

Fiscal Year 2017

Ex-Post Evaluation Survey of JICA

**Knowledge Co-Creation Programs (“Group
and Region Focus” & “Young Leaders”)**

Report of Survey

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Japan International Cooperation Agency (JICA)

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Acronym and Abbreviation

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Acronym and Abbreviation

	Formal Name in English or Spanish/ Portuguese
ACEAJA	Asociación Costarricense de Ex becarios de Japón (Costa Rican Association of Former Scholars of Japan)
AL INVEST	America Latina Invest (Latin America Invest)
CNE	Comisión Nacional de Emergencias (National Emergency Commission)
COHAB	Companhia de Habitação Popular de Curitiba (Popular Housing Company of Curitiba)
DAC	Development Assistance Committee
DNP	Departamento Nacional de Planificación (National Planning Department)
FECCEBEJA	Federación Centro-Americana y del Caribe (Central American and Caribbean Federation)
FELACBEJA	La Federación Latinoamericana y del Caribe de Asociaciones de Ex-becarios de Japón (The Latin American and Caribbean Federation of Associations of Former Scholars of Japan)
FINDETER	Financiera de Desarrollo Territorial S.A. (Finance of Territorial Development S.A.)
GI	General Information
ICE	Instituto Costarricense de Electricidad (Costa Rican Institute of Electricity)
IDB	Inter-American Development Bank
IFAM	Instituto de Fomento y Asesoría Municipal (Institute of Municipal Development and Advisory)
IGAC	Instituto Geográfico Agustín Codazzi (Geographical Institute Agustín Codazzi)
INTI	Instituto Nacional de Tecnología Industrial (National Institute of Industrial Technology)
IPPUC	Instituto de Pesquisa e Planejamento Urbano de Curitiba (Institute of Research and Urban Planning of Curitiba)
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
J-SMECA	Japan Small and Medium Enterprise Management Consultant Association
MIDEPLAN	Ministerio de Planificación Nacional y Política Económica (Ministry of National Planning and Economic Policy)
MIST	Ministerio de Ciencia y Tecnología (Ministry of Science and Technology)
MIVAH	Ministerio de Vivienda y Asentamientos Humanos (Ministry of Housing and Human Settlements)
NPO	Nonprofit Organization
OJT	On the Job Training
PLANSAB	Plano Nacional de Saneamento Basico (National Plan of Basic Sanitation)
PNOT	Política Nacional de Ordenamiento Territorial (National Policy of Territorial Ordering)
POT	Plan de Ordenamiento Territorial (Territorial Planning Plan)
PP	Plan Parcial (Partial Plan)
PROCOMER	La Promotora del Comercio Exterior de Costa Rica (The Costa Rican Foreign Trade Promoter)
SNS	Social Networking Service
UCR	Universidad de Costa Rica (University of Costa Rica)
URB	Empresa de Urbanização de Recife (Recife Urbanization Company)

1. Survey Background and Objectives

1.1 Survey Background/History

The JICA Knowledge Co-Creation Programs was launched in 1954 as the first scheme of Japan's official development assistance program and it has since accepted over 360,000 training participants.

Under this umbrella, the Group and Region-Focused Training Programs (hereinafter referred to as “the Thematic Programs”) are dedicated to the cultivation of talent to meet the diverse needs of developing nations. Since the 2010 Japanese fiscal year (hereinafter referred to as “FY”), ex-post evaluation has been conducted to assess the outcomes of the Thematic Programs, with an aim to derive lessons and recommendations for the improvement of said programs. Once annually, a sector is selected, and interviews are conducted on-site with former training participants and the Japanese host institution. A survey is also conducted in the form of questionnaires sent to former training participants. Additionally, since FY 2010, a questionnaire-based survey has also been implemented for former training participants in the Training Programs for Young Leaders (hereinafter referred to as “the Young Leader Programs”). The Young Leader Programs are similarly dedicated to the cultivation of youth who will play a role in the future of developing nations. Since FY 2013, the survey has included an interview component, implemented both on-site and within Japan.

This program year was no exception. The Ex-Post Evaluation Survey was conducted to analyze/assess the manifested effects of participation in the Thematic Programs and Young Leaders Programs. The survey also sought to elucidate areas for systemic improvement of the training programs, as well as potential new additions to the extant programs. This year's survey placed emphasis on the Urban Development course within the Thematic Programs, seeking feedback from the course's former training participants as well as the course administrators.

1.2 Survey Objectives

All former trainees (hereinafter referred to as “former training participants”) of the Thematic Programs or Young Leaders Programs were subject to a survey with questionnaire, and a part of them and persons concerned at their institutions were subject to interview components, conducted after a certain number of years since program completion. Emphasis was placed on gauging action plan implementation status, as well as better ascertaining the myriad manifestations of other effects resulting from training. Analysis/assessment of the survey results sought to achieve additional goals, including acquisition of lessons pertaining to the improvement of extant training programs, the creation of new proposals, and the identification of training outcomes viable for use in press materials.

Survey Objectives

- Identify lessons applicable to the systemic improvement of the training programs, and the creation of new proposals.
- Collate the outcomes of training programs to date for utilization in press materials.

2. Survey Overview

2.1 Survey Subjects

The present survey consisted of two components: 1) a questionnaire survey and 2) an interview survey conducted either overseas or within Japan. In either case, the survey's subjects were former training participants from the Thematic Programs and Youth Learning Programs.

This year's Thematic Programs survey examined former training participants from the Urban Development course. Additionally, the interview survey applied to three Central and South American countries (Colombia, Costa Rica, and Brazil). Interviews were also conducted with the relevant project officials cited below. Ultimately, the investigators were able to confirm a synergistic effect between training and project outcomes.

However, Youth Learning Programs survey did not focus on any specific courses. The interview survey applied to Colombia and Costa Rica, as no members of the Brazilian delegate implemented their Young Leaders Programs training..

Moreover, interviews conducted within Japan separately consisted of personnel from five training institutions, as well as three Japanese persons concerned who involved training courses and projects related to the Urban Development sector.

List of interviewed former training participants and persons concerned in the three Central and South American countries is attached as Appendix 1 (List of Interviewees).

2.1.1 Questionnaire Survey Subjects

- Thematic Programs: Former training participants in the Urban Development related courses in the five year span from FY 2012 to FY 2016 (273 individuals).
- Young Leaders Programs: Former training participants in FY 2015 courses (934 individuals).

2.1.2 Interview Survey Subjects

(1) Overseas Interview Survey: Colombia, Costa Rica, Brazil (in the case of Brazil, the Thematic Programs only)

- Thematic Programs: Former training participants in the Urban Development related courses in the five year span from FY 2012 to FY 2016 (Colombia: 5 individuals, Costa Rica: 6 individuals, Brazil: 9 individuals);
- Young Leaders Programs: Former training participants in courses over the five year span from FY 2012 to FY 2016 (Colombia: 12 individuals, Costa Rica: 14 individuals);
- Relevant parties at the former training participants' home institutions;
- JICA overseas office staff (Colombia, Costa Rica, and Brazil);
- Relevant parties otherwise involved in projects pertaining to the former training participants.

Colombia

- Urban Policy and Sustainable Program for Smart Cities (FY 2016-FY 2018):
A Third Country Training Program (TCTP)
- Urban Policy and Sustainable Urban Project (FY 2013-FY 2015):
A Third Country Training Program (TCTP)

Brazil

- The Project on Capacity Development for Land Readjustment in Curitiba (FY 2012-FY 2015)

(2) Interview Survey in Japan

- Relevant personnel at training institutions and knowledgeable persons concerned with the Urban Development related the Thematic Programs

2.2 Survey Methodology

2.2.1 Collection/Analysis of Related Materials and Information

When embarking on this survey, extant materials/information/data were organized, analyzed, and examined. Namely, these materials included a list of former training participants obtained from JICA, and Thematic Programs Ex-Post Survey/Current Status Survey Reports. Additionally, detailed surveys and schedules (both on-site and within Japan) were reviewed. Materials/information/data necessary requiring further acquisition on-site have also been enumerated. Moreover, on-site information was acquired to the extent available online, which was reflected as reference material when reviewing the survey methodology details, questionnaire survey content, and interview agendum.

2.2.2 Questionnaire Survey Implementation

A questionnaire was created to confirm the below agendum:

- i. Action Plan implementation status
- ii. Contributing/Inhibiting Factors vis-à-vis Action Plan implementation
- iii. Effects of training apart from Action Plan implementation
- iv. Perceptions of Japan
- v. Degree of collaboration with JICA, training institution, and other trainees

The questionnaire survey was drafted under the assumption that said survey would be conducted via email. Although the prior survey utilized a questionnaire drafted in English, all efforts were made to also prepare the present survey in the former training participants' native language (a total of 11 languages including English¹), the rationale being that the ability to respond in one's native language would increase the questionnaire response rate. Furthermore, while the response deadline was stipulated to be October 31st, 2017, repeated prompts for response were sent twice to the persons who did not send answers in November (7th through the 9th) and December (11th through the 15th). Measures were also taken to improve the response rate by flexibly handling responses submitted after the deadline. (Ultimately, responses received up to January 10th, 2018 were processed/analyzed.)

¹ Translations were fostered for the following 11 languages: Spanish, Portuguese, French, Russian, Dari, Thai, Indonesian, Burmese, Cambodian, and Vietnamese. (As at least 50 former training participants surveyed had faculty in at least one of these languages.)

2.2.3 Implementation of Overseas Interview Survey

The overseas interviews were conducted in a manner that accounted for external factors impacting trainees over all steps of the program pre-training, mid-training, and post-training (home organization's long-term policies, training timing, matching with training needs, changes at the trainee's home organization post-training, organization policy changes, political fluctuations, budget acquisition, etc.). Moreover, while focusing on former training participants, the overseas interviews also integrated relevant parties at the trainee's home organization when surveying details pertaining to the manifestation of training effects.

Interviews were conducted after establishing the questions in advance. However, the investigators endeavored to flexibly add questions depending on the interview subject's responses in the interest of eliciting useful information/feedback.

When implementing on-site surveys, relevant parties at the former training participant's organization were interviewed whenever possible. Furthermore, surveys of project sites involving the former training participant were also conducted.

2.2.4 Implementation of Interview Survey in Japan

Interviews in Japan consisted of personnel at five training institutions as well as three Japanese persons concerned directly involved in trainings. The interviews addressed the status/issues encountered vis-à-vis training curriculum and program operation, running the gamut from planning through implementation phases.

In preparation for interviews with training institutions and Japanese persons concerned, the interview content was sent to subjects in advance, in the interest of facilitating information-sharing and discussion with JICA officials.

Each interview was conducted efficiently, concluded within approximately 30 minutes or at most, an hour.

2.3 Survey Sector (Urban Development) Overview

In February 2017, the JICA Infrastructure and Peacebuilding Department provided an analysis and compilation of the Urban and Regional Development Thematic Guidelines (hereinafter referred to as the "Thematic Guidelines"). An overview of said guidelines is provided below.

[Current State of Surveyed Sector]

- Accelerated urbanization in developing nations

According to the United Nations estimates, the global population doubled in a 45-year time span, from 3.69 billion in 1970 to 7.35 billion in 2015. This increase was primarily spurred by population growth in developing nations, with a particularly pronounced surge evident in cities. The population of cities in developing nations quadrupled, from 680 million in 1970 (an 18% share of world population) to 3.6 billion in 2015 (a 49% share of world population).

- Cities as a driving force behind economic development

In many countries across the globe, cities are important economic loci that invite the growth of the nation at large. Focusing on Asia as an example, at the time of writing in 2008, 42% of the region's population resides in urban areas. Products and services created in these urban areas account for over 80% of the region's total output. The further development of modern industry requires economies of scale/economies of agglomeration, and cities fulfill a leading role.

- Relationship between cities and regions

Cities serve as the nuclei of nations/regions. As such, the development/growth of cities reap true benefit by stimulating the entire region. On the other hand, when urbanization unfolds in a short period of time or to an excessive extent, infrastructural, systemic, and other considerations struggle to keep up. This lag may lead urban issues such as deterioration of the living environment, traffic congestion, deterioration of public security, squatters/settlement, the outcropping of "slums," etc. Such issues also place a burden on a city's outskirts. Moreover, declining economies and sluggish infrastructure provision in rural regions has been observed to exacerbate migration to cities.

[Talking points pertaining to cities/regions in developing nations]

Increasingly rapid urbanization in developing nations' cities has been accompanied by a worsening of the urban issues mentioned above. The sustainability of urban growth has become a talking point in and of itself. As concentrated population centers and economic hubs, cities also have a significant impact from an environmental sustainability perspective, considering climate change and other factors. Furthermore, centralization is often observed in a developing nation's major/primate cities, posing issues in terms of sustainable development that strikes a regional balance. The Thematic Guidelines cite the five talking points listed below:

- 1) Worsening of the living environment and insufficient city infrastructure/facilities in conjunction with population concentration;
- 2) Magnified disparity of wealth in cities;
- 3) Increased risk of climate change inducing natural disaster;
- 4) Increased regional stratification and a declined growth due to overemphasis of urban population and economic activity;
- 5) Insufficient integrated administration on a scale exceeding national borders and individual governmental bodies.

The Thematic Programs studied in this survey were implemented as an effective approach to solve such urban/regional development issues facing developing nations. Table 2-1 shows effective approaches in the urban/regional development sector, as well as the Thematic Programs and relevant projects examined in this survey.

Table 2.1 Overview of Approaches in the Urban/Regional Development Sector and the Thematic Programs Examined in this Survey

Approach	Titles of Thematic Programs and the Technical Cooperation Project Examined in this Survey
Urban Development Sector	
Systematic urban development that contributes to economic activity	<ul style="list-style-type: none"> • Comprehensive City Planning • Participation, Consensus Building and Resettlement in Public Works Project
Attainment of favorable living conditions	<ul style="list-style-type: none"> • The Project on Capacity Development for Land Readjustment in Curitiba (Brazil: 2/2013-1/2016) • The Land Readjustment Method for Urban Development
Attainment of favorable urban management	<ul style="list-style-type: none"> • Urban Management for Sustainable Urban Development
Regional development sector	<ul style="list-style-type: none"> • National and Regional Development Policy

Note: The Third Country Training Program in Colombia was also subject to this survey.

2.4 Assessment Methodology and Points for Consideration

Assessment in this survey constituted a review of five DAC (Development Assistance Committee) criteria based on the grid show below. Assessment emphasized gaining a grasp of effects manifested following the conclusion of the training program. As such, of the five criteria, effectiveness, impact, and sustainability were given special precedence. Emphasis of these criteria during assessment elicited lessons for improvement of the training program.

Table 2.2 Assessment Grid

Item	Assessment Question		Information Source
	Large	Small	
Relevance	Priority and Compliance with Policy	Was the training congruent with the trainee's home country's policies? (At time of training implementation and ex-post evaluation)	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Response to questionnaire
		Consistent with Japan's assistance policies? (At time of training implementation and ex-post evaluation)	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with JICA overseas offices • JICA country analysis papers • Project report materials • Response to questionnaire
	Necessity of Training	Was the training congruent with the target group needs of the trainee's home country? (At time of training implementation and ex-post evaluation)	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with JICA overseas offices • JICA country analysis papers • Response to questionnaire
	Validity of Measures	Was the training valid, considering the trainee's needs?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Response to questionnaire
Effectiveness	Attainment of Training Goals	Were the objectives established during training achieved?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Response to questionnaire, work completion report, monitoring sheet
		Did the trainee acquire the training lessons?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Response to questionnaire, work completion report, monitoring sheet

	Factor Analysis	What factors contributed to/inhibited achievement of the objectives?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Response to questionnaire, work completion report, monitoring sheet
		How did the trainee's basic scholastic acumen (in mathematics, etc.), practical experience, and technical level (before participating in training) affect the training outcome?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions
	Satisfaction with Training	How satisfactory was the training? Which aspects were most satisfactory? Which aspects were least satisfactory?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Response to questionnaire, work completion report, monitoring sheet
Efficiency	Factor Analysis	Reasons for satisfaction/dissatisfaction	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Response to questionnaire, work completion report, monitoring sheet • Questionnaire survey
	Investment Efficiency	Were the H.R., equipment, and funds necessary for the smooth implementation of training suitably acquired and utilized efficiently/effectively? Did the instructors and interpreters use the correct technical terms? Were they easy to understand?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with JICA overseas office • Interview training institutions and JICA domestic institutions • Response to questionnaire, work completion report, monitoring sheet • Questionnaire survey
	Causal Relationship: Investment & Outcome	Were the investment/ investment quality enough to produce the intended result?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Work completion report, monitoring sheet • Questionnaire survey
	Factors Contributing to/ Inhibiting Training Outcome	What factors contributed to or inhibited smooth implementation of training?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with training institutions and JICA domestic institutions • Work completion report, monitoring sheet • Questionnaire survey
Impact	Overall goal / achievement	How and to what extent did former training participants leverage in their home country knowledge/skills acquired during training? (Contributions that improved the organization's activities, contributions to the organization's results, project creation, policy/systemic proposals and implementation, contributions to preparation, etc.)	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Interview with JICA overseas office • Questionnaire survey
		How and to what extent did former training participants share knowledge/skills acquired during training with colleagues and their home institution?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions • Questionnaire survey
		How did post-training follow-up (technical professional, specialist dispatch) contribute to overall goal achievement?	<ul style="list-style-type: none"> • Interview with former training participants and home institutions

		How was the action plan proposed during training connected to policy/law?	<ul style="list-style-type: none"> Interview with former training participants and home institutions
	Factors contributing to /inhibiting goal achievement	What were the contributing/inhibiting factors when leveraging the skills and knowledge acquired during training?	<ul style="list-style-type: none"> Interview with former training participants and home institutions Interview JICA overseas offices Questionnaire survey
	Other Impact	Were there any other secondary positive/negative impacts (secondary effects)?	<ul style="list-style-type: none"> Interview with former training participants and home institutions Interview JICA overseas offices Questionnaire survey
Sustainability	Sustainability of the Training Objections and Overall Objectives	Is a program in place to leverage the training outcome?	<ul style="list-style-type: none"> Interview with former training participants and home institutions Questionnaire survey
		Have former training students who created an action plan been implementing/continuing with said action plan?	<ul style="list-style-type: none"> Interview with former training participants and home institutions Interview JICA overseas offices Questionnaire survey
		What aspects learned in training were readily applicable in the trainee's home country? What aspects learned in training were not readily applicable in the trainee's home country?	<ul style="list-style-type: none"> Interview with former training participants and home institutions Questionnaire survey
		Has a network been built? (Network between former training participants, JICA, training instructors, etc.)	<ul style="list-style-type: none"> Interview with former training participants and home institutions Interview JICA overseas offices Interview with training institutions and JICA domestic institutions Questionnaire survey
		Has a network been built amongst fellow former training participants?	<ul style="list-style-type: none"> Interview with former training participants and home institutions Interview JICA overseas offices Interview with training institutions and JICA domestic institutions Questionnaire survey
		How functional is the regional network implemented in Colombia through the Third Country Program?	<ul style="list-style-type: none"> Interview with former training participants and home institutions
	Facilitating/Inhibiting Factors	What factors facilitated/inhibited the sustainability and reach of the training outcome?	<ul style="list-style-type: none"> Interview with former training participants and home institutions Interview JICA overseas office Interview with training institutions and JICA domestic institutions Questionnaire survey

2.5 Survey Implementation Setup

The present survey was implemented by the team performing the roles listed below:

Table 2.3 Actors and Roles

Name	Purview	Role
Isao Dojun	Leader/Comprehensive Assessment Analysis	Overall Assessment (Verification of Each Training Assessment), Scheduling
Yuki Matsuo	Training Assessment Analysis 1	Overseas Interview Survey (Colombia and Costa Rica) Interview Survey in Japan and Assessment Analysis
Yuichi Mukainakano	Training Assessment Analysis 2	Interview Survey in Japan and Assessment Analysis
Tatsuro Yamaguchi	Training Assessment Analysis 3	Overseas Interview Survey (Brazil) and Assessment Analysis
Nao Iwano	Questionnaire Survey Analysis	Questionnaire Survey Implementation/Analysis

Note: All are members of the Chuo Kaihatsu Corporation.

3. Survey Results

3.1 Questionnaire Survey

A survey was implemented in the form of questionnaires applicable to all trainees who participated in the Thematic Program related to the Urban Development in FY 2015, as well as all trainees who participated in the Young Leaders Program (all sectors²) from FY 2012 through FY 2016. The survey results were aggregated and analyzed per the following criteria: 1) questionnaire response status; 2) action plan implementation status; 3) factors that contributed to or inhibited action plan implementation; 4) outcomes of training manifested apart from action plan implementation; 5) perceptions of Japan; and 6) collaboration with JICA, the host organizations, and other trainees. The survey report culminated in a discussion of these survey results and proposals based on these results.

3.1.1 Questionnaire Response/Collection

All former training participants were subject to the questionnaire, yielding a total sample size of 1,207 trainees (273 from the Thematic Program, 934 from the Young Leaders Program). Of this total, data was aggregated to reflect the number of questionnaires sent to former training participants for whom email addresses were known, the number of questionnaire responses, and the response rate. Moreover, responses were further delineated according to the former training participants' gender and country of origin.

3.1.1.1 Questionnaire Distribution

From the total field of applicable former training participants, email addresses were obtained for 265 participants from the Thematic Program, and 816 participants from the Young Leaders Program. Accordingly, questionnaires were sent to a total of 1,081 participants. However, 136 of these questionnaires bounced back as undeliverable due to invalid email addresses. Thus, the ostensible number of actual recipients (i.e. assumed valid email addresses) was: 945.

3.1.1.2 Number of Responses and Response Rate

Table 3.1 below shows the questionnaire response rate. Responses were received from 81 of the 241 Thematic Program participants and 198 of the 704 Young Leaders Program participants. The response rate attained from valid email addresses was thus 33.6% (81/241) for the Thematic Program and 28.1% (198/704) for the Young Leaders Program, for a combined total of 29.5% (279/945).

Table 3.1 Questionnaire Response

Training Program	Former Training Participants	Obtained Email Addresses	Valid Email Addresses	Ratio of Valid Email Address to Total Trainees	Responses	Valid Email Address Response Rate
Thematic Program	273	265	241	88.3%	81	33.6%
Young Leaders Program	934	816	704	75.4%	198	28.1%
Total	1,207	1,081	945	78.3%	279	29.5%

² Sectors of education, fisheries, agricultural and rural development, environmental management, governance, private sector development health and others

3.1.1.3 Response by Region

Table 3.2 below shows the regional distribution (based on country of origin) of the former training participants with valid email addresses and the questionnaire response. Most of the former training participants from both the Thematic Program and Young Leaders Program examined in this survey came from Asia. The second most prevalent region of origin was Africa.

Former training participants from Central and South America accounted for the highest response rate across both programs: 59.0% (23 responses) for the Thematic Program, and 91.7% (11 responses) for the Young Leaders Program. Comparatively, the response rate of the former training participants from the most heavily represented Asian and African regions did not exceed the 25% to 35% range. Data on response by country is shown in the Appendix 2.

Table 3.2 Response by Region

Region	Thematic Program			Young Leaders Program		
	Valid Email Addresses	Responses	Ratio of Responses to Valid Email Addresses	Valid Email Addresses	Responses	Ratio of Responses to Valid Email Addresses
Asia	137	37	27.0%	533	139	26.1%
Africa	56	19	33.9%	109	38	34.9%
Oceania	7	1	14.3%	50	10	20.0%
Europe	2	1	50.0%	---	---	---
Central & South America	39	23	59.0%	12	11	91.7%
Total	241	81	---	704	198	---

3.1.1.4 Response by Gender

Table 3.3 below shows the response rate for the valid email addresses by gender. In the Thematic Program, the response rate was 32.8% for males and 35.8% for females. In the Young Leaders Program, the response rate was 25.8% for males and 30.9% for females. Although female participants responded at a slightly higher rate than their male counterparts, appreciable gender disparity did not exist.

Table 3.3 Response by Gender

Gender	Thematic Program			Young Leaders Program		
	Valid Email Addresses	Responses	Ratio of Responses to Valid Email Addresses	Valid Email Addresses	Responses	Ratio of Responses to Valid Email Addresses
Male	174	57	32.8%	387	100	25.8%
Female	67	24	35.8%	317	98	30.9%
Total	241	81	---	704	198	---

3.1.2 Action Plan Implementation Status

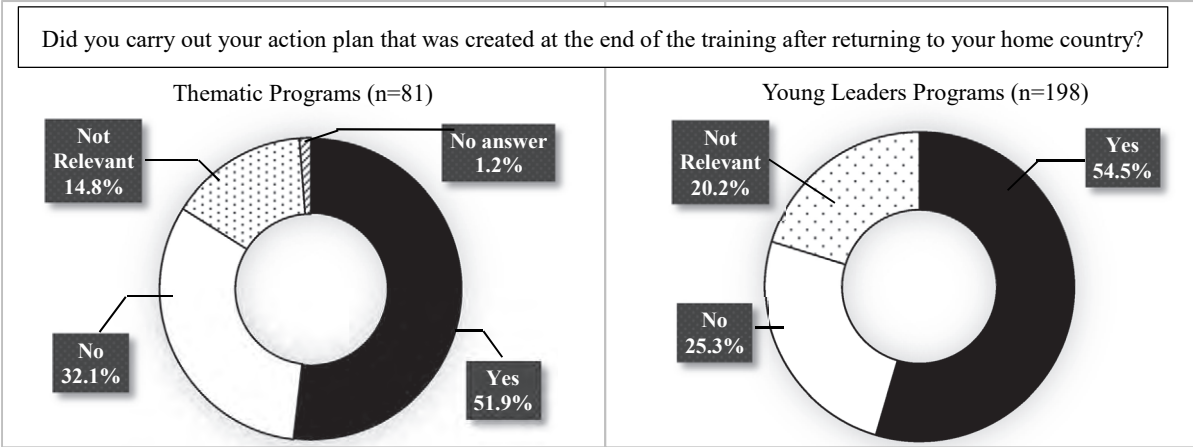
To gauge the implementation status of action plans, the questionnaire inquired as to whether the former training participant carried out his/her action plan after returning home. The aggregate questionnaire results are presented below.

3.1.2.1 Action Plan : Implementation Status (Overall)

The ratio of trainees who reported to have implemented their action plan after returning to their home country was 51.9% (42/81) for the Thematic Program and 54.5% (108/198) for the Young Leaders

Program (Figure 3.1). A comparable level of action plan implementation was evident across both programs.

However, slight inconsistencies were also evident amongst the trainee pool despite undergoing the same program. While some trainees reported successful implementation of their action plan, others admitted to not even drafting an action plan during their training period. Examples of action plan implementation by former training participants of the Thematic Program and the Young Leaders Program are described in the Table 3.4.



Note: "n" = number of respondents

Figure 3.1 Action Plan Implementation Status

Table 3.4 Examples of Action Plan Implementation by Former Training Participants

Question: What is the action plan you carried out? (Note: In parentheses, country of former training participants and title of training course)
<p>【The Thematic Program】</p> <ul style="list-style-type: none"> • Presentation of subjects learned at the training to home institution and other related organizations (Viet Nam: Participant to the Public Participation, Consensus. Building and Resettlement in Public Works Projects course, and other courses, 9 individuals in total) • Examination of implementation of land readjustment or pilot project (Ghana: Participant to the National and Regional Development Policy course, and other courses, 6 individuals in total) • Examination and formulation of urban development plan (Indonesia: Participant to the land readjustment method for urban development course, and other courses, 6 individuals in total) • Conduct training for staff of home institution (Viet Nam: Participant to the land readjustment method for urban development course) • Knowledge sharing by making a working group on land readjustment (India: Participant to the land readjustment method for urban development course) • Provision of support to the JICA study team for the Project on Integrated UMRT (Urban Mass Rapid Transit) and Urban Development for Hanoi (HAIMUD2) in Viet Nam (Viet Nam: Participant to the Integrated urban development course) • Formulation of sustainable environment development plan (Honduras: Participant to the Urban Management for Sustainable Urban Development (C) course)

- Obtaining residents agreement for a infrastructure development project (Afghanistan: Participant to the Training Course for Public Participation, Consensus Building and Resettlement in Public Works Project (A))
- Strengthening earthquake resistance of government buildings (Nepal: Participant to the Comprehensive City Planning course)

【The Young Leaders Program】

- Implementation of seminar, workshop and training (19 individuals in total including participants into the following three courses)
 - Carrier guidance implementation (Ghana, Viet Nam, and Tanzania: Participants to the Vocational Training Education Course)
 - Implementation of the training on sustainable fishery (Cameroon: Participant to the Fishery using Resource Management Approach Course)
 - Implementation of the training on promoting renewable energy use (Panama: Participant to the Renewable Energy Course)
- Presentation of subjects learned at the training to home institution and other related organizations (Philippines: Participant to the Community Small and Medium Enterprises Development and Promotion Course, and other courses, 16 individuals)
- Preparation of a leaflet on agriculture in Japan (Indonesia: Participant to the Rural Development Course)
- Introduction of scientific experiments in the Science class (Papua New Guinea: Participant to the Science and Mathematics in Basic Education Course)
- Production of regional special products (soap with honey) (Gambia: Participant to the Rural Development Course (B))
- Implementation of a project for production of white pepper (Sri Lanka: Participant to the Economic Administration (Industrial Development and Promotion) Course)
- Introduction of new type of sport aiming health promotion (Bhutan: Participant to the physical education course)
- Start of a loan system for promoting sustainable agri-business (Philippines: Participant to the Fishery using Resource Management Approach Course)
- Agricultural mechanization (introduction of 4 units of tractors) (Mali: Participant to the Rural Development course)
- Installation of hand disinfectant at hospital (Kyrgyz: Participant to the Maternal and Child Health Management Course)
- Formulation of a group of volunteers for providing tourist information and support for event (Viet Nam: Participant to the Tourism Promotion Course)
- Contents development for e-learning (Myanmar: Participant to the Policy on Information and Communication Technology Course)
- Development of a database of staff of institution belong (local government) (Sierra Leone: Participant to the Local Governance Course)

3.1.2.2 Action Plan: Revision

When former training participant responded that he/she implemented his/her action plan, further questioning whether he/she revised their action plan or not, and if altered, to what extent.

The ratio of former training participants who implemented their action plan without any change upon returning to their home country was 23.8% (10/42) for the Thematic Program and 15.7% (17/108) for the Young Leaders Program. Across both programs, at least 75% of the trainees reported implementing their action plan after returning home, with either a minor or major revision (Figure 3.2).

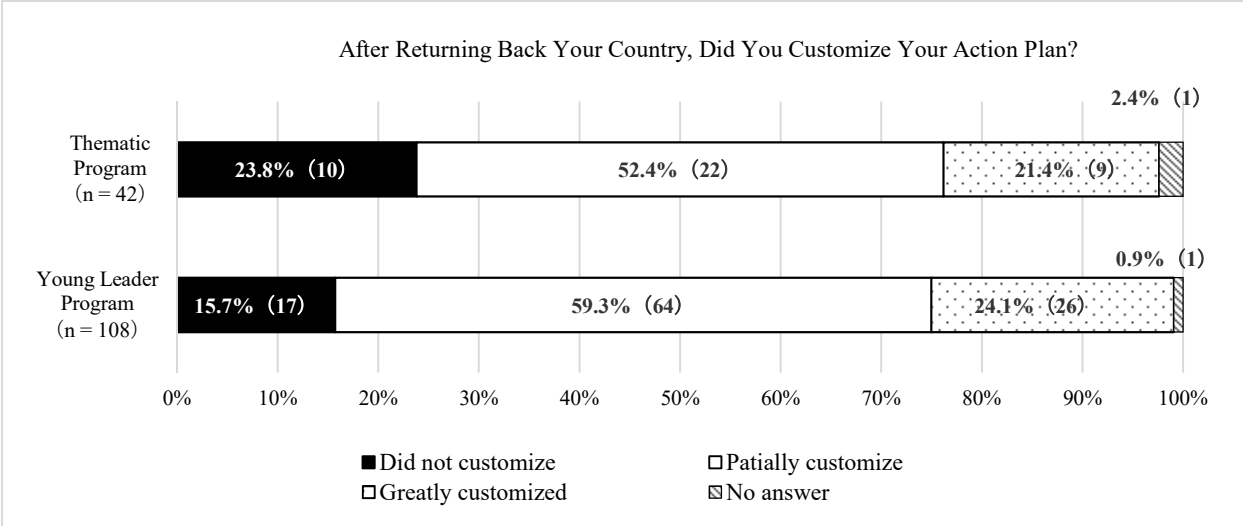


Figure 3.2 Action Plan Revision

3.1.2.3 Action Plan: Implementation Timing

Over half of the former training participants implemented their action plan within six months of returning to their home country. A notably high percentage – 47.2% (51/108) – of former training participants in the Young Leaders Program implemented their action plan within three months of returning to the home country (Figure 3.3).

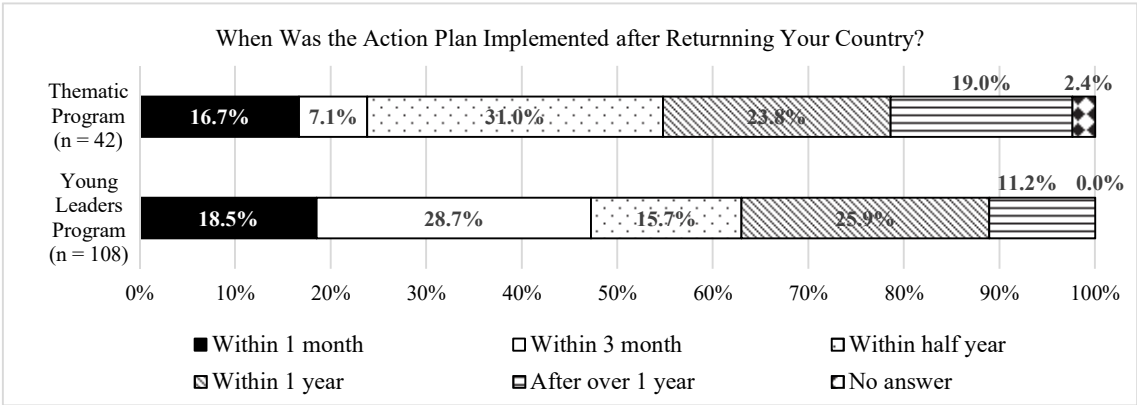


Figure 3.3 Action Plan: Implementation Timing

3.1.2.4 Action Plan: Implementation Results

The direct outcomes of action plan implementation following each respective program are detailed below. Moreover, action plan implementation produced little results in terms of facilitating a “construction and improvement of the trainee’s home organization’s structure,” with only 21.4% (9/42) of the Thematic Program and 27.8% (30/108) of Young Leaders Program trainees responding in the affirmative.

(1) Thematic Program

“Planning and improving policies and institutions of government” (54.8%) and “Creating a plan of your organization/making project, improvement and implementation” (54.8%) were predominately selected as the direct outcomes of each action plan implementation, followed by the “Construction and improvement of technologies and methods operated in business within your organization” (35.7%). Respondents who selected “Other” cited increased consciousness amongst personnel within their home organization and structural improvements at related organizations outside their home organization.

(2) Young Leaders Program

Rather than the dynamic wide-scale “Planning and improving policies and institutions of government,” most respondents from the Young Leaders Program indicated having a direct impact within their home organization in the form of “Creating a plan of your organization/making project, improvement and implementation” (62.0%). Respondents who selected “Other” cited the construction of new specialized organization(s), structural improvements at related organizations outside their home organization, the construction and improvement of technologies/methods operated in business outside their home organization, as well as increased consciousness.

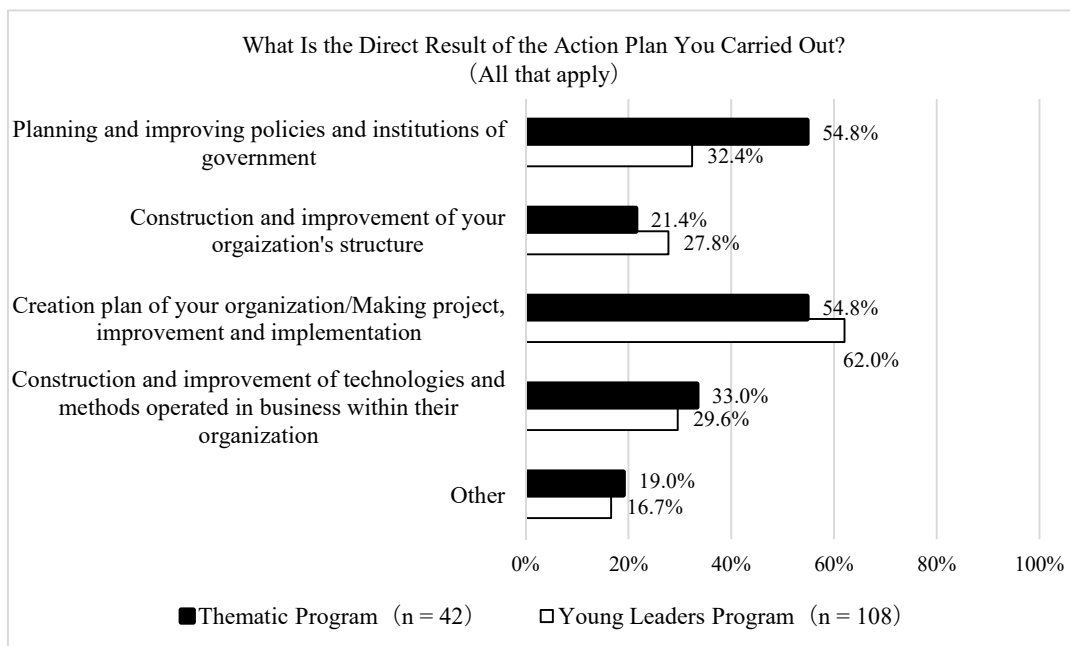


Figure 3.4 Action Plan: Implementation Results

3.1.2.5. Action Plan Implementation: Measures to be Taken

Table 3.5 tabulates the received responses when former training participants were asked to describe any innovative means employed to facilitate implementation of their action plan. Many respondents cited sharing knowledge gained during training, as well as holding periodic meetings/opinion-sharing sessions with relevant institutions/individuals. The methods by which knowledge was shared with such relevant parties are discussed in 3.1.4 Other Effects of Training (Apart from the Action Plan).

Table 3.5 Action Plan Implementation: Measures to be Taken

Upon returning to your home country, what means did you employ to facilitate implementation of your action plan?

- Shared/instructed relevant parties using knowledge gained during training.
- Held periodic meetings/opinion-sharing sessions with relevant parties.
- Shared information illustrating how relevant parties would benefit from the action plan.
- Reported my training to relevant government personnel to pique governmental interest.
- Created an SNS (Social Network Service: WhatsApp, Facebook, etc.) group amongst other project participants to constantly share information pertinent to the project and other related fields.
- Flexibly adapted the action plan to suit my home country’s environment and stakeholders.
- Created an action plan with short-term, mid-term, and long-term benchmarks.
- Created a schedule and began implementing my action plan as expediently as possible upon returning to my home country.
- Began by implementing a pilot project.
- Confirmed tenets learned during training by researching additional material that improved the credibility of a report drafted and distributed to relevant parties.
- Used the action plan as the focus of a doctoral program.
- Followed-up on extant project(s) useful in the improvement of the legal system.
- Garnered the support of superiors(s) at home organization.
- Garnered assistance (technical/economic) from international institution(s).
- Promoted collaboration between universities, industry, and the government.
- Conducted periodic monitoring/counseling of the project subjects in the action plan.
- Introduced the Kaizen System and created a daily To Do Lists.
- Taking culture into account, prioritized the return of profits to the local community, and encouraged proactive participation with the region’s residents.
- Proactively participated in pertinent seminars and workshops.

3.1.3 Action Plan: Implementation and its Contributing/Inhibiting Factors

To explore factors that either contributed or inhibited action plan implementation, respondents were asked to evaluate (on a scale of one to five) the degree of contribution posed by the following four items: required equipment/facilities, budget, the cooperation of superiors and colleagues, and the appreciability of acquired knowledge and skills. Table 3.6 shows each item’s averaged rating

(1 = inhibited, 2 = mildly inhibited, 3 = neither inhibited nor contributed, 4 = mildly contributed, 5 = contributed).

For all the items surveyed, the average rating approaches “3 = neither inhibited nor contributed.” However, it can be concluded that a budget was a mild inhibitor for respondents from both programs (Thematic Program: 2.74, Young Leaders Program: 2.68). Particularly for the Thematic Program respondents, the appreciability of acquired knowledge and skills proved to be a mild contributor (average rating: 4.02) to action plan implementation. When asked to describe other contributing/inhibiting factors, respondents cited the cooperation of residents and environmental considerations as contributing factors. Meanwhile, uncooperative governmental bodies and residents

(3 respondents), political reasons (3 respondents), legal factors (2 respondents), and reassignment to other department (1 respondent) were given as inhibiting factors. Especially, the former training participant of the Thematic Program, whose action plan was “Implementation of a land readjustment project”, failed to implement the action plan due to difficulty to obtain cooperation from residents.

Table 3.7 isolates the responses provided by only those former training participants who did not implement their action plan after returning to their home country, in the interest of exploring inhibiting factors faced by this demographic. Figure 3.5 shows this demographic results in comparison with the averages obtained from the overall respondent pool. These former training participants who did not implement their action plan provided slightly lower ratings for all items. It means that degree of inhibiting factor becomes higher. Notably, as the “cooperation of superiors and colleagues” received an average rating lower than 3.00 across both programs (Table 3.7), it is evident that this factor was “mildly inhibiting.”

Table 3.6 Action Plan: Implementation Contributing/Inhibiting Factors
(Results of all former training participants who responded to the questionnaire)

How Much did you Think that you Inhibited/contributed to the Implementation of the Action Plan?		
Item	Thematic Program	Young Leaders Program
Required equipment / facilities	3.21	3.08
Budget	<u>2.74</u>	<u>2.68</u>
Cooperation of superiors and colleagues	3.44	3.68
Appreciability of acquired knowledge and skills	4.02	3.90

Note: Values less than 3.00 underlined for emphasis

Table 3.7 Action Plan: Implementation Contributing/Inhibiting Factors
(Only former training participants who did not implement their action plan)

How Much did you Think that you Inhibited/contributed to the Implementation of the Action Plan?		
Item	Thematic Program	Young Leaders Program
Required equipment / facilities	3.19	<u>2.93</u>
Budget	<u>2.69</u>	<u>2.59</u>
Cooperation of superiors and colleagues	<u>2.75</u>	<u>2.83</u>
Appreciability of acquired knowledge and skills	3.75	3.38

Note: Values less than 3.00 underlined for emphasis

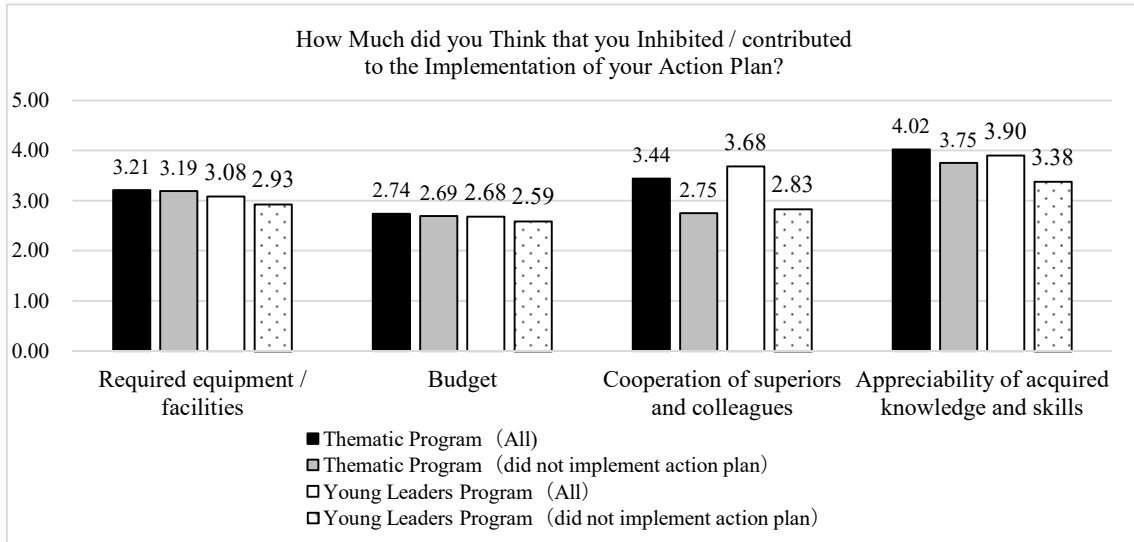


Figure 3.5 Action Plan: Implementation Contributing/Inhibiting Factors (Comparison)

Figure 3.6 shows the responses of former training participants who implemented action plans when queried regarding the key factors effective in the creation of said action plans. Across both the Thematic Program and Young Leaders Program, “knowledge and technical information obtained through individual lectures and inspections” proved the most beneficial factor in creating an action plan (Thematic Program: 92.9%, Young Leaders Program: 74.1%). This is followed by those respondents who identified the “presentation and discussion of action plan” conducted on the final day of training as effective (Thematic Program: 85.7%, Young Leaders Program: 64.8%). Notably, over 66% of former training participants from the Thematic Program responded that all the key items cited were effective in creating an action plan.

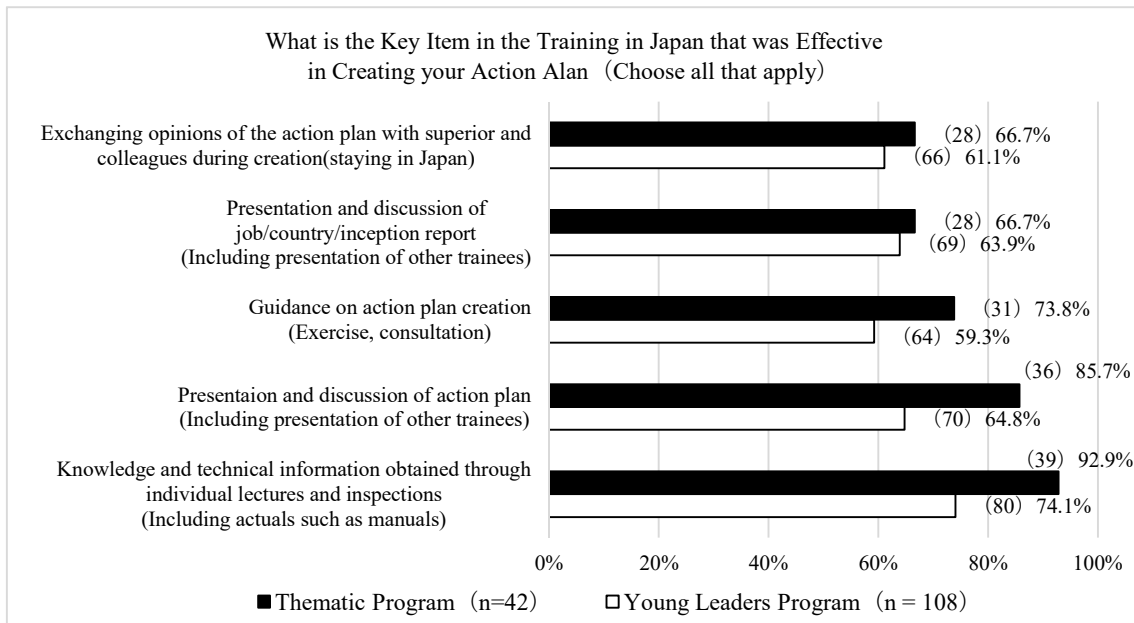


Figure 3.6 Action Plan Creation: Effective Key Items

Furthermore, when former training participants who had implemented action plans were asked to

name key items not covered in training, yet which they felt were necessary, responses included “Project planning/proposal methodologies,” “Methodologies for strategically negotiating with a project’s relevant parties,” and “Methodologies for procuring capital needed to implement a project.” Additionally, respondents stated that it would have been helpful to hear examples of projects implemented by JICA in related fields, as well as examples of action plans successfully implemented by other trainees.

There were some opinions from respondents that they can implement more easily if they have support from JICA. For example, for the excellent action plan judged on the final day of training course, JICA send recommendation letter to the organizations to which trainee(s) belong(s), and JICA responds to consultation after trainee(s) return to the home country. Furthermore, respondents expressed a desire for proactive support from JICA following completion of the training program, in the interest of building a network connecting Japanese corporations, JICA specialists, and volunteers.

3.1.4. Other Effects of Training (Apart from the Action Plan)

To assess changes in a trainee’s attitudes toward work following participation in the program, the training participants were asked to select all applicable statements from the five shown in Figure 3.7. Ultimately, each statement was selected by over 50% of former training participants. Furthermore, all former training participants selected at least one of the five statements. This result suggests that all former training participants who responded to the questionnaire experienced a change in their attitudes toward work upon returning to their home country.

Notably, a full 79.0% of former Thematic Program trainees indicated experiencing an “increased consciousness of problems in their field.” Similarly, 79.8% of the former Young Leaders Program participants indicated feeling “more ambitious to conduct activities that contribute to the development of their country.”

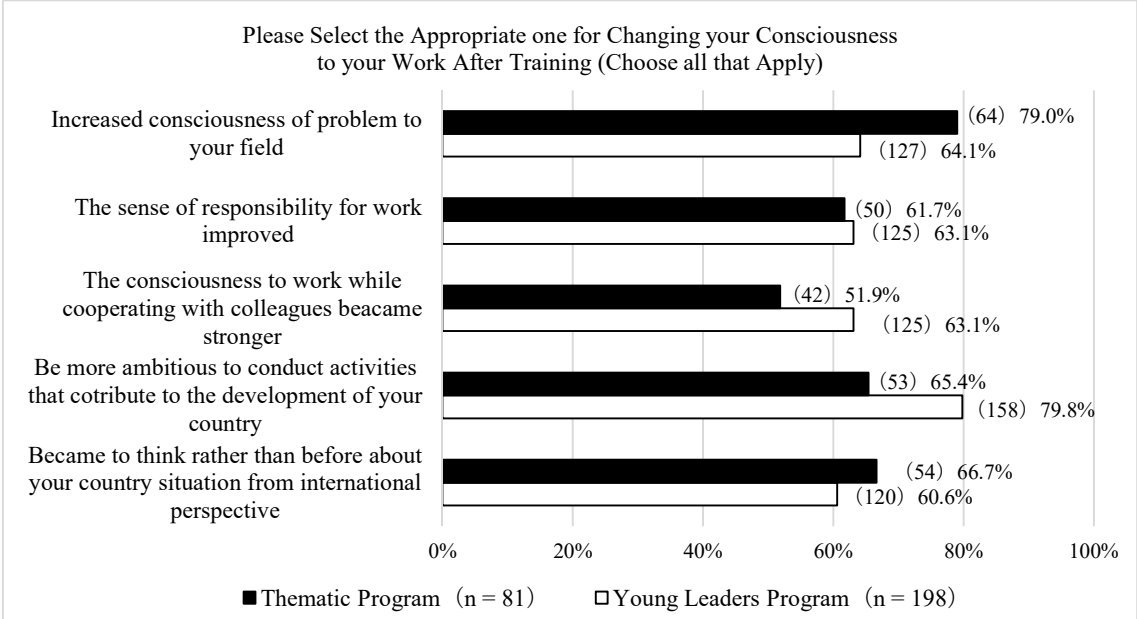


Figure 3.7 Changes in attitudes toward Work Following Participation in the Program

When asked to cite concrete examples of knowledge and skills that were acquired through training and are now being utilized at work, former training participants provided responses which fall into three categories: 1) specialized knowledge acquired through training; 2) attitudes toward work; 3) the way of work. “Attitudes toward work” encompasses such examples as having a sense of responsibility, punctuality, taking initiative as a leader, respecting others, and approaching work with integrity. “The way of work” includes the way teamwork and presentations. As demonstrated by Figure 3.8, former training participants overwhelmingly indicated utilizing “specialized knowledge acquired through training” (Thematic Program: 80.2%; Young Leaders Program: 74.2%). Respondents from the Young Leaders Program who cited “attitudes toward work” placed emphasis on demonstrating leadership within their workplace.

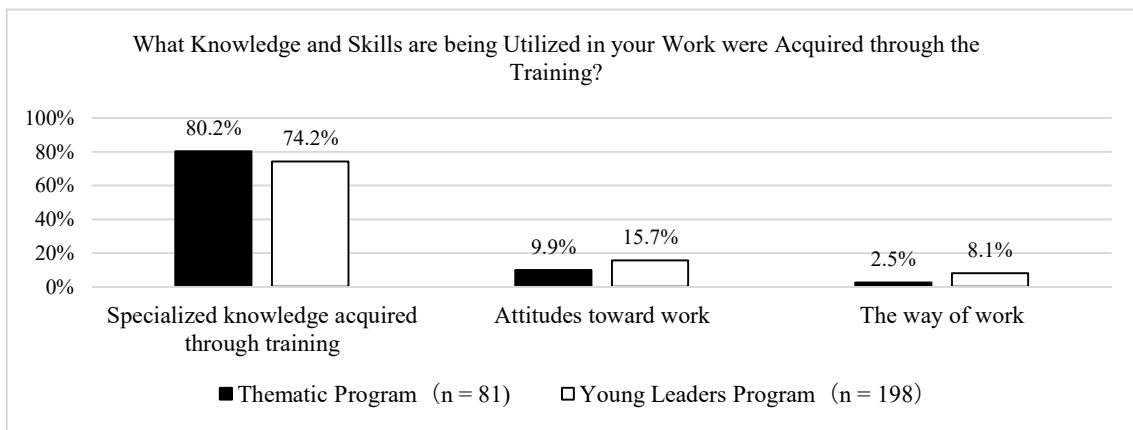


Figure 3.8 Knowledge and Skills Acquired through Training Utilized in Workplace

When asked whether former training participants have shared the experiences, knowledge, and skills acquired through training, all respondents from the Thematic Program and 97.5% of those from the Young Leaders Program answered in the affirmative (Figure 3.9).

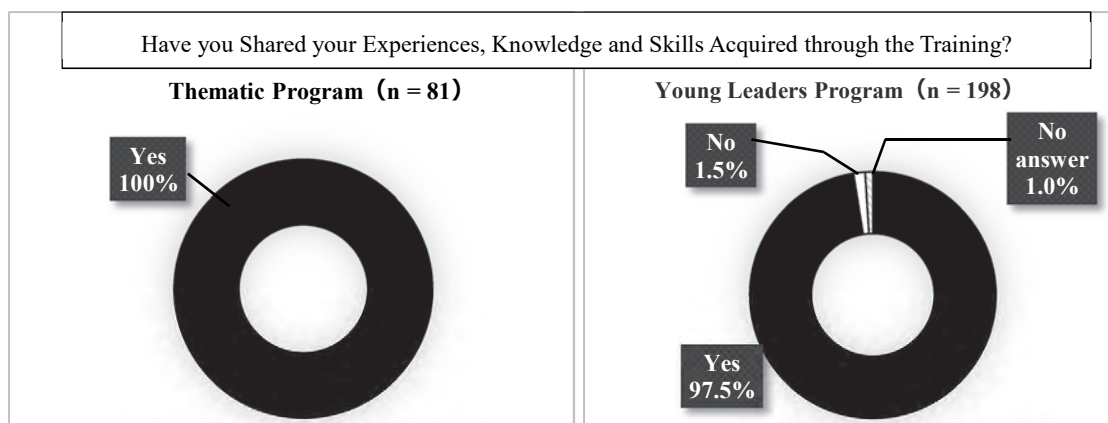


Figure 3.9 Sharing of Experiences, Knowledge, and Skills Acquired During Training

Former training participants who answered “Yes” to the above were next queried regarding the method, recipient, and nature of this knowledge-sharing. As shown in Figure 3.10, 69.1% of former Thematic

Program participants report transmitting their knowledge via “guidance and sharing at on the job training (OJT),” followed by “sharing teaching materials (in electronic or print form)” at 59.3%. Meanwhile, a majority (56.5%) of Young Leaders Program respondents favored the “distribution and sharing of their own report.” Multiple respondents in the “Other” category cited sharing their knowledge at closed meetings and other informal opinion-sharing settings, rather than in public forums such as seminars and workshops. Furthermore, former training participants from the Young Leaders Program indicated sharing knowledge in practicable situations while work.

As for target, former training participants, across both programs, predominately reported the sharing of knowledge with “affiliated staff within [their] department” (Figure 3.11). In category “Other”, many respondents also identified external friends or family members as recipients of knowledge-sharing.

When asked to describe the content being shared, respondents provided answers divisible into four categories: 1) specialized knowledge acquired during training; 2) attitudes toward work; 3) knowledge of the Japanese national character; 4) knowledge of Japanese culture at large. Under this condition, 95.1% of respondents from the Thematic Program and 93.3% from the Young Leaders Program reported sharing specialized knowledge acquired during training (Figure 3.12). Notably, responses from the Young Leaders Program reveal sharing pertaining to Japanese customs and culture, in addition to specialized knowledge. This knowledge of Japanese customs and culture is discussed in further detail in 3.1.5. Perceptions of Japan.

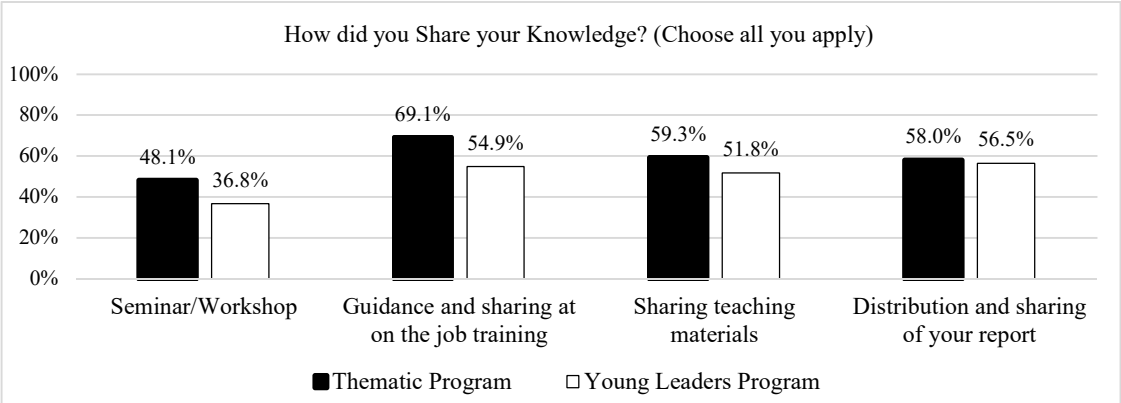


Figure 3.10 The Method of Sharing of Experiences, Knowledge, and Skills Acquired During Training

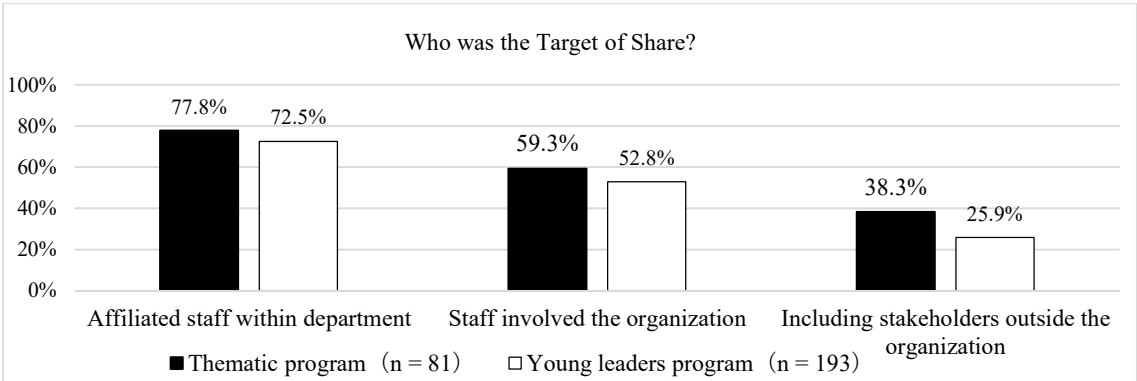


Figure 3.11 The Target of Sharing of Experiences, Knowledge, and Skills Acquired During Training

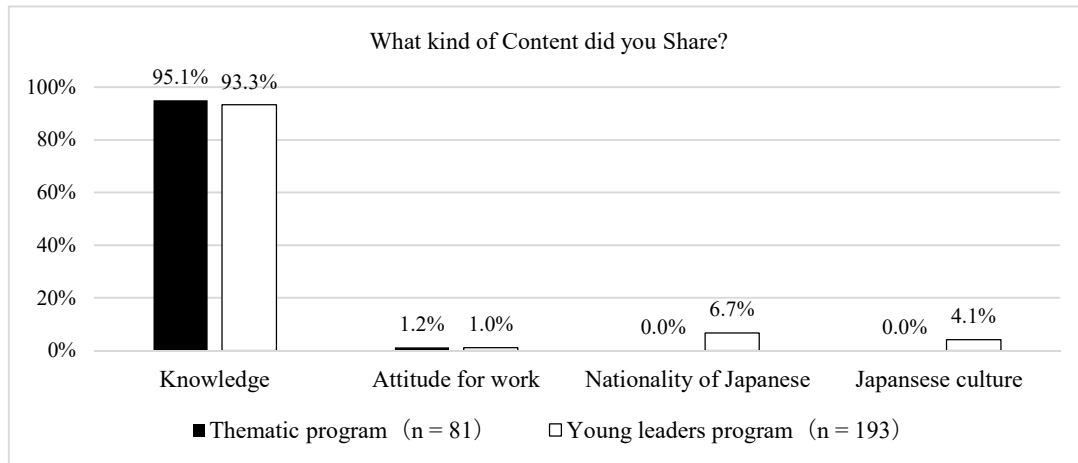


Figure 3.12 Contents of Knowledge-Sharing

3.1.5. Perceptions of Japan

To explore shifts in overall perceptions of Japan, respondents were asked to describe their current impressions of Japan after completing training. Nearly all former training participants indicated having a favorable opinion of Japan. The copious similarities across the response pool lent themselves to summarization in three categories ((1) culture and land landscape etc., (2) social and system etc., and (3) others) in Table 3.8. As many former training participants addressed the Japanese national character specifically when describing their perceptions of Japan, those talking points are collated in Figure 3.13. Former training participants most frequently cited “politeness” when describing their impression of the Japanese people.

In particular, both programs have many answers related with Japanese culture and society ((1) and (2) in above choice). By and large, respondents had fluid perceptions of Japan which changed by the end of training. Notably, many former training participants reported a prior awareness of Japan’s economic development yet claimed to have gained a newfound understanding of the “role that Japan’s national character has played in contributing to Japan’s development.” Some respondents even testified to the extent that, “I fell in love with Japan, I want to visit Japan again someday” (Thematic Program: 10, Young Leaders Program: 38). Having completed training, some former training participants expressed an interest in pursuing master’s and doctoral degrees in Japan (others had already received scholarships to study in Japan). Other trainees reported watching NHK daily. Furthermore, other respondents attributed the training program with deepening their understanding of JICA’s international cooperation projects conducted in developing nations and expressed an interested working on such Japanese international cooperation projects in their own country.

The most significant difference between the Thematic Program and Young Leaders Program was related to "Japanese traditional culture and customs" in a choice (1) culture and landscape (Thematic Program: 2.5%, Young Leaders Program: 21.2%).

Table 3.8 Perceptions of Japan

	Please Explain your Impression of Japan After the Training		
Positive Impressions (Major Category)	Positive Impressions (Minor Category)	Thematic Program	Young Leaders Program
National character	Superlative national character	Ref. Fig. 3.13	Ref. Fig. 3.13
(1) Culture and landscape etc.	Cleanliness of the cities	8.6%	11.1%
	Sustainable environment building/conservation	7.4%	10.6%
	Blend of modern and historical	7.4%	4.5%
	Preservation of traditional culture/customs	2.5%	21.2%
	Beautiful scenery	1.2%	3.0%
	Japanese cuisine	---	4.0%
	Unparalleled recovery from war/natural disasters	---	5.1%
(2) Social and system etc.	High levels of development serve as a reference point	13.6%	27.3%
	Organized and efficient	11.1%	16.7%
	Developed infrastructure	11.1%	2.0%
	Rule of law/safety/peace	9.9%	14.6%
	Technical prowess, development of advanced tech	9.9%	15.2%
	Developed education system	1.2%	7.6%
	Public-private/industry-academia-government cooperation	1.2%	1.5%
(3) Others	Fell in love with Japan/wants to visit Japan again	12.3%	19.2%
	Increased interest in Japan (hopes to study in Japan)	6.2%	2.0%
	Admiration/gratitude for Japanese international cooperation projects	3.7%	3.5%
	Desire to participate in Japanese international cooperation projects in home country	2.5%	1.0%
	Would recommend visiting Japan to a friend	2.5%	2.5%
	Confidence in Japanese brands	1.2%	---
	Negative Impressions	Thematic Program	Young Leaders Program
	Cost of living is expensive	2.5%	0.5%
	Limited vegetarian options	1.2%	---
	Reluctance to accept immigrants	1.2%	---
	Not enough being done to boost the birth rate in an aging society	---	1.5%

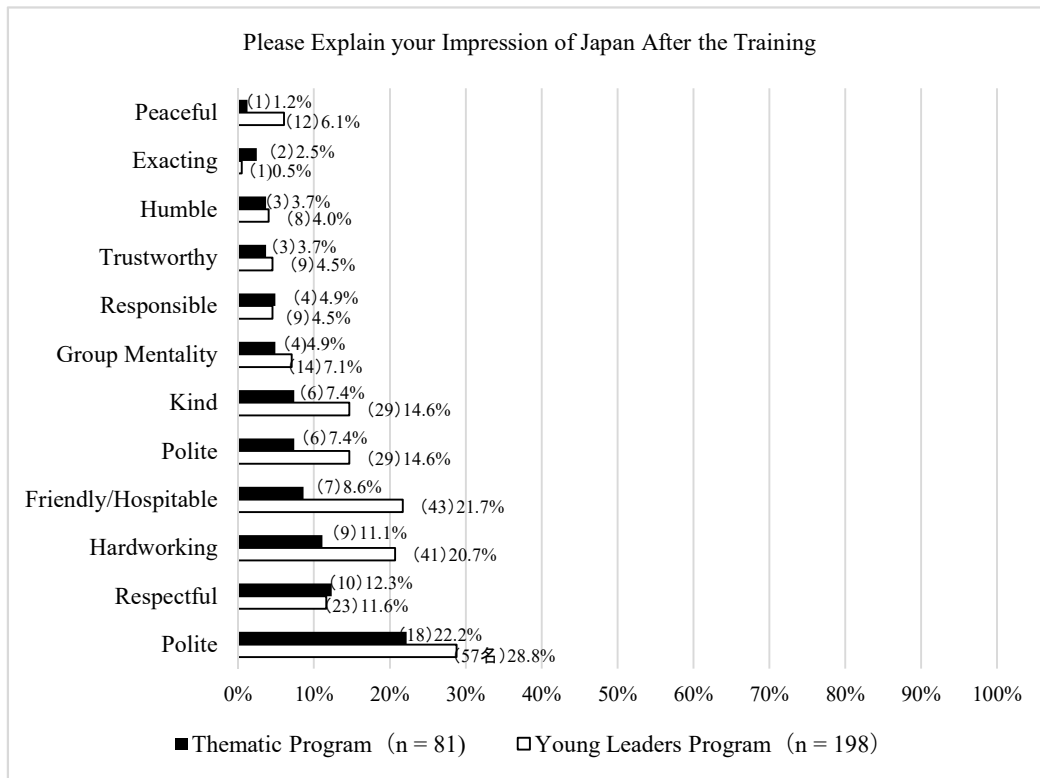


Figure 3.13 Perceptions on Japan (Japanese National Characters)

3.1.6. Ties with JICA, Training Host Institution, and Other Trainees

(1) Ties with JICA, Training Host Institution, and Other Trainees

To gauge the strength of ties between JICA, the Japanese training host institution, and other former training participants, respondents were asked to select applicable statements from the five shown in Figure 3.14.

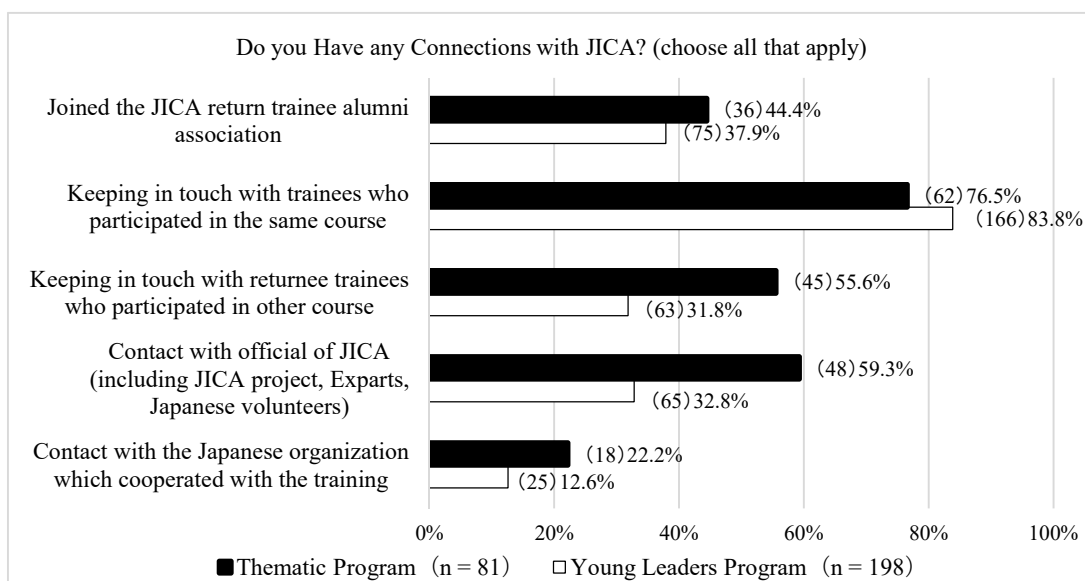


Figure 3.14 Ties with JICA and Former Training Participants

Over 75% of former training participants across both programs attested to “keeping in touch with former trainees who participated in the same course,” revealing extremely close ties between former training participants (Figure 3.14). The second most prevalent response from Thematic Program participants was “contact with officials of JICA” (59.3%). Less than half – a 44% – of former training participants indicated that they “joined the JICA return trainee alumni association.”

Although 83.8% of former training participants from the Young Leaders Program have been “keeping in touch with former trainees who participated in the same course,” a third have been in contact with JICA officials or the Japanese organization that cooperated with the training. Furthermore, 37.9% of former training participants from the Young Leaders Program “joined the JICA return trainee alumni association.”

The following responses were given as concrete examples illustrating some of the activities undertaken by former training participant with training institutions in Japan or other former training participants:

Table 3.9 The Activities Implemented with JICA, Japanese Training Institutions and Other Former Training Participants

<p>【Activities conducted in cooperation with JICA】</p> <ul style="list-style-type: none"> • Participation into JICA Alumni Association. • Participation into a Report-back Session. • Hold workshop inviting JICA experts, staff in charge of JICA overseas office, and JOCV members • Attend to resident representative of JICA overseas office (at field visit) • Provision of support to JOCV member who is dispatched to organization that former training participant belongs • Participation and cooperation with the JICA project that is being implemented in their countries. • Cooperation with JICA experts dispatched to their countries. <p>【Activities conducted with Japanese training institution】</p> <ul style="list-style-type: none"> • Became friends with some lecturers of the training course and host families, and exchange message using Facebook. • Exchange messages with course leader of the training course. <p>【Activities cooperate with other former training participants】</p> <ul style="list-style-type: none"> • Keep close communication with members of the group of former training participants using SNS (Facebook and WhatsApp, etc.). • Hold sports day every year at school gathering a part of former training participants of the physical education course • Participation into workshops and seminars of the specialized field of former training participants • Visit to former training participants who participated same program when s/he traveling on business trip.

【Example in Philippines 1: JICA Alumni Association】

JAAP (JICA Alumni Association of the Philippines) was established in 2013 in Philippines. Before that, there existed specific alumni association by the Thematic Program, Young Leaders Program, or Human Resources Development Scholarship (JDS). These alumni associations were united in 2013 and became JAAP. JAAP was approved as an NPO by the Government of Philippines. JAAP hold the annual meeting of alumni association and seminar (occasionally) receiving support from JICA office. Furthermore. JAAP has contributed to create network with JOCV members in Philippines.

【Example in Philippines 2: Report-back Session】

JICA Philippines office started “Report-back Session” from 2014. The purpose of the Report-back Session is to inform matters learned at the Thematic Program or Young Leaders Program, and also situation of implementation of action plan by former training participant to the JICA Philippines office. Initially, the target of the Report-back Session was former training participants of the disaster management and agricultural sectors of the Thematic Program. Now the target sector for the Report-back Session was gradually expanded to other sectors. As for the Report-back Session of the Young Leaders Program, officers from the Embassy of Japan in the Philippines and the Department of Foreign Affairs of the Philippines are invited. This session has a purpose not only to reporting but also creating network

(2) Involvement in JICA Projects

To gauge the ties between former training participants and JICA projects, respondents were asked whether they contributed to JICA projects either while still in training or post-training. The results are shown in Figure 3.15. Thirty-nine% of former training participants from the Thematic Program and 13.6% from the Young Leaders Program answered that they had been involved in a JICA project.

Moreover, respondents who indicated involvement were asked to describe how their training experiences helped in the other JICA projects. Many former training participants reported organizing workshops/seminars under project auspices to share information/opinions with project participants and sought to introduce successful case studies from Japan. Other respondents also mentioned engaging in discussion and information-sharing with former training participants from prior years at the JICA alumni association meeting. Additionally, two former training participants leveraged their JICA network connections, built during training and petitioned, to serve as JICA volunteers. (However, neither were ultimately recruited.) Other respondents participated proactively in JICA events and assisted JICA volunteer functions. Other former training participants reportedly make periodic reports on their activities to the JICA overseas office.

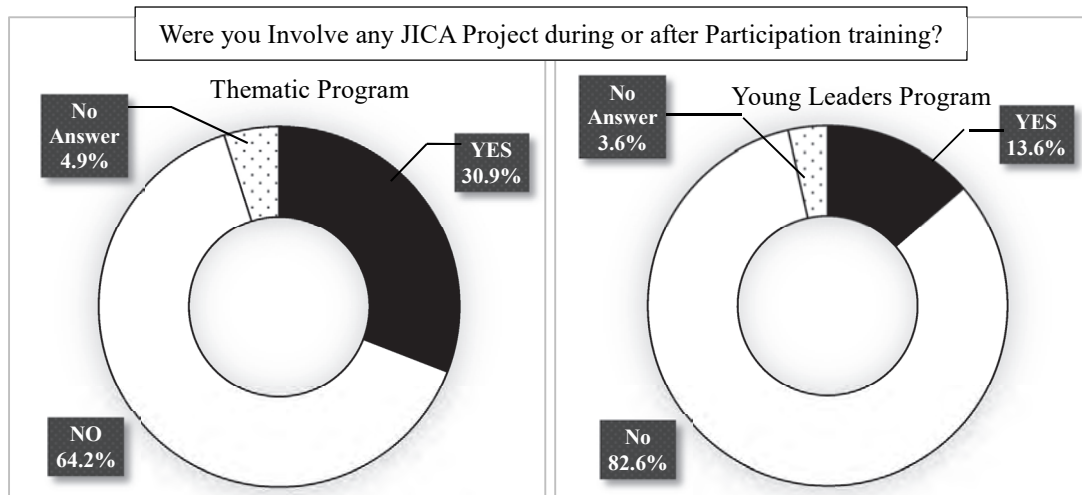


Figure 3.15 Involvement in JICA Projects

(3) Follow-up

In the interest of sustaining/developing the skills learned during training and preserving the training participant's ties to JICA upon program completion, former training participants were asked what kind of follow-up from JICA would be beneficial. Respondents were tasked with selecting all applicable statements from "a" through "g" shown in Table 3.10, and then rearranging these statements in order of importance. Table 3.10 shows the results in order of importance. Figure 3.16 also indicates the overall percentage of former training participants who selected statements "a" through "g" irrespective of order of importance.

Respondents from both the Thematic Program and Young Leaders Program by importance level indicated that the "monitoring and support in implementation of the action plan prepared during the training" would be the most beneficial form of follow-up support provided by JICA (see Table 3.10). "Support for the implementation of lectures or training sessions" tabulated as second importance. While respondents from the Thematic Program identified "project implementation support" as having tertiary importance, respondents from the Young Leaders Program selected the "dispatch of Japanese technical experts." However, it would appear many respondents (approximately 25%) did not understand the way to proceed. Rather than freely rearranging the statements, many worked down in order from letter "a."

When order of importance is disregarded in favor of a raw tally of the number of times a given statement was selected, respondents from both the Thematic Program and Young Leaders Program designated JICA's "project implementation support" as the most beneficial (see Figure 3.16. Thematic Program: 66.7%, Young Leaders Program: 61.1%). Furthermore, "monitoring and support in implementation of an action plan prepared during training" proved equally desirable to respondents from the Young Leaders Program (61.1%). The "dispatch of Japanese volunteers (JOCV)" garnered the lowest percentage of votes across both programs (Thematic Program: 24.7%, Young Leaders Program: 35.9%).

Table 3.10 Beneficial Follow-up Support Measures (by importance level)

Thematic Program

		#1	#2	#3	#4	#5	#6	#7
a	Monitoring and support in implementation of an action plan prepared during training	40.7%	6.2%	4.9%	1.2%	0.0%	1.2%	0.0%
b	Support for the implementation of lecture or training session	24.7%	21.0%	4.9%	4.9%	0.0%	1.2%	1.2%
c	Dispatch of Japanese technical experts	13.6%	18.5%	13.6%	4.9%	1.2%	1.2%	0.0%
d	Dispatch of Japanese Volunteers (JOCV)	1.2%	7.4%	4.9%	6.2%	2.5%	1.2%	1.2%
e	Project implementation support	7.4%	19.8%	21.0%	9.9%	7.4%	1.2%	0.0%
f	Providing equipment or teaching materials	2.5%	9.9%	11.1%	7.4%	7.4%	1.2%	0.0%
g	Other	2.5%	2.5%	2.5%	2.5%	1.2%	0.0%	0.0%

Young Leaders Program

		#1	#2	#3	#4	#5	#6	#7
a	Monitoring and support in implementation of an action plan prepared during training	47.5%	6.1%	3.0%	4.0%	0.0%	0.5%	0.0%
b	Support for the implementation of lecture or training session	17.2%	28.8%	2.5%	3.5%	3.0%	0.5%	0.0%
c	Dispatch of Japanese technical experts	12.1%	15.7%	19.2%	2.5%	0.5%	1.0%	0.0%
d	Dispatch of Japanese Volunteers (JOCV)	3.5%	9.6%	7.6%	12.1%	1.0%	2.0%	0.0%
e	Project implementation support	9.6%	12.6%	18.7%	8.6%	11.1%	0.5%	0.0%
f	Providing equipment or teaching materials	3.5%	8.6%	14.6%	12.1%	7.1%	10.1%	0.0%
g	Other	2.0%	1.0%	0.5%	1.0%	1.0%	0.5%	0.5%

Note: Highest percentages are **bold**, lowest percentages are underlined.

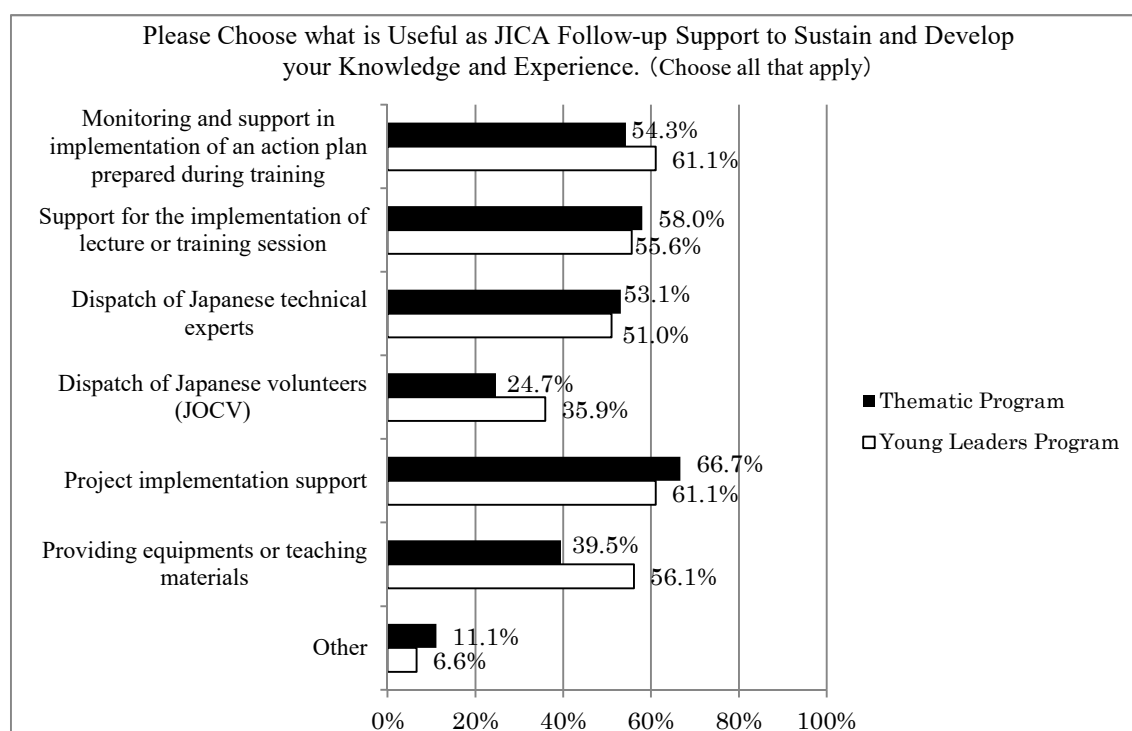


Figure 3.16 Beneficial Follow-up Support Measures (Overall percentage)

Respondents provided the following proposals as “Other” category:

- Former training participant monitoring/JICA visits to former training participants (2 respondents)
- Further improvement support
- Periodic hosting of alumni association meetings
 - Opportunity for former training participants to organize projects together.
 - Motivation to implement action plans.
 - Easier to receive permission to be absent from work with an official invitation from JICA.
- Host seminars/videoconferences
 - Former training participants report what they’ve learned.
 - Report case studies that showcase training results (such as how training has beneficially impacted work, etc.)
 - Also invite the superiors, colleagues, etc. from the former training participant’s home organization.
- Share JICA information
 - For example: information on JICA projects, specialists, volunteers, and events.
- Awards for the successful implementation of excellent action plans.
 - Grant special privileges to participate in other training courses, etc.
- Explore further modes of cooperation with JICA following completion of the training program.
 - Provide venues for discussion, etc.
 - Especially desire work superiors to become involved with JICA.

3.1.7 Discussion and Proposals

(1) Survey Methodology

As addressed in 2.2.2. Questionnaire Survey Implementation, the questionnaires utilized in this survey were translated into 11 languages (including English) and sent to the email addresses of former training participants. If former training participants did not reply by the initially stipulated deadline, the investigators sent a subsequent request to submission over two periods, from November 7th to November 9th, and December 18th to December 19th. Furthermore, from December 20th to 21st, in order to increase the number of respondents by sending remind e-mail from JICA’s domain address, but the overall response rate was not be so high. Countries with the lowest response rate per valid email address (from a sample size of over 10 valid email addresses) were: Mongolia (6.1%), Afghanistan (6.5%), Zambia (7.1%), Kazakhstan (7.1%), India (12.9%), and Kyrgyzstan (16.7%). Distribution of the questionnaire respondents by country is described in Appendix 2. Specifically, although the English questionnaire sent to Afghanistan was accompanied with a Dari translation, to Kazakhstan and Kyrgyzstan with a Russian translation, the response rate for all three countries was poor. Nonetheless, the present survey revealed that former training participants are in close contact with their fellow trainees who participated in the same course. As such, former training participants who respond to the questionnaire will ostensibly be an effective and cooperative resource in encouraging other non-responsive trainees to also submit their questionnaires.

In contrast to last year’s questionnaire (which consisted primarily of multiple-choice questions), eight

of the 21 questions in the present survey were in open-response form. This additional burden on the respondent may account for the lower response rate. However, it can be assumed that open-response questioning enabled the investigators to extract concrete viewpoints and proposals from the former training participants. Some respondents' comments were even too lengthy to be contained in the allotted space and spilled over into the margins. This feedback will surely prove valuable in such arenas as post-program follow-up and the coordination of training content moving forward.

(2) Action Plan Implementation

Over half of the former training participants from both programs stated that they have implemented their action plan. However, many respondents also indicated that their action plan consisted of “a presentation of what was learned during training to my home organization and other relevant parties.” Albeit with such information-sharing as a prerequisite, the investigators believe that the creation of a more ambitious action plan (one that utilizes the participants learned knowledge during the training and considers such knowledge application in the projects of the trainee's home country) will lead to a higher level of capacity development.

Of the former training participants who implemented their action plan, over half from both programs implemented said they initiated their action plan within six months of returning to their home country. Additionally, the present survey's results revealed that “monitoring and support in the implementation of an action plan prepared during training” may be a mode of JICA follow-up support that would be beneficial to former training participants. In other words, by focusing follow-up support on the six-month window of time beginning when a former training participant returns to his/her home country, the program may yield a higher rate of action plan implementation.

Former training participants who implemented their action plan noted that meetings/discussions and close communication with relevant parties were an effective means in facilitating action plan implementation. The ability to flexibly customize one's action plan to reflect the input gleaned during such discussions—in tandem with a consideration of the circumstances unique to one's home country—have also led to action plan implementation. In practice, over 75% of former training participants who implemented their action plan reported customizing their plan during implementation in one's home country.

In describing the positive ramifications of action plan implementation, most respondents from both programs selected, “creating a plan of your organization/making project, improvement and implementation.” The survey results also revealed most respondents cited “project implementation support” as a beneficial mode of JICA follow-up support for former training participants. In other words, it can be assumed that offering “project implementation support” will sustain the efficacy of an action plan's results.

In terms of factors that contribute or inhibit action plans, “budget” proved to be a mildly inhibiting factor. A factor inhibiting former training participants who had not yet implemented their action plan was “the (non-)cooperation of superiors/co-workers”, next to “budget”. It would appear workplace superiors/co-workers require further understanding of JICA's activities. This understanding may be

attainable through such measures as showing superiors/co-workers successful action plans implemented by other former training participants, encouraging participating in JICA events, etc.

(3) Other Effects of Training (Apart from Action Plan Implementation)

Across both programs, nearly all former training participants shared the experiences, knowledge, and skills acquired during training. Over 90% of the sharing consisted of specialized knowledge acquired by the former training by those who participated in training. As a result, the knowledge and skills acquired during training have been shared widely. It would seem the implementation of former training participants' action plans is crucial in producing a further ripple effect based on the knowledge and skill of the training.

(4) Perceptions of Japan

Many questionnaire responses from former Young Leaders Program participants touched on Japanese culture and history. Notable acclaim was expressed for Japan's recovery after the Second World War and natural disasters, with some respondents stating that the knowledge gained from these experiences should be passed on to other countries. A homestay course is included in some courses of the Young Leaders Program, which may explain these trainees' enriched understanding of Japanese culture.

From overall view of answers, former training participants have the favorable impressions on Japan even after returning their countries. Therefore, the training programs contributed to foster Japanophiles. Through training, the Young Leaders Program especially aims to foster Japanophiles versed in Japan's institutions, technology, and culture, who will grow to serve as valuable leaders responsible for nation building in their home country. Thus, it can be determined that the program is producing results in accordance with its objectives. Although responses were not received from all applicable former training participants, the investigators believe the present survey are in line with the purpose of the survey. Furthermore, the investigators believe the question of how best to maintain this network of newly-minted Japanophile trainees will become an increasingly important consideration moving forward.

(5) Former Training Participant Network

Many former training participants reported that they are proactively keeping in touch with fellow trainees from the same course via group chats on SNS and other means. For the purpose of sharing pictures taken during the training course, trainees in the same course created a group in Facebook and WhatsApp during the training. And after returning their countries, they continued to update information on recent situation of them³.

However, less than 45% -- not a particularly high percentage -- of former training participants have joined the JICA alumni association for former trainees. One contingent of the former training participants pointed out that although there is an alumni association, information on the association's

³ Examples of training courses forming a SNS group: [Thematic Program] 1) the land readjustment method for urban development, 2) public involvement, consultation and resettlement in public works projects, [Young Leaders Program] 1) urban environmental management course (Philippines and Bangladesh), 2) rural development course (Indonesia), 3) economic administration (industrial development and promotion) course (India), 4) rural development course (A) (African countries), 5) local governance course (African countries)

activities is not being adequately disseminated. A former Young Leaders Program trainee noted that the present survey was the first contact received from JICA since returning to Pakistan two years ago. Multiple other respondents strongly proposed creating a network of all former training participants. Moreover, it is suggested that the presentation at an alumni association would provide a helpful reference for action plan implementation and serve as a motivator to other former training participants. Yet a former training participant of Philippines and others reported the attendance at the activity of the JICA alumni association. As such comments indicate that the alumni association's activities differ greatly from country to country.

Even without holding alumni association meetings, such connections to former training participants need to be maintained by providing information on JICA-related ventures (projects, specialists, JOCV, events, etc.) periodically and more to former project trainees. Given former training participants' presence on SNS tools, a proactive use of said tools is one method to disseminate information.

(6) Other Discussion of Training

Although it was not included in the questionnaire, several former training participants described issues about training course as described below.

Many former training participants of both training programs remarked that the training programs were extremely well-crafted and they satisfied with the training. They mentioned also that there were an abundance of support from JICA and training course leaders during the training program, and most of them expressed thanks to training organizers.

Some former training participants of the Thematic Program commented that composition of lectures of the training course was helpful for solving problems of their countries and it was very useful. On the other hand, it was pointed out that a part of lecturers of the training course did not know about current situation/problems of trainees' countries and it seemed difficult for the lecturers to understand questions made by trainees. Furthermore according to trainees from Senegal, it was hard to understand training contents for French speakers because the training course was for English speakers.

Respondents from the Young Leaders Program commented, "I was glad that even beyond the training subject matter, there was also time to learn about Japanese culture (tourism)." However, in terms of material covered in the Young Leaders Program, one former training participant remarked, "I want you to offer Japanese language courses for a few days before training starts." Additionally, a former training participant from the Agricultural/Rural Development course commented, "The training period was too short, so we could only see crop harvesting. I would ask that you extend the training period for agricultural programs."

3.2 Interview Surveys

3.2.1 Objectives of the Overseas Interview Survey

Interviews are to be undertaken with the former training participants who have spent a certain span of years in their home country after participating in the Thematic Programs and the Young Leaders Programs. The interview survey is undertaken to grasp the situation of the implementation of their action plan (prepared at the end of their training program) and the manifestation of other effects of the training. The survey will also include exploring the project sites in which the former training participants are now involved and the collection of information utilizable as press materials.

3.2.1.1 Results of the Interview Surveys

The surveys were conducted in Colombia, Costa Rica and Brazil. They were organized into two dispatched terms: Mr. Matsuo of Chuo Kaihatsu Corporation (hereinafter referred to as “CKC”) visited Colombia and Costa Rica for 21 days from November 13 to December 3; Mr. Yamaguchi of CKC visited to various cities in Brazil for 7 days from November 6 to 10 and between November 22 and 23. (The actual schedule of the overseas survey is shown in Appendix 1.)

The subjects of the interview surveys are the former training participants in three Latin American countries, namely Colombia, Costa Rica and Brazil, who took part in the Thematic Programs (Urban Development) or the Young Leader Programs. (Participants from Brazil attended the Thematic Programs only.) There is a difference between the plan and actual result in the number of the former training participants who could be interviewed due to several reasons: participants were not available because of their schedules, had transferred to other employers and areas of activity, and/or investigators could not contact or could not meet because the possible interviewees were now living in distant areas making it difficult to arrange visits under the limited schedule. Apart from the survey subjects, interviews were also undertaken with former training participants (years before this survey), such as those related to the organizations where the former training participants belong; JICA overseas office staff; staff of the alumni association of former training participants, and related members of the projects in which the former training participants were involved. Table 3.11 below shows the number of interviewees (plan and actual) by countries and programs. (The list of interviewees is shown in Appendix 2.)

Table 3.11: Number of Interviewees by Countries and Programs (plan and actual)

Countries		Thematic Programs	Young Leader Programs	Other related people	Total
Colombia	Plan	5	12	-	17
	Actual	2	4	6	12
Costa Rica	Plan	6	14	-	20
	Actual	4	7	-	11
Brazil	Plan	9	-	-	9
	Actual	8	-	15	23
Total	Plan	20	26	-	46
	Actual	14	11	21	46

Note: The number of JICA overseas office staff is excluded.

3.2.1.2 Thematic Programs (Urban Development)

Interviews were undertaken with the former training participants who joined the Thematic Programs (Urban Development). Among the three countries under the subject survey, particularly Colombia, technical cooperation on “Urban Development”, especially the Japanese method of land readjustment, has been implemented in advance. Also, in recent years, the training has focused on not only the method of land readjustment, but also the comprehensive management of sustainable urban development with a perspective on traffic improvement, poverty and disaster prevention, and in accordance with the conditions on the ground of each country. Figure 3.17 below presents the chronological flow of the trainings in the countries of the subject survey.

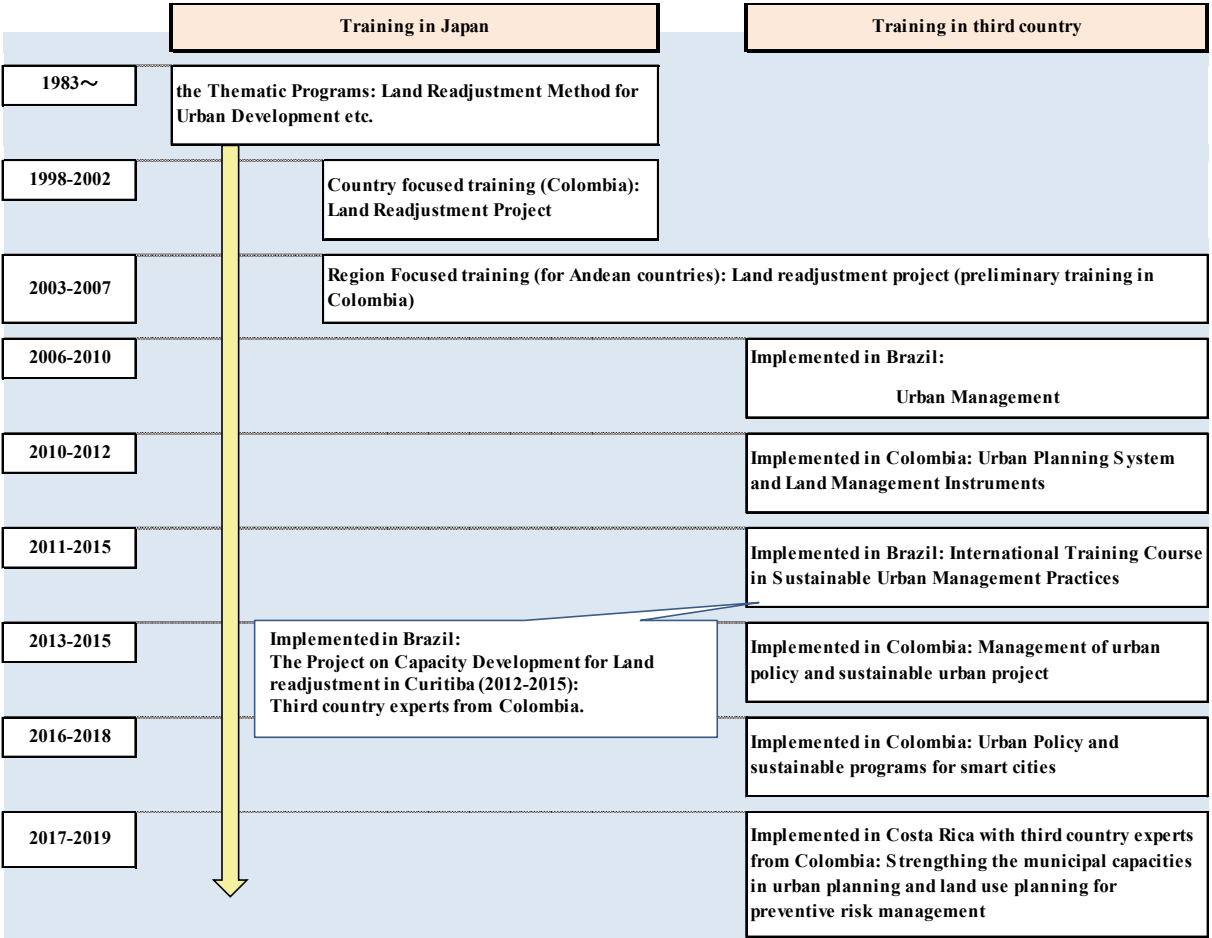


Figure 3.17 Chronological Flow of the Training in Japan and in Third Countries Related to “Urban Development”

(1) Colombia

1) Colombia: Background and History of the Trainings

In Colombia, Law No. 9 established in 1989 laid out the idea of “Land Readjustment”, but without practical details being also set out. Later in 1997, Law No. 388 stipulated the basic structure of urban development and provided the legal framework for urban development plans under the structure of a master plan (Territorial Planning (Plan de Ordenamiento Territorial), hereinafter referred to as “POT”) and partial plans (Partial Plan (Plan Parcial), hereinafter referred to as “PP”) for the regions of the country, which extend to the provincial cities. Upon a request from the government of Colombia, a

country focused training namely the “Land Readjustment Project” regarding to the Japanese method of land readjustment was held at JICA’s Hokkaido International Center (Obihiro) from 1998, a year after Law No. 388 was established, through 2002. Since then, former training participants of early years, mainly those officials of the Department of National Planning (DNP: Departamento Nacional de Planificación), have played a central role in organizing third country training in Colombia, targeting Latin American countries, up to the present.

For example, preliminary training took place in Colombia before training in Japan was undertaken as a regional focused training program for several Andean countries, namely, Bolivia, Ecuador, Peru and Venezuela held after country focused training took place. The former training participants from Colombia became the lecturers of the preliminary training. In this way, the effect of training has already manifested itself including the “south-south cooperation”. In 2007, training programs up to that year were evaluated. The effect of the training programs was thereby acknowledged, and it was decided that the target countries would be increased, and the training program would be continued. (Besides the four Andean countries mentioned above, Mexico, Honduras, Guatemala, Costa Rica and Brazil were added.) At present, third country training on “Urban Policy and Sustainable Programs for Smart Cities” is being held in many of these countries, which aims at effective management of traffic, social and life infrastructure responding to the needs of urban areas, including the method of land readjustment, and underscoring the considerations needed for the various conditions of Latin American countries. The former training participants from Colombia act as third country experts in workshops and third country training held in Costa Rica and Brazil -- the survey subject under this evaluation survey; furthermore, now they play the leading role in urban development is explored, with the introduction of the method of land readjustment in Latin America.

2) Colombia: Action Plan -- Implementation Status and Other Effects

[FY 2016: A former training participant (herein after referred to as “FTP”) (belonging institution: DNP)]

The purpose of the training program was to provide information to DNP, which it is affiliated, conduct third country training in Colombia, and support the Costa Rica pilot project. In addition, the purpose of her action plan was to support the formulation of an action plan for a participant from Costa Rica who participated in the same training course, and her action plan was implemented. (Refer the article on “Costa Rica”)

As for any other effects of the training, she was able to deliver the latest information on the method of “land readjustment” in place of the Japanese experts who could not attend the third country training in March 2017. Also, she was able to prepare the materials for a workshop which was held in Costa Rica in October 2017.

(Note: The Colombian DNP is moving from the stage of technology acquisition and introduction into its own country to the stage of developing instructors for third country training, thereby becoming a leader country in Latin America. Accordingly, the objectives of participating in the training in Japan are also changing. According to the hearing from a Costa Rican FTP who received support from

Colombia FTP, Colombia FTP was instructed by the course leader of the training course to support the development of a Costa Rica action plan. However, it has been also made clear that Colombia FTP is not in the position of providing continuous support directly to Costa Rican FTP.)

[FY 2016: FTP, DNP]

The purpose and the action plan of the training program were to collect the latest information on sustainable urban development through the Thematic Programs and to communicate that information, upon returning to the organization that the interviewee is associated. For this purpose, he collected the latest Japanese information on sustainable urban development and reported those findings to his parental organization upon return to their home country. Through the submission of reports and holding conferences, his action plan has been carried out smoothly.

[FY 2016: FTP, DNP]

As there are many former training participants in DNP, JICA training has become fully comprehended thoroughly at the organizational level. There was no hindrance in providing support to the trainees from Costa Rica for formulating their action plan. The main contents of their action plan are to set up a pilot project and to propose rules for utilizing land readjustment method.

3) Colombia: Discovering the Successful Cases

<Favorable Cases>

- Direct effects of the training: While there are still no projects in Colombia in which the former training interviewed participants have continued to be directly involved in some project, there are other valuable activities in which the former training participants who joined the training in 1998 and onwards can be appreciated. For instance, specific examples of applying the “Method of Land Readjustment” to urban development projects in Colombia can be seen in several local municipalities including Medellín, Chía and Barranquilla. Specific cases of the effects of training manifestation are reviewed in “3.2.1.4 Location of site, site survey and outline of survey results”. Also, one of the outcomes of the institutionalization of rules and regulation is that since the Law No. 388 was enacted in 1997, POTs have been established in many cities in Colombia, and specific PPs, which come under the POTs authority, have incorporated the method of “Land Readjustment” through the promotion to former training participants. As can be witnessed today, the factors that made the “Land Readjustment” settlement in Colombia are, along with the legal system having been established, DNP officials (former training participants) who strongly guided the POT and PP formulation at the local city level, thus the land system was clear and the Agustín Codazzi Geographical Institute (Instituto Geográfico Agustín Codazzi: IGAC) which manages the land had strong authority.
- Indirect effect: The technical diffusion of the “Method of Land Readjustment” by former training participants is thought to be considerably significant as an effect of the training. For instance, the City of Medellín abolished the illegal habitation areas susceptible to natural disasters and provided new dwelling to the residents nearby that would not destroy their communities. Also, the City of Chía readjusted land ownership that existed as scattered landholding and constructed new housing communities, together with the building of a public transportation network easy to

meet the growing population needs. In this way, many effects of the land adjustment being utilized as a tool to solve urban issues in urban development projects can be recognized.

Since in 1998 when the country focused training on “Land Readjustment” for Colombia, there are more than 170 former participants who partook in various training programs in Japan or in third countries. The third country training program for Latin American countries is organized continually by former training participants. Significantly, the preliminary training for new participants is now almost entirely also conducted by former training participants. For Costa Rica and Brazil, the former training participants are proactively involved in workshops and technical cooperation projects as third country experts. Thus, the continuous management of third country training for Latin American countries and the networking for information sharing led by the former training participants of Colombia can be evaluated as a significant indirect or ripple effect of the training program.

What were the main factors which enabled Colombia to take the leading position in Latin America and the training effect to be exhibited? Based on the interviews with related persons and existing reports, these factors can be listed as:

- ▶ Attributes and leadership quality of the former training participants and stable measures for status (continuous employment at the parental organization)
- ▶ Existence of leader-like former training participants
- ▶ Strong mutual trust between the Japanese experts and the trainees even before the country focused training
- ▶ Understanding and support by DNP and the fact that DNP is a central government agency that supervises development plan promotion and holds leadership position to the local governments

4) Colombia: Outcome of Cooperation to Date in the Urban Development Area of the Target Country (Summary)

- Technical contribution to POT and PP:
Under Law No. 338, former training participants have promoted the formulation of POT and PP in many cities. At present, almost 100% of the local municipalities formulate POT. In POT or PP case, the method of “Land Readjustment” is incorporated as a technology for land utilization planning.
- Urban development incorporating the “Method of Land Readjustment”:
In the City of Chía, in the suburb of Bogota, it was confirmed by a local visit of CKC staff under this survey that the practice of the Japan’s “Land Readjustment” (replotting and securing the public space) has almost all been incorporated into the development of residential areas. Although CKC staff could not visit the project implemented site within the City of Medellín (but checked the local map in the city office), the San Lorenzo District is said to have utilized the “Method of Land Readjustment” in its development. Similarly, the cities of Barranquilla, Pereira and Armenia are said to have utilized the “Method of Land Readjustment” in their

respective projects.

- Sustainable urban development:

Although concrete reports were not recorded in the interviews of the former training participants at DNP, the third country training currently conducted in Colombia is shifting from the “Method of Land Readjustment” to a comprehensive “Urban Development” condition. From now on, urban development is to be promoted with the points of view of environmental concerns, citizen participation, disaster prevention and basic infrastructures such as traffic. On the other hand, the District Environmental Secretary of Bogota city, which will be reviewed in a later section of this report, has already commenced an urban development scheme that is environmentally considerate.

5) Colombia: Opinions and Proposals for Improving JICA Training Related to Land Readjustment or Urban Development in the Future

[FY 2000: FTP, Consultant] The environment surrounding urban development is changing.

This situation is best tackled by sharing information using the network of former trained participants.

[FY 2006: FTP, City of Chía]

Information on how each country is applying knowledges learned at trainings should be recorded and shared. The examples of how things are carried out in other location/countries would be very helpful especially for those engaged in urban development in the provinces of Latin America.

[FY 2006: FTP, City of Medellín]

The methods practiced by Japan and Latin America are significantly different. One must fully understand that the details of any training cannot be applied as they are from the original source. The program would have been even better if the training included economic, legal, sociological and other professional aspects, not just focusing on architecture (construction) side of development.

6) Current Status of the Network among Former Training Participants (in the Three Countries of This Survey)

The network of former training participants of the Thematic Programs (Urban Development) exists transversally across the related Latin American countries, including Colombia, which holds a leader-like status. The status of the network among the three countries covered in this survey are described hereafter.

- The network of former training participants related to urban development is active and the expectations that the former participants hold towards the network is high. The network is used for sharing job-related information and opinions. Since the personal connection is strong, there is a virtuous circle that the related employment environment expands when a former training participant changes employer or assignment or who transferred to a university, for example.
- There are two existing networks that this survey has confirmed. One is a network centered around the former training participants from Colombia and which includes former participants of the

training in Japan and the third country trainings in Colombia. Member countries are nine and are the same as the training in third country: Colombia, Costa Rica, Brazil, Bolivia, Ecuador, Guatemala, Honduras, Mexico and Peru. The network aims at exchanging and sharing information on “Urban Development” from each member’s point of view. The management of the network is handled of by DNP which hosts many former training participants.

- The former participants of Colombia will appeal to respective country of members of the above mentioned network in order that legal support will be provided to the former trained participants from each government respectively on joining the above network. This is expected to strengthen the horizontal relation of the former participants related to “Urban Development”. In March 2018, persons concerned of Latin American countries, including Colombia, Costa Rica and Brazil are going to hold meeting in Colombia utilizing the occasion of the third country training, where they plan to establish the Latin American Association of Urban Planners (la asociación latinoamericana de planificadores urbanos).
- Another network (using SNS) has been established by a former Japanese expert. The former training participants of the “Method of Land Readjustment for Urban Development” course (from 2014 to 2016) have mainly joined this network. In this network, there are former training participants who participated in same training in Japan from Asia and Africa, as well as Latin America. The management of this network is rather personal; there are eight people acting as SNS Administrators: a Japanese expert and former training participants from Costa Rica, Brazil, India, Thailand and Vietnam. The details of the activities are job-related consultation and exchange of opinions of the former training participants.
- In Colombia, former training participants have also joined “Nikkoryukai” which is an alumni association of JICA former training participants. In the alumni newsletter in 2016, an article on land systems and third country training program has been published. In this way, information of activities conducted former training participants was disseminated to other former training participants.

(2) Costa Rica

1) Costa Rica: Background of the Training

In Costa Rica, the Urban Planning Law (Rey de Planificación Urbana) was enacted in 1968. This law set forth that the supervising government agency was the Ministry of Housing and Human Resettlement (MIVAH) and the executor was the local government, having jurisdiction over the land. However, there exist the following issues: 1) a master plan to implement the urban development plan (National Policy on Territorial Planning: hereinafter referred to as “PNOT”) does not exist, 2) it requires much time to coordinate the various government agencies involved in any land usage plan, and 3) local governments lack the financial and human resources. The present status is that urban (housing) development is carried out disorderly by the private sector, taking the lead as urbanization progressed. On the other hand, persons related to urban development in Costa Rica (MIVAH and local government) participated in the third country training program in Colombia or Brazil and learned urban development management method including the land readjustment method. The two former training participants of MIVAH (FY 2014) who were interviewed under this survey was among the first participants in the training carried out in Japan.

At present, the former training participants who belong to MIVAH and local government have selected three pilot project areas and prepared PP using the method of land readjustment by receiving guidances from Colombian third country experts. In addition, they have started preparatory works for formulating PNOT.

As for the selection of training participants, the official(s) of MIVAH, the supervising agency, was selected for the first training, followed by the executors of the project: the person in charge at the local government level and the employees at the Institute for Municipal Development and Advice (IFAM), an organization that supports local municipalities (as of FY 2016). As can be seen, training participants are selected systematically step by step to realize the project. In addition, Colombian third country experts have an intention to level up Costa Rica to the leader-like position in Central American urban development. Colombia is proactively supporting PNOT and project execution in Costa Rica.

2) Costa Rica: Action Plan Implementation Status and Other Outcomes

[FY 2014: FTP, MIVAH]

Costa Rica was the first country in Central America to attend the Thematic Programs of “Land Readjustment”. The country has a plan for urban development but does not possess the related policies and execution methods handedly. Therefore, there was a need to attend this type of training and learn the practical methods of “Land Readjustment” and how a city office -- project executor, should proceed.

As for the action plan, three places in Costa Rica (Cities of San Pablo, Flores and Liberia) have been selected and where urban development that introduces land readjustment method is to be carried out. These areas have been selected by traversing the entire area of Costa Rica in a week, with two Colombian third country experts. Based on the Colombian cases (Cities of Medellín and Chía), economically different cities and those who showed interest in learning from the Japan case were selected. To carry out the urban development in these three locations, a city employee of San Pablo as executor and an IFAM staff for economic and personnel support have both been dispatched to the FY 2016 training program. Currently, the City of San Pablo has finished its selection of the project area, and as soon as it is authorized, negotiations with the present landowners will commence.

[FY 2014: FTP, MIVAH]

A three-year “Land Readjustment Project” plan has been proceeding under the cooperation of JICA since September 2017. Two, third country experts from Colombia are to be invited three times a year under the project.

- ▶ As for the workshop in which third country experts from Colombia participated, one workshop was held in October 2017 in the City of Liberia, one of the pilot project cities. In each workshop, there was a review of the progress of the plan by third country experts, and the items to be discussed were given to Costa Rican side as “homework” of which replies were to be prepared. For this first instance, the topic was the “economic assessment” of the project.

[FY 2016: FTP, IFAM]

IFAM where the interviewee is attached deals with advising the local municipalities, and financing and human resources development. In urban development, IFAM provides consultant service (civil engineering, water supply and garbage collection etc.) with the municipalities. To progress in urban development as a country, IFAM has established a relation, much like the strategic partnership with MIVAH and functions as a member of the urban development execution team. When holding a workshop, a department inside the organization dedicated with certain training skills provides support.

The content of the action plan was related to the creation of the roadmap on urban development in Costa Rica (3-yr Plan). This plan was jointly developed by the employee of the City of San Pablo (training participant) and the Colombian training participant who participated in the same training program. The result is incorporated in the action plan of MIVAH.

[FY 2016: FTP, City of San Pablo]

Open land is becoming increasingly limited in the area where the former training participant works because land usage is not planned. Such reoccurring issues are: 1) land usage is lacking rationality when the industrial development is considered, 2) irrational road placement is giving hindrance to the accessibility of land, and 3) there is land not efficiently used. The former training participant intended to introduce land readjustment method to solve these issues.

When making the action plan, he set the objective to solve three items when introducing land readjustment method into urban development. Specifically, the issues were: 1) what land readjustment is and how it is used, 2) what are the rules for using it, and 3) how to make the construction companies understand it. These issues were to be figured out and solved during pilot project implementation. The creation of the action plan was completed jointly with another Costa Rican training participant and Colombian participants. Why he made the action plan jointly was because the Japanese course leader during his training instructed so.

Costa Rica does not have a master plan for urban development, and the method of land readjustment is not utilized. MIVAH is working on developing a master plan at present, but it is taking time. Costa Rica has their Urban Planning Law, established in 1968, but the law does not set obligations on local governments, the executing body to make local master plans, and since urban development was possible without one, it has led to the current situation. However, there are issues erupting like traffic jams in the cities and aging public infrastructure, and there is an increasing need to establish a master plan.

[FY 2014: FTP, MIVAH]

The interviewee could experience holistic learning on “Urban Development” given the training such as economics and countermeasures against residents, not only architecture.

[FY 2014: FTP, MIVAH]

The authorities in Costa Rica do not give much consideration on how to handle resident’s concern. The training for countermeasures against residents, held in Japan and Thailand included roleplaying (divided into the roles of a project executor and residents). This is what he is doing now, and it seems

to be very beneficial, leading to a positive result.

[FY 2014: FTP, MIVAH4]

The vision (outlook for the future) changed by participating in the training program. The interviewee explained the details of the training to related professionals in the workplace and it became possible to conduct “land readjustment” continuingly. One of the training participants was female; it seems the fact that a female employee explained the situation changed the awareness of the females who were on the receiving end of the explanation.

[FY 2014: FTP, MIVAH]

In Costa Rica, it is almost always the case that work is done by individuals, but urban development using “land readjustment” is to be conducted by a team, toward one goal. There is no such an example like this.

[FY 2016: FTP, IFAM]

In Japan, the interviewee learned the flow of first figuring out the status quo (what kind of land there is and what kind of utilization is possible), then examining the tasks and building an urban plan. Until now, Costa Rica has not spent much time on correctly figuring out the status quo. The FTP realized its importance due to the training. Also, he learned that if the status quo is grasped and reorganized, urban development is possible without starting from zero even in a place where through management has not yet been established.

[FY 2016: FTP, City of San Pablo]

The FTP explained the details of the action plan to the fellow employees of the city office and related professionals at various private companies. Currently, he has made a team consisting of architect, lawyer and land surveyor and is working on a pilot project. Working in a team is useful in diffusing the content of the training s/he has learned.

3) Costa Rica: Uncovering Successful Cases

<Favorable Cases>

- Costa Rica is in the initial stage of setting out urban development using the “Method of Land Readjustment”. The former training participants who were interviewed under this survey belong to the supervising agency, the supporting organization or the local government, they respectively know very well the progress status of “Urban Development” using the method of land readjustment in Costa Rica. A PNOT for urban development for the whole country has not been established yet in Costa Rica. Nor has the pilot projects in the three selected cities been implemented. Yet, the surveyor had the impression that the effect of the training is manifesting among the officials of MIVAH, the supervising agency.

In addition to the effect of training in Japan, there is a significant synergistic effect from third country training in Colombia (as has been mentioned participation in the training has brought an “Urban Development” program that is more customized for the Costa Rica conditions) and the workshop in which the third country experts from Colombia participated. The positive

participation of the third country experts from Colombia together with the former Japanese expert who guided the Thematic Programs is likely to become a favorable case of “south-south cooperation.”

The result of the field survey in the City of San Pablo is shown in section “5. Location of site, site survey and outline of survey results”, which presents the progress status of the action plan at the time of the local visit.

4) Costa Rica: Outcome of Cooperation to Date in the Urban Development Sector of the Target Country (Summary)

- PNOT for urban development: Although the legal position on urban development has been established in 1968, since a PNOT that covers the whole of Costa Rica does not exist, the result is an ongoing disordered urban development condition. The establishment of a PNOT is one significant goal for MIVAH, as it is introduced on their website as an action plan. (https://www.mivah.go.cr/Biblioteca_Politiclas_Politica_y_Plan_Nacional_Vivienda.shtml)

The person directly in charge of the establishment of this PNOT participated in the Thematic Programs in FY 2014. The training in Japan, along with third country training in Colombia, is influencing Costa Rican urban development. Also, JICA is taking the role as the supporting organization in the presentation material on PNOT for related government agencies.

- In Costa Rica, urban development needs to address resilience to disasters. In one of the interviews, it was mentioned that the interviewee was able to learn about urban development considering the countermeasures against natural disasters. Since s/he is to reflect the idea into the planning of PNOT, we can expect its influence on the national policy.
 - ▶ In relation to natural disasters, there was one bit of information, namely, that the third country experts from Colombia explained the importance of urban development to the National Emergency Commission (CNE) as part of the promotion to establish PNOT.

5) Costa Rica: Opinions and Proposals for Improving JICA Training Related to Land Readjustment or Urban Development in the Future

[FY 2014: FTP, MIVAH]

The company in which the interviewee received practical training was a business targeting the private sectors and focused on profitability. However, it would be more beneficial from the standpoint of a training participant if the training focused on a project that serves the public interest (likely thinks more about resident’s needs).

[FY 2014: FTP, MIVAH]

The training of this case was centered about the technical aspects. It would be an improvement if more sociological aspects of the project, such as the actual situation of a negotiation with residents could be experienced even in a video or heard in a recording. Negotiation with residents is a very essential and difficult issue in Costa Rica, too. Not only successful cases, but also any failure cases can be beneficial for training participants.

[FY 2014: FTP, MIVAH]

In Costa Rica, it is necessary to go through many procedures of various related organizations. The interviewee wanted to understand the various Japanese procedures made with related organizations and the process of the authorization to use them as reference for use in Costa Rica.

[FY 2016: FTP, IFAM]

When insignificant knowledge has been absorbed, a trainee can understand more efficiently if he can take time in preliminary training.

[FY 2016: FTP, IFAM]

Concerning land assessment, only one day was allotted for the calculation of land prices and for the compensation amount. In this case the allotted time was insignificant for the interviewee to fully comprehend. He wanted to know more specific items in detail.

[FY 2016: FTP, San Pablo]

The interviewee had previously participated in the third country training in Colombia and another training on urban development which took place in Bolivia under Spanish cooperation. In the training in Japan, the interviewees were somewhat confused since they had first learned the “Method of Land Readjustment” that was customized to the Colombia conditions during the third country training.

[FY 2016: FTP, IFAM]

The details of the training were centered around the facts on the ground when implementing. For the participants joining the training for the first time, they needed time to comprehend the entirety of the program. After the lecture, the interviewee asked questions to the participants from Asia where similar projects are already advanced in order to understand the training better.

(3) Brazil

1) Brazil: Background and History of the Training

Brazil enacted the Federal City Law in 2001 by summarizing the urban development methods established by several cities (such as “Joint Urban Operation” in the City of San Paulo, and the “Transfer of Development Rights” and “Land Creation” in the City of Curitiba). Various cities are promoting their own urban policies based on the federal system under the said law. As for the relation with the training, a staff member of the City Office of San Paulo in Brazil participated in the Thematic Programs for the first time from Brazil in 2005, and subsequently brought the “Method of Land Readjustment” back home and put their efforts in its promotion.

The City of Curitiba in Parana State, located in the south part of Brazil, is well known as a sustainable city with advanced initiatives in urban development such as an efficient urban traffic system, a unique tree planting policy, a waste classification treatment system and other ecological policies. It has offered a third country training program for “Urban Management” and “Sustainable Urban Management” since 2006 to mainly Portuguese-speaking countries. On the other hand, the laws and planning system for comprehensive urban development had been insufficient in City of Curitiba.

Under such a situation, a book⁴ was jointly published through follow-up cooperation in 2006 based on the information brought back by former training participants of the Thematic Programs. Flowingly, the staff at the Institute of Research and Urban Planning of Curitiba (IPPUC) and the Popular Housing Company of Curitiba (COHAB) participated in the Thematic Programs of “Urban Improvement” since 2008 to learn about Japanese “Land Readjustment” method. Subsequently, the staff joined the third country training in Colombia and acquired techniques on land readjustment method that has been optimized for Colombia.

Utilizing these acquired techniques, IPPUC examined a pilot project for land readjustment within City of Curitiba. To enhance the capability of the executors and to develop systems, “The Project on Capacity Development for Land readjustment in Curitiba” was implemented with the guidance of Japanese experts and third country experts from Colombia from 2013 to 2016. Law for urban development was developed and the existing master plan on urban development was updated. The actual urban development project has not started due to the change of president of the federal government and lack of budget as of now; however, the ripple effect is quite significant as other cities in Brazil have developed legislation on land readjustment⁵ when updating their master plans. Also, a good effect has manifested itself as a project jointly implemented by the training in Japan and training in a third country and by the third country experts (Colombia).

2) Brazil: Action Plan Implementation Status and Other Effects

[FY 2012: FTP, City of Recife]

After joining the training course, the former training participant was transferred from the City Office of Recife to Urban Development Corporation of Recife (URB) and was given a chance to utilize what she learned regarding comprehensive urban development. At URB, she is engaged in the review of the master plan of city of Fernando de Noronha and was able to utilize what she learned in the training course about conflict resolution on land ownership.

[FY 2013: FTP, IPPUC]

There were several activities within the action plan that the interviewee made. For instance, one of the actions was to make a presentation to IPPUC which he belongs to after returning to Brazil, and to apply that knowledge to the project under way at that time. The main objective was to contact the landowners of the project site, explain and introduce the method of land readjustment and ask for opinions. He expressed the understanding that urban development could become more of a participatory project by doing so. His action plan became possible to be executed since there was already a technical cooperation project with JICA with the research center where he works, and the managerial staff of IPPUC well understood his action plan.

[FY 2013: FTP, IPPUC]

The interviewee made an action plan on the redevelopment of the Tiradentes Park, located in the center of the City of Curitiba. In 2008 when the investigation of central Curitiba was made, Tiradentes

⁴ Land Readjustment e Operações Urbanas Consorciadas (Land readjustment and Consorted Urban Operations)

⁵ The city legislates a law as needed since there is no law on land readjustment at the Federal Government level. The method of legislation on land readjustment, approved by the city council and reflected on the master plan update, spread to the major Brazilian city of Belo Horizonte (and is about spreading to the City of Recife).

Park was full of bus stops and the city's historical heritage was abandoned to ruin. Nevertheless, there was a necessity for a redevelopment project on urban development and historical heritage. After returning to Brazil, she presented the action plan to her organizational superiors and received support to proceed, but soon after Brazil started broadly to suffer from political turmoil and an economic downturn, which placed her project on hold.

The city's financial situation was one of the reasons why the action plan could not be implemented. However, another reason was that the law needed to be enacted for the method of land readjustment promoted in the action plan to be realized, and implementation was obstructed by some because the method was new.

[FY 2015: FTP, Ministry of Cities]

At the time of training, the interviewee belonged to the housing supply department located within the Ministry of Cities, so the action plan was made in the assumption that the work would be implemented within that department. However, he is now engaged in the National Plan for Basic Sanitation (PLANSAB) and concerned with water supply, sewage and sludge treatment, which is different from the housing supply department. Therefore, he is not in the position of implementing the action plan.

The content of the action plan aimed as a federal institution to collect the information on projects which are under way in various areas of the country and provide legal support or advice to city offices in order they can introduced learned training method at the training into the urban plans. However, land readjustment has not been legislated yet at the federal government level.

[FY 2015: FTP, Ministry of Cities]

The former training participant has been transferred to the Office of the Presidency of the Federal Republic from the previous Ministry of Cities where he belonged at the time of the training. Yet the job description is the same; he oversees conflicts in urban planning, such as illegal occupation, right of residence, eviction and other cases, and does so proceeding with various negotiations.

The report presented at the end of the training course was on the case of illegal occupation on private land located in the City of Sumare, the suburb of the City of Campinas City, San Paulo State. It was a case in which he had been involved for many years. Based on the theories learned in the training course, he formulated a strategic plan, considered a new action and revised the method of negotiating with the stakeholders. Although the conclusion is not yet settled, it would be the best result at the current stage if no one is forced to abandon their domicile. (The action plan itself has not been implemented yet, but the negotiation is proceeding to improve the countermeasures against illegal occupation utilizing what has been learned in the training.)

[FY 2016: FTP, Ministry of Cities]

The federal government has very little experience in land readjustment. Accordingly, the first action was to hold seminars to offer a place for discussion, then select two or three cities, towns or villages that could implement pilot plans. However, Brazil was in a political turmoil when the interviewee returned. There were changes in governmental agencies as well as the change of the representatives of

the central government institutions. In addition, there was a lack of human resources and the action plan could not be implemented at the current stage of things. Yet, the topic is the one he is very much interested personally, so he hopes to be engaged in it in future in some way or another.

[FY 2016: FTP, City of Belo Horizonte]

For the action plan, the interviewee made a project plan of the area where the City Planning Department of the City of Belo Horizonte had already realized the necessity of urban planning. The plan reflected what he learned in the training about the method of land readjustment implemented in Japan, Costa Rica and Colombia.

The implementation of the project has been stopped due to the changes of the executives at the city office, which in-turn were influenced by the change in the federal government. At this writing, it is being discussed in the city parliament whether to legislate land readjustment measures into the city's master plan or not. However, legislation of other related laws would also be necessary to be implemented for the project to move forward. The city is establishing laws as required since the federal government has not taken up legislated measures on land readjustment. Things would go smoother if there is a federal law on land readjustment.

[FY 2016: FTP, IPPUC]

The interviewee's action plan was to evaluate how the issues related to citizen participation were addressed in the review of the master plan of the City of Curitiba. She proposed to incorporate the method of citizen participation at the review stage of plans for each department which was to be held in 2017. However, due to the regime change of the federal government, review of the plan was postponed and thereby the implementation of her action plan too.

Yet, the methods learned at the training course aroused interest of many others as she introduced the method inside IPPUC. While it was impossible to implement the original action plan, she made the effort to convey the method inside IPPUC. IPPUC where she belongs conducts many projects that need negotiations with the local communities; however, she became aware that there is only a small number of technical staff who has the negotiation knowledge that she acquired in the training. In this light, she tried to communicate the knowledge, specifically the method related to citizen participation, to as many technical staff as possible. She thought that, in this way, each technical staff would be able to act beneficially when negotiating with citizens.

3) Brazil: Uncovering Successful Cases

<Favorable Case>

The main tasks in urban development in Brazil are the legislation and budgetary measures. The country enacted the Federal City Law in 2001 with which stipulates that the federal government is to set the comprehensive rules and each city would implement or manage those rules with their master plan. In the Ministry of Cities, a federal government organization, the action plans made by former training participants are not brought to realization. On the other hand, the local governments can legislate even though the central government does not yet have a related legal binding code since Brazil is a federate state system. This has led to the legislation success in the City of Curitiba, a

favorable case in Brazil.

The “Urban Development Project” in the City of Curitiba, the capital of Parana State, began with the training in advance. A JICA technical cooperation project, “The Project on Capacity Development for Land Readjustment in Curitiba” was undertaken by Japanese experts and third country experts from Colombia from 2013 to 2016. Under this project, a law was enacted for urban development (and their master plan was updated). It would be appropriate to look at the formulation of the master plan in the City of Curitiba as a favorable case in Brazil from the aspects of linkage between training and the technical cooperation project, the training in Japan and third country and support from third country experts.

It is expected that urban development will be tested with the accumulated knowledge at the District of Campo de Santana, which has been selected as a pilot project site in the City of Curitiba.

4) Brazil: Outcome of Cooperation to Date in the Urban Development Sector of the Target Country (Summary)

- As has been shown in the favorable case above, the linkage of training and technical cooperation has led to new legislation that allows for the revising of the master plan for urban development in the City of Curitiba and has given a positive impact to urban development in Brazil, in general, especially the major capital cities of other states such as Recife and Belo Horizonte Cities.
- The legislation related to the master plan formulation has not proceeded at the federal government level. Yet, it has been mentioned while undertaking this survey that what has been learned under the training program such as citizen participation and consensus building is being applied as solution methods for individual issues.
- The Ministry of Cities was a counterpart along with the Ministry of Integration and the Ministry of Science, Technology and Innovation under a JICA technical cooperation project, “The Project for Strengthening National Strategy of Integrated Natural Disaster Risk Management” which was held from 2013 through 2017. The officials of the Ministry of Cities who took part in this technical cooperation project that also included former training participants. These officials reflected upon the knowledge learned at the training course when preparing manuals on Brazilian disaster prevention that concerns constructions necessary to prevent disasters. In this way, the training outcome is having ripple effects.

5) Brazil: Opinions and Proposals for Improving JICA Training Related to Land Readjustment or Urban Development in the Future

[FY 2014: FTP, IPPUC]

A positive effect would increase if an expert was dispatched after the training participants return to their home country, to observe the conditions of the project and to instruct on communicating the knowledge obtained in the training course.

[FY 2015: FTP, Ministry of Cities]

The interviewee found the content of the training and the cases he heard from other training participants very interesting, but it is also the truth that the situations in Afghanistan, Vietnam and

Mongolia were very different from that of Brazil. In that sense, it would be more interesting if there were Latin American cases that are closer to the Brazilian situation. For that to happen, there should be more than one person participating from the same continent.

[FY 2016: FTP, Ministry of Cities]

Some of the course instructors did not fully understand the situations in Latin America. They seemed to know more about Thailand, Vietnam and other South East Asian countries. Some instructors did not understand the social issues like favela (slum) in Brazil and illegal occupancy of riverbeds and why these happen, no matter how the participants explained. In these cases, the instructors from developing countries should be added.

3.2.1.3 Young Leaders Programs

Below are the results of the interviews.

(1) Colombia

Interviews were made with four interviewees in Colombia from two different courses: “Urban Environmental Management Course (UEMc)” and “Small and Medium Enterprises Development and Promotion Course (SMEDPc)”.

1) Colombia: Action Plan Implementation Status, Contributing and Obstructing Factors

[FY 2012: Urban Environmental Management Course (UEMc), the District Environmental Secretary of Bogota city]

The interviewee oversees planting and managing street trees, parks and river dikes in the City of Bogota. Heretofore, planned tree planting in Bogota did not exist; the planting was done disorderly. He made an action plan under the training to calculate the necessary numbers of trees to be planted by districts and followed through with a planting plan. In the training, he studied environmental policies in general, especially the relationship between the prevention of air pollution and the planting trees, and planting for protecting river dikes. In Colombia, however, different types of trees are used from those suitable in Japan. Accordingly, he is now selecting the tree types appropriate for Colombia and planning to implement the project soon.

At this writing, the planting plan for the City of Bogota has just been formulated and is now waiting to be implemented. Up till 2012, a comprehensive plan for planting in the City of Bogota did not exist, but this time a plan was formulated for the first time (Plan Local de Arborización Urbana 2017-2020). The City of Bogota was divided into 19 districts, for each of which a tree planting plan was formulated. The plan has been put into force from the first half of 2017. Currently, 1.25 million trees already exist in the City of Bogota, which accounts for 85% of the necessary number in total. The plan is to increase 15% more. However, the budget is short, and it is taking time for the budgetary measure. The implementation of the formulated plan is assumed to be delayed, somewhat.

[FY 2012: UEMc, the District Environmental Secretary of Bogota city]

The interviewee oversees sending out environmental information (on environmental regulations and waste recycling) to companies and citizens for enhancing the ecological considerations in the Bogota City Urban Plan. The action plan formulated in the training focused on industrial waste harmful to human bodies. She learned about the techniques that are countermeasures utilized in Japan against environment pollution such as garbage and waste water treatments, noise prevention and citizen participation in environmental preservation, all of which to be applied to the City of Bogota environmental policies. While not all parts of the action plan are implemented, an example is that she has built up a method to easily inform the accumulation places of household garbage by type of garbage to citizens (using internet) based on the method she learned in Japan.

[FY 2014: SMEDPc, Chamber of Commerce, City of Manizales]

The interviewee does not have a special field of expertise but provides support to small and medium enterprises exiting broadly on financing and human resources development for industrial development.

In the action plan, she developed a scheme of government-private cooperation on marketing and sales promotion activities, which were done separately by companies in the same field, utilizing the “organizing method” learned during the training. After returning to Columbia, she explained this approach to her organization and held a seminar for the development of local small and medium companies in the program called “Manizales Mas (<http://manizalesmas.org/>)” inviting related people from universities, small and medium companies and the chamber of commerce of Manizales. Using the results of the discussion, the members of the chamber of commerce visited Peru, Germany and Korea on a marketing tour.

[FY 2015: SMEDPc, Chamber of Commerce, City of Bogota]

The interviewee is responsible for supporting small and medium companies in the music field. In making the action plan, she transferred the contents to the support for music related companies in her own sense and formulated a plan for the development of Bogota’s music related industry. In concretization of the action plan after returning to Columbia, she made a budget plan of \$150,000 dollars for small and medium enterprises support in joint activities with a former training participant from Argentina (National Institute of Industrial Technology: INTI) and participants from Colombia (Bogota, Cartagena and Bucaramanga Cities). Although they were planning to receive support from AL INVEST (America Latina Invest, a European organization), City of Bogota could not join because the procedures took too much time. Her organization did support for planning, but complicated office procedures hindered the realization of the action plan. She thinks it was a good experience, nevertheless.

2) Colombia: Effects of Training Other than in the Action Plan

[FY 2013: UEMc, the District Environmental Secretary of Bogota city]

While the interviewee had been engaged in environmental guidance to existing companies (regulation and disposal method of industrial waste, regulation on hazardous material release causing water pollution), she realized the importance of preventive measures so that she started to provide guidance on environmental regulations to new start-ups as well as instructing waste recycling measures from the viewpoint of effective use of resources (sustainable development).

[FY 2014: SMEDPc, Chamber of Commerce, City of Manizales]

Apart from the matters related to small and medium enterprises, the interviewee is recommending 5S activities learned in the training to her organization and member companies.

[FY 2015: SMEDPc, Chamber of Commerce, City of Bogota]

There was a lecture on “kaizen” that concerned small and medium enterprises within the training which was beneficial. This was not the interviewee’s direct specialty (music industry) but since the Chamber of Commerce of the City of Bogota deals with handcrafts, fashion, sewing and graphics other than music, she shared the information to those related to apply them to these fields. Moreover, there was a chance to strengthen the knowledge on “Kaizen” as Japan Small and Medium Enterprise Management Consultant Association (J-SMECA) held a workshop in the Chamber of Commerce of the City of Bogota through JICA in November 2016.

3) Colombia: Diffusion of the Training Effect and Its Influence (Impact)

[FY 2012: URMc, the District Environmental Secretary of Bogota city]

What the interviewee learned in Kashihara and Kobe, Japan on the types and number of trees for protection against river disasters was beneficial. He has shared what he learned in the training at his present workplace and has incorporated these activities into his jobs (planting plan).

[FY 2013: UEMc, the District Environmental Secretary of Bogota city]

The interviewee held a forum in the City of Bogota to diffuse the details of the training. She discussed with her organization including her organization superior beforehand and proposed and planned the program by herself. It is now on the website of the District Environmental Secretary of Bogota city to let it be known widely to citizens of at least in the City of Bogota.

([http://oab2.ambientebogota.gov.co/apc-aa/view.php3?vid=328&cmd\[328\]=x-328-7140](http://oab2.ambientebogota.gov.co/apc-aa/view.php3?vid=328&cmd[328]=x-328-7140))

The evaluation from her boss is also provided. She interprets that there is an understanding for the training as an organization.

[FY 2014: TPYL-SMEDPc, Chamber of Commerce, City of Manisalez]

Within the interviewee's area, there are some programs for supporting small and medium enterprises such as the "Pact for Innovation" and "Neuro City" as well as "Manizales Mas" related to her action plan. She shared what was learned in the training with the members of these programs. Her organization has some other members who participated in the training in Spain, China and Korea. They are moving the program forward by discussing with each other.

4) Colombia: Changes in One's Awareness, Will and Motivation

[FY 2012: UEMc, the District Environmental Secretary of Bogota city]

It was impressive how the Japanese citizens hold a high interest for the environment and high public moral. They are well-regulated and orderly, have moral, ethics and high interest for life in general. She would have wished to experience the life of ordinary Japanese households to come in touch with the philosophy that is behind the Japanese technology.

[FY 2013: UEMc, the District Environmental Secretary of Bogota city]

It was most impressive through the training that Japanese citizens hold high public morality and high interest for environment preservation and that they have built up a strong system for environmental education for citizens. He is now aware of these things in his tasks of employment where he has many occasions to communicate with the citizens of the City of Bogota. He shares these ideas with colleagues whenever there is a chance.

5) Colombia: Status of Network of Former Training Participants and Its Problems

[FY 2012: UEMc, the District Environmental Secretary of Bogota city]

The interviewee has not contacted other former training participants. Unfortunately, she has not joined the Nikkoryukai (alumni association of former training participants in Colombia) yet either.

[FY 2012: UEMc, the District Environmental Secretary of Bogota city]

The interviewee is making contact through the SNS with former training participants from other Latin

American countries (Peru and Argentine) and from the District Environmental Secretary of Bogota city who all undertook the same training. These former members of the training exchange opinions including issues related to their tasks of employment. Also, she still contacts the family of her home stay that she came to know during the training. She received an invitation from Nikkoryukai but has not participated as of this writing.

(Other information on alumni associations: In Central American and Caribbean countries, the alumni associations of former training participants of Colombia, Guatemala, Costa Rica, El Salvador, Nicaragua, Honduras, Jamaica and Mexico have formed the Federation of former training participants in Central America and the Caribbean (FECCEBEJA). Furthermore, the South American countries have joined the Central American and the Caribbean countries to form another organization called the Latin American and the Caribbean Federation of Associated Ex-students of Japan (FELACBEJA). Both organizations hold an annual reporting session respectively where member countries take turn at hosting the session. In 2018, FECCEBEJA is planned to be held in Guatemala and FELACBEJA in Ecuador. JICA engages in indirect support for these associations through the alumni associations of former training associations of each country.)

(FECCEBEJA : <http://feccebeja.org/>)

(FELACBEJA : <https://es-la.facebook.com/Felacbeja-794471333928695/>)

6) Colombia: Proposal for Improving the Training Contents

[FY 2012: UEMc, the District Environmental Secretary of Bogota city]

The contents of the training were very good, but there was not enough time to deepen my understanding for the contents.

[FY 2012: UEMc, the District Environmental Secretary of Bogota city]

The technological aspects served the interviewee's needs and there were fields he wanted to deepen the knowledge. It would be better if the "philosophical and ideological" aspects behind those technologies could be explained. Then, the understanding for technologies would deepen.

[FY 2015: SMEDPc, Chamber of Commerce, City of Bogota]

The interviewee was able to learn systematically at the training in Japan. It would have been better if there were chances to exchange opinions with the actual executives of small and medium enterprises, especially in the fields that she is engaged in.

(2) Costa Rica

Interviews were undertaken. a total of seven interviewees, in Costa Rica from four courses: "Urban Environmental Management Course", "Support System for Persons with Disabilities Course", "Training Course of Renewable Energy" and "Small and Medium Enterprises Development and Promotion Course".

1) Costa Rica: Action Plan Implementation Status, Contributing and Obstructing Factors

[FY 2012: UEMc, ChepeCletas]

At the time this organization was established (2010), Costa Rica declared itself to be carbon neutral⁶. However, the government approach was to contract business enterprises only; climate change specialists pointed out that approaches for individual citizens were lacking if the country was to go carbon neutral. In that way, the use of bicycles instead of cars began to be promoted, and for that to happen, cities had to become attractive. That is why the interviewee started the current activity. Jointly with the training participant from the City of Belen Office who joined the same training, he formulated an action plan on planning waste reduction by citizen participation. It was an action plan to reduce waste from the stage of shopping. He got the idea for this during the training period as he noticed there was not much trash spread around the towns of Japan, although there were few garbage bins. After returning to Costa Rica, he had already planned and conducted three events by citizen-participating in cycling tours with a former training participant at City of Belen Office, which incorporated the elements of environment education such as taking your garbage home. Currently, the organization receives funding from the governmental agency on tourism and carries out some citizen-participating town exploration activities mainly in the City of San Jose. These activities also incorporate elements of environment education such, as waste reduction.

For planning and implementing events, one needs to receive authorization of the supervising agencies, which is time consuming. Sometimes it does not meet the timing for the events; not all agencies are cooperative.

[FY 2012: UEMc, City of Belen]

The interviewee widely deals with environmental issues in the City of Belen such as environmental education and licensing the environmental aspects of construction. In the City of Belen, there are many large enterprises and factories. The city office is also in charge of instructing waste water control of factories in operation. In making the action plan, the interviewee planned the promotion business of bicycle usage with citizen participation, in joint efforts with a Costa Rican training participant who undertook the same training. The plan has been implemented together with other local municipalities (City of Escazu and City of Santa Ana). While there are large enterprises in the City of Belen, they are in the special economic zone which makes it difficult to get tax revenue from those companies; therefore, the city is always tight on budget. Yet, the support to the activity is gradually given from companies and individuals who agree to its goals, which enables the activity to be continually carried out so far.

[FY 2012: Support System for Persons with Disabilities Course (SSPDc), National University of Heredia]

In Costa Rica, until recently support for people with disabilities had targeted children only. By taking the training in Japan, the interviewee realized the importance of support for (employment search) adults as well. Therefore, she formulated an action plan for employment opportunity creation (how to gain employment) for adults with disabilities. However, the University of Costa Rica (UCR) where she worked focused on education only and did not support approaching outside of the university by the “creation of job opportunity for adults with disabilities” which the interviewee had in mind. To realize

⁶ This refers to the net amount of emission and absorption of carbon dioxide being zero in a life cycle. Offsetting carbon dioxide emissions of human activities by planting trees and using natural energy is also referred to as carbon-neutral.

her action plan, she changed employer to the University of Heredia where she now is employed.

Subsequently, the project posted on the web network job opportunities for adults with disabilities and won a competition. Support from JICA and other related organizations was given, and she was able to publish a manual on networking (Redes Locales de Intermediación de Empleo para Personas con Discapacidad). The project using this manual has started in 2015 mainly in the classes of universities, and an estimated 630 people have studied the utilization on this manual in 2016. The Ministry of Labor and Social Security, the Ministry of Public Education and JICA's alumni association of former training participants have provided funds for the dissemination of the manual, which has resulted in it being introduced to Spain, El Salvador, Nicaragua, Chile and Brazil.

[FY 2015: Training Course of Renewable Energy, Coopesantos R. L.]

Coopesantos R. L. where the interviewee work has three operations: 1) rural electricity supply, 2) offering internet facilities established at the time of building power facilities and providing information communication, and 3) wind power generation.

The action plan focused on getting support for experience and knowledge of solar power generation directly from the power generation company (Shikoku Electric Power Co. Inc.) where the interviewee had his training in Japan. In preparation for that, it provided necessary to conduct a survey to measure the amount of solar radiation, which has not been realized yet. After returning to Costa Rica, there was a chance to report his action plan inside the organization; however, the then general manager was almost retiring and did not take interest and the current new manager is negative towards projects with risks, so he has not been able to receive any supports. His own immediate manger has supported approaching JICA but there is no progress. Currently, solar power generation is being tested only in San Marcos where the headquarters is located.

[FY 2015: Training Course of Renewable Energy, National Laboratory of Nanotechnology]

The interviewee oversees research for bioenergy development under the Ministry of Science and Technology (MIST), extracting the oil content produced by algae to use it as fuels. Costa Rica depends 100% of its fuel energy from imports, thus this is just one research on-going aiming to secure domestically energy sources.

The content of the action plan was to generate bioenergy from waste produced in the fishing industry jointly with a private company (Lepanto Puntarenas). The plan was supported by the organization where she is employed but was suspended due to budgetary issues. As for the contents of the training, she has made presentations and participated in conferences to discuss her action plan inside the organization.

[FY 2016: SMEDPc, PROCOMER]

Promoter of Foreign Trade, Costa Rica (PROCOMER) where the interviewee is employed, is an organization that supports enterprises promoting exports from Costa Rica. It carries out training, funding and instructs on exporting methods. It is funded by an export tax. The interviewee is in charge of the coordination of exports.

The interviewee had known before participating in the training that the relations among the Costa Rican government agencies were not good. In the training in Japan, she saw that companies knew the procedures of exporting quite well. So, she thought about making a guide for export promotion and small and medium enterprises support in Costa Rica. The content of the action plan was to publish a guide to explain the exporting methods and the function of PROCOMER for companies wishing to export. Since there are various exporting procedures, companies are confused. Thus, she thought a guide would be very helpful. However, making a guide has not been realized as she has been busy after returning to Costa Rica. While the action plan has received much support inside the organization, PROCOMER itself is a private organization, it would be difficult to obtain cooperation from the government agencies (Ministry of Agriculture and Livestock, Ministry of Economy, Industry and Commerce and Ministry of Public Education).

[FY 2016: Training Course of Renewable Energy, ICE]

The interviewee is employed by the Costa Rican Institute of Electricity (ICE), and is responsible for maintenance of the power generating plants in the electric power department. The content of her action plan was to study how to introduce the renewable energy including hydroelectric power generation she came to know by the training in Japan. She planned to negotiate with Japanese enterprises on parts procurement for the maintenance of hydroelectric power generation which is her specialty. However, the plan did not progress due to legal and budgetary restraints. The content of the training was based on Feed-in Tariff (FIT) many of which were small-scaled. This was one of the reasons she found difficulty in formulating her action plan. (She was interested in large-scale hydroelectric power generation plants which are major among Costa Rican power plants.)

2) Costa Rica: Diffusion of the Training Effect and Its Influence (Impact)

[FY 2012: UEMc, City of Belen]

The most impressive part of the training in Japan was citizen participation in environment preservation. Seeing an example of citizens holding a nature workshop as a part of preserving forests, the interviewee held a similar workshop upon return to Costa Rica.

[FY 2012: SSPDc, National University of Heredia]

The interviewee explained the learnings gained from the training on support for “adults with disabilities” which was related to co-employees in her organization. It is now a part of lectures at universities. As the approach was through the Ministry of Education, there is a gradual change in the government. Private companies are also showing understanding to the employment of people with disabilities.

[FY 2015: Training Course of Renewable Energy, Coopesantos R. L.]

The interviewee has shared his experience in the training in Japan with his three subordinates. The 4S Activities⁷ he saw in the Japanese power plant were utilizable in his organization. (He researched what he saw in the Japanese power plant and came to understand the “4S Activities”.) The he has

⁷ This is an activity aimed at making the workplace safe and healthy and to improve productivity. Seiri (Sorting), Seiton (Setting-in-Order), Seiso (Shining) and Seiketsu (Standardizing). 5S Activities add Shitsuke (Sustain the Discipline) to these.

shared those learnt activities inside his organization and is putting them into practice gradually.

3) Costa Rica: Effects of Training Other than in Action Plan

[FY 2012: UEMc, ChepeCletas]

While the interviewee works mainly with the tourism department of municipalities, he also has chances to carry out environmental education in a form of holding events with universities and to present those activities gained timely to various enterprises. Through these events, he often introduces the notion of citizen participation in environment preservation and high public morals in Japan.

[FY 2012: UEMc, City of Belen]

During the training, the interviewee witnessed the bicycle rental system in the City of Kobe. He would like to introduce a similar system in the City of Belen. Currently he is making efforts in organizing bicycle parking lots. Related to nature preservation with citizen participation, some cost for environment preservation is added onto the water rates. Using this fund, the surroundings of a spring water pond was rearranged into a park to preserve the pond, in which process environmental education was conducted. Also, inspired by the training in Japan, he took an online course on sustainable urban development offered by Inter-American Development Bank (IDB).

[FY 2015: RETc, Coopesantos R. L.]

The interviewee came to know about small-scaled power generation using small rivers. In Costa Rica, it may be also utilized in the future when large-scaled power generation development starts to fall-behind the needs capacity.

[FY 2016: Small and Medium Enterprises Development and Promotion Course, PROCOMER]

The interviewee is still in charge of visiting small and medium enterprises. In Japan, she had an opportunity to visit small and medium enterprises, from which she learned a lot. During the weekends, she visited an ordinary family (a family-run company). She got to know the Japanese culture and realized that it enables the management of the family-run company.

[FY 2016: TREc, ICE]

Due to the rise in personnel cost in recent years, major foreign companies (such as Intel) have left the country. This has caused reduction in electricity demand leading to cancellation in plans for hydroelectric power generation (dam construction). Although unclear if it is related to this company investment strategy or not, the interviewee had her employment activities changed after the training, namely to consult with various power generation plants not only hydroelectric power plants, while before the training she was working in the field of hydroelectric power generation maintenance only. In Matsuyama (at the edge of Satamisaki Peninsula), she was able to obtain some important information on maintenance and parts for wind power generation.

4) Costa Rica: Changes in One's Awareness, Will and Motivation

[FY 2012: UEMc, City of Belen]

Due to the training, the interviewee was able to learn of the actual situation of environment protection activities by citizen participation. For instance, the Costa Rican environmental education only focuses

on recycling. But she came to know that it is important to counteract comprehensively on environmental issues at the citizen's level. During the training, she had an opportunity to meet with an ordinary household where she was impressed with the high public moral and realized the value of the training that supported this condition.

[FY 2015: RETc, National Laboratory of Nanotechnology]

Though the training, the interviewee could gain confidence in utilizing biomass and renewable energies other than hydroelectric power generation. To realize power generation by bioenergy, she aims to achieve progress by jointing with small-scaled communities; it does not have to be large scale. She is thinking of making contacts with other supporting organizations with the budgetary issues in mind.

[FY 2016: SMEDPc, PROCOMER]

Before joining the training, the interviewee used to explain to the enterprises that they can export if so-and-so conditions are met. After the course, she came to understand that this would not work for the enterprises, in general and now she makes detailed instructions from an early stage.

[FY 2016: RETc, ICE]

The interviewee was able to confirm the relative position of Costa Rica through communication with other training participants from other countries.

5) Costa Rica: Relation with JICA Projects

[FY 2016: RETc, ICE]

The organization, where the former training participant is associated, implements geothermal power generation (Las Pailas, Borinquen-Guanacaste) and is supported by JICA (yen-loan-financed project). However, the former training participant's main task is the maintenance of the hydroelectric power generation units, so s/he has no direct contact.

6) Costa Rica: Present Status of the Network of Former Training Participants and Its Problems

[FY 2012: UEMc, ChepeCletas]

The training participants who were in the same training course had strong awareness of environment preservation and it was the common recognition so that communication among the members is continuing. By receiving materials from a former training participant in another county, visiting a former training participant in other country, etc., in this way members are keeping in touch.

[FY 2012: TPYL-SSPDc, National University of Heredia]

In Costa Rica, the Costa Rican Association of Ex-Students in Japan (ACEAJA) exists as the alumni association made up of former training participants. However, only the fixed members are engaged in the activity. This is probably because the communication among the former training participants is not working well. It might also be possible for ACEAJA to become more involved at the stage of dispatching the participants. This might enable ACEAJA to grasp the activities of the training participants before dispatching and after their return. (This former training participant (interviewee) is the chairman of ACEAJA.)

[FY 2015: RETc, National Laboratory of Nanotechnology]

The interviewee still makes contacts with the training participants from other countries that she met during the training program. She has not contacted ACEAJA.

[FY 2016: SMEDPc, PROCOMER]

The interviewee continues to make contacts with the Japanese host family and JICA related people she met during the training on SNS (Facebook). She is attending the reunion of training participants (ACEAJA) and making a presentations of activities with other former training participants.

[FY 2016: RETc, ICE]

Payment of about \$20 dollars for the alumni association (ACEAJA) membership fee was one of the requirements to join the training program. The interviewee did pay it but has not made contact after returning. Once there was an inquiry from ACEAJA about (the possibility of supporting) the interviewee's project budget, which the interviewee was planning, but she did not reply since it was no longer necessary.

7) Costa Rica: Proposals for Improving the Training Contents

[FY 2012: UEMc, ChepeCletas]

The content of the training was theoretic and rich but had only a few opportunities to put into practice. For instance, one case was introduced on environment preservation with citizen participation but was not opened to the interviewee who wanted to join. Accordingly, reviewing the lecture mode may be of value to consider.

[FY 2012: UEMc, City of Belen]

The training textbook was partly in English. If it were all written in Spanish, the interviewee would have been able to concentrate more on the lectures.

[FY 2015: RETc, Coopesantos R.L.]

When dispatching training participants from a private company, it is the human resources section that will be making the selection and dispatching. So, it may make the dispatching smoother if JICA and the human resources section build a working relationship from an initial stage.

[FY 2015: RETc, National Laboratory of Nanotechnology]

The interviewee felt that rather than being explained with lots of technical terms, it would be quicker to understand if it is explained with specific examples.

8) Favorable Cases

Favorable cases in the Young Leader's Programs were selected considering the implementation status of the action plans or the revised plans. Among the 11 former training participants from Colombia and Costa Rica who were interviewed under this survey, there were five cases in which some progress was seen in their action plans. There were some cases where details were so abstract that they were incorporated into the existing projects of the organization. Two cases were selected as favorable which clearly showed the plans by former training participants.

On the other hand, the main reasons for not being able to put action plans into practice were: 1) budgetary issues, 2) being too busy with typical ordinary work, 3) not being able to gain understanding (acceptance) from the organization s/he is associated with. There was also a case where the plan itself was output as a “proposal” but could not be realized because the procedures inside the organization were delayed.

[Colombia]

1) Urban Environmental Management Course: District Environmental Secretary of Bogota city, 2012

Local Urban Tree Planting Plan of 2017-2020:

Although no comprehensive tree planting plan existed in the City of Bogota until recently, the City is divided into 19 districts, which includes a tree greenery plan formulated into each district; seedlings planting commenced from 2017. Among several possibilities, the former training participant has provided the opportunity to select suitable tree species based on the knowledge learned through the training course. Based on the project originally existed under the District Environmental Secretary, in this case, the action plan is realized by emphasizing the contents learned during the training program. Since this activity is an action plan that incorporates the results of the training into the project that originally existed, it can be understood that a plan was promoted that fell within the budget and as such did not become a hindrance. Below are the cover page of the plan (left) and the page (right) where the name of the plan developer is listed.



Figure 3.18 Example of execution of action plan by returnee trainee (Planning document)

[Costa Rica]

2) Support System for Persons with Disabilities, 2012: National University of Heredia

Local Network of Employment Placement for Persons with Disabilities:

During the training period in Japan, the interviewee came to appreciate the importance of a broader understanding of the employment problem of the disabled adults in her country. As the result, she organized an information network aimed at creating employment opportunities. This also included the completion of a manual as a tool to further enhance the awareness. After returning home, she changed employers to help realize the action plan and to make use of international organizations such as JICA to compile a manual as an output of that endeavor. It can be understood that the quality of the former training participant were a major factor in realizing the action plan. Also, using the manuals that she created, she became actively working on related institutions dealing with disability issues such as the Ministry of Education of Costa Rica, and other Spanish-speaking countries in Latin America. The cover page (left) and the back-side (right) of the manual is shown below.



Figure 3.19 Example of execution of action plan by returnee trainee
(Manual for creating employment opportunities for adults with disabilities)

3.2.1.4 Location of Site, Site Survey and Outline of Survey Results

Interviews were conducted among the former training participants and site surveys were carried out at local sites related to the Thematic Programs (urban development or land readjustment). The sites surveyed are as follows for each country.

- Colombia: (1) Cundinamarca District in Chía City and (2) Juan Bobo Area in Medellín City,
- Costa Rica: (3) Barboza Joel District in San Pablo City,
- Brazil: (4) Campo de Santana District in Curitiba City and (5) Candelária District in Belo Horizonte City.

(1) Colombia: Cundinamarca District in Chía City



Before the Land Readjustment



After the Land Readjustment



The road pavement in the center of the residential area is undertaken by the funds of each resident.



Some public areas (green park areas) layout in the center of the development site are now under construction.



The road is paved across the green area in the opposite residential area.

Plan Parcial Chía - Cundinamarca
Colombia

Generalidades, situación actual Plan Parcial -
 Reajuste de Tierras

Orlando Hernández Cholo
 Dirección Sistemas de Información para la Planificación
 Municipio de Chía

Logos: jica, DNP, TODOS POR UN NUEVO PAÍS, and the local government logo.

Febrero de 2018

3. Plan Parcial AEU

DIVISION MATERIAL Y LIQUIDACION DE
 COMUNIDAD

Reloteo UAU 4 Escritura 1000 Titania 2 de Chía (19
 Nov. 2010)

MANZANA G		
LOTE	ASOCIACION DE VIVIENDA	ÁREA (M ²)
LOTE 1	PUENTE COMUN	9623.64
LOTE 2	LA LIBERTAD	4051.45
SUBTOTAL		13675.09
MANZANA H		
LOTE 3	DE TEL	2784.2
LOTE 5	SAN MIGUEL	1015.38
LOTE 4	PROVINCIA CENTRO ING.	2897.43
LOTE 6	ESERCIÓN SOCIAL Y SOLIDARIA	6240.31
SUBTOTAL		13937.32
TOTAL		26612.41

Reajuste de Terrenos Plan Parcial AEU - Chía
 Febrero de 2018

Figure 3.20 Readjustment plan of Cundinamarca District in Chía City

(2) Colombia: Juan Bobo District in Medellin City,

As the residence was built just in front of the mountain stream, and the security was also poor, aimed at disaster prevention, security improvement, poverty control, etc., a 3m wide corridor on each side of the mountain stream was newly constructed as a security area, and the residents who lived there were asked to move to newly constructed apartments.



Juan Bobo Area Before Renewal



Juan Bobo Area After Renewal



Public open-space (park) was newly created along the way



Pictured in the back of the photo is a newly constructed bridge, so as not to divide the residents on both sides of the mountain stream.



A different View from Up-stream
(Newly Constructed Apartments where the Resident moved to are visible in the center- back of the photo)

View of the Metro Cable (cable car) installed near the area



Figure 3.21 Readjustment plan of Juan Bobo District in Medellin City

(3) Costa Rica: Barboza Joel District in San Pablo City,

Across a river, this area is mainly used as coffee garden. Currently there are residential areas that have been developed by the private sector on both river banks. However, there exist coffee garden (within the plan target area) that it prevented ease of passage between the housing lots. Therefore, for river protection and natural disaster prevention and construction of roads connecting the housing lots, a development plan utilizing the land readjustment method was formulated (this location is one of pilot project sites in Costa Rica).



Present Condition (before development)
Residential areas developed by private sector lie on the left and right side of the central planning site.

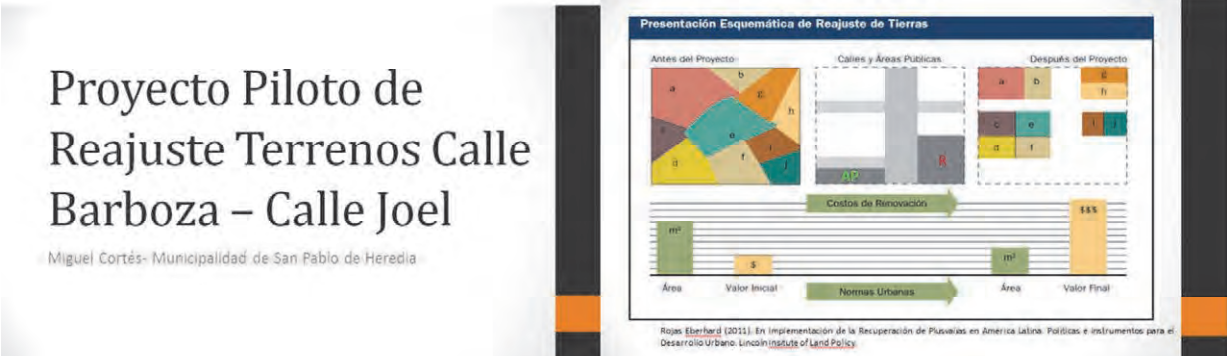
Drawing of Development Plan
The above plan is to include river green space protection as well



On the west side of the planned area (Barboza street), the residential area located on the Joel street side -- center back, can be viewed.



To the east side of the planned area (Joel Street), the left side of the photograph is planned area (coffee garden), the wall on the right is the outer limits of a residential area developed by the private sector.



Explanatory material about Land Readjustment (Presentation material for other stakeholders)

Figure 3.22 Land Readjustment Plan of Barboza Joel District in San Pablo City

(4) Brazil: Campo de Santana District, Curitiba City, Parana State

As an effect of dispatched of Japanese experts from Japan under JICA's technical cooperation project, namely "the Project on Capacity Development for Land readjustment in Curitiba" and participations of IPPUC officials in training courses of Thematic Programs in Japan as well as in third country trainings in Colombia, IPPUC officials recognized that problems can't not be solved comprehensive measures should be taken considering development of the surrounding area, rather than targeting individually on the development of the Campo de Santana district (which is chosen as the pilot project site). This broader look became obvious, particularly from the experience on the partial plan in Colombia. Initially, it was planned to make a model in the central area of the city for urban development. However, after reviewing the cases in Colombia, it is recognized that area specific plan can be formulated utilizing advantage of the characteristics of the area, and area development was started from implementing a pilot project.

This area has only a few public transportation services connecting to the center of the city, and there are many residents who rarely visit the city center throughout the year. Therefore firstly, establishment of a high-speed bus transportation system was examined and at the same time, the possibility to establish a self-sustaining urban environment that could fully live in the area without moving outside was also examined. Bus routes in the Campo de Santana district did not exist until this area was considered as a project site. Afterwards, that the city office of Curitiba established a new bus route and construction companies began to build new residential buildings in the surrounding area. In response to such situation, the city office of Curitiba is considering new road pavement and installation of facilities, etc. in cooperation with private enterprises, with the aim to prevent urban sprawl.



Present Condition (before development)
 The left of middle, red-colored area designates the pilot project site
 - Pilot Project: Explanatory Material for Land Readjustment (Presentation materials) -



West side of the planned project area



North side of the planned project area

Figure 3.23 Land Readjustment Plan in Campo de Santana District, Curitiba City, Parana State

(5) Brazil: Candelária District, Belo Horizonte City, Minas Gerais State

The former training participant, Thiago Medeiros de Castro Silva, a officer of the City Planning Bureau of the Belo Horizonte City office created a pilot project based on his knowledge on the Land Readjustment method learned during the training course in Japan. Currently, the Urban Planning Bureau is conducting investigation and coordination toward implementation of the pilot project.

The candidate site for the pilot project site locates in the northern part of the Belo Horizonte city, namely Candelária district, has high population density and large land area which is not yet sold.



Present Condition (before development)

Planned Area

The center frame is the proposed pilot project site

- Pilot Project: Explanatory Material for Land Readjustment -

Figure 3.24 Readjustment plan of Candelária District, Belo Horizonte City, Minas Gerais State

3.2.2 Interview Surveys in Japan

The survey team interviewed the training institutions that accepted the trainees into the Thematic Program related to “Urban Development” and the Young Leader Program and the persons concerned with the Thematic Program related to “Urban Development” and undertook hearings on the actual situation of the training curricula and management of the training program from implementation stage. Also, any information about problems to be solved were quizzed as well as inquiries about the type of training for the future.

3.2.2.1 Organizations that Accepted the Training

In October and November 2017, the survey team interviewed organizations in Japan that took part in the training program. There were five training organizations interviewed. The person in charge of the training in each organization was interviewed. The table below lists the interviewed organizations, the persons in charge and the names of the courses targeted for interview. In the following pages, the outline of the interview results is shown in the order of: 1) prior to training, 2) training implementation stage, 3) after the training (follow-up), 4) cooperation with the JICA training section and 5) others.

Table 3.12 Interviewed Training Institutions in Japan (organizations that accepted training)

No.	Training Institutions	Target Course Name (FY)	Interview Date
①	Hokkaido Development Engineering Center	<ul style="list-style-type: none"> • Public Participation, Consensus Building and Resettlement in Public Works Project (2016) • Public Participation, Consensus Building and Resettlement in Public Works Project (2015) 	November 14, 2017
②	Urban Regeneration and Land Readjustment Association	<ul style="list-style-type: none"> • Urban Development (Focused on Land Readjustment Measures) (2012 and 2013) • The Land Readjustment Method for Urban Development (2014, 2015 and 2016) 	November 1, 2017
③	Hiroshima International Center	<ul style="list-style-type: none"> • Knowledge Co-Creation Program (Young Leaders) for Latin American and Caribbean Countries (Spanish)/Small and Medium Enterprises Development and Promotion (2014) 	November 13, 2017
④	Shikoku Electric Power Co., Inc.	<ul style="list-style-type: none"> • Knowledge Co-Creation Program (Young Leaders) for Latin American and Caribbean Countries (Spanish)/Renewable Energy Course (2015) 	October 26, 2017
⑤	Kitakyushu International Techno-cooperative Association	<ul style="list-style-type: none"> • Urban Management for Sustainable Urban Development (B) (2015) 	October 27, 2017

(1) Outline of Opinions Voiced During the Interviews

A. Prior to the training

1) On selecting the trainees

- The training institutions understand that requirements of the program have been stipulated in

General Information (hereinafter referred to as “GI⁸”) documents and that JICA has selected the trainees accordingly. Accordingly, persons with matching qualifications and capability level are in-line with the application criteria and have been selected as trainees thereby.

- Depending on the training course, persons with matching qualifications and capability level are in-line with the application criteria are participated, others have some variations in knowledge level and the language proficiency in the training field. Regarding the occurrence of variations, the trainees’ home institutions and the tasks in charge were different, and the fields of interest were also different, therefore, this is inevitable. However, it is not a variation such as affecting training implementation.

2) On the number of trainees

Although the appropriate number of trainees might differ depending on the details of the training content. Interview results obtained from the training institutions showed that the number of 10 to 12 trainees is the maximum to appropriately conduct the activities of all trainees such as in properly leading the trainee during an on-site visit and the like.

3) Is the necessary information obtained when planning the training and curriculum? (For example, is the training needs of the trainees or the stage of development of his/her country and/or the outline of employment task of the trainees in their home country, etc. taken into consideration?)

- As GI provides information on trainees’ qualification, the training contents can be made to match the needs to some extent. However, after the curriculum has been decided, it is difficult to perfectly match the trainees need with the training content. Meanwhile, it was possible to prepare a curriculum according to the needs when there was enough time to coordinate with the lecturers before the training curriculum preparation after receiving GI.
- It would be useful for understanding the training needs if the list of trainees would show the information on what each desire to learn by the program. Also, the training themes can be set more precisely if detailed information on the trainees and their respective situation of their home country are obtained at the stage of training planning.
- As for the fields in which the trainees showed interest during the training, the fields are added to the training course of the following year, when possible. Also, any requests that came up during the training evaluation meeting are reflected into the training contents of the following year. Furthermore, after receiving GI, the training curriculum is created to match the needs of the attendees and is arranged thoroughly with the scheduled lecturers.

4) Training Contents: Curriculum revision status and points to keep in mind when revising

- Most of the training institutions have been entrusted with the training courses, continually. While the curricula are not drastically revised, it is confirmed that the organizations reflect upon necessary improvements, based on the discussions in the training evaluation meetings and trainee’s opinions from the previous year are added to the following year’s training contents.
- The main points to attend to for the improvement of the training contents and curricula are:
 - To make it more practical training, trainees are asked to submit the problems they experience

⁸ GI specifies the objectives, goals, period, training contents (curriculum), application process, qualification for applying, contact details, local accommodations and other related information.

with projects in their own countries. Then a workshop or a group discussion is held to consider solutions.

- Although the training course on Land Readjustment was revised as an intermediate course, some basic lectures were inserted at an early stage of the training schedule, since some participants do not understand the very basic points of the course's theme.
- Since the trainees informed that the exercise time for practice was too short, so additional exercise time was allocated to the following year. Also, Training needs indicated training on the geothermal and biomass power generation space was requested. These needs were incorporated in the following year course to include lectures and field trips.
- Since the three training courses with the same training content has been carried out, course leaders of each course, JICA personnel, and training instructors gathered to discuss the improvement of the curriculum at the end of the FY.
- Due to the high slum improvement needs, a lecture on redevelopment project is added as a training content. As field visits, visit of the integral construction with redevelopment project and also the project of Land Readjustment in dense town area are incorporated.

B. Training: Implementation Stage

5) Improvements were made to match effectively with the problems that trainees are then facing or have needs to resolve. The contents and ideas that increased the motivation of the trainees or those that did not attract their motivation and the reasons why were explored.

- Group workshops and group discussion, time for reflection as well as sharing the training contents understood of each trainee by all the participants at the middle of training are incorporated into the training as means to enhance the trainees' motivation. Course leader and training supervisor made follow-up explanations for the trainees from time to time to increase the trainees' comprehension, bearing useful results.
- Cases of learning motivation has been reduced of the trainees, it was when the story of the front part of each lecture (overview of urban development) is duplicated. In order to simplify overlapping explanatory parts, improvements were made in advance with lecturers.

6) Field trips are assumed to have a significant training effect and reasons why

- The training institutions plan training schedules with lecturers to visit related sites after the lecture is held. This increases the learning effect and receives high evaluation marks from the trainees. However, field trips are often entrusted to outside organizations and companies, which makes it difficult to completely match the contents of the lectures with the field trips.
- Examples of the site visit where the evaluation was good to the trainees include are; 1) Site visits of the redevelopment district of Nagoya, 2) Tour of the small and medium-sized enterprises and citizens group activities, 3) Tour of Kitakyushu monorail, river improvement around Murasakigawa.

7) Ideas on guiding action plans formulation and their effects

- The schedule for formulating action plans was explained during the orientation held at the beginning of the training course. This led trainees to remain conscious of their action plans as they studied during the training period.

- Depending on the training course, directions and viewpoints in formulating the action plans was explained as well as the provision of some time to review at the end of each day's training.
- In some cases, 50% of the time is set aside for formulating action plans as a group discussion, where trainees shared and organized their opinions.

8) Ideas on promoting information sharing among trainees and deepening their friendship

- Allocate some time for opinion exchange and group discussions among trainees in addition to the question and answer sessions between the lecturer and trainees. Also, provide some time for reviewing and information sharing.
- Have each trainee present his/her own task during the first week of the training course.
- To exchange information about the country of origin of the trainees by providing a social meeting in the first week.
- Provide opportunities to visit downtown and a social meeting, outside the timeframe of the training sessions (through the personal effort of the course leader).

9) Ideas on lectures, Q&A sessions, practices and field trips and their effects.

- Provide time for reviewing and opinion exchange among trainees.
- In each lecture, secure as much as possible time for a Q&A (30 to 40 minutes) session with the lecturer.
- Observe whether the explanation in the training has been fully comprehended by the trainees. If necessary, the course leader, etc. is to provide additional explanation(s) so that the trainees understand thoroughly.
- Furthermore, provide an opportunity for the trainees to introduce the cases of their own countries at an early stage of the training course.

C. After Training (Follow-up)

10) What kind of follow-ups is necessary for formulating the action plans to be implemented after the training? What kind of support is possible as the training organization? (Including follow-ups after the implementation, if they can be carried out as activities associated with the training or not.)

- The training organizations do not carry out any follow-up after the trainees returned to their home countries, nor do the trainees contact the organizations. Hence, there are no specific opinions as to what kind of support of follow-up the training organizations can provide.

11) What kind of environment improvement or business contract change is necessary to enable follow-ups by the training organizations?

- Many opinions consider it to be difficult for the training organizations to provide follow-ups after the trainees return to their home country under the present conditions.
- In order to enable follow-ups by the training organizations, it will be necessary to include the expense to answer the questions (stipend, translation cost, etc.) in the contract.

D. Collaboration with JICA Training Section

12) Collaboration with JICA training section

- Between the JICA training section and the training organizations maintain good collaboration and

coordination from the preparation of the course to the review meeting after the training.

13) Requests from the training organizations to JICA for operating the training effectively and efficiently exist.

- Request to greatly simplify the quotation and settlement procedures (especially for attaching evidence). As it is impossible to request the expenses incurred before the conclusion of the contract, the commencement of the contract is ahead of schedule, advance the contract start date.
- When the number of trainees is large, increase the number of companions to two in order to ensure the effect of field visit.

E. Others

14) The significance of implementing the training and the future prospect

The significance of implementing the training is considered among the training receiving organizations as below:

- ① Hokkaido Development Technology Center: International contribution is of significance for our center.
- ② Town planning Land Readjustment Association: It is the aim of the Association to contribute to fostering the improvement human resources who implement urban development by land readjustment in developing countries. Therefore, we will continue our cooperation in the future.
- ③ Shikoku Electric Power Co., Ltd.: As a result of implementing the training course, we were able to form relationships with a few government agencies in Latin American. Also, our training was featured in the Denki Shimbun and we were able to appeal this recognition inside and outside the company. In the future, we were able to make a base to contribute to the examination of the IPP project.
- ④ Hiroshima International Center: It is our strength to be able to provide resources such as local companies and lecturers. We can utilize the cases where public administration agencies support industry development.
- ⑤ Kitakyushu International Technical Cooperation Association: It is meaningful to communicate the experience and cases of Kitakyushu's urban development from the age of rapid economic growth to those in the next generation with high motivation.

15) Proposals for the future training and lessons learned

- It is necessary to secure smooth handover when JICA training staff, persons in charge of training institutions, and lecturers turn over.
- If the training organizations and stakeholders concerned can learn about the experience gained by the training on how the returnee is making use of it, this will lead to an increase in the motivation of the host institution and visiting places. Therefore, study of measures to share utilization situation is desired.

3.2.2.2 Results of Interviews with Japanese Persons Concerned to the Thematic Program

Three Japanese persons concerned, who have involved deeply to the Thematic Program and related projects in urban development sector, pointed out the following points.

(1) The Implementation Process of Trainings in Urban Development Field in Colombia and Expansion of Trainings to Latin American Countries.

Trainings on land readjustment field for Colombia can be divided into roughly four phases.

Table 3.12 History of thematic training of land readjustment in Colombia

Phase	Period	Outline
1	FY1998 - FY2003	Country focused training in Japan for Colombia has been held at Obihiro, Japan five continuous years. As a result, objective of technical transfer to Colombia was mostly done, accordingly, policy on target country for the training was changed and target country was expanded to Bolivia, Peru, Venezuela and Ecuador, which are in the South America with similar situations to Colombia.
2	FY2004 - FY2008	The Thematic Program has been implemented for 5 countries in South America mentioned above. Roles of Colombia became important and involvement of Japan has gradually reduced. The third country trainings have been implemented led by Colombian former training participants and it became visible that target countries for training can be expanded to Latin American countries. From the middle of this phase, it became unnecessary that Japanese persons involve in the trainings.
3	FY2008 - FY2014	Colombia took the lead to deploy land readjustment training in Central America.
4	FY2015 – to present	Colombian former training participants conducted technical transfer activities to Brazil and Costa Rica under the framework of JICA training scheme. The output of the cooperation projects that have been going for about 15 years have shown concrete results. The output of the training on the land readjustment method, which was improved in Colombia, is witnessing concrete results. To examine this output specifically, one must study considerably to concretely verify the outcome.

(2) Situation of Dissemination of Outcomes of Trainings and Factors of Success

1) Colombian cases:

- The Colombian law No. 388 (1997 Law) was enacted as a basic law for urban development and this law made significant contribution for promotion of urban development. A success factor is that the inclusion of the words “urban development” and the phrase “former training participants should be used” were specified in the cabinet decision in the course of formulation the law.
- Other success factors were that academic ability of officers of Colombian government agencies was originally high and existence of an agency, the Agustín Codazzi Geographical Institute (IGAC: Instituto Geográfico Agustín Codazzi), which enables the means to determine the location of land and land ownership.
- Another factor of success was that the origin of the Colombian law on urban development is Spanish law which is like Japan, and the backgrounds of the law were similar.
- The executives in the government agencies came to Japan as trainee in the first year of the country focused training for Colombia, and Colombian side dispatched very capable officers in

the government agencies to the training courses in the second or third year. It is another factor of success that DNP had selected suitable officers as trainees with an appropriate intention to develop human resources.

- Former Director of Planning of DNP has strong leadership and makes efforts for promoting urban development related projects in Colombia and disseminating knowledge to the Latin American countries.
- In Colombia, significant personal change of governmental staff does not occur if the administration of central government changed. The administrative officers who are responsible for planning are in fixed posts thus to some extent they can concentrate on continuing their works.

2) In case of Costa Rica

- Technical transfer has been progressing well. Main factor of success are supports by Colombian former training participants and capable Costa Rican human resource (former training participants).

3) In case of Brazil

- In Brazil, as city governments have strong power in urban development comparing the federal and the state governments, therefore, there was period that JICA provide support for land readjustment sector. JICA made a policy to provide assistance to Brazil after an officer, who participated in the Thematic Program in Japan, published a book on urban development. Afterward, it was judged that IPPUC, a research institution on urban development, is a suitable organization for providing JICA assistance.
- Capable officers from IPPUC participated in the trainings bringing back the action plans made at the trainings, and then, they introduced and worked with the action plans at IPPUC. Afterwards, another officers of IPPUC participated in the later trainings and their proposals were deepened continuously.
- Formulation of new law related to urban planning has been conducted under JICA cooperation to the City of Curitiba. The referenced law was the Colombian Law No.388 enacted in 1997. Colombian former training participants joined the technical cooperation in Curitiba as third country experts. IPPUC officers overcame the difference between the Spanish and the Brazilian law systems in cooperation with Colombian side and proceeded to prepare draft law related to land readjustment.

(3) Issues with the Thematic Training and Technical Cooperation in Future

- There is a characteristic that without of having necessary system for land readjustment, land readjustment projects can't be progressed. Because land ownership issues to be solved for implementing land readjustment, relevant law must be legislated in advance. This kind of law is necessary for coordinating interests. In the case of cooperation to the City of Curitiba, efforts were made for formulation of a law and implementation of project in parallel. (Support for improving legislation is necessary.)
- Institutionalization of a system (legislation) is not competent field for people in Latin American countries in general.
- Land readjustment cannot be advanced without considering the background and the

socioeconomic aspects of the country. Objective of land readjustment cannot be attained only by Japanese technical cooperation, viewpoints of development theory are essential. When implementing a cooperation project, not only teach Japanese land readjustment method, but also create a new model of land readjustment applicable in the Latin American countries taking in consideration about trend of the world.

- Problems facing in home country of trainees and training contents should be well consistent.
- It is necessary for JICA how to support continuity of networks among former training participants with minimum cost.

4. Evaluation from the Five Evaluation Criteria

This chapter describes the evaluation of the Thematic Programs (Urban Development Sector) from the viewpoints of the Five Evaluation Criteria.

Information summary and evaluation from the Five Evaluation Criteria were conducted based on the review of questionnaire survey results, field survey results (Columbia, Costa Rica, and Brazil), interview survey results at training organizations in Japan, interview of Japanese persons concerned who were engaged in training courses, and documents such as monitoring sheets during training and project completion reports. Table 4.1 shows the summary of evaluation. Table 4.2 shows the detailed information regarding the Five Evaluation Criteria.

Table 4.1 Summary of Evaluation Results from Five Evaluation Criteria

Five Evaluation Criteria	Result of Evaluation	Remarks
Relevance	Moderately High	<ul style="list-style-type: none"> ● Common issues in the developing countries are population increase, population concentration in the urban areas, lack of urban infrastructures, and deterioration of environment. These issues make a negative impact on economic growth. Although, the degree of importance of the urban development sector in development policies is different by country, the necessity of improvement of the urban environment is a common issue. Therefore, development of human resources who engage in urban development is consistent with development policies of developing countries in general. ● As for the countries of overseas interview survey, there is a relevance to the policies because Columbia, Costa Rica, and Brazil put emphasis on the urban development sector in their policies. ● Relevance to the assistance policies of Japan: Relevance is secured with the 62 countries which sent trainees to the Thematic Program. As for the three countries of overseas interview survey, there is a high relevance in Brazil. In Costa Rica and Colombia, there is moderate relevance. ● The degree of satisfaction on the training contents is high and the training contents matched the problem solution needs of trainees and trainees' organizations and cities.
Effectiveness	Moderately High	<ul style="list-style-type: none"> ● About 52% of respondents among 81 former training participants who sent answers to the questionnaire have implemented their action plans. The number of former training participants who implemented their action plan in the 3 countries, where the overseas interview survey was conducted, was 11 out of 18 (61.1%). This ratio of implementation is considered to be excellent. ● The trainees were highly satisfied with the training contents (training programs). The training contents with which they were satisfied

		<p>included the land readjustment method, sustainable urban development (smart city), methods of resident relations and citizen participation in urban development (including techniques of communication and facilitation), methods and practices for consensus building in public works, urban development in consideration of natural disaster, practical training contents, exchange of opinions on problems in countries with different situations, exercises in which trainees think of weaknesses in land readjustment methods, and ample teaching materials.</p> <ul style="list-style-type: none"> ● Since Columbia has already learned many things about the urban development sector, there was no obstructing factor in implementing the action plans. On the other hand, in case of Brazil, the factors inhibited are lack of understanding of the superiors, new jobs due to personnel changes, change of administration of the central government, and change of executives of organization belong.
Efficiency	High	<ul style="list-style-type: none"> ● The trainees were highly satisfied with the training textbooks and teaching materials and also with the procurement and coordination of interpreters and others for training coordinators and the accommodation facilities. The input to training was adequate in achieving the effects of training. ● They were also highly satisfied with the training contents (design of training programs, training periods, number of trainees, opportunities of site visits and practical training, opportunities of discussions and workshops, quality and understandability of lectures) and many of them answered that knowledge and experience that they gained in training in Japan can be applied to their future work. ● Furthermore, adequate implementation of facilitation by the Japanese side (such as advice on creation of action plans, support for understanding of training contents, and interpretation and coordination for training coordinators) constituted a contributing factor in smooth implementation of training.
Impact	Moderately High	<ul style="list-style-type: none"> ● The trainees are making full use of knowledge and techniques acquired in the training in carrying out their work after returning to their countries. ● Many of the former training participants are also communicating and sharing what they learned in the training with related professionals inside and outside of their organizations by such means as OJT, circulation of training materials and reports, and seminars and workshops (there is a high level of transmission of the knowledge and techniques). ● Among the major obstructing factors in implementing the action plan, the 'budget' accounts for 40.4% and ranks the top, followed by 'necessary equipment and facilities' accounting for 29.8% and 'cooperation by superiors and colleagues' accounting for 24.5%. In

		<p>Costa Rica, the lack of related laws and land usage plans is considered to be an obstructing factor. In Brazil, the obstructing factors include change of administration, changes of executives of trainees' organizations, and financial difficulties.</p> <ul style="list-style-type: none"> ● There are also secondary positive impacts: Former training participants and others in Colombia improved the land adjustment method learned in Japan in order to suit Colombian conditions and applied it. Such example has been disseminated to Latin American countries where similar urban development situation exist (Brazil and Costa Rica etc.) through the third country trainings and the technical cooperation projects.
Sustainability	Moderately High ⁹	<ul style="list-style-type: none"> ● As described in the Effectiveness column, the ratio of implementing action plans is excellent. ● The network of former training participants is considered to be useful in promoting projects related to urban development by making the most of what they learned in the training. ● According to the result of questionnaire survey, there is a high percentage of communications among former training participants (76.5%) and increasingly higher percentages of membership in alumni associations (44.4%) and communications with JICA-related people (59.3%). It can be assumed that, in general, active networks of people are being established. ● There is a network of former training participants in the urban development sector in Latin America, which is performing independently centered around Columbia. In addition, there are also networks of former training participants in the same training courses and JICA alumni associations of former training participants in respective countries. To maintain the training outcome in the future, it is important to provide follow-up and support to the existing networks as required to ensure that they continue to perform.

⁹ It was revealed that network among former training participants in Brazil is weak as a result of interview survey in Brazil. Therefore evaluation of sustainability becomes "almost high", instead of "High".

Table 4.2 Detailed Information Regarding the Five Evaluation Criteria

Item	Assessment Question		Survey results
	Large	Small	
Relevance	Priority and Compliance with Policy	Was the training congruent with the trainee's home country's policies? (At time of training implementation and ex-post evaluation)	<p>Trainees from 62 countries participated in the Thematic Programs that are subject of this survey. It is difficult to describe policy relevance of urban development with national development policies at all 62 countries. However, population increase, population concentration in the urban areas, lack of urban infrastructures, and deterioration of environment are common issues in the world. Therefore, development of human resources who engage in urban development is consistent with development policies of those countries in general.</p> <p>As described below, there is a high relevance to the policies because Columbia, Costa Rica, and Brazil put emphasis on the urban development sector in their policies.</p> <p>[Columbia] The National Development Plan (2014-2018) upholds the concept of "a friendly and sustainable city to maintain fairness" and adopts a policy of promoting a general plan and regional plans about housing, drinking water, basic hygiene, and urban mobility. In addition, it also adopts a policy that the Ministry of Housing, City and Territory provides technical assistance to improve the local governments' capability for urban planning. Therefore, the training contents regarding urban development match the policies of the Columbian government.</p> <p>[Costa Rica] In 2010 and later, the policies and plans related to urban planning started to be improved. Specifically, the "National Development Plan 2011-2014" recognized the national policy-making regarding land usage plans as priority issues and established the following policies and plans: (1) National Policies for Land Usage Plans 2012-2040 (created in 2012), (2) National Plan Regarding National Land Usage Plans 2014-2020 (created in 2013), and (3) Land Usage Plan for Greater Metropolitan Area 2011-2030. The National Policies for Land Usage Plans 2012-2040 show three strategic axes and themes for each of the axes. Specifically, they are (a) Quality of residence (such as residential area plans, housing, infrastructure, mobility and traffic, and resident participation) (b) Conservation and management of environment (such as management of basins and water resources, usage and management of soil, and biodiversity) (c) Competitiveness of regions (tourism potentials, technical innovation, infrastructure, and public governance) The above strategic axes and themes include items regarding urban development. Therefore, the training contents regarding urban development match the policies of the Costa Rican government.</p> <p>[Brazil] The document related to urban development policies¹⁰ (2015) created by the Ministry of Cities, which has jurisdiction over urban development in the federal government, lists five problems arising from rapid</p>

¹⁰ A Polotica de Desenvolvimento Urbano, Ministerio das Cidades, maio 2015

	<p>urbanization: (1) Irregular land usage and indistinct land ownership, (2) Deterioration of urban environment, (3) Insufficiency of urban infrastructures, (4) Unbalanced and partial urbanization due to the presence of slums, and (5) Urbanization without plans. Furthermore, this document specifies the policies for improvement in the coming 20 years as ability of the residents to access housing, basic services, and basic infrastructures, optimization of land and land ownership, improvement of mobility in urban areas, and securing of efficient access to public transportation. The city of Curitiba, where a technical cooperation project regarding land readjustment was implemented from 2013 to 2016, has promoted advanced urban development since 1960s but suffered from such problems as existence of slums, expansion of the urban area to the suburbs and the necessity of redevelopment of the central urban area. In the urban development policies¹¹ (2014) of the Curitiba city office, the priority items are specified to be urban redevelopment, regional planning, urban planning through coordination and collaboration among related people, and survey on impacts on neighborhood. Therefore, the training contents match the urban development policies of the federal government and the City of Curitiba.</p>
<p>Consistent with Japan's assistance policies? (At time of training implementation and ex-post evaluation)</p>	<p>Relevance to the assistance policies of Japan for 62 countries which sent trainees to the Thematic Program is summarized in table 4.3. The number of the counties which degree of relevance is categorized as "High" or "Moderate" is 52. Therefore, it is judged that consistency with Japan's assistance policy is secured. Consistency for three countries where overseas survey conducted is as follows.</p> <p>There is high relevance in Brazil as described below. In Costa Rica and Colombia, the relevance is secured because the importance of assistance in the urban environment conservation is specified.</p> <p>[Columbia] One of the priority items specified in the Country-specific Assistance Policies (created in March 2013) is "initiative in environmental problems and disasters". It specifies the policies to provide assistance in environmental administration such as waste disposal and wastewater treatment in urban areas and to enhance assistance for initiative in natural disasters such as earthquakes, volcanic eruptions, and floods. Although the urban environmental improvement aspect is covered, therefore, the relevance to the assistance policies of Japan is secured.</p> <p>[Costa Rica] The Country-specific Data 2016 specifies that the priority sectors of assistance are "environmental problems" and "industrial development". Furthermore, the Country-specific Development Cooperation Policies (January 2017) uphold "environmental conservation" and "disparity correction" as the priority sectors. "Urban environment improvement" is included within "environmental conservation". Therefore, consistency is secured. Cooperation with Costa Rica, a leader of the Central American countries, has a benefit potential to these countries. Therefore, support in consideration of diffusion and propagation of the transferred technologies to the surrounding countries is meaningful.</p>

¹¹ Plano Diretor de Curitiba, Revisao/ 2014 (Janeiro 2015), Curitiba & IPPUC

		<p>[Brazil] One of the priority items specified in the Country-specific Assistance Policies (created in December 2012) is “urban problems and environmental and disaster prevention measures”. The document upholds policies of providing support for improvement of environment and hygiene in urban areas and prevention of deterioration of urban environment such as alleviation of traffic congestion. These policies continue as of 2017 (Project Deployment Plan, April 2017). Therefore, the support in the urban development sector has relevance to the assistance policies of Japan.</p>
Necessity of Training	<p>Was the training congruent with the target group needs of the trainee’s home country? (At time of training implementation and ex-post evaluation)</p>	<p>As mentioned, urban development including development of urban infrastructure and improvement of environment is common issues at the developing countries. There is needs of development of human resources who engage in urban development at governmental organizations, therefore, the training is congruent with the target group. As for three counties, the training contents match the needs of the training participants and the urban development needs of the three countries.</p> <p>[Columbia] In Columbia, many personnel in the urban development sector were trained as an outcome of the training in the said sector so that there was such progress in the land readjustment method and urban development that are suited to the circumstances of Columbia that the country is participating in cooperative projects to develop human resources in the Latin American countries in third-country training, etc. In addition, the trainees in the Thematic Programs commented that they were able to understand through case study the major approaches to recommending sustainable regional organization models pursued by DNP, the organization to which they belong. Therefore, the training matched the needs of trainees of Columbia.</p> <p>[Costa Rica] The most populated area in Costa Rica is the greater metropolitan area including the capital San Jose, the population of which accounts for half of the total population of the country, approx. 4.8 million. The land usage plan of this greater metropolitan area was revised in 2011 (Greater Metropolitan Area Land Usage Plan 2011-2030). This plan lists the following six problems of the greater metropolitan area. Therefore, the training matched the urban development needs of Costa Rica.</p> <ol style="list-style-type: none"> (1) There is no appropriate plan nor prioritization regarding the structures in urban and regional areas in the greater metropolitan area (Population is intensely concentrated in some districts whereas it is sparse in others.) (2) Spontaneous and unbalanced expansion of built-up areas (3) Congestion in the major downtown area and its adjacent districts (4) Degradation of efficiency and competitiveness (due to insufficiency and inferiority of infrastructures) (5) Weakness of organizations in charge of managing traffic and road networks (6) Environmental deterioration <p>[Brazil] From the FY 2013 to the FY 2016, a technical cooperation project regarding land readjustment was</p>

			implemented in the city of Curitiba. For training participants who were engaged in tasks related to urban development in Curitiba, the training matched their needs. For other training participants who belonged to the Ministry of Cities of the federal government and two provincial cities and engaged in tasks related to urban development, the training matched their needs of solving problems encountered by the cities.
Validity of Measures	Was the training valid, considering the trainee's needs?		<p>According to the results of questionnaire surveys to trainees conducted during the training courses, degree of satisfaction on the training contents was high. As for following three countries, the training contents matched the problem solution needs of trainees and trainees' organizations and cities. Therefore high relevance as a means.</p> <p>[Columbia] It was very beneficial not only to learn the past cases of urban development (land readjustment and city management) in Japan but also to exchange opinions on problems of the countries with different circumstances in urban development.</p> <p>[Costa Rica] Although Costa Rica has plans related to urban development, the policies and methods for appropriately implementing the plans have not been developed (unregulated urban development was conducted). The administrative organizations such as the city office needed to learn the land readjustment method. The methods to build resident relations were also beneficial. In addition, it was also worthwhile to learn general items such as economic efficiency and resident relations regarding urban development. Furthermore, the land readjustment method was necessary for rational use of land.</p> <p>[Brazil] The resident participation method that was learned in the training course had never been adopted, therefore it was useful in promoting urban development. It was also beneficial to learn from experience through case study and learn the methods for addressing problems. For example, it was important to learn from the past examples of other countries how road construction and land readjustment can be done in districts with illegally occupied areas. Therefore, the details of the training courses matched the urban development needs of the cities and the needs of the organizations.</p>
Effectiveness	Attainment of Training Goals	Were the objectives established during training achieved?	The achievement of the goal determined when trainees participated in the Thematic Programs (Urban Development Sector) is considered to be whether or not they "implemented their action plan" that they made in the training. According to the result of the questionnaire survey, out of 81 respondents, 42 persons (51.9%) have conducted their action plan and 26 persons (32.1%) have not conducted their action plan. Number of persons who did not prepared action plan or not answered this question is 13 persons (16.0%). Around half of former training participants have conducted their action plan. Therefore, there is good achievement of training goal. As for three countries of overseas interview survey, as shown in the table below, the number of former training participants who implemented their action plan was 11 out of 18 (61.1%). This ratio of implementation is considered to be excellent.

Table Implementation of Action Plan Made in Training

Country	Implemented?		Total (persons)	Ratio of implementation
	Yes (persons)	No (persons)		
Columbia	3	1	4	75.0%
Costa Rica	4	1	5	80.0%
Brazil	4	5	9	44.4%
Total (persons)	11	7	18	61.1%

The ratio of implementing action plans is as high as 70% to 80% for the former training participants in Columbia and Costa Rica, indicating a high goal achievement level. On the other hand, Brazil has an implementation ratio of a little less than 50%, lower than that of the other two countries. This is due to influences from deterioration of financial conditions of the Brazilian government organizations and a change of administration. However, the achievement level is not necessarily low in consideration of the approximate 50% implementation ratio despite the influences from external factors.

The following describes the past cases regarding the action plan implementation.

[Columbia]

- Since Columbia has already learned many things about urban development through training and other means, there was no difficulty in implementing the action plans.
- Support was provided to the creation of an action plan by Costa Rican trainees. At present, DNP is providing support to Costa Rica in the third-country training and prepared documents for a workshop held in Costa Rica (October 2017).

[Costa Rica]

- After returning to Costa Rica, the former training participant explained the created action plan to the fellow employees of the city office and people at various private companies. Currently, the former participant has made a team consisting of architect(s), lawyer(s) and land surveyor(s) and is working on planning a pilot project. The pilot project is aimed at three local governments: San Pablo, Flores, and Liberia. In early November 2017, the participant held a workshop in Liberia, visited several sites, and stated a possibility of implementing the pilot project was beginning to be felt. For San Pablo, it is an urban plan to secure traffic routes between residential areas developed by the private sector.

[Brazil]

- The report presented at the end of the training course was on the case of illegal occupation on private land located in the City of Sumare, the suburb of the City of Campinas City, San Paulo State. It was a case in which the training participant had been involved for many years. Although negotiations have been continuing for many years, the theories learned in the training course have been adopted so that negotiations are carried out in a way a little different from before. Although the conclusion is not yet settled, it would be

		<p>the best result at the current stage if no one is forced to abandon their domicile.</p> <ul style="list-style-type: none"> ● The action plan concerned giving a presentation at the trainee's organization, applying it to the project that was implemented at the time of training, and keeping in contact with land owners of the project site and eliciting opinions from them after introducing the land readjustment method. The action plan could be implemented because technical cooperation project of JICA was in progress and understanding of the management of the trainee's organization could be gained. However, it seems that, in areas where the technical cooperation project is not in progress, it is difficult to gain understanding of the trainee's superiors and organizations and that the action plan cannot be implemented.
	Did the trainee acquire the training lessons?	The project completion report of the Thematic Programs (Urban Development Sector) shows the achievement levels of the training goals. Most of the evaluations are either Achieved (or Sufficiently Achieved) or Mostly Achieved (Achieved). Therefore, the acquisition level of the training contents is considered to be high.
Factor Analysis	What factors contributed to/inhibited achievement of the objectives?	<p>The major contributing and obstructing factors in implementing the action plans made in the training are “budget” and “necessary equipment and facility” according to the results of questionnaire survey. The results of overseas interviews are summarized below:</p> <p>[Columbia] Since Columbia has already learned many things about the urban development sector, there was no obstructing factor in implementing the action plans.</p> <p>[Costa Rica] Since Costa Rica has not created a POT (land use plan) yet, the land readjustment method has not been put to practice. At present, the government is preparing to formulate necessary laws. Regarding the action plans for which a roadmap on urban planning was created for three local governments (created jointly by the training participants of Costa Rica and Columbia), the planning will be promoted for all the local governments. Consequently, it is presumed that the joint creation of action plans with the Columbian trainees who had abundant experience in land readjustment was an effect of the training (contributing factor).</p> <p>[Brazil] There were the following obstructing factors: (1) There was difficulty in implementation because the training participants had new jobs due to personnel changes. (2) The knowledge acquired in the training has not been fully utilized in the organization because understanding of the superiors must be obtained to set up a team related to land readjustment and because the former training participants did not have sufficient opportunities for collaboration. (3) The review of the master plan was postponed due to the influence from a change of administration. The change of executives also had an influence.</p>
	How did the trainee's basic scholastic acumen (in mathematics, etc.),	The interviews with the former training participants and the related persons of their organizations did not provide information on how the basic academic abilities, work experiences, and technical levels of trainees influenced the manifestation of outcome of training. When Spanish-speaking people participate in training given in English, those who can speak English are selected. However, there were opinions that training given in Spanish would be

		practical experience, and technical level (before participating in training) affect the training outcome?	more effective and that more active people would be able to participate because selection of trainees can be done without considering English level (Costa Rica). There was also an opinion that people who do not have sufficient knowledge on the training sectors would be able to learn effectively if they spent more time on preliminary training (Costa Rica). In addition, there were opinions that the viewpoints of both general and architectural engineers are important in comprehensively thinking about disaster risk management and urban development and therefore that selection of architectural engineers to training would make a great contribution in letting other personnel of their organizations deepen their knowledge on urban development planning (Brazil).
	Satisfaction with Training	How satisfactory was the training? Which aspects were most satisfactory? Which aspects were least satisfactory?	According to the result of training evaluation given at the end of training, the trainees were highly satisfied with the training contents (training programs). The training contents with which the former training participants were satisfied according to the interview survey results included the land readjustment method, sustainable urban development (smart city), methods of resident relations and citizen participation in urban development (including techniques of communication and facilitation), methods and practices for consensus building in public works, urban development in consideration of natural disaster prevention, practical training contents, exchange of opinions on problems in countries with different situations, exercises in which trainees think of weaknesses in land readjustment methods, and ample teaching materials. On the other hand, the training contents with which they were not satisfied or that they wished had been provided include learning of law development statuses and successful cases of the training participants' countries, acquisition of negotiation techniques with landowners and other related people, learning of procedures and authorization processes with related organizations in the urban development tasks, and more detailed learning of land assessment (which was not sufficiently covered for lack of time).
Efficiency	Factor Analysis	Reasons for satisfaction/dissatisfaction	<p>[Reasons for satisfaction with the training contents]</p> <ul style="list-style-type: none"> ● It was worthwhile not only to learn about the experience of Japan but also to share the circumstances of urban development of the training participants' countries. ● The contents of lectures and teaching materials were good. ● The course leader accompanied all the lectures and site visits and gave considerations to deepening the level of understanding of trainees by, for example, paying attention to the understanding of trainees and asking the lecturers to repeat the explanation if required. ● Appropriate facilitation was carried out in creating action plans and reports. ● There were many opportunities for the trainees to discuss with each other, which deepened the understanding of the training contents. <p>[Reasons for dissatisfaction]</p> <ul style="list-style-type: none"> ● The trainees became exhausted because of the training schedule that involved long-distance transport (site visits with transport from Tokyo to Hokkaido). ● In the site visits, the trainees did not feel it was sufficient just to hear the information and explanation from lecturers but wanted to observe how activities were actually carried out (for example, meetings of the project operator and residents). ● Since varied topics were covered in lectures in the training, the trainees would deepen their understanding if they had time for review while the memory of the lectures was still fresh. At the end of every week (Friday),

			<p>for example, the trainees can have time to exchange their opinions and impressions on the training contents of the week.</p> <ul style="list-style-type: none"> ● Insufficient time was allocated to the land readjustment exercise although it is important and beneficial. ● It is desirable to concentrate the lectures on the basics of urban plans and land readjustment on the first week of the training schedule.
	Investment Efficiency	Were the H.R., equipment, and funds necessary for the smooth implementation of training suitably acquired and utilized efficiently/ effectively? Did the instructors and interpreters use the correct technical terms? Were they easy to understand?	According to the result of training evaluation given at the end of training, the trainees were highly satisfied with the training textbooks and teaching materials and also with the procurement and coordination of interpreters and others for training coordinators and the accommodation facilities. Therefore, the input to training was adequate in achieving the effects of training and the efficiency of input is considered to be high.
	Causal Relationship: Investment & Outcome	Were the investment/ investment quality enough to produce the intended result?	According to the result of training evaluation given at the end of training, they were also highly satisfied with the training contents (design of training programs, training periods, number of trainees, opportunities of site visits and practical training, opportunities of discussions and workshops, quality and understandability of lectures, teaching materials used in the training) and many of them answered that knowledge and experience that they gained in training in Japan can be applied to their future work. Seeing these results, the input to training is recognized to lead to outcome (utilization of knowledge and experience after returning home). Therefore, the causality of input and outcome is considered to be sufficiently secured.
	Factors Contributing to/ Inhibiting Training Outcome	What factors contributed to or inhibited smooth implementation of training?	<p>On the whole, adequate implementation of facilitation by the Japanese side (such as advice on creation of action plans, support for understanding of training contents, and interpretation and coordination for training coordinators) is considered to constitute a contributing factor in smooth implementation of training.</p> <p>Although this may not be an obstructing factor, some of the trainees had an opinion that the training period was too short. The reason for feeling that it was too short is not clear (probably influences from their level of knowledge and experience on the training sectors and their command of English). However, this means that there is a problem to be solved in order to let the trainees fully understand the training contents and make full use of its outcome in their work.</p>
Impact	Overall goal/ achievement	How and to what extent did former training participants leverage in their home country knowledge/skills	<p>According to the result of interview survey given to the former training participants in the Thematic Programs, they were found to make use of knowledge and techniques acquired in the training as follows:</p> <ul style="list-style-type: none"> ● Although the contents of some action plans assume the implementation by the planner alone and individual works are observed in many cases, an important change in the urban plans based on the "land readjustment" method is that personnel carry out the work as a team toward its goal. A team consists of such members as architectural engineers in the trainee's organization, lawyers, and surveyors.

		<p>acquired during training? (Contributions that improved the organization's activities, contributions to the organization's results, project creation, policy/systemic proposals and implementation, contributions to preparation, etc.)</p>	<ul style="list-style-type: none"> ● The trainees created a roadmap on urban planning for three local governments and, after returning to their countries, conducted workshops and site surveys in an effort to implement a pilot project. While checking the status quo (examining the circumstances of available land and how it can be utilized), they are promoting urban plans. ● A trainee had been engaged in improvement of a case of illegal occupation on private land, the method learned in the training has been adopted so that negotiations with the party concerned are carried out in a way different from before. At the current stage, it seems that the improvement of the situation may be possible without forcing the residents to abandon their domicile. ● Although the trainees' organization is carrying out many projects for which negotiations with the community residents are necessary, very few of the personnel acquired knowledge in training courses on citizen participation and consensus building in public works. Therefore, the methods related to citizen participation are transferred to more and more technical staff. (Note: It is presumed that the training is contributing to enhancing the said organization's ability to negotiate with residents. The effects of enhancement are expected to be manifested in the future.) 																								
		<p>How and to what extent did former training participants share knowledge/skills acquired during training with colleagues and their home institution?</p>	<p>The questionnaire survey given on the former training participants in the Thematic Programs was responded to by 81 persons. The following table shows the sharing methods for the acquired knowledge and techniques and the persons with whom they were shared. The sharing methods are on-the-job training (OJT), circulation of training materials and reports, and seminars and workshops. These methods are employed by about 50% to about 70% of the former training participants. As high as about 80% of the respondents shared the knowledge and techniques with related staff in the same department. A relatively high ratio, about 40%, of the respondents shared them widely including related persons outside of the organization. In the interviews with the former training participants, they were found to share and communicate the training contents by holding forums or to share the training materials in their organizations by disclosing them on computer networks and web pages. There was also a case in which the former training participant explained the training contents to students and professors of the university from which he had graduated.</p> <p>Therefore, the level of transmission of the knowledge and techniques is considered to be high.</p> <p>(1) Sharing methods (multiple answers allowed)</p> <table border="1" data-bbox="822 1086 1977 1313"> <thead> <tr> <th></th> <th>Sharing method</th> <th>Number of respondents</th> <th>Percentage of total respondents (81)</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>Guidance and sharing at on-the-job training</td> <td>56</td> <td>69.1%</td> </tr> <tr> <td>b.</td> <td>Sharing teaching materials (soft data, paper)</td> <td>48</td> <td>59.2%</td> </tr> <tr> <td>c.</td> <td>Distribution and sharing of the report which trainee made</td> <td>47</td> <td>58.0%</td> </tr> <tr> <td>d.</td> <td>Seminar/Workshop</td> <td>39</td> <td>48.1%</td> </tr> <tr> <td>e.</td> <td>Others</td> <td>17</td> <td>21.0%</td> </tr> </tbody> </table>		Sharing method	Number of respondents	Percentage of total respondents (81)	a.	Guidance and sharing at on-the-job training	56	69.1%	b.	Sharing teaching materials (soft data, paper)	48	59.2%	c.	Distribution and sharing of the report which trainee made	47	58.0%	d.	Seminar/Workshop	39	48.1%	e.	Others	17	21.0%
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	How did post-training follow-up (technical professional, specialist dispatch) contribute to overall goal achievement?	The network of former training participants is also participated in by JICA professionals, experts, and other personnel engaged in the training, who are communicating information and giving instructions, thereby providing follow-ups in promoting the activities after returning to their countries. This support is considered to promote implementation of action plans and other projects.																				
	How was the action plan proposed during training connected to policy/law?	There is the following case: <ul style="list-style-type: none"> The former training participant was engaged in the review of the urban development master plan of Fernando de Noronha in the Pernambuco state and proposed solutions to problems about land ownerships by utilizing knowledge learned in the training course. 																				
Factors contributing to /inhibiting goal achievement	What were the contributing/inhibiting factors when leveraging the skills and knowledge acquired during training?	<p>The questionnaire survey on the former training participants in the Thematic Programs asked about the obstructing and contributing factors in implementing the action plans (selection from multiple choices). The following table shows the percentages of 57 persons who answered this question by selecting "an obstructing factor" or "rather an obstructing factor". The highest percentage of the respondents (40.4%) selected the budget as an obstructing factor, followed by 29.8% who selected the necessary equipment and facilities and 24.6% who selected the cooperation by superiors and colleagues.</p> <table border="1"> <thead> <tr> <th></th> <th>Item</th> <th>Number of persons who selected "an obstructing factor" or "rather an obstructing factor"</th> <th>Percentage of total respondents, 57</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>Budget</td> <td>23</td> <td>40.4%</td> </tr> <tr> <td>b.</td> <td>Required equipment/facilities</td> <td>17</td> <td>29.8%</td> </tr> <tr> <td>c.</td> <td>Cooperation of superiors and colleagues</td> <td>14</td> <td>24.6%</td> </tr> <tr> <td>d.</td> <td>Applicability of acquired knowledge and skills</td> <td>4</td> <td>7.0%</td> </tr> </tbody> </table> <p>According to the result of interview survey given to the former training participants, the following points were selected as contributing or obstructing factors in utilizing the techniques and knowledge. [Contributing factor] <ul style="list-style-type: none"> Since Columbia has already learned many things about the urban development sector, there was no difficulty </p>		Item	Number of persons who selected "an obstructing factor" or "rather an obstructing factor"	Percentage of total respondents, 57	a.	Budget	23	40.4%	b.	Required equipment/facilities	17	29.8%	c.	Cooperation of superiors and colleagues	14	24.6%	d.	Applicability of acquired knowledge and skills	4	7.0%
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			<p>in utilizing techniques and knowledge in implementing the action plans.</p> <ul style="list-style-type: none"> ● The former training participants recognized that an urban development plan could be created even for an urban area where unregulated urban development was conducted only if the status quo was adequately identified and readjusted. <p>[Obstructing factors]</p> <ul style="list-style-type: none"> ● In the case of Costa Rica: Since there is no land usage plan yet (because urban development was possible even when a local government did not create a regional development plan), the land readjustment method has not been put to practice. At present, MIVAH is promoting enactment of related laws and this process is taking time. There is an increasing necessity to create a land usage plan in order to solve problems such as road congestion in the urban area and ensuring of safety in transportation. ● In the case of Brazil: There is difficulty in implementing the action plan due to the influences of change of administration in the government and changes of executives and financial difficulties of the former training participants' organizations. There was difficulty in implementation of the action plan because the training participants had new jobs due to personnel changes. In the former training participants' organization, they and other personnel had few opportunities to collaborate with each other so that the knowledge and techniques acquired in the training have not been fully utilized in the organization. The land readjustment method must be introduced in consideration of the existing laws in Brazil. Furthermore, laws must be enacted to utilize the land readjustment method.
	Other Impact	Were there any other secondary positive/negative impacts (secondary effects)?	<p>There are the following secondary impacts:</p> <ul style="list-style-type: none"> ● One of the former training participants has become a consultant and is working as a lecturer in the urban planning study at a university, introducing the land readjustment method and the cases of Japan and Columbia in the lectures (a case in Brazil). ● The synergistic effect between the technical cooperation project implemented in the City of Curitiba and the Thematic Programs is that cross-sectional connections have been built in the city hall, thereby promoting also smooth implementation of other projects than urban development (a case in Brazil). ● In promoting urban development in Colombia, former training participants and others in Colombia improved the land adjustment method learned in Japan in order to suit Colombian conditions and applied it. Such example has been disseminated to Latin American countries where similar urban development situation exist (Brazil and Costa Rica etc.) through the third country trainings and the technical cooperation projects. By utilizing and making linkage of JICA's schemes, positive ripple effects have been diffused in wide range.
Sustainability	Sustainability of the Training Objectives and Overall Objectives	<p>Is a program in place to leverage the training outcome?</p> <p>Have former training students who created an action plan been</p>	<p>As described in the column on achievement levels of the training goals regarding Effectiveness, the ratio of implementing action plans is as high as 70% to 80% for the former training participants in Columbia and Costa Rica, indicating a high goal achievement level. On the other hand, Brazil has an implementation ratio of a little less than 50%, lower than that of the other two countries. Although some action plans have not been implemented in some cases due to external factors such as influences from deterioration of financial conditions of the government organizations and a change of administration, a good ratio of implementation has been secured and</p>

implementing/ continuing with said action plan?	efforts are in progress to utilize the outcome of the training.																										
What aspects learned in training were readily applicable in the trainee's home country? What aspects learned in training were not readily applicable in the trainee's home country?	<ul style="list-style-type: none"> ● Generally, the former training participants fully understand that different countries have different statuses and problems of urban development, that the land readjustment method used in Japan cannot be readily applied to their countries, and that it must be changed in line with the actual circumstances. Furthermore, the trainees had opinions that it was beneficial not only to learn about cases in Japan but also to exchange their opinions on problems encountered by other countries. ● Whereas the circumstances about land ownership are different in Japan, Columbia, and Costa Rica, the circumstances in Costa Rica are close to those in Columbia. Therefore, there was a case in which the Japanese method was revised so that it could be applied in Columbia and then the revised method was introduced to Costa Rica. ● Although Columbia is applying the land assessment method with sociological support, Costa Rica has a shortage of sociological experts. Therefore, the method used in Columbia could not be readily adopted. ● Since Costa Rica does not have a land usage plan yet, the land readjustment method has not been put to practice (the enactment of related laws is taking time). 																										
Has a network been built? (Network between former training participants, JICA, training instructors, etc.)	According to the result of questionnaire survey which asked about the "connection between JICA and former training participants", there is a high percentage of communications (76.5%) among former training participants and increasingly higher percentages of membership in alumni associations (44.4%) and communications with JICA-related people (59.3%). It can be assumed that, by and large, networks of people are being established in general.																										
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		<p>[Columbia] In the Latin American countries, there is a network of former training participants in the training in Japan (country focused training and Thematic Programs) and third-country training (Columbia). In each of the countries, there is a plan to give a legal basis to the network for the sake of enhancement (it has been authorized in Costa Rica and is in the stage of being authorized in other countries). The major purposes of this network are to exchange knowledge and information between the former training participants and to provide support to establishing laws and plans related to urban development including "land readjustment".</p> <p>[Costa Rica] The former training participants in the same training courses (including the Asian region) are keeping in contact with each other. Although there is a network of former training participants regarding "land readjustment", it seems not to be aimed at Costa Rica and Columbia. There is an alumni association of former training participants (with more than 1,000 members). Although they are given preliminary explanation about the fees and overview of the alumni association before visiting Japan, the participation status after returning to the country is poor. There were 15 to 30 participants when the seminar was held.</p> <p>[Brazil] The former training participants in the training courses are exchanging information using WhatsApp, a message application, and Facebook (JICA experts also participate). The acquisition of information on projects in which training participants of other countries participate is giving stimuli to other training participants. The alumni association of former training participants has its members subscribe to a mailing list and provides them with information via e-mail. Since the alumni association of former training participants includes those in courses of other sectors, it is expected that JICA provides support for establishing a network of former training participants in the courses of the same sector (urban development) (because it is considered to be effective in carrying out work if opinions are exchanged among a larger number of those who have common problems).</p>
	<p>How functional is the regional network implemented in Colombia through the Third Country Program?</p>	<p>There is a network of former training participants in the urban development sector, which is performing independently centered around Columbia. The central figure of the network is a former training participant who used to belong to DNP. He is maintaining the network and facilitating information exchange. There is a list of former training participants including their names, places of work, and problems encountered by them, which summarizes the information on some 200 persons (as of 2015). There are several key persons in the Latin American countries where there are former training participants, who are keeping in contact with former DNP officer and communicating information.</p> <p>One of the former training participants in Brazil expressed an opinion, saying "I do not have any connection with former training participants of other cities and I do not know if there are participants in the training course of the same sector. If we can establish a network of former training participants in the training course of the same sector, persons who are going to receive training can share information on the training course in advance and make preparations to a certain degree before participating in it. I think this will be useful for making an action plan". Therefore, there seems to be needs for constructing a network of former training participants in the urban</p>

		development sector in Brazil.
Facilitating/ Inhibiting Factors	What factors facilitated/ inhibited the sustainability and reach of the training outcome?	<p>Not only learning about the cases in Japan but also exchange of opinions of trainees about the issues facing at their respective countries during the training is considered beneficial for problem solving, therefore, the continuation of this kind of trainings contributes sustainability of training outcomes.</p> <p>To maintain the training outcome in the future, it is important to provide follow-up and support to the existing networks as required to ensure that they continue to perform. In Brazil, it is important to establish a network of former training participants in the urban development sector. It seems also important to enhance the functions of the alumni association of former training participants.</p>

Table 4.3 Consistency with Official Development Assistance (ODA) Policy of Japan for the Countries Which Trainees Participated in the Thematic Program (Urban Development Sector)

(Note: Consistency was evaluated from the viewpoint whether assistance to urban development sector (basic infrastructure development, living environment development, disaster resilient urban area, urban management, and recovery of urban area, etc.) is regarded as important issue in ODA policy. (Program Rolling Plans prepared by the Ministry of Foreign Affairs of Japan are referred.)

	Country	Consistency with Japanese ODA policy			Related Important Sector (Development Issues and Assistant Program)
		High	Moderate	Low	
【Asian region】					
1	Afghanistan	X			Development assistance (Kabul metropolitan area development program)
2	Iraq		X		Development of economic and basic infrastructure
3	Iran		X		Development of economic and basic infrastructure (Infrastructure development program)
4	India		X		Strengthening industrial competitiveness (Urban transport program)
5	Indonesia	X			Assistance to further economic growth (Infrastructure development in the metropolitan area)
6	Uzbekistan		X		Update and development of economic infrastructure (Transportation and energy)
7	Cambodia	X			Improvement of quality of life (Development of urban life environment)
8	Sri Lanka		X		Promotion of economic growth (Development of economic basic infrastructure for growth)
9	Thailand	X			Corresponding to sustainable economic development and maturing society (Countermeasures for environment and climate change)
10	Tajikistan		X		Development of economic infrastructure (Energy and transportation)
11	China			X	Limited issues that affect directly to life of Japanese such as transboundary pollution, infectious diseases, and food safety.
12	Nepal	X			Recovery from earthquake damages and creation of country resilient to disasters in hard and soft aspects
13	Pakistan		X		Assuring human security and improvement of social infrastructure (Securing water and sanitation)
14	Bangladesh	X			Acceleration of economic growth toward middle-income country and beneficial for whole people in the country (Urban development program)
15	East Timor	X			Development and improvement of economic and social infrastructures (Economic and social infrastructure development program)
16	Philippines	X			Sustainable economic growth through investment promotion (Development of infrastructure for sustainable economic growth)
17	Bhutan	X			Reduction of vulnerability (Urban environment improvement program))
18	Viet Nam	X			Strengthening of growth and competitiveness (development of economic infrastructure and improvement of access service)
19	Malaysia			X	(No description related to urban development)
20	Myanmar		X		Support for development of infrastructure and system necessary for sustainable economic growth.
21	Maldives			X	Environment, climate change and disaster prevention
22	Mongol	X			Strengthening of urban function of Ulaanbaatar city
23	Jordan		X		Support for autonomous and sustainable economic growth

24	Laos	X			Development of economic and social infrastructure (Urban environment development program)
【Oceania region】					
25	Solomon		X		Overcoming vulnerabilities (Development and maintenance of social and economic infrastructure)
26	Tonga		X		Overcoming vulnerabilities (Strengthening of economic growth infrastructure)
27	Vanuatu		X		Overcoming vulnerabilities (Strengthening of economic growth infrastructure)
28	Papua New Guinea		X		Strengthening of economic growth infrastructure (Strengthening of economic growth infrastructure)
【Africa region】					
29	Angola		X		Support to economic development for industrial diversification (Development of basic infrastructure)
30	Uganda		X		Development of environment which enables economic growth (Transportation and road network improvement program)
31	Etiopia		X		Infrastructure development (Development of road network and disaster prevention)
32	Ghana		X		Development of economic infrastructure (Electricity and transportation)
33	Cameroon			X	(No description related to urban development)
34	Kenya	X			Development of economic infrastructure (Nairobi urban transportation network improvement program)
35	Cote d'Ivoire	X			Acceleration of economic growth (Development of growth infrastructure program)
36	Democratic Republic of the Congo	X			Social development (Development of economic infrastructure program: road network, urban development and electricity)
37	Zambia	X			Development and strengthening of basic infrastructure which support economic activities (Improvement of physical infrastructure for activation of economic activities)
38	Zimbabwe			X	(No description related to urban development)
39	Senegal	X			Boost sustainable economic growth (Program for strengthening urban function of Dakar metropolitan area)
40	Tanzania	X			Development infrastructure which support economic and social development (Transportation and urban development)
41	Chad			X	Basic life, human resource development, measures against drought and desertification, food security.
42	Tunisia		X		Sustainable industrial development (Environmental conservation, climate change, and disaster prevention program)
43	Nigeria	X			Poverty reduction in urban area Basic life infrastructure development program)
44	Malawi		X		Improvement of basic social services (Improvement of access and quality of basic services)
45	Mauritius		X		Measures to environment and climate change, and disaster prevention
46	Mauritania		X		Poverty reduction in urban area Basic life infrastructure development program)
47	Mozambique		X		Activation of regional economy including economic corridor (Maputo corridor development program)
【Europe region】					
48	Albania		X		Capacity strengthening on development and management of environmental infrastructure
49	Kosovo		X		Capacity strengthening on development and management of environmental infrastructure
【Latin America region】					
50	Argentine			X	Environmental conservation
51	Ecuador			X	(No description related to urban development)
52	El Salvador			X	(No description related to urban development)
53	Costa Rica		X		Environmental conservation (Program for urban environment improvement and natural environment

					conservation)
54	Colombia		X		Balanced economic growth (International competitiveness improvement program and Environmentally friendly society formulation support program)
55	Chile		X		Environmental measures focusing disaster prevention (Program for capacity building on environmental administration)
56	Panama	X			Sustainable economic growth (Economic infrastructure development program)
57	Paraguay		X		Sustainable economic development (Enhancement of economic and social infrastructure)
58	Brazil	X			Countermeasures to Urban problems, environment and disaster prevention (Environment friendly urban development program)
59	Venezuela		X		Environment conservation and disaster prevention
60	Bolivia		X		Productivity improvement through regional development and others (Infrastructure development for disaster prevention and watershed management program)
61	Honduras		X		Disaster prevention (Disaster-Resistant Society Creation Program)
62	Mexico			X	(No description related to urban development)
	Number of countries marked with X	21	31	10	

5. Lessons to be Learned and Recommendations

As the purpose of this survey is to extract lessons that will contribute to the improvement of the system of training projects and to the formulation of new projects, this chapter describes the lessons to be learned and recommendations relating to these points.

In many cases there is linkage between the lessons to be learned and the recommendations, for which reason the lessons and recommendations will be noted together.

Note: The percentages with regard to responses refers to the responses of those former training participants who replied to the questionnaire, not to the percentage of all former training participants asked to fill out the questionnaire.

(1) Rate of Implementation of Action Plans Drawn Up During Training, and How to Further Improve Their Feasibility

(Common to the Thematic Program and the Young Leader's Program)

1) Consideration from the results of the questionnaire survey

The rate of implementation of the action plans drawn up during training was 51.9% for the Thematic Program and 54.5% for the Young Leader's Program. Approximately half of the former training participants implemented their action plans. Effects of the implementation of the action plan mentioned by many of the former training participants were the 'Creation, improvement and implementation of my organization's activity plan/project' and the 'Planning/improvement of the policies/organization of the national/local government'. This suggests that appropriate guidance was given in the drawing up of the action plans during training. It will be effective to continue with the teaching methods employed thus far in training courses to be carried out in the future.

It is thought that consideration of the following points in the content of the training and the formulation of action plans could improve the feasibility of the action plans.

As obstructing factors for the implementation of the action plan, a large proportion of respondents mentioned 'budget' and 'the cooperation of superiors and colleagues'. Responses mentioned that it would be good if, when the action plan was being drawn up, the training contents included 'How to draw up a project plan', 'How to negotiate strategically with project stakeholders', 'How to procure the funding to implement the action plan', 'Examples of action plan implementation', etc. In order to enhance the feasibility and implementation rate of the action plans, it is to be hoped that the training contents will be improved through consideration of the obstructing factors and of items that it would be beneficial to add to the training contents. For example, with respect to funding methods, trainees could learn about the budgets of their own organizations and their local or central government, and about the procurement of funding from international organizations or bilateral organizations such as the World Bank or JICA. And a financing plan could be included at the time the action plan was being drawn up. Further, in addition to improvement of the training contents, it would be effective if, prior to their participation in training in Japan, trainees were advised to discuss in advance with their superiors

and colleagues in their organization the theme and direction they should take in drawing up their action plan thus creating an environment within their organization more conducive to the implementation of the action plan.

2) Consideration from the result of overseas interview survey

It can be said that the training effect becomes the most highly developed, if the action plan drawn up during training is implemented as a project and leads to the solution of the problem. The cases close to this pattern are described below and recommendations for the future are also described.

1) Case 1:

A former training participant from the Ministry of Housing and Human Resettlement (MIVAH) that is the regulatory agency for urban development, clarified position of the training in Japan considering the urban development administration in Costa Rica. Thereafter, Costa Rican side sent officer of MIVAH who requires to obtaining techniques and information on land readjustment method as first step. As second step, officers from implementing organization of urban development projects such as the local governments and the financial institutions. In addition to taking this kind of steps, the trainees understood their respective roles before to be dispatched to Japan, and furthermore contents of the action plan to be prepared have already been decided. In this way, the selection of trainees based on the respective roles of government agencies involved in urban development, the role of the organizations belonging to the trainees and the position of each trainee in advance to the training are clarified before the participation in the training, That way of selection of trainees is effective to create action plans linked to solve problems and realization of the action plans.

2) Case 2:

In the case of trainees who participated in the Thematic Program from Belo Horizonte City (Bureau of City Planning) in Brazil, there were several districts recognizing that it is necessary to implement urban development before the trainee participates in the training. At the time of training in Japan, the trainee prepared an action plan concerning pilot project implementation selecting a site for applying land readjustment method. During the preparation of the action plan, the trainees kept communicating with the city officers concerned for discussing contents of the action plan. At present, negotiations with the land owner are being advanced as a preparatory stage for implementation of the pilot project. The selected project site is located near the bus terminal and he got opinion from the project stakeholder that it is an interesting project in terms of improving the road access aspect of the development site.

Like this case, it can be said that a contributing factor, that the trainee can proceed to preparatory stage for realizing the action plan, is preparation of an action plan based on the existing urban development idea and keeping contact with organization belonging.

(2) Networks of Former Training Participants and the Former Training Participant Alumni Associations

(Common to the Thematic Program and the Young Leader's Program)

The proportion of trainees participating in the same training course who stay in touch with each other after returning home is high for both the Thematic Program (76.5%) and the Young Leader’s Program (83.8%). In the case of former training participants in the Thematic Program, the proportion who keep in touch with participants on other training courses and with JICA staff was relatively high, at over 50% (30%+ in the case of the Young Leader’s Program).

Factors that can be mentioned with respect to the good functioning of the network of former Thematic Program trainees are: 1) They are participating in a network of former training participants in the field of urban development launched by JICA staff involved in the training course: and 2) In the case of former trainees returning to countries in Latin America, there exists a network in which the trainees in Colombia play a central role (refer to Table 5.1). While it would depend on what kind of network is built between former training participants from courses other than in the field of urban development, the example of the urban development network could be very useful in making networks in other fields work, and is instrumental in making effective use of the outcome of the training (it is to be hoped that JICA will use this example in assisting in the building of other similar networks).

Table 5.1 Networks of Former Training Participants of the Thematic Program

Network	Participants	Network Operator	Opportunity to Launch
1) Colombia-centered network of former training participants	Nine (9) countries in Latin America (participants to trainings in Japan and third country trainings)	DNP in Colombia	DNP's staff who participated in the training in Japan launched for information exchange
2) Network of former training participants in the Thematic Program	Asia, Africa and Latin America regions (participants of trainings in Japan)	Former JICA Expert	Japanese expert who involved in the training in Japan launched for technical follow up to the former training participants.

What can be thought of as a source of network maintenance centered on Colombia is that there have been returnee trainees who can take the initiative in DNP as an operator. In addition, it is also considered that the returnee trainees of Colombian local government or another country (Costa Rica) respect and support this key person and have a good relationship is established before the technical connection. However, this network operator is currently retiring from the front lines. It need to keep check which DNP will continue to do good activities in the future. In addition, it is thought that the problem of networking in Latin America's "urban development" were the similarity of the environment. And the language was common (Spanish) and easy to communicate was also considered to be a good factor that the network is functioning.

Participation in the activities of the former training participant alumni associations in each country is not necessarily all that high; 44.4% for the Thematic Program trainees and 37.9% for the Young Leader’s Program trainees. There are also cases where the trainees are members of the association, but do not participate in its activities. It is to be supposed that the degree of activity of an alumni association will differ depending on the country, There are several problems about alumni associations

such as lack of communication between the alumni association and former training participants, lack of information delivery from alumni association to former training participants, and information on the contents of the action plans and status of its implementation is not shared. It is thought that the operation of the alumni association is carried out by former training participants on a volunteer basis. In order to raising subscription rate to the alumni association and participation rate in events of the association, it is recommended that the current situation and issues be surveyed and analyzed further, measures for improving this situation to be examined, and efforts for more effective use of the alumni associations and the outcomes of the training should be made.

The above two types of network in the field of urban development are operated on a personal basis, and so long as there is no hindrance to their operation, there seems no reason for them not to continue as they are; but should any problems arise that threaten their continuation, some kind of assistance may be necessary.

(3) Follow-up Assistance by JICA after Completion of Training

(Common to the Thematic Program and the Young Leader's Program)

As mentioned above, in the case of the Thematic Program courses, there are instances in which course leaders and instructors are participating in the network for former training participants and supporting them through the sharing of information, etc. It can be said that this is highly effective in terms of follow-up.

In the questionnaire, a large proportion of respondents indicated that they would like 'Support in implementing the action plan' and 'Monitoring and support in implementing the action plan'. As approximately 80% of the action plans are implemented within one year of the trainees' return, it might be a good idea if about one year after the completion of training JICA staff took communication with the former training participants using SNS or if possible by visited them, grasp the implementation status of the action plan and if necessary offer assistance.

(4) Region-wide Expansion of the Thematic Program (in the Field of Urban Development) (from Columbia to the Countries of Latin America)

The effects of training in the field of urban development are expanding from Columbia to other regions of Latin America. Country-focused training aimed at Columbia has become region-focused training aimed at several Andean countries; third-country training has been carried out in Columbia and Brazil; and in workshops in Costa Rica, Columbian former training participants are working as third-country experts. After the human resource development for government officials in Colombia, they became lecturers at trainings and third country experts. As a result, they have contributed to human resources development in Colombia and Latin America. This is an extremely good success case that the persons who participated in the Thematic Program became capable local resources and such local personnel has developed other human resources in their country and other Latin America countries. It is to be hoped that this kind of success can be repeated in other regions.

In particular, it is considered that with the economic development of the countries of Africa, urban

development will become even more important; so that it is to be hoped, taking a hint from the example of Columbia, that countries/organizations capable of playing a leading role among the countries of Africa will be identified, enabling strategic capacity-building to progress. The fact that the countries of Latin America share a common language in Spanish, and also have the advantage of being very similar socio-culturally, are factors that have led to success; and in identifying a country/organization that is capable of playing a leading role among the countries of Africa, these points should be taken into account.

(5) Selection of Target Countries for the Thematic Program

This is a small point, but on the training course, trainees have the opportunity to learn about examples in the countries of other trainees; but examples from countries in the other regions where the situation regarding urban development is largely different with the Latin American countries are just too dissimilar, and such examples are not necessarily helpful. Therefore, the opinion was expressed that being able to learn of examples in Latin America countries would be more interesting and helpful, and that having more participants from the same region would be better. Taking this point into consideration, in order to raise the interest of the trainees it might be advisable to select multiple trainees from areas where the situation regarding urban development is somewhat similar.

(6) Trainees' Understanding of Japan

(Common to the Thematic Program and the Young Leader's Program)

As part of the Young Leader's Program, trainees have the opportunity to learn about the culture and history of Japan (in some training courses, experience a home-stay is included), so that in comparison with the Thematic Program, the trainees have a deeper understanding of Japan and a more favorable impression of the national character. The purpose of the Young Leader's Program includes 'Understanding of the history, experiences, culture and social background behind the development of Japanese technology'; indications are that the intended result has been achieved, and it is perhaps inevitable that a gap has appeared between the Young Leader's Program and the Thematic Program.

It is to be hoped that the training agenda for the Thematic Program will be increased to provide a deeper 'Understanding of the history, experiences, culture and social background behind the development of Japanese technology'.

Appendix

Appendix 1 List of Interviewees

No.	JFY	Title of Training Course	Name of Participant	Organization
【Colombia】				
(Thematic Programs)				
1	2016	The Land Readjustment Method for Urban Development	Liliana Rebeca RAMOS RODRIGUEZ	DNP
2	2016	Urban Management for Sustainable Urban Development (B)	Jairo Ernesto CASTILLO VARELA	DNP
(Young Leader's Programs)				
1	2012	Urban Environmental Management Course	Hernan Gonzalo CADENA CARREÑO	District Environmental Secretary of Bogota city
2	2013	Urban Environmental Management Course	Mary Teresa LIZARAZO RAMIREZ	District Environmental Secretary of Bogota city
3	2014	Small and Medium Enterprises Development and Promotion Course	Eliana Maria GOMEZ CORREA	Chamber of Commerce of Manizales city
4	2015	Small and Medium Enterprises Development and Promotion Course	Paola Andrea VACCA CASTAÑO	Chamber of Commerce of Bogota city
(Persons Concerned)				
1	---	---	Augusto Pinto Carrillo	Consultant
2	---	---	Nelson Dario Valderrama Cuartas	Office of Medellin city
3	---	---	Sergio Mario Jaramillo Vasquez	Office of Medellin city
4	---	---	Orlando Hernandez	Office of Chia city
5	---	---	Federico Jaramillo robled	Chamber of Commerce of Manizales city
6	---	---	Daniel Francisco	Chamber of Commerce of Bogota city
7	---	---	Reinosa Valeria Patricia	JICA Colombia office (Program Coordinator)
8	---	---	Ricard Chiku	JICA Colombia office (Administrative Coordinator)
【Costa Rica】				
(Thematic Programs)				
1	2014	The Land Readjustment Method for Urban Development	Jose Fabio UREÑA GOMEZ	MIVAH
2	2014	The Land Readjustment Method for Urban Development	Johanna Maria ROJAS MATHIEU	MIVAH
3	2016	The Land Readjustment Method for Urban Development	Felipe CALCANELO MADURO	IFAM
4	2016	The Land Readjustment Method for Urban Development	Miguel Andres CORTES SANCHEZ	Office of Sao Paulo city
(Young Leader's Programs)				
1	2012	Urban Environmental Management Course	Roberto Jose GUZMAN FERNANDEZ	ChepeCletas
2	2012	Urban Environmental Management Course	Dulcehe JIMENEZ ESPINOZA	Office of Belen city
3	2012	Support System for Persons with Disabilities Course	Ana Magally MADRIGAL LIZANO	Heredia National University
4	2015	Renewable Energy Course	Olger Alberto ROBLES SOLANO	Coopesantos R.L.
5	2015	Renewable Energy Course	Maria Gabriela MONTES DE OCA VASQUEZ	National Laboratory on Nanotechnology
6	2016	Community Small and Medium Enterprises Development and Promotion Course	Noelia GARRO MARIN	PROCOMER

7	2016	Renewable Energy Course	Marta Lucia MONGE MONTERO	ICE
(Persons Concerned)				
1	---	---	Silvia Camacho Delgado	JICA Costa Rica office (Program Officer)
2	---	---	Andrés Calvo Barrantes	JICA Costa Rica office (Program Officer)
【Brazil】				
(Thematic Programs)				
1	2012	Comprehensive City Planning	Rosa Bernarda LUDERMIR	Office of Recife City
2	2013	Urban Development (Focused on Land Readjustment Measures)	Artur FURTADO FILHO	IPPUC (Curitiba)
3	2013	Comprehensive City Planning	Carla Choma FRANKL	IPPUC (Curitiba)
4	2015	The Land Readjustment Method for Urban Development	Rogério BORGES MARQUES	Ministry of City (Brasilia)
5	2015	Public Involvement, Consultation and Resettlement for Public Works (A)	Jorge LUCIEN MUNCHEN MARTINS	Ministry of City (Brasilia)
6	2016	The Land Readjustment Method for Urban Development	Daniel MASIERO	Ministry of City (Brasilia)
7	2016	The Land Readjustment Method for Urban Development	Thiago MEDEIROS DE CASTRO SILVA	Belo Horizonte city
8	2016	Public Involvement, Consultation and Resettlement for Public Works	Monica MAXIMO DA SILVA	IPPUC (Curitiba)
(Persons Concerned)				
1	---	---	Wolnei Wolff Barreiros	Ministry of City
2	---	---	Cintia Estefania Fernandes	Legal Affairs Dept. of the office of Curitiba city
3	---	---	Rodrigo Schmidt	Parana Alumni Association Brasil-Japan (Chairman)
4	---	---	Emanoele Leal	IPPUC
5	---	---	Liana Vallicelli	IPPUC
6	---	---	Rosane Amélia Santos Popp	IPPUC
7	---	---	Silvana Mara Câmara	IPPUC
8	---	---	Mauro Cesar Kugler	COHAB (Director of Engineering)
9	---	---	Luciana Cardon Castro	COHAB (Chief of Development Dept.)
10	---	---	Joao Azevedo	ICPS (President)
11	---	---	Sideney Schreiner	ICPS (Managing Director)
12	---	---	Marcelo Olimpio dos Santos	ICPS
13	---	---	Izabel Dias de Oliveira Melo	Staff of Belo Horizonte city (Director of Urban Planning Dept.)
14	---	---	Tiago Esteves Gonçalves da Costa	Staff of Belo Horizonte city (Director of Urban Development Policy Dept.)
15	---	---	Daniel Todtmann Montandon	Consultant (former staff of the Ministry of City)
16	---	---	Yutaro Tanaka	Staff of JICA Brazil office
17	---	---	Mauro Inoue	Staff of JICA Brazil office (Project Coordinator)

Appendix 2 Results of Questionnaire Survey

Questionnaire for All Trainees Fiscal Year 2017 Ex-post Evaluation Survey of Knowledge Co-Creation Program

For all who participated in JICA training program,
Thank you for your cooperation in our investigation.
Most questions are simple. Follow the instructions of each question and please answer as many questions as possible.
(If you are not from English-speaking country, we will send two types of questionnaire written in your native language and English. But some questions are requiring to answer in English.)
Regarding the contents of the response, we strictly adhere to the secret and will not use it for purpose

1. Personal information (Please write in English)

- (1) Name
- (2) Current affiliation
- (3) Current your position
- (4) Nationality

Responses	
Thematic Program	Young Leaders Program
81	198

2. Training Results

2.1 Changes in your consciousness, status of utilization for business

(1) Please select the appropriate one for changing your consciousness to your work after training.

*choose all that apply

-
- a) Increased consciousness of problem to your field
- b) The sense of responsibility for work improved.
- c) The consciousness to work while cooperating with colleagues became stronger.
- d) Be more ambitious to conduct activities that contribute to the development of your country.
- e) Became to think rather than before about your country situation from international perspective.

	Thematic Program	Young Leaders Program
a)	64	127
b)	50	125
c)	42	125
d)	53	158
e)	54	120

(2) What knowledge and skills are being utilized in your work acquired through the training.

2.2 Sharing and dissemination of acquired knowledge and technology

(1) Have you shared your experiences, knowledge and skills acquired from the training?

Please answer with "Yes" or "No"

.....

	Thematic Program	Young Leaders Program
YES	81	193
NO	0	3
No answer	0	2

Below, (1) ~ (3), question for the person answering "Yes".

1) How did you share your knowledge? *choose all

-
- a. Seminar · Workshop
- b. Guidance and sharing at on the job training
- c. Sharing teaching materials (soft data, paper)
- d. Distribution and sharing of your report
- e. Other()

	Thematic Program	Young Leaders Program
a.	39	71
b.	56	106
c.	48	100
d.	47	109
e.	17	49

2) Who was the target of share?

-
- a) Affiliated staff within department
- b) Staff involved throughout the organization
- c) Including stakeholders outside the organization
- d) Other()

	Thematic Program	Young Leaders Program
a.	63	140
b.	48	102
c.	31	71
d.	16	50

3) What kind of content (knowledge / technology) did you share?

2.3 Action plan

(1) Did you carry out your action plan created at the training after return back your country?

Please answer with "Yes" or "No". If you did not make action plan at the training, please respond with NR (Not Relevant)

.....

	Thematic Program	Young Leaders Program
YES	42	108
NO	26	50
Not Relevant	12	40
No answer	1	0

Below, (2) ~ (8), question for the person answering "Yes".

(2) What is the action plan you carried out?

Subject of action plan :

Outline of action plan implementation (main contents · target, number of people, method etc.)

*you can fill either English or your native language.

- (3) Did you customized your action plan?
- a) Did not customize. Almost carried out in same.
 - b) Partially customized after come back to home country
 - c) Greatly customized

	Thematic Program	Young Leaders Program
a.	10	17
b.	22	64
c.	9	26
No answer	1	1

- (4) When was the action plan implemented after returning your c
- a) Within one month
 - b) Within three month
 - c) With in half year
 - d) With in one year
 - e) After over one year

	Thematic Program	Young Leaders Program
a.	7	20
b.	3	31
c.	13	17
d.	10	28
e.	8	12
No answer	1	0

- (5) What is the direct result of the action plan you carried out? *choose all that apply
- a) Planing and improving policies and institutions of gover
 - b) Construction and improvement of your organization's structure
 - c) Creation plan of your organization / Making project, improvement and implementation
 - d) Construction and improvement of technologies and methods operated in business within their organization
 - e) Other()

	Thematic Program	Young Leaders Program
a.	23	35
b.	9	30
c.	23	67
d.	15	32
e.	8	18

- (6) How did you devise to practice the action plan?

- (7) What is a key item in training in Japan that was effective in creating your ac *choose all that apply
- a) Exchanging opinions of the action plan with my superiors and colleagues during creation (staying in Japan).
 - b) Presentation and discussion of job/country/inception report (including presentation of other trainees)
 - c) Guidance on action plan creation (exercise, consultation)
 - d) Presentation and discussion of action plan (including presentation / opinions of other trainees)
 - e) Knowledge and technical information obtained through individual lectures and inspections (including actuals such as manuals)
-

	Thematic Program	Young Leaders Program
a.	28	66
b.	28	69
c.	31	64
d.	36	70
e.	39	80

- (8) Please tell us if there are items that seem to be necessary to implement action plan that was not included in the training from the viewpoint of local situation and recent trends.

- (9) For each of the following points, do you think what is inhibited / contributed to the implementation of the action plan? *please answer with appropriate number.

	1	2	3	4	5
	Inhibitory	Slightly inhibitory	Neither	Some contributed	Contributed

- a) Required equipment / facilities
- b) Budget
- c) Coeration of superiors and colleagu.....
- d) Applicability of acquired knowledge and skills
- e) Other: ()

Thematic Program	1	2	3	4	5
a.	5	12	16	14	10
b.	14	9	18	10	6
c.	9	5	10	18	15
d.	1	3	10	23	20
e.	2	2	2	0	0

Young leaders Program	1	2	3	4	5
a.	22	22	29	36	20
b.	39	26	19	32	15
c.	9	16	24	39	42
d.	6	10	22	48	47
e.	2	5	5	1	4

- 2.4 Utilization of training results for other JICA projects
- (1) Did you involved any JICA projects during or after participation training?
 Please answer with "Yes" or "No".

- Question for the person answering "Yes".
- (2) How did you use your experiences of training for other JICA project?
 *you can fill either English or your native language.

	Thematic Program	Young Leaders Program
YES	25	27
NO	52	164
No answer	4	7

3. Connection with JICA and returnee trainees
- (1) Do you have any connections with the following?
- a) Joined the JICA return trainee alumni association
 - b) Keeping in touch with trainees who participated in the same course
 - c) Keeping in touch with returnee trainees who participated in other courses
 - d) Contact with officials of JICA (including JICA projects, Experts, Japanese volunteers etc.)
 - e) Contact with the Japanese organization which cooperated with the training?
 - f) Other (Concretely) :

	Thematic Program	Young Leaders Program
a.	36	75
b.	62	166
c.	45	63
d.	48	65
e.	18	25
f.	3	13

(2) Please advise any activities with returnees.

**you can fill either English or your native language.*

4. Follow-up support

Please choose what is useful as JICA follow-up support to sustain and develop your knowledge and experience.

**choose all that apply*

- a) monitoring and support in implementation of your action plan prepared by training
- b) Support for the implementation of lecture or training session
- c) Dispatch of Japanese technical experts
- d) Dispatch of Japanese Volunteers (JOCV)
- e) Project implementation support
- f) Providing equipments or teaching materials
- g) Other (Concretely):

Example:

Your answer:

(Please select in order of important) (it is not necessary to arrange the selections of all)

Thematic Program

	1	2	3	4	5	6	7
a.	33	5	4	1	0	1	0
b.	20	17	4	4	0	1	1
c.	11	15	11	4	1	1	0
d.	1	6	4	5	2	1	1
e.	6	16	17	8	6	1	0
f.	2	8	9	6	6	1	0
g.	2	2	2	2	1	0	0

Young Leaders

	1	2	3	4	5	6	7
a.	94	12	6	8	0	1	0
b.	34	57	5	7	6	1	0
c.	24	31	38	6	1	2	0
d.	7	19	15	23	3	4	0
e.	19	25	37	17	21	2	0
f.	7	17	29	24	14	19	0
g.	4	2	1	2	2	1	1

5. Understanding about Japan

Please explain your impression of Japan after the training.

**you can fill either English or your native language.*

Do you mind if we reach you again for further onformation by e-mail*.....

Your e-mail address

@

Thank you for your time and cooperation to improve JICA trainings.

1. Response by countries

Note: For countries with more than 10 effective e-mail addresses of return trainees

Nation	Number of valid e-mail addresses	Response	Number of responses to valid email addresses
Indonesia	43	19	44.2%
Malaysia	40	16	40.0%
Ghana	15	6	40.0%
Nigeria	10	4	40.0%
Maldives	10	4	40.0%
Myanmar	73	26	35.6%
Sri Lanka	23	8	34.8%
Philippines	68	21	30.9%
Vietnam	72	20	27.8%
Papua New Guinea	11	3	27.3%
Tajikistan	12	3	25.0%
Pakistan	21	5	23.8%
Bangladesh	13	3	23.1%
Thailand	63	14	22.2%
Cambodia	40	8	20.0%
Laos	15	3	20.0%
Kyrgyzstan	18	3	16.7%
India	31	4	12.9%
Kazakhstan	14	1	7.1%
Zambia	14	1	7.1%
Afghanistan	31	2	6.5%
Mongolia	33	2	6.1%

2. Reply status by language

	Thematic Program			Young Leaders Program		
	Number of valid e-mail addresses	Response	Number of responses to valid email addresses	Number of valid e-mail addresses	Response	Number of responses to valid email addresses
English	108	32	29.6%	348	91	26.1%
Spanish	30	15	50.0%	12	11	91.7%
Portuguese	12	10	83.3%	4	2	50.0%
French	13	4	30.8%	36	14	38.9%
Indonesian	16	3	18.8%	34	16	47.1%
Vietnamese	13	7	53.8%	59	13	22.0%
Thai	10	3	30.0%	53	11	20.8%
Russian	3	0	0.0%	56	11	19.6%
Myanmar	21	5	23.8%	46	21	45.7%
Cambodian language	4	1	25.0%	36	7	19.4%
Dali	11	1	9.1%	20	1	5.0%

Appendix 3 Schedule of Overseas Survey (actual)

The overseas survey was carried out separately, i.e. survey in Colombia and Costa Rica, and Brazil. The duration of the survey in Colombia and Costa Rica was 21 days (from November 13 to December 3). The duration of the survey in Brazil was 7 days (from November 6 to 10 and from November 22 to 23). The Detailed survey schedule is shown in the tables below.

1) Survey schedule in Colombia and Costa Rica (from November 13 to December 3, 21 days)

Date		Location	Schedule
Nov. 13	Mon	-	Tokyo 15:25 -Mexico 12:45 (AM0057), Mexico 18:10 - Bogota 23:58 (AM0708)
Nov. 14	Tue	Bogota	10:00 JICA Colombia Office
Nov. 15	Wed	ditto	10:00 District Environmental Secretary of Bogota city
			16:00 Chamber of Commerce of Bogota city
Nov. 16	Tus	ditto	10:00 Mr. Augusto Pinto (former staff of DNP)
			14:00 DNP
Nov. 17	Fri	ditto	10:00 District Environmental Secretary of Bogota city
			14:00 Chia city office and field visit (Suburbs of Chia city)
Nov. 18	Sat	ditto	Information arrangement
Nov. 19	Sun	Medellin	Move from Bogota to Medellin
Nov. 20	Mon	ditto	10:00 Medellin city office and field visit (Juan Bobo area)
Nov. 21	Tue	Manizales	10:00 Chamber of Commerce of Manizales City
Nov. 22	Wed	Bogota	Information arrangement in the morning
			14:30 JICA Colombia Office
Nov. 23	Tus	San Jose	Bogota 08:05 - San Jose 09:25 (AV0697)
			11:00 JICA Costa Rica office
Nov. 24	Fri	ditto	10:00 Person concerned of MIVAH (at a hotel)
			14:00 PROCOMER
Nov. 25	Sat	ditto	Information arrangement
Nov. 26	Sun	ditto	ditto
Nov. 27	Mon	Heredia	10:00 Sao Paulo city office and field visit (Borboza area)
			14:00 Heredia national University
Nov. 28	Tue	San Jose	10:00 Costa Rican Electricity Institute (ICE)
			14:00 National Nanotechnology Laboratory (LANOTEC CeNAT)
Nov. 29	Wed	ditto	15:00 Coopesantos R.L. (Suburbs of San Marcos)
Nov. 30	Tus	ditto	10:00 IFAM
			14:00 ChepeCletas
			16:00 JICA Costa Rica office
Nov. 1	Fri	-	9:00 Officer of Belen city (at the airport)
			San Jose 12:30 - Mexico 15:55 (AM0691)
Nov. 2	Sat	-	Mexico 00:06 -
Nov. 3	Sun	Tokyo	- Tokyo 06:05 (AM 0058)

2) Survey Schedule in Brazil (from November 6 to 10 and from November 22 to 23)

Date		Location	Schedule
Nov. 5	Sun	-	Sao Paulo 22:00 - Brasilia 23:50 (O6 6132)
Nov. 6	Mon	Brasilia	9:00 JICA Brazil office, 14:00 Ministry of City of Brazil
Nov. 7	Tue	ditto	9:00 Ministry of City, 14:00 Presidency of the Federative Republic of Brazil
			Brasilia 19:30 - Curitiba 21:47 (O6 6246)
Nov. 8	Wed	Curitiba	9:00 IPPUC, 14:30 Legal Affairs Dept. of Curitiba city
			18:30 Parana Alumni Association Brasil-Japan
Nov. 9	Tus	ditto	9:00 IPPUC and field visit (Campo de Santana area)
Nov. 10	Fri	ditto	9:00 IPPUC, 16:00 Curitiba Popular Housing Company
			Curitiba 21:46 - Sao Paulo 23:10 (JJ4729)
Nov. 21	Tue	Recife	Sao Paulo 16:10 - Recife 18:18 (O6 6302)
Nov. 22	Wed	ditto	09:00 ICPS
Nov. 23	Tus	Belo Horizonte	Recife 08:00 - Belo Horizonte 11:30 (AD2581)
			14:00 Urban Development Dept. of Belo Horizonte city
Nov. 24	Fri	ditto	10:00 Field survey (Candelaria area)
			Belo Horizonte 18:50 - Sao Paulo 20:10 (O6 6152)
Nov. 28	Tue	Sao Paulo	10:00 Person concerned of Sao Paulo city (former staff of the Ministry of City)