host family	2.33
2) Japanese volunteers met through the training and language programs	2.27
3) Training coordinators and staff members	2.70

Table 14. Reasons for Interacting with Japanese

Items	Number of People (%)
1) To exchange personal updates.	209(72.6)
2) To exchange or gather new information on Japan.	185(64.2)
3) To seek advice about my work.	138(47.9)

⑥ Connection with JICA

Regarding the "connection with JICA", as shown in Table 15, the averages are approximately 2 on the five-point scale in each question item. The question item "I participate in JICA's events and training" has the highest average of 2.1, followed by "I consult or contact the JICA office about projects".

Table 15. Connection with JICA

Items	Average Score (maximum 5)
1) I work as a counterpart for JICA projects or for experts.	1.69
2) I work as a JICA volunteer counterpart.	1.52
3) I consult or contact the JICA office about projects.	1.74
4) I participate in events or training programs organized by JICA.	2.10
5) I teach Japanese language and culture in my home county.	1.21
6) I collaborate with Japanese in projects.	1.43
7) I participate in Japanese exchange programs.	1.43

⑦ Alumni associations

191 (66.3%) responded that alumni associations have been formed. Figure 7 is a graph showing how well and often former participants are socializing. In order to obtain information about JICA and Japan, 85 (21.9%) responded "Very frequently" or "Frequently". 69 (24.0%) responded "Very frequently" or "Frequently" for some kind of activities.

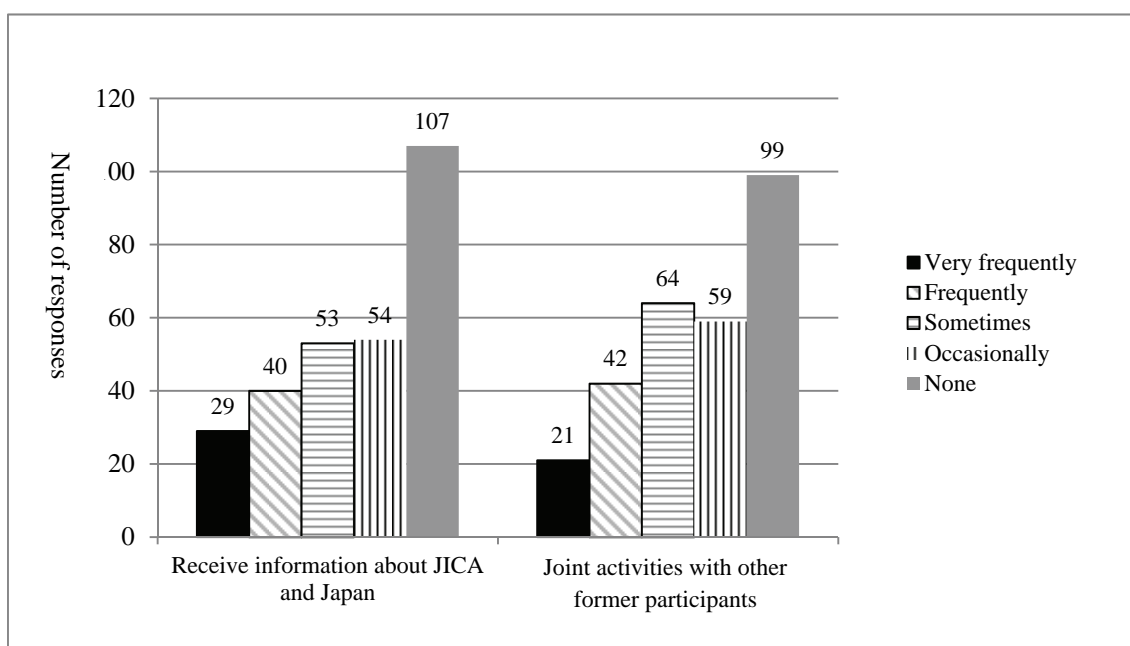


Figure 5. Frequency of Socialization among Former Participants

2-2. Analysis of Complete Count Questionnaire Survey

(1) The Thematic Programs

① Survey Results Regarding Training Contents and Systems

1) Motivation to participate in the training

In order to find out the training participants' motivation to participate, the participants were asked how strongly they agree with the sentences of Table 16 by rating answers on a five-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree. Both "I was interested in the contents of the training" and "I needed new knowledge and skills in performing my job" scored 4.5 and above, indicating these factors were important as motivations.

Table 16. Motivation to Participate in the Training

Items	Environmental Management (maximum 5)	Disaster Management (maximum 5)
1) I was interested in the contents of the training.	4.77	4.79
2) I needed new knowledge and skills in performing my job.	4.63	4.76
3) I was interested in coming to Japan.	4.55	4.41
4) My supervisor advised me to participate in the Training.	3.88	3.86
5) I had specific assignments and/or missions from my organization.	3.92	3.92

2) Evaluation of the training

A. Evaluation of training contents

In order to evaluate the training contents, the participants were asked how strongly they agree with the sentences of Table 17 and answers were given by rating answers on a five-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree. Table 17 shows the average scores in the disaster management field and environmental management field. All items scored high, 4 and above.

Table 17. Evaluation of Training Contents

Items	Environmental Management (maximum 5)	Disaster Management (maximum 5)
1) The training contents matched the needs of my job assignments.	4.51	4.56
2) The training contents matched my organization's needs.	4.59	4.61
3) The training contents matched my country's needs.	4.68	4.72
4) The training contents covered new knowledge and skills.	4.58	4.69
5) The training contents were practical.	4.47	4.57
6) The knowledge and skills I learned in the training are relevant even today.	4.60	4.69
7) The training contents were useful especially because they are based on Japan's own experience.	4.49	4.62

B. Evaluation of methods and efficiency of the training

In order to evaluate the training methods and efficiency, the participants were asked how strongly they agree with the following sentences and answers were given to the following questions by rating answers on a five-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree. Table 18 shows the average scores in the disaster management field and environmental management field. All items scored high, 4 and above.

The score of one item is particularly notable: (No. 7, Table 18) "Discussion with other participants from different countries was not useful because we face different problems". This result will highlight the fact that discussions with other participants are not necessarily useful if they face different problems depending on their home countries and regions. In the environmental management field, the combination of "Strongly agree" and "Agree" was 69 (25.6%), and the combination of "Disagree" and "Strongly disagree" was 149 (55.2%). In the disaster management field, the former was 28 (24.7%) and the latter was 71 (61.1%). (see Appendix 5 for detailed data analysis results) It is clear that a quarter of the training participants face different problems, responding that discussions are not useful. A quarter of the total number of respondents is not necessarily a large number and the majority of respondents disagree or strongly disagree with this statement; however, it indicates that it would be more effective to form a group of training participants facing similar issues in order to improve the quality of the

training.

Table 18. Evaluation of Methods and Efficiency of Training

Items	Environmental Management (maximum 5)	Disaster Management (maximum 5)
1) Lecturers ensured the participants understand the contents.	4.44	4.56
2) The discussions among the participants were helpful to deepen the understanding of the contents.	4.49	4.55
3) Instructions in practical training and field visits were effective to deepen my understanding of the training contents.	4.70	4.79
4) The training was conducted according to the schedule.	4.76	4.74
5) The training was implemented efficiently for achieving its goals.	4.60	4.68
6) The training contents were covered according to the original plan.	4.67	4.63
7) Discussion with other participants from different countries was not useful because we face different problems.	2.51	2.35

C. Evaluation of Training

On a 10-point scale (0 = Extremely bad ~ 10 = Extremely good), the former training participants averaged 9.1 for assessment of "the training as a whole" in the disaster management field, 8.9 for the environmental management field, and 8 and above for all other items, giving high evaluations overall for their training. (See Table 19)

Table 19. Evaluation of Training

Items	Environmental Management (maximum 10)	Disaster Management (maximum 10)
1) The Training as a whole	8.9	9.1
2) General orientation on the culture of Japan	8.3	8.6
3) Performance of coordinators and staff	9.1	9.2
4) Workshops	8.5	8.9
5) Practical training and field visits	8.9	9.2
6) Lectures	8.5	8.8
7) Discussions among other training participants	8.0	8.4

In order to specify factors shown in Table 19 that influenced the "evaluation of the training as a whole", a multiple linear regression analysis was conducted. (See Table 20) In multiple linear regression analysis, numerical values with asterisk(s) are believed to be valuable statistically. Factors with asterisk(s) are interpreted to be influential.

The multiple linear regression analysis in the disaster management field shows the overall evaluation of the training was higher when the training participants valued "performance of coordinators and staff", "practical training and field visits", "lectures", and "training contents based on Japan's own experiences", compared to when the training participants did not value those factors. The multiple linear regression analysis in the environmental management field shows the overall evaluation of the training was higher when the training participants valued "orientation on Japanese culture", "performance of coordinators and staff", "practical training and field visits", "lectures", "discussions among training participants", "implementation of the training according to the schedule", compared to when the training participants did not value those factors.

Adjusted coefficient of determination ranges between 0 and 1. The closer a number is to 1, the more convincing its explanation of a factor included in the analysis. In Table 20, adjusted coefficients of determination are between 0.669 and 0.825, indicating the factors included in the analysis are mostly relevant.

Table 20. Multiple Linear Regression Analysis Regarding Overall Evaluation of Training

Factors	Environmental Management	Disaster Management
General orientation on culture of Japan	0.059*	0.047
Performance of coordinators and staff	0.194**	0.221**
Workshops	0.049	0.027
Practical training and field visits	0.195***	0.386***
Lectures	0.255***	0.15**
Discussions among participants	0.101**	0.082
The Training contents were useful especially because they are based on Japan's own experience	0.073	0.157**
The training was conducted according to the schedule	0.229**	0.04
Adjusted coefficient of determination	0.669	0.825

*** significant difference at 1% level; ** significant difference at 5% level; * significant difference at 10% level

D. Comparison with Training Programs of Other Organizations

Regarding "participation in other organizations' training programs", in the disaster management field, 22 (18.6%) participated in UNDP training programs, 5 (4.2%) participated in KOICA training programs. In the environmental management field, 46 (17.0%) participated in UNDP training programs, 26 (9.6%) in ADB training programs, and 12 (4.4%) in KOICA training programs.

Table 21 shows the comparison between JICA's training programs and those of other organizations. Out of those who responded to this question, over 50% answered "Agree" for all items, indicating JICA's training programs are considered superior by the majority of

participants.

Table 21. Comparison with Training Programs of Other Organizations

Items	Number of Responses (%)
1) My learning experience by JICA training was more useful than that from other training programs.	198 (51.1)
2) The contents of the JICA training included useful knowledge and skills that participants were not able to acquire from the training of the other donors/international organizations.	206 (53.1)
3) The impact of JICA training participation has been more sustainable than the impact of other training programs.	194 (50.0)

② Analysis of Factors Facilitating Positive Impacts

1) Factors facilitating and constraining positive impacts

Multiple linear regression analysis was conducted on each type of contribution. Results are shown for Environmental Management in Table 22 and Disaster Management in Table 23. The most valuable factor that influenced whether the participants were able to contribute in terms of all types of contributions in both the disaster management and environmental management fields was "applicability of acquired knowledge and skills", which was the most important. It was followed by "support from supervisors/colleagues". "Budget" and "equipment/facilities" were found to be not as statistically significant, thus are not necessarily important factors.

Table 22. Multiple Linear Regression Analysis on Factors Influencing Contributions
(Environmental Management)

Factors	Establishment/ improvement of policies and systems	Establishment/ improvement of system in organizations	Establishment/ improvement of methods and techniques	Project formulation/ implementat ion	Development/ implementation of action plans
Equipment/facilities	0.18*	0.19*	0.19*	0.12	-0.04
Budget	0.00	-0.01	0.06	0.10	0.15
Support from supervisors/ colleagues	0.31**	0.35**	0.29**	0.02	0.14
Applicability of acquired knowledge/skills	1.02***	0.91***	0.76***	1.13***	1.06***
Adjusted coefficient of determination	0.79	0.75	0.60	0.73	0.71

*** significant difference at 1% level; * significant difference at 5% level; ° significant difference at 10% level

Table 23. Multiple Linear Regression Analysis on Factors Influenced Contributions
(Disaster Management)

Factors	Establishment/ improvement of policies and systems	Establishment/ improvement of system in organizations	Establishment/ improvement of methods and techniques	Project formulation/ implementation	Development/ implementation of action plans
Equipment/facilities	-0.16	0.05	0.06	0.08	-0.00
Budget	0.11	0.16	0.27**	0.08	0.31**
Support from supervisors/ colleagues	0.52**	0.41**	0.45**	0.61***	0.55***
Applicability of acquired knowledge/skills	1.01***	0.94***	0.64***	0.67***	0.74***
Adjusted coefficient of determination	0.80	0.71	0.58	0.58	0.69

*** significant difference at 1% level; ** significant difference at 5% level; * significant difference at 10% level.

2) Factors that influence capacity development of former training participants (acquisition of training contents)

Table 24 shows the results of multiple linear regression analysis of factors that influence the level of content learning in the disaster management and environmental management fields respectively. In the disaster management field, the participants learned the training contents better if they are "more interested in the training contents" and "lectures are useful", compared to the opposite cases. In the environmental management field, the participants learned the training contents better if "training contents matches the needs of the participant's organization", and "lectures" and "discussions among training participants are useful", compared to the opposite cases.

Coefficients of determination are rather low, 0.154 and 0.222 respectively. These, however, might be caused by reasons, such as exclusion of factors that should be included in the analysis.

Table 24. Multiple Linear Regression Analysis of Level of Content Learning

Factors	Environmental Management	Disaster Management
Level of interest about the training contents	1.949	3.781*
Training contents matches the needs of the participant's job assignments	-0.478	1.387
Training contents matches the needs of the participant's organization	4.51**	3.319
Discussions among training participants are useful	3.313**	-1.254
Lectures	1.323**	2.414**
Adjusted coefficient of determination	0.154	0.222

*** significant difference at 1% level; ** significant difference at 5% level; * significant difference at 10%.

3) Factors facilitating and constraining action plan implementation

The training participants were asked if "availability of equipment/facilities", "budget", "support from supervisors and colleagues", "applicability of knowledge and skills learned through the training" can be factor(s) for implementing or not implementing an action plan. As a factor for being able to implement a plan, "applicability of acquired knowledge and skills" was selected most, 147 (93.0%) in the environmental management field, and 74 (91.4%) in the disaster management field. In the environmental management field, the next highest factor was "support from supervisors and colleagues", which was selected by 134 (84.8%). In the disaster management field, 67 (82.7%) indicated the availability of "equipment and facilities" that were necessary, and then 66 (81.5%) indicated the availability of "support from supervisors and colleagues". As for factors contributing to being unable to implement an action plan in the disaster management field, 23 (79.3%) indicated not enough "equipment and facilities" and 22 (75.9%) indicated not enough "budget". In the environmental management field, 67 (69.1%) selected "support from supervisors and colleagues", which was the highest factor for not implementing an action plan, and 62 (63.9%) indicated the lack of "budget".

Table 25. Factors for Action Plan Implemented or Not Implemented

Factors	Environmental Management		Disaster Management	
	Factors for action plan implemented	Factors for action plan not implemented	Factors for action plan implemented	Factors for action plan not implemented
Equipment/facilities	112(70.9)	58(59.8)	67(82.7)	23(79.3)
Budget	117(74.1)	62(63.9)	58(71.6)	22(75.9)
Support	134(84.8)	67(69.1)	66(81.5)	21(72.4)
Applicability	147(93.0)	57(58.8)	74(91.4)	20(69.0)

4) Follow-up Support

In the questionnaire, the participants were asked how useful JICA's follow-up support would be, such as dispatching experts, to sustain and develop their acquired knowledge and skills after the training. Answers were given using a five-point scale: 5 = Very useful, 4 = Useful, 3 = Neutral, 2 = Not useful, 1 = Not useful at all. Table 26 shows the average of the responses expressing the level of "usefulness" using the five-point scale. The results indicate that almost all types of follow-up support are useful, especially "support for implementation of projects", "support for organizing lectures and training sessions", and "dispatch of technical specialists".

Table 26. Possible Follow-up Support and Its Usefulness

Items	Average Score (maximum 5)
1) Monitoring/support for implementing action plan prepared in the training	4.04
2) Support for organizing lectures and training sessions	4.09
3) Dispatch of Japanese technical experts	4.09
4) Dispatch of Japanese volunteers	3.87
5) Support of implementation of projects	4.22
6) Provision of equipment and materials	4.16

③ Survey Results Regarding Former Participants' Behavioral Changes Upon Returning to Home Countries

The impacts of the training were evident in the changes of the participants' attitudes. In the questionnaire, former participants were asked the following questions about changes in their attitudes.

1. The training strengthened my awareness on the topic of the training.
2. I have a stronger sense of responsibility for my work.
3. I have become more conscious of working with my colleagues in a collaborative manner.
4. I am more motivated to undertake activities that contribute to my country's development.
5. I see my country's situations from an international perspective.

Figure 6 and 7 indicate how much the former participants' behavior and attitude changed in the disaster management and environmental management fields respectively.

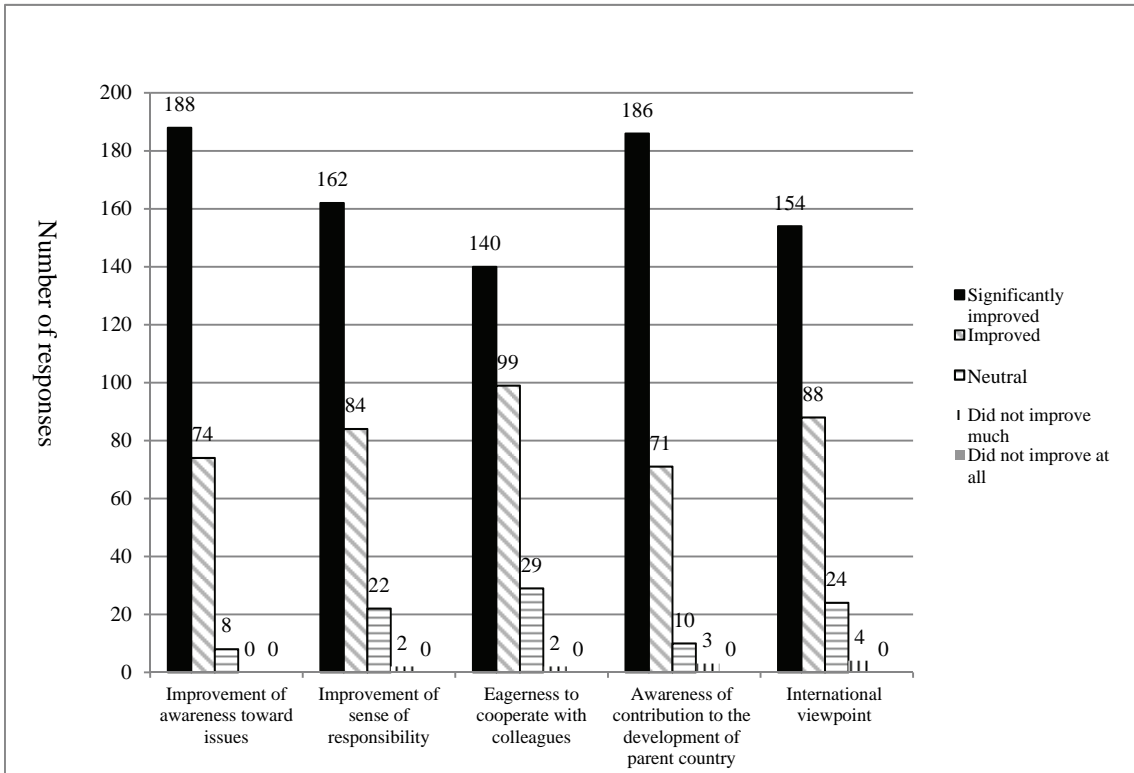


Figure 6. Positive Impacts: Changes in Training Participants' Behavior and Attitude (Environmental Management)

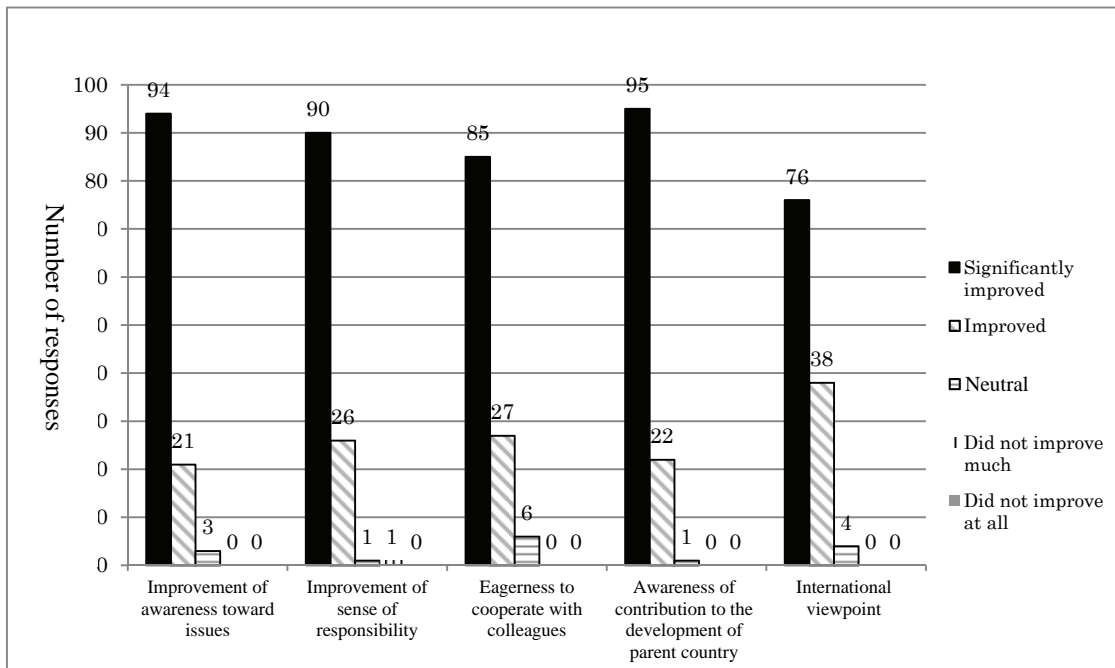


Figure 7. Positive Impacts: Changes in Training Participants' Behavior and Attitude (Disaster Management)

Regarding attitude change, approximately 90% of the former participants responded "Significantly improved" or "Improved" to all question items. Especially, regarding awareness of topics in the respective training fields, 97% of the participants in both the disaster management and environmental management fields responded "Significantly improved" or "Improved", indicating the training contributed to their enhanced awareness of the importance of their respective fields. (See Table 27) These results suggest that, by participating in the training, the participants enhanced their "awareness of topics in the respective training fields", "sense of responsibility for work", "attitude to collaborate with colleagues". Further, they now "understand their countries' situations from an international perspective" and can contribute to the development of their countries.

Table 27. Summary of the Number of Former Participants Who Responded that Their Attitude "Significantly Improved" or "Improved"

Items	Environmental Management Number of People (%)	Disaster Management Number of People (%)
1. The training strengthened my awareness on the topic of the training.	262 (97.0)	115 (97.4)
2. I have a stronger sense of responsibility for my work.	246 (91.1)	116 (98.3)
3. I have become more conscious of working with my colleagues in a collaborative manner.	239 (88.5)	112 (94.9)
4. I am more motivated to undertake activities that contribute to my country's development.	257 (95.1)	117 (99.1)
5. I see my country's situations from an international perspective	242 (89.6)	114 (99.6)

In the survey, the participants were asked if and how much the following items apply to their situations in order to assess the kinds of changes resulted at their work place as positive impacts of the training.

1. I am assigned to more important work.
2. I have been promoted.

As shown in Figure 8 and 9, 83 (70.9%) responded "I am assigned to more important work" in the disaster management field, and 169 (62.8%) in the environmental management field. 46 (38.9%) were promoted in the disaster management field, and 107 (39.7%) in the environmental management field.

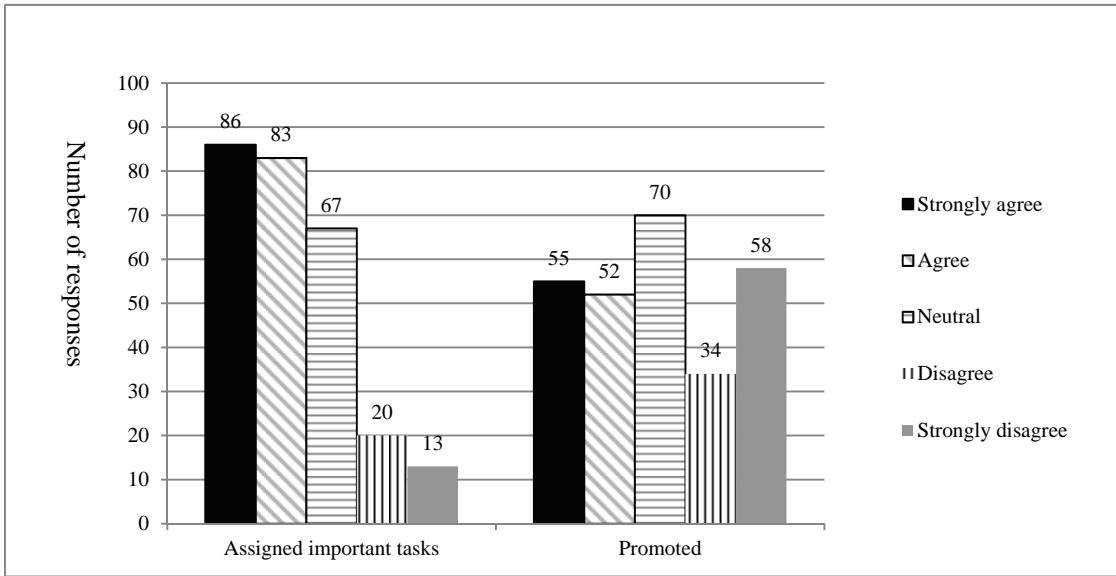


Figure 8. Changes in Former Participants' Workplace Situations (Environmental Management Field)

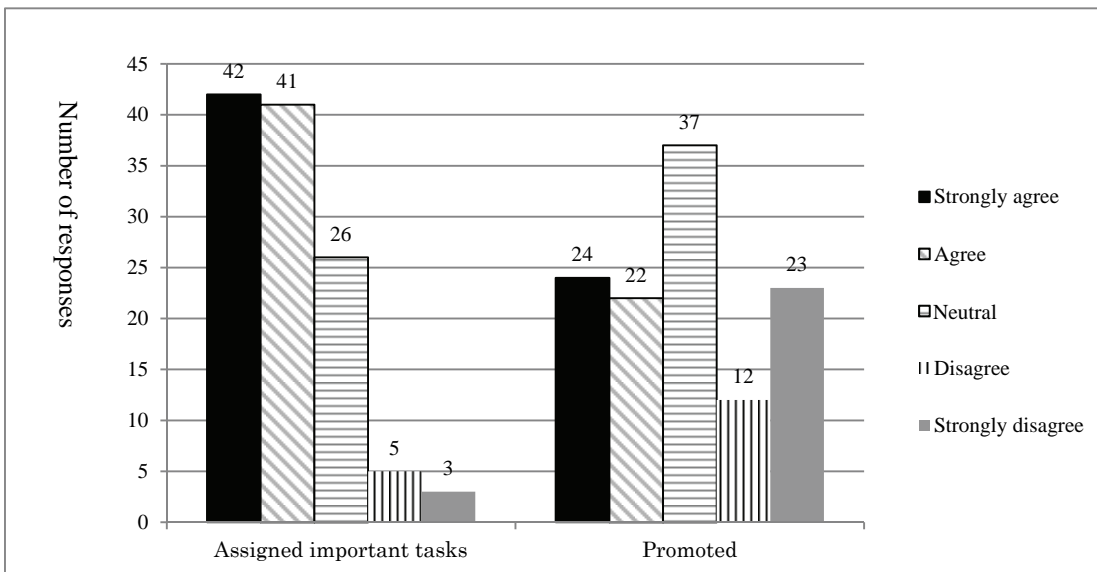


Figure 9. Changes in Former Participants' Workplace Situations (Disaster Management Field)

Table 28 shows the results of multiple linear regression analysis, attempting to specify factors that influenced changes in attitude. The multiple linear regression analysis results indicate "one's awareness of the topic of training contents" show that the participants' awareness of topics were enhanced when "training contents match the needs of their job assignments", "training contents match the needs of their organizations", "high level of knowledge and skills learning", "high evaluation of workshops", "high evaluation of practical training/field visits", and "high evaluation of the overall training" are applicable as opposed to when they are not.

The multiple linear regression analysis results regarding "sense of responsibility for one's work" show that the participants' sense of responsibility improved when "training contents match their needs of job assignments", "high evaluation of workshops", and "high evaluation of discussions among participants" are applicable as opposed to when they are not.

The multiple linear regression analysis results regarding "attitude to collaborate with their colleagues" show that the participants are more willing to collaborate with their colleagues when "training contents match their needs of job assignments", "training contents match the needs of their organizations", "high evaluation of workshops", and "high evaluation of discussions among participants" are applicable as opposed to when they are not.

The multiple linear regression analysis results regarding "motivation for contributing to the development of one's country" show that the participants are more motivated to contribute to the development of their countries when "training contents match the needs of their organizations", "high evaluation of workshops", and "high evaluation of the training as a whole" are applicable as opposed to when they are not.

The multiple linear regression analysis results regarding "grasp of one's own countries' situation from an international perspective" show that the participants have better understanding of their own countries' situation from an international perspective when "the participants were very much interested in the training contents" and "training contents match the needs of their organizations" are applicable as opposed to when they are not.

Coefficient of determination ranges between 0.258 and 0.07, which are rather low. This, however, might be caused by reasons, such as factors that should be included in the analysis are not included.

Table 28. Factors Influencing Changes in Attitude

Factors	Awareness of topics in the respective training fields	Sense of responsibility for one's work	Attitude to collaborate with one's colleagues	Motivation for contributing to the development of one's country	Grasp of one's own countries' situation from an international perspective
Interest in one's training contents	0.07	0.063	-0.033	0.028	0.176**
Training contents match the needs of one's job assignments	0.114**	0.257***	0.16**	0.027	-0.058
Training contents match the needs of a participant's organization	0.114**	0.061	0.146**	0.184**	0.194**
Level of knowledge and skills learning	0.004**	0.001	0.005	0	0.001
Evaluation of workshops	0.065**	0.089**	0.105**	0.082**	0.004
Evaluation of practical training/field visits	-0.007	0.038	0.006	-0.048	0.032
Evaluation of lectures	-0.02	0.03	0.034	-0.032	0.029
Evaluation of discussions among participants	0.009	0.057**	0.088**	0.003	0.043
The Training as a whole	0.088**	-0.032	-0.072	0.099**	-0.017
Adjusted coefficient of determination	0.239	0.258	0.198	0.108	0.07

*** significant difference at 1% level; ** significant difference at 5% level; * significant difference at 10% level.

④ Effectiveness of Environmental Management and Disaster Management Training Programs

Japan has accumulated abundant knowledge and technical skills while handling environmental and disaster issues on Japanese soil. The knowledge and skills acquired in the Environmental Management and Disaster Management training programs are based on Japan's own experience; Japan's rich personal history is the most remarkable characteristic when talking about the effectiveness of these training programs. For example, in the environmental management field, training participants learned how local communities developed anti-pollution policies, industrial waste treatment methods, and industrial sewer treatment methods when inhabitants personally suffered serious industrial pollution problems such as Minamata Disease. In the disaster management field, participants learned how local communities developed a network to prepare for and mitigate the damages of disasters while personally encountering natural disasters such as the Great Hanshin-Awaji Earthquake (also known as Kobe Earthquake).

Through lectures, training participants learned about the damages that Japan has experienced, and how governments and local communities have overcome. Additionally, through communicating with people who were affected and field visits, participants are believed to gain deeper understanding about the meaning of environmental management and policies against

disasters, and obtain the training contents more effectively. These outcomes are confirmed by the results of the complete count questionnaire survey. Via the questionnaire inquiry, “the contents were useful especially because they are based on Japanese own experience”, in the disaster management field, 85 (73.2%) responded “strongly agree”; 22 (18.9%) responded “somewhat agree”; taken together, these results indicate that the strong majority (92.1%) responded very positively. Concerning this same inquiry, in the environmental management field, 167 (61.8%) responded “strongly agree”; 73 (27.0%) responded “somewhat agree”; taken together, these results indicate that the strong majority (88.8%) responded very positively. Based on these data, it can be concluded that in both of the fields, training programs that are based on direct learning from personal experiences in Japan were highly evaluated.

Moreover, when participants were asked what memories of the program they retained, comments were strongly related to their personal encounters with Japanese people. Examples in the disaster management field include the remembrance of how Japanese society worked together to mitigate the damage of natural disasters such as earthquake and volcano eruption; others remembered being able to talk with people who suffered from tsunami and typhoon; some retained an impression of the Japanese culture toward disaster reduction and the spirit of volunteering; and some commented that they remembered being able to learn the skills of preventing damage from flooding and volcano eruption, and being able to see construction projects such as check dams. Examples of remembered experiences in the environmental management field include knowing that even children know how to separate waste in Japan; others were left with the impression of Japanese people participating in recycling through separating waste; and some answered that they were very impressed by how local citizens volunteer to clean up streets by groups. Moreover, some former participants indicated that they were impressed by how streets were clean, without litter, and were grateful to know that Japan experienced serious problems such as Minamata Disease, but the country improved the situations with appropriate measures.

The results of the Complete Count Questionnaire Survey are consistent with the results of the overseas field survey in Vietnam and Turkey.

In the disaster management field, a former participant from Vietnam was impressed seeing Japanese senior citizens volunteering in disaster reduction activities and elementary school children carrying hats and water bottles in preparation for natural disasters; at his workplace, he subsequently proposed that it would be beneficial to spread the disaster reduction activities at the local residence level. Another former participant from Vietnam learned about BOKOMI, a local residence-centered disaster reduction network in Kobe, and believed in a similar network in Vietnam. He is currently preparing lectures about BOKOMI at her disaster reduction project. A former participant of Turkey learned that the parks along the shores of Kobe city helped stop

tsunami during the Great Hanshin-Awaji Earthquake (also known as Kobe Earthquake), and he realized that it's necessary to build similar parks in Turkey.

In the environmental management field, a former participant from Vietnam realized that waste separation has been in Japanese people's daily lives by walking on the streets and talking with local residents, and he understood the importance of raising awareness toward environmental protection. He also was impressed by the high technology of Japanese waste treatment. A former participant from Turkey was impressed by the cleanness of a waste disposal facility with deodorizing equipment. Seeing children grouped on the school playground and separating garbage without any mistakes during a lesson left a strong impression.

In the fields of Disaster Management and Environmental Management, the meaningfulness of training participation and impressions about training were relayed through the above opinions during overseas field surveys and are consistent with the results of the complete count questionnaire survey.

(2) The Young Leader Programs

① Survey Results Regarding Training Contents and Systems

1) Motivation to participate in the training

In order to find out the motivations of the training participants who attended the Young Leader Programs, they rated how strongly they agree with the following sentences by rating answers on a five-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree. Both "I was interested in the contents of the training" and "I was interested in coming to Japan" scored 4.5 and above, indicating these factors as the most important motivations. (See Table 29)

Table 29. Motivation to Participate in the Training

Items	Average Score (maximum 5)
1) I was interested in the contents of the training.	4.73
2) I was interested in coming to Japan.	4.75
3) My supervisor advised me to participate in the Training.	4.03
4) My colleagues and/or friends advised me to participate in the Training.	3.66

2) Evaluation of the training

A. Evaluation of training contents

In order to evaluate the training contents, the participants were asked how strongly they agree with the following sentences and answers were given by rating answers on a five-point scale: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree. Table 30 shows the averaged responses, scoring 4 or above for all items.

Table 30. Evaluation of Training Contents

Items	Average Score (maximum 5)
1) The training contents matched the needs of my job assignments.	4.47
2) The training contents matched my organization's needs.	4.32
3) The training contents covered new knowledge and skills.	4.54
4) The training contents were practical.	4.35
5) The training curriculum was properly designed to achieve the goals.	4.41
6) The training was conducted according to the schedule.	4.77
7) The training was implemented efficiently for achieving its goals.	4.58
8) The training contents were covered according to the original plan.	4.65
9) The knowledge and skills I learned in the training are relevant even today.	4.45

B. Evaluation of Training Curriculum

On a 10-point scale (0 = Extremely bad ~ 10 = Extremely good), the former training participants averaged 9.1 for "the training as a whole" in the disaster management field, 8.9 for the environmental management, and 8 and above for all items, receiving high evaluations overall. (see Table 31)

Table 31. Evaluation of Training

Evaluation Items	Average Scores (maximum 10)
1) The Training as a whole	8.9
2) General orientation on culture of Japan	8.7
3) Accommodation	8.9
4) Performance of coordinators and staff	9.1
5) Interactions with Japanese people	8.4
6) Interactions with other training participants	8.8
7) Lectures	8.5
8) Practical training and field visits	9.0
9) Home-stay	8.3

In order to specify factors that influenced the "evaluation of the training as a whole" in the Young Leader Programs, multiple linear regression analysis was conducted. (See Table 32) The results show that the overall evaluation of the training was higher when the training participants valued "general orientation on the culture of Japan", "accommodation", "performance of coordinators and staff", "lectures", "field visits", "home-stay", and "training contents according to the plan", compared to when the training participants did not value those factors.

Table 32. Multiple Linear Regression Analysis of Evaluation of Training in General

Factors	Coefficients
General orientation on culture of Japan	0.162 ^{***}
Accommodation	0.094 ^{**}
Performance of coordinators and staff	0.219 ^{***}
Interactions with Japanese people	0.017
Interactions with other training participants	-0.061
Lectures	0.213 ^{***}
Practical training and field visits	0.192 ^{***}
Home-stay	0.092 ^{***}
The training contents were covered according to the plan	0.164 ^{**}
Adjusted coefficient of determination	0.748

^{***} significant difference at 1% level; ^{**} significant difference at 5% level; ^{*} significant difference at 10% level.

② Analysis of Factors Facilitating Positive Impacts

1) Contributions

According to the multiple linear regression analysis of the participants' contributions to items, such as "establishment/improvement of policies and systems" and "implementation of projects using acquired knowledge and skills", statistically significant factors that influence whether the participants were able to contribute or not are "applicability of acquired knowledge and skills", "support from supervisors/colleagues", availabilities of "equipment/ facilities" and "budget". (See Table 33)

Adjusted coefficients of determination are high, ranging from 0.50 and 0.80. This explains that "applicability of knowledge and skills", "support from supervisors/colleagues", "equipment /facilities", "budget" are essentially the relevant factors.

Table 33. Multiple Linear Regression Analysis of Contributions

Factors	Establishment/ improvement of policies and systems by national or local government	Establishment/ improvement of system in one's organization	Establishment/ improvement of methods and techniques used in one's work	Project formulation/ implementation in one's organization	Development/ improvement of action plans in one's organization
Equipment/facilities	0.221 ^{**}	0.373 ^{***}	0.191 ^{**}	0.271 ^{**}	0.244 ^{**}
Budget	0.267 ^{**}	0.199 ^{**}	0.278 ^{**}	0.239 ^{**}	0.282 ^{**}
Support from supervisors/colleagues	0.542 ^{***}	0.355 ^{**}	0.228 [*]	0.543 ^{***}	0.493 ^{***}
Applicability of acquired knowledge/skills	0.425 ^{***}	0.5 ^{***}	0.578 ^{***}	0.405 ^{**}	0.306 ^{**}
Adjusted coefficient of determination	0.801	0.695	0.506	0.7	0.581

^{***} significant difference at 1% level; ^{**} significant difference at 5% level; ^{*} significant difference at 10% level.

2) Level of training contents learning

Table 34 shows multiple linear regression analysis of acquisition of knowledge and skills. The results indicate the participants achieved a higher level of learning when "training contents matched the needs of their organizations", "training contents were covered according to the original plan", and their evaluation of "lectures" were higher, compared to those participants who did not have these. (See Table 34)

Coefficient of determination is 0.294, which is rather low. This, however, might be caused by reasons, such as the exclusion of factors that should be included in the analysis.

Table 34. Multiple Linear Regression Analysis of Level of Learning

Factors	Coefficients
Training contents matches needs of the participant's job assignments	0.472
Training contents matches the needs of the participant's organization	3.163**
Training was implemented according to the schedule	0.901
Training contents were covered according to the original plan	4.153**
The knowledge and skills I learned in the training are relevant at present	1.333
Lectures	2.021**
Practical training and field visits	-0.309
Adjusted coefficient of determination	0.294

*** significant difference at 1% level; ** significant difference at 5% level; * significant difference at 10% level.

③ Survey Results Regarding Former Participant's Behavioral Changes Upon Returning to Home Countries

In the questionnaire, former participants were asked the following questions about changes in their attitudes.

1. The training strengthened my awareness on the topic of the training.
2. I perform my work duties more efficiently and effectively.
3. I am more motivated to undertake activities that contribute to my country's development.
4. I now understand my own countries' situation from an international perspective.

Figure 10 shows the degree of changes in former participants who attended the Young Leader Programs. In all areas, 90% or more answered that they improved. In particular, 94.7% said their awareness of issues in their respective training fields was enhanced, and 96.8% said they are more motivated to contribute to the development of their own countries.

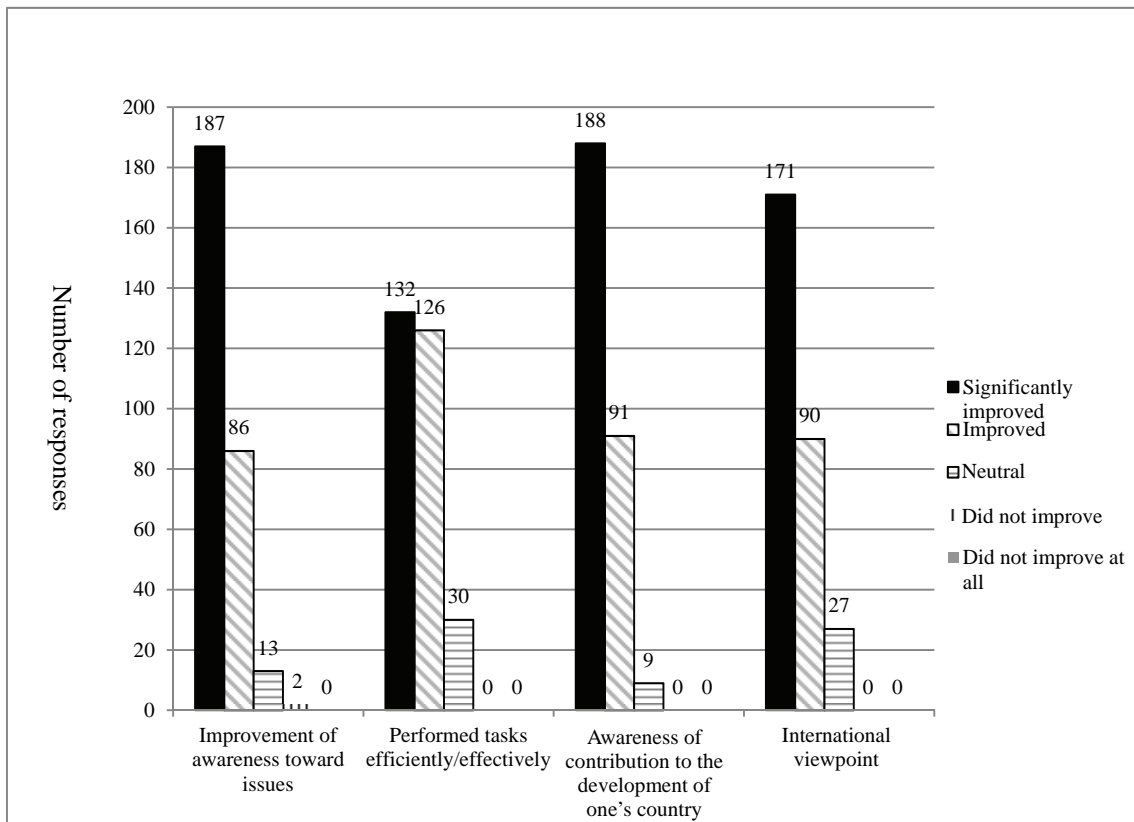


Figure 10. Positive Impacts: Changes in Training Participants' Behavior and Attitude

As shown in Figure 11, 206 (71.5%) responded that they were assigned with more important tasks, suggesting the participants are using what they learned through the training at their work.

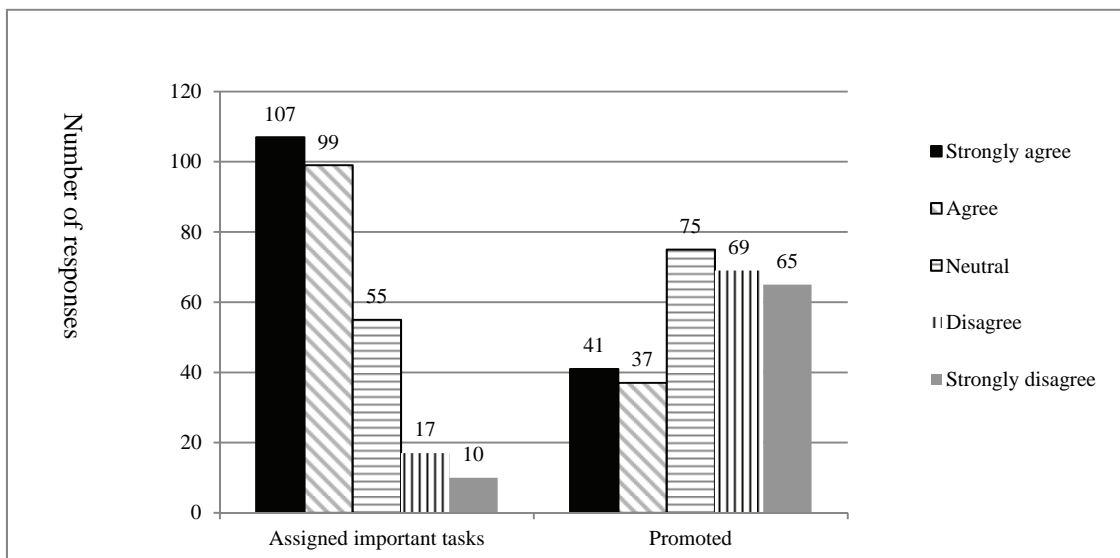


Figure 11. Changes in Former Participants' Situations

The multiple linear regression analysis results regarding "one's awareness of topics in the respective training fields" show that the participants' awareness of topics were enhanced when "training contents match the needs of their job assignments", "high level of training contents learning", "high evaluation of lectures", and "high overall evaluation" are applicable as opposed to when they are not. (See Table 35)

The multiple linear regression analysis results regarding "effective and efficient work performance" show that the participants are more conscious about working effectively and efficiently when "training contents match the needs of their job assignments", "high level of training contents learning", "high evaluation of lectures", and "high overall evaluation" are applicable as opposed to when they are not.

The multiple linear regression analysis results regarding "motivation for contributing to the development of one's country" show that the participants are more motivated to contribute to the development of their countries when "training contents match the needs of their job assignments" and "high level of training contents learning", are applicable as opposed to when they are not.

The multiple linear regression analysis results regarding "grasp of one's own country's situation from an international perspective" show that the participants are able to grasp their own countries' situations from an international perspective when "training contents match the needs of their job assignments" and "high overall evaluation" are applicable as opposed to when they are not.

Table 35. Multiple Linear Regression Analysis of Changes in Attitude

Factors	Awareness of topics in the respective training fields	Effective and efficient performance of work duties	Motivation for contributing to the development of one's country	Grasp of one's own countries' situation from an international perspective
Training contents match the needs of one's job assignments	0.242***	0.197**	0.234***	0.142**
Acquisition rate of training contents	0.006**	0.01**	0.006**	-0.002
Evaluation of lectures	0.078**	0.089**	0.027	0.022
Evaluation of practical training/field visits	0.003	-0.035	-0.011	0.026
Overall evaluation	0.091**	0.112**	0.065	0.125**
Adjusted coefficient of determination	0.283	0.261	0.18	0.10

*** significant difference at 1% level; ** significant difference at 5% level; * significant difference at 10% level.

2-3. Comparison with Past Three Annual Surveys

Annual post-training complete count questionnaire surveys have been conducted since FY2010. Below shows the comparison of this year's survey results to results of FY 2011, FY 2012 and FY 2013.

① Positive impacts of the training programs

- Compared to the FY2013 survey results, the FY2014 survey results scored higher in all types of contributions: "Establishment or improvement of policies and systems by national or local governments", "Establishment and improvement of system in one's organizations", "Establishment/improvement of methods and techniques used in one's work", "Project formulation/implementation in one's organization", "Development / improvement / implementation of action plans in one's organization", "Development / improvement / implementation of action plans in one's organization". On the other hand, the survey results of FY 2014 are consistent with those of FY 2013 because more positive impacts of the training were found in more ordinary contribution categories, such as "improvement of techniques and methods at training participants' work", rather than in the grander categories, such as "policies and systems of national and local governments".
- The percentage of training participants who implemented action plans was generally consistent in all years: 61.6% in FY 2014, 65.1% in FY 2013, 65.2% in FY 2012.
- Participation in training programs was confirmed in this year's survey as an effective way to improve connections with Japan and perceptions of Japan. The same result was confirmed in FY 2011, FY 2012 and FY 2013. Yet, after the training participants returned to their home countries, the communication with the Japanese people whom they met during the training was not active. This outcome was found in previous years' surveys, as well as this year.
- In FY 2011, FY 2012 and FY 2013, the evaluation of JICA training programs was higher than those of other donors/international organizations. In this year's survey, more than a half of the respondents who participated in other organizations' training programs stated that JICA's training programs are more useful and include knowledge and skills that they cannot obtain in other organizations' training programs, and the sustainability of the JICA programs is better.

② Changes in Training participant's Behavior and Attitude

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

③ Contents and Course Design of Training

- This year's evaluation of the training programs was high overall. These similar trends were

found in FY 2011, FY 2012 and FY 2013. The overall scores (on a 10-point scale) were 8.9 in the environmental management field, and 9.1 in the disaster management field. In all target training fields, the overall score was 8.73 in FY 2013. Although the training programs were evaluated on a five-point scale (maximum 5) in FY 2011 and FY2012, the programs scored high in all fiscal years.

- In this fiscal year, especially "performance of training coordinators and staff" (Disaster Management: 9.2, Environmental Management: 9.1) and "practical training/field visits" (Disaster Management: 9.2, Environmental Management: 8.9) and "workshops" (Disaster Management: 8.9, Environmental Management: 8.5) received high scores. Also in FY 2013, the same trend was found; "performance of training coordinators and staff" (9.13), "workshops: (8.5) and "practical training/field visits (8.5) received high scores.
- Regarding the motivation to participate in the training, "interested in the training contents" and "knowledge and new skills were required at work" received high scores in all fiscal years.

After comparing multiple annual surveys, the conclusion is that the results of this year's survey are generally consistent with those of the previous three years in terms of "motivation to participate in the training", "training contents", "evaluation of the training", "changes in behavior and attitude after the training", "implementation of action plans", "connection with Japan and Japanese people" and "comparison of the JICA training programs to those of other donors/international organizations".

Appendix

Appendix 1. Good Practice Collection

Good Practice: Vietnam ①

- **Establishing the Department of Rescue in University of Fire Fighting and Prevention with former training participants as core members.**
- **Developing textbooks of disaster-management.**
- **Conducting disaster relief training programs in local provinces.**

Training Courses	Training on Firefighting Command Techniques (2009, 2010, 2011); Top Manager's Seminar, Fire Control Administration (2006)
Training Implementing Partners in Japan	Fire and Disaster Management Agency, Ministry of Internal Affairs and Communication; Tokyo Fire Department
Name of Former Training Participants	Mr. Ngo Van Nam, Mr. Nguyen Truong Trung, Mr. Pham Viet Tien, Mr. Nguyen Van Hiep, Mr. Nguyen Van Can, Mr. Tran Van Han, Mr. Ta Chi Cong
Parent Organizations	University of Fire Fighting and Prevention
Current Positions	Chief, Administration Department; Deputy Director, Department of Rescue; Lecturers, Department of Rescue
 	

Outline of Training Outcomes

University of Fire Fighting and Prevention (UFFP) is the only university focusing on educating disaster management-related professionals in Vietnam. Since 1976, it has been playing an important role in the area of disaster management. There are undergraduate degree programs, graduate degree programs, and diploma programs, with students coming from overseas countries such as Thailand and Laos. The university not only functions as an educational institute, but also has strong influence on policy decision making. In 2013, when a law on natural disaster preparedness and prevention was revised, the university's opinions were reflected.

From 2009 to 2011, 6 lecturers from UFFP participated in JICA training programs in 3 consecutive years, with programs lasting 2 weeks to 1 month each year. In addition, 4 other lecturers and administration officers participated in JICA training programs as well. In 2010, former participants established a Department of Rescue and themselves became the Deputy Director and lecturers of the new department. Moreover, as core team members, they developed textbooks of disaster management. These textbooks have been used in the University, as well as to give lectures in local provinces. As a result, more fire departments are established in local provinces, and the demand for expanding disaster reduction activities has increased. As per request of local fire departments, the University has sent lecturers, with former training participants as core members, to provide disaster relief training programs. Although the local fire departments are responsible for the transportation and other fees, the number of service requests has increased year after year. As described above, the positive impacts developed by former participants of UFFP have been expanding steadily.

Process Leading toward the Realization of Outcomes

For 3 consecutive years following 2005, a long-term expert was assigned to improve the curriculum in the University. In 2011, after training programs were finished, the same expert visited again and followed up with the progress. With this expert's support before and after training programs, the participants were able to clearly obtain a purpose before training and set up goals afterwards. Moreover, the contents of training programs were applied in a way that suits Vietnamese culture, organizational systems, and environment so that better positive impacts have resulted.

In addition, as a systematic effort, lecturers of the University were sent to JICA training programs for 3 consecutive years starting in 2009. The step-by-step learning of knowledge and skills enabled the lecturers to share similar concepts and contributed to the establishment of a new department and textbook development. Moreover, since the former training participants are university lecturers, they were able to apply the teaching methods of Japanese training instructors into the improvement of their own teaching. As they mentioned during the interview, "the Japanese Expert and training instructors are enthusiastic. Their teaching methods are sophisticated." The former participants from UFFP also developed new textbooks with references to their training materials.

In Vietnam, Japanese fire trucks (new and used) have been introduced. Since Vietnamese are similar in physical stature to Japanese, the operating skills learned in Japan were easily transferred to their work in Vietnam. In conclusion, the above factors and processes are considered important outcomes leading to the expansion of positive impacts.

Future Aspirations / Impression about JICA Training Programs / Relationship between the Realization of Positive Impacts and Training Outputs

According to the Vice Principal of UFFP, through 3 consecutive years of participation in training programs in Japan, former participants learned practical skills from Japan, a country that has been through many natural disasters. Now they have become the best team in Vietnam. The Vice Principal expressed his appreciation and stated that they would like to continue working with JICA. According to the former training participants who have also attended training programs organized by other donor institutions, Japanese training programs are outstanding with regard to the instructors' enthusiasm, sophisticated teaching methods and practical contents. The former participants mentioned that they were eager to attend more professional training programs in the future.

Good Practice: Vietnam ②**Conducting seminars concerning water resources and environmental management of Ha Long Bay, while introducing Japanese practices on anti-pollution and environmental protection.**

Training Course	Water Environment Administration (2013)	
Training Implementing Partner in Japan	Kitakyushu International Techno-Cooperative Association	
Name of Former Training Participant	Ms. Phan Thi Hoang Hao	
Parent Organization	Department of Natural Resources and Environment, Quang Ninh Province	
Current Position	Officer, Department of Environmental Protection, General Administration Office	

Outline of Training Outcomes

Ms. Hao's workplace, the Department of Natural Resources and Environment's (DNRE) Quang Ninh Office, is responsible for the protection and development of Ha Long Bay area, a popular tourism location in Vietnam. Along with the rapid tourism development, Ha Long Bay's environmental deterioration has become a severe problem, and a rising challenge to DNRE's Quang Ninh Office.

Ms. Hao learned about the Japanese system of water resource and environmental management, the wastewater treatment system, and Japan's practice overcoming pollution issues. She was also impressed by Japanese people's high awareness toward environmental protection; a good example is the establishment of a household waste sorting system. She realized there is a stark difference in environmental awareness at the citizen level, comparing Japan to Vietnam, and felt the necessity of raising this awareness in Vietnam. As a result, Ms. Hao created an action plan involving an environmental protection seminar, geared toward citizens.

After returning to Vietnam, Ms. Hao immediately reported her action plan ideas to her supervisor and colleagues. Her proposal of organizing seminars was readily accepted by her supervisor, and Ms. Hao then developed seminar materials based on JICA training contents. The seminars focus on the importance of water and protection of the environment, aiming to educate local businessmen, students and residents. Since her returning from Japan, 4 seminars have been

conducted and approximately 60 people attended each time. According to Ms. Hao, she learned not only the contents, but also the teaching methods (i.e. utilizing PowerPoint materials) from her Japanese training instructors. When conducting seminars, she refers to the experience that she gained in Japan.

Ms. Hao's supervisor hoped that she would become a motivator in her work position after gaining knowledge and skills through training. As expected, after returning from Japan, Ms. Hao has become actively involved in water and environmental protection and is able to contribute ideas even to her supervisors. She also proactively participates in team building and project schedule management. With her steady implementation of seminars that were designed in conjunction with her action plan during the training, there is a great improvement in Ms. Hao's performance after returning from the training. Thus, she has been chosen to become the leader of public relations activities concerning environmental protection.

Process Leading toward the Realization of Outcomes


At the Department of Natural Resources and Environment's Quang Ninh Office, several officers including Ms. Hao's supervisor, have attended JICA's training programs. Ms. Hao and her supervisor shared a clear goal of training participation and the supervisor has set up an environment for Ms. Hao to share her experience with other colleagues, and to utilize her expertise at work. She has then been assigned to become the leader of public relations, and the seminars conducted based on her action plan made at training are consistent with her job assignment. Thus, the positive impacts of training have been promoted and expanded.

Future Aspirations / Impression about JICA Training Programs / Relationship between the Realization of Positive Impacts and Training Outputs

At JICA training programs, Ms. Hao learned not only the Japanese success in overcoming pollution issues through case studies, but also visited facilities. This combination is exceptionally effective, and Ms. Hao was able to compare Kita Kyushu to Ha Long Bay in terms of waste disposal capability and related policies, and eventually started working actively with a long-term view of Ha Long Bay's future. After returning to Vietnam, she has been involved in planning environmental projects conducted by DNRE's Quang Ninh Office and Japanese counterparts. According to Ms. Hao, she will utilize her training experience not only on conducting seminars, but also on other environmental protection projects.

Good Practice: Vietnam ③

Successfully applying home-stay experience in Japan to tourism development in Coto Island which was previously considered without many tourism resources.

Training Course	Training Program for Young Leaders (2009)	
Training Implementing Partner in Japan	Tsuyama International Friendship Society	
Name of Former Training Participant	Ms.Do Thi Le Quyen	
Parent Organization	School Youth Committee Under National Committee on Youth Vietnam (NCYV), Quang Ninh Province	
Current Position	Head of School	

Outline of Training Outcomes

At Youth Union of Vietnam Communist Party, many officers have been dispatched to JICA training programs. Ms. Quyen was one of them. She belongs to Youth Committee under Quang Ninh Provincial Youth Union, which is located a 3-hour driving distance from Hanoi, the capital of Vietnam.

In 2009, Ms. Quyen participated in the Training Program for Young Leaders in Okayama prefecture, and experienced home-stay for the first time. She was deeply impressed by the home-stay experience, during which she lived and directly communicated with local people. Coto Island of Quang Ninh Province is close to Ha Long Bay, but was considered an island without special tourism resources. Based on her home-stay experience, Ms. Quyen believed that Coto Island's beautiful nature and the local people's traditional lifestyles could become valuable tourism resources. She then created her action plan and proposed a sightseeing tour, including home-stays at traditional houses.

After returning to Vietnam, Ms. Quyen explained her action plan to her supervisor and colleagues at Youth Committee (under Quang Ninh Provincial Youth Union), and moved to implementation. Although Quang Ninh Province provided a small fund for this low budget project, Ms. Quyen and her colleagues made handmade promotional posters to control the cost. The sightseeing tour has been popular. With more and more tourists coming to Coto Island, it has become a popular tourism spot, with a hotel under construction. Moreover, Coto's Communist Party Committee of Quang Ninh Province has established a tourism development plan (2015-2020), for sustainable tourism development of Coto Island.

In addition, while in Japan, Ms. Quyen visited schools of special education and nursing homes

for senior citizens, and conducted volunteering activities through training programs. Based on her experience, she developed volunteer programs for the Youth Committee to visit and help senior residents in Coto Island. This program has been supported by the Youth Committee and is still under implementation. Based on her great performance, Ms. Quyen was promoted the second year after the training.

Process Leading toward the Realization of Outcomes

The Youth Committee of Quang Ninh Provincial Youth Union has been volunteering, cleaning up Coto Island for many years. Ms. Quyen's plan of applying her home-stay experience to the island was soon adopted by her supervisor and the Youth Union. Her supervisor has attended JICA training programs as well and has been actively supporting former participants' initiatives. Although the project started with a low budget, with the existing connection with Coto Island and strong support from the Youth Union, the project has become a success in developing tourism, and spread the positive impacts of training programs.

Supervisor's Comments

Ms. Quyen has the passion to pour her wonderful experience from Japan into her work at home. According to her supervisor, the school is satisfied with the performance of former training participants including Ms. Quyen, and would like to continue sending more staff to JICA training programs to absorb more from Japan and to develop a better relationship with Japan. The support from the workplace, the feasible action plan (utilizing existing resources and a low budget), and the high motivation of the former training participants are the main factors toward the realization and expansion of positive training impacts.

Good Practice: Turkey ①

Applying Japanese disaster management system to strengthen disaster response in Istanbul.

Training Courses	<ul style="list-style-type: none"> • Pre-Recovery Planning from Natural Disasters (2013) • Case Studies on Reconstruction Process from the Great East Japan Earthquake (2014) 	
Training Implementing Partner in Japan	Kobe Institute of Urban Research	
Name of Former Training Participant	Mr. Bilgin Fatih	
Parent Organization	R&D Technical Department, Fire Training Center, Istanbul Metropolitan Municipality	
Current Position	Mechanical Engineer	

Outline of Training Outcomes

Mr. Fatih works with the Fire Training Center of Istanbul Metropolitan Municipality. He attended the training program of Pre-Recovery Planning from Natural Disasters in 2013, and learned about Kobe's disaster response after the Great Hanshin-Awaji Earthquake (Kobe Earthquake). Although Istanbul's size and total population are 10 times larger than Kobe, the two cities have similar population density. To Mr. Fatih, the training program was full of useful knowledge and skills. Among the many ideas he gained from Japan, he especially wanted to bring the disaster mitigation park that he saw in Japan to Istanbul. With passion, he returned back to Kobe, paying his own expenses, 9 months following his training. His former training instructor, a retired officer of Kobe Municipality, gave him advice on designing and building a disaster mitigation park in Istanbul. Later in 2014, he came back to Japan a third time and attended the training program of Recovery Process of Great East Japan Earthquake.



above: an earthquake simulation truck in Kobe (Yurerun)
below: a training session conducted at the fire simulation truck designed by Mr. Fatih.

Not only did Mr. Fatih bring the idea of the disaster mitigation park back to Turkey, but he also

designed and introduced a fire simulation truck based on the earthquake simulation truck that he saw in Kobe. The fire simulation truck has been used for the Istanbul Fire Department and also used in training sessions for local residents. More than 15,000 people have attended the training sessions. Mr. Fatih didn't transfer Japanese technology and experience without thorough research. Instead, he designed and introduced 3 types of fire simulation according to Turkish fire risks: kitchen fires, house fires, and factory fires.

Moreover, he has conducted disaster response training sessions targeting housewives in Sakarya Province, where Marmara Earthquake hit devastatingly in 1999, and has trained 40 housewife leaders so far. These training sessions are based on Japanese expertise in leadership development and the financial support from the US government. In addition, Mr. Fatih has established a collection of disaster-management related books in the Istanbul Fire Bureau, based on his experience in the Kobe Fire Department, where he recognized the value of books and written guidelines concerning disaster management.

Process Leading toward the Realization of Outcomes

Why has Mr. Fatih achieved so much within just 2 years? When asked, he was certain, saying it was because of his "strong will and high motivation". Mr. Fatih was born to a family of firefighters. His grandfather, father and himself make up three generations of firefighters. He started playing with fire trucks at 3 years old, and always heard his father saying "if this was like that, more lives would have been saved..." Gradually, he wanted to become someone who can be helpful to others, and protecting other people became his mission. Mr. Fatih always remembers the words that he heard from his grandfather and father when he was young. Their words have encouraged him to become a firefighter to save more people, driving him to work hard each day.

Then he had a chance to attend JICA training programs. Compared to Japan, Turkey has more natural and manmade disasters, resulting in more disaster relief activities than Japan. Yet, according to Mr. Fatih, in terms of disaster relief skills and citizens' awareness toward disaster prevention, there are a lot of things Turkey can learn from Japan. Although numerous issues exist in the area of disaster management, Mr. Fatih has found what he can do and implemented his plan, step-by-step. He said, "In order to achieve a dream, writing a good proposal, visualizing the concept, and presenting to counterparts in a way that they could understand are important. If someone could do the three, then a budget would come naturally." His hypothesis has been proven by his achievements.

Future Aspirations / Impression about JICA Training Programs / Relationship between the Realization of Positive Impacts and Training Outputs

Mr. Fatih has decided to come to Japan the 4th time, at his own expense, in December 2014 to

finalize his design of a disaster mitigation park which will be constructed in Istanbul. During the trip, he is expected to receive some final advice from professors of Kobe University and Doshishya University (his former training instructors). The day when a disaster mitigation park appears in Istanbul is coming soon.

Good Practice: Turkey ②

Taking a leading role in the expansion of waste disposal facilities in Turkey

Training Course	Comprehensive Waste Management Seminar (2002)	
Training Implementing Partner in Japan	Japan Environmental Sanitary Center	
Name of Former Training Participant	Mr. Ayhan Seref	
Parent Organization	Ministry of Environment and Urbanization	
Current Position	Section Director	

Outline of Training Outcomes

Mr. Seref attended the Comprehensive Waste Management Seminar from May to July of 2002. After returning from Japan, he was then promoted from Manager of Solid Waste Disposal Department to Section Manager, and now has 56 staff under his supervision.

In Japan, Mr. Seref attended the lectures on solid waste recycling and visited a broad range of disposal facilities: household garbage; industrial waste; waste of farming, forestry and livestock industries; hospital waste; television sets; cars and other waste. According to Mr. Seref, the most compelling visit was a lesson on recycling at an elementary school and this impression remains in his memory even now. He watched the school children being grouped at their school playground and separating waste by type; he was surprised, yet deeply touched. “It’s unbelievable that kids are learning and practicing waste separating from such a young age!”

During the seminar, Mr. Seref took waste neglect as a topic, and proposed an action plan as a solution. Back in 2002, there were only 8~10 waste disposal facilities, leaving some of the waste untreated. To improve the situation, Mr. Seref utilized his experience in Japan and proposed a method of waste sorting. In detail, with Ankara as a pilot city, a law on waste disposal storage management and a regulation on recycling management were proposed and passed. While implementing the law and regulation, he also helped develop various guidebooks. Ankara’s success soon spread to the whole country. Since then, approximately 60 waste disposal facilities have been constructed throughout Turkey.

Process Leading toward the Realization of Outcomes

When being asked about the key reason for his success after training, Mr. Seref believed that his position as Manager of Solid Waste Disposal Department (since before JICA training), which

gave him some authority to make decisions, played an important role. The contents of his action plan reflected a serious issue of the Solid Waste Disposal Department, and a solution was required urgently. Thus, Mr. Seref's action plan was full of detailed activities and matched Turkey's reality. These are also considered to be factors toward his success in such a short period after returning from Japan. According to Mr. Seref, there are three major factors that contributed to his success: the consistency between the seminar's contents and the skill requirements of his workplace; thorough understanding of expertise and skills provided by seminars; and utilizing knowledge and skills after returning, moving to action quickly.

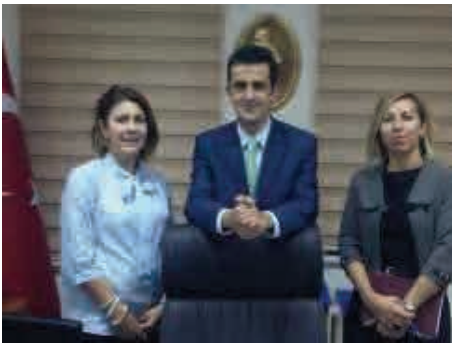
Future Aspirations / Impression about JICA Training Programs / Relationship between the Realization of Positive Impacts and Training Outputs

The main responsibility of Mr. Seref's current division is the waste disposal of coal mining operations, but he is also in a position to provide policy advice on waste disposal in general. There is only one large-sized waste incineration facility in Kocaeli Province, and it's certainly not enough to cope with the current demand of waste disposal. Mr. Seref believes that it's necessary to build more incineration facilities nationwide while establishing related regulations.

Mr. Seref took more than 600 pictures while in Japan and still cherishes them after 10 years; he is prepared to share his pictures anytime. As Turkey is aiming to join the EU, it is critical that the country work on its various environmental standards to meet EU requirements. Mr. Seref thinks that Japan's technology on waste disposal is equally good, compared to that of the EU, or even better. He is eager to introduce more Japanese technologies and to continue seeking cooperation between Turkey and Japan.

Good Practice: Turkey ③

Utilizing expertise gained from training to promote women-in-agriculture's social status in Turkey

Training Courses	Training Program for Young Leaders / Rural Development (2010)	Training Program for Young Leaders / Rural Development (2011)
Training Implementing Partners in Japan	Sasayama International Center of Understanding (SICU)	JICA Tsukuba International Tsukuba Center
Name of Former Training Participants	Ms. Kalei Nimet	Ms. Serep Dogan
Parent Organization	Department of Training Extension and Publication, Ministry of Food Agriculture and Livestock	
Photos	Ms. Kalei Nimet (right), Ms. Serep Dogan (left), The supervisor (middle)	
		

What Was Learned in Japan

Women who work in agricultural industries have lower social status compared to men, with no rights to possess land or livestock. They are not allowed to participate in activities other than agricultural work. They are disadvantaged in many areas, without access to market and finance, and achieving lower educational levels. From the Department of Training Extension and Publication, Ministry of Food Agriculture and Livestock, Ms. Nimet attended the 2010 Training Program for Young Leaders, and Ms. Dogan attended the 2011 Program.

Each attendee spent approximately 3 weeks in Japan. Through learning about the advancement of agricultural machinery, the development of arable land, and the system of agricultural cooperative associations and their roles, they clearly understood the work and position of Japanese women-in-agriculture. When being asked what they learned the most, they said, “It’s that agricultural cooperative associations not only distribute products, but also function to provide banking, insurance and other services to members. Moreover, it’s about the direct

selling system, which doesn't exist in Turkey. People don't have to go the distribution center. They could purchase over the Internet, and goods are delivered in just 1 day. It's amazing." (Ms. Nimet) "I think so, too. I was amazed to see that even small rural households have machines to wash, cut, measure and size vegetables. With those machines, the work burden of women in agriculture can be alleviated so they have more free time to spend on activities of the agricultural cooperation association, and even for leisure." (Ms. Dogan)

After returning from Japan, they shared what they learned with their colleagues and started spending more time visiting agricultural fields. According to them, the importance of communicating directly with these rural women is another thing that they realized during the training.

Ms. Nimet and Ms. Dogan were selected as escorting representatives for a 5-day seminar in Hungary (Mid of November, 2014), targeting women in agriculture. 50 women are selected to attend the seminar; among them, 30 are the Turkish women Ms. Nimet and Ms. Dogan have been working with. They will escort these women to the seminar in Hungary. Although there were many applications to attend the seminar, their proposal was highly evaluated and has brought a chance for 30 Turkish women in agriculture to attend an international seminar in Hungary.

Comments from Supervisor

"Their performance has changed dramatically after returning from Japan. With a clear goal of promoting women-in-agriculture's social status, they've taken the leadership and worked actively toward achieving it."(Manager of Department) "They have been striving to improve women-in-agriculture's lives and promote their social status. I believe overseas experience is important, and have been actively sending employees to see what's happening outside Turkey. I hope they will learn some new practice and skills from overseas, and utilize them in daily work. In order to promote women-in-agriculture's lives and status, we need to promote women's leadership here at our office first. My deep appreciation to JICA for providing training opportunities to the two ladies (Ms. Nimet and Ms. Dogan)." (Director of Department)

Appendix 2. V.I.P List of Former Training Participants

Outcome of Fiscal Year 2014 Ex-Post Evaluation Survey of JICA Training and Dialogue Programs & Training Program for Young Leaders: in the field of disaster management and environmental management, the following former training participants are confirmed to be at managerial positions by the end of 2014.

Socialist Republic of Vietnam

Current Position	Organization / Institution
Head of Department of Personnel and General Affairs	Central Committee for Flood and Storm Control, Ministry of Agriculture and Rural Development
Deputy Director	Department of Rescue, University of Fire Fighting and Prevention, Ministry of Public Security
Chief of Department	University of Fire Fighting and Prevention, Ministry of Public Security
Head of Division	National Disaster Management Center, Ministry of Agriculture and Rural Development

The Republic of Turkey

Current Position	Organization / Institution
Section Director	Ministry of Environment and Urbanization

Appendix 3. Survey Schedule and Interview Lists

Survey Schedule and Interview List (Vietnam)

Former Participants of the Thematic Program (Disaster Management)

No	Date	Name	Organization	Current Title	Year Participated
1	28-Oct-14	Mr. Vu Van Tu	MARD, CCFSC, Department of Dyke Management and Flood, Storm Control, ASEAN Committee on Disaster Management (ACDM)	Acting Director, Chairman of the ACDM 2013	2012
2	28-Oct-14	Mr. Nguyen Minh Tuan	MARD, CCFSC, Department for Dyke Management, Flood Disaster Management and Storm Control	Head of Department of Personnel and General Affairs	2009
3	28-Oct-14	Mr. Nguyen Ton Quan	MARD, CCFSC, Department for Dyke Management, Flood Disaster Management and Storm Control	Officer	2012
4	29-Oct-14	Mr. Nguyen Truong Trung	University of Fire Fighting and Prevention, Department of Rescue	Lecturer	2009, 2010, 2011
5	29-Oct-14	Mr. Pham Viet Tien	University of Fire Fighting and Prevention, Department of Rescue	Lecturer	2009, 2010, 2011
6	29-Oct-14	Mr. Nguyen Van Hiep	University of Fire Fighting and Prevention, Department of Rescue	Lecturer	2009, 2010, 2011
7	29-Oct-14	Mr. Nguyen Van Can	University of Fire Fighting and Prevention, Department of Rescue	Lecturer	2009, 2010, 2011
8	29-Oct-14	Mr. Ngo Van Nam	University of Fire Fighting and Prevention, Department of Rescue	Deputy Director	2009, 2010, 2011
9	29-Oct-14	Mr. Tran Van Han	University of Fire Fighting and Prevention, Department of Rescue	Lecturer	2011
10	29-Oct-14	Mr. Ta Chi Cong	University of Fire Fighting and Prevention, Administrative Department	Chief of Department	2006
11	29-Oct-14	Mr. Duong Huy Khoi	University of Fire Fighting and Prevention, Administrative Department	Deputy Director of Department	N/A Supervisor
12	29-Oct-14	Mr. Vu Van Binh	University of Fire Fighting and Prevention	Deputy president	N/A Supervisor
13	30-Oct-14	Ms. Le Thi Hieu	MONRE, Department of Hydrometeorology and Climate change	Officer	2012
14	31-Oct-14	Mr. Nguyen Chi Dung	MPS, Police Department of fire prevention, fighting and rescue, Center for science research and consultation on fire prevention, fighting and rescue	Master of fire presentation, fighting and rescue	2009, 2010

Former Participants of the Thematic Program (Environmental Management)

No	Date	Name	Organization	Current Title	Year Participated
1	27-Oct-14	Ms. Nguyen Phan Thuy Linh	MONRE, Vietnam Environment Administration, General Department of Environment	Expert	2013
2	28-Oct-14	Ms. Le Thi Hai Le	MONRE, Program Office	Deputy Director	2004
3	28-Oct-14	Mr. Bui Hong Nhat	MONRE, Center for environmental Monitoring, Environmental Laboratory	Head of Laboratory	2010
4	30-Oct-14	Mr. Nguyen Minh Ngoc	URENCO, Hoan Kiem Branch, Technology Planning Department	Head of Department	2013
5	30-Oct-14	Mr. Dang Huu Binh	URENCO	Deputy Director	2012
6	30-Oct-14	Mr. Nguyen Cong Hung	URENCO, Cau Dien Branch, the Technology Planning Department	Deputy Director	2012
7	30-Oct-14	Mr. Nguyen Hai Phong	URENCO	Chief Financial Officer	2008
8	30-Oct-14	Ms. Luong Thi Mai Huong	URENCO, International Cooperation Department	Chief of Department	N/A Supervisor
9	4-Nov-14	Mr. Bui Vu Hiep	DONRE Quang Ninh , Center for environment analysis	Officer	2012
10	4-Nov-14	Ms. Do Thi Ni Tan	DONRE Quang Ninh , Center for environment analysis, Environment Analyzing Division	Head of Division	N/A Supervisor
11	4-Nov-14	Ms. Phan Thi Hoang Hao	DONRE Quang Ninh, Department of environment protection, General Administration Office	Officer	2013
12	4-Nov-14	Ms. Nguyen thu huyen	DONRE Quang Ninh, Department of environment protection, General Administration Office	Head of Division	N/A Supervisor
13	4-Nov-14	Ms. TRAN Thi Hong Le	NHIZ, Facility and Environment Management Dept.	Staff and Leader	2012
14	4-Nov-14	Mr. Tran Van Quang	NHIZ , Facility and Environment Management Department	General Manager	N/A Supervisor
15	4-Nov-14	Mr. Do Trong Nam	Hai Phong Sewerage and Drainage Co., Ltd, Customer Service Department	Head of Department	2013

16	4-Nov-14	Mr. Nguyen Minh Quang	Hai Phong Sewerage and Drainage Co., Ltd, Transport and Construction Enterprise	Director	2013
17	5-Nov-14	Mr. Nguyen Huynh Quang	MARD, National Disaster Management Center	Head of Division	2012
18	5-Nov-14	Ms. Nguyen Thi Thu Ha	MARD, Center for disaster prevention and reduction, DCM	Acting Director of the Technology Training and Transfer	2012
19	5-Nov-14	Mr. Pham Doan Khanh	MARD, Center for disaster prevention and reduction, Disaster management Center	Deputy Director of the Project of Community Based Disaster Management	2011

Former Participants of the Training Program for Young Leaders

No	Date	Name	Organization	Current Title	Year Participated
1	27-Oct-14	Ms. Luong Quynh Huong	JICA VIETNAM OFFICE	Staff	2011
2	27-Oct-14	Ms. Nguyen Thi Thu Hang	JICA VIETNAM OFFICE	Staff	2011
3	27-Oct-14	Ms. Nguyen Thi Thanh Hai	JICA VIETNAM OFFICE	Staff	2012
4	30-Oct-14	Mr. Trinh Duc Chieu	MPI, CIEM, Department for Research on Enterprise reform & development	Researcher	2013
5	30-Oct-14	Ms. Mai Thuy Dung	MPI, Department for Economic Zones Management	Officer	2013
6	4-Nov-14	Mr. Hoang Ba Nam	NCYV Quang Ninh Province	Secretary	2011
7	4-Nov-14	Ms. Do Thi Le Quyen	School Youth Committee Under NCYV Quang Ninh Province	Head of School	2009
8	5-Nov-14	Mr. Bui Khac Hung	MARD, Center for Test, control experiment of variety of livestock, and foodstuff Department of livestock production	Head of the general office	2011
9	5-Nov-14	Ms. NGO Thi Khanh	NCYV, Vietnam Academy of Youth	Lecturer	2011
10	5-Nov-14	Ms. Nguyen Thanh Huong	NCYV, Agriculture Department	Officer	2010
11	6-Nov-14	Mr. Ta Xuan Quang	MPI, National Center for Socio-Economic Information and Forecast	Officer	2008

Donor organizations/Alumni Association Organizers

No	Date	Name	Organization Agency	Current Title	Year Participated
1	27-Oct-14 /7-Oct-14	Ms. Akiko Fujita	JICA Vietnam Office	Officer	-
2	27-Oct-14 /7-Oct-14	Ms. Pham Thuy Trang	JICA Vietnam Office	Staff	-
3	3-Nov-14	Ms. KIM Gyungah	KOICA Vietnam Office	Deputy Resident Representative	-
4	5-Nov-14	Ms. Bui Diem Huong	CYDECO	Deputy Director	-
5	5-Nov-14	Ms. LE HONG NHUNG	CYDECO	Program Officer	2011
6	5-Nov-14	Mr. Nguyen Hoang Linh	MPI, Foreign Economic Relations Department	Head of Japanese Division	-
7	6-Nov-14	Mr. Graham Alliband	Australia Awards, (Coffey-Vietnam is managed by Coffey on behalf of the Australian Government)	Vietnam Team Leader	-
8	6-Nov-14	Ms. Le Van Son	Embassy of Canada, DFATD	Senior Development Officer	-
9	6-Nov-14	Mr. Phan Dinh Phung	GIZ	Macroeconomic Reform Program Component Manager	-

Survey Schedule and Interview List (Turkey)**Former Participants of the Thematic Program (Disaster Management)**

No	Date	Name	Organization	Current Title	Year Participated
1	30-Oct-14	Mr. Karasu Muhammed Emin	IMM	Geometric Engineer	2008
2	30-Oct-14	Mr. Mentese Emin Yahya	IMM	Geometric Engineer	2010
3	30-Oct-14	Dr. Alpaslan Hamdi	IMM	Engineer	2006
4	30-Oct-14	Mr. Tas Eray	IMM	Civil Engineer	2010
5	30-Oct-14	Mr. Sepetci Ahmet Turan	IMM	Urban Planner	2010
6	30-Oct-14	Mr. Ozdmir Adnan Cihat	IMM	Officer	2011
7	3-Nov-14	Mr. Yazici Zafer	AFAD	Geological Engineer	2013
8	3-Nov-14	Ms. Tetik Cigdem	AFAD	Geological Engineer	2010
9	3-Nov-14	Mr. Alkan Mehmet Akif	AFAD	Engineer	2012
10	7-Nov-14	Mr. Biligin Fatih	IMM, Fire Training Center	Mechanical Engineer	2013, 2014

Former Participants of the Thematic Program (Environment Management)

No	Date	Name	Organization	Current Title	Year Participated
1	30-Oct-14	Ms. Gulsum Emel Zengin	ITU	Assistant Professor	2001
2	31-Oct-14	Ms. Halide Yeşilkaya	IMM, Environment Protection and Control Dept	Environmental Engineer	2010
3	31-Oct-14	Ms. Filiz Kara	IMM, Environment Protection and Control Dept	Environmental Engineer	2011
4	31-Oct-14	Dr. Dogan Ozgur	TUBITAC	Chief Senior Researcher	2007
5	31-Oct-14	Prof. Dr. Mehmet Kitis	TUBITAC	Acting Director	N/A Supervisor
6	4-Nov-14	Mr. Ayhan Seref	MEU	Section Director	2002
7	4-Nov-14	Ms. Hale Etorun	MEU	City Planner	1998
8	5-Nov-14	Ms. Atamer Melis	ME	Foreign Trade Expert	2014
9	5-Nov-14	Ms. Ozge Tumoz	MEU	Expert	2010
10	5-Nov-14	Mr. Ahmet Goktas	MEU	Environment & Urbanization Expert	2009
11	5-Nov-14	Ms. Arzu Nuray	MEU	Section Head	N/A Supervisor
12	6-Nov-14	Mr. Onder Irhan Bahdir	Illerbank	Technical Expert	2013
13	6-Nov-14	Ms. Gamze Aslan	Illerbank	Technical Expert	2013
14	6-Nov-14	Mr. Birol Kayranli	Illerbank	Acting Head	N/A Supervisor

Former Participants of the Training Program for Young Leaders

No	Date	Name	Organization	Current Title	Year Participated
1	3-Nov-14	Ms. Kaleli Nimet	MFAL	Agricultural Technician	2010
2	3-Nov-14	Ms. Serep Dogan	MFAL	Agricultural Technician	2011
3	3-Nov-14	Mr. Suleyman Bulut	MFAL	Section Head	N/A Supervisor
4	3-Nov-14	Mr. Halil Ibrahim Gul	MFAL	Department Head	N/A Supervisor
5	3-Nov-14	Mr. Mehmet Sahin	MFAL	General Directorate	N/A Supervisor
6	6-Nov-14	Mr. Mevlut Karacam	KOSGEB	Expert	2010
7	6-Nov-14	Ms. Pinar Isin	KOSGEB	Director	N/A Supervisor
8	7-Nov-14	Mr. Secil Er	ME	Foreign Trade Expert	2014
9	7-Nov-14	Mr. Nilay Camci	ME	Expert	2013
10	7-Nov-14	Mr. Erdem Basdemirci	ME	Assistant Expert	2013
11	7-Nov-14	Mr. Serdar Akinci	ME	Head of Department	N/A Supervisor

Donor Organizations/Alumni Association Organizers

No	Date	Name	Organization	Current Title	Year Participated
1	27-Oct-14	Ms. Yoshiko Ozawa	JICA Turkey Office	Officer	-
2	27-Oct-14	Mr. Esra Yildiz	JICA Turkey Office	Staff	-
3	28-Oct-14	Ms. Elif Ayhan	World Bank	Senior Urbanization Specialist	-
4	28-Oct-14	Mr. Erdem Ergin	World Bank	Urban/Disaster Risk Management Specialist	-
5	6-Nov-14	Dr. Huseyin Velioglu	JICA Alumni Association	President	-
6	7-Nov-14	Dr. Mustafa Balci	EU, Education and Training	Sector Manager	-

Appendix 4. Questionnaire of Complete Count Questionnaire Survey

Questionnaire: Evaluation of JICA Training and Dialogue Programs (the Training)

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.

1 Your Personal Information

- 1) Your name
- 2) Your organization at present
- 3) Your designation at present

2 Motivation to participate in the Training

2.1 How much do you agree with the following factors as your motivation to participate in the Training in terms of the below five point scale?

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

- 1) I was interested in the contents of the Training.
- 2) I needed new knowledge and skills in performing my job.
- 3) I was interested in coming to Japan.
- 4) My supervisor advised me to participate in the Training.
- 5) I had specific assignments and/or missions from my organization.
- 6) The Training program had a specific relationship to a project implemented in my country by JICA.
For this question, enter "1" if the statement is applicable, or "0" if not applicable.

1. applicable 0. not applicable

- 7) The training program had a specific relationship to a project implemented in my country by other donors/international organizations.
For this question, enter "1" if the statement is applicable, or "0" if not applicable.

1. applicable 0. not applicable

3 Evaluation of contents the Training

3.1 How much do you agree with following statements in terms of below five point scale?

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

- 1) The contents of the Training matched needs of my job assignments.
- 2) The contents of the Training matched my organization's needs.
- 3) The contents of the Training matched my country's needs.
- 4) The contents of the Training covered new knowledge and skills.
- 5) The contents of the Training were practical.
- 6) The knowledge and skills I learned in the training are relevant at present.
- 7) The Training contents were useful especially because they are based on Japan's own experience.

3.2 Degree of contents learning and goal achievement

- 1) How much of the Training contents did you acquire overall in percentage? (%)
- 2) How much of the Training's goal did you achieve in percentage? (%)

4 Evaluation of methods and efficiency of the Training

How much do you agree with following statements in terms of below five point scale?

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

- 1) Lecturers ensured the participants understand the contents.
- 2) The discussions among the participants were helpful to deepen the understanding of the contents.
- 3) The actual practice/field visits were effective to help the participants deepen their understanding of the contents.

- 4) Discussion with other participants from different countries was not useful because we face different problems. []
- 5) The training program was implemented as scheduled. []
- 6) The training was implemented efficiently for achieving its goals. []
- 7) The training was implemented as originally planned. []

5 Evaluation of other aspects of the Training

Evaluate the following aspects of the training in terms of below ten point scale. Enter "99", if not applicable.

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

- 1) General orientation on culture of Japan []
- 2) Coordinators and staff's performance []
- 3) Workshops []
- 4) Practical training/field visits []
- 5) Lectures []
- 6) Discussions among participants []
- 7) The Training as a whole []

6 Impact of the Training

6.1 How much do you agree with following statements about your attitude and situations as the impact of the Training?

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

- a. The Training strengthened my awareness on the topic of the Training. []
- 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 am more motivated to undertake activities that contribute to my country's development. []
- e. I consider my country's situation from a more international perspective. []
- f. I am assigned to more important work. []
- g. I am promoted. []

6.2 Using knowledge and skills acquired through the Training

1) To the following areas, how much do you agree you contributed by using the knowledge and skills you acquired through the Training by the below scale?

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

- a. I contributed to establishment/improvement of policies and systems by national or local government. []
- b. I contributed to establishment/improvement of system in my organization. []
- c. I contributed to establishment/improvement of methods and techniques used in my work. []
- d. I contributed to project formulation/implementation in my organization. []
- e. I contributed to development/improvement/implementation of action plans in my organization. []

2) You may or may not use knowledge and skills. If the below factor is relevant for your using or not using them, enter "1", if not relevant, enter "0".

- a. Availability of necessary equipment/facilities

1. relevant	0. not relevant
-------------	-----------------

[]
- b. Availability of budget

1. relevant	0. not relevant
-------------	-----------------

[]
- c. Support from my supervisors/colleagues

1. relevant	0. not relevant
-------------	-----------------

[]
- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant
-------------	-----------------

[]

6.3 Implementation of action plans

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

If you did it, enter "1" as yes, or did not do it, enter "0" as no.

Enter "99", if you did not make action plan, and this question is not relevant.

1. yes	0. no
--------	-------

[]

2) You may or may not have implemented action plan. If the below factor is relevant for your implementing or not implementing it, enter "1", if not relevant, enter "0". If you did not make an action plan, enter "99" as not applicable.

- a. Availability of necessary equipment/facilities

1. relevant	0. not relevant
-------------	-----------------

[]
- b. Availability of budget

1. relevant	0. not relevant
-------------	-----------------

[]
- c. Support from my supervisors/colleagues

1. relevant	0. not relevant
-------------	-----------------

[]
- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant
-------------	-----------------

[]

6.4 Transfer of the knowledge and skills acquired through the Training

We believe that the participants engage in various activities after the Training 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.

- 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.
 - b. In the above activities, how many persons attended on average? Please write the average number of persons who attended.
- 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.
 - b. In OJT activities, to how many persons did you transfer the knowledge and skills acquired through the Training? Please write the total number of the persons.

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

7.1 Have you participated in training programs sponsored by any other donors/international organizations?

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: _____)

7.2 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 ? If not applicable, please enter "99".

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

- 1) My learning experience by JICA training was more useful than by 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.

8 Contact with former JICA trainees

- 1) Is there any alumni association for former JICA program participants in your country? 1. yes 0. no

- 2) How often are you engaged with alumni/former trainees in the following situations in terms of the below five point scale?

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

- a. I receive information about JICA and Japan through alumni network.
- b. I engage myself in activities with other former JICA trainees.
- c. Please describe your activities with other former JICA trainees

9 Understanding Japan

9.1 How much do you agree with following statements about your perception of Japan in terms of below five point scale

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

9.2 How much do you think each of the following training activities contributed to changing your perception of Japanese culture?

1	2	3	4	5
No contribution at all	No contribution	neutral	some contribution	Much contribution

- 1) General orientation
- 2) Interaction with the implementing organization and training managers
- 3) Participation in cultural and social exchange programs

10 Contacts with Japan

10.1 How often do you keep contacts with your training institution in Japan with the below five point scale?

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

10.2 For keeping contacts with the training institution, are the following reasons relevant? If it is relevant, enter "1". If not relevant, enter "0". If you don't keep contacts, enter "99".

1) To exchange personal updates.	1. relevant	0. not relevant	<input type="text"/>
2) To exchange or gather new information on Japan.	1. relevant	0. not relevant	<input type="text"/>
3) To seek advice about my work.	1. relevant	0. not relevant	<input type="text"/>
4) To develop joint projects.	1. relevant	0. not relevant	<input type="text"/>

11 Connection with JICA/Japan

Since the Training, how often do you have connection with JICA/Japan in following manners in terms of below five-point scale?

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.	<input type="text"/>
2) I work as a JICA volunteer counterpart.	<input type="text"/>
3) I consult or contact the JICA office about projects.	<input type="text"/>
4) I participate in a reunion of JICA training participants.	<input type="text"/>
5) I participate in events or training programs organized by JICA.	<input type="text"/>

12 Follow-up Support

To sustain and develop what you learned in the training, how useful would each be as the support by JICA in terms of below five point scale?

1	2	3	4	5
Not useful at all	Not useful	neither	Useful	Very useful

1) Monitoring/support for implementing action plan prepared in the Training	<input type="text"/>
2) Support for organizing lectures and training sessions	<input type="text"/>
3) Dispatch of Japanese technical specialists	<input type="text"/>
4) Dispatch of Japanese volunteers	<input type="text"/>
5) Support of implementation of projects	<input type="text"/>
6) Provision of equipment and materials	<input type="text"/>

13 Please write freely your comments on the training and/or the trip to Japan.

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!

Questionnaire: Evaluation of JICA Training Programs for Young Leaders (the Training)

You will be instructed to respond to most of the questions in the form of a 5-point scale. When the scale is shown as part of question, please select the number (from 1-5) from the scale shown that best describes your opinion with respect to each of the statements and write it in the appropriate box.

Please follow the instructions carefully for each question and answer as many questions as possible.

1 Your Personal Information

- 1) Your name
- 2) Your organization at present
- 3) Your designation at present

2 Motivation to participate in the Training

2.1 How much do you agree with the following factors as your motivation to to participate in the Training in terms of the below five-point scale?

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

- 1) I was interested in the contents of the Training.
- 2) I was interested in coming to Japan.
- 3) My supervisor advised me to participate in the Training.
- 4) My colleagues and/or friends advised me to participate in the Training.

3 Evaluation of contents of the Training

3.1 How much do you agree with following statements in terms of below five point scale?

1	2	3	4	5
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	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 Training curriculum was appropriately designed to achieve its goal.
- 6) The Training was implemented as scheduled.
- 7) The Training was implemented efficiently for achieving its goals.
- 8) The Training covered the contents as planned.
- 9) The knowledge and skills I learned in the Training are relevant at present

3.2 Degree of learning and goal achievement

- 1) How much of the Training contents did you acquire overall in percentage? (%)
- 2) How much of the Training's goal did you achieve in percentage? (%)

3.3 How do you evaluate the following aspects of the Training in terms of below ten-point scale?

Please enter "99" 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
	Bad		Poor		Fair		Good		Excellent	

- 1) General orientation on culture of Japan
- 2) Accommodation
- 3) Coordinators and staffs' performance
- 4) Interaction with Japanese people
- 5) Interaction with other participants
- 6) Lectures
- 7) Field visits
- 8) Home-stay
- 9) Program as a whole

4 Impact of the Training

4.1 How much do you agree with following statements about your attitude and situations as the result of participating in the Training?

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

- 1) The Training strengthened my awareness on the topic of the Training.
- 2) I work more effectively and efficiently.
- 3) I am more motivated to undertake activities that contribute to my country's development.
- 4) I consider my country's situation with international perspective more than before.
- 5) I am assigned to more important work.
- 6) I am promoted.

4.2 Using knowledge and skills acquired through the Training

1) To the following areas, how much do you agree you contributed by using the knowledge and skills you acquired through the training in terms of the below five point scale?

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

- a. I contributed to establishment or improvement of policies and systems by national or local government.
- b. I contributed to establishment or improvement of system in my organization.
- c. I contributed to establishment or improvement of methods and techniques used in my work.
- d. I contributed to project formulation in my organization.
- e. I contributed to development or improvement of action plans in my organization.

2) You may or may not use knowledge and skills. If the below factor is relevant for your using or not using them, enter "1", if not relevant, enter "0".

- a. Availability of necessary equipment

1. relevant	0. not relevant
-------------	-----------------

- b. Availability of budget

1. relevant	0. not relevant
-------------	-----------------

- c. Support from my supervisors/colleagues

1. relevant	0. not relevant
-------------	-----------------

- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant
-------------	-----------------

5 Understanding Japan

5.1 How much do you agree with following statements about your perception of Japan in terms of below five scale.

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

5.2 How much do you agree with following statements about the training activities contributing to changing your perception of Japanese culture?

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

6 Contacts with Japan

6.1 How often do you keep contacts with following people you met during the program in terms of the below five point scale?

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

- 1) My Japanese home-stay family.
- 2) Japanese youth volunteers (for in-house seminars and/or Japanese language programs)
- 3) My program managers or staff.

6.2 For your keeping contacts with the above people, are the following reasons applicable? If it is applicable, enter "1". If not applicable, enter "0". If you don't keep any contacts, enter "99".

- 1) To exchange personal updates.

1. applicable	0. not applicable
---------------	-------------------

- 2) To exchange or gather new information on Japan.

1. applicable	0. not applicable
---------------	-------------------

- 3) To seek advice about my work.

1. applicable	0. not applicable
---------------	-------------------

7 Connection with JICA/Japan

Since the Training, how often do you have connection with JICA/ Japan in following manners in terms of below five-point scale?

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: ()

8 Sharing Experiences

8.1 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

- 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.

8.2 Sharing 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 Training, how often do you tell others about your program experience in Japan?
- 2) After participating in the program, how often do you tell others about your impression of Japan?.

9 Contact with former JICA trainees

- 1) Is there any alumni association for former JICA program participants in your country? 1. yes 0. no

- 2) How often are you engaged with alumni/former trainees in the following situations in terms of the below five point scale?

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

- a. I receive information about JICA and Japan through alumni network.
- b. I engage myself in activities with other former JICA trainees.
- c. Please describe your activities with other former JICA trainees

10 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 5. Data Analyses of Complete Count Questionnaire Survey

➤ Disaster Management

Questionnaire: Evaluation of JICA Training and Dialogue Programs (the Training)

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.

1 Your Personal Information

- 1) Your name
- 2) Your organization at present
- 3) Your designation at present

2 Motivation to participate in the Training

2.1 How much do you agree with the following factors as your motivation to participate in the Training in terms of the below five point scale?

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Nether Agree nor Disagree	Somewhat Agree	Strongly Agree

- 1) I was interested in the contents of the Training.
- 2) I needed new knowledge and skills in performing my job.
- 3) I was interested in coming to Japan.
- 4) My supervisor advised me to participate in the Training.
- 5) I had specific assignments and/or missions from my organization.

評価					N	平均値	標準偏差
1	2	3	4	5			
1	1	0	18	97	117	4.79	0.57
1	0	2	20	94	117	4.76	0.56
2	5	9	28	72	116	4.41	0.93
12	8	15	31	51	117	3.86	1.32
5	7	23	34	43	112	3.92	1.11

- 6) The Training program had a specific relationship to a project implemented in my country by JICA. For this question, enter "1" if the statement is applicable, or "0" if not applicable.

1. applicable 0. not applicable

1	0	N
85	32	117

- 7) The training program had a specific relationship to a project implemented in my country by other donors/international organizations. For this question, enter "1" if the statement is applicable, or "0" if not applicable.

1. applicable 0. not applicable

1	0	N
61	56	117

3 Evaluation of contents the Training

3.1 How much do you agree with following statements in terms of below five point scale?

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Nether Agree nor Disagree	Somewhat Agree	Strongly Agree

- 1) The contents of the Training matched needs of my job assignments.
- 2) The contents of the Training matched my organization's needs.
- 3) The contents of the Training matched my country's needs.
- 4) The contents of the Training covered new knowledge and skills.
- 5) The contents of the Training were practical.
- 6) The knowledge and skills I learned in the training are relevant at present
- 7) The Training contents were useful especially because they are based on Japan's own experience.

評価					N	平均値	標準偏差
1	2	3	4	5			
1	1	6	33	77	118	4.56	0.71
1	0	5	32	80	118	4.61	0.65
1	0	2	25	88	116	4.72	0.58
1	1	2	25	89	118	4.69	0.63
1	0	10	26	80	117	4.57	0.72
1	0	4	24	88	117	4.69	0.62
1	2	6	22	85	116	4.62	0.72

3.2 Degree of contents learning and goal achievement

- 1) How much of the Training contents did you acquire overall in percentage?
- 2) How much of the Training's goal did you achieve in percentage?

平均値	標準偏差
84.4%	11.64
82.9%	15.26

4 Evaluation of methods and efficiency of the Training

How much do you agree with following statements in terms of below five point scale?

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Nether Agree nor Disagree	Somewhat Agree	Strongly Agree

- 1) Lecturers ensured the participants understand the contents.
- 2) The discussions among the participants were helpful to deepen the understanding of the contents
- 3) The actual practice/field visits were effective to help the participants deepen their understanding of the contents.
- 4) Discussion with other participants from different countries was not useful because we face different problems.
- 5) The training program was implemented as scheduled.
- 6) The training was implemented efficiently for achieving its goals.
- 7) The training was implemented as originally planned.

評価					N	平均値	標準偏差
1	2	3	4	5			
0	2	3	40	73	118	4.56	0.63
1	1	2	42	72	118	4.55	0.66
2	1	0	13	101	117	4.79	0.65
47	24	16	13	15	115	2.35	1.43
1	1	3	18	95	118	4.74	0.63
1	0	3	28	86	118	4.68	0.61
1	1	4	29	83	118	4.63	0.67

5 Evaluation of other aspects of the Training

Evaluate the following aspects of the training in terms of below ten point scale. Enter "99", if not applicable.

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

- 1) General orientation on culture of Japan
- 2) Coordinators and staff's performance
- 3) Workshops
- 4) Practical training/field visits
- 5) Lectures
- 6) Discussions among participants
- 7) The Training as a whole

評価										N	平均値	標準偏差
1	2	3	4	5	6	7	8	9	10			
0	0	0	2	2	3	14	24	30	41	116	8.68	1.37
0	0	0	0	2	4	6	4	35	66	117	9.26	1.15
0	0	1	0	3	1	10	15	42	43	115	8.9	1.28
0	0	0	2	1	3	3	7	33	68	117	9.28	1.21
0	0	0	1	4	3	9	19	39	42	117	8.80	1.33
0	0	1	2	4	3	16	22	38	32	118	8.47	1.49
0	0	0	0	3	1	7	10	37	59	117	9.18	1.13

6 Impact of the Training

6.1 How much do you agree with following statements about your attitude and situations as the impact of the Training?

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Nether Agree nor Disagree	Somewhat Agree	Strongly Agree

- a. The Training strengthened my awareness on the topic of the Training.
- 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 am more motivated to undertake activities that contribute to my country's development.
- e. I consider my country's situation from a more international perspective.
- f. I am assigned to more important work.
- g. I am promoted.

評価					N	平均値	標準偏差
1	2	3	4	5			
0	0	3	21	93	117	4.77	0.47
0	1	1	26	89	117	4.74	0.51
0	0	6	27	84	117	4.67	0.57
0	0	1	22	94	117	4.80	0.42
0	0	4	37	76	117	4.61	0.55
3	4	25	41	42	115	3.97	0.99
22	12	36	22	24	116	3.10	1.37

6.2 Using knowledge and skills acquired through the Training

1) To the following areas, how much do you agree you contributed by using the knowledge and skills you acquired through the Training by the below scale?

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Nether Agree nor Disagree	Somewhat Agree	Strongly Agree

- a. I contributed to establishment/improvement of policies and systems by national or local government.
- b. I contributed to establishment/improvement of system in my organization.
- c. I contributed to establishment/improvement of methods and techniques used in my work.
- d. I contributed to project formulation/implementation in my organization.
- e. I contributed to development/improvement/implementation of action plans in my organization.

評価					N	平均値	標準偏差
1	2	3	4	5			
6	10	26	39	37	118	3.77	1.13
4	5	11	57	41	118	4.07	0.95
0	4	13	45	56	118	4.3	0.79
2	3	10	50	53	118	4.26	0.85
2	4	14	46	52	118	4.2	0.90

2) You may or may not use knowledge and skills. If the below factor is relevant for your using or not using them, enter "1", if not relevant, enter "0".

- a. Availability of necessary equipment/facilities
- b. Availability of budget
- c. Support from my supervisors/colleagues
- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant	1	0	N
88	29	117		
1. relevant	0. not relevant	86	31	117
1. relevant	0. not relevant	101	16	117
1. relevant	0. not relevant	107	10	117

6.3 Implementation of action plans

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

If you did it, enter "1" as yes, or did not do it, enter "0" as no.
Enter "99", if you did not make action plan, and this question is not relevant.

1	0	N
80	29	109

2) You may or may not have implemented action plan. If the below factor is relevant for your implementing or not implementing it, enter "1", if not relevant, enter "0". If you did not make an action plan, enter "99" as not applicable.

- a. Availability of necessary equipment/facilities
- b. Availability of budget
- c. Support from my supervisors/colleagues
- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant	1	0	N
91	20	111		
1. relevant	0. not relevant	81	25	106
1. relevant	0. not relevant	89	21	110
1. relevant	0. not relevant	97	14	111

6.4 Transfer of the knowledge and skills acquired through the Training

We believe that the participants engage in various activities after the Training 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.

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.

平均値	標準偏差
16.43	47.40

b. In the above activities, how many persons attended on average?
Please write the average number of persons who attended.

123.73	263.60
--------	--------

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.

7.75	18.30
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b. In OJT activities, to how many persons did you transfer the knowledge and skills acquired through the Training? Please write the total number of the persons.

58.15	105.70
-------	--------

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

7.1 Have you participated in training programs sponsored by any other donors/international organizations?

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:)

1	2	3	4	5
6	1	0	0	5
6	7	8	N	
1	22	48	83	

7.2 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? If not applicable, please enter "99".

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Nether Agree nor Disagree	Somewhat Agree	Strongly Agree

- 1) My learning experience by JICA training was more useful than by 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.

評価					N	平均値	標準偏差
1	2	3	4	5			
3	1	18	27	39	118	4.11	0.99
3	1	14	30	38	118	4.15	0.97
2	3	20	27	33	118	4.01	0.99

8 Contact with former JICA trainees

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

1	0	N
84	31	115

2) How often are you engaged with alumni/former trainees in the following situations in terms of the below five point scale?

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

- a. I receive information about JICA and Japan through alumni network.
- b. I engage myself in activities with other former JICA trainees.
- c. Please describe your activities with other former JICA trainees

評価					N	平均値	標準偏差
1	2	3	4	5			
32	25	37	13	8	118	2.48	1.20
41	25	25	16	7	118	2.32	1.26

9 Understanding Japan

9.1 How much do you agree with following statements about your perception of Japan in terms of below five point scale.

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

評価					N	平均値	標準偏差
1	2	3	4	5			
0	2	0	23	93	118	4.75	0.53
0	0	2	18	98	118	4.81	0.43
1	1	2	38	76	118	4.58	0.65

9.2 How much do you think each of the following training activities contributed to changing your perception of Japanese culture?

1	2	3	4	5
No contribution at all	No contribution	neutral	some contribution	Much contribution

- 1) General orientation
- 2) Interaction with the implementing organization and training managers
- 3) Participation in cultural and social exchange programs

評価					N	平均値	標準偏差
1	2	3	4	5			
0	0	4	51	63	118	4.5	0.56
0	0	5	48	65	118	4.51	0.58
1	0	12	29	76	118	4.52	0.74

10 Contacts with Japan

10.1 How often do you keep contacts with your training institution in Japan with the below five point scale?

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

10.2 For keeping contacts with the training institution, are the following reasons relevant? If it is relevant, enter "1". If not relevant, enter "0". If you don't keep contacts, enter "99".

- 1) To exchange personal updates.
- 2) To exchange or gather new information on Japan.
- 3) To seek advice about my work.
- 4) To develop joint projects.

1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant

1	0	N
235	76	311
78	20	98
74	21	95
74	21	95

11 Connection with JICA/Japan

Since the Training, how often do you have connection with JICA/Japan in following manners in terms of below five-point scale?

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.

評価					N	平均値	標準偏差
1	2	3	4	5			
69	16	14	10	8	118	1.91	1.29
82	12	12	6	4	118	1.6	1.08
60	27	14	10	5	118	1.91	1.17
66	21	14	6	9	118	1.89	1.26
53	26	16	14	8	118	2.13	1.29

12 Follow-up Support

To sustain and develop what you learned in the training, how useful would each be as the support by JICA in terms of below five point scale?

1	2	3	4	5
Not useful at all	Not useful	neither	Useful	Very useful

- 1) Monitoring/support for implementing action plan prepared in the Training
- 2) Support for organizing lectures and training sessions
- 3) Dispatch of Japanese technical specialists
- 4) Dispatch of Japanese volunteers
- 5) Support of implementation of projects
- 6) Provision of equipment and materials

評価					N	平均値	標準偏差
1	2	3	4	5			
1	2	19	43	52	118	4.22	0.84
2	5	12	45	52	118	4.21	0.91
4	3	13	40	57	118	4.22	0.98
4	3	19	44	46	118	4.08	0.98
4	3	11	34	64	118	4.30	0.98
4	4	13	30	66	118	4.28	1.02

➤ Environmental Management

Questionnaire: Evaluation of JICA Training and Dialogue Programs (the Training)

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.

1 Your Personal Information

- 1) Your name
- 2) Your organization at present
- 3) Your designation at present

2 Motivation to participate in the Training

2.1 How much do you agree with the following factors as your motivation to participate in the Training in terms of the below five point scale?

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

評価					N	平均値	標準偏差
1	2	3	4	5			
0	0	5	51	212	268	4.77	0.46
0	1	9	79	179	268	4.63	0.57
1	5	20	61	180	267	4.55	0.74
15	21	48	79	104	267	3.88	1.17
9	25	38	97	95	264	3.92	1.09

- 1) I was interested in the contents of the Training.
- 2) I needed new knowledge and skills in performing my job.
- 3) I was interested in coming to Japan.
- 4) My supervisor advised me to participate in the Training.
- 5) I had specific assignments and/or missions from my organization.
- 6) The Training program had a specific relationship to a project implemented in my country by JICA. For this question, enter "1" if the statement is applicable, or "0" if not applicable.

1. applicable	0. not applicable	N
165	100	265

- 7) The training program had a specific relationship to a project implemented in my country by other donors/international organizations. For this question, enter "1" if the statement is applicable, or "0" if not applicable.

1. applicable	0. not applicable	N
113	154	267

3 Evaluation of contents the Training

3.1 How much do you agree with following statements in terms of below five point scale?

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

- 1) The contents of the Training matched needs of my job assignments.
- 2) The contents of the Training matched my organization's needs.
- 3) The contents of the Training matched my country's needs.
- 4) The contents of the Training covered new knowledge and skills.
- 5) The contents of the Training were practical.
- 6) The knowledge and skills I learned in the training are relevant at present
- 7) The Training contents were useful especially because they are based on Japan's own experience

評価					N	平均値	標準偏差
1	2	3	4	5			
0	1	22	85	162	270	4.51	0.66
0	1	17	75	177	270	4.59	0.62
0	0	15	57	198	270	4.68	0.57
0	4	11	80	175	270	4.58	0.64
0	4	23	85	158	270	4.47	0.71
1	1	15	71	181	269	4.6	0.64
1	4	25	73	167	270	4.49	0.75

3.2 Degree of contents learning and goal achievement

- 1) How much of the Training contents did you acquire overall in percentage?
- 2) How much of the Training's goal did you achieve in percentage?

平均値	標準偏差
84.3%	11.86
79.9%	18.18

4 Evaluation of methods and efficiency of the Training

How much do you agree with following statements in terms of below five point scale?

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

- 1) Lecturers ensured the participants understand the contents.
- 2) The discussions among the participants were helpful to deepen the understanding of the contents
- 3) The actual practice/field visits were effective to help the participants deepen their understanding of the contents.
- 4) Discussion with other participants from different countries was not useful because we face different problems.
- 5) The training program was implemented as scheduled.
- 6) The training was implemented efficiently for achieving its goals.
- 7) The training was implemented as originally planned.

評価					N	平均値	標準偏差
1	2	3	4	5			
0	1	23	101	143	268	4.44	0.66
0	1	20	93	155	269	4.49	0.65

1	2	10	51	202	266	4.70	0.615
---	---	----	----	-----	-----	------	-------

85	64	44	32	37	262	2.51	1.41
----	----	----	----	----	-----	------	------

0	1	10	40	217	268	4.76	0.52
---	---	----	----	-----	-----	------	------

0	0	8	91	170	269	4.60	0.54
---	---	---	----	-----	-----	------	------

1	1	10	61	196	269	4.67	0.60
---	---	----	----	-----	-----	------	------

5 Evaluation of other aspects of the Training

Evaluate the following aspects of the training in terms of below ten point scale. Enter "99", if not applicable.

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

- 1) General orientation on culture of Japan
- 2) Coordinators and staffs performance
- 3) Workshops
- 4) Practical training/field visits
- 5) Lectures
- 6) Discussions among participants
- 7) The Training as a whole

評価										N	平均値	標準偏差
1	2	3	4	5	6	7	8	9	10			
0	1	3	5	16	6	45	47	59	59	241	8.30	1.7
0	0	0	0	10	0	15	25	83	83	216	9.16	1.17
0	0	0	2	14	4	30	53	92	92	287	8.53	1.37
0	0	0	3	7	2	19	34	96	96	257	8.96	1.25
0	0	1	1	9	9	30	67	88	88	293	8.50	1.32
0	0	2	6	14	8	48	78	68	68	292	8.07	1.49
0	0	0	1	8	3	15	44	107	107	285	8.90	1.17

6 Impact of the Training

6.1 How much do you agree with following statements about your attitude and situations as the impact of the Training?

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

- a. The Training strengthened my awareness on the topic of the Training.
- 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 am more motivated to undertake activities that contribute to my country's development.
- e. I consider my country's situation from a more international perspective.
- f. I am assigned to more important work.
- g. I am promoted.

評価					N	平均値	標準偏差
1	2	3	4	5			
0	0	8	74	186	268	4.67	0.60
0	2	22	84	160	268	4.50	1.70
0	2	28	99	139	268	4.40	1.18
0	3	10	70	185	268	4.63	1.37
0	4	23	88	153	268	4.45	1.25
13	20	67	82	85	267	3.78	1.32
58	34	70	52	54	268	3.04	1.49

6.2 Using knowledge and skills acquired through the Training

1) To the following areas, how much do you agree you contributed by using the knowledge and skills you acquired through the Training by the below scale?

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

- a. I contributed to establishment/improvement of policies and systems by national or local government.
- b. I contributed to establishment/improvement of system in my organization.
- c. I contributed to establishment/improvement of methods and techniques used in my work.
- d. I contributed to project formulation/implementation in my organization.
- e. I contributed to development/improvement/implementation of action plans in my organization.

評價					N	平均値	標準偏差
1	2	3	4	5			
21	28	79	78	63	269	3.50	1.18
9	20	62	100	78	269	3.81	1.04
2	12	30	122	103	269	4.16	0.84
6	19	45	107	91	268	3.96	0.99
6	20	36	118	86	266	3.97	0.98

2) You may or may not use knowledge and skills. If the below factor is relevant for your using or not using them, enter "1", if not relevant, enter "0".

- a. Availability of necessary equipment/facilities
- b. Availability of budget
- c. Support from my supervisors/colleagues
- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant

1	0	N
207	60	267
187	80	267
228	39	267
245	21	266

6.3 Implementation of action plans

1) Did you implement your action plan after returning to your country? If you did it, enter "1" as yes, or did not do it, enter "0" as no. Enter "99", if you did not make action plan, and this question is not relevant.

1. yes	0. no
1. yes	0. no

1	0	N
155	97	252

2) You may or may not have implemented action plan. If the below factor is relevant for your implementing or not implementing it, enter "1", if not relevant, enter "0". If you did not make an action plan, enter "99" as not applicable.

- a. Availability of necessary equipment/facilities
- b. Availability of budget
- c. Support from my supervisors/colleagues
- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant

1	0	N
176	69	245
183	68	251
207	45	252
212	42	254

6.4 Transfer of the knowledge and skills acquired through the Training

We believe that the participants engage in various activities after the Training 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.

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.

平均値	標準偏差
11.04	30.29

b. In the above activities, how many persons attended on average? Please write the average number of persons who attended.

71.29	279.43
-------	--------

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.

5.46	16.00
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b. In OJT activities, to how many persons did you transfer the knowledge and skills acquired through the Training? Please write the total number of the persons.

67.06	473.31
-------	--------

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

7.1 Have you participated in training programs sponsored by any other donors/international organizations?

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:)

1	2	3	4	5
26	4	4	103	12
6	7	8	N	
10	51	84	294	

7.2 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? If not applicable, please enter "99".

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

- 1) My learning experience by JICA training was more useful than by 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.

評價					N	平均値	標準偏差
1	2	3	4	5			
6	10	46	64	68	194	3.92	1.03
6	8	45	72	66	197	3.93	1.00
6	6	48	66	68	194	3.95	1.00

8 Contact with former JICA trainees

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

1. yes	0. no
1. yes	0. no

1	0	N
187	76	263

2) How often are you engaged with alumni/former trainees in the following situations in terms of the below five point scale?

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

- a. I receive information about JICA and Japan through alumni network.
- b. I engage myself in activities with other former JICA trainees.
- c. Please describe your activities with other former JICA trainees

評價					N	平均値	標準偏差
1	2	3	4	5			
75	54	65	39	25	258	2.55	1.31
108	60	50	23	13	254	2.12	1.21

9 Understanding Japan

9.1 How much do you agree with following statements about your perception of Japan in terms of below five point scale.

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

評価					N	平均値	標準偏差
1	2	3	4	5			
1	1	9	60	198	269	4.68	0.59
0	0	9	57	203	269	4.72	0.51
0	3	16	70	179	268	4.59	0.65

9.2 How much do you think each of the following training activities contributed to changing your perception of Japanese culture?

1	2	3	4	5
No contribution at all	No contribution	neutral	some contribution	Much contribution

- 1) General orientation
- 2) Interaction with the implementing organization and training managers
- 3) Participation in cultural and social exchange programs

評価					N	平均値	標準偏差
1	2	3	4	5			
4	4	14	107	138	267	4.39	0.78
5	3	17	94	147	266	4.41	0.81
11	5	23	79	146	264	4.3	1.00

10 Contacts with Japan

10.1 How often do you keep contacts with your training institution in Japan with the below five point scale?

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

10.2 For keeping contacts with the training institution, are the following reasons relevant?

If it is relevant, enter "1". If not relevant, enter "0". If you don't keep contacts, enter "99".

- 1) To exchange personal updates.
- 2) To exchange or gather new information on Japan.
- 3) To seek advice about my work.
- 4) To develop joint projects.

1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant
1. relevant	0. not relevant

1	0	N
161	51	212
159	53	212
138	67	205
134	68	202

11 Connection with JICA/Japan

Since the Training, how often do you have connection with JICA/Japan in following manners in terms of below five-point scale?

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.

評価					N	平均値	標準偏差
1	2	3	4	5			
176	28	24	22	15	265	1.76	1.24
212	23	12	9	8	264	1.4	0.95
164	50	27	12	11	264	1.7	1.09
161	40	33	21	8	263	1.76	1.13
138	54	39	21	12	264	1.92	1.18

12 Follow-up Support

To sustain and develop what you learned in the training, how useful would each be as the support by JICA in terms of below five point scale?

1	2	3	4	5
Not useful at all	Not useful	neither	Useful	Very useful

- 1) Monitoring/support for implementing action plan prepared in the Training
- 2) Support for organizing lectures and training sessions
- 3) Dispatch of Japanese technical specialists
- 4) Dispatch of Japanese volunteers
- 5) Support of implementation of projects
- 6) Provision of equipment and materials

評価					N	平均値	標準偏差
1	2	3	4	5			
9	11	52	100	91	254	3.96	1.01
6	11	45	105	96	254	4.04	0.95
9	11	47	92	104	254	4.03	1.02
16	24	52	81	90	254	3.78	1.18
14	8	31	74	136	254	4.18	1.09
17	4	41	74	126	254	4.10	1.13

➤ Training Program for Young Leaders

Questionnaire: Evaluation of JICA Training Programs for Young Leaders (the Training)

You will be instructed to respond to most of the questions in the form of a 5-point scale. When the scale is shown as part of question, please select the number (from 1-5) from the scale shown that best describes your opinion with respect to each of the statements and write it in the appropriate box.

Please follow the instructions carefully for each question and answer as many questions as possible.

1 Your Personal Information

- 1) Your name
- 2) Your organization at present
- 3) Your designation at present

2 Motivation to participate in the Training

2.1 How much do you agree with the following factors as your motivation to participate in the Training in terms of the below five-point scale?

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

- 1) I was interested in the contents of the Training.
- 2) I was interested in coming to Japan.
- 3) My supervisor advised me to participate in the Training.
- 4) My colleagues and/or friends advised me to participate in the Training.

評価					N	平均値	標準偏差
1	2	3	4	5			
2	2	5	54	224	287	4.73	0.60
3	2	8	40	232	285	4.75	0.63
17	19	32	83	130	281	4.03	1.18
41	21	36	74	108	280	3.66	1.42

3 Evaluation of contents of the Training

3.1 How much do you agree with following statements in terms of below five point scale?

1	2	3	4	5
Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	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 Training curriculum was appropriately designed to achieve its goal.
- 6) The Training was implemented as scheduled.
- 7) The Training was implemented efficiently for achieving its goals.
- 8) The Training covered the contents as planned.
- 9) The knowledge and skills I learned in the Training are relevant at present.

評価					N	平均値	標準偏差
1	2	3	4	5			
2	2	19	101	164	288	4.47	0.71
3	5	27	114	139	288	4.32	0.79
3	3	15	83	184	288	4.54	0.73
2	4	25	115	142	288	4.35	0.76
0	3	22	118	145	288	4.41	0.67
0	1	8	48	231	288	4.77	0.50
0	5	12	82	189	288	4.58	0.65
0	4	11	68	205	288	4.65	0.62
2	2	20	103	159	286	4.45	0.71

3.2 Degree of learning and goal achievement

- 1) How much of the Training contents did you acquire overall in percentage?
- 2) How much of the Training's goal did you achieve in percentage?

平均値	標準偏差
84.3%	12.30
81.5%	14.04

3.3 How do you evaluate the following aspects of the Training in terms of below ten-point scale?

Please enter "99" 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
	Bad		Poor		Fair		Good		Excellent	

- 1) General orientation on culture of Japan
- 2) Accommodation
- 3) Coordinators and staffs' performance
- 4) Interaction with Japanese people
- 5) Interaction with other participants
- 6) Lectures
- 7) Field visits
- 8) Home-stay
- 9) Program as a whole

評価										N	平均値	標準偏差
1	2	3	4	5	6	7	8	9	10			
0	0	1	3	5	8	27	51	90	99	284	8.75	1.33
0	0	0	2	9	1	23	41	83	129	288	8.97	1.27
0	0	1	1	3	7	15	31	93	137	288	9.11	1.17
0	0	3	3	15	13	30	49	86	87	286	8.46	1.58
1	0	3	2	6	3	17	44	108	102	286	8.85	1.38
0	0	3	2	10	4	17	74	107	71	288	8.59	1.34
0	0	1	2	6	3	13	39	84	139	287	9.09	1.23
6	1	5	3	18	9	20	28	49	100	239	8.29	2.19
0	0	1	3	3	3	20	53	92	112	287	8.95	1.17

4 Impact of the Training

4.1 How much do you agree with following statements about your attitude and situations as the result of participating in the Training?

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

- 1) The Training strengthened my awareness on the topic of the Training.
- 2) I work more effectively and efficiently.
- 3) I am more motivated to undertake activities that contribute to my country's development.
- 4) I consider my country's situation with international perspective more than before.
- 5) I am assigned to more important work.
- 6) I am promoted.

評価					N	平均値	標準偏差
1	2	3	4	5			
0	2	13	85	167	287	4.59	0.61
0	0	29	125	133	287	4.35	0.66
0	0	9	92	186	287	4.62	0.54
0	0	28	88	171	287	4.50	0.66
10	17	54	99	107	287	3.96	1.05
41	37	72	70	66	286	3.28	1.33

4.2 Using knowledge and skills acquired through the Training

1) To the following areas, how much do you agree you contributed by using the knowledge and skills you acquired through the training in terms of the below five point scale?

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

- a. I contributed to establishment or improvement of policies and systems by national or local government.
- b. I contributed to establishment or improvement of system in my organization.
- c. I contributed to establishment or improvement of methods and techniques used in my work.
- d. I contributed to project formulation in my organization.
- e. I contributed to development or improvement of action plans in my organization.

評価					N	平均値	標準偏差
1	2	3	4	5			
12	31	99	96	49	287	3.48	1.03
3	14	66	130	75	288	3.90	0.87
2	4	37	129	116	288	3.23	0.77
5	14	72	114	83	288	3.89	0.93
3	8	52	134	91	288	4.07	0.80

2) You may or may not use knowledge and skills. If the below factor is relevant for your using or not using them, enter "1", if not relevant, enter "0".

- a. Availability of necessary equipment
- b. Availability of budget
- c. Support from my supervisors/colleagues
- d. Applicability of Knowledge and skills I learned in the Training

1. relevant	0. not relevant
215	70
224	61
247	38
252	32

1	0	N
215	70	285
224	61	285
247	38	285
252	32	284

5 Understanding Japan

5.1 How much do you agree with following statements about your perception of Japan in terms of below five scale.

	評 價					N	平均値	標準偏差
	1	2	3	4	5			
1) My trust in Japan and the Japanese people has increased.	2	1	9	70	205	275	4.64	0.66
2) My interest in working with Japanese people has increased.	0	1	13	61	212	273	4.69	0.57
3) I have gained a deeper understanding of Japanese society and daily life.	0	3	13	92	179	271	4.56	0.62
4) I have gained a deeper understanding of Japanese traditions and culture.	0	5	16	106	160	266	4.46	0.68

5.2 How much do you agree with following statements about the training activities contributing to changing your perception of Japanese culture?

	評 價					N	平均値	標準偏差
	1	2	3	4	5			
1) General orientation helped me understand culture of Japan.	0	3	30	97	158	284	4.43	0.71
2) Interaction with the implementing organization and program managers helped me understand culture of Japan.	0	3	16	110	159	284	4.47	0.65
3) Field visits helped me understand culture of Japan.	0	1	7	67	212	284	4.72	0.50

6 Contacts with Japan

6.1 How often do you keep contacts with following people you met during the program in terms of the below five point scale?

	評 價					N	平均値	標準偏差
	1	2	3	4	5			
1) My Japanese home-stay family.	100	47	59	43	15	284	2.33	1.28
2) Japanese youth volunteers (for in-house seminars and/or Japanese language programs)	105	58	63	39	13	284	2.27	1.23
3) My program managers or staff.	61	69	76	50	28	284	2.70	1.25

6.2 For your keeping contacts with the above people, are the following reasons applicable?

If it is applicable, enter "1". If not applicable, enter "0". If you don't keep any contacts, enter "99".

1) To exchange personal updates.	1. applicable	0. not applicable
2) To exchange or gather new information on Japan.	1. applicable	0. not applicable
3) To seek advice about my work.	1. applicable	0. not applicable

1	0	N
208	52	260
185	78	263
136	128	264

7 Connection with JICA/Japan

Since the Training, how often do you have connection with JICA/Japan in following manners in terms of below five-point scale?

	評 價					N	平均値	標準偏差
	1	2	3	4	5			
1) I work as a counterpart for JICA projects or for experts.	187	40	34	12	13	284	1.69	1.12
2) I work as a JICA volunteer counterpart.	207	33	26	13	7	284	1.52	0.99
3) I consult or contact the JICA office about projects.	173	48	41	16	8	284	1.74	1.08
4) I participate in events or training programs organized by JICA.	136	55	52	19	24	284	2.10	1.29
5) I work as a Japanese language/culture teacher in my country.	246	27	9	1	3	284	1.21	0.61
6) I conduct business with Japanese people.	220	29	23	8	6	284	1.43	0.91
7) I participate in exchange programs with Japan.	216	28	23	10	4	284	1.43	0.89
8) If you have established any exchange programs or organization which conduct activities with Japan, please specify: ()								

8 Sharing Experiences

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

	評 價					N	平均値	標準偏差
	1	2	3	4	5			
1) I shared the contents of the Training in my organization.	1	4	17	92	171	284	4.50	0.70
2) I shared the contents of the Training with others outside of my organization.	9	14	41	87	133	284	4.13	1.04

8.2 Sharing your experience of participating in the Program

	評 價					N	平均値	標準偏差
	1	2	3	4	5			
1) After participating in the Training, how often do you tell others about your program experience in Japan?	0	5	32	100	150	284	4.37	0.75
2) After participating in the program, how often do you tell others about your impression of Japan?	0	5	17	80	183	284	4.55	0.68

9 Contact with former JICA trainees

1) Is there any alumni association for former JICA program participants in your country? 1.yes 0.no

1	0	N
190	95	285

2) How often are you engaged with alumni/former trainees in the following situations in terms of the below five point scale?

	評 價					N	平均値	標準偏差
	1	2	3	4	5			
a. I receive information about JICA and Japan through alumni network.	106	55	53	40	29	284	2.40	1.37
b. I engage myself in activities with other former JICA trainees.	99	58	64	41	21	284	2.39	1.29

